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

**UNIT 2 – FAMILY**

**Culture Lesson (page 34)**

1. **Objectives**

By the end of this lesson, students will be able to talk about the family pet.

**Language knowledge and skills**

**Vocabulary:** dog, cat, fish, bird.

**Sentence patterns:** My family pet is a dog./ I love my dog.

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

* 1. **Competences**

**Self-control and independent learning:** talk about the family pet.

**Communication and collaboration:** work in pairs or groups to talk about the family pet.

**Critical thinking and creativity:** learn how to talk about the family pet.

* 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 animals, 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 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:** **Play the *Slap the board* game.**   * Divide the class into two teams and have them form two lines. * Place the flashcards about the animals 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 have some general ideas about the family pet.
3. **Contents:** Listening and speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can share some information about their family pets fluently.
* Task completed: Students can share some information about their family pets.
* Task uncompleted: Students are unable to share some information about their family pets.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.**   * Use DCR on Eduhome to show the students the pictures of the story. * Ask them some questions: *What animal is it?/ What color is the pet?/ Do you have a pet at home?/ What is its name?* * Support them to answer the questions if necessary. * Lead in the new lesson. | * Listen and follow their teacher’s instructions. * Look at the pictures and answer their teacher’s questions. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice reading about the family pet and completing the blanks.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can use the useful language to talk about the school timetables confidently and fluently, and they can complete the blanks with their own answers quickly.
* Task completed: Students can ask and answer about their school timetables, and they can complete the blanks with their own answers.
* Task uncompleted: Students fail to ask and answer about their school timetables, and they cannot complete the blanks with their own answers.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **C. Read and circle.**   * Use DCR on Eduhome to show students the story and the text. * Have them read the text individually. * Read the text as a whole class. * Help them correct their pronunciation. * Demonstrate the activity using the example. * Have them read and circle. * Check answers as a whole class. | * Listen and follow their teacher’s instructions. * Read the text individually. * Read the text as a whole class. * Read and circle. |

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| **D. 1. Look and listen.** (CD1 Track 55)   * Have the students look at the script and pictures and ask these questions: *Who are talking? (Joe and Mary)/ What are they talking about? (their pets).* * Play the audio and have them look and listen. | * Look at the script and pictures and ask their teacher’s questions. * Look and listen. |
| **2. Listen and write.** (CD1 Track 56)   * Have the students look at the sentences. * Play the audio and demonstrate the activity using the example. * Play the audio and have them listen and write. * Play the audio again and check answers as a whole class. | * Look at the sentences. * Follow their teacher’s instructions. * Listen and write. * Listen and check 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 create their own stories about the family pet.
3. **Content:** Making their own stories or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students make the stories about the family pet using their own ideas fluently.
* Task completed: Students can make the stories about the family pet using their own ideas.
* Task uncompleted: Students cannot make the stories about the family pet using their own ideas.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Make their own stories.**   * Have the students work in pairs. * Ask them to choose one of the stories from *Part 2 – Listen and write.* 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 partner to complete the task. * Choose one of the stories from *Part 2 – Listen and write.* as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 2 – Culture Lesson) 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. |

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**

* 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 25 in the Workbook. * Ask them to prepare Parts E-G, Culture Lesson on page 35 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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