Week: 2 Date of planning:

Period: 5 Date of teaching:

 **UNIT 1: MY FRIENDS**

Lesson 1 (1-2-3)

1. ***Objectives:***

*By the end* of the lesson, pupils will be able to:

**1. Knowledge:**

- 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.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

**3. Attributes/ Qualities**:

- 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 country.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**- Watch a video- Elicit that there are many countries around the world. - Ask pupils to name as many countries as they know. | Whole classIndividual work  |
| **A. PRESENTATION****Activity 1. Look, listen and repeat. (**8 minutes)**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.*1. **Set the Context:**

- Ask pupils to look at Picture a and identify the characters. Ask *Who is he / she?, Where is he / she?*- 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.- Play the recording and encourage pupils to point at the characters while listening.- Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.- Repeat Steps 1 to 4 for Picture b.- Invite a few pairs of pupils to act out the conversations in front of the class.**1. Vocabulary:** *+ from (translation)**+ Viet Nam (picture)**+ Britain: nước Anh (picture)**+ America: nước Mỹ (picture)* *+ Australia: nước Úc (picture)***Check vocabulary:** *Rub out and Remember***2. Model sentences:** *A: Where are you from?* *B: I’m from Viet Nam.*- Check form/ usage/ meaning.- Ask Ps repeat a few times.**-** Draw their attention to the sentences *Where are you from? I’m from Viet Nam*. Tell pupils that these sentences are used to ask and answer questions about food and drinks in conversation.- Have Ps copy down in their notebooks**B. PRACTICE****Activity 2. Listen, point and say. (** 9 minutes)**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.*- Have Ps look at the pictures in part 2 and identify each character in each picture. - Have Ps read all the words under the picture- Model the task as an example: *A: Where are you from?* *B: I’m from Viet Nam.*\*Technique : T-Ps; Ps-T; P1-P2 - Do the task: +Have Ps practice in pairs to greet, self-introduce, and respond to greetings to each other using the picture as a cue.+ Monitor and offer help when necessary.-Plan report:+ Invite some Ps to demonstrate in front of the class.+ The others listen and comment.- Performance products: Student's talks and interaction**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**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.*- Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).- Elicit the answer in the speech bubble and write it on the board. Get pupils to say the completed sentences.- Put pupils into pairs to practise the exchanges. Go around the classroom to offer support where necessary.- Invite a few pairs to point at the pictures and ask and answer questions about where the pupils are from. | Whole classWhole class Individual Whole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workGroup workWhole classIndividual workGroup workWhole classPair work |
| **Fun corner and wrap-up: (**5 minutes)- 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*.**\*Homelink:**-Learn by heart vocabulary and sentence patterns.-Do exercises in the work book.-Prepare Lesson1/ P4,5,6/ p31. | Group workWhole classIndividualWhole class |

**Comments:**

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Week: 2 Date of planning:

Period: 6 Date of teaching:

 **UNIT 1: MY FRIENDS**

Lesson 1 (4-5-6)

**I. Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

- listen to and understand four communicative contexts in which pupils ask and answer questions about where someone is from and number the correct pictures;

- complete two gapped sentences and two gapped exchanges with the help of picture cues;

- sing the song Where are you from? with the correct pronunciation, rhythm and melody.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

**3. 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 country.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website hoclieu.vn

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Game: *Pass the ball*- Ss listen to music and pass the ball. When the music stops, who has the ball answer the question.- Lead into new lesson. | Whole classIndividual  |
| **Activity 4. Listen and number.** 8 minutes**Goal:** ***:*** *To listen to and understand four communicative contexts in which pupils ask and answer questions about where someone is from and number the correct pictures.*-: Draw pupils’ attention to the pictures and ask questions such as Who is he / she? and Where’s he / she from? Remind them to look at the flags while listening.- Play the recording all the way through. Then play the recording again for pupils to listen and number the pictures.- Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers, if necessary.- If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.*Key: 1. b 2. d 3. c 4. a* **Activity 5. :**  **Look, complete and read** (9 minutes)**Goal:**  *To complete two gapped sentences and two gapped exchanges with the help of picture cues.*- Model gapped Sentence 1 as an example. Have pupils read the sentence and guess the missing word. Then draw pupils’ attention to the picture (the flag) and elicit the name of the country that can be used to fill in the gap (Viet Nam).- Give pupils time to do the task independently. Go around the classroom to offer help where necessary.- Get pupils to swap books with a partner and check their answers before checking as a class. Nominate a pupil to write the answers on the board. Give further support to those pupils who find it difficult to do the task.- Invite one pupil to read aloud Sentences 1 and 2 and a pair of pupils to act out Exchanges 3 and 4 in front of the class. Correct their pronunciation where necessary.*Key: 1. Viet Nam 2. from America*  *3. Where; Britain 4. from; from Australia***Activity 6. Let’s sing (**8 minutes)  **Goal**: *To sing the song Where are you from? with the correct pronunciation, rhythm and melody.*- Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the picture to reinforce their understanding.- Have pupils read the first verse of the lyrics. Explain that Minh is from Viet Nam. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen to and practise singing it, line by line while clapping their hands.- Repeat Steps 1 and 2 for the other verses. Explain that Minh asks Lucy, Mary and Ben where they are from and each of them answers. Check comprehension and give feedback.- Ask pupils to listen to and sing the whole song while clapping their hands. Go around the classroom and offer help where necessary.- Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | Whole classWhole classIndividual work/ Whole classGroup workGroup work/ Whole class Group work/ Whole classIndividual Whole classWhole class/ Group work |
| **\*Fun corner and wrap-up: (**5 minutes)Game: Lucky numbers- Teacher divides the class into 2 teams (boys and girls).- Each team takes turns to choose a number and answer the question.- The team that has more points is the winner.**Homelink:** -Prepare Lesson 2/ P1,2,3/ 12. | Group workWhole class |

**Comments:**

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Week: 2 Date of planning:

Period: 7 Date of teaching:

**UNIT 1: MY FRIENDS**

Lesson 2 (1-2-3)

I.**Objectives:**

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

**1. Knowledge:**

- 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’s he / she from? – He’s / She’s from \_\_\_\_\_. to ask and answer questions about where someone is from;

- enhance the correct use of Where’s he / she from? – \_\_\_\_\_. to ask and answer questions about where someone is from in a freer context.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

**3. Attributes/ Qualities**:

- 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 country.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website hoclieu.vn

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Game: *Pass the ball*- Ss listen to music and pass the ball. When the music stops, who has the ball answer the question.- Lead into new lesson. | Whole classIndividual  |
| **A. PRESENTATION****Activity 1. Look, listen and repeat. (**8 minutes)1. **Goal:** *To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what a family member does at the weekend.*
2. **Set the context:**

- Ask pupils to look at Pictures a and b and identify the characters. Check comprehension. - Ask pupils to look at Picture a. Play the recording for them to listen and familiarise themselves with the characters’ voice. Play the recording again, sentence by sentence, for pupils to listen and repeat. Correct their pronunciation where necessary.- Repeat the same procedure with Picture b. - Invite a few pairs to the front of the class to listen to and act out the exchanges. Draw pupils’ attention to the questions *Where’s she from? and Where’s he from?,* and the answers *She’s from Japan. and He’s from Singapore*. Explain that they are used to ask and answer questions about where someone is from. - Nominate pairs of pupils to act out the exchanges.-Make some questions to check Ps’comprehension of the language**1. Vocabulary:** *+ Singapore : nước Singapore (picture)**+ Malaysia :nước Mã Lai (picture)**+ watches films: xem phim (picture)**+ Thailand: nước Thái Lan (picture)*- check Vocabular: Rub out and remember .**2. Model sentence:** *A: What is he / she from?* *B: He’s / She’s from \_\_\_\_\_.*- Check form/ usage/ meaning.- Ask Ps repeat a few times.**-** Draw their attention to the sentences *What does he / she do on Sundays? He / She \_\_\_\_\_.* Tell pupils that these sentences are used to ask and answer questions about food and drinks of school things in conversation.- Have Ps copy down in their notebooks**B. PRACTICE****Activity 2. Listen, point and say. (** 9 minutes)**Goal:** - *To correctly say the words and use Where’s he / she from? – He’s / She’s from \_\_\_\_\_. to ask and answer questions about where someone is from.*- Ask pupils to look at Picture a and identify the boy, the flag and the name of the country. Play the recording for pupils to listen to and repeat the word under the picture in chorus and individually until they feel confident.- Draw pupils’ attention to the speech bubbles and elicit the missing words. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant pictures when they are repeating.- Repeat Steps 1 and 2 for Pictures b, c and d. Go around the classroom and offer help where necessary.- Invite a few pairs to act out the exchanges in front of the class**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**Goal:** *- To enhance the correct use of Where’s he / she from? – \_\_\_\_\_. to ask and answer questions about where someone is from in a freer context.*- Ask pupils to look at the picture and identify the characters. Ask Who can you see? Where are they from? Remind pupils that Where’s he / she from? – \_\_\_\_\_. are used to ask and answer questions about where someone is from. Check comprehension.- Give pupils time to work in pairs and take turns saying the role of each character in the picture. Remind them to look at the flags on the tents to identify where the pupils come from.- Invite a few pairs to come to the front of the classroom and act out the roles. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Pair workGroup workWhole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)- Ask students to answer the following questions: What have you learnt from the lesson today? (correctly say the words and use Where’s he/ she from? – He’s/ She’s from \_\_\_\_\_. to ask and answer about where someone comes from.)**Homelink:** -Learn by heart vocabulary and sentence patterns-Prepare Lesson2/ P4,5,6/ 33 | Whole class |

**Comments:**

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Week: 2 Date of planning:

Period: 8 Date of teaching:

**UNIT 1: MY FRIENDS**

**Lesson 2 (4-5-6)**

1. **Objectives:**

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

**1. Knowledge:**

- 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 …**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

**3. Attributes/ Qualities**:

- 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 country.

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website hoclieu.vn

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Game: *Pass the ball*- Ss listen to music and pass the ball. When the music stops, who has the ball answer the question.- Lead into new lesson. | Whole classIndividual  |
| **Activity 4. Listen and tick.** 8 minutes*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.*- 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.- 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.- Repeat Steps 1 and 2 with Pictures 2a and 2b.- 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.**Key: 1. a 2. a**  | Whole classIndividual workPair workPair work |
| **Activity 5. Look, complete and read.** 8 minutes*Goal: To complete two gapped sentences and two gapped exchanges with the help of picture cues.*- 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).- 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.- 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.- Invite four pairs of pupils to act out the completed exchanges in front of the class.**Key:** 1. Japan 2. from Singapore  **3**. Where’s; from Thailand 4. he from; He’s from | Whole class/ Pair workIndividualworkWhole classPair work |
| **Activity 6. Let’s play** 7 minutes*Goal: To revise the target vocabulary items through the game Find someone who is from ….*- 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.- 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.- The game ends when all the flashcards are gone.**Fun corner and wrap-up:** 5 minutesRole-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.**Homelink:** -Learn by heart vocabulary and sentence patterns-Prepare Lesson3/ P123/ 34 | Whole class/ Individual workGroup workWhole class/ Individual workWhole class/ Group work |

**Comments:**

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