Teaching day: ...../....../2024 – class 3A1,3A2,3A3

**UNIT 7: CLASSROOM INSTRUCTIONS**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction.

- read and complete the sentences correctly.

- recognise target words while listening and acting out the classroom instructions by playing the game *Sit down, please!*

- ***Vocabulary:*** Review

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

**2. Competences:**

- Critical Thinking: self-introduce

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

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 51, website sachmem.vn, laptop, pictures, textbook, lesson plan

- *Students:* Pupil’s book Page 51, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teacher’s and Students’ activities** | **Contents** |
| **1. Warm up: Game: *Simon says***  **\*Procedure:**  - T is the “Simon” and calls out the actions. Every student must follow and do the action, but only when they hear “*Simon says ...”.*  - If teacher leaves out “*Simon says*” before giving instruction, anyone who does the action is out.  - Then, teacher can choose one or more students as the leader to continue a game.  - Say “Open your book page 51” and look at *“Unit 7, Lesson 1 (4,5,6)”.*  **2. New lesson:**  **Activity 1**  **\*Procedure:**  - Elicit the instruction used in each picture.  - Point at the pictures respectively to explain the context.  - T ask 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.  **Activity 2**  **\*Procedure:**  - Get Ss to look at the pictures and identify the instruction used in each picture.  - Have Ss look at the four incomplete sentences. Elicit and model with picture 1  + Ask Ss to read the sentence 1 in chorus.  + Ask Ss what word is missing in the gap (*Open*). Then have them complete the sentence (*Open your book, please!*).  -Have Ss work in pairs and complete the sentences 2, 3, 4.  - Ask a few Ss to stand up and read the sentences aloud.  -T gives feedbacks.  **Activity 3.**  **\*Procedure:**  - Put Ss into groups of 5 or 6. Choose one pupil from each group as aperson who gives instructions for the rest of the group to act out.  - Model by saying: *Stand up, please!* Ss respond to this instruction by  standing up.  - Have groups play the game. One pupil in each group gives instructions for his / her group to act out.  + Ss perform the wrong action are out of the game.  - The winning group is the one that has the highest number of members left at the end of the game.  3. **Consolidation**  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homewwork:**  **-** Practice part 5 again.  - Prepare the new lesson: *Unit 7, Lesson 2 (1,2,3).* | **4. Listen and tick**      *\*Key: 1. a 2. a*  **5.Look, complete and read**    **\* Key**   1. *Open your book, please!* 2. *Close your book, please!* 3. *Stand up, please!* 4. *Sit down, please!*     **6.Let’s play** |

**D. ADJUSTMENTS (if necessary):**

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