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

**UNIT 8 - FOOD**

**Lesson 2 (page 115)**

1. **Objectives**

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

* 1. **Language knowledge and skills**

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

**Sentence patterns:** *Are there any tomatoes?/ No, there aren’t.*

 *Is there an egg?/ Yes, there is.*

**Skill:** 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 review the vocabulary items about the food, 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 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 patterns and name the food correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the sentence structures and read out loud the words correctly.
* Task completed: Students can identify the sentence structures and read out loud the words.
* Task uncompleted: Students are unable to use the sentence structures 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 structures in Part E, page 115 in their Student’s Book.
* Give the students enough time to look at the target sentence structures and have them read the structures 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 teacher’s instructions.
* Look at the target sentence structure on the screen and read the structures silently.
* Name the food in each picture.
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**C. Practice** (10 minutes)

1. **Objectives:** 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 point to the food, ask, and answer the questions smoothly and correctly.
* Task completed: Students can point to the food, ask, and answer the questions.
* Task uncompleted: Students fail to point to the food, ask, and answer the questions.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Point, ask, and answer.**
* Divide the class into two pairs.
* Demonstrate the activity on DCR using the speech bubbles.
* Have the student A point and ask, have the student B answer.
* 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 ask and answer about the food fluently.
3. **Content:** Drawing the food or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can ask and answer about the food fluently.
* Task completed: Students are able to ask and answer about the food.
* Task uncompleted: Students cannot ask and answer about the food.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Option 1: Draw the food in your fridge. Ask and answer.**
* Use DCR on Eduhome to show the examples to the whole class.
* Have the students look at the picture of the empty fridge and draw the food in it.
* Divide the class into pairs.
* Have the student A ask the student B about the food in student A’s fridge.
* Swap roles and repeat.
* Afterwards, have some students demonstrate the activity in front of the class.
 | * Listen and follow their teacher’s instructions.
* Look at the examples and read them silently.
* Work in pairs to complete the task.
* Interview a partner about their name, age, and the school subjects they like or don’t like.
* Present their answers to the whole class.
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| **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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**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 ask and answer about the food correctly and smoothly.
* Task completed: Students are able to ask and answer about the food.
* Task uncompleted: Students fail to ask and answer about the food.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation*** Divide the class into two teams.
* Show one or two flashcards to the class and say “yes” or “no”.
* Have Team A make a question and Team B answer.
* Swap roles and repeat.

e.g.(Teacher shows the flashcard “potato”.)Teacher: *“yes”*Team A: *“Are there any potatoes?”*Team B: *“Yes, there are some potatoes.”*(Teacher shows the flashcard “lime”.)Teacher: *“no”*Team A: *“Is there a lime?”*Team B: *“No, there isn’t.”* | * 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 3, Unit 8 on page 116 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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