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| --- | --- |
| **School:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Grade:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Teacher:**  **Date of teaching:**  **Attendance:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**EXTENSION ACTIVITIES**

**Period 3**

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - correctly use the following sentence patterns:  *Where are you from? – I’m from \_\_\_\_\_.*  *Where’s he / she from? – He’s / She’s from \_\_\_\_\_.*  *What time is it? – It’s \_\_\_\_\_.*  *What time do you \_\_\_\_\_? – I \_\_\_\_\_ at \_\_\_\_\_.*  *What day is it today? – It’s \_\_\_\_\_.*  *What do you do on \_\_\_\_\_? – I \_\_\_\_\_.*  *When’s your birthday? – It’s in \_\_\_\_\_.*  *What do you want to eat / drink? – I want \_\_\_\_\_.*  *Can you \_\_\_\_\_? – Yes, I can. / No, I can’t.*  *Can he / she \_\_\_\_\_? – Yes, he / she can. / No, he / she can’t, but he / she can \_\_\_\_\_.*  - take part in extension activities to apply their language knowledge and competences. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform listening tasks |
| **Attributes** | - show pride in what they can do and great respect for other people’s abilities by using appropriate gesture and intonation when asking and answering about abilities. |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 42, 43  - Teacher’s guide: Pages 76, 77  - Website *hoclieu.vn*  - Flash cards/ pictures and posters  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  - Have pupils sing the song *What time do you go to school?* on page 19. Praise pupils and get the class to cheer or clap their hands. - Ask pupils to open their books at page 42, 43 and look at Extension activities, Activity 1. | | Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 1. Look and write.**  5 minutes | | | | | |
| a. Goal | To identify five different countries in the pictures. | | | |  |
| b. Input | Five pictures showing the five countries with their flags: Viet Nam, England, Japan, Australia, and America. | | | |  |
| c. Outcome | Pupils can identify five different countries in the pictures.  **Key:** 1. Viet Nam 2. England 3. Japan 4. Australia 5. America | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the pictures. Ask *Where is Viet Nam?* and encourage pupils to point to it. Write Viet Nam on the board.  **Step 2:** Repeat Step 1 for England, Japan, Australia and America.  **Step 3:** Have pupils complete the activity by writing the name next to each country. Check answers together as a class.  **Extension:** Nominate pairs of pupils to act out the exchanges. | | | Whole class  Whole class  Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 2. Listen and write.**  10 minutes | | | | | |
| a. Goal | To identify the different times in different countries. | | | |  |
| b. Input | Five clocks showing the times in five different countries and five gapped sentences to complete. | | | |  |
| c. Outcome | Pupils can identify the different times in different countries and complete the gapped sentences.  **Key:** 1.8:00 AM 2.1:00 PM 3.7:00 PM 4.9:00 PM 5.10:00 PM | | | |  |
| d. Procedure | **Step 1:** Have pupils look at the clocks. Draw their attention to the different times in different countries. Explain the concept of time zones in a simple way if necessary.  **Step 2:** Write *In America, it’s \_\_\_\_\_.* on the board. Read the first part of the sentence aloud and encourage pupils to complete it. When pupils answer correctly, write the answer on the board: 8:00 AM.  **Step 3:** Have pupils complete the activity by completing the sentences. Check answers as a class. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; questions & answers | | | |  |
| **PRODUCTION**  **Activity 3. Read the questions. Then tick the answers.** 8 minutes | | | | | |
| a. Goal | To read the questions and tick the correct answers, then say what countries are near / far from Viet Nam. | | | |  |
| b. Input | Questions and answer options for pupils to choose and tick. | | | |  |
| c. Outcome | Pupils can read the questions and tick the correct answers, then state what countries are near / far from Viet Nam.  **Key: 1. A** a **B** c **2. A** a **B** b  **1. A.** It’s Thailand. **B.** It’s Malaysia. **2. A.** It’s Canada. **B.** It’s Australia. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to Question 1 and read it as a class. Check comprehension.  **Step 2:** Ask pupils to look at Answer A with three answer options a, b and c. Explain the new word Russia. Get them to look at the flags of Thailand, America and Russia, elicit the right answer and tick it (Picture a). Repeat the same procedure with Answer B.  **Step 3:** Repeat Steps 1 and 2 with Question 2. Go around the classroom to offer support where necessary.  **Step 4:** Get pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.  **Step 5:** Have pupils say the answers by asking them Questions 1 and 2. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; questions & answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Guessing Game**  - Divide the class into 2 teams: Boys and Girls.  - Pupils take turn to look at the pictures and letters to guess the words. If they have the correct answers, they get one point for their teams. If the answer is not correct, the other team answer and get points.  **Option 2: Mystery box Game**  - Divide the class into two teams: Boys and Girls.  - Pupils take turns to choose the letter and answer the question.  - They look at the pictures and answer the questions. If they have the correct answers, they get one point for their teams. If the answer is not correct, the other team answer and get points.  - Team with the most points is the winner. | | | Group work  Group work |  |