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

**UNIT 1 – MY FRIENDS**

**Lesson 2 (page 13)**

1. **Objectives**

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

* 1. **Language knowledge and skills**

**Vocabulary:** the USA, the UK, Italy, India, Japan, Alpha.

**Sentence patterns:** Where are you from?/ I’m from the USA./ Where’s she from?/ She’s from Japan.

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

* 1. **Competences**

**Self-control and independent learning:** ask and answer about the countries people are from.

**Communication and collaboration:** work in pairs/ groups to ask and answer about the countries people are from.

**Critical thinking and creativity:** learn how to ask and answer about the countries people are from.

* 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 students introduce the alphabet, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Draw the alphabet” or “Repeating game”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can guess the correct letter or repeat the correct words on the flashcards quickly.
* Task completed: Students can guess the correct letter or repeat the correct words on the flashcards.
* Task uncompleted: Students cannot guess the letter or find it difficult to pronounce some words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Draw the alphabet.**   * Divide the class into two teams. * Invite the first two students of each group to come to the front of the class. * Ask the second student to draw a letter on the back of the first student so that they can guess the letter. * The first student to get the correct letter wins a point for their team. * Continue this activity with the next pairs. * Lead in the new lesson. | * Play the game with their classmates. * Listen to their teacher’s instructions. * Come to the front of the class. * Draw a letter on the back of the first student so that they can guess the letter. * Be ready for the new lesson. |

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| **Option 2:** **Playing the *Repeating* game.**   * Put a selection of the flashcards about the alphabet on the board. * Point to a flashcard and say a letter. If the letter is correct, the students repeat it. If not, they stay silent. | * Follow their teacher’s instructions before playing the game. * Look at the flashcard, listen to their teacher saying the letter on each card, and repeat the letter if it is correct. |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and name some countries.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can recognize and name some countries correctly.
* Task completed: Students can recognize and name some countries.
* Task uncompleted: Students are unable to recognize and name some countries.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD1 Track 18)   Arrange the flashcards *(the USA, the UK, Italy, India, Japan, Alpha)* 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 *Guess.***   * Arrange the flashcards on the board and write a number under each card. * Have the students look at the flashcards for the count of ten. * Turn the flashcards over to face the board when the students are not looking. * Call out a number and have the students take turns guessing the face-down card. Turn the card over after each guess. | * Play with the whole class. * Look at the flashcards for the count of ten. * Take turns guessing the face-down card. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice asking and answering about the countries people are from.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about the countries people are from correctly and smoothly.
* Task completed: Students can ask and answer about the countries people are from.

1. Task uncompleted: Students fail to ask and answer about the countries people are from.
2. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD1 Track 19)  * Use DCR to show the useful language and have students look and read the useful language silently. * Explain that we use this to ask where a person comes from. It can be used for countries, cities, provinces, or other areas. * Play the audio and have them look at 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. Fill in the blanks. Practice.**   * Demonstrate the activity using the example. * Have the students read and fill in the blanks. * Divide the class into pairs and have them check each other’s work. * Use DCR to check the answers as a whole class. * Have 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 about countries.
3. **Content:** Playing the game: “Disappearing cards” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can name all the flashcards in order quickly.
* Task completed: Students can remember the flashcard’s sequence.
* Task uncompleted: Students cannot remember some disappearing flashcards on the board.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Playing the *Disappearing cards* game.**   * Put a selection of flashcards in a line on the board. * Get the students to name them in order. * When they can do this activity easily, start to turn the flashcards over so that they have to remember the sequence. | * Look at the flashcards on the board. * Name the flashcards in order. * Try to remember the flashcard’s sequence. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 1 – 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. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember and pronounce the vocabulary items.
3. **Contents:** Practicing the sentence structures and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can use the vocabulary items and sentence structures to ask and answer the questions about the countries people are from confidently.
* Task completed: Students are able to use the vocabulary items and sentence structures to ask and answer the questions about the countries people are from.
* Task uncompleted: Students fail to identify and pronounce the vocabulary words or ask and answer questions about the countries people are from incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Ask the students to focus on the language structures: *Where are you from?/ I’m from… .* * Randomly invite some pairs to practice the structure. * Show the flashcards about the countries to the students so that they take turns asking and answering the questions. * Correct the students’ mistakes if needed. | * Follow their teacher’s instructions. * Work with their partner to complete the task. * Ask and answer the questions using the target pattern sentence structures. |
| **Homework Assignment**   * Require the students to do exercises on page 10 in the Workbook. * Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 8. * Ask them to prepare Parts C and D, Lesson 2 on page 14 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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