**Week: 03**

**Date of teaching: 24/9/2024**

**Period: 09**

**UNIT 1: MY FRIENDS**

**Lesson 3(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- correctly pronounce the sounds of the letters a and ia in isolation, in the words *America* and *Australia*, and in the sentences *I’m from America*. and *She’s from Australia.* with the correct pronunciation and intonation;

- identify the target words *America* and *Australia* while listening;

- say the chant with the correct pronunciation and rhythm.

2. Skills: Listening and speaking

3. Competences:

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

- Self-control & independent learning: perform listening tasks

4. Attributes:

- Show pride in where they come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. RESOURCES**

- Student’s book: Page 14

- Audio tracks 13, 14, 15

- Teacher’s guide: Pages 26, 27, 28

- Flash cards/ pictures and posters (Unit 1)

- Computer, projector

**III. PROCEDURE:**

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| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3.Practice** **15’****4. Production****(3’)****5. Homework****(2’)** | Greet the class.Sing a song- Invite one or two groups of pupils to come to the front of the class and sing the song *Where are you from* in Activity 6, Lesson 1.- Ask pupils to open their books at page 14 and look at Unit *1, Lesson 3.* Tell them what they will learn in this lesson.**Activity 1**. Listen and repeat. 5 minutesGoal: To correctly pronounce the sounds of the letters a and ia in isolation, in the words *America* and *Australia*, and in the sentences *I’m from America*. and *She’s from Australia.* with the correct pronunciation and intonation. -Have pupils point at the letter *a,* the word *America* and the sentence *I’m from America.* Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary. -Invite a few pupils to listen to and repeat the sound*,* the word and the sentence in front of the class. Praise them when their pronunciation is good. -Repeat Steps 1 and 2 for the letters, the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary. -Have pupils work in pairs or groups, pronounce the sounds, say the words and read the sentences until they feel confident.**Activity 2.** Listen and circle. 10 minutesGoal: To identify the target words *America* and *Australia* while listening. -Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension. -Get pupils to read the gapped sentences and guess which option can be chosen to fill in the gaps -Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers. -Invite a few pupils to read aloud the completed sentences in front of the class. Go around the classroom and correct their pronunciation where necessary.Key: 1. a 2. b Goal: To say the chant with the correct pronunciation and rhythm. **Activity 3**. Let’s chant. 8 minutes -Have pupils read the first verse of the chant and draw their attention to the sound of the letter *a* in the word *America* and in the sentences *Mary’s from America.* And *She’s from America.* Check comprehension. -Play the recording of the first verse for pupils to listen. Play the recording again, linen by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting. -Repeat Steps 1 and 2 for the second verse of the chant. Draw pupils’ attention to the sound of the letters *ia* in the word *Australia* and in the sentences *Ben’s from Australia.* and *He’s from Australia.* -Play the recording all the way through for pupils to chant and clap along.Game: Slap the board- Introduce 4 new words: *Canada, China, India, Cambodia.*3.Wrap up:- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* 2. *What are the core values of the lesson?* *(Proud of our country; Respect others’ countries)* | -Listen to the techerWhole class/ Individual work-Whole class-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 03**

**Date of teaching: 24/9/2024**

**Period: 10**

**UNIT 1: MY FRIENDS**

**Lesson 3 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- read and show understanding the sentences by deciding if the statements are true or false;

- complete a gapped text about themselves and their friends;

- make pupil cards at home and present them to the class by using the target language.

2. Skills: Listening ,speaking and writing

3. Competences:

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

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

4. Attributes:

Show pride in where they come from and great respect for where someone comes from by using appropriate gestures and intonation when asking and answering about nationality.

**II. RESOURCES**

- Student’s book: Page 15

- Teacher’s guide: Pages 28, 29

- Flash cards/ pictures and posters (Unit 1)

- Computer, projector

**III. PROCEDURE:**

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| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | Greet the class.- Greet the class, then invite one or two groups of pupils to the front of the class to say the chant in *Lesson 3, Activity 3*. The rest of the class may chant and clap along.- Ask pupils to work in pairs, ask and answer the questions *Where … from? - … from …***Activity 4.** Read and tick True or False. 5 minutesGoal: To read and show understanding the sentences by deciding if the statements are true or false. -Tell pupils the goal of the activity and explain that they should read the sentences and tick True or False. Check comprehension. -Do Sentence 1 as an example. First, have pupils read the sentence and identify Minh’s age. Then have them read the text and find the correct information to tick the appropriate box. -Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary. -Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary. Key: 1. True 2. True 3. False 4. FalseActivity 5. Let’s write. 8 minutesGoal: To complete a gapped text about themselves and their friends. -Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on their names and age(s), their friends’ names and where they are from. Check comprehension.  -Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap. -Give pupils time to complete the text independently. Go around the classroom and offer help if necessary. -Get pupils to swap their books with a partner and check their answers before checking as a class. Extension: Invite one or two pupils to read their completed texts in front of the class.Game: Hot potato- Teacher prepares a small ball and some cards with a name, a number (age) and a country on them. - Teacher plays the music and pupils start to pass the ball. The pupil who holds the ball when the music stops picks a card and makes sentences: *… is … years old. She is from …***Activity 6.** Project 10 minutesGoal: To make pupil cards at home and present them to the class by using the target language -Tell pupils the goal of the activity. Explain that they have to show the two pupil cards that they have prepared at home and present them to the class.  -Have pupils work in groups of five. Each pupil shows his / her pupil cards and tells the group about them, e.g. *This is Alice. She’s nine years old. She’s from Britain. And this is Bob. He’s ten years old. He’s from Australia.* Go around the classroom and offer help if necessary.  -Invite a few pupils to show their cards and tell the class about them, e.g. *Hi. My name’s Lan. I’m from Viet Nam.* *This is Alice. She’s nine years old. She’s from Britain. And this is Bob. He’s ten years old. He’s from Australia.*- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* 2. *What are the core values of the lesson?* *(Proud of our country; Respect others’ countries)* | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-Individualwork- tick the appropriate boxWhole class/do the task independently- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup workPair workListen to the teacherIndividual work Whole classPair work-play in group Listen to the T's instruction.work in groups of fiveWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 03**

**Date of teaching: 24/9/2024**

**Period: 11**

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 1 (1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.

- Correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.

- Enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context.

2. Skills: Listening and speaking

3. Competences:

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

-  Self-control & independent learning: perform learning tasks

4. Attributes:

Show their responsibility by noticing the time and follow the timetable on time.

**II. RESOURCES**

- Student’s book: Page 16

- Audio tracks 16, 17

- Teacher’s guide: Pages 30, 31, 32

- Flash cards/ pictures and posters (Unit 2)

- Computer, projector

**III. PROCEDURE:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | Game: Slap the board- Divide class into 3 teams, invite 1 member from each team for each turn.- Say the numbers for the pupils to slap and say aloud.- Give points to the pupils with the correct choice and encourage them.Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time. -Ask pupils to look at Pictures a and b and identify the characters and the time shown on the clocks in the pictures. -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 individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture b. -Invite a few pairs to stand up to listen to and repeat the sentences in the recording. Draw pupils’ attention to the contextual pictures. Tell pupils that the question *What time is it?* and the answers *It’s eight thirty.* and *It’s three fifteen.* are used to ask and tell the time.Activity 2. Listen, point and say. 10 minutesGoal: To correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time. -Have pupils look at the pictures. Elicit the time on the clocks. Spend a few minutes explaining how to tell the time. Give the meaning of a.m. and p.m., and when to say *o’clock* in telling the time.Note: a.m. is used to tell the time in the morning, from 00:00 to 12:00; p.m. is used to tell the time in the afternoon and evening (afternoon is from 12:00:01 to 17:00 or 18:00, and evening is from 17:00 or 18:00 to 23:59:59). -Have pupils point at Picture a (6:00 AM), listen to the recording and repeat. Repeat the same procedure with Pictures b, c and d. Have the class point at the pictures and repeat the time a few times. -Point at the first bubble and have pupils listen to and repeat after the recording (*What time is it?*). Point at Picture a and have pupils listen to and repeat after the recording *(It’s six o’clock.*). Repeat the same procedure with Pictures b, c and d. -Set a time limit for pupils to work in pairs to practise asking and answering the question *What time is it? – It’s \_\_\_\_\_.* Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.Activity 3. Let’s talk. 8 minutesGoal: To enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context. -Draw pupils’ attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask them to look at the second bubble and identify what the answer should be. Elicit the answer: *It's seven o’clock.* Get pupils to repeat the questions and answers several times. -Set a time limit for pupils to work in pairs, point at the different clocks in the picture, ask and tell the time using *What time is it? – \_\_\_\_\_.* Go around the classroom to observe and offer help where necessary. -Invite some pairs to ask and tell the time in front of the class.Game: Sentence PuzzleDivide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask the pupils to arrange them to make a complete sentence, then read it aloud.Ask students to answer the following question: *What have you learnt from the lesson today?*(- Use the words *at, fifteen, forty-five, o’clock, thirty* in relation to the topic *Time and daily routines* to talk about the time.- Use sentence pattern *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.)*\* Preparation for the project:* Tell pupils about the project on page 21. Ask them to prepare for it at home by drawing some pictures in relation to their daily routines. Remind pupils to bring their pictures to the class at Project time in Lesson 3. | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-IndividualworkWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workPlay game in groupGroup workPair workListen to the teacherGroup workGroup workWhole class- Practice in front of class- Listen to the T's instruction.-play game in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 03**

**Date of teaching: 24/9/2024**

**Period: 12**

**UNIT 2: TIME AND DAILY ROUTINES**

**Lesson 1 (4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- Listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.

- Complete four gapped exchanges with the help of picture cues.

- Review telling the time by playing the game *which clock says ...?*

2. Skills: Listening and speaking

3. Competences:

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

- Self-control & independent learning: perform learning tasks

4. Attributes:

Show their responsibility by noticing the time and follow the timetable on time.

**II. RESOURCES**

- Student’s book: Page 17

- Audio track 18

- Teacher’s guide: Pages 32, 33, 34

- Flash cards/ pictures (Unit 2)

- Computer, projector

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | Sing the song *What time is it?*Link: <https://www.youtube.com/watch?v=0Yq_rztquuU>Activity 4. Listen and tick. 5 minutesGoal: To listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures. -Draw pupils’ attention to the pictures and ask them to identify the time on the clocks. -Play the recording of the first dialogue for pupils to listen and tick the correct picture. Play the recording again for pupils to listen and check their answers. Praise pupils if they have the correct answer (Picture 1b). -Repeat Step 2 with the second dialogue. -Set a time limit for pupils to swap books with a partner to check their answers in pairs before checking as a class.Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.**Activity 5.** Look, complete and read. 10 minutesGoal: To complete four gapped exchanges with the help of picture cues. -Ask pupils to look at the pictures and identify the time on the four clocks. -Ask pupils to look at each gapped exchange. Draw their attention to the missing words and time. Remind them to complete the answers using words, not numbers. -Have pupils look at Picture 1. Ask them what is missing in the answer (*ten*). Then have them complete the gap (*It’s ten o’clock.*). Repeat the same procedure with Pictures 2, 3 and 4. -Set a time limit for pupils to complete the gapped exchanges individually, then invite a few pairs to stand up to ask and tell the time on the clock faces.**Activity 6**. Let’s play. Goal: To review telling the time by playing the game *Which clock says ...?* -Tell pupils that they are going to play a game that involves finding and saying which clock shows the time told by another player. -Invite two volunteers to stand in front of the board. Tell them to decide who is the time teller and who is the clock finder. -The time teller will tell a certain time, for example 5:15, for the other player to find the clock which shows the correct time by saying its letter. If it is correct, the correct finder will get one point. Every player has eight tries. After the first round, the time teller will become the clock finder. All the clocks on the board are kept for later use. When the game is over, the player who has the most points is the winner. Encourage the class to cheer whenever a player gets a point.Game: Sentence PuzzleDivide 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.- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* 2. *What are the core values of the lesson?*  | -Listen to the techerWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instructionListen to the recording-Individualwork-Listen and repeatWhole class/-Pair work- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen and repeatGroup work-play in groupListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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