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

**UNIT 1: MY FRIENDS**

**Lesson 1 – Period 1**

|  |  |
| --- | --- |
| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from;  - correctly say the words and use *Where are you from?* – *I’m from* \_\_\_\_\_. to ask and answer questions about where someone is from;  - enhance the correct use of *Where are you from? – \_\_\_\_\_.* to ask and answer questions about where someone is from in a freer context. |
| **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 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 AND MATERIALS** | |
|  | - Student’s book: Page 10  - Audio tracks 6, 7  - Teacher’s guide: Pages 17, 18, 19  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 1)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  - Spend a few minutes revising the previous lesson by having pupils sing the song on page 7 and clap hands or do actions.  **Option 2:**  **-** Elicit that there are many countries around the world.  - Ask pupils to name as many countries as they know. | | Whole class/ Individual work   Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | To understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from. | | | |  |
| b. Input | – Context **a**:  Minh: *Hello. I’m Minh. I’m from Viet Nam. Where are you from?*  Mary: *Hello, Minh. I’m Mary. I’m from America.*  – Context **b**:  Lucy: *Hi. I’m Lucy. I’m from Britain. Where are you from?*  Ben: *Hi, Lucy. I’m Ben. I’m from Australia.* | | | |  |
| c. Outcome | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about where someone is from. | | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Picture **a** and identify the characters. Ask *Who is he / she?,* *Where is he / she?*  **Step 2:** Draw pupils’ attention to the question *Where are you from?* and the answer *I’m from America*. Explain that they are used to ask and answer questions about where someone is from.  **Step 3:** Play the recording and encourage pupils to point at the characters while listening.  **Step 4:** Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.  **Step 5:** Repeat Steps 1 to 4 for Picture b.  **Extension:** Invite a few pairs of pupils to act out the conversations in front of the class. | | | Whole class/  Individual work    Pair work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | To correctly say the words and use *Where are you from?* – *I’m from* *\_\_\_\_\_.* to ask and answer questions about where someone is from. | | | |  |
| b. Input | – Picture cues:  **a.** Lucy holding the British flag **b.** Linh holding the Vietnamese flag  **c.** Mary holding the American flag **d.** Ben holding the Australian flag  – Speech bubbles: *Where are you from? – I’m from \_\_\_\_\_.*  **Audio script:**  ***a.*** *Britain* ***b.*** *Viet Nam* ***c.*** *America* ***d.*** *Australia*  *a. A: Where are you from?*  *B: I’m from Britain.*  *b. A: Where are you from?*  *B: I’m from Viet Nam.*  *c. A: Where are you from?*  *B: I’m from America.*  *d. A: Where are you from?*  *B: I’m from Australia.* | | | |  |
| c. Outcome | Pupils can correctly say the words and use *Where are you from? – I’m from \_\_\_\_\_.* to ask and answer questions about where someone is from. | | | |  |
| d. Procedure | **Step 1**: Ask pupils to look at Pictures a, b, c, and d and identify the characters, the flags and the names of the countries.  **Step 2:** Play the recording for pupils to listen to and repeat the words under the pictures in chorus and individually until they feel confident.  **Step 3:** Draw pupils’ attention to the speech bubbles and elicit the missing words by pointing at Picture a. Play the recording for pupils to repeat the sentences in both bubbles a few times. **Step 4:** Repeat Step 3 with Pictures b, c, and d. Then have pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.  **Step 5:** Invite a few pairs to point at the pictures and ask and answer questions about where someone is from. | | | Whole class/ Individual work    Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | To enhance the correct use of *Where are you from? – \_\_\_\_\_.* to ask and answer questions about where someone is from in a freer context. | | | |  |
| b. Input | – Picture cue: four pupils at a campsite, holding their national flags  – Speech bubbles: *Where are you from? – \_\_\_\_\_.* | | | |  |
| c. Outcome | Pupils can enhance the correct use of *Where are you from? – \_\_\_\_\_.* to ask and answer questions about where someone is from in a freer context. | | | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).  **Step 2:** Elicit the answer in the speech bubble and write it on the board. Get pupils to say the completed sentences.  **Step 3:** Put pupils into pairs to practise the exchanges. Go around the classroom to offer support where necessary.  **Step 4:** Invite a few pairs to point at the pictures and ask and answer questions about where the pupils are from. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Lucky number game (ppt)**  - Divide the class into 3 teams.  - Pupils from each team choose a number (or throw sticky balls on the grid to choose the number), then have 2 pupils from each team ask and answer with the picture behind that number.  - Pupils or teacher click the flag to reveal the icons indicating the points for that team.  - After 9 numbers, the team with the most points is the  winner.  **Option 2:**  **-** Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, pupils in each team take turns to pass the ball. When the music ends, 3 pupils holding the ball stand up and say the name, using the sentence model.  **Option 3:**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  (Use the words *America, Australia, Britain and Viet Nam* and the model *Where are you from? – I’m from …* to say where someone is from.)  2. *What are the core values of the lesson?*  *(Proud of our country; Respect others’ countries)*  ***\* Preparation for the project:***  Tell pupils about the project on page 15. Ask them to prepare for it at home by choosing two pupils in the unit and making pupil cards for them. Remind pupils to bring their cards to the class for the Project time in *Lesson 3, Activity 6*. | | | Group work  Group work  Whole class |  |