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

**GETTING STARTED**

**Lesson 5 (page 9)**

1. **Objectives**

By the end of this lesson, students will be able to ask how old someone is.

* 1. **Language knowledge and skills**

**Vocabulary:** one, two, three, four, five, six, seven, eight, nine, ten.

**Sentence patterns:** How old are you?/ I’m eight.

**Skills:** Listening and Speaking.

* 1. **Competences**

**Self-control and independent learning:** ask how old someone is.

**Communication and collaboration:** work in pairs or groups to practice asking how old someone is.

**Critical thinking and creativity:** learn how to ask how old someone is correctly and immediately.

* 1. **Attributes**

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

**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, Digital Book (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 generate students’ interests and lead in the new lesson.
4. **Content:** Reviewing the transportation or playing the “Snake” game
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 can slap flashcards, but mispronounce the words/ say nothing.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Review the transportation.**   * 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 means of transportation. * Then the first student passes the ball to any of their friends. The second friend will name another means of transportation. * The students who are unable to say the transportation 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. |

1. **Presentation** (5 minutes)
2. **Objective:** To help students identify and say the numbers 1-10.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can identify and say the numbers 1-10 correctly.
* Task completed: Students can identify and say the numbers 1-10.
* Task uncompleted: Students are unable to identify and say the numbers 1-10.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and point. Repeat.** (CD1 Track 10)   Arrange the flashcards *(one, two, three, four, five, six, seven, eight, nine, ten)* on the board to introduce the new words.   * Ask the students to listen and pay their attention. * 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. |

1. **Practice** (10 minutes)
2. **Objectives:** To practice asking and answering about someone’s age.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about someone’s age correctly.
* Task completed: Students can ask and answer about someone’s age.
* Task uncompleted: Students fail to ask and answer about someone’s age.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and fill in the blanks. Repeat. Role-play.**   (CD1 Track 11)   * Have the students call out the things they can see in each picture. * Play the audio and have them point to the characters. * Play the audio again and have them repeat the new words. * Divide the class into pairs to role-play the dialogue. * Swap roles and repeat. * Invite some pairs to demonstrate the activity in front of the whole class. * Go around the class and support them if necessary. | * Name the things they see in the pictures. * Listen and point to the characters. * Listen and repeat the new words. * Practice the dialogue with their partner and change their roles. * Demonstrate the activity in front of the class. |
| 1. **Point, ask, and answer.**  * Divide the class into two teams. * Have the student A point and ask and the student B answer. * Swap roles and repeat. * Afterwards, have some pairs demonstrate the activity in front of the class. * Monitor the class and support if needed. | * Work with their team to complete the task. * Call out the classroom command for the other team to do the action and swap their roles. |

1. **Production** (10 minutes)
2. **Objectives:** To help them remember the vocabulary and sentence pattern.
3. **Content:** Playing the game: “Magic finger” or “Jump”.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask how old someone is quickly.
* Task completed: Students are able to ask how old someone is.
* Task uncompleted: Students cannot ask how old someone is.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **Play *Magic finger*.**  * **Option 1** * Have students time to look and read at the examples. * Divide the class into pairs. * Have the student A ask a question and write a number with their finger on the student B’s back. * Have the student B try to guess which number it is and answer. * Have the students swap roles and repeat. | * Look and read at the sentences on page 9. * Listen and follow the teacher’s instructions carefully. * Play the game with the whole class. |
| **Option 2: Play the *Jump* game.**   * Have the class play the game “Jump”. * Ask them 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. | * Follow teacher’s instructions. * Stand at their desks when playing the game. * Look at the flashcard and listen to the teacher. * Jump if the teacher says the same word on the flashcard. * Keep still if the teacher doesn’t say the same word on the flashcard. |
| **Option 3: Use DHA on Eduhome**  Open DHA (Getting Started – Lesson 5) 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 review the new language and sentence pattern.
3. **Contents:** Playing the game “Guessing” and assigning homework in the Workbook.
4. **Expected outcomes and assessment**

* Task completed with excellence: Students can ask and answer about someone’s age correctly and fluently.
* Task completed: Students are able to ask and answer about someone’s age.
* Task uncompleted: Students fail to ask and answer about someone’s age.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**   * Have the students play the game “Guessing”. * Divide the class into two teams. * Invite one student from each group to come to the front of the class and face to their friends. * Place each flashcard *(one, two, three, four, five, six, seven, eight, nine, ten)* at a different place on the board. * Quickly change the flashcard’s position and stand next to one of them and ask the student from each group to guess which flashcard that the teacher is standing next to. * The team having more correct answers will win. | * Play the game “Guessing” with their friends and teacher. * Follow their teacher’s instructions before playing the game. * Guess the flashcard that the teacher is standing next to. |
| **Homework Assignment**   * Require the students to do exercises on page 7 in the Workbook. * Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 6. * Ask them to prepare Unit 1, Lesson 1 on page 10 in the Student’s Book. | * Follow their teacher’s instructions. * Do homework, copy the new words, and 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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