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

**UNIT 2 - FAMILY**

**Lesson 1 (page 24)**

1. **Objectives**

By the end of this lesson, students will be able to introduce family members.

* 1. **Language knowledge and skills**

**Vocabulary:** father, mother, brother, sister.

**Sentence patterns:** This is my father./ Hello, I’m Alfie./ Hello, Alfie.

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

* 1. **Competences**

**Self-control and independent learning:** identify and introduce family members.

**Communication and collaboration:** work in pairs or groups to introduce family members.

**Critical thinking and creativity:** learn how to introduce family members 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 free time activities and countries, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Turn over the flashcards” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or say and turn over the correct flashcards quickly and correctly.
* Task completed: Students can slap flashcards or say and turn over the correct flashcards.
* Task uncompleted: Students slap flashcards or say and turn over the correct flashcards incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Turn over the flashcards.**   * Place the flashcards on the floor with the picture-side down. * Divide the class into two groups and sit on opposite sides of the flashcards. * Ask them to say a free time activity/ country and turn over the flashcard that they think shows the picture of the activity/ country. If they are right, they keep the flashcard. If they are wrong, they leave it in its original place. * The team with the most flashcards at the end wins the game. | * Follow teacher’s instructions before playing the game. * Make two lines to play this game. * Say a free time activity/ country and turn over the flashcard that they think shows the picture of the activity/ country. |

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| **Option 2:** **Playing 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 students identify and name some family members.
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.** (CD1 Track 35)  * Arrange the flashcards *(father, mother, brother, sister)* 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 *Four corners*.**   * Put one flashcard in each of the four corners of the classroom. * Make sure that all students can pronounce the new word in each card. * Choose one student to come to the front of the class. * Have the student close their eyes and have the rest of the class stand up and point to a flashcard of their choice. * Have the student at the front say one of the words. All students pointing at that flashcard are “out”. They must sit down. * Continue the game until only one student is left standing. | * Play with the whole class. * Identify and say the new words in the flashcards of the four corners correctly. * One student to come to the front of the class. * Stand up and point to a flashcard they like. * One student at the front of the class says one of the new words. Students pointing at that flashcard must sit down. * Play the game until the last student is still standing. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice introducing their family members.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can introduce family members correctly.
* Task completed: Students can introduce family members.
* Task uncompleted: Students fail to introduce family members.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD1 Track 36)  * Use DCR on Eduhome to show the useful language and have students look and read the useful language silently. * Explain that we often use *“This is my…”* to introduce our family member and we use *“Hello, I’m…”* to introduce ourselves. * 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 on Eduhome 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 and sentence patterns.
3. **Content:** Playing the game: “Introducing family members” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can introduce family members quickly.
* Task completed: Students are able to introduce family members.
* Task uncompleted: Students cannot introduce family members.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Use the structure: *“This is… .”***   * Show a flashcard to the class. * Have students practice the structure using the new word. * Repeat with other flashcards.   e.g.  (Teacher shows the flashcard “sister”.)  Class: *“This is my sister.”*  (Teacher shows the flashcard “brother”.)  Class: *“This is my brother.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |
| **Option 2: Use DHA on Eduhome**   * Open DHA (Unit 2 – Lesson 1) 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 students remember and pronounce the vocabulary items.
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 students play the game “Whispers”. * Divide the class into two teams. * Ask 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 teacher’s instructions before playing the game. * Quickly whisper the word into the ear of the friend standing next to them. |
| **Homework Assignment**   * Require students to do exercises on page 18 in the Workbook. * Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 12. * Ask them to prepare Parts C and D, Lesson 1 on page 25 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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