**Unit 13: Our special days**

**Lesson 1 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand two communicative contexts in which ss ask and answer questions about what someone will do for a special day.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our special days”.*

- ***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 listening and reading tasks.

**3. Attitude/ Qualities:**

- Show their pride in their personal information and what someone will do for a special day.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 210, 211, 212; audio Tracks 23, 24; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 19, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  *Game:*  ***Pass the teddy bears***  *\*****Aims:*** *to* *revise the learned structures.*  **\*Procedure:**  - Give two different colored teddy bears to two pupils, a black teddy bear (ask the question) and a white teddy bear (answer the question).  - Ask ss to listen to music and pass the teddy bears.  - Stop music suddenly. Have the student with a black teddy bear make a question. Have the student with a white teddy bear answer the question.  - Repeat the game several times.  - Say “Open your book page 19” and look at *“Unit 13, Lesson 1 (4,5,6)”.*  **2.Practice: (25’)**  **Activity 1. Listen and tick or cross:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts in which speakers ask and answer questions about what someone will do on / at a special day.*  **\*Procedure:**  - Have ss look at the picture and elicit the activities in the pictures.  *+What will they do?*    - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again for pupils to do the task.  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Have ss explain the answers.  *Key: 1. x 2. x 3.v 4.v*  **Activity 2.** **Read and complete.**  ***\*Aims:*** *Ss will be able**to* *complete four gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Get Ss to look at the pictures and identify the activities.    - Have Ss look at the four incomplete exchanges and elicits the options  - T models with sentence 1  + Have Ss circle the correct answer *(have a party)*  + Have Ss look at the picture and identify the needed information *(have a party).*  - Have Ss work in groups and complete the sentences 2, 3 and 4.  - Get Ss to swap books with a partner and check their answers before checking as a class.  -T gives feedbacks.  *Key:*  *1. have a party*  *2. Teachers’ Day*  *3. on Sports Day, We’ll*  *4. What will, sing and dance*  **Activity 3. Listen, complete and sing**  ***\*Aims:*** *Ss will be able to* *listen and complete the song What will you do on Children’s Day? and sing it with correct pronunciation, rhythm and melody.*  **\*Procedure:**  - Introduce the title and lyrics of the song: *What will you do on Children’s Day?*    - Tell ss the aim of the activity  - Draw ss’ attention to the gapped sentences and guess the missing words and complete the sentences.  - Play the recording all the way through for ss to listen to the whole song.  - Play the recording again for them to fill in the gaps with the missing words.  - Check answers together as a class.  - Play the recording line by line for pupils to listen and repeat.  - Invite a few groups to the front of the class to sing the song.  **3. Fun corner and wrap- up (5’)**  **Game:**  **Guessing game**  - Draw ss’ attention to the screen.  - Explain the rules of the game: Ss look at the clue and guess  + 1 open-picture: get 3 points  + 2 open -pictures: get 2 points  + All pictures left: 1 point . | - Ss listen to the teacher’s instruction  - Ss play the game  *Ex:*  *A: What will you do on Teacher’s Day?*  *B: We’ll sing and dance.*  - Continue playing the game.  - Ss open their books  -Look at the pictures and say:  *+ Picture 1:* *A group of children dancing*  *+ Picture 2:* *A group of children singing*  *+ Picture 3: Some boys playing football*  *+ Picture 4:* *A group of children having a party in the moon*  -Ss guess the answers  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books with their partner, then check answers as a class and guessing  -Ss explain the answers  -Ss look at the picture and identify the activities.  -Ss look at the exchanged and pay attention  -Ss look and say the correct answer  -Ss listen and pay attention  -Ss complete the sentences  -Ss swap books with a partner and check their answers before checking as a class.  -Ss listen  - Ss listen and pay attention  - Ss listen to the teacher’s instruction.  - Ss look at the gapped sentences and guess the missing words and complete the sentences.  - Ss listen to the song  - Ss listen and fill in the gaps with missing words.  - Ss check answers together as a class.  - Ss listen to the recording, line by line, and repeat.  - Ss come to the front of the class to sing the song.  - Ss follow the teacher’s instructions.  - Ss look at the screen and guess what the word is. |

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

………………………………………………………………………………………….…..……………………………………………………………………………...……