**UNIT 1: MY FRIENDS**

**Lesson 1:1,2,3**

**I. DESIRED OBJECTIVES**

- Understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from;

- Correctly say the words and use *Where are you from?* – *I’m from* \_\_\_\_\_. to ask and answer questions about where someone is from;

- Enhance the correct use of *Where are you from? – \_\_\_\_\_.*to ask and answer questions about where someone is from in a freer context**.**

- Show pride in where they come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book: Page 10

- Audio tracks 6, 7

- Teacher’s guide: Pages 17, 18, 19

- Hoclieu.vn

- Flash cards/ pictures and posters (Unit 1)

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Spend a few minutes revising the previous lesson by having pupils sing the song on page 7 and clap hands or do actions.

**-** Elicit that there are many countries around the world.

- Ask pupils to name as many countries as they know.

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

**+Vocabulary**

**\* Goals:** Ss will be ableto know the name of the countries, before starting the new lesson.

**\* Procedure:**

- T uses pictures and elicits the new words.

*+ Britain : NướcAnh (picture)*

*+ Viet Nam :NướcViệt Nam (picture)*

*+ America : NướcMỹ (picture)*

*+ Australia :NướcÚc (picture)*

*+ Be from…: Đếntừ (Explain)*

 - T models *(3 times).*

- T writes the words on the board.

- Ss listen and repeat

+ Choral repetition *(3 times).*

+ Individual repetition *(3 ss)*

- Checking: Rub out and remember

- Ss take note

- Ss look, remember and write

**\*The disabled:** Practice reading vocab.

**+ Look, listen and repeat.**

**-** Ssworkin pairs to identify the situation for the conversation and work in pairs to read the text.

- T supports:

1. Who are the pupils?

2. Where are they?

3. What are they talking about?

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

 + read in pairs.

**- Extension:** Invite a few pairs of pupils to act out the conversations in front of the class.

\*Assessment : Performance products: Student’s answers

 - Assessment tools: Observation; Questions & Answers

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

- Ssworkin pairs to practise asking and answering questions about Where someone is from:Where are you from? I’m from…..

- T elicits the model sentences from the conversation in part 1:

+ Give model sentences.

+ Point to the first picture and model the task with one student, using the information from the picture.

Teacher: Where are you from?

Student: I’m from……….

- Ss point and say:

 +Play the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident.

+ Repeat the phrases in chorus and individual.

+ Repeat the model sentences in chorus and individual.

+ Practise asking and answering the questions in pairs.

+ Some pairs to act out in front of the class

\*Assessment: - Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4. Activity 3: Let’s talk**

**-** Draw pupils’ attention to the picture. Ask questions to help them identify the context.

**-** Elicit the answer in the speech bubble and write it on the board. Get pupils to say the completed sentences.

**-** Put pupils into pairs to practise the exchanges. Go around the classroom to offer support where necessary.

**-** Invite a few pairs to point at the pictures and ask and answer questions about where the pupils are from.

**Game: Lucky number game (ppt)**

- Divide the class into 3 teams.

- Pupils from each team choose a number (or throw sticky balls on the grid to choose the number), then have 2 pupils from each team ask and answer with the picture behind that number.

- Pupils or teacher click the flag to reveal the icons indicating the points for that team.

- After 9 numbers, the team with the most points is the winner.

**5. Wrap-up & Assignments**

- Ask students to answer the following questions:

*1. What have you learnt from the lesson today?*

(Use the words *America, Australia, Britain and Viet Nam* and the model *Where are you from? – I’m from …* to say where someone is from.)

2. *What are the core values of the lesson?*

*(Proud of our country; Respect others’ countries)*

*-----------------------------------*

 ***Date of teaching:12/9/2024***

**UNIT 1: MY FRIENDS**

**Lesson 1:4,5,6**

**I. DESIRED OBJECTIVES**

- Listen to and understand four communicative contexts in which pupils ask and answer questions about where someone is from and number the correct pictures;

- Complete two gapped sentences and two gapped exchanges with the help of picture cues;

- Sing the song *Where are you from?* with the correct pronunciation, rhythm and melody.

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book: Page 11

- Audio tracks 8, 9

- Teacher’s guide: Pages 20, 21

- Flash cards/ pictures and posters (Unit 1)

- Hoclieu.vn

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Invite a few pairs of pupils to come to the front of the class to ask and answer questions about where they are from, using *Where are you from? – I’m from \_\_\_\_\_.*

**2. Activity 4: Listen and number.**

- Ss work in individual to listen to the recording to number the correct pictures.

- T guides Ss how to listen: listen and number

 +There are 4 conversations. Listen and number the informations

+ Expected answers: 1. 2. 3. 4.

- Ss listen to the recordings twice, use the pencil to complete.

- Assessment:

 + some Ss demonstrate in front of the class.

**Key:** 1. b 2. d 3. c 4. a

**\* Assessment** - Performance products: Student’s answers

 - Assessment tools: Observation; Questions & Answers, Peer correction

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

- Ss work in pairs to read the sentences and complete them .

- T supports: there are four students and they are from different countries.

 - T draws pupils’ attention to the picture (the flag) and elicit the name of the countries.

 - Ss : + Read the text and complete. ( individual)

+ Work in pairs to do the task.

+ Ss pairs say out their key.

 + Ss act out the sentences

T gives assessment: .

**\*Assessment** - Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4. Activity 6: Let’s sing.**

- SS work in groups of four to sing the song.

- T guides: + Who are they?

 + Where are they from?

 + What will they do?

- Ss: + Read sentence by sentence.

 + Students listen, sing along:

 + Choral repetition of the song line by line.

 + Individual repetition of the song line by line.

 + One group sings the questions and the other sing the answers, some groups to act out to the whole class

* T gives feedback

**\*Assessment: Game**: **Board Game**

- Put pupils into pairs.

- Give pupils the handouts (attached below).

- Pupils take turns to roll the dice and move their piece according to the number of dots on the dice. Pupils say the sentence *I’m (name). I’m from (country)* according to the information inside the grid.

- The pupil who reaches the Finish box first is the winner

**5. Wrap-up & Assignments**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**-** Learn a song by heart.

- Do Part A, B in the workbook (P4, 5)

- Prepare the new lesson: Lesson 2 (1,2,3) of Unit 1

 ***Date of teaching:13/9/2024***

**UNIT 1: MY FRIENDS**

**Lesson 2:1,2,3**

**I. DESIRED OBJECTIVES**

- Understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from;

- Correctly say the words and use *Where’s he / she from?* – *He’s /She’sfrom \_\_\_\_\_.*to ask and answer questions about where someone is from;

- Enhance the correct use of *Where’s he / she from? – \_\_\_\_\_.*to ask and answer questions about where someone is from in a freer context.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book: Page 12

- Audio tracks 10, 11

- Teacher’s guide: Pages 22, 23, 24

- Flash cards/ pictures and posters (Unit 1)

- Hoclieu.vn

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

**- Greet to the class**

**Game:Role play**

- Call 2 pupils for each turn to come to the board.

- One pupil holds up a flag picture and asks *Where are you from?,*the other looks and answers the questions.

- Do the same with some more pairs.

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

**+Vocabulary**

- T elicits the new words

*+ Singapore :NướcSingapo (picture)*

*+ Malaysia : Nước Ma laisi a (picture)*

*+ Thailand : NướcTháiLan (picture)*

*+ Japan : NướcNhậtBản (picture)*

*+ New : mới (Explain)*

- T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**- The disabled:** Practice reading vocab.

**+ Look, listen and repeat.**

**--** Ssworkin pairs to identify the situation for the conversation and work in pairs to read the text.

- T supports:

*1. Who are they?*

*2. Where are they?*

*3. What are they doing?*

 - Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

 + read in pairs.

 + some pairs role play in front of the class.

\*Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

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

- Ssworkin pairs to practise asking and answering questions about where someone is from.

 + Elicits the model sentences from the conversation in part 1:

 + Give model sentences.

 + Points to the first picture and model the task with one student, using the expressions in the bubbles and the phrases under the picture.

 Teacher: *Where is he from?*

 Student: *he is from………………………….*

*.*+Monitors the activity and offers help, if necessary

- Ss point and say:

 +Play the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident.

+ Repeat the phrases in chorus and individual.

+ Repeat the model sentences in chorus and individual.

+ Practise asking and answering the questions in pairs.

+ Some pairs to act out in front of the class

\*Assessment: - Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4.Activity 3: Let’s talk.**

- T guides Ss how to practise.

+ Identyfy the character: Who can you see? Where are they from? Remind pupils that *Where’s he / she from?* – *\_\_\_\_\_.*are used to ask and answer questions about where someone is from.

 + Monitors the activity and offer help, if necessary.

- Ss’ activities:

+ Work in pairs.

+ Some pairs role play the exchanges in front of the class.

+Game: **Angry birds Game**

- Divide the class into 2 teams: Boys and Girls.

- Pupils take turns to choose the numbers and answer the questions.

- They look at the pictures and answer the questions. If they have the correct answers, they get the points for their teams. If the answer is not correct, the other team answers and gets points.

**5. Wrap-up & Assignments**

- Ask students to answer the following questions: *What have you learnt from the lesson today?* (correctly say the words and use *Where’s he/ she from? – He’s/ She’s from \_\_\_\_\_.* to ask and answer about where someone comes from.)

**-** Learn a song by heart.

- Prepare the new lesson: Lesson 2 (4,5,6) of Unit 1.

-----------------------------------------

 ***Date of teaching:14/9/2024***

**UNIT 1: MY FRIENDS**

**Lesson 2:4,5,6**

**I. DESIRED OBJECTIVES**

- Listen to and understand two communicative contexts in which pupils ask and answer questions about where someone comes from and tick the correct pictures;

- Complete two gapped sentences and two gapped exchanges with the help of picture cues;

- Revise the target vocabulary items through the game *Find someonewho is from …*

- Show pride in where they come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book: Page 13

- Audio track 12

- Teacher’s guide: Pages 24, 25, 26

- Flash cards/ pictures and posters (Unit 1)

- hoclieu.vn

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils, holding flag flashcards to ask and answer questions about where they or their classmates are from, using *Where are you from? – I’m from \_\_\_\_\_.* and *Where’s he / she from? – He’s / She’s from \_\_\_\_\_.*

**2.Activity 4: Listen and tick**

- Ss work in individual to listen to the recording to tick the right answer.

- T guides SS how to listen:

 +There are four conversations they hear

+ Expected answers: 1. 2. 3. 4.

- Ss listen to the recordings twice, use the pencil to tick

- Assessment:

 + some Ss demonstrate in front of the class.

 + key: 1 2 3 4.

**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen to and repeat the dialogues. Correct pronunciation if necessary.

\* Assessment - Performance products: Student’s answers

 - Assessment tools: Observation; Questions & Answers, Peer correction

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

- Ss work in pairs to read the sentences and complete two gapped sentences and two gapped exchanges with the help of picture cues.

- T support: - Who are they ?

 - T draw pupils’ attention to the picture and elicit the name of the country that can be used to fill in the gap.

- Ss : + Read and complete. ( individual)

+ Work in pairs to do the task.

+ Ss pairs say out their key.

 + Ss act out the dialogues.

T gives assessment:

\* Assessment - Performance products: Student's talks and interaction

- Assessment tools: Observation; Answer keys

**4. Activity 6. Let’s play. 8 minutes**

**-** Tell pupils that they are going to revise the target vocabulary items they have learnt in Lessons 1 and 2. Explain how the game is played. Check comprehension.

**-** Divide pupils into groups of six and give each group a set of five flashcards. One player in each group points to the other players and asks *Where are you from?* The other players take turns looking at the flash cards and answering (e.g. *I’mfrom Britain.*). If the player has the correct answer, he / she gets a point / star. If the answer does not match the flash card, he / she will be out.

**- The disabled:** Play a game: Find someone who is from.

**-** The game ends when all the flashcards are gone.

**Game:OpGame “Among us”**

- Teacher divides the class into 2 teams (boys and girls).

- Each team takes turns to choose aAmong us and answer the question.

- The team that has more points is the winner.

**5. Wrap-up & Assignments**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**-** Redo Ex.1, 2 at home.

- Do parts C, D in the workbook.

- Prepare the new lesson: Lesson 3 (1,2,3) of Unit 1

 ***Date of teaching:18/9/2024***

**UNIT 1: MY FRIENDS**

**Lesson 3:1,2,3**

**I. DESIRED OBJECTIVES**

 - 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.

- Show pride in where they come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book: Page 14

- Audio tracks 13, 14, 15

- Teacher’s guide: Pages 26, 27, 28

- Hoclieu.vn

- Flash cards/ pictures and posters (Unit 1)

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class:**Sing a song**

- Invite one or two groups of pupils to come to the front of the class and sing the song *Where are you from* in Activity 6, Lesson 1.

- Ask pupils to open their books at page 14 and look at Unit *1, Lesson 3.* Tell them what they will learn in this lesson.

**2. Acivity 1: Listen and repeat**

- Tell the class that they are going to practise saying two 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.

 **-** Have pupils point at the letter ***a****,* the word *America* and the sentence *I’m from America.*

*-* Play the recording for them to listen and repeat in chorus and individually.

**-** Invite a few pupils to listen to and repeat the sound*,* the word and the sentence in front of the class.

**-** Repeat **Steps 1** and **2** for the letters, the word and the sentence in the second line.

**-** Have pupils work in pairs or groups, pronounce the sounds, say the words and read the sentences until they feel confident.

**- The disabled:** Pronounce the sounds of the letters **a** and **ia** in isolation.

\* Assessment:- Performance products: Student’s pronunciation

 - Assessment tools: Observation; Questions & Answers

**3. Activity 2: Listen and circle**

 - Get Ss to read the gapped sentences and guess which option can be chosen to fill in the gaps.

- Ss work individually tolisten to the recording twice and circle correct words.

 - Ss compare their answers with their partners.

- Ss share their answers in front of the class.

- Ss listen again to check their answer.

 - T gives feeback.

***\* Keys: 1. a      2. b***

\* Assessment: Obsevation, oral assessment.

**4. Activity 3: Let’s chant.**

- Ss discover the picture and read the lyrics.

- Ss listen to the recording and repeat each line twice.

- T shows Ss how to mime the chant.

- Sspractise singing and miming the chant in groups.

- T invites one or two groups to perform the chant.

- T gives comments.

\* Assessment:- Performance products: Student’s interaction and performance

- Assessment tools: Observation; Questions & answers

**5. Wrap-up & Assignments**

\* Game: Slap the board

- Introduce 4 new words: Canada, China, India, Cambodia.

 - Divide pupils into 2 or 3 teams.

- Each team sends one representative to the board. Teacher draws two boxes and writes **a** and **ia** in each box.

 - Students read a country name and the representatives slap the box containing letters **a** or **ia** according to the sound that they hear.

 - The first pupil to touch the box gets one point.

**IV. REGULATION**

……………………………………………………………………………………………………………………………………………………………………………………………

**--------------------------------------------**

***Date of teaching:19/9/2024***

**UNIT 1: MY FRIENDS**

**Lesson 3:4,5,6**

**I. DESIRED OBJECTIVES**

- 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.

- Show pride in where they come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. INSTRUCTIONAL RESOURCES.**

- Student’s book: Page 15

- Teacher’s guide: Pages 28, 29

- Flash cards/ pictures and posters (Unit 1)

- Hoclieu.vn

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in *Lesson 3, Activity 3*. The rest of the class may chant and clap along.

- Ask pupils to work in pairs, ask and answer the questions *Where … from? - … from …*

**2.Acitivity 4: Read and tick True or False.**

- We are going to the text, read the sentences and tick True or False.

- Get ss read the sentences before reading the text to find the correct information to tick the appropriate box.

- Do the task independently.

- Swap their books with a partner and check their answers.

- Ss share their answers in front of the class.

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

**\*Assessment**: - Performance products: Pupil’s answers

- Assessment tools: Observation; Questions & Answers, Peer correction.

**3. Activity 5: Let’s write**

 **-** We are going to read the gapped text and fill in the gaps with their own information.

**- T gets them** do the first gapped sentence together as an example.

 - Do the task independently

 - Swap their books with a partner and check their answers.

 - Ss share their answers in front of the class.

\* Assessment - Performance products: Pupil's answer

 - Assessment tools: Observation; Answer keys

**\* Game: Hot potato**

 - Get them how to play the game:

 - Teacher prepares a small ball and some cards with a name, a number (age) and a country on them.

 - Teacher plays the music and pupils start to pass the ball. The pupil who holds the ball when the music stops picks a card and makes sentences

 Examples: Linda/ 8 / Britain : … is … years old. She is from …

 Linda is eight years old. She is from Britain.

**4. Actitvity 6: Let’s play**

 **-** Tell pupils the goal of the activity. Explain that they have to show the two pupil cards that they have prepared at home and present them to the class.

- Divide the class 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. Go around the classroom and offer help if necessary.

 - Invite a few pupils to show their cards and tell the class about them, e.g. Hi. My name’s Lan. I’m from Viet Nam. 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.

**5. Wrap-up**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

*(Proud of our country; Respect others’ countries)*

**IV. REGULATION**

……………………………………………………………………………………………………………………………………………………………………………………………