**Week24 UNIT7: NUMBERS**

**Period 47- 48 Lesson 3**

**I. Objectives:**

 By the end of this lesson, students will be able to talk about how old they are.

**II. Teaching aids:**

 **Teacher’s aids:** student book and teacher’s book, class CDs, flashcards, IWB software, projector/interactive whiteboard/TV.

 **Students’ aids:** Student book, notebooks, workbook.

**III. Languages focus:**

 **Vocabulary:**four, five, six

 **Structures:**

* (Vinh)’s (six)./How old are you?- I’m (six).

**IV. Procedures:**

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| **Steps** | **Activities** | **Organization** |
| **Warm-up** | - Option 1: Review. Singing. * Have students sing the songs of letter ‘J’ again.
* Have them sing and make the gesture of jumping.
* Have some students sing and make the gesture in front of the class.
 | * Teacher – whole class/ students
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| **New lesson** | **A- Listen and point. Repeat.**CD2-Track 21: 1. Have students listen to each new word.
2. Have students listen to each new word and repeat all together and individually. Correct student’s pronunciation if necessary.
3. Arrange the flashcards on the board. Play audio and have students listen and point at the pictures in their books.
4. Play audio again and have students listen, repeat several times.
5. Change the order of the flashcards, point at them individually and have students say the words, correct pronunciation when needed.
6. Have students work in pairs, one points at the picture in the book and the other says the word.
7. TPR practice step 1: say the word and make the gesture/ sound all together according to the word
8. TPR practice step 2: do the actions and students say the word accordingly.
9. TPR practice step 3: have students work in pairs, one would do the action, the other say the word.

**B. 1. Listen and point.** 1. Pre- listening: Introduce the situation, point at each person in the picture and have students call out the words “two”,"four", "five", "six".2. While- listening: * Play audio and have students look at the picture.
* Demonstrate the activity by pointing at “two”,"four", "five", "six" in the picture.
1. While-listening: Play the audio again. Have students listen and repeat.

4. While-listening: Play audio again. Have students listen and point.5. Post- listening: Point at each picture and have students call out the words again “Binh’s four./Phuong’s five./ Bao’s two….”6. Post-listening: Have some students demonstrate the activity in front of the class.**2. Listen and repeat.**1. Have students look at the useful language box.2. Play audio. Have students listen to the useful language.3.Have students practice the useful language.4. Have some students demonstrate the activity in front of the class.1. **Play “Guess the number”.**

1. Have students look at the example.2. Divide the class into two teams.3. Have a student stand facing away from the board and stick a flashcard on the board behind them.4. Have the student try to guess the answer without looking at the flashcard.5. Give that team one point if it's a correct guess.6. Have teams take turns. | * Teacher – whole class/ individuals/ pair work/ group work
* Teacher – whole class/ students
* Teacher – students in groups
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|  | **D- 1. Listen to the story.** 1. Pre-listening: Have students look at the picture. Point to each person in the pictures and have students call out the people they see.2. While-listening: * Play audio and have students look at the picture and people.
* Demonstrate the activity by pointing at the speech bubbles.
* Have students listen, point and read.

3. Post-listening: Point at each person in the picture and have students say "How old are you?/ I’m five./ I’m six.".1. **Listen and repeat:**

1. Have students look at the useful language box. 2. Play audio. Have students listen to the useful language. 3. Have students practice the useful language. 4. Have some students demonstrate the activity in front of the class.**E – Ask and answer:**1. Divide the class into pairs.2. Have Student A ask and Student B answer. Then they swap roles.3. Have some pairs demonstrate the activity in front of the class. | * Teacher – whole class/ students
* Teacher – whole class/ students
* Teacher - students in pairs
* Students - students
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| **Wrap-up** | * Arrange sets of cards on the board. Have students put them in the right sequence (one, two, three, four, five, six).

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