*Week: 3 Preparing date: 22/09/2024*

*Period: 10 Teaching date: 24/09/2024*

**Unit 1: My friends**

**Lesson 3 (4,5,6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- 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.***

- use the words *America, Australia, Britain, Japan, Malaysia, Singapore,*

*Thailand, and Viet Nam* in relation to the topic “My friends”.

- use Where are you from? – I’m from ……….. and Where’s he / she from?

– He’s / She’s from …………. to ask and answer questions about where someone

comes from

- read and write about where someone comes from.

- ***Vocabulary:*** Review

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

**Students integrate: read three senteces (4/15).**

**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.

**B. TEACHING AIDS:**

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

- *Students:* Pupil’s book Page 15, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)***Game:* ***“ Backward spelling”****\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.* **\*Procedure:**- T divides class into teams. - Each team takes turns to have a pupil stand in front of the board. - The rest spell the word written by the teacher on the board backwards. - The team that guesses the word first gets 1 point. The team with the most points is the winner.*Ex: N-A-P-A-J JAPAN* *M-A-N-T-E-I-V VIETNAM* *E-R-O-P-A-G-N-I-S SINGAPORE*- Say “Open your book page 15” and look at *“Unit 1, Lesson 3 (4,5,6)”.***2.Practice: (8’)****Activity 1. Read and tick True or False:*****\*Aims:*** *Ss will be able**to* *read and show understanding the sentences by deciding if the* *statements are true or false***\*Procedure:**- Tell pupils the goal of the activity and explain that they should read the sentences and tick True or False. - Model the first sentence. 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. - Get pupils to swap their books with a partner and check their answers before checking as a class. - Correct the answers where necessary. - Invite one or two pupils to read the text and the sentences in front of the class.-T gives feedbacks.*Key: 1. True 2. True 3. False 4. False***3.Production: (19’)****Activity 2.** **Let’s write*****\*Aims:*** *Ss will be able**to complete a gapped text about themselves and their friends***\*Procedure:**- Tell and explain the class the goal of the activity. - Explain that the gaps in the text focus on *their names and age(s), their friends’ names and where they are from*- Have pupils do the first gapped sentence together as an example. - Give pupils time to complete the text independently. - Get pupils to swap their books with a partner and check their answers before checking as a class. - Invite one or two pupils to read their completed texts in front of the class.*Key:**1. Pupil’s answer* **Activity 3. Project.*****\*Aims:*** *Ss will be able to make pupil cards at home and present them to the class by using the target language***\*Procedure:**- Stick the pupil card sample on the board and model with the *name, age and country.*- T asks Ss to make their name cards and present them to their class.- T asks ss to work in groups of five and do the project in class.- Invite a few pupils to show their cards and tell the class about them.- T gives feedback.***\*Consolidation******\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.***\*Procedure:**- T asks ss to answer the following questions: *+ What have you learnt 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 encourage others to try more.**4. Homework. (3’)****-** Read again the text. - Prepare the new lesson: *Unit 2, Lesson 1 (1,2,3).* | - Ss listen and answer- Ss listen to the rules-Ss play game- Ss open their books**Students integrate: read three senteces (4/15).**- Ss look at the sentences and listen-Ss read and circle-Ss read the text and tick-Ss read again and tick-Ss swap books and check-Ss check the correct their answers-Ss read the text in front of the class-Ss listen-Ss listen and pay attention-Ss look, listen and pay attention-Ss write their names in the gap.-Ss complete the text-Ss swap books and check their answers-Ss read the completed texts in font of the class- Ss look and listen-Ss prepare necessary school things to carry out the project (*paper, pens, pencils, coloured pencils, scissors , glue,…..)*-Ss make their name cards and present them to their class.-Ss work in groups-Ss present their cards*Ex: Hi. My name’s Huong. I’m from Viet Nam. This is Jenny. She’s nine years old. She’s from England. And this is Kate. He’s ten years old. He’s from Australia.*-Ss answer the questions-Ss listen and clap their hands-Ss listen and take note |

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

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