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| **School: Yen Son primary school** |  |

**UNIT 3 – MY FRIENDS AND I**

**Lesson 1.3 (page 36)**

**I. Objectives**

By the end of this lesson, students will be able to say how good people are at different activities.

correctly.

1. **Language knowledge and skills**

**Vocabulary:** slowly, fast, badly, well, hard.

**Sentence pattern:** Tom kicks the ball hard.

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

1. **Competences**

**Self-control and independent learning:** say how good people are at different activities correctly.

**Communication and collaboration:** work in pairs or groups to say how good people are at different activities correctly.

**Critical thinking and creativity:** learn how to say how good people are at different activities 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 5 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 5 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm-up** (5 minutes)
3. **Objectives:** To help the students review adverbs and lead in the new lesson.
4. **Content:** Chant (page 124)
5. **Expected outcomes and assessment.**

* Task completed with excellence:Students can listen and chant correctly.
* Task completed: Students can listen and chant.
* Task uncompleted: Students listen and chant incorrectly.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Warm up: Chant. Turn to page 124**   * Show pictures and the chant. * Play the audio. * Have the students listen ,clap the hands and chant in chorus. * Give comment. | * Look , listen and chant . |

1. **Main lesson**
2. **Practice 1** (10 minutes)
3. **Objectives:** To help students recognize the sentence pattern and say how good people are at different activities correctly.
4. **Contents:** Listening and repeating.
5. **Expected outcomes and assessment.**

* Task completed with excellence: Students can identify the sentence structure and say how good people are at different activities correctly.
* Task completed: Students can identify the sentence structure and say how good people are at different activities.
* Task uncompleted: Students are unable to say how good people are at different activities.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.**   * Use Powerpoint to show the class the sentence structure on Part E, page 36 in their Student’s Book. * Make two examples and ask students to read them aloud. * Give instructions. * Point the words in the pictures and ask students read aloud in chorus. * 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. * Read the sentences. |

1. **Practice 2** (10 minutes)
2. **Objectives:** To practice saying how good people are at different activities.
3. **Contents:** Pointing, asking, and answering.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students can say how good people are at different activities smoothly and correctly.
* Task completed: Students can say how good people are at different activities.
* Task uncompleted: Students fail to say how good people are at different activities.

1. **Organization:**

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| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Point and say.**  * Divide the class into groups of four * Give handouts and ask students to arrange the words to make the sentences based on the pictures of Part E. * Have student A point, and have Student B, C, D say the sentences. * Swap roles and repeat. * Afterwards, have some students demonstrate the activity in front of the class. * Show the answers and ask the whole class read in chorus.   **Game: Passing ball**  Give two balls to pass, turn on the audio. Students pass the balls. When music stops, the students who hold the ball, will say the sentences aloud.   1. **List other ways to describe the actions of people**   **you know. Practice again.**  - Show the pictures (skate, cook, skip, jump) and the suggested adverbs.  - Make some questions about the pictures. The teacher makes an example. Have students work in groups.  - Afterwards, have some groups demonstrate the activity in front of the class. | * Work in groups to complete the task. * Follow their teacher’s instructions. * Present their work in front of the class. * Follow their teacher’s instructions. |

1. **Production** (5 minutes)
2. **Objectives:** To help them talk about your friends and family.
3. **Content:** Talk about your friends and family.
4. **Expected outcomes and assessment.**

* Task completed with excellence: Students can talk about their friends and family quickly.
* Task completed: Students are able to talk about their friends and family.
* Task uncompleted: Students cannot talk about their friends and family.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **F. Talk about your friends and family.**   * Use powerpoint to show the examples to the whole class. * Have students look at the example. * Make model and have students take turns talking about their friends and family in pairs.   **Game: wheel of names (online)**   * Have some stuents demonstrate the activity in front of the class | * Carefully listen to and follow the teacher’s instructions. * Work in pairs. |

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

1. **Objectives:** To help students remember the target sentence structure.
2. **Contents:** Playing the “**jumping**” game or using DHA on Eduhome and assigning homework in the Workbook.
3. **Expected outcomes and assessment.**

* Task completed with excellence: Students can act out correctly.
* Task completed: Students are able to act out.
* Task uncompleted: Students fail to act out.

1. **Organization**

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| **Teacher’s activities** | **Students’ activities** |
| **Consolidation : True or False**  -   Have the students play the game “**jumping** ".  -   Line the students up and show the sentences. If the sentences are correct, students jump to the right. If the sentences are wrong, students jump to the left. | * Follow their teacher’s instructions before playing the game. * Play the game. |
| **Homelink assignment**   * Require the students to practice the structure at home and prepare the new lesson Unit 3: Lesson 2 (A, B). | * Practice the structure at home and prepare the new lesson. |

**IV. ADJUSTMENTS (if necessary):**

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