**WEEK 02**

**GRADE 4***(Khối 4)*

**Period 1** *(Tiết 1)*

**Unit 1: My friends**

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

**I Objectives: *(Mục tiêu)***

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

1. Knowledge ***(Kiến thức)***

- Use the words *America, Australia, Britain and Viet Nam* in relation to the topic “*My friends”*

- Use *Where are you from? – I’m from \_\_\_\_\_.* to ask and answer questions about where someone comes from

- ***Vocabulary:*** America, Australia, Britain and Viet Nam

- Model sentence: *Where are you from? – I’m from \_\_\_\_\_*

2. Skills ***(Kĩ năng)***

- Speaking and listening.

3. Attitude ***(Thái độ)***

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Kindness: Help partners to complete learning tasks.

- Honesty: Show pride in where they come from and great respect for where someone

comes from using appropriate gestures and intonation when asking and

4. Competence development ***(Phát triển năng lực)***

- Co-operation (ready to help friends in pair work/group work).

- Self-study (can perform individual tasks and solve problems by themselves.)

- Sociability: Talk to each other, say good words to others.

**II. Teaching aids *(Đồ dùng dạy học)***

- Teacher: Teaching plan, English 4, pictures, board, Laptop, TV, CD rom, website hoclieu.vn ….

- Pupils: Pupil’s book, workbook, notebook, school things………...

**III. Procedures *(Tiến trình)***

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| **Steps** | **Teacher’s activities** | **Students’ activities** |
| I.Warm up  ***Khởi động 5’*** | *Game:* ***Find the flags***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to begin the lesson.*  **\*Procedure:**  - Elicit that there are many countries around the world.    - Ask pupils to say the names of many countries as they know.  - Say “Open your book to page 10” and look at “*Unit 1, Lesson 1 (1,2,3)”.* | - Ss listen and say some countries  - Ss open their books |
| **II. New lesson**  *Bài mới*  **1. Look, listen and repeat- 10’** | ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.  *+ Who is he/ she?*  *+ Where is he/ she?*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss. | -Look at the pictures and get to know the characters in the pictures.  +In picture a:  + In picture b:  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs  -Ss practice  -Ss listen |
| **2. Listen, point and say. 10’** | **a. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ America: nước Mỹ (picture)*  *+ Australia: nước Úc (picture)*  *+ Britain: nước Anh (picture)*  *+ Viet Nam: nước Việt Nam (picture)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **b. Model sentences:**  ***\*Aims:*** *Ss will be able**to correctly say the words and use Where are you from? – I’m from \_\_\_\_\_. to ask and answer questions about where someone is from.*  **\*Procedure:**  - T asks Ss to look at *picture a* and helps Ss know the structure from the dialogue.  - T introduces the new structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  *A: Where are you from?*  *B: I’m from America.*  **c. Practice: (7’)**  ***\*Drill pictures***  - Elicit and check comprehension of the name of each character and country.      - Run through all the pictures.  - Run through model sentences.  - Have Ss to practice:  + T asks the first picture, Ss answer  + Ss asks for the second picture, and T answers  + Group A asks for the third picture, and group B answers  + Group B asks for the last picture, and group A answers  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practice speaking English.  - T gives feedback. | -Ss listen and answer  - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  -Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat to the introduce and respond to greetings.  - Ss look, listen and repeat  *+Picture a: Britain*  *+ Picture b: Viet Nam*  *+ Picture c: America*  *+ Picture d: Australia*  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practice  -Ss point and say  -Ss listen.  -Ss listen |
| **3. Let’s talk.**  ***7’*** | ***\*Aims:*** *Ss will be able to enhance the correct use of Where are you from? – I’m……….. to ask and answer questions about where someone is from in a freer context*  **\*Procedure:**  - T asks ss to guess each character and what the children say.  *+ What can you see in the picture?*  *+ Who are they?*  *+Where are they?*  *+What are they saying?*    - 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 practice the exchanges.  - Invite a few pairs to point at the pictures and ask and answer questions about *where the pupils are from.*  - Give feedbacks | -Ss look at the picture and answer  *+ They are four pupils at a campsite and holding their national flags.*  - Ss say the completed sentences.  -Ss work in pairs  -Ss perform in front of the class.  -Ss listen. |
| ***\* Consolidation – 1’*** | ***\*Aims:*** *Ss will be able to consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learned from the lesson today?*  *+ What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking/active/ good…. as well as encourages others to try more. | -Ss answer the questions  - Ss listen  - Ss listen and clap their hands  -Ss listen and take note |
| **III. Homework**  **(2’)** | **-** Learn the number by heart  - Prepare the new lesson: *Unit 1, Lesson 1 (4,5,6).* | -Ss listen and take note |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class: …………….

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 1- Lesson 1 (1,2,3).

**IV. Điều chỉnh sau tiết dạy** (nếu có)

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**Period 2** *(Tiết 2)*

**Unit 1: My friends**

**Lesson 1 (4,5,6)**

**I Objectives: *(Mục tiêu)***

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

1. Knowledge ***(Kiến thức)***

- Use the words *America, Australia, Britain, and Viet Nam* in relation to the topic “My friends”;

- Listen to and demonstrate an understanding of simple communicative contexts

in relation to the topic “My friends”.

- Read and write about where someone comes from.

- ***Vocabulary:*** Review

- ***Model sentence:*** Review

2. Skills ***(Kĩ năng)***

- ***Skills***: speaking, listening, reading and writing.

3. Attitude ***(Thái độ)***

- Kindness: Help partners to complete learning tasks.

- Honesty: Show pride in where they come from and great respect for where someone

comes from using appropriate gestures and intonation when asking and

answering about nationality

- Diligence: complete learning tasks.

- Love people and be polite when communicating

4. Competence development ***(Phát triển năng lực)***

- Co-operation (ready to help friends in pair work/group work).

- Self-study (can perform individual tasks and solve problems by themselves.)

- Critical Thinking: self-introduce

- Self-control and independent learning: perform listening tasks.

**II. Teaching aids *(Đồ dùng dạy học)***

- Teacher: Teaching plan, English 4, pictures, board, Laptop, TV, website hoclieu.vn CD rom….

- Pupils: Pupil’s book, workbook, notebook, school things………...

**III. Procedures *(Tiến trình)***

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| **Steps** | **Teacher’s activities** | **Students’ activities** |
| **I. Warm-up:**  Khởi động (3’) | *Game:* ***“Lucky number”***  *\*****Aims:*** *to create a friendly and active atmosphere in the lesson.*  **\*Procedure:**  - 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 in that number.  - Pupils or teachers click on the flag to reveal the icons indicating the points for that team.  - After 9 numbers, the team with the most points is the winner  - Say “Open your book to page 11” and look at *“Unit 1, Lesson 1 (4,5,6)”.* | - Ss listen and pay attention  - Ss play the game  -Ss listen and clap their hands  - Ss open their books |
| **II. New lesson**  Bài mới  **1. Listen and number- 10’** | ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which pupils ask and answer questions about where someone is from and number the correct pictures.*  **\*Procedure:**  - Elicit the names of the characters in the pictures. The point at the pictures respectively to explain the context.  + *Who is he/ she?*  *+Where is he/ she from?*    - T asks Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Invite one pupil to read aloud sentences 1 and 2 and a pair of pupils to act out Exchanges 3 and 4 in front of the class.  *Key: 1. b 2. d 3. C 4. a* | - Look at the pictures and say:  *+ Picture a. Minh from Viet Nam*  *+ Picture b: Ben from Australia*  *+ Picture c: ary from America*  *+ Picture d: Lucy from Britain*  -Ss guess the answers  - Ss listen to the tape and number the pictures  - Ss listen again, write numbers and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and read aloud |
| **2. Look, complete and read. 10’** | ***\*Aims:*** *Ss will be able**to complete the gapped sentences and read them aloud with the help of the picture cues.*  **\*Procedure:**  - Get Ss to look at the pictures and identify the characters    - Have Ss look at the four incomplete sentences and elicit the missing words in the sentences.  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.  -Have Ss work in groups and complete sentences 2,3 and 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedback.  *Key:*  *1. Viet Nam 2. from America*  *3. Where; Britain*  *4. from; from Australia* | -Ss look at the picture and say:  *+ They’re Minh, Mary, Lucy and Bill.*  -Ss look and answer  -Ss answer: *I’m from Viet Nam*  -Ss look, complete and read the completed sentence in chorus.  -Ss complete the sentence  -Ss work in groups and complete  - Ss read aloud  -Ss listen |
| **3. Let’s sing.**  **8’** | ***\*Aims:*** *Ss will be able to sing the song I’m from … with the correct pronunciation, rhythm and melody*  **\*Procedure:**  - Introduce the title and lyrics of the song: “Where are you from” song.    - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the relevant character while singing his or her name.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point at the relevant character.  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback. | - Ss look and listen.  -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss point to the character while singing  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  + Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen |
| ***\* Consolidation***  ***2’*** | ***\*Aims:*** *Ss will be able to consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learned from the lesson today?*  *+ What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking/active/ good…. as well as encourages others to try more. | Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |
| **III. Homework (2’)** | **-** Learn the song by heart  - Prepare the new lesson: *Unit 1, Lesson 2 (1,2,3).* | -Ss listen and take note |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class: ………..

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 1- Lesson 1 (4,5,6)

**IV. Điều chỉnh sau tiết dạy** (nếu có)

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**Period 3***(Tiết 3)*

**Unit 1: My friends**

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

**I Objectives: *(Mục tiêu)***

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

1. Knowledge ***(Kiến thức)***

- Use the words *Japan, Malaysia, Singapore and Thailand* in relation to the topic “*My friends”.*

- Use *Where’s he/she from? – He’s / She’s from ………….* to ask and answer questions about where someone comes from.

- Listen to and demonstrate an understanding of simple communicative contexts

in relation to the topic “*My friends”.*

- ***Vocabulary:*** Japan, Malaysia, Singapore and Thailand

***- Model sentence:*** *Where’s he/she from? – He’s / She’s from ………….*

2. Skills ***(Kĩ năng)***

- Speaking and listening.

3. Attitude ***(Thái độ)***

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

4. Competence development ***(Phát triển năng lực)***

- Co-operation (ready to help friends in pair work/group work).

- Self-study (can perform individual tasks and solve problems by themselves.)

- Communication and collaboration: Work in pairs and groups to complete the

learning tasks

**II. Teaching aids *(Đồ dùng dạy học)***

- *Teacher:* Teacher’s guide Pages 22, 23; audio Tracks 10,11, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 12, notebooks, workbooks, school things.

**III. Procedures *(Tiến trình)***

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| --- | --- | --- |
| **Steps** | **Teacher’s activities** | **Students’ activities** |
| I.Warm up ***Khởi động*** (3’) | *Game:* ***Pass the ball***  *\*****Aims:*** *to create a friendly and active atmosphere in the lesson.*  **\*Procedure:**  - T gives Ss a ball.  - T asks Ss to listen to music and transfer a ball around the class.  - When the music stops, Ss who keep a ball have to practice with a partner using:  *Where are you from?* and *I’m from…….*  - T gives feedback.  - Say “Open your book to page 12” and look at “*Unit 1, Lesson 2 (1,2,3)”.* | - Ss listen and keep the ball  - Ss listen to music and play the game  - Ss open their books |
| II. New lesson  **1. Look, listen and repeat - 10’** | ***\*Aims:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss. | - Look at the pictures and get to know the characters in the pictures.  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss practice the dialogue  -Ss listen |
| **2. Listen, point and say.** 10’ | **a. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+ Japan: nước Nhật Bản(picture)*  *+ Thailand: nước Thái Lan(picture)*  *+ Malaysia: nước Ma-lai-xi-a (picture)*  *+ Singapore: nước Xin-ga-po(picture)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **b. Model sentence**  ***\*Aims:*** *Ss will be able**to correctly say the words and use Where’s he/she from? – He’s / She’s from …….* to ask and answer questions about where someone is from.  **\*Procedure:**  - T asks Ss to look at *pictures a*, *b* and helps Ss know the structure of the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: Where’s he / she from?*  *B: He’s / She’s from …….*  **c. Practice:**  ***\*Drill pictures***  - Elicit and check comprehension of the name of each character and the name of the country.      - Run through all the pictures.  - Run through model sentences.  - Have Ss to practice:  + T asks the first picture, Ss answer  + Ss asks for the second picture, T answers  + Group A asks for the third picture, Group B answers  + Group B asks for the last picture, Group A  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Invite Ss to go to the board and role-play. Encourage Ss to practice speaking English.  - T gives feedback. | -Ss listen and answer  - - Ss listen and repeat  + Choral repetition  *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write  Ss look at the picture and answer.    -Ss listen  -Ss listen and repeat  -Ss repeat  - Ss look, listen and answer  *a. a boy with the Singaporean flag*  *b. a boy with the Malaysian flag*  *c. a girl with the Thai flag*  *d. a girl with the Japanese flag*  - Ss listen and repeat  - Ss practice in chorus  - Ss practice in chorus  - Ss work in pairs to practice  -Ss listen  -Ss point and say  -Ss go to the board and role-play.  -Ss listen |
| 3. **Let’s talk.**  8’ | ***\*Aims:*** *Ss will be able to enhance the correct use of Where’s he/she from? – He’s/ she’s from……….* to ask and answer questions about where someone is from in a freer context.**\*Procedure:**  - T asks ss to guess each character and what the children say.  *+ What can you see in the picture?*  *+Who are they?*  *+Where are they?*  *+What are they saying?*    - T fills the gaps and writes the sentences on the board.  - T models  - Give pupils time to work in pairs and take turns saying the role of each character in the picture  - Invite a few pairs to come to the front of the classroom and act out the roles  - Give feedbacks | -Ss look at the picture and answer  *+*  *four pupils at a campsite, standing in front of their tents with their national flags*  -Ss note  - Ss say the completed sentences.  -Ss work in pairs  -Ss perform in front of the class.  -Ss listen |
| ***\*Consolidation***  2’ | ***\*Aims:*** *Ss will be able to consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learned from the lesson today?*  *+ What are the core values of the lesson? (If the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking /active/ good…. as well as encourages others to try more. | -Ss answer the questions  - Ss listen  -Ss listen and clap their hands |
| III. Home-link ***(2’)*** | - Learn the vocabulary by heart  - Prepare the new lesson: *Unit 1, Lesson 2 (4,5,6).* | - Ss listen and take note |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class:

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 1 - Lesson 2 (1,2,3).

**IV. Điều chỉnh sau tiết dạy** (nếu có)

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**Period 4** *(Tiết 4)*

**Unit 1: My friends**

**Lesson 2 (4, 5, 6)**

**I Objectives: *(Mục tiêu)***

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

1. Knowledge ***(Kiến thức)***

- Use the words *Japan, Malaysia, Singapore and Thailand* in relation to the topic “*My friends”.*

- Use *Where’s he/she from? – He’s / She’s from ……….* to ask and answer questions about where someone comes from.

- Listen to and demonstrate an understanding of simple communicative contexts

in relation to the topic “*My friends”.*

- Read and write about where someone comes from.

- ***Vocabulary:*** Review

***- Model sentence:*** Review

2. Skills ***(Kĩ năng)***

- Speaking, listening, reading and writing.

3. Attitude ***(Thái độ)***

- Be confident in communicating with friends/ teachers.

- Love people and be polite when communicating

- Kindness: Help partners to complete learning tasks.

- Honesty: Show pride in where they come from and great respect for where someone

comes from

- Diligence: complete learning tasks.

4. Competence development ***(Phát triển năng lực)***

- Co-operation (ready to help friends in pair work/group work).

- Self-study (can perform individual tasks and solve problems by themselves.)

- Critical Thinking: self-introduce

- Self-control and independent learning: perform listening tasks.

**II. Teaching aids *(Đồ dùng dạy học)***

- *Teacher:* Teacher’s guide Pages 24, 25, 26; audio Tracks 12; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 13, notebooks, workbooks, school things.

**III. Procedures *(Tiến trình)***

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s activities** | **Students’ activities** |
| I.Warm up ***Khởi động*** (3’) | *Play a game:* ***“Slap the board”***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to begin the lesson.*  **\*Procedure:**  - Divide the class into two or three teams.  - The teacher puts up a set of pictures or words on a board  - A pupil from each team comes up to the board with fly swatters  - They listen as the teacher calls out a word or a sentence and they race to slap the correct picture  - Whoever is the fastest with the correct slap gets a point for their team  The team with the most points is the winner.  - Say “Open your book to page 13” and look at *“Unit 1, Lesson 2 (4,5,6)”.* | - Ss listen and do action  - Ss pay attention.  -Ss play the game  -Ss play the game  - Ss open their books |
| II. New lesson  **1. Listen and tick-10’** | ***\*Aims:*** *Ss will be able**to* *listen to and understand two communicative contexts in which pupils ask and answer questions about where someone comes from and tick the*  *correct pictures*  **\*Procedure:**  - Elicit the names of the characters in the pictures.  - Point at the pictures respectively to explain the context.      - T asks Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  *Key: 1. a 2. a* | -Look at the pictures and say:  -Ss guess the answers  - Ss listen to the tape and tick  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  - Ss answer and check  -Ss listen and repeat. |
| **2. Look, complete and read-10’** | ***\*Aims:*** *Ss will be able**to* *correctly two gapped sentences and two gapped exchanges with the help of picture cues.***\*Procedure:**  - Have pupils read the exchange and guess the missing word.  - Elicit the name of the country that can be used to fill the gap.      - T models with sentence 1.  - Have Ss work in pairs and look at the pictures and fill in the gaps  - Get pupils to swap books with a partner and check their answers before checking as a class.  - Invite pairs of pupils to write the answers on the board.  -T gives feedback.  *Key:*  *1. Japan 2. from Singapore*  *3. Where’s; from Thailand*  *4. he from; He’s from* | -Ss read and guess  -Ss read and complete  -Ss read and answer  -Ss work in pairs and fill in the gaps  - Ss swap books and check  -Ss write on the board  -Ss listen |
| 3. **Let’s play.**  8’ | ***\*Aims:*** *Ss will be able to revise the target vocabulary items through the game Find someone who is from …*  **\*Procedure:**  - Tell pupils that they are going to revise the target vocabulary items they have learned in Lessons 1 and 2.  - Explain how the game is played.    - 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 flashcards and answering (*ex: I’m from 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 game ends when all the flashcards are gone.  - Give feedbacks | - Ss listen and remember  -Ss listen and pay attention  - Ss listen  - Ss play the game  -Ss play the game |
| ***\*Consolidation***  2’ | ***\*Aims:*** *Ss will be able to consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learned from the lesson today?*  *+ What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking/active/ good…. as well as encourages others to try more. | -Ss answer the questions  - Ss listen  -Ss listen and clap their hands |
| **III. Home-link  *(2’)*** | - Prepare the new lesson: *Unit 1, Lesson 3( 1,2,3)* | -Ss listen and take note |

**\*Supplement *(Bổ sung)***

- Ss can listen to some keywords in the recording and read for specific information

- Most Ss can pronounce the words correctly.

- Class: …………………

+ Ss (HSKT) can take part in some class activities (tham gia các hoạt động của lớp)

+ Ss (HSKT) can listen and understand some words in Unit 1- Lesson 2 (4,5,6)

**IV. Điều chỉnh sau tiết dạy** (nếu có)

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*Sao Đỏ, ngày ……. tháng 09 năm 2024*

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| **NGƯỜI LẬP**  **Nguyễn Thị Thu Hòa** | **NGƯỜI KIỂM TRA** | **BAN LÃNH ĐẠO** |