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

**UNIT 8 - FOOD**

**Lesson 2 (page 113)**

1. **Objectives**

By the end of this lesson, students will be able to ask and answer about the food.

* 1. **Language knowledge and skills**

**Vocabulary:** *onion, tomato, egg, potato, lime.*

**Sentence patterns:** *Are there any tomatoes?/ Yes, there are (some tomatoes)./ No, there aren’t.*

 *Is there any onion?/ Yes, there is (an onion)./ No, there isn’t.*

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask and answer about the food.

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

**Critical thinking and creativity:** learn how to ask and answer about the food.

* 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 the food, 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:** **Play the *Yes or No* game.*** Draw a line on the ground with chalk.
* Explain to the students that one side is Yes and the other side is No.
* Show the students a flashcard and ask them a question: *Is this a banana?*
* 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 their 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:** **Play the *Repeating* game.*** Put a selection of the flashcards about the food 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 their 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.
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1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and learn some other food.
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.** (CD3 Track 52)
* Arrange the flashcards *(onion, tomato, egg, potato, lime)* 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 *Board race*.*** Have the students look at the example.
* Divide the class into two teams and have one student from each team stand a distance from a board.
* Stick two flashcards on the board and then say one of the new words aloud.
* Have the students race to the board, touch that flashcard, and repeat the new word.
* The first student to touch the flashcard and say the word correctly gets a point for their team.
* Continue with other students.
 | * Look at the example.
* Play with their teammates.
* Listen to their teacher.
* Race to the board, touch that flashcard, and repeat the new word.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice asking and answering about the food.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can ask and answer about the food correctly and smoothly.
* Task completed: Students can ask and answer about the food.
1. Task uncompleted: Students fail to ask and answer about the food.
2. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 53)
* Use DCR in Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use this to talk about and tell someone about quantities of items that they do not know. We use “a” for singular nouns that begin with a consonant sound, and “an” for singular nouns that begin with a vowel sound, and “are” for plural nouns.
* 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.
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| **2. Read and match. Practice.*** Demonstrate the activity using the example.
* Have the students read and match the sentences in their Student’s Books.
* 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 some 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.
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1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items about the food.
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:** **Play the *Disappearing cards* game.*** Put a selection of flashcards in a line on the board.
* Get the 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: Use DHA on Eduhome.*** Open DHA (Unit 8 – Lesson 2) 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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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 about the food confidently.
* Task completed: Students are able to use the vocabulary items and sentence structure to ask and answer about the food.
* 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 the students to focus on the language structures: *Are there any…?/ Is there…?*
* Randomly invite some pairs to practice the structures.
* Show the flashcards about the food to the students so that they take turns asking and answering the questions.
* Correct the 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 sentence structures.
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| **Homework Assignment** * Require the students to do exercises on page 80 in the Workbook.
* Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 43.
* Ask them to prepare Parts C and D, Lesson 2 on page 114 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, 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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