**WEEK 1**

*From Monday, September 4th to Friday, September 8th, 2024*

Teaching date: 04/ 09/ 2024 Class: 1A, 1B

08/ 09/ 2024 Class: 1D

07/ 09/ 2024 Class: 1C

INTRODUCTION THE ENGLISH 1

PROGRAME AND TEXTBOOK

1. **DESIRED OBJECTIVES**

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

**1. Knowledge:**

- use the allocation in their study (at school + at home) and basic classroom language.

- ***Skills***: speaking and listening

**2. Competences:**

- Be self-study, communicative and interative skill.

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

**3. Attitude/ Qualities:**

-Actively participate in activities with their classmates in pairs, groups or class. Educate Ss to become studious and obedient students, love learning English.

- Honesty, patience and friendliness.

**II. INSTRUCTIONAL RESOURCES**

- Posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Textbooks, notebooks, workbooks, school things.

**III. LEARNING EXPERIENCES**

Warm up: Greet the class and introduce yourself

**Activity 1.**

*\*****Aims:*** *Ss will be able to know about the English 1 progamme and textbook.*

- Introduce about subject

*+“English 1” has 2 books. (one student books and one exercise book)*

- Introduce the student’s book and workbook.

- Say the main contents

*There are 16 Units, each Unit has 3 lessons*

*Lesson 1:*

*1. Listen and repeat*

*2. Point and say*

*Lesson 2:*

*1. Listen and chant*

*2. Listen and tick*

*3. Look and trace*

*Lesson 3:*

*1. Listen and repeat*

*2. Let’s talk*

*3. Let’s sing*

*After 4 Units has a Review*

**Activity 2.**

*\*****Aims:*** *Ss will be able to know and do action about classroom languages.*

**\*Procedure:**

- Say and model some classroom languages

+ *Open/ close your books, please!*

*+ Stand up/ Sit down, please!*

*+ Be quiet/ Don’t talk, please!*

+ *Pick up your pen*

*+ Put your pen down*

*+ Raise your hands*

*+ Go to the board*

*+ Look*

*+ Complete*

*+ Let’s play*

*+ Ask/ answer the question*

*+ Work in pairs/groups*

*+ ….*

**Activity 3**

*\*****Aims:*** *Ss will be able to sing and dance a song.*

**\*Procedure:**

- Sing and model the “***Baby shark”*** song

***Baby shark***.

Baby Shark doo doo, doo doo doo dooBaby Shark doo doo, doo doo doo dooBaby Shark doo doo, doo doo doo dooBaby SharkMummy Shark doo doo, doo doo doo dooMummy Shark doo doo, doo doo doo dooMummy Shark doo doo, doo doo doo dooMummy SharkDaddy Shark doo doo, doo doo doo dooDaddy Shark doo doo, doo doo doo dooDaddy Shark doo doo, doo doo doo dooDaddy SharkGrandma Shark doo doo, doo doo doo dooGrandma Shark doo doo, doo doo doo It's the end

**-** Practice more at home.

- Prepare for “Starter”

**IV. REGULATION:**

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**STARTER**

**A – NUMBER**

**I. DESIRED OBJECTIVES**

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

1. identify the numbers 1 to 10 through listening, speaking, reading and writing activities;

2. listen and identify numbers by ticking the correct boxes.

3. read and match the relevant words with numbers.

**II. INSTRUCTIONAL RESOURCES**

* Pupil’s book Page 4,5
* Audio Tracks 2,3
* Teacher’s guide Pages 2-5
* Website *sachmem.vn*
* Flashcards/pictures and posters (Unit Starter)
* Computer, …

**III. LEARNING EXPERIENCES**

***Warm up***: Hello song

**Activity 1. Listen and repeat.**

**Goal:** To listen, point at and repeat the numbers 1 − 10 correctly.

**Step 1**: Draw pupils’ attention to the numbers. Tell them to listen, point at the numbers and repeat. Play the recording for pupils to listen to the numbers, and familiars themselves with their stress and intonation.

**Step 2**: Play the recording again for pupils to listen and repeat. Remind them to point at the numbers while listening. Do this several times until they feel confident. Correct their pronunciation where necessary.

**Step 3**: Put pupils into pairs to practise listening, pointing at and repeating the numbers 1 − 10. Go around the classroom to offer support.

**Activity 2. Listen and tick.**

**Goal:** To listen and identify numbers by ticking the correct boxes.

**Step 1**: Draw pupils’ attention to the numbers. Tell them to listen and tick the correct box under each number while listening. Show an example with number three. Play the recording and tick the box under the correct number.

**Step 2**: Play the recording all the way through for pupils to do the task. Play the recording again for them to check their answers.

**Step 3**: Tell pupils to swap their books with their partners, then check answers together as a class.

Write the correct answers on the board for pupils to correct their answers.

**Step 4**: Play the recording again for pupils to double-check their answers.

**Activity 3. Read and match.**

**Goal:** To read and match the relevant words with numbers.

**Step 1**: Draw two columns on the board like the input. Tell pupils to read the words for numbers and draw lines to match with the target numbers. Use number one as an example: Have pupils read the word in chorus and draw a line to match with number 1.

**Step 2**: Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.

**Step 3**: Check the answers as a class. Then invite a pupil to come to the front and draw a line on the board to match the words with the relevant numbers.

**5. Wrap-up & Assignments**

- Ask students to answer the following questions:

*1. What have you develop from the lesson today?*

- listening , reading and writing skills through the structure ( Do you have ……?

*2. What’re the core values of the lesson?*

- ask and answer if they have any toys friendly and naturally.

- Remind students to do exercises in the workbook and to prepare for the next lesson

**IV. REGULATION:**

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