Week 3 Period 9

**UNIT 1: ALL ABOUT ME**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- Correctly pronounce the two-syllable words with the stress on the first syllable as ‘*dolphin* and ‘*tennis* in isolation and as in the sentences *I like ‘dolphins.* and *He plays ‘tennis on Sundays.*

- Say the chant with the correct pronunciation, word stress and rhythm.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

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

**3. Attitude/ Qualities:**

- Show their love and interest in sports, colours, animals and food.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 29, 30; audio Tracks 12, 13, 14; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 14, notebooks, workbooks, school things.

**III. PROCEDURES: 35ms**

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| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms****8ms****17ms****5ms** | **1.Warm- up** *Game:*  ***Who is faster?****\*****Aims:*** *to revise the words about countries, sports and animals.***\*Procedure:**- Tells Ps they are going to look at the picture and choose the correct answer a, b or c. - Divides the class into two teams.- Has each team look at the picture and choose the correct answer a, b or c to fill in the blank.- If they choose the correct answer, they get points for their team. The team with more points is the winner.- Has pairs of pupils read the questions and answers aloud.- Says “Open your book page 14” and look at “*Unit 1, Lesson 3 (1,2,3)”.***2. Presentation** **Activity 1. Listen and repeat:*****\*Aims:*** *Ps will be able**to* correctly pronounce the two-syllable words with the stress on the first syllable as ‘*dolphin* and ‘*tennis* in isolation and in the sentences *I like ‘dolphins.* and *He plays ‘tennis on Sundays.* with the correct pronunciation and intonation.**\*Procedure:**- T gives instruction to the word ‘*dolphin* and ‘*tennis*, in the sentences as *I like ‘dolphins.* and *He plays ‘tennis on Sundays.*- Plays the recording and encourage Ps to point to the word and sentence while listening. - Plays the recording again and encourage Ps to listen and repeat. - Has Ps work in pairs or groups to do this several times until Ps feel confident. - T invites some Ps to practice.**3. Practice:** **Activity 2.**  **Circle, listen and check.*****\*Aims:*** *Ps will be able**to* *identify the stress on some two-syllable words and circle the word with a different stress pattern from the other two words.***\*Procedure:**- Draws Ss’ attention to the three sets or two-syllable words.- Tells Ps to look at the words, read them aloud and circle the word that has the stress on the first syllable. - Tells Ps to swap books with a partner, then check the answers as a class. Write the correct answers on the board. - Plays the recording again for Ps to listen and check their answers again. - Invites one or two Ps to stand up, listen to and repeat the words. *Key: 1.a 2.c 3.a***Activity 3. Let’s chant*****\*Aims:*** *Ps will be able to say the chant with the correct pronunciation, word stress and rhythm.***\*Procedure:**- Introduces the title and lyrics of the chant.- Plays the recording for Ps to listen to the whole chant.- Has them repeat the title and lyrics line by line.- Asks Ps to attend to two-syllable words with the stress on the first syllable in the chant, *pandas, dolphins, tennis* and *football.*- Plays the recording all the way through for Ps to listen to pronunciation and melody.- Plays the recording line by line for Ps to listen and repeat.- Plays the recording for Ps to chant and clap along.- Asks Ps to practice chant and clap along in pairs or groups.- Invites groups to the front of the classroom to perform the chant.**4. Production****Game: Put the sentences in the correct order**- Asks the Ps to work in four groups.- Gives each group a different set of sentences and asks them to make a meaningful conversation.- Gives them enough time to do the task.- Invites each group to present their conversation. Has the class vote the best presentation. Praise the winner. | - Listen. - Listen the rules.- Play the game.- Listen. - Ask and answer.- Open their books.- - Pay attention.- Listen and point.- Listen again and repeat.- Work in pairs and practice.- Say the language in front of the class.- Pay attention.- Look at the words, read them aloud and circle the word. - Swap books and check the answers. - Listen again and check the answers again.- Listen and repeat.- Look and listen.- Listen to the chant.- Listen and repeat line by line without clap their hands.- Note the rhythm and pronunciation.- Listen to melody of the chant.- Listen and chant line by line.- Chant and clap along.- Work in groups (two groups) to chant.- Perform in front of the class.- Listen.- Listen and do as the teacher requires.- Do the task.- Present the conversation. |

**IV. ADJUSTMENT AFTER THE LESSON:**

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