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

**UNIT 1 – MY FRIENDS**

**Ethics Lesson (page 19)**

1. **Objectives**

By the end of this lesson, students will be able to use polite greetings.

**Language knowledge and skills**

**Vocabulary:** hi, good, great.

**Sentence patterns:** How are you?/ I’m good, and you?

 It’s nice to meet you./ It’s nice to meet you, too.

 Thank you./ You’re welcome.

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

* 1. **Competences**

**Self-control and independent learning:** identify and use polite greetings.

**Communication and collaboration:** work in pairs or groups to use polite greetings.

**Critical thinking and creativity:** learn how to use polite greetings.

* 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 the questions about the numbers 1-10, countries, and free time activities and motivate students’ learning.
4. **Content:** Playing the game: “Go get it”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students quickly identify and get the correct flashcards.
* Task completed: Students can identify and get the correct flashcards.
* Task uncompleted: Students are unable to identify and get the correct flashcards.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Go get it* game.*** Divide the class into two teams.
* Place the flashcards around the class.
* Say the word twice so that the students can hear.
* Say “Go get it” and then the student from each team has to run quickly to find and grab the flashcard the teacher said and they have to repeat the word.
* The team with the most flashcards at the end wins.
* Lead in the new lesson.
 | * Work with their teammates to complete the task.
* Look at the flashcards around the class.
* Carefully listen to the word the teacher said and quickly grab that flashcard.
 |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and use polite greetings.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can recognize and use polite greetings correctly.
* Task completed: Students can recognize and use polite greetings.
* Task uncompleted: Students are unable to recognize and use polite greetings.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD1 Track 30)
* Arrange the flashcards *(hi, good, great)* 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 *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.
 |

1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language about the polite greetings and complete the blanks.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use polite greetings and complete the blanks quickly.
* Task completed: Students can use polite greetings and complete the blanks.
* Task uncompleted: Students fail to use polite greetings and complete the blanks.
1. **Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD1 Track 31)
* Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use these phrases to meet and greet people politely.

*“How are you? - I’m good, and you.”* can be used to greet strangers, or for people you know but haven’t seen for some time. *“It’s nice to meet you. – It’s nice to meet you, too.”* is used only the first time you meet someone.* Play the audio and have them 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 the 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.
 |
| **2. Read and write. Practice.*** Demonstrate the activity using the example.
* Have the students read and write their answers in their Student’s Books.
* Divide the class into pairs and have them check each other’s work.
* Use DCR to check the answers as a whole class.
* Have pairs practice saying the sentences.
* Monitor the class and support if needed.
 | * Carefully look at the teacher demonstrating the activity.
* Read 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.
 |

1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary items and sentence pattern.
3. **Content:** Asking and answering or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can ask and answer their friends’ questions about the polite greetings quickly and correctly.
* Task completed: Students can ask and answer their friends’ questions about the polite greetings.
* Task uncompleted: Students cannot ask and answer their friends’ questions about the polite greetings.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Ask and answer.*** Divide the class into two teams to complete the task.
* Give them enough time to remember the conversation in *Part 2. Read and write. Practice.*
* Tell them to close their Student’s books.
* Have Team A ask a question, and have Team B answer.
* 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.
* Read and remember the conversation in *Part 2. Read and write. Practice.*
* Close their Student’s books.
* Ask or answer the questions from the other team.
 |
| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 1 – Ethics Lesson) on Eduhome to help 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.
 |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember the target sentence structures.
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**

|  |  |
| --- | --- |
| **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.
 |
| **Homework Assignment** * Require the students to do exercises on page 14 in the Workbook.
* Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 10.
* Ask them to prepare Parts C and D, Ethics Lesson on page 20 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, and prepare the new lesson.
 |

1. **Reflection**
2. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

1. What I should improve for this lesson next time:

…………………………………………………………………………………………