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

**UNIT 8 - FOOD**

**Lesson 3 (page 116)**

1. **Objectives**

By the end of this lesson, students will be able to make and respond to offers.

* 1. **Language knowledge and skills**

**Vocabulary:** *fries, pizza, cake, ice cream, chicken, fish.*

**Sentence patterns:** *Would you like some fries?/ Yes, please./ Sure, thanks!*

 *No, thank you.*

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

* 1. **Competences**

**Self-control and independent learning:** identify and make and respond to offers.

**Communication and collaboration:** work in pairs or groups to make and respond to offers.

**Critical thinking and creativity:** learn how to make and respond to offers.

* 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 the students review the vocabulary items about the food, generate students’ interests, and lead in the new lesson.
4. **Content:** Playing the game: “Yes or No” or “Repeating”.
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 tomato?*
* 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 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 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 students recognize and name 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 58)
* Arrange the flashcards *(fries, pizza, cake, ice cream, chicken, fish)* 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 their teacher’s instructions.
* Point to the pictures in their Student’s Books.
* Listen and repeat.
* Work with their partner to complete the task.
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| **2. Play *Flashcard peek*.*** Have one student come to the front of the class.
* Hold one flashcard facing your body so no one can see it.
* Very quickly show the flashcard to the student and hide it again.
* Have the students guess the new word on the flashcard.
* Repeat with other students and flashcards.
 | * Come to the front of the class.
* Look and guess the new word on the flashcard.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language to make and respond to offers and complete the blanks.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use the useful language to make and respond to offers and complete the blanks correctly.
* Task completed: Students can make and respond to offers and complete the blanks.
* Task uncompleted: Students fail to make and respond to offers and complete the blanks.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 59)
* Use DCR on Eduhome to show the useful language and have students look and read the useful language silently.
* Explain that we use this to politely ask and answer about whether someone wants a particular item.
* Play the audio and have the students listen to 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. Look and write. Practice.*** Demonstrate the activity using the example.
* Have the students look and write their answers 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 and sentence patterns.
3. **Content:** Asking and answering or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use the vocabulary items and sentence patterns to make and respond to offers fluently.
* Task completed: Students can use the vocabulary items and sentence patterns to make and respond to offers.
* Task uncompleted: Students cannot use the vocabulary items and sentence patterns to make and respond to offers.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Ask and answer.*** Divide the class into two teams to complete the task.
* Hold up a flashcard about the food for Team A making an offer, and say “Yes” or “No” for Team B responding to the offer.

Eg.* *Teacher shows the flashcard “fries” and says “Yes”.*
* *Team A: Would you like some fries?*
* *Team B: Yes, please.*
* Ask them to take turns asking and answering the questions.
* Support them if necessary.
 | * Work with their team to complete the task.
* Carefully listen to and follow their teacher’s instructions.
* Ask and answer the questions from the other team.
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| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 8 – Lesson 3) 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.
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** * Require the students to do exercises on page 82 in the Workbook.
* Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 44.
* Ask them to prepare Parts C and D, Lesson 3 on page 117 in the Student’s Book.
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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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