**Week 15: Teaching date : 17/12/2024**

**Period 57: UNIT 4 - HOME**

**Lesson 3 (page 58)**

1. Objectives

By the end of this lesson, students will be able to ask where things are.

* 1. Language knowledge and skills

Vocabulary: mirror, picture, sofa, table, box, house.

Sentence pattern: Is the picture in the living room?/ Yes, it is./ No, it isn’t.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: identify and ask where things are.

Communication and collaboration: work in pairs or groups to ask where things are.

Critical thinking and creativity: learn how to ask and answer about where things 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 help the students review the questions about the rooms in a house and the verbs ending with the -ing form.
4. Content: Playing the game: “Vocabulary Race” or “Slap the board”.
5. Expected outcomes and assessment

* Task completed with excellence: Students can slap flashcards or write the words quickly and correctly.
* Task completed: Students can slap flashcards or write the words.
* Task uncompleted: Students slap the wrong flashcards or write the words incorrectly.

1. Organization

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| Teacher’s activities | Students’ activities |
| Play the Vocabulary Race game.   * Divide the class into four groups and ask them to stand in two lines facing the board. * Draw four columns on the board for Teams A, B, C, and D. * Give a marker to the first student of each team. * Say “1 2 3” and then the students run to the board quickly to write a word related to the given topics on it. Next, the students pass the markers to the next friends and join back of the line. * Have them one minute write the words on the board and say “Stop”. The team with the most words wins. | * Make four lines to play this game. * Follow their teacher’s instructions before playing the game. * Run to the board quickly to write a word on it. * Pass the markers to the next friends and join back of the line. |

1. Presentation (10 minutes)
2. Objective: To help the students recognize and name the things.
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. (CD2 Track 36)  * Arrange the flashcards (mirror, picture, sofa, table, box, house) 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 Board race.   * Have the students look at the example. * Divide the class into two teams and have one student from each team stand a distance from a board. * Stick two flashcards on the board and then say one of the new words aloud. * Have the students race to the board, touch that flashcard, and repeat the new word. * The first student to touch the flashcard and say the word correctly gets a point for their team. * Continue with other students. | * Look at the example. * Play with their teammates. * Listen to their teacher. * Race to the board, touch that flashcard, and repeat the new word. |

1. Practice (10 minutes)
2. Objectives: To practice using the useful language to talk about where things are and complete the blanks.
3. Contents: Listening, Writing, and Speaking.
4. Expected outcomes and assessment

* Task completed with excellence: Students can use the useful language to talk about where things are and they can complete the blanks quickly.
* Task completed: Students can use the useful language to talk about where things are and they can complete the blanks.
* Task uncompleted: Students fail to use the useful language to talk about where things are and they can complete the blanks.

1. Organization:

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| Teacher’s activities | Students’ activities |
| 1. 1. Listen and practice. (CD2 Track 37)  * 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 ask yes/no questions about where a person or thing is. It can be used for rooms in a house as well as buildings, cities, and other places. * 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. * Work in pairs and practice the useful language. * Use the new words from Part A when practicing the useful language. |
| 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. |

1. Production (5 minutes)
2. Objectives: To help them remember the vocabulary items and sentence pattern.
3. Content: Playing the game: “Circle jump” or using DHA.
4. Expected outcomes and assessment

* Task completed with excellence: Students can jump inside the correct circle and say the phrases quickly and correctly.
* Task completed: Students can jump inside the correct circle and say the phrases.
* Task uncompleted: Students cannot can jump inside the correct circle and say the phrases.

1. Organization

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| Teacher’s activities | Students’ activities |
| 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 phrase, and a student from each team has to run and stand inside the corresponding circle as quickly as possible. * Ask them to say the phrase 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 phrase. * Say aloud the phrase when standing inside the circle. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students remember and pronounce the vocabulary items about the things.
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. |
| Homework Assignment   * Require the students to do exercises on page 42 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 24. * Ask them to prepare Parts C and D, Lesson 3 on page 59 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |

**Teaching date: 17/12/2024**

**Period 58 : UNIT 4 - HOME**

**Lesson 3 (page 59)**

1. Objectives

By the end of this lesson, students will be able to identify the /əʊ/ and /aʊ/ sounds and practice the conversations.

* 1. Language knowledge and skills

Vocabulary: mirror, picture, sofa, table, box, house.

Sentence pattern: Is the picture in the living room?/ Yes, it is./ No, it isn’t.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: identify the /əʊ/ and /aʊ/ sounds and ask where things are.

Communication and collaboration: work in pairs or groups to ask where things are.

Critical thinking and creativity: learn how to ask and answer about where things 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 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 |
| Play the Slap the board game.   * Divide the class into two teams and have them form two lines. * Place the flashcards about the 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. |

1. Presentation (10 minutes)
2. Objective: To help students identify the /əʊ/ and /aʊ/ sounds and practice saying the sounds in the chant.
3. Contents: Listening and repeating.
4. Expected outcomes and assessment

* Task completed with excellence: Students can identify the /əʊ/ and /aʊ/ sounds and pronounce them correctly and fluently.
* Task completed: Students can identify the /əʊ/ and /aʊ/ sounds and pronounce them.
* Task uncompleted: Students are unable to identify the /əʊ/ and /aʊ/ sounds and pronounce them.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. 1. Listen and repeat. (CD2 Track 38)  * Draw attention to the /əʊ/ and /aʊ/ sounds. * Briefly explain and demonstrate the sounds. * Play the audio (using DCR). * Have the students notice the sounds. * Play the audio again. * Have the students listen and repeat. * Correct students’ pronunciation if needed. | * Listen and follow their teacher’s instructions. * Listen to the audio. * Listen and notice the sounds first. * Listen to the audio again and repeat the sounds. |
| 2. Chant. (CD2 Track 39)   * Write the words or put up the flashcards on the board. * Play the audio (using DCR). * Have the students listen to the chant. * Point to a word or picture on the board, say the sound and word and have students listen and repeat. * Follow the same procedure with the other sound and word. * Play the audio again. * Have students listen and clap along with the sounds and words as they hear them in the chant. | * Follow their teacher’s instructions. * Listen to the chant. * Listen and repeat the sound. * Listen to the chant again. * Listen and clap along with the sounds and words as they hear them in the chant. |

C. Practice (10 minutes)

1. Objectives: To help the students identify the people and things in the story and practice listening and writing the correct number in each circle.
2. Contents: Listening, Speaking, and Writing.
3. Expected outcomes and assessment

* Task completed with excellence: Students can understand the story and number the words correctly.
* Task completed: Students can understand the story and write the number in each circle.
* Task uncompleted: Students fail to understand the story and write the number in each circle.

1. Organization:

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| Teacher’s activities | Students’ activities |
| D. 1. Look and listen. (CD2 Track 40)   * Introduce the situation: “At the new home…” * Have the students look at the story and ask these questions. * Who can you see? (Lucy, Dad/ Mr. Brown) * Which rooms can you see? (living room, kitchen, bedroom) * What things can you see? (boxes, mirror, sofa, table, toys, books) * Play the audio (using DCR). * Have the students look and listen. | * Listen to their teacher’s introduction about the situation. * Look at the story and answer their teacher’s questions. * Listen to the story. |
| 2. Listen and number. (CD2 Track 41)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have the students listen and number. * Play the audio again and check answers as a whole class. | * Listen and follow their teacher’s demonstration. * Listen to the story and number. * Listen to the story again and check the answers as a whole class. |
| 3. Practice with your friends.   * Divide the class into two pairs. * Have the students practice saying the sentences. * Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Practice saying the sentences. * Demonstrate the activity in front of the class. |

1. Production (5 minutes)
2. Objectives: To help them practice the stories and use their own ideas.
3. Content: Working with their partners.
4. Expected outcomes and assessment

* Task completed with excellence: Students can practice and use their own ideas to make a story naturally.
* Task completed: Students can practice and use their own ideas to make a story.
* Task uncompleted: Students cannot practice and use their own ideas to make a story.

1. Organization

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| Teacher’s activities | Students’ activities |
| Make their own stories.   * Have the students work in groups of three students. * Ask them to choose one of the stories from Part 2 – Listen and number. as a sample. * Give the students enough time to make their stories using their own ideas. * Walk around the class and support them if necessary. * Invite some pairs to present their stories in front of the class. * Help the students with feedback and correct them if any. | * Work with their friends to complete the task. * Choose one of the stories from Part 2 – Listen and number. as a sample. * Make their stories using their own ideas. * Present their stories in front of the class. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students review the lesson by rearranging the sentences to make a meaningful conversation.
3. Contents: Making a conversation and assigning homework in the Workbook.
4. Expected outcomes and assessment
5. Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.

* Task completed: Students can rearrange the sentences to make a meaningful conversation.
* Task uncompleted: Students fail to can rearrange the sentences to make a meaningful conversation.

1. Organization

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| Teacher’s activities | Students’ activities |
| Consolidation   * Ask the students work in groups of four or five students. * Give each group a set of sentences and ask them to make a meaningful conversation. * Give them enough time to rearrange the given sentences. * Invite each group to present their answer. * Have other groups comment and give the correct answer if any. * Check the students’ answers as a whole class. | * Work in groups to complete the task. * Make a meaningful conversation from the given sentences. * Present their answer in front of the class. * Give comments to other groups. |
| Homework Assignment   * Require the students to do exercises on page 43 in the Workbook. * Have them copy structures in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 24. * Ask them to prepare Parts E and F, Lesson 3 on page 60 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the structures, and prepare the new lesson. |

**Teaching date: 20/12/2024**

**UNIT 4 - HOME**

**Period 59 : Lesson 3 (page 60)**

1. Objectives

By the end of this lesson, students will be able to ask where things are confidently.

* 1. Language knowledge and skills

Vocabulary: mirror, picture, sofa, table, box, house.

Sentence pattern: Is the table in the living room?/ Yes, it is./ No, it isn’t.

Skills: Reading and Speaking.

* 1. Competences

Self-control and independent learning: identify and ask where things are.

Communication and collaboration: work in pairs or groups to ask where things are.

Critical thinking and creativity: learn how to ask and answer about where things 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 things, 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 children 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. |

1. Presentation (10 minutes)
2. Objective: To help the students recognize the sentence pattern and name the things and the rooms correctly.
3. Content: Speaking.
4. Expected outcomes and assessment

* Task completed with excellence: Students can identify the sentence structure and name the things and the rooms correctly.
* Task completed: Students can identify the sentence structure and name the things and the rooms.
* Task uncompleted: Students are unable to use the sentence structure or name the things and the rooms.

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 60 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 things and the room in each picture are. * 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 things and rooms in the pictures. |

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 things to ask and answer the questions about where things are smoothly and correctly.
* Task completed: Students can point to the things to ask and answer the questions about where things are.
* Task uncompleted: Students fail to point to the things to ask and answer the questions about where things are.

1. Organization:

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. 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 produce the target sentence pattern about asking where things are.
3. Content: Playing the game: “Memory” or using DHA.
4. Expected outcomes and assessment

* Task completed with excellence: Students can ask and answer about where things are confidently.
* Task completed: Students are able to ask and answer about where things are.
* Task uncompleted: Students cannot ask and answer about where things are.

1. Organization

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. Look at Part E. Play the Memory game.  * Use DCR on Eduhome to show the examples to the whole class. * Give the students enough time to look at the examples and read them silently. * Have the students work in pairs to complete the task. * Have the student B ask questions about Part E using the useful language from the lesson and have the student A answer. * Have the students swap roles and repeat. * Afterwards, have some pairs 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. * Ask questions about Part E using the useful language from the lesson and have the other student answer. * Present their answers to the whole class. |

1. Consolidation and homework assignment (5 minutes)
2. Objectives: To help the students remember the target sentence structures.
3. Contents: Asking and answering the questions and assigning homework in the Workbook.
4. Expected outcomes and assessment

* Task completed with excellence: Students can ask and answer about where things are confidently.
* Task completed: Students are able to ask and answer about where things are.
* Task uncompleted: Students fail to ask and answer about where things are.

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 “table”.)  Teacher: “yes”  Team A: “Is the table in the living room?”  Team B: “Yes, it is.”  (Teacher shows the flashcard “sofa”.)  Teacher: “no”  Team A: “Is the sofa in the bathroom?”  Team B: “No, it 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. |
| Homework Assignment   * Require the students to practice the structures at home. * Ask them to prepare Parts A and B, Culture Lesson, Unit 4 on page 61 in the Student’s Book. | * Practice the structures at home. * Prepare the new lesson. |

**Teaching date : 20/12/2024**

**UNIT 4 - HOME**

**Period 60: Culture Lesson (page 61)**

1. Objectives

By the end of this lesson, students will be able to say their address and what is in their house.

Language knowledge and skills

Vocabulary: bed, closet, chair, desk, TV.

Sentence patterns: I live on La Thành Street in Hanoi./ My bedroom has a bed, a TV, and two chairs.

Skills: Listening, Reading, Writing, and Speaking.

* 1. Competences

Self-control and independent learning: identify and say their address and what is in their house.

Communication and collaboration: work in pairs or groups to say their address and what is in their house.

Critical thinking and creativity: learn how to say their address and what is in their house.

* 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 things in a house.
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 |
| Play the Slap the board game.   * Divide the class into two teams and have them form two lines. * Place the flashcards about the 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. |

1. Presentation (10 minutes)
2. Objective: To help the students recognize and name what is in their house.
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. (CD1 Track 42)  * Arrange the flashcards (bed, closet, chair, desk, TV) 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 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 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. |

1. Practice (10 minutes)
2. Objectives: To practice using the useful language to say their address and what is in their house.
3. Contents: Listening and Speaking.
4. Expected outcomes and assessment

* Task completed with excellence: Students can use the useful language to say their address and what is in their house fluently.
* Task completed: Students can say their address and what is in their house.
* Task uncompleted: Students fail to say their address and what is in their house.

1. Organization:

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| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. 1. Listen and practice. (CD1 Track 43)  * 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 say where our home is, and to say what rooms, furniture, and other things are in it. * 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. |
| 2. Look and put a (✓) or a (🗶). Practice.   * Demonstrate the activity using the example. * Have the students look and put a (✓) or a (🗶) in each box 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 put a (✓) or a (🗶) in each box 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 about the things in their house.
3. Content: Playing the game: “Disappearing cards” or using DHA.
4. Expected outcomes and assessment

* Task completed with excellence: Students can name all the flashcards in order quickly.
* Task completed: Students can remember the flashcard’s sequence.
* Task uncompleted: Students cannot remember some disappearing flashcards on the board.

1. Organization

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| Teacher’s activities | Students’ activities |
| Option 1: Play the Disappearing cards game.   * Put a selection of flashcards in a line on the board. * Get the students to name them in order. * When they can do this activity easily, start to turn the flashcards over so that they have to remember the sequence. | * Look at the flashcards on the board. * Name the flashcards in order. * Try to remember the flashcard’s sequence. |
| Option 2: Use DHA on Eduhome.   * Open DHA (Unit 4 – Culture Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. |  |

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. |
| Homework Assignment   * Require the students to do exercises on page 44 in the Workbook. * Have them copy each new word six times in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 25. * Ask them to prepare Parts C and D, Culture Lesson on page 62 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and prepare the new lesson. |