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

**UNIT 1: MY FRIENDS**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - listen to and understand two communicative contexts in which pupils ask and answer questions about where someone comes from and tick the correct pictures;  - complete two gapped sentences and two gapped exchanges with the help of picture cues;  - revise the target vocabulary items through the game *Find someone* *who is from …* |
| **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 13  - Audio track 12  - Teacher’s guide: Pages 24, 25, 26  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 1)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick – Look, complete and read – Let’s play – 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.  **Option 1:**  - Greet the class, then spend a few minutes revising the previous lesson by inviting a few pairs of pupils, holding flag flashcards to ask and answer questions about where they or their classmates are from, using *Where are you from? – I’m from \_\_\_\_\_.* and *Where’s he / she from? – He’s / She’s from \_\_\_\_\_.*  - Ask pupils to open their books at page 13 and look at *Unit 1, Lesson 2, Activity 4*.  **Option 2:**  - Have pupils look at some symbols of some countries they have learnt. Pupils look at the pictures then guess the country and answer the question.  - Repeat with 7 more countries. | Whole class/ Individual work  Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Listen and tick.**  5 minutes | | | | |
| a. Goal | To listen to and understand two communicative contexts in which pupils ask and answer questions about where someone comes from and tick the correct pictures. | | |  |
| b. Input | **Picture cues:**  1a. a boy and the Malaysian flag 1b. a boy and the Singaporean flag  2a. a girl and the Thai flag 2b. a girl and the Japanese flag  **Audio script:**  *1. A: Who’s that? 2. A: Who’s that?*  *B: It’s my new friend. B: It’s my new friend.*  *A: Where’s he from? A: Where’s she from?*  *B: He’s from Malaysia. B: She’s from Thailand.* | | |  |
| c. Outcome | Pupils can listen to and understand two communicative contexts in which pupils ask and answer questions about where someone is from and tick the correct pictures.  **Key:** 1. a 2. a | | |  |
| d. Procedure | **Step 1:** Ask pupils to look at Pictures 1a and 1b and identify the characters. Ask *Who’s he?* and *Where’s he from?* Draw their attention to the flags to answer the questions. Check comprehension.  **Step 2:** Play the recording of the first dialogue for pupils to listen and tick the correct box. Play the recording again for pupils to check their answers.  **Step 3:** Repeat Steps 1 and 2 with Pictures 2a and 2b.  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers if necessary.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen to and repeat the dialogues. Correct pronunciation if necessary. | | Whole class/ Individual work    Pair work  Whole class |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers, Peer correction | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | |
| a. Goal | To complete two gapped sentences and two gapped exchanges with the help of picture cues. | | |  |
| b. Input | Four picture cues, two gapped sentences and two gapped exchanges to complete | | |  |
| c. Outcome | Pupils can complete the four gapped exchanges with the help of picture cues.  **Key:** 1. Japan 2. from Singapore   3. Where’s; from Thailand 4. he from; He’s from | | |  |
| d. Procedure | **Step 1:** Model the first gapped exchange as an example. Have pupils read the exchange and guess the missing word. Then draw pupils’ attention to the picture and elicit the name of the country that can be used to fill in the gap (Japan).  **Step 2:** Give pupils a time limit to read the gapped exchanges 2, 3 and 4, look at the pictures and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task. **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board.  **Extension:** Invite four pairs of pupils to act out the completed exchanges in front of the class. | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | |  |
| **PRACTICE**  **Activity 6. Let’s play.** 8 minutes | | | | |
| a. Goal | To revise the target vocabulary items through the game *Find someone* *who is from …* | | |  |
| b. Input | - A picture showing how to play the game  - Sets of flash cards, each of which consists of five flash cards with target vocabulary items *(e.g. Australia, Thailand, Japan, Britain, Malaysia)* | | |  |
| c. Outcome | Pupils can revise the target vocabulary items learnt in Lessons 1 and 2 through the game *Find someone who is from …* | | |  |
| d. Procedure | **Step 1:** Tell pupils that they are going to revise the target vocabulary items they have learnt in Lessons 1 and 2. Explain how the game is played. Check comprehension. **Step 2:** Divide pupils into groups of six and give each group a set of five flashcards. One player in each group points to the other players and asks *Where are you from?* The other players take turns looking at the flash cards and answering (e.g. *I’m* *from Britain.*). If the player has the correct answer, he / she gets a point / star. If the answer does not match the flash card, he / she will be out.  **Step 3:** The game ends when all the flashcards are gone. | | Individual work/  Whole class  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & answers | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | |
|  | **Option 1: Game “Among us”**  - Teacher divides the class into 2 teams (boys and girls).  - Each team takes turns to choose a Among us and answer the question.  - The team that has more points is the winner.  **Option 2: Role-play**  - Put pupils in groups.  - Pupils take on the identity of someone from another country to practise introducing and sharing about traditional costumes, countries and national languages ‘Konichiwa! I’m from Japan. I’m wearing a Kimono…’  - Pupils vote for the best introduction in groups. | | Group work    Group work |  |