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

**UNIT 8 - FOOD**

**Lesson 1 (page 110)**

1. **Objectives**

By the end of this lesson, students will be able to say how many different food items there are.

* 1. **Language knowledge and skills**

**Vocabulary:** *apple, banana, carrot, cupcake, donut.*

**Sentence patterns:** *There is an apple./ There are eight cupcakes.*

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

* 1. **Competences**

**Self-control and independent learning:** identify and say how many different food items there are.

**Communication and collaboration:** work in pairs or groups to say how many different food items there are.

**Critical thinking and creativity:** learn how to say how many different food items there are.

* 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 numbers and things, 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 numbers and things 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 identify and name some food items.
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 46)
* Arrange the flashcards *(apple, banana, carrot, cupcake, donut)* 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 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. **Objective:** To practice saying how many different food items there are.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can say how many different food items there are correctly.
* Task completed: Students can say how many different food items there are.
* Task uncompleted: Students fail to say how many different food items there are.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 47)
* Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use this to tell someone about quantities of items that they do not know. We use “a” for singular nouns that begin with a consonant sound, “an” for plural nouns that begin with a vowel sound, and “are” for plural nouns.
* Play the audio and have them look at 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 on DCR 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 and sentence pattern.
3. **Content:** Playing the game: “Secret Envelopes” or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can follow the simple instructions in class and do the correct actions quickly.
* Task completed: Students are able to perform the task with some teacher’s and friends’ support.
* Task uncompleted: Students cannot identify the simple instructions in class.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Secret Envelopes* game.*** Have the class work in groups of four or five to complete the task.
* Prepare the envelope with word cards in it as follows:

Envelope: *There is an apple.* *There is a carrot.* *There are ten bananas.** Randomly give each group the envelope one at a time.
* Get them to look at the words and rearrange the words to make the correct sentences.
* The group having the first correct answer will get a point.
 | * Work with their friends to play the game.
* Carefully listen to and follow their teacher’s instructions.
* Put the words into the correct order to make meaningful sentences.
* Show their answers to the teacher and the whole class.
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| **Option 2: Use DHA on Eduhome*** Open DHA (Unit 8 – Lesson 1) 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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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items.
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 78 in the Workbook.
* Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 42.
* Ask them to prepare Parts C and D, Lesson 1 on page 111 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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