Week: 5 Date of planning: / /

Period: 17 Date of teaching: / /

**UNIT 3: Our friends**

Lesson 1 (1,2,3)

1. **Objectives:**

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

**1. Knowledge:**

-Use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;

- Use This is / That’s ….. to introduce someone.

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our friends”

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

, appreciate kindness.

**II. Preparation:**

1. Teacher’s preparation: CDs player, stereo, book.

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

**III. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Game: How old are you?**  - Divide the class into 2 teams.  - Have each team choose a number on the PowerPoint slide to go to the question and have them answer.  - For each team’s correct answer, T lets that team choose the birthday hat to reveal the points they will get.  - The team with more points is the winner.  - Lead to new lesson. | Whole class  Individual work/ Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** *- Help Ss understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on introducing someone*.  - Have pupils look at Pictures a, b and identify the characters in the pictures.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation if necessary.  **-** Invite a few pairs role play.  - Draw their attention to the sentences: This is Mary. and That’s Mr Long. Tell pupils that these sentences are used to introduce Mary and Mr Long.  **1. Vocabulary:**  *- this: đây (eliciting)*  *- that: kia (eliciting)*  *- Mr: ông, anh chú, thầy (picture)*  *- Ms: cô, chị, (picture*)  **Check vocabulary:** Rub out and Remember  **2. Model sentence:**  **1, Ở gần: This is Mary.**  **2. Ở xa: That’s Mr Long**  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books.  **B. PRACTICE**  **Activity 2. Listen, point and say. (** 9 minutes)  **Goal:** - *Help Ss to correctly say the character names and use This is / That’s \_\_\_\_\_. to introduce someone.*  **-** Ask Ss look at the picture a, b, c,d and read these names.  a. Ben, a British male pupil  b. Mai, a Vietnamese female pupil  c. Mr Long, a Vietnamese male teacher  d. Ms Hoa, a Vietnamese female teacher  - Elicit Speech bubbles: This is / That’s \_\_\_\_\_.  - Have pupils point at Picture **a** (Ben), listen to the recording and repeat the word. Follow the same procedure with the other three pictures.  **-** Point at Picture **a** and have pupils listen and repeat after the recording (This is Ben). Pointa t Picture **c** and have pupils listen and repeat after the recording (That’s Mr Long). **-** Have pairs practise saying This is \_\_\_\_\_\_. That’s \_\_\_\_\_. with Pictures **b** and **d**. **-** Invite a few pairs to point at the pictures, ask and answer the question in front of the class.  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** - *Help Ss to enhance the correct use of This is / That’s \_\_\_\_\_. to introduce someone*.  - Draw pupils’ attention to the picture. Ask questions to help them identify the context Minh and Mai meet Bill and Mary in the school playground. Minh introduces Bill  to Mai, then Minh introduces Mary to Mai. They greet and introduce themselves to each other.  **-** Put pupils into groups of four and encourage them to greet and introduce someone.  Go around the class to offer support.  **-**Invite some groups to the front of the class to perform their conversations. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Matching game**  Using pictures and flash cards, have 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud.  **Homework:** Learn by heart vocabulary and practice model sentence.  Prepare the new lesson: Unit 3, Lesson 1 (4,5,6). | Group work  Whole class |

**IV.Comments:**

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Week: 5 Date of planning: / /

Period: 18 Date of teaching: / /

**UNIT 3: Our friends**

Lesson 1 (4,5,6)

**I.Objectives:**

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

**1. Knowledge:**

- Listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction.

- Read and complete the sentences correctly.

- Sing the song “This is Linh” with the correct pronunciation and melody.

- Help partners to complete learning tasks

**2. Competences:**

- Critical Thinking: self-introduce

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks.

**II. Preparation:**

1. Teacher’s preparation: TV, computer, books.

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

**III. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Game:** school bus  - Divide the class into 2 teams.  - Each team choose answer with correct picture on the bus.  - slide show the games- give mark  - Lead to the new lesson“Unit 3, Lesson 1 (4,5,6)”. | Whole class  Group work |
| **\* New lesson:**  **Activity 4. Listen and tick. (**8 minutes)  **Goal:** *Ss will be able**to listen to and understand two communicative contexts in which pupils introduce someone and respond to the introduction*.  - Have Ss look at the pictures and elicit the word for the place in each picture.  - Ask Ss to guess their answers.  - Play the recording of the first exchange.  - Play the recording again for Ss to do the task.  - Repeat Step 1 for pictures 2a and 2b.  - Get Ss to swap books with a partner, then check answers together as a class.  - Ask Ss to write the correct answers on the board  - T gives feedbacks.  - If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation.  *Key: 1. b 2. a*  **Activity 5. Look, complete and read. (** 9 minutes)  **Goal:** *Ss will be able**to look, complete and read four target sentence patterns in two dialogues with the help of picture cues*.  - Have Ss look at the pictures and identify the places in the pictures.  - Have Ss look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  - T models with picture 1.  - Ask them what is missing in the first sentence (This is) and in the second sentence (Hi)  - Ask Ss to complete the dialogues individually.  - Go arround the classroom to offer.  - Get Ss to swap books and correct their answers in pairs  - Ask some Ss to write their answers on the board.  - T gives comments and feedback.  - Ask a few pairs to read the dialogues aloud.  *Key: 1. This is- Hi 2. That’s – Hello*  **Activity 6. Let’s sing (** 8 minutes)  **Goal:** *Ss will be able to sing the song This is Linh with the correct pronunciation and melody*.  - Draw pupils’ attention to the title and lyrics of the song. Model reading the title and lyrics line by line for pupils to repeat. Encourage them to point at the characters in the picture to reinforce their understanding.  **-** Play the recording all the way through. Encourage pupils to listen carefully to the pronunciation and the melody.  **-** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **-** Play the recording all the way through for pupils to sing along.  **-** Introduce actions for pupils to do while singing along with the recording.  - T gives feedback.  **\* Fun corner and wrap-up: (**5 minutes)  - T asks Ss to play a game “ Who’s millionare ?  - T gives some tasks by listening and asks Ss to listen to choose the best answer  - Ss listens and answer the questions.  - T gives feedback  **\*Homelink:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 3- Lesson 2- P 1, 2, 3 | Whole class  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Individual work    Whole class/  Whole class  Individual work  Pair work/ groups  Pair work/ groups  Whole class |

**IV.Comments:**

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….

Week: 5 Date of planning: / /

Period: 19 Date of teaching: / /

**UNIT 3: Our friends**

Lesson 2 (1,2,3)

**I.Objectives:**

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

**1. Knowledge:**

-Use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;

- Use Is this / that ? – Yes, it is. / No, it isn’t. It’s . to ask and answer questions about someone;

- Ask and answer questions about someone in contexts.

- Use Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_. to ask and answer questions about someone correctly.

**2. Competences:**

- ask and answer questions about someone confidently.

- help partners to complete learning tasks

**3. Attributes:**

- Kindness: Help partners to complete learning tasks.

- Leadership: collaborate with teachers to enhance language skills

**II. Prepartion:**

- Teacher: laptop, pictures, lesson plan, TV or projector.

- Students: Pupil’s book s, notebooks, workbooks, school things.

**III. Procedure:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’ Sentence line-up**  Put pupils into two teams, A and B, and have them sit on chairs facing the rest of the class. Give each team a set of word cards that together form a sentence (each team’s set should be different to the other’s). Read a sentence, e.g. “This is Lan.” If team A has the word cards containing this, is, Lan and the  full stop, they should stand up and move quickly into a line to show the sentence in the correct order.  Team B should remain seated. If they stand up when T says team A’s sentence, they will lose the game  - Lead to new lesson. | Whole class  / Group work |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat:**  **\*Goals:** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about someone.*  - Have pupils look at Pictures a, b and identify the characters in the pictures.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **\*Vocabulary**.  - T elicits the new words  *+ yes : vâng, phải (eliciting)*  *+ no: không (eliciting)*  *+ It : nó (eliciting)*  *+ isn’t + is not : không phải. không là (eliciting)*  - T models (3 times).  **-** Ask Ps to say the words.  - T writes the words on the board and the Ps copy down.  - Checking: What and where  - T asks Ss look at picture a and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books.  \* Model sentences:  **A: Is this Linh?**  **B: Yes, it is.**  **A: Is that Nam?**  **B: No, it isn’t. It’s Minh.**  **B. PRACTICE**  **Activity 2**. **Listen, point and say.**  **\*Goals:** *Ss will be able**to correctly say the words and use Is this / that \_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_\_. to ask and answer questions about the characters.*  **-** Ask Ss look at the picture a, b and call the names of the characters  - Run through all the pictures.  - Run through model sentences.  - Play the recording for pupils to listen and repeat in chorus a few times.  - Have Ss to practise: Model picure a  + T say – Ss respond (change role).  + S – S (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the pictures and say the suggestions and express agreement in front of the class.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk.**  **\*Goals:** *Ss will be able to enhance the correct use of Is this/ that\_\_\_\_\_\_? and Yes, it is. / No, it isn’t. It’s\_\_\_\_\_. to ask and answer questions about someone.*  - T asks Ss to guess each character and what the children say.  + What can you see in the picture?  +Who are they?  Put pupils into pairs and encourage them to ask and answer questions about the characters Linh and Nam. Go around the class to offer support.  **-** Invite some pairs to the front of the class to perform their conversations.  **Fun corner and wrap-up: (**5’)  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/ cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group that makes it first will be the winner.  **Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: Unit 3, Lesson 2 (4,5,6). | Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Pair work  Pair work  Whole class/ Individual work  Pair work  Group work |

**IV. Comments:**

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Week: 5 Date of planning: / /

Period: 20 Date of teaching: / /

**UNIT 3: Our friends**

Lesson 2 (4,5,6)

1. **Objectives:**

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

**1. Knowledge:**

-Use the words this, that, it, yes, no, friend, teacher, Mr (Mr Long), Ms (Ms Hoa) in relation to the topic “Our friends”;

-Use Is this / that ? – Yes, it is. / No, it isn’t. It’s . to ask and answer questions about someone;

-Listen to and understand communicative in contexts.

**2. Competences:**

- Critical Thinking: self-introduce

- Co-operation: ready to help friends in pair work/ group work.

- Self-control and independent learning: perform listening tasks.

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks.

**II. Preparation:**

1. Teacher’s preparation: TV, computer, books.

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

**III. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  Game: **Slap the board**  - Divide class into 2 groups  - How to play:  + Each group chooses five Ss to play.  + Class will read aloud.  + Look at the picture, listen and slap the picture you heard.  + Who faster will get 1 mark.  + Which group with higher mark is the winner.  - T gives feedback.  - Lead to the new lesson“Unit 3, Lesson 2 (4,5,6)”. | Whole class  Group work |
| **\* New lesson:**  **Activity 4. Listen and number. (**8 minutes)  **Goal:** *Ss will be able**to To listen to and understand four communicative contexts in which pupils ask and answer questions about someone.*  - Have Ss look at the pictures and point at each picture and elicit the situations.  - Ask Ss to guess their answers.  - Play the recording twice so that Ss can do the task.  - Play the recording more time to give Ss another listening opportunity.  - Go arround the classroom to offer  - Get Ss to swap books with a partner, then check answers together as a class.  - Ask Ss to write the correct answers on the board  - T gives feedbacks.  - If time allows, play the recording , sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation.  *Key: 1. b 2. a 3. d 4. C*  **Activity 5. Look, complete and read. (** 9 minutes)  **Goal:** *Ss will be able**to look, complete and read four target sentence patterns in four dialogues with the help of picture cues*  **-** Have pupils look at the pictures. Have them identify the characters in the pictures.  **-** Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the questions.  **-** Model with Picture 1. Have pupils look at the dialogue. Ask them what words are missing in the question (Is this). Then have them complete the gap (Is this Ben? Yes, it is.).  **-** Follow the same procedure with Pictures 2, 3 and 4. Draw pupils’ attention to the gaps in the Dialogues 2, 3 and 4.  **-** Have pupils complete the dialogues individually and ask a few pairs to read them aloud  *Key: 1. Is this 2. Is this 3. Is that 4. Is that*  **Activity 6. Let’s play (** 8 minutes)  **Goal:** *Ss will be able to To recognise target words while looking at pictures of the characters and circle six names in a letter table and use them to ask and answer questions*  **-** Tell pupils to work in pairs.  **-** Model the activity by identifying the picture of Mary first, draw pupils' attention to the word Mary in the table. Point to the picture of Mary and ask: “Is this Mary?” Ask a pupil to answer the question: “Yes, it is.”  **-** Have pupils play the game. Explain that after identifying six characters in the pictures and circling their names, pupils should ask and answer questions about six characters (as mentioned in Step 2).  **-** Set a time limit for pupils to play and check the answers.  **Extension:** If time allows, invite a few pairs to perform the game in front of the class.  **\* Fun corner and wrap-up: (**5 minutes)  - T asks Ss to play a game “ Who’s millionare ?  - T gives some tasks by listening and asks Ss to listen to choose the best answer  - Ss listens and answer the questions.  - T gives feedback  **\*Homelink:**  **-** Learn by heart vocabulary and practise model sentence.  - Prepare new lesson Unit 3- Lesson 3- P 1, 2, 3 | Whole class  Individual work  Pairwork  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class/  Whole class  Individual work  Group work  Whole class |

**IV.Comments:**

……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….