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

**UNIT 8 - FOOD**

**Culture Lesson (page 119)**

1. **Objectives**

By the end of this lesson, students will be able to talk about what we use to eat different food and their favorite food.

**Language knowledge and skills**

**Vocabulary:** *knife, fork, spoon, chopsticks, noodles.*

**Sentence patterns:** *We eat ice cream with a spoon./ We often eat chicken./ My favorite food is fish.*

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

* 1. **Competences**

**Self-control and independent learning:** identify and talk about what we use to eat different food and their favorite food.

**Communication and collaboration:** work in pairs or groups to talk about what we use to eat different food and their favorite food.

**Critical thinking and creativity:** learn how to talk about what we use to eat different food and their favorite 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 the students review the vocabulary items about the food, to motivate students’ learning, and lead in the new lesson.
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**

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| **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 name the food and kitchen utensils.
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 64)
* Arrange the flashcards *(knife, fork, spoon, chopsticks, noodles)* 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.
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| **2. Play *Heads up. What’s missing?**** Divide the class into two teams.
* Arrange the flashcards on the board and remove one card when the students are not looking.
* One student from each team calls out the missing flashcard.
 | * Play with their teammates.
* Follow their teacher’s instructions.
* Look at the flashcard covered with a piece of paper and quickly say the new word when their teacher slowly moves the paper.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language to talk about what they use to eat different food, their favorite food, 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 talk about what they use to eat different food, their favorite food, and complete the blanks fluently.
* Task completed: Students can use the useful language to talk about what they use to eat different food, their favorite food, and complete the blanks.
* Task uncompleted: Students fail to use the useful language to talk about what they use to eat different food, their favorite food, and complete the blanks.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 65)
* Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use *“We…”* to talk about general truth shared by a group of people. *“Often”* is used to say that something happens frequently. We use *“My favorite…”* to talk about the thing we like the most.
* 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 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 pattern.
3. **Content:** Using the structures or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use the useful language to talk about what they use to eat different food, their favorite food, and complete the blanks confidently.
* Task completed: Students can use the useful language to talk about what they use to eat different food, their favorite food, and complete the blanks.
* Task uncompleted: Students cannot use the useful language to talk about what they use to eat different food, their favorite food, and complete the blanks.
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.
* Say a number 1, 2, or 3 *(1. We… with…/2. We often eat…/ 3. My favorite food is…)* and hold up the flashcard(s) about the food/ kitchen utensil for the class using one of the three language structures.

Eg.* Teacher shows the flashcards “noodles”, “chopsticks”, and says “1”.
* Class: *We eat noodles with chopsticks.*
* Teacher shows the flashcard “pizza” and says “3”.
* Class: *We often eat pizza.*
* Support them if necessary.
 | * Work with their team to complete the task.
* Carefully listen to and follow their teacher’s instructions.
* Use the language structures to talk about what they use to eat different food and their favorite food.
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| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 8 – Culture Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find.
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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember the vocabulary items about the food and kitchen utensils.
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 84 in the Workbook.
* Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 45.
* Ask them to prepare Parts C and D, Culture Lesson on page 120 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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