**WEEK 3**

**GRADE 3**

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| **Week 3****Period 9****Class 3A** | **UNIT 1: HELLO****Lesson 3 – 1,2,3** |

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| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:- to correctly repeat the sounds of the letters **h** and **b** in isolation, in the words **hello** and **bye**, and in the sentences **Hello, Ben.** and **Bye, Ben.** with the correct pronunciation and intonation.- to identify the target words hello and bye while listening.- use the names Ben, Mai, Minh, Lucy, the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye. |
| **Core competencies:** | teamwork, reliability, motivation  |
| **General competences:** | Self-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes:** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsResponsibility: appreciate kindnessLeadership: collaborate with teachers to enhance language skillsSecure and organized: keep school things in the right ways. |
| **II.** **RESOURCES AND MATERIAL** |
|  | * Student’s book Page 14
* Audio Tracks 12, 13, 14
* Teacher’s guide, Pages 25, 26
* Website *sachmem*
* Flashcards/pictures and posters (Unit 1)
* Computer, projector…
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| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class.**Option 1:**- Introduce ways of greeting to the class, - Make eye-contact.- Use a friendly nonverbal greeting, such as a handshake, high five, or thumbs-up…- Give a few words of encouragement.**Option 2**: Game: NumbersDivide the class into 4 groups. Invite pupils to go to the monitor and touch to choose the numbers. Pupils will get points for their teams if their answers are correct.Give points to the groups and encourage them. | Whole classIndividual workIndividual work/Group work |  |
| **KNOWLEDGE CONSTRUCTION****Activity 1. Listen and repeat.** 8 minutes |  |
| a. Goal | To correctly repeat the sounds of the letters h and b in isolation, the words *hello* and *bye*, and the sentences *Hello, Ben.* and *Bye, Ben.* with correct pronunciation and intonation. |  |
| b. Input | – The letter **h**, the word ***h****ello* and the sentence *Hello, Ben.*– The letter **b**, the word ***b****ye* and the sentence *Bye, Ben.*  |  |
| c. Outcome | Pupils are able to correctly repeat the sounds of the letters *h* and *b* in isolation, the words *hello* and *bye*, and the sentences *Hello, Ben.* and *Bye, Ben.* with correct pronunciation and intonation. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the letter **h**, the word *hello* and the sentence *Hello, Ben*. Tell pupils about the activity. Play the recording for the letter **h**. Encourage pupils to point at the letter/ word/ sentence while listening. Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary.**Step 2:** Repeat the procedure of **Step 1** for the letter **b**. | Whole class Whole class |  |
| **PRACTICE****Activity 2. Listen and circle.** 9 minutes |
| a. Goal | To identify the target words ***h****ello* and ***b****ye* while listening. |  |
| b. Input | Two gapped sentences with answer options***Audio script:****1. Hello, Ben.       2. Bye, Ben.* |  |
| c. Outcome | Pupils can identify the words hello and bye while listening.***Key:*** *1. c          2. a* |      |
| d. Procedure | **Step 1:** Draw pupils’ attention to the sentences and the gap-fill options. Tell them about the activity. Check their comprehension and give feedback.**Step 2:** Play the recording for the Sentence 1 for pupils to listen. Play the recording again for them to listen and circle the correct options. Play the recording a third time for pupils to check their answers.**Step 3:** Repeat the procedure of **Step 2** for Sentence **2**.**Step 4:** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.**Extension:** Invite one or two pupils to stand up, listen and repeat the completed sentences.**Game: Pass the ball.**Step 1: Give 2 balls for pupils.Step 2: Turn on the music and have students pass the ball. Then stop the music. Have students stop passing the ball. The pupils who are having the balls will stand up and practise speaking with their friends.Step 3: Give points to the pupils.Step 4: Encourage pupils practice speaking English. | Whole class/ Individual workWhole class/ Individual workWhole class |  |
| **PRACTICE****Activity 3. Let’s chant.** 8 minutes |
| a. Goal | To say the chant with the correct rhythm and pronunciation.  |  |
| b. Input | The lyrics and recording of the chant. |  |
| c. Outcome | Pupils can say the chant with correct rhythm and pronunciation. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the lyrics of the chant. Check comprehension. **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letters *h* and *b* and the words *Hello* and *Bye*.**Step 3:** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.**Step 4:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting.**Extension:** Divide the class into two or more groups to take turns listening and repeating the chant while the rest of the class claps along. | Whole classWhole classWhole classWhole classGroup work |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Game: Sing, do actions, then stop!****Step 1:** Divide the class into 4 teams.**Step 2:** Have pupils sing and dance with the lyrics and rhythm of the chant.**Step 3:** Invite each team to sing and do actions. When the music stops, all of them have to stop doing actions (freeze). Who can freeze longer will win.**Step 4:** Encourage pupils to join the game.Give points to teams. | Whole classTeam work |  |

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| **Week 3****Period 10**Class : 3A | **UNIT 1: HELLO****Lesson 3 – 4,5,6** |
| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:- read four sentences and choose the correct responses.- read, understand and complete three exchanges with their personal information.- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye. |
| **Core competencies:** | teamwork, reliability, motivation  |
| **General competences:** | Critical thinking: self-introducingCommunication and collaboration: work in pairs or groups |
| **Attributes:** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsResponsibility: appreciate kindnessLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** |
|  | * Student’s book Page 15
* Teacher’s guide Pages 26, 27
* Website *sachmem.vn*
* Flashcards/pictures and posters (Unit 1)
* Computer, projector…
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| **III. PROCEDURE** | **Warm-up and review – Read and circle – Let’s write– Project – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class.**Option 1:** Ask two pupils to come up to the front of the classroom to to practice introducing themselves, greeting each other. Repeat with other pairs.**Option 2**: Review the chant with some missing words. Step 1: Read the chant out loud.Step 2: Cover some words, one by one. Let the pupils remember what they are.Step 3: Say the chant with the lyrics.Step 4: Say the chant without the lyrics.**Option 3**:Greet the class and encourage them to respond to your greeting. Spend a few minutes revising the previous lesson by having the class say the chant on page 14.– Get the class to open their books on page 15 and look at Activity 4. Tell them what they will learn in this lesson. | Whole class/ Pair workWhole classWhole class/Individual work |  |
| **PRACTICE****Activity 1. Read and circle.** 8 minutes |  |
| a. Goal | To read four sentences and choose the correct responses. |  |
| b. Input | Four sentences, each with two options |  |
| c. Outcome | Pupils can read four sentences and choose the correct responses.***Key:*** *1. b     2. a     3. a     4.b* |   |
| d. Procedure | **Step 1:** Draw pupils’ attention to the first sentence. Tell them about the activity. Get pupils to read the first number together as a class. Elicit the answer and give feedback. Circle the letter **b**.**Step 2:** Give pupils time to do the task. Go around the classroom to offer support where necessary.**Step 3:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers. | Whole class Individual workWhole class |  |
| **PRODUCTION****Activity 2. Let’s write.** 9 minutes |
| a. Goal | To read, understand and complete three exchanges with their personal information. |  |
| b. Input | Three short, two-person exchanges with target sentences to complete. |  |
| c. Outcome | Pupils can read, understand and complete three exchanges with their personal information. |      |
| d. Procedure: | **Step 1:** Draw pupils’ attention to three two-person exchanges. Tell them about the activity.Write the first exchange on the board:*Lucy: Hi. I’m Lucy.**You: Hello, Lucy. I’m \_\_\_\_ .*Elicit the context and the missing words and give feedback. Complete the sentences. Invite two pupils to role-play the exchange.**Step 2:** Give pupils time to do the task. Go around the classroom to offer support where necessary.**Step 3:** Get pupils to swap books with a partner, then check the answers together as a class.Write the correct answers on the board for pupils to correct their answers.**Game: Chinese whispers**Step 1: Divide the class into 4 groups. Ask them to stand on 4 lines.Step 2: Say a sentence to the first pupil at each line. Step 3: Pupils speak quietly one by one. The one at the back of each line has to say the sentence out loud. Step 4: Give points to the groups who can make it well. Encourage pupils to practise speaking English. | Whole class/ Individual workIndividual workPair workIndividual workGroup work |  |
| **PRODUCTION****Activity 3. Project** 8 minutes |  |  |
| a. Goal | To make a pupil card for pupils to use, and use their work to practise talking to their classmates. |  |
| b. Input | – A sample of a pupil card with the following information to complete: Name, Class, School– Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc. |  |
| c. Outcome | Pupils can make their pupil cards and use them to practise talking with their classmates. |  |
| d. Procedure | **Step 1:** Tell pupils about the activity. Stick the pupil card sample on the board. Write the presentation language on the board. Check comprehension and give feedback. Have pupils repeat the sentences until they can say the sentences by themselves. Model the presentation a few times.**Step 2:** Invite a pupil to the front of the classroom to perform the presentation. Watch and offer your support with the language.**Step 3:** Put pupils into groups to rehearse their pupil card presentation. Go around the classroom to offer support where necessary.**Step 4:** Invite a few pupils from different groups to show and talk about their pupil cards in front of the classroom.**Extension:** Create a class display of pupil cards and vote for the best decorated one. | Whole classIndividual workGroup workIndividual workWhole class |  |
| **Fun corner and wrap up:** 5 minutes |  |
|  | **Game: Role play**Divide the class into 4 teams. Invite each team to go to the board and role play using the given conversation (See the powerpoint file for reference). Encourage pupils to practise speaking English. Give points to the teams. | Team work |  |

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| **Week 3****Period 11**Class : 3A | **UNIT 2: OUR NAMES****Lesson 1 – 1,2,3** |
| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:- use the words *what, your, name, my* in relation to the topic “Our names”;- Use *What’s your name*? – *My name’s* . to ask and answer questions about names;- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names"; |
| **Core competencies** | teamwork, reliability, motivation, communication and initiative.  |
| **General competences** | Listening: listen and recognize the names, then repeat.Critical thinking: talk about names.Oral communication: speak about names, ask and answer the questionsSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes** | - Diligence: complete learning tasks- Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIALS** |
|  | * Student’s book Page 16
* Audio Tracks 15, 16
* Teacher’s guide Pages 28, 29
* Website *sachmem.vn*
* Flashcards/pictures and posters (Unit 2)
* Computer, projector…
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| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  |  Sing a song from youtube (<https://www.youtube.com/watch?v=tVlcKp3bWH8>)- Ask pupils to sing a song. - Give point for the pupils and encourage them. | Whole class |  |
| **EXPLORATION****Activity 1. Look, listen and repeat.** 8 minutes |  |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about names. |  |
| b. Input | - Context **a**: Linh: *Hi. I’m Linh*. *What’s your name?* Ben: *My name’s Ben*.- Context **b**: Minh: *What’s your name?* Mary: *My name’s Mary.* |  |
| c. Outcome | To understand and correctly repeat the sentences in two communicative contexts about names. |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.**Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat.  Follow the same procedure with Picture **b**. Correct their pronunciation where necessary.**Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.**Step 4: I**nvite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.**Step 5:** Draw their attention to the question *What’s your name?* and the answers *My name’s Ben.* and *My name’s Mary.* Tell pupils that they are a question and answers about the character names. | Whole classWhole classWhole class/ Individual workWhole class/ Pair workWhole class |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal | To correctly say the character names and use *What's your name? - My name's .* to ask and answer questions about names. |  |
| b. Input | - Picture cues: **a.** pupils Nam and Bill      **b.** pupils Linh and Mary- Speech bubbles: *What’s your name?* – *My name’s .***- Audio script:**1. Nam, Bill b.Linh, Mary

*A:* What's your name?*B:* My name’s Nam. |  |
| c. Outcome | Pupils can correctly say the character names and use *What's your name?* – *My name's\_\_\_\_\_\_\_\_\_ \_.* to ask and answer questions about names. |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Elicit the name of each character.**Step 2:** Have pupils point at Picture **a** (Nam, Bill), listen to the recording and repeat the names (Nam, Bill). Follow the same procedure with Picture **b**. Have the class repeat the names a few times.**Step 3:** Point at the first bubble and have pupils listen and repeat after the recording (*What's your name?*). Point at Picture **a** and have pupils listen and repeat after the recording (*My name's Nam*). Follow the same procedure with Picture **b**.**Step 4:** Put pupils in pairs and have pairs practise asking and answering the question *What's your name? - My name's .***Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.**Game: Blow up balloons**Divide the class into 2 teams. Let pupils choose a balloon by its colour. Pupil(s) answer the question(s). If their answer(s) are correct, they get points for their teams. The winning team is the team with more points.  | Whole class/ Individual workWhole class/ Individual workPair workPair workGroup work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal | To enhance the correct use of *What’s your name?* and *My name’s .* to ask and answer questions about names. |  |
| b. Input | Picture cue: Two pupils greet each other outside school.Speech bubbles: *What’s your name*? – . |  |
| c. Outcome | Pupils can enhance the correct use of *What’s your name? – My name’s .* to ask and answer questions about names. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Elicit the answer *My name's Mai.* Get pupils to repeat the question and the answer several times in pairs.**Step 2:** Go around the classroom, point to pupils and ask *What’s your name?* Allow each pupil to answer with his / her own name (e.g. *My name’s Long*).**Step 3:** Have pupils practise asking and answering the questions about their own names in pairs. Go around the classroom to observe and provide help.**Step 4:** Invite some pairs to practise asking the question and giving the answer in front of the class. | Whole class/ Individual workPair workIndividual workPair work |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Game: Let’s ask people around you**Each pupil gets 1 sheet of paper from the teacher. They fill in the information about themselves. Then they can move around the class to ask and answer the questions to know more about their friends’ family member.https://lh3.googleusercontent.com/XzjaF0btES-wsBIAF6tvrXmFU35pIvfgcZxZ4toxwgwcZwjh9hakVSo9-07kQp4qb24dL-mwHznmITIf6hdp9onuz37A8yEvKnGqw25X0ZFo0gE7MlYhjnB3QVQNV2gA1vHsFuwDNytMcfFn7cJzJkAnfo6Hp5NK6NAwpcXDVwKlclTa7F1C0T1s7fg3777Y7Xc2WQ | Whole class/ Individual work |  |

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**TIẾT 2:** LỚP 3A

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| **Week 3****Period 12**Class : 3A | **Unit 2:  OUR NAMES****Lesson 1 – 4,5,6** |
| **I. OBJECTIVES** |
| **Language** | By the end of the lesson, pupils will be able to:- use the words *what, your, name, my* in relation to the topic “Our names”;- use *What’s your name*? – *My name’s* . to ask and answer questions about names;- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";- read and write about people’s names; |
| **Core competencies** | decision making, teamwork, work standards, reliability, motivation, communication, planning and organization |
| **General competences** | Listening: listen and recognize the names, then repeatCritical thinking: talk about names.Oral communication: speak about names, ask and answer the questionsSelf-control & independent learning: perform listening tasksWritten communication: practise writing about namesSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groups |
| **Attributes:** | - Diligence: complete learning tasks- Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** |
|  | * Pupil’s book Page 17
* Audio Track 17
* Teacher’s guide Pages 30,32
* Website *sachmem.vn*
* Flashcards/pictures and posters (Unit 2)
* Computer, projector…
 |
| **III. PROCEDURE** | **Warm-up and review –Listen and tick– Look, complete and read – Let’s play – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class.+)Sing the song in Unit 1, Lesson 1. (Or choose a suitable song on Youtube.)- Ask pupils to sing the song- Invite some of them come to the board to role play, the rest of the pupils will sing.- Give points to the pupils and encourage them.+) Have pupils review the model sentences learnt in the previous lesson by asking and answering about names. | Whole class/ Individual work |  |
| **PRACTICE****Activity 4. Listen and tick.** 8 minutes |
| a. Goal | To listen to and understand two dialogues in which pupils ask and answer questions about names. |  |
| b. Input | – Picture cues:**1 a.** Minh greets Lucy and asks her name. **1 b.** Minh greets Mary and asks her name.**2 a.** Mai greets Bill and asks his name. **2 b.** Mai greets Ben and asks his name.*Audio script:****1****. Minh: Hi. I’m Minh. What’s your name?**Mary: Hello, Minh. My name’s Mary.* ***2.*** *Mai: Hi. I’m Mai. What’s your name?* *Bill: Hello, Mai. My name’s Bill.* |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about their names.***Key: 1.*** *b* ***2.*** *a* |  |
| d. Procedure: | **Step 1:** Ask pupils some questions about Activity 4 (e.g. *How many pictures are there? Who can you see? What are they doing*?). Ask them to say about the difference between Picture 1a and Picture 1b.**Step 2:** Have pupils look at Pictures 1a and 1b. Play the recording of the first dialogue and ask pupils to tick the correct picture. Play the recording again and check their answers. Praise pupils if they have the correct answer (Picture b).**Step 3:** Repeat **Step 2** with the second dialogue.**Step 4:** Set a time limit for pupils to swap and check the answers. Correct their answers, if necessary.**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation if necessary. | Whole class/ Individual workPair workWhole class |  |
| **PRACTICE****Activity 5. Look, complete and read.** 9 minutes |
| a. Goal | To complete three target sentence patterns with the help of picture cues. |  |
| b. Input | Two picture cues and two exchanges with the target sentences to complete |  |
| c. Outcome: | Pupils can complete three target sentence patterns with the help of picture cues.***Key: 1.*** *Lucy* ***2.*** *your name; Mary* |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the characters in the two pictures.**Step 2:** Have pupils look at the two incomplete exchanges. Draw their attention to the missing words in the sentences.**Step 3:** Model with Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*Lucy*). Then have them look at the picture and identify the character’s name. Then have them complete the gap (*Hi. My name’s Nam. What’s your name? - My name’s Lucy.*)**Step 4:** Follow the same procedure with Picture **2**. Draw their attention to the two gaps in the second exchange.**Step 5:** Have pupils complete the exchanges individually and ask a few pairs to read them aloud. | Whole class/ Individual workIndividual work/Pair work |  |
| **PRODUCTION****Activity 6. Let’s play.** 8 minutes |
| a. Goal | To review the characters’ names by playing the game *Slap the board.* |  |
| b. Input | Six flash cards showing pictures of Lucy, Nam, Ben, Mai, Mary and Bill or six words *Lucy, Nam, Ben, Mai, Mary* and *Bill.* |  |
| c. Outcome | Pupils can review the characters’ names by playing the game *Slap the board*. |  |
| d. Procedure | **Step 1:** Tell pupils that they are going to listen for the names of the six pupils and slap the correct flash cards / words as quickly as possible.**Step 2:** Put the flash cards or write the words of the six pupils on the board.**Step 3:** Call two or three pupils to the front of the class. Ask them to stand at a certain distance from the board.**Step 4:** Invite one pupil to the front of the class and ask *What's your name?* The pupil answers the question with one of the names on the board (e.g. *My name's Bill*.). Have pupils run to the board and slap the correct flash card / word. The pupil who is the quickest to slap the correct word gets one point. The pupil who has the most points at the end of the game wins. | Whole class/ Group workIndividual workIndividual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Game: Spin the Wheel**- Divide the class into teams.- Teacher calls several pupils to answer the question “What’s your name?” - Pupils/ Teacher click on the “spin” button to get points. | Whole class |  |