**Period 109**

**UNIT 7 – MY FAMILY**

**Lesson 3.1 (page 98)**

**1. Objectives**

By the end of this lesson, students will be able talk about chores they do.

**1.1. Language knowledge and skills**

**Vocabulary:** *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*

**Sentence pattern:** *What do you help at home? – I set the table.*

*What does your brother help at home? – My brother waters the plants.*

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

**1.2. Competences**

**Self-control and independent learning:** identify and name some chores they do.

**Communication and collaboration:** work in pairs or groups to ask and answer about chores they do.

**Critical thinking and creativity:** learn how to ask and answer about about chores they do correctly and fluently.

**1.3. 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.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm up** (5 minutes)

**a. Objectives:** To review the vocabulary items about family members’ job, generate students’ interests and, lead in the new lesson.

**b. Content:** Playing the game: “Circle jump” or “Slap the board”.

**c. 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.

**d. Organization**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Playing the game “Circle jump”**   * Vocabulary: *store, hospital, restaurant, office, farm, bank, cashier, doctor, farmer, waiter.* * 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 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. |

**B. Main Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help students identify and name some chores they do.

**b. Contents:** Listening, pointing, and repeating.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 13)  * Arrange the flashcards *(set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry)* on the board. * Ask 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 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 *Slow motion*.**   * Vocabulary: *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.* * Divide the class into two teams. * Have students look the pictures in their Student’s Books and guide them how to play the game. * Hold up one flashcard that is covered with a piece of paper *(e.g: feed the cat)* * Very slowly move the paper to reveal the flashcard. * Have students say the word *feed the cat* aloud. * The first student to say the correct word wins one point for their teams. * The team with the most points at the end wins. | * Play with their teammates. * Follow teacher’s instructions. * Look at the flashcard covered with a piece of paper and quickly say *feed the cat* when their teacher slowly moves the paper. |

**2. Practice** (10 minutes)

**a. Objectives:** To practice asking and answering about what they do to help parents at home.

**b. Contents:** Listening and Speaking.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can understand and practice asking and answering about what they do to help parents at home correctly.

- Task completed: Students can ask and answer about what they do to help parents at home.

- Task uncompleted: Students fail to listen or respond about what they do to help parents at home.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 14)  * Use DCR to show the useful language and have students look and read the useful language silently.   Explain that we use this to ask someone if something belongs to them.  “*What do you help at home? – I set the table”*  *“What does your brother help at home? – My brother waters the plants.*”  \*Note: For most verbs, the third person singular in simple present is formed with an *–s*: set, waters, mops.  With *–es* if the verbs end in *–s, -z, -x, -ch, -sh*:  *Washes, brushes*  If the verb ends in consonant *–y*, remove *–y* and add *–ies: flies, tries,…..*   * 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 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. Circle the correct words. Practice.**   * Demonstrate the activity using the example. * Have students look and read the sentences to choose the correct word for each 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.   *\*Keys:1 dog 2 table 3 feeds*  *4 water 5 floor 6 laundry* | * Carefully look at the teacher demonstrating the activity. * Look and read the sentences to choose the correct word for each 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. |

**3. Production** (5 minutes)

**a. Objectives:** To help them remember the vocabulary and sentence pattern.

**b. Content:** Playing the game: “Secret Envelopes” or using DHA.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can say aloud the sentences about what chores they do at home quickly.

- Task completed: Students are able to say aloud the sentences about what chores they do at home.

- Task uncompleted: Students cannot say aloud the sentences about what chores they do at home.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Playing a game “Secret Envelopes”**   * Have the class work in groups of four or five to complete the task. * Prepare envelopes with word cards in them as follows:   Envelope 1: *sister – water the plants.*  Envelope 2: *brother – feed the cat.*  Envelope 3: *Ben – set the table.*  Envelope 4: *Mai – mop the floor.*  Envelope 5: *Lucy – do the laundry.*  Envelope 6: *Alfie – walk the dog.*   * Randomly give each group an envelope one at a time. * Get them to look at the words and rearrange the words to make the correct questions and answers. The answers can be Yes or No. * The group having the first correct answer will get a point. | * Work with their friends to play the game. * Carefully listen to and follow teacher’s instructions. * Put the words into the correct order to make meaningful sentences. * Show their answers to the teacher and the whole class. |

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

**a. Objectives:** To help students remember and pronounce the vocabulary items.

**b. Contents:** Playing the game “Whispers” and assigning homework in the Workbook.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Vocabulary: *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.* * Have students play the game “Whispers”. * Divide the class into two teams. * Ask 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 teacher’s instructions before playing the game. * Quickly whisper the word into the ear of the friend standing next to them. |
| **Homework Assignment**   * Require students to do exercises on page 66 in the Workbook. * Have them copy new words six times in their Tiếng Anh 4 i-Learn Smart Start Notebook. * Ask them to prepare Parts C and D, Lesson 2 on page 99 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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**Period 110**

**UNIT 7 – MY FAMLY**

**Lesson 3.2 (page 99)**

**1. Objectives**

By the end of this lesson, students will be able to identify the /s/ - /ɔː/ sound and practice the conversations.

**1.1. Language knowledge and skills**

**Vocabulary:** *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*

**Sentence pattern:** *What do you help at home? – I set the table.*

*What does your brother help at home? – My brother waters the plants.*

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

**1.2. Competences**

**Self-control and independent learning:** identify the /s/ - /ɔː/ sound.

**Communication and collaboration:** work in pairs or groups to ask and answer about some chores they do.

**Critical thinking and creativity:** learn how to ask and answer about some chores they do correctly and fluently.

**1.3. 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.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm up** (5 minutes)

**a. Objectives:** To review the vocabulary items about some chores they do, generate students’ interests and, lead in the new lesson.

**b. Content:** Playing the game: “Point and roll” or “Slap the board”.

**c. Expected outcomes and assessment**

- Task completed with excellence:Students can slap flashcards or point and say out the correct words on the flashcards quickly and correctly.

- Task completed: Students can slap flashcards or point and say out the correct words on the flashcards.

- Task uncompleted: Students fail to slap flashcards or point and say out the correct words on the flashcards.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Point and roll* game.**   * **Vocabulary:** *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.* * Divide the class into two groups and make two lines to play the game. * Place the flashcard on the board, showing the picture. * Call out a word, and a student from each team has to run to the board, point to the correct picture, and say out the word. If correct, they can roll dice and get points for their team. * The team to get the most points at the end wins the game. | * Make two lines to play this game. * Follow teacher’s instructions before playing the game. * Quickly run to the board, point to the correct picture, and say out the word. |

**B. Main Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help students identify the /s/ - /ɔː/ sound and practice saying the sound in the chant.

**b. Contents:** Listening and repeating.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can identify the /s/ - /ɔː/ sound and pronounce it correctly and fluently.

- Task completed: Students can identify the /s/ - /ɔː/ sound and pronounce it.

- Task uncompleted: Students are unable to identify the /s/ - /ɔː/ sound and pronounce it.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD2 Track 15)  * Draw attention to the /s/ - /ɔː/ sound. * Briefly explain and demonstrate the sound.   *Note: in American English, the letters ‘au’ in ‘laundry” can also sound like /a:/*   * Play the audio (using DCR). * Have the students notice the sound. * 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 sound first. * Listen to the audio again and repeat the sound. |
| **2. Chant.** (CD2 Track 16)   * 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 (e.g: sets) and have the students listen and repeat. * Play the audio again. * Have the 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. |

**2. Practice** (10 minutes)

**a. Objectives:** To help the students identify the people and things in the story and practice listening and writing the missing words in the blanks.

**b. Contents:** Listening, speaking, and writing.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can understand the story and number the phrases correctly.

- Task completed: Students can understand the story and number the phrases.

- Task uncompleted: Students fail to understand the story and number the phrases.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD2 Track 17)   * Introduce the situation: “Time to clean…” * Have the students look at the story (using DCR) and ask these questions. * *Who can you see? (Tom, Alfie, and Tom’s dad)* * *Where are they? (at school)* * *What are they taking about? (cleaning the house)* * Play the audio. * Have 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 circle.** (CD2 Track 18)   * Play the audio (using DCR) and demonstrate the activity using the example. * Play the audio and have the students listen and write. * Play the audio again and check answers as a whole class.   *Sets the table 2*  *Mops the floor 4*  *Walk the dog 1*  *Do the laundry 3* | * Listen and follow their teacher’s demonstration. * Listen to the story and write. * Listen to the story again and check the answers as a whole class. |
| **3. Role-play.**   * 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. |

**3. Production** (5 minutes)

**a. Objectives:** To help them practice the stories and use their own ideas.

**b. Content:** Working with their partners.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.**   * Have 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. |

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

**a. Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

**b. Contents:** Making a conversation and assigning homework in the Workbook.

**c. Expected outcomes and assessment**

- 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.

**d. Organization**

|  |  |
| --- | --- |
| **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 67 in the Workbook. * Ask them to prepare Parts E and F, Lesson 3 on page 100 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework and prepare the new lesson. |

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**Period 111**

**UNIT 1 – MY FAMILY**

**Lesson 3 (page 100)**

**1. Objectives**

By the end of this lesson, students will be able to talk about chores they do.

**1.1. Language knowledge and skills**

**Vocabulary:** *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*

**Sentence pattern:** *What do you help at home? – I set the table.*

*What does your brother help at home? – My brother waters the plants*.

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

**1.2. Competences**

**Self-control and independent learning:** identify and ask what chores they do.

**Communication and collaboration:** work in pairs or groups to ask what chores they do.

**Critical thinking and creativity:** learn how to ask and answer about what chores they do.

**1.3. 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.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm up** (5 minutes)

**a. Objectives:** To review the vocabulary items about chores they do, generate students’ interests and, lead in the new lesson.

**b. Content:** Playing the game: “Jump” or “Slap the board”.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Jump* game.**   * Vocabulary: *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.* * 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. |

**B. Main Lesson**

**1. Practice 1** (10 minutes)

**a. Objective:** To help the students recognize the sentence patterns and ask what chores they do.

**b. Contents:** Listening and repeating.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can identify the sentence structures and ask what chores they do correctly.

- Task completed: Students can identify the sentence structures and ask what chores they do.

- Task uncompleted: Students are unable to use the sentence structures and ask what chores they do.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show to the class the sentence structures on Part E, page 100 in their Student’s Book. * Give the students enough time to look at the target sentence structures and have them read it silently. * Ask two students to read the question and answer first. * 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 structures on the screen and read it silently. * Read the question and answer first. |

**2. Practice 2** (10 minutes)

**a. Objectives:** To practice asking and answering the question by using the given pictures.

**b. Contents:** Pointing, asking, and answering.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can ask and answer about what chores they do smoothly and correctly.

- Task completed: Students can ask and answer about what chores they do.

- Task uncompleted: Students fail to ask and answer about what chores they do.

**d. Organization:**

|  |  |
| --- | --- |
| **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. |
| **Extra practice.**   * Divide the class into two teams. * Show one flashcard about chores to the class and say a family member. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows the flashcard “set the table”.)  Teacher: *“your sister”*  Team A: *“How does your sister help at home?”*  Team B: *“She sets the table.”*  (Teacher shows the flashcard “walk the dog”.)  Teacher: *“you”*  Team A: *“How do you help at home?”*  Team B: *“I walk the dog.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |

**3. Production** (5 minutes)

**a. Objectives:** To help them produce the target sentence patterns about asking what chores they do.

**b. Content:** Playing the game: “Pretend” or using DHA.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can ask and answer about what chores they do quickly.

- Task completed: Students are able to ask and answer about what chores they do.

- Task uncompleted: Students cannot ask and answer about what chores they do.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **F. Option 1: Play *Pretend* game.**   * Have the students look at the example. * Have one student come to the front of the class. * Have that student do an action silently. * Have the other students try to guess the action. * Have the students swap roles and repeat. | * Look at the example. * Come to the front of the class. * Do an action silently. * Try to guess the action. |

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

**a. Objectives:** To help the students remember the target sentence structures.

**b. Contents:** Playing the game “The chain game” and assigning homework in the Workbook.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Have the students play the game “The chain game”. * Divide the class into two teams. * Give yellow ball and blue ball to 2 students randomly. * Play music for Ss to the throw the ball and stop the music:   Who gets the yellow ball will make questions about chores.  Who gets the blue one will answer the questions.   * Do until the song ends | * Play the game “The chain game” with their teammates. * Follow their teacher’s instructions before playing the game. * Throw the ball and practice asking and answering when the T stops the music. |
| **Homework Assignment**   * Require the students to practice the structures at home. * Ask them to prepare Parts A and B, Ethics Lesson, Unit 1 on page 101 in the Student’s Book. | * Practice the structures at home. * Prepare the new lesson. |

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**Period 112**

**UNIT 1 – MY FAMILY**

**Ethics Lesson (page 101)**

**1. Objectives**

By the end of this lesson, students will be able to talk about the ways they help at home.

**1.1. Language knowledge and skills**

**Vocabulary:** *put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes.*

**Sentence patterns:** *Who puts away groceries?*

*I put away groceries/ I do.*

*My sister puts away groceries/ My sister does.*

*My sister and I put away groceries./ My sister and I do.*

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

**1.2. Competences**

**Self-control and independent learning:** identify and talk about the ways they help at home.

**Communication and collaboration:** work in pairs or groups to talk about the ways they help at home.

**Critical thinking and creativity:** learn how to talk about the ways they help at home.

**1.3. 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.

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 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 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**3. Procedures**

**A. Warm up** (5 minutes)

**a. Objectives:** To help students review the vocabulary from the previous lesson and motivate students’ learning.

**b. Content:** Playing the game: “Go get it”.

**c. 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.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Go get it* game.**   * Vocabulary: *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.* * 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. |

**B. Main Lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help the students recognize and talk about the ways they help at home.

**b. Contents:** Listening, pointing, and repeating.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can recognize and talk about the ways they help at home correctly.

- Task completed: Students can recognize and talk about the ways they help at home.

- Task uncompleted: Students are unable to recognize and talk about the ways they help at home.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 19)   Arrange the flashcards *(put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes)* 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?***   * Arrange the flashcards on the board and remove one card when students are not looking.   *put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes.*   * One student from each team calls out the missing flashcard. | * Follow their teacher’s instructions. * Look at 6 flashcards on the board. * Heads down on the table. When hearing the T’s sign, heads up and say aloud the missing flashcard. |

**2. Practice** (10 minutes)

**a. Objectives:** To practice using the useful language about the ways they help at home and circle the words.

**b. Contents:** Listening and Speaking.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can identify the vocabulary about the ways they help at home and circle the words quickly.

- Task completed: Students can identify the vocabulary about the ways they help at home and circle the words.

- Task uncompleted: Students fail to identify the vocabulary about the ways they help at home and circle the words.

**d. Organization:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 20)  * Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently. * Explain that we use it to ask and answer about the ways they help at home.   *Who puts away groceries?*  *I put away groceries/ I do.*  *My sister puts away groceries/ My sister does.*  *My sister and I put away groceries./ My sister and I do.*   * 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. Circle the correct words. Practice.**   * Demonstrate the activity using the example. * Have the students read and circle 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 circle 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. |

**3. Production** (5 minutes)

**a. Objectives:** To help them remember the vocabulary items and sentence pattern.

**b. Content:** Asking and answering or using DHA.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can ask and answer their friends about the ways they help at home quickly and correctly.

- Task completed: Students can ask and answer their friends about the ways they help at home.

- Task uncompleted: Students cannot ask and answer their friends about the ways they help at home.

**d. Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Ask and answer.**   * Divide the class into two teams to complete the task. * Give them enough time to remember the conversation in *Part 2. Circle the correct words. 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. Circle the correct words. Practice.* * Close their Student’s books. * Ask or answer the questions from the other team. |

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

**a. Objectives:** To help students remember the target sentence structures.

**b. Contents:** Playing the game “Whispers” and assigning homework in the Workbook.

**c. 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.

**d. 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 68 in the Workbook. * Have them copy new words and structure in their Tiếng Anh 4 i-Learn Smart Start Notebook. * Ask them to prepare Parts C and D, Ethics Lesson on page 102 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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