Week: 3 Date of planning:

Period: 9 Date of teaching:

**UNIT 1: MY FRIENDS**

**Lesson 3 (1-2-3)**

**I. Objectives:**

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

**1. Knowledge:**

- correctly pronounce the sounds of the letters a and ia in isolation, in the words America and Australia, and in the sentences I’m from America. and She’s from Australia. with the correct pronunciation and intonation;

- identify the target words America and Australia while listening;

- say the chant with the correct pronunciation and rhythm.

**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 minutes
* - Greet the class.

\*. Song: ABC song - Sing and dance along the video.- Answer some questions: *How many letters are there in the alphabet? What letters and the sound?*- Lead into new lesson. | Whole classIndividual |
| **Activity 1. Listen and repeat.** 7 minutes*Goal: To correctly pronounce the sounds of the letters* ***a*** *and* ***ia*** *in isolation, in the words America and Australia, and in the sentences I’m from America. and She’s from Australia. with the correct pronunciation and intonation.*- Have pupils point at the letter a, the word America and the sentence I’m from America. Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation if necessary.- Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class. Praise them when their pronunciation is good.- Repeat Steps 1 and 2 for the letters, the word and the sentence in the second line. Go around the classroom and correct their pronunciation if necessary.- Have pupils work in pairs or groups, pronounce the sounds, say the words and read the sentences until they feel confident. | Whole classIndividual work |
| **Activity 2. Listen and circle.** 8 minutes*Goal: To identify the target words America and Australia while listening.*- Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.- Get pupils to read the gapped sentences and guess which option can be chosen to fill in the gaps- Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.- Invite a few pupils to read aloud the completed sentences in front of the class. Go around the clas**Key:** 1. I’m from America. 2. He’s from Australia. | Whole classIndividual work/ Whole classPair work/ Whole class Individual work |
| **Activity 3. Let’s chant.** 8 minutes*Goal: To say the chant with the correct pronunciation and rhythm.*- Have pupils read the first verse of the chant and draw their attention to the sound of the letter a in the word America and in the sentences Mary’s from America. And She’s from America. Check comprehension.- Play the recording of the first verse for pupils to listen. Play the recording again, linen by line, for pupils to listen and repeat. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.- Repeat Steps 1 and 2 for the second verse of the chant. Draw pupils’ attention to the sound of the letters ia in the word Australia and in the sentences Ben’s from Australia. and He’s from Australia.- Play the recording all the way through for pupils to chant and clap along. | Whole classWhole classWhole classWhole class/ Individual workGroup work |
| **Fun corner and wrap up:** 5 minsListen and choose- Introduce 4 new words: *Canada, China, India, Cambodia.*- Play the audio and the pupils choose the letters *a* or *ia* according to the sound that they hear.**Homelink:** -Prepare Lesson3/ P456/ 15 | Whole classIndividual |

**Comments:**

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Week: 3 Date of planning:

Period: 10 Date of teaching:

**UNIT 1: MY FRIENDS**

**Lesson 3 (4-5-6)**

**I. Objectives:**

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

**1. Knowledge:**

- - read and show understanding the sentences by deciding if the statements are true or false;

- complete a gapped text about themselves and their friends;

- make pupil cards at home and present them to the class by using the target language.

**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 minutes
* - Greet the class.

- Spend a few minutes revising the previous lesson by having the class say the chant on page 34.- Lead into new lesson. | Whole classIndividual |
| **Activity 4. . Read and tick True or False .**7 minutes*Goal: To read and show understanding the sentences by deciding if the statements are true or false.*- Tell pupils the goal of the activity and explain that they should read the sentences and tick True or False. Check comprehension.- Do Sentence 1 as an example. First, have pupils read the sentence and identify Minh’s age. Then have them read the text and find the correct information to tick the appropriate box.- Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.- Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary. - Invite one or two pupils to read the text and the sentences in front of the class. You may ask pupils to correct the false sentences if necessary.***Key: 1. True 2. True 3. False 4. False*** | Whole classIndividual workPair work Individual work |
| **Activity 5. Let’s write.** 7 minutes*Goal: To complete a gapped text about themselves and their friends.*- Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on their names and age(s), their friends’ names and where they are from. Check comprehension. - Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit the names. Then have them write their names in the gap.- Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.- Get pupils to swap their books with a partner and check their answers before checking as a class. - Invite one or two pupils to read their completed texts in front of the class. | Whole classIndividual workIndividual workPair work/ Group work Individual work |
| **Activity 6. Project.** 10 minutes *Goal: To make pupil cards at home and present them to the class by using the target language***-** Tell pupils the goal of the activity. Explain that they have to show the two pupil cards that they have prepared at home and present them to the class. **-** Have pupils work in groups of five. Each pupil shows his / her pupil cards and tells the group about them, e.g. *This is Alice. She’s nine years old. She’s from Britain. And this is Bob. He’s ten years old. He’s from Australia.* Go around the classroom and offer help if necessary. **-** Invite a few pupils to show their cards and tell the class about them, e.g. *Hi. My name’s Lan. I’m from Viet Nam.* *This is Alice. She’s nine years old. She’s from Britain. And this is Bob. He’s ten years old. He’s from Australia.***Fun corner and wrap up:** 5 minsAsk pupils what have you learnt from the lesson today**Homelink:** -Prepare Review Lesson1/ P123/16 | Whole classGroup workIndividual Whole class/Individual work |

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Week: 3 Date of planning:

Period: 11 Date of teaching:

**UNIT 2: TIME AND DAILY ROUTINES**

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 focusing on asking and telling the time.

- correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.

- enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context.

**2. Competences:**

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

-  Self-control & independent learning: perform learning tasks

**3. Attributes/ Qualities**:

Show their responsibility by noticing the time and follow the timetable on time.

**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: Slap the board**- Divide class into 3 teams, invite 1 member from each team for each turn.- Say the numbers for the pupils to slap and say aloud.- Give points to the pupils with the correct choice and encourage them. | Group work |
| **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 telling the time.
2. **Set the Context:**

- Ask pupils to look at Picture a and identify the characters. Ask *Who is he / she?*- Draw pupils’ attention to the question *What time is it*? and the answer *It’s eight thirty*. Explain that they are used to ask and answer questions about the time.- 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:** *+ o’clock (translation)***Check vocabulary:** *Rub out and Remember***2. Model sentences:** *A: What time is it?* *B: It’s eight thirty.* - Check form/ usage/ meaning.- Ask Ps repeat a few times.**-** Draw their attention to the sentences *What time is it? It’s eight thirty***B. PRACTICE****Activity 2. Listen, point and say. (** 9 minutes)**Goal:** To correctly say the phrases and use *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.- Have pupils look at the pictures. Elicit the time on the clocks. Spend a few minutes explaining how to tell the time. Give the meaning of a.m. and p.m., and when to say *o’clock* in telling the time.**Note:** a.m. is used to tell the time in the morning, from 00:00 to 12:00; p.m. is used to tell the time in the afternoon and evening (afternoon is from 12:00:01 to 17:00 or 18:00, and evening is from 17:00 or 18:00 to 23:59:59).**-** Have pupils point at Picture a (6:00 AM), listen to the recording and repeat. Repeat the same procedure with Pictures b, c and d. Have the class point at the pictures and repeat the time a few times.**-** Point at the first bubble and have pupils listen to and repeat after the recording (*What time is it?*). Point at Picture a and have pupils listen to and repeat after the recording *(It’s six o’clock.*). Repeat the same procedure with Pictures b, c and d.**-** Set a time limit for pupils to work in pairs to practise asking and answering the question *What time is it? – It’s \_\_\_\_\_.***-** Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.- Performance products: Student's talks and interaction**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**Goal:** To enhance the correct use of *What time is it? – \_\_\_\_\_.* to ask and tell the time in a freer context.- Draw pupils’ attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask them to look at the second bubble and identify what the answer should be. Elicit the answer: *It's seven o’clock.* Get pupils to repeat the questions and answers several times- Set a time limit for pupils to work in pairs, point at the different clocks in the picture, ask and tell the time using *What time is it? – \_\_\_\_\_.* Go around the classroom to observe and offer help where necessary.**-** Invite some pairs to ask and tell the time in front of the class. | 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 question: *What have you learnt from the lesson today?*(- Use the words *at, fifteen, forty-five, o’clock, thirty* in relation to the topic *Time and daily routines* to talk about the time.- Use sentence pattern *What time is it? – It’s \_\_\_\_\_.* to ask and tell the time.)***\* Preparation for the project:*** Tell pupils about the project on page 21. Ask them to prepare for it at home by drawing some pictures in relation to their daily routines. Remind pupils to bring their pictures to the class at Project time in Lesson **3.\*Homelink:**-Learn by heart vocabulary and sentence patterns.-Do exercises in the work book.-Prepare Lesson1/ P4,5,6 | Group workWhole classIndividualWhole class |

**Comments:**

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Week: 3 Date of planning:

Period: 12 Date of teaching:

**UNIT 2: TIME AND DAILY ROUTINES**

Lesson 1 (4-5-6)

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

**1. Knowledge:**

- listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.

- complete four gapped exchanges with the help of picture cues.

- review telling the time by playing the game *Which clock says ...?*

**2. Competences:**

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

- Self-control & independent learning: perform learning tasks

**3. Attributes**:

Show their responsibility by noticing the time and follow the timetable on time.

**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: Who’s faster?**- Divide the class into 2 teams. - Have children look at the pictures on the screen and shout out the numbers which are hidden. - Give points to the team with the faster and correct answers. | Group work |
| **Activity 4. Listen and tick.** 8 minutes**Goal:** To listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.- Draw pupils’ attention to the pictures and ask them to identify the time on the clocks.**-** Play the recording of the first dialogue for pupils to listen and tick the correct picture. Play the recording again for pupils to listen and check their answers. Praise pupils if they have the correct answer (Picture 1b).**-** Repeat Step 2 with the second dialogue.**-** Set a time limit for pupils to swap books with a partner to check their answers in pairs before checking as a class.*Key: 1. b 2. b***Activity 5. :**  **Look, complete and read** (9 minutes)**Goal:** To complete four gapped exchanges with the help of picture cues.**-** Ask pupils to look at the pictures and identify the time on the four clocks.- Ask pupils to look at each gapped exchange. Draw their attention to the missing words and time. Remind them to complete the answers using words, not numbers.- Have pupils look at Picture 1. Ask them what is missing in the answer (*ten*). Then have them complete the gap (*It’s ten o’clock.*). Repeat the same procedure with Pictures 2, 3 and 4.**-** Set a time limit for pupils to complete the gapped exchanges individually, then invite a few pairs to stand up to ask and tell the time on the clock faces.*Key: 1. ten 2. is it 3. What time; thirty 4. What time; four forty-five***Activity 6. Let’s play (**8 minutes)  **Goal**:To review telling the time by playing the game *Which clock says ...?***-** Tell pupils that they are going to play a game that involves finding and saying which clock shows the time told by another player.**-** Invite two volunteers to stand in front of the board. Tell them to decide who is the time teller and who is the clock finder.**-** The time teller will tell a certain time, for example 5:15, for the other player to find the clock which shows the correct time by saying its letter. If it is correct, the correct finder will get one point. Every player has eight tries. After the first round, the time teller will become the clock finder. All the clocks on the board are kept for later use. When the game is over, the player who has the most points is the winner. Encourage the class to cheer whenever a player gets a point. | 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: **Game: Spin the Wheel**- Divide the class into teams.- Teacher calls pupils from each team to answer the question *What time is it?* - Pupils/ teachers click the “spin” button to get points.**Homelink:** -Prepare Lesson 2/P1,2,3 | Group workWhole class |

**Comments……………………………………………………………………….**

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