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

**UNIT 6 - CLOTHES**

**Lesson 1 (page 84)**

1. **Objectives**

By the end of this lesson, students will be able to talk about what clothes they want confidently.

* 1. **Language knowledge and skills**

**Vocabulary:** dress, shirt, shorts, socks, pants.

**Sentence pattern:** What do you want?/ I want a shirt.

**Skill:** Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify and talk about what clothes they want.

**Communication and collaboration:** work in pairs or groups to talk about what clothes they want.

**Critical thinking and creativity:** learn how to talk about what clothes they want correctly and fluently.

* 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 clothes, generate students’ interests and, lead in the new lesson.
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** |
| **Option 1:** **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 clothe 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 clothe on it. * Pass the markers to the next friends and join back of the line. |

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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 clothes on the board, showing the images. * Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team. | * Make two lines to play this game. * Look at the flashcards on the board. * Carefully listen and run to the board to slap the correct card and read aloud the word on it. |

1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize the sentence pattern and name the clothes correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the sentence structure and read out loud the words correctly.
* Task completed: Students can identify the sentence structure and read out loud the words.
* Task uncompleted: Students are unable to use the sentence structure or point and read the correct words.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use DCR on Eduhome to show the class the sentence structure in Part E, page 84 in their Student’s Book. * Give the students enough time to look at the target sentence structure and have them read it silently. * Have some pairs ask and answer the question. * Continue asking them what clothes 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. * Ask and answer the question. * Name the clothes in each picture. |

**C. Practice** (10 minutes)

1. **Objectives:** To practice talking about what clothes they want.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can point to the clothes, ask, and answer the questions smoothly and correctly.
* Task completed: Students can point to the clothes, ask, and answer the questions.
* Task uncompleted: Students fail to point to the clothes, ask, and answer the questions.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Point, ask, and answer.**  * Divide the class into two pairs. * Demonstrate the activity using the speech bubbles. * Have the student A point and ask, have the student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task. * Follow their teacher’s instructions. * Ask and answer the other student’s question. * Present their work in front of the class. |
| **Extra practice.**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows a flashcard “dress”.)  Team A: *“What do you want?”*  Team B: *“I want a dress.”*  (Teacher shows a flashcard “socks”.)  Team A: *“What do you want?”*  Team B: *“I want some socks.”* | * Work with their teammates to complete the task. * Follow their teacher’s instructions. * Make questions or answer the questions from the other team. |

1. **Production** (5 minutes)
2. **Objective:** To help them produce the target sentence pattern about the clothes they want.
3. **Content:** Playing the game: “Chain” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask what clothes people want fluently.
* Task completed: Students are able to ask what clothes people want.
* Task uncompleted: Students cannot ask what clothes people want.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **F. Option 1:**  **Play the *Chain* game.**   * Have the students time to look and read at the examples. * Divide the class into groups. * Ask the students to stand up. * Have the student A turn to the student B and ask the question, then have student B answer. * Next, have the student B turn to the student C and ask the question, then have the student C answer. * Continue until all students have practiced. * Have some groups demonstrate the activity in front of the class. | * Look and read at the sentences on page 84. * Listen and follow their teacher’s instructions carefully. * Play the game with the whole class. |
| **Option 2: Use DHA on Eduhome**   * Open DHA (Unit 6 – 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. |

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

1. **Objectives:** To help the students remember the target sentence structures and the vocabulary items.
2. **Contents:** Asking and answering and assigning homework in the Workbook.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can remember the target sentence structures and the vocabulary items correctly.
* Task completed: Students are able to remember the target sentence structures and the vocabulary items.
* Task uncompleted: Students fail to remember the target sentence structures and the vocabulary items.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Divide the class into two teams. * Show a flashcard to the class. * Have Team A make a question and Team B answer. * Swap roles and repeat.   e.g.  (Teacher shows a flashcard “dress”.)  Team A: *“What do you want?”*  Team B: *“I want a dress.”*  (Teacher shows a flashcard “socks”.)  Team A: *“What do you want?”*  Team B: *“I want some socks.”* | * 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, Lesson 2, Unit 6 on page 85 in the Student’s Book. | * Practice the structures at home. * Prepare the new lesson. |

1. **Reflection**
2. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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1. What I should improve for this lesson next time:

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