**GRADE 3**

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| **Week 5****Period 17****Class 3A** | **UNIT 3: OUR FRIENDS****Lesson 1 – 1,2,3** |

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| **I. OBJECTIVES** |
| **Language focus** | By the end of the lesson, pupils will be able to:* use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;
* use *This is / That’s* ….. to introduce someone.
* listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our friends”
* understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone.
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| **Core competencies** | decision making, teamwork, work standards, reliability, motivation |
| **General Competences** | Listening: listen and recognize the contexts focusing on introduce someone, then repeat.Oral Communication: talk about friends, ask and answer the questionsSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groupsSociability: talk to each other, say good words to others. |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** |
|  | * Student’s book Page 22
* Audio Tracks 25,26
* Teacher’s guide Pages 39 - 41
* Website *sachmem.vn*
* Flash cards/ pictures and posters (Unit 3)
* 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** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class.**Option 1:** Sing the song *Hello* in Unit 2, Lesson 1.- Ask pupils to sing the song.- Invite some of them to come to the board to role play, the rest of the pupils will sing.**Option 2**: Chant and do activities (Unit 2, Lesson 3).- Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups. - Give points to the groups and encourage them.**Option 3**: **Game: How old are you?**- Divide the class into 2 teams.- Have each team choose a number on the PowerPoint slide to go to the question and have them answer.- For each team’s correct answer, T lets that team choose the birthday hat to reveal the points they will get.- The team with more points is the winner.*(Please use the provided corresponding PowerPoint slides for reference.)* | Whole classGroup workGroup work |  |
| **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 introducing someone. |  |
| b. Input | – Context a: Mai: This is Mary. Mr Long: Hi, Mary.– Context b: Mai: That’s Mr Long. Bill: Hello, Mr Long. |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone. |  |
| 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:** Invite 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 sentences: *This is Mary.* and *That’s Mr Long*. Tell pupils that these sentences are used to introduce Mary and Mr Long. | Whole class / Individual workPair workIndividual work |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal | To correctly say the character names and use *This is / That’s \_\_\_\_\_.* to introduce someone. |  |
| b. Input: | - Picture cues:a. Ben, a British male pupil b. Mai, a Vietnamese female pupilc. Mr Long, a Vietnamese male teacher d. Ms Hoa, a Vietnamese female teacher- Speech bubbles: This is / That’s \_\_\_\_\_.***Audio script:****a. Ben                         b. Mai**c. Mr Long                 d. Ms Hoa**This is Ben.**That’s Mr Long.* |  |
| c. Outcome: | Pupils can correctly say the character names and use *This is / That’s \_\_\_\_\_.* to introduce someone. |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the characters.**Step 2**: Have pupils point at Picture **a**, listen to the recording and repeat the word (*Ben*). Followthe same procedure with the other three pictures. Have the class repeat the words a few times.**Step 3:** Point at Picture **a** and have pupils listen and repeat after the recording (*This is Ben*). Pointat Picture **c** and have pupils listen and repeat after the recording (*That’s Mr Long*).**Step 4**: Have pairs practise saying *This is \_\_\_\_\_\_. That’s \_\_\_\_\_.* with Pictures **b** and **d**.**Step 5**: Invite a few pairs to point at the pictures and introduce the characters in front of the class. **Game: Slap the board**Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/ slap the right picture and says the sentence again. The one who says faster will get points.  | Whole class/ Individual workPair workGroup work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal | To enhance the correct use of *This is / That’s \_\_\_\_\_.* to introduce someone. |  |
| b. Input | – Picture cue: Minh and Mai meet Bill and Mary in the school playground. Minh introduces Billto Mai, then Minh introduces Mary to Mai. They greet and introduce themselves to each other.– Speech bubbles: This is / That's \_\_\_\_\_. |  |
| c. Outcome | Pupils can enhance the correct use of This is / That’s to introduce someone. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input).***Step 2:** Put pupils into groups of four and encourage them to greet and introduce someone.Go around the class to offer support.**Step 3:** Invite some groups to the front of the class to perform their conversations.**Game: Matching game**Using pictures and flash cards have 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual workGroup workIndividual workIndividual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Using *sachmem*, have pupils look at the words in the pictures of Lesson 1 and repeat after the recordings.**Option 2:****Game: Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.The group that makes it first will be the winner.**Option 3: Game: Tug of war**Divide the class into 2 teams. Pupils will choose *This* or *That* to fill in the blanks. For each correct answer, pupils will get 5 stars for their teams.**Preparation for the project**Tell pupils about the project on page 27. Ask them to prepare for it at home by drawing three pictures of their friends on a piece of paper or in their notebooks. Remind them to bring their pictures to class to present them at Project time. | Whole classGroup workGroup work |  |

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| **Week 5****Period 18**Class: 3A | **UNIT 3: OUR FRIENDS****Lesson 1 – 4,5,6** |
| **I. OBJECTIVES** |  |
| **Language focus** | By the end of the lesson, pupils will be able to:* use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;
* use This is / That’s . to introduce someone
* isten to and understand two communicative contexts in which pupils introduce someone and respond to the introduction.
* read and complete the sentences correctly.
* sing the song “*This is Linh”* with the correct pronunciation and melody.
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| **Core competencies** | decision making, teamwork, reliability, motivation, adaptability, problem-solving |
| **General Competences** | Listening: listen and recognize the contexts, focus on introducing someone, then repeat.Critical Thinking: talk about friends.Oral Communication: speak about friends, ask and answer the questionsSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groupsSociability: talk to each other, say good words to others. |
| **Attributes** | Kindness: help partners to complete learning tasksDiligence: complete learning tasksHonesty: tell the truth about feelings and emotionsLeadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL** |
|  | * Student’s book Page 23
* Audio Tracks 27,28
* Teacher’s guide Pages 41
* Website *sachmem.vn*
* Flash cards/ pictures and posters (Unit 3)
* Computer, projector…
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| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s sing – 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:** Sing the song in Unit 2, Lesson 1.- Ask pupils to sing the song- Invite some of them to come to the board to role play, the rest of the pupils will sing.**Option 2**: Chant and do activities (Unit 2, Lesson 3).- Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups. - Give points for the groups and encourage them.**Option 3**: - Divide the class into 2 teams standing in lines.- Have a pupil in the front row choose a number. The pupil MUST give the answer before the time’s up. If they answer correctly, they will get stars. If their answer is wrong or given after the time meter goes off, they will have to go to the back of the line.- How to use time-meter: After clicking a number, simply click on the time meter to start it.- Click the STAR at the corner to turn back to the Select Menu.- Give points to the pupils (corresponding to the stars on the pictures).*(Please use the provided corresponding ppt slides for reference.)* | Whole classGroup workIndividual work/ Group work |  |
| **PRACTICE****Activity 4. Listen and tick.** 8 minutes |
| a. Goal | To listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction. |  |
| b. Input | Picture cues:1 a. Mai introduces Minh to Bill. 1 b. Mai introduces Nam to Bill.2 a. Linh introduces Ms Hoa to Ben.2 b. Linh introduces Mr Long to Ben.***Audio script:****1. Mai: Bill, this is Nam.**Bill: Hi, Nam.**2. Linh: Ben, that’s Ms Hoa.**Ben: Hello, Ms Hoa.* |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction.***Key*:** 1. b 2. a |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to Pictures **1a** and **1b**. Elicit the names of the characters in each picture. Play the recording for Question 1.**Step 2:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.**Step 3:** Repeat **Steps 1** and **2** for Pictures **2a** and **2b**.**Step 4:** Getpupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.**Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.  | Whole class/ Individual workPair work/ Individual workWhole class |  |
| **PRACTICE****Activity 5. Look, complete and read.** 9 minutes |
| a. Goal | To look, complete and read four target sentence patterns in two dialogues 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 and read four target sentence patterns with the help of picture cues.***Key:*** *1. this is – Hello / Hi 2. that’s – Hello* |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Have them identify the characters in the pictures.**Step 2:** Have pupils look at the two incomplete dialogues. 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 words are missing in the first sentence (this is) and in the second sentence (Hello/ Hi). Then have them complete the gaps (Ben, this is Nam. – Hello / Hi, Nam).**Step 4:** Follow the same procedure with Picture 2. Draw the pupils’ attention to the two gaps in the dialogue.**Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.**Game: Slap the board.**Divide the class into four teams. Stick the cards of sentences on the board. Teacher says a sentence, a pupil from each team has to point/slap the right card and says the sentence again. The one who says faster will get points.  | Whole class/ Individual workIndividual work/ Pair workGroup work |  |
| **PRACTICE****Activity 6. Let’s sing.** 8 minutes |
| a. Goal | To sing the song *This is Linh* with the correct pronunciation and melody. |  |
| b. Input | The lyrics and the recording of the song *This is Linh*. |  |
| c. Outcome | Pupils can sing the song *This is Linh* with the correct pronunciation and melody. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Model reading the title and lyrics line by line for pupils to repeat. Encourage them to point at the characters in the picture to reinforce their understanding.**Step 2:** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.**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 sing along.**Step 5:** Introduce actions for pupils to do while singing along with the recording.**Game: Matching game**Use pictures and flash cards, have three pupils hold the pictures and thê more hold the cards of sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual workIndividual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**: **Game: Roll the dice**Divide the class into 2 teams. Each team choose a character on the slide (Nam or Mary) for their team. The 2 teams take turns to choose letters to go to the questions. For each correct answer, pupils can roll the dice and click the coloured stones to move their characters. The team who finishes first will be the winner.**Option 2: Game: Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/cut in to pieces. Ask them to arrange them to make a complete sentence, then read it aloud.The group that makes it first will be the winner.**Option 3: Sentence line-up**Put pupils into two teams, A and B, and have them sit on chairs facing the rest of the class. Give each team a set of word cards that together form a sentence (each team’s set should be different to the other’s). Read a sentence, e.g. “This is Lan.” If team A has the word cards containing *this, is, Lan* and thefull stop, they should stand up and move quickly into a line to show the sentence in the correct order.Team B should remain seated. If they stand up when T says team A’s sentence, they will lose the game, and vice versa. | Group workGroup workGroup work |  |

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| **Week 5****Period 19**Class: 3A | **UNIT 3: OUR FRIENDS****Lesson 2 – 1,2,3** |
| **I. OBJECTIVES** |  |
| **Language focus** | By the end of the lesson, pupils will be able to:* use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;
* use Is this / that ? – Yes, it is. / No, it isn’t. It’s . to ask and answer questions about someone;
* ask and answer questions about someone in contexts.
* use *Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_.* to ask and answer questions about someone correctly.
* ask and answer questions about someone confidently.
 |
| **Core competencies** | communication, planning and organization, stress tolerance, initiative  |
| **General competences** | Listening: listen and recognize someone, then repeatCritical thinking: talk about someoneOral communication: speak about someone, ask and answer the questionsWritten communication: practise writing about school thingsSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groupsProblem-solving and creativity: answer comprehension questions after reading the story.Sociability: talk to each other, say good words to others. |
| **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 24
* Audio Tracks 29,30
* Teacher’s guide Pages 43, 44
* Website *sachmem.vn*
* Flashcards/pictures and posters (Unit 3)
* 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** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes |  |
|  | Greet the class.**Option 1:** Sing the song in Unit 3, Lesson 1.- Ask pupils to sing the song- Invite some of them to come to the board to role play, the rest of the pupils will sing.**Option 2**: Chant and do activities (Unit 2, Lesson 3).- Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups. - Give points to the groups and encourage them.**Option 3**: **Game: This is/ That’s…**Divide the class into three teams. Have students choose the food they like. Teacher clicks the food that is chosen. Let student make a sentence with the hidden picture. Give them points if they are right*.**(Please use the provided corresponding PowerPoint slides for reference.)* | Whole classGroup workIndividual work/ Group work |  |
| **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 someone. |  |
| b. Input | - Context a: Mai: Is this Bill? Nam: Yes, it is.- Context b: Mary: Is that Nam? Mai: No, it isn’t. It’s Minh. |  |
| c. Outcome | Pupils can understand and correctly repeat the questions and the answers in two communicative contexts about Bill and Minh. |  |
| 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:** Invite 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 *Is this Bill?* and the answer *Yes, it is.* and *Is that Nam*? and the answer *No, it isn’t. It’s Minh.* Tell pupils that they are the questions and the answers about Bill and Minh. | Whole class/ Individual workPair workWhole class/ Individual work |  |
| **KNOWLEDGE CONSTRUCTION****Activity 2. Listen, point and say.** 9 minutes |
| a. Goal | To correctly say the words and use Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_. to ask and answer questions about the characters. |  |
| b. Input | - Picture cues:a. Linh b. Lucyc. Ben d. Nam- Speech bubbles: Is this / that \_\_\_\_\_?Yes, it is. / No, it isn’t. It’s \_\_\_\_\_.***Audio script:****a. Linh / yes           b. Lucy / yes**c. Bill / no / Ben    d. Minh / no /Nam**Is this Linh? - Yes, it is.**Is that Bill? - No, it isn’t. It’s Ben.* |  |
| c. Outcome | Pupils can correctly say the words and use *Is this / that \_\_\_\_\_?* and *Yes, it is. / No, it isn’t. It’s*\_\_\_\_. to ask and answer questions about the characters. |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures and elicit the names of the characters.**Step 2:** Have pupils point at Picture a, listen to the recording and repeat the words (Linh / yes). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.**Step 3:** Point at Picture a and have pupils listen and repeat after the recording (Is this Linh? – Yes, it is.). Point at Picture c and have pupils listen and repeat after the recording (Is that Bill? – No, it isn’t. It’s Ben.).**Step 4:** Have pairs practise asking and answering I*s this  that \_\_\_\_\_\_? Yes, it is./ No, it isn’t. It’s \_\_\_\_.* with Pictures b and d.**Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.**Game: Slap the board**Divide the class into four teams. Stick the pictures of charaters on the board. Teacher says a sentence/dialogue, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points.  | Whole class/ Individual workPair workGroup work |  |
| **PRACTICE****Activity 3. Let’s talk.** 8 minutes |
| a. Goal | To enhance the correct use of *Is this/ that\_\_\_\_\_\_?* and *Yes, it is. / No, it* *isn’t. It’s\_\_\_\_\_.* to ask and answer questions about someone. |  |
| b. Input | - A picture of Bill and Mai in the park. Bill asks Mai about Linh and Nam.- Speech bubbles: – *Is this/ that ?*                                 *– Yes,/ No, \_\_\_\_\_.* |  |
| c. Outcome | Pupils can enhance the correct use of *Is this / that \_\_\_\_\_?* and *Yes, it is. / No, it isn’t. It’s \_\_\_\_\_.* to ask and answer questions about someone. |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context.**Step 2:** Put pupils into pairs and encourage them to ask and answer questions about the characters Linh and Nam. Go around the class to offer support.**Step 3:** Invite some pairs to the front of the class to perform their conversations.**Game: Matching game**Use pictures and flash cards, get three pupils to hold the pictures and three more to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual workPair workWhole class/ Individual work |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  | **Option 1**:Use *sachmem*, have pupils look at the words in the pictures of the lesson and repeat after the recordings.**Option 2: Game: Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.The group who makes it first will be the winner.**Option 3: Game**Divide the class into 2 teams. Have the teams take turns to choose numbers. Teachers clicks the chosen numbers to go to the questions. For each correct answer, pupils choose a number to get their points. The team with more points will be the winner.  | Whole classGroup work |  |

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**TIẾT 2:** LỚP 3A

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| **Week 5****Period 20**Class: 3A | **UNIT 3: OUR FRIENDS****Lesson 2 – 4,5,6** |
| **I. OBJECTIVES** |  |
| **Language focus** | By the end of the lesson, pupils will be able to:* use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;
* use Is this / that ? – Yes, it is. / No, it isn’t. It’s . to ask and answer questions about someone;
* listen to and understand communicative in contexts.
* look, complete and read the dialogues with the help of picture cues.
 |
| **Core competencies** | communication, planning and organization, stress tolerance, and initiative.  |
| **General competences** | Listening: listen and recognise someone, then repeat.Critical thinking: talk about someone.Oral communication: speak about someone, ask and answer the questionsWritten communication: practise writing about school thingsSelf-control & independent learning: perform listening tasksCommunication and collaboration: work in pairs or groupsProblem-solving and creativity: answer comprehension questions after reading the storySociability: talk to each other, say good words to others. |
| **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 25
* Audio Track 31
* Teacher’s guide Pages 45, 46
* Website *sachmem.vn*
* Flash cards/pictures and posters (Unit 3)
* Computer, projector…
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| **III. PROCEDURE** | **Warm-up and review – Listen and number – 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.**Option 1:** Sing the song in Unit 3, Lesson 1.- Ask pupils to sing the song- Invite some of them to come to the board to role play, the rest of the pupils will sing.**Option 2**: Chant and do activities (Unit 2, Lesson 3).- Ask pupils to chant and do the actions in Unit 2, Lesson 3 in groups. - Give points for the groups and encourage them.**Option 3**: Play the game in the PowerPoint slides for Unit 3 – Lesson 2 – Period 4 | Whole class/ Individual workGroup workIndividual work/ Group work |  |
| **PRACTICE****Activity 4. Listen and number.** 8 minutes |  |
| a. Goal | To listen to and understand four communicative contexts in which pupils ask and answer questions about someone. |  |
| b. Input | - Picture cues:a. Bill          b. Mary          c. Ben            d. Lucy**Audio script:**1. Nam: Is this Mary?Mai: Yes, it is.2. Minh: Is that Ben?Mai: No, it isn’t. It’s Bill.3. Linh: Is this Lucy?Minh: Yes, it is.4. Linh: Is that Bill?Nam: No, it isn’t. It’s Ben. |  |
| c. Outcome | Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about someone.Key: 1. b     2. a       3. d        4. c |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Elicit the names of the characters in each picture.**Step 2:** Play the recording.**Step 3:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.**Step 4:** Check answers together as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.**Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation, where necessary. | Whole class/ Individual work |  |
| **PRACTICE****Activity 5. Look, complete and read.** 9 minutes |
| a. Goal | To look, complete and read four target sentence patterns in four dialogues with the help of picture cues. |  |
| b. Input | Four picture cues and four exchanges with the target sentences to complete |  |
| c. Outcome | Pupils can look, complete and read four target sentence patterns with the help of picture cuesKey: 1. Is this         2. Is this            3. Is that             4. Is that |  |
| d. Procedure | **Step 1:** Have pupils look at the pictures. Have them identify the characters in the pictures.**Step 2:** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the questions.**Step 3:** Model with Picture 1. Have pupils look at the dialogue. Ask them what words are missing in the question (Is this). Then have them complete the gap (Is this Ben? Yes, it is.).**Step 4:** Follow the same procedure with Pictures 2, 3 and 4. Draw pupils’ attention to the gaps in the Dialogues 2, 3 and 4.**Step 5:** Have pupils complete the dialogues individually and ask a few pairs to read them aloud.**Game: Slap the board.**Divide the class into four teams. Stick the pictures of sentences/ dialogues on the board. Teacher says a sentence/ dialogue, a pupil from each team has to point/ slap the right picture and says the sentence/ dialogue again. The one who says faster will get points.  | Whole class/ Individual workGroup work |  |
| **PRODUCTION****Activity 6. Let’s play.** 8 minutes |
| a. Goal | To recognise target words while looking at pictures of the characters and circle six names in a letter table and use them to ask and answer questions. |  |
| b. Input | The letter table includes six names of six characters. They are Mary, Mai, Linh, Bill, Nam and Lucy. Pupils look at the pictures of six characters and find and circle their names in the rows or in the columns of the letter table. The name Mary has been circled as an example. |  |
| c. Outcome | Pupils can recognise the characters in pictures and circle six names in a letter table, then ask and answer questions about them. |  |
| d. Procedure | **Step 1:** Tell pupils to work in pairs.**Step 2:** Model the activity by identifying the picture of Mary first, draw pupils' attention to the word Mary in the table. Point to the picture of Mary and ask: “Is this Mary?” Ask a pupil to answer the question: “Yes, it is.”**Step 3:** Have pupils play the game. Explain that after identifying six characters in the pictures and circling their names, pupils should ask and answer questions about six characters (as mentioned in Step 2).**Step 4:** Set a time limit for pupils to play and check the answers.**Extension:** If time allows, invite a few pairs to perform the game in front of the class.**Game:****Matching game**Use pictures and cards, have 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual workGroup workIndividual workPair workIndividual work/ Whole class |  |
| **Fun corner and wrap-up:** 5 minutes |  |
|  |  **Game: Sentence Puzzle**Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.The group that makes it first will be the winner. | Whole classGroup work |  |