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

**UNIT 1 – MY FRIENDS**

**Lesson 3 (page 16)**

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, Writing, 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 help students be interested in and lead in the new lesson about the free time activities.
4. **Content:** Playing the game: “Who’s faster?”
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can quickly pick out the correct words ending with the -ing form.
* Task completed: Students can pick out the correct words ending with the -ing form.
* Task uncompleted: Students fail to pick out the correct words ending with the -ing form.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Play *Who’s faster?* game.*** Divide the class into four groups.
* Give each group a set of words and ask them to find the words: *dancing, singing, drawing, reading, painting*.
* Have them one minute find these words.
* Correct the students’ mistakes if necessary.
* The first team to find the correct words wins the game.
* Ask them what similarities the words are. (*They are verbs./ They end with the -ing form.*)
* Lead in the new lesson.
 | * Work in groups to complete the task.
* Get a set of words from their teacher.
* Find these words: *dancing, singing, drawing, reading, painting* within a minute.
* Answer their teacher’s question.
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1. **Presentation** (10 minutes)
2. **Objective:** To help students recognize and ask what their friends like doing.
3. **Contents:** Listening, pointing, and repeating.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can recognize and ask what their friends like doing correctly.
* Task completed: Students can recognize and ask what their friends like doing.
* Task uncompleted: Students are unable to recognize and ask what their friends like doing.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD1 Track 24)
* Arrange the flashcards *(dancing, singing, drawing, reading, painting)* 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 their teacher’s instructions.
* Point to the pictures in their Student’s Books.
* Listen and repeat.
* Work with their partner to complete the task.
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| **2. Play *Slow motion*.*** 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.
* Very slowly move the paper to reveal the flashcard.
* Have students say the new word 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 the new word when their teacher slowly moves the paper.
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1. **Practice** (10 minutes)
2. **Objectives:** To practice using the useful language about asking what their friends like doing.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use the useful language about asking what their friends like doing quickly.
* Task completed: Students can use the useful language about asking what their friends like doing.
* Task uncompleted: Students fail to use the useful language about asking what their friends like doing.
1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD1 Track 25)
* Use DCR to show the useful language and have students look and read the useful language silently.
* Explain that we use this to find out if a person likes an activity or not.
* 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.
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| **2. Look and match. Practice.*** Demonstrate the activity using the example.
* Have the students look and match the numbers (1-4) with the letters (A-D) 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.
* Look and match the numbers (1-4) with the letters (A-D) 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 ask and answer the questions about what people like or don’t like.
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 what they like or don’t like quickly and correctly.
* Task completed: Students can ask and answer their friends’ questions about what people like or don’t like.
* Task uncompleted: Students cannot identify the flashcards or ask and answer their friends’ questions about what people like or don’t like.
1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Ask and answer.*** Divide the class into two teams.
* Show a flashcard 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 “reading”.)Teacher: “yes”Team A: *“Do your friends like reading?”*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.
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| **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.
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1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember and pronounce the vocabulary items about the free time activities.
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 students to do exercises on page 12 in the Workbook.
* Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 9.
* Ask them to prepare Parts C and D, Lesson 3 on page 17 in the Student’s Book.
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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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