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

**UNIT 8 - FOOD**

**Lesson 1 (page 112)**

1. **Objectives**

By the end of this lesson, students will be able to say how many different food items there are confidently.

* 1. **Language knowledge and skills**

**Vocabulary:** *apple, banana, carrot, cupcake, donut.*

**Sentence patterns:** *There is an apple./ There are two donuts.*

**Skill:** Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify and say how many different food items there are.

**Communication and collaboration:** work in pairs or groups to say how many different food items there are.

**Critical thinking and creativity:** learn how to say how many different food items there are.

* 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, generate students’ interests and, lead in the new lesson.
4. **Content:** Playing the game: “Vocabulary Race” or “Slap the board”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can slap flashcards or write the words quickly and correctly.
* Task completed: Students can slap flashcards or write the words.
* Task uncompleted: Students slap the wrong flashcards or write the words incorrectly.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Vocabulary Race* game.*** Divide the class into four groups and ask them to stand in two lines facing the board.
* Draw four columns on the board for Teams A, B, C, and D.
* Give a marker to the first student of each team.
* Say “1 2 3” and then the students run to the board quickly to write a food vocabulary on it. Next, the students pass the markers to the next friends and join back of the line.
* Have them one minute write the words on the board and say “Stop”. The team with the most words wins.
 | * Make four lines to play this game.
* Follow their teacher’s instructions before playing the game.
* Run to the board quickly to write a food vocabulary on it.
* Pass the markers to the next friends and join back of the line.
 |
| **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 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 recognize the sentence pattern and name the food correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the sentence structure and read out loud the words correctly.
* Task completed: Students can identify the sentence structure and read out loud the words.
* Task uncompleted: Students are unable to use the sentence structure or point and read the correct words.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.** * Use DCR on Eduhome to show the class the sentence structure in Part E, page 112 in their Student’s Book.
* Give the students enough time to look at the target sentence structure and have them read it silently.
* Continue asking them what food in each picture is.
* Control the class and give them help if needed.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look at the target sentence structure on the screen and read it silently.
* Name the food in each picture.
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**C. Practice** (10 minutes)

1. **Objective:** To practice asking and answering the question by using the vocabulary items in the target sentence pattern.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**
* Task completed with excellence: Students can say how many different food items there are fluently.
* Task completed: Students can say how many different food items there are.
* Task uncompleted: Students fail to say how many different food items there are.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Point and say.**
* Divide the class into two pairs.
* Demonstrate the activity using the speech bubbles.
* Have the student A point to a picture and the student B say.

e.g.*“There are two donuts.”** Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.
 | * Work with their partner to complete the task.
* Follow their teacher’s instructions.
* Ask and answer the other student’s question.
* Present their work in front of the class.
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1. **Production** (5 minutes)
2. **Objectives:** To help them produce the target sentence pattern.
3. **Content:** Drawing your shopping or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can say how many different food items there are quickly.
* Task completed: Students are able to say how many different food items there are.
* Task uncompleted: Students cannot say how many different food items there are.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Option 1: *Draw your shopping*. Say.**
* Use DCR on Eduhome to show the examples to the whole class.
* Have the students draw their shopping.
* Divide the class into pairs.
* Have the students look at their drawings and say.
* Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.
 | * Follow their teacher’s instructions.
* Draw their shopping.
* Work with their friends to play the game.
* Look at their drawings and say.
* Demonstrate the activity in front of the class.
 |
| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 8 – 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.
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**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help the students remember the target sentence structures.
2. **Contents:** Asking and answering the questions and assigning homework in the Workbook.
3. **Expected outcomes and assessment**
* Task completed with excellence: Students can say how many different food items there are smoothly.
* Task completed: Students are able to say how many different food items there are.
* Task uncompleted: Students fail to say how many different food items there are.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation*** Divide the class into two teams.
* Show a flashcard and say a number to the class.
* Have Team A make a question and Team B answer.
* Swap roles and repeat.

e.g.(Teacher shows the flashcard “apple” and says “one”.)Class: *“There is an apple.”*(Teacher shows the flashcard “donut” and says “two”.)Class: *“There are two donuts.”* | * Work with their teammates to complete the task.
* Follow their teacher’s instructions.
* Make questions or answer the questions from the other team.
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| **Homework Assignment** * Require the students to practice the structures at home.
* Ask them to prepare Parts A and B, Lesson 2, Unit 8 on page 113 in the Student’s Book.
 | * Practice the structures at home.
* 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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