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

**UNIT 3 - SCHOOL**

**Lesson 2 (page 41)**

1. **Objectives**

By the end of this lesson, students will be able to ask what subjects people like.

* 1. **Language knowledge and skills**

**Vocabulary:** *math, English, art, PE (physical education), music.*

**Sentence pattern:** *Do you like math? – Yes, I do./ No, I don’t.*

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

* 1. **Competences**

**Self-control and independent learning:** identify and name some school subjects.

**Communication and collaboration:** work in pairs/ groups to ask and answer about the school subjects.

**Critical thinking and creativity:** learn how to ask and answer about what subjects people like.

* 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 review vocabulary about school things, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Yes or No” or “Repeating game”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can jump to the correct side or repeat the correct words on the flashcards quickly.
* Task completed: Students can jump to the correct side or repeat the correct words on the flashcards.
* Task uncompleted: Students jump to the incorrect side or find it difficult to pronounce some words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Playing the game “Yes or No”**   * Draw a line on the ground with chalk. * Explain to the students that one side is Yes and the other side is No. * Show students a flashcard and ask them a question: *Is this a book?* * Get the class to jump to the correct side to the answer. * Lead in the new lesson. | * Play the game with the whole class. * Listen to teacher’s instructions. * Look at the flashcards and carefully listen to teacher’s questions. * Jump to the correct side (Yes/No) to show their answer. * Be ready for the new lesson. |
| **Option 2:** **Playing the game “Repeating game”**   * Put a selection of the flashcards about school things on the board. * Point to a flashcard and say a word. If the word is correct, the students repeat it. If not, they stay silent. | * Follow teacher’s instructions before playing the game. * Look at the flashcard, listen to their teacher saying the word on each card, and repeat the word if it is correct. |

1. **Presentation** (10 minutes)
2. **Objective:** To help students know some school subjects.
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.** (CD2 Track 07)  * Arrange the flashcards *(math, English, art, PE (physical education), music)* on the board. * Ask 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 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 students is still standing. |

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

* Task completed with excellence: Students can ask and answer about what subjects people like correctly and smoothly.
* Task completed: Students can ask and answer about what subjects people like.

1. Task uncompleted: Students fail to ask and answer about what subjects people like.
2. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 08)  * Use DCR to show the useful language and have students look and read the useful language silently. * Explain that we use this to ask someone if they like something or not. * 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 the 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 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 school subjects.
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 a game “Disappearing cards”**   * Put a selection of flashcards in a line on the board. * Get 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: Using DHA on Eduhome**   * Open DHA (Unit 3 – Lesson 2) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find. | * 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 structure and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can use the vocabulary items and sentence structure to ask and answer the questions about what subjects people like confidently.
* Task completed: Students are able to use the vocabulary items and sentence structure to ask and answer the questions about school subjects.
* Task uncompleted: Students fail to identify and pronounce the vocabulary words or ask and answer questions incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Ask students to focus on the language structure: *Do you like…?* * Randomly invite some pairs to practice the structure. * Show the flashcards about school subjects to the students so that they take turns asking and answering the questions. * Correct 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 structure. |
| **Homework Assignment**   * Require students to do exercises on page 30 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 18. * Ask them to prepare Parts C and D, Lesson 2 on page 42 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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