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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