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

**UNIT 8 - FOOD**

**Lesson 3 (page 118)**

1. **Objectives**

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

* 1. **Language knowledge and skills**

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

**Sentence patterns:** *Would you like some cake?/ No, thank you.*

**Skill:** 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 review the vocabulary items about the food, generate students’ interests, and lead in the new lesson.
4. **Content:** Playing the game: “Jump” or “Slap the board”.
5. **Expected outcomes and assessment**

* Task completed with excellence:Students can slap flashcards or jump and say the words quickly and correctly.
* Task completed: Students can slap flashcards or jump 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 *Jump* game.**   * Ask the students to stand at their desks. * Hold up a flashcard from the vocabulary set and say a word. * If the word is the same as the flashcard, they jump. If it isn't, they keep still. * Ask them to say the word on the flashcard. | * Stand at their desks to play the game. * Look at the flashcard and listen to their teacher. * Jump if the word is the same as the flashcard. * Don’t jump if the word isn’t the same as the flashcard. * Say the word on the flashcard. |
| **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. |

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 118 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. |

**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 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. |

1. **Production** (5 minutes)
2. **Objectives:** To help them make and respond to offers confidently.
3. **Content:** Playing the game: “Guess the picture” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can make and respond to offers confidently.
* Task completed: Students are able to make and respond to offers.
* Task uncompleted: Students cannot make and respond to offers.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **E. Option 1: Play *Guess the picture*.**   * Have the students time to look and read at the examples. * Divide the class into two teams. * Have a student stand facing away from the board and stick a flashcard on the board behind them. * Have someone from the same team ask the student a question about the flashcard. * Have a student try to guess the answer without looking at the flashcard. * Give that team one point if it’s a correct guess. * Have teams take turns asking and guessing. | * Look and read at the sentences on page 118. * Listen and follow their teacher’s instructions carefully. * Play the game with the whole class. |
| **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. | * Follow their teacher’s instructions. * Play the game with the whole class. |

**E. Consolidation and homework assignment** (5 minutes)

1. **Objectives:** To help the students remember the target sentence structures.
2. **Contents:** Making and responding to offers and assigning homework in the Workbook.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can make and respond to offers correctly and smoothly.
* Task completed: Students are able to make and respond to offers.
* Task uncompleted: Students fail to make and respond to offers.

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 an offer and Team B respond. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “pizza”.)  Teacher: *“yes”*  Team A: *“Would you like some pizza?”*  Team B: *“Yes, please.”*  (Teacher shows the flashcard “cake”.)  Teacher: *“no”*  Team A: *“Would you like some cake?”*  Team B: *“No, thank you.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make and respond to offers. |
| **Homework Assignment**   * Require the students to practice the structures at home. * Ask them to prepare Parts A and B, Culture Lesson, Unit 8 on page 119 in the Student’s Book. | * Practice the structures at home. * Prepare the new lesson. |

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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