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

**UNIT 8 – FOOD**

**Culture Lesson (page 121)**

1. **Objectives**

By the end of this lesson, students will be able to talk about the eating habits in Vietnam.

**Language knowledge and skills**

**Vocabulary:** *knife, fork, spoon, chopsticks, noodles.*

**Sentence patterns:** *We often eat rice and noodles./ My favorite food is phở./ We eat phở with chopsticks and a spoon.*

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

* 1. **Competences**

**Self-control and independent learning:** identify and talk about the eating habits in Vietnam.

**Communication and collaboration:** work in pairs or groups to talk about the eating habits in Vietnam.

**Critical thinking and creativity:** learn how to talk about the eating habits in Vietnam.

* 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 food and kitchen utensils, 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 their 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 food and kitchen utensils 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 the students get some general information about the reading.
3. **Content:** Rearranging the sentences.
4. **Expected outcomes and assessment**
* Task completed with excellence:Students can read and rearrange the sentences about the eating habits in Vietnam quickly and correctly.
* Task completed: Students can read and rearrange the sentences about the eating habits in Vietnam.
* Task uncompleted: Students are unable to read and rearrange the sentences about the eating habits in Vietnam.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Rearrange the sentences.** * Have the students work in groups of 4-5 students.
* Ask them to close their Student’s Books.
* Give them the sentences from the text (page 121) about the eating habits in Vietnam and ask them to rearrange the sentences to make a meaningful paragraph.
* Walk around the class to support them.
* Invite each group to present their answer to the whole class.
* Correct the students’ mistakes if necessary.
* Use DCR on Eduhome to show the class the text and check their answers.
* Lead in the new lesson.
 | * Work their teammates to complete the task.
* Close their Student’s Books.
* Rearrange the sentences to make a meaningful paragraph.
* Present their answers to the whole class.
* Check the answers with the whole class.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice reading the text about the eating habits in Vietnam and completing the blanks with their own information.
3. **Content:** Reading.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can read the text and circle *True or False* quickly and correctly, and they can complete the blanks with their own ideas.
* Task completed: Students can read the text and circle *True or False*, and they can complete the blanks with their own ideas.
* Task uncompleted: Students fail to read the text and circle *True or False*, and they cannot complete the blanks with their own ideas.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| **E. Read and circle *True or False*.*** Use DCR on Eduhome to show the students the text.
* Have the students read the text individually.
* Read the text as a whole class.
* Demonstrate the activity using the example.
* Have them read and circle “True” or “False”.
* 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 “True” or “False”.
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| **F. 1. Write about you.*** Have the students read the questions in the table.
* Ask them to answer the questions and fill in the blanks using their own ideas.
 | * Read the questions in the table.
* Answer the questions and fill in the blanks using their own ideas.
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|  **2. Look at E. Now write about eating in your house.**  **Write 10-20 words.*** Have the students read the text in Part E again.
* Ask them to write 10-20 words about eating in their house.
 | * Read the text in Part E again.
* Write 10-20 words about eating in their house.
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1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items and sentence pattern.
3. **Content:** Talking about their favorite food or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can talk about their favorite food fluently.
* Task completed: Students can talk about their favorite food.
* Task uncompleted: Students cannot talk about their favorite food.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
|  **Option 1: G. Talk about your favorite food.*** Divide the class into four groups.
* Have the students read their sentences to their group.
* Afterwards, have some students read their sentences in front of the class.
 | * Work with their partner to complete the task.
* Read their sentences to their group.
* Read their sentences in front of the class.
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| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 8 – Culture Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.
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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items about the food and kitchen utensils.
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 the students play the game “Whispers”.
* Divide the class into two teams.
* Ask the 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 their teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
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| **Homework Assignment** * Ask them to prepare Unit 8 – Review and Practice on page 122 in the Student’s Book.
 | * Follow their teacher’s instructions.
* 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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