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

**UNIT 2 - FAMILY**

**Lesson 1 (page 25)**

1. **Objectives**

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

* 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 the family members, countries, free time activities, and numbers 1-10, to generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Change your seats” or “Slap the board”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can slap flashcards or listen and identify the flashcards quickly and correctly.
* Task completed: Students can slap flashcards or listen and identify the flashcards.
* Task uncompleted: Students slap or identify the wrong flashcards.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Playing the *Change your seats* game.*** Divide the class into two groups and ask them to sit on the chairs in a circle.
* Give each student a flashcard, stand in the middle, and say: “sister, singing”. The students with these flashcards must change their seats.
* Find the chair to sit on. Then one student doesn’t have the chair to sit on, they will stand in the middle of the circle and continue the activity with the other two words.
 | * Make two lines to play this game and sit on the chairs in a circle.
* Follow teacher’s instructions before playing the game.
* Carefully listen and change their seats if they have one of the flashcards their teacher says.
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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 family members, countries, free time activities, and numbers 1-10 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.
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1. **Presentation** (10 minutes)
2. **Objective:** To help students identify the /ʌ/ 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 /ʌ/ sound and pronounce it correctly and fluently.
* Task completed: Students can identify the /ʌ/ sound and pronounce it.
* Task uncompleted: Students are unable to identify the /ʌ/ sound and pronounce it.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD1 Track 37)
* Draw attention to the /ʌ/ 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.
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| **2. Chant.** (CD1 Track 38)* 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 the students listen and repeat.
* Follow the same procedure with the other sound and word.
* Play the audio again.
* Have the 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.
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**C. Practice** (10 minutes)

1. **Objectives:** To help the students introduce their family members and practice listening and writing the missing words in the blanks.
2. **Contents:** Listening, speaking, and writing.
3. **Expected outcomes and assessment**
* Task completed with excellence: Students can understand the story and fill in the missing words correctly.
* Task completed: Students can understand the story and fill in the missing words.
* Task uncompleted: Students fail to understand the story and fill in the missing words.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD1 Track 39)* Introduce the situation: “My family…”
* Have students look at the story and ask these questions.
* *Who can you see? (Alfie, Tom, Tom’s father, Tom’s mother, Tom’s brother, and a dog)*
* *Where are they? (at Tom’s house)*
* *Does Alfie know Tom’s family? (no)*
* 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.
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| **2. Listen and write.** (CD1 Track 40)* Play the audio and demonstrate the activity using the example.
* Play the audio (using DCR) and have the students listen and write.
* Play the audio again and check answers as a whole class.
 | * Listen and follow their teacher’s demonstration.
* Listen to the story and write.
* Listen to the story again and check the answers as a whole class.
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| **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.
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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 two/ three students.
* Ask them to choose one of the stories from *Part 2 – Listen and write.* as a sample.
* Give 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 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 write.* as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
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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 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.
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| **Homework Assignment** * Require students to do exercises on page 19 in the Workbook.
* Ask them to prepare Parts E and F, Lesson 1 on page 26 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework 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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