*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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