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

**UNIT 6 - CLOTHES**

**Lesson 3 (page 88)**

1. **Objectives**

By the end of this lesson, students will be able to ask and answer about their clothes.

* 1. **Language knowledge and skills**

**Vocabulary:** belt, scarf, sweater, pajamas, skiing.

**Sentence pattern:** Is that your belt?/ Yes, it is./ No, it isn’t.

Are those your pajamas?/ Yes, they are./ No, they aren’t.

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask and answer about their clothes.

**Communication and collaboration:** work in pairs or groups to ask and answer about their clothes.

**Critical thinking and creativity:** learn how to ask and answer about their clothes.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 3 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To help the students review the vocabulary items about the clothes, generate students’ interests and lead in the new lesson.
4. **Content:** Play the game: “Slap the board” or “Snake”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can slap flashcards and say the words correctly.
* Task completed: Students can slap correct flashcards and say the words.
* Task uncompleted: Students cannot slap correct flashcards or say the words incorrectly.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Play the *Slap the board* game.*** Divide the class into two teams and have them form two lines.
* Place the flashcards 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.
 |
| **Option 2:** **Play the *Snake* game.*** Have the class stand up and play the game.
* Give the ball to the first student and ask them to begin by saying a clothing item.
* Then the first student passes the ball to any of their friends. The second friend will name another clothing item.
* The students who are unable to say the clothes will sit down. The last student who stands up at the end of the game is the winner.
* Lead in the new lesson.
 | * Follow their teacher’s instructions before playing the game.
* Play the game with the whole class.
* Be ready for the new lesson.
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1. **Presentation** (10 minutes)
2. **Objective:** To help the students recognize and name the clothes.
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 13)
* Arrange the flashcards *(belt, scarf, sweater, pajamas, skiing)* 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 the *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.
 |

1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language to talk about the clothes and complete the blanks.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can talk about the clothes and complete the blanks correctly and quickly.
* Task completed: Students can talk about the clothes and complete the blanks.
* Task uncompleted: Students fail to talk about the clothes and complete the blanks.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD3 Track 14)
* Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use these questions to ask whether something we are gesturing to belongs to a person. We use “Is that…?” for singular nouns and “Are those…?” for plural nouns.
* 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 write. Practice.*** Demonstrate the activity using the example.
* Have the students look and write their answers in their Student’s Books.
* Divide the class into pairs and have them check each other’s work.
* Use DCR on Eduhome to check the answers as a whole class.
* Have some pairs practice saying the sentences.
* Monitor the class and support if needed.
 | * Carefully look at the teacher demonstrating the activity.
* Look and write their answers in their Student’s Books.
* Work in pairs and check their partner’s answers.
* Check the answers with the teacher and friends.
* Practice saying the sentences with a friend.
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1. **Production** (5 minutes)
2. **Objectives:** To help them remember the sentence pattern and the vocabulary items about the clothes.
3. **Content:** Asking and answering or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can ask and answer their friends’ questions about the clothes quickly and correctly.
* Task completed: Students can ask and answer their friends’ questions about the clothes.
* Task uncompleted: Students cannot identify the flashcards or ask and answer their friends’ questions about the clothes.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Ask and answer.*** Divide the class into two teams to complete the task.
* Hold up a flashcard about a clothing item for Team A making a question using the structure: “Is that your…? or Are those your…?”, and say “yes” or “no” for Team B answering the question.

e.g.(Teacher shows the flashcard “scarf”.)Teacher: *“Yes”*Team A: *“Is that your scarf?”*Team B: *“Yes, it is.”*(Teacher shows the flashcard “pajamas”.)Teacher: *“No”*Team A: *“Are those your pajamas?”*Team B: *“No, they aren’t.”** 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.
* Ask and answer the questions from the other team.
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| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 6 – Lesson 3) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.
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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember and pronounce the vocabulary items about the clothes.
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 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.
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| **Homework Assignment** * Require the students to do exercises on page 62 in the Workbook.
* Have them copy each new word six times in their Notebook, page 34.
* Ask them to prepare Parts C and D, Lesson 3 on page 89 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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