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

**UNIT 1 – MY FRIENDS**

**Lesson 3 (page 18)**

1. **Objectives**

By the end of this lesson, students will be able to ask what their friends like doing.

* 1. **Language knowledge and skills**

**Vocabulary:** dancing, singing, drawing, reading, painting.

**Sentence patterns:** Do your friends like dancing?/ Yes, they do./ No, they don’t.

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

* 1. **Competences**

**Self-control and independent learning:** identify and ask what their friends like doing.

**Communication and collaboration:** work in pairs or groups to ask what their friends like doing.

**Critical thinking and creativity:** learn how to ask and answer about what their friends like doing.

* 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 free time activities, 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**

|  |  |
| --- | --- |
| **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. |
| **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 free time activities 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 patterns and ask what people like doing correctly.
3. **Contents:** Listening and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify the sentence structures and ask what people like doing correctly.
* Task completed: Students can identify the sentence structures and ask what people like doing.
* Task uncompleted: Students are unable to use the sentence structures and ask what people like doing.

1. **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 18 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. |

**C. Practice** (10 minutes)

1. **Objectives:** To practice asking and answering the question by using the given pictures.
2. **Contents:** Pointing, asking, and answering.
3. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about what people like doing smoothly and correctly.
* Task completed: Students can ask and answer about what people like doing.
* Task uncompleted: Students fail to ask and answer about what people like doing.

1. **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 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 “dancing”.)  Teacher: *“yes”*  Team A: *“Do your friends like dancing?”*  Team B: *“Yes, they do.”*  (Teacher shows the flashcard “singing”.)  Teacher: *“no”*  Team A: *“Do your friends like singing?”*  Team B: *“No, they don’t.”* | * 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. **Objectives:** To help them produce the target sentence patterns about asking what people like doing.
3. **Content:** Playing the game: “Pretend” or using DHA.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about what people like doing quickly.
* Task completed: Students are able to ask and answer about what people like doing.
* Task uncompleted: Students cannot ask and answer about what people like doing.

1. **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. |
| **Option 2: Use DHA on Eduhome.**   * Open DHA (Unit 1 – Lesson 3) on Eduhome to help 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. |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students remember the target sentence structures.
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**

|  |  |
| --- | --- |
| **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 practice the structures at home. * Ask them to prepare Parts A and B, Ethics Lesson, Unit 1 on page 19 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:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………