**WEEK 3** *Date of preparing: 16/9/2023*

 *Date of teaching: 18/9 – 22/9/2023*

**UNIT 1: MY FRIENDS**

**Lesson 3 (1, 2 3)**

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

- Correctly pronounce the sounds of the letters a and ia in isolation, in the words America and Australia, and in the sentences *I’m from America. and She’s from Australia.* with the correct pronunciation and intonation;

- Identify the target words America and Australia while listening;

- Say the chant with the correct pronunciation and rhythm

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Hangman game (Review country names)

**2. Discover to build up the structure**

**Activity 1: Listen and repeat**

- Ss practise pronounce the sounds of the letters *a* and *ia* in isolation with the correct pronunciation and intonationrespectively.

T supports:

+ Focus ss on the letters a and ia and the words

+ Play the recording for ss to identify the sound

- Ss do choral and individual repetition of the sounds words and sentences.

- Ss practice pronoucing in pairs

- Ss say the letters, the words and the sentences in front of the class.

\* Assessement: Check and correct the pronunciation, if necessary

**Activity 2: Listen and circle**

- Ss identify the target words America and Australia while listening.

T supports:

+ Give instruction for ss to understand how to do the task

+ Check understanding the sentences

**+** Play the recording twice.

- Ss listen and do the task individually

**-** Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

***Keys:*** *1. a 2. b*

**Activity 3: Let**’**s chant**

*-* Ss say the chant with the correct pronunciation and rhythm.

T supports:

+ Play the recording all the way through for pupils to listen and follow in their books.

+ Play the recording again, pausing after each line for pupils to repeat.

+ Play the recording once more for pupils to repeat the whole chant, show pupils how to chant.

- Ss work in pairs to practice chanting.

- Some pairs say the chant in front of the class

- Whole class say the chant and clap along to the rhythm of the chant.

**3. Wrap – up.**

**Game:** Slap the board with 4 new words: Canada, China, India, Cambodia

**IV. REGULATION:** (Optional)

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**UNIT 1: MY FRIENDS**

**Lesson 3 (4, 5, 6)**

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

- Read and show understanding the sentences by deciding if the statements are true or false;

 - Complete a gapped text about themselves and their friends;

 - Make pupil cards at home and present them to the class by using the target language.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

**Backward spelling**

- T divides class into teams.

- Each team takes turns to have a pupil stand in front of the board.The rest pupils spell the word written by the teacher on the board backwards.

- The team that guesses the word first gets 1 point. The team with the most points is the winner.

Ex: N-A-P-A-J JAPAN M-A-N-T-E-I-V VIETNAM E-R-O-P-A-G-N-I-S SINGAPORE

**2. Discover to practice the structure**

**Activity 1: Read and tick True or Fasle**

- Ss read and show understanding the sentences by deciding if the statements are true or false.

T supports:

+ Introduces new words if they appear

+ Set the time limit for pupils to do the task.

- Ss read and tick in pairs (T goes around the class and offer help, if necessary)

- Ss speak out their answers in front of the class

- Give feedback and correct mistakes (Give explaination if necse

*\* Key: Key: 1. True 2. True 3. False 4. False*

**Activity 5: Let’s write**

- Ss complete a gapped text about themselves and their friends.

T supports:

+ Give meaning explaination if neccessary

+ Use the real ss’ information to write

+ Do a model for ss

- Ss write their own answer on notebook

- Trade the answer with their partner

- Some ss write on the board, other ss and T give comments.

**Activity 6: Project**

- Ss make pupil cards at home and present them to the class by using the target language.

T supports:

+ Explain that they have to show the two pupil cards that they have prepared at home and present them to the class.

**- Ss** work in groups of five. Each pupil shows his / her pupil cards and tells the group about them, *e.g. This is Alice. She’s nine years old. She’s from Britain. And this is Bob. He’s ten years old. He’s from Australia*

*-* A few pupils to show their cards and tell the class about them.

**3. Wrap – up.**

- Ask students to answer the following questions:

+ What have you learnt from the lesson today?

+ What’re the core value of the lesson?

- Reminds pupils to to do exercises in workbook at home

**IV. REGULATION: (Optional)**

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**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 1: Part 1-2-3**

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.

- Correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.

- Enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context.

- Show their responsibility by noticing the time and follow the timetable on time

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Sing the song *What time is it?*

Link: https://www.youtube.com/watch?v=0Yq\_rztquuU O

**2. Discover to build up the structure**

**Activity 1: Look, listen and repeat**

- Ss discover the picture and listen to the conversation to identify the context

T supports:

+ Ask ss to identify the character, place appear in pictures

*+* Introduce the new words

- SS look at their books, listen all the way through

- Ss listen and repeat then gess meaning.

- Ss work in pairs, practise reading

- Ss act out the dialoge in front of the class, others comment

- Find out the new structure in conversation

**Activity 2: Listen, point and say**

- Ss follow the T to learn some new words obout names

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

 + Introduces and explains the phrases

 + Models with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

**Activity 3: Let’s talk**

- Ss talk in pairs, practice further by asking and answering questions about addresses by using provided dialoge in the book.

- T supports:

+ Make a model with a student.

+ Let time for Ps work, goes around and offer help when necessary.

- Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

**Game:** from T’s presentation

**IV. REGULATION:** (Optional)

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**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 1: Part 4-5-6**

**I. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

- Listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.

- Complete four gapped exchanges with the help of picture cues.

- Review telling the time by playing the game *Which clock says ...?*

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

**Game: Slap the board**

Use the vocabulary from the previous lesson. Have students stand in 2 rows of 5 or more pupils and take turns to slap the board. Give the points to the team with the faster and correct answers.

**2. Discover to practice the structure**

**Activity 3: Listen and tick**

- Ss listen to the recording and tick the correct pictures.

T guides:

+ Aks ss to look at the picture to identify the context and appearances of each.

+ Play the recording twice

- Ss listen to the CD twice and number the correct answers

- Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*\** ***Key: 1.*** *b* ***2.*** *b*

**Activity 5: Look, complete and read.**

- Ss complete the gapped sentences and read them aloud with the help of the picture cues.

T supports:

+ Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

+ Model with sentence 1.

- Ss complete the sentences individually

- A few pupils write their answer on the board, others give feedback.

- Ss practice reading sentences in pair

- Some ss read aloud before class

**Activity 6: Let’s play**

**- Ss** review telling the time by playing the game *Which clock says ...?*

T guides:

+ Tell pupils that they are going to play a game that involves finding and saying which clock shows the time told by another player.

**+** Invite two volunteers to stand in front of the board. Tell them to decide who is the time teller and who is the clock finder.

**3. Wrap – up.**

**IV. REGULATION:** (Optional)

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*Ngày…tháng 9 năm 2023*

 **Chuyên môn ký duyệt**

 **P. Hiệu trưởng**

 **Cao Văn Thơm**