***WEEK 1 ( CLASS: 1a1,1a2,1a3 )***

*Preparing date: September 8th, 2024*

*Teaching date: September 9th, 2024*

**Unit 1: In the school playground**

**Lesson 1**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- pronounce the sound of the letter B/b in isolation and in the words *Bill,*

*ball, bike and book* correctly.

- Sound /B/b/

- ***Vocabulary:*** ball, bike, book.

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

**2. Competences:**

- Know how to practise some sounds.

- 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

**B. METHODS**:

- Work in pairs, work in groups, ask and answer.

- Communicative approach, teaching methods with game, teaching methods by visual, teaching methods by practicing, prediction.

**C. TEACHING AIDS:**

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

- Students: Textbooks, notebooks, workbooks, school things.

**D. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Mostly in Vietnamese*  *\*****Aims:*** *to help T and ss greet and introduce about each other.*  **\*Procedure:**  -T greets the class and introduces yourself, saying: *Hello. I’m Miss Huong.*  - Encourage Ss to say their names  - Introduce (in Vietnamese) Tiếng Anh 1 - Sách học sinh (the number of units, the number of lessons in one unit, and the number of activities in each unit).  - Say “Open your book page 6 and look at Unit 1, Lesson 1”  **2. Presentation. (12’)**  **Activity 1. 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to pronounce the sound of the letter B/b in isolation and in the words Bill, ball, bike, book correctly*  **\*Procedure:**  - Have pupils look at the picture and describe it.  - Have them listen and repeat the sound of the letter *B/b,* more than once, if necessary.  - Tell pupils to point to *Bill* and the word *Bill.*  - Repeat the same procedure with *the ball, the bike and the book.*  - Play the recording again and have them listen, point to the letter *B/b* and *the ball, bike* and *book* and repeat until they feel confident. Correct pronunciation, if necessary.  - Play the recording again and call some pupils to say the letter *B/b* and the words *Bill, ball, bike* and *book* in front of the class.  **3.Practice: (16’)**  **Activity 2** **2. Point and say:**  ***\*Aims:*** *Ss will be able**to* *point to the letter B/b, the boy and the things and say the*  *sound of the letter B/b and the words Bill, ball, bike and book*  **\*Procedure:**  **-** Have pupils look at the picture again, saying Look at the picture on Page 6, please! Ask them to describe the picture again.  - Get them to point to the letter *B/b* and say it  - Let them point to *Bill* and say his name, saying Point to Bill and say,  - Give further support to those pupils who find it difficult to do the task.  - Ask pupils to work in pairs or in groups to point to the picture and say the sound of the letter *B/b* and the words.  - Invite some pupils to point to the picture and say the sound of the letter and the words in front of the class.  - T gets feedback.  **Activity 3. \*Play Slap the board**  ***\*Aims:*** *Ss will be able to play the game Slap the board*  **\*Procedure:**  - Write four words *Bill, ball, bike and book* or stick the pictures with these words on the board. Tell pupils to look at the board.  - Tell pupils how the game is  + When I say, for example, *Bill*, you will run as quickly as possible to the board and touch/slap your hand on the word/ picture.  + The one who is the quickest to touch/slap the correct word gets one point.  - Ask pupils to listen to four words and touch/slap the flashcards/ words as correctly and quickly as possible,  - Which group with higher mark is the winner.  **4. Homework. (2’)**  **-** Practice more at home.  - Prepare for the next lesson. | - Ss say: *Hello. I’m + name*.  -Ss listen.  -Ss open their book.  -Look at the picture and listen.    -Ss listen and repeat.  -Ss listen and repeat.  -Ss listen, point and repeat.  -Ss say in front of the class.  -Look at the picture and describe.  -Point to the letter and say  -Ss point to *Bill* and say  -Ss listen  -Ss work in pairs, point and say the other words  -Ss point and say in front of the class  -Ss look and listen.   |  |  | | --- | --- | | ball | bike | | book | Bill |   -Ss play game.  -Ss listen. |

*Preparing date: September 8th, 2024*

*Teaching date: September 10th, 2024*

**Unit 1: In the school playground**

**Lesson 2**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- say the sound of the letter *B/b* and the words *Bill, bike, ball, book* in a chant.

- recognize the words in different situations when listening.

- trace the letter *B/b*.

- ***Vocabulary***: review

- ***Skills:*** speaking, writing and listening.

**2. Competences:**

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

- Know how to practise some sounds.

- Know how to chant exactly.

**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

**B. METHODS**:

- Work in pairs, work in groups, ask and answer.

- Communicative approach, teaching methods with game, teaching methods by visual, teaching methods by practicing, prediction.

**C. TEACHING AIDS:**

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

- Students: Textbooks, notebooks, workbooks, school things.

**D. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (7’)**  *\*****Aims:*** *to help ss remember the words that they have learn in lesson 1.*  **\*Procedure:**  - Greet the class and introduce yourself, saying *Hi, I’m\_\_\_\_*  - Ask pupils to look at the picture in Lesson 1 and say the sound of the letter B/b and four words *Bill, ball, bike and book*  - Get pupils to open their books and look at Lesson 2.  **2. Practice: (15’)**  **Activity 1. 3. Listen and chant**  ***\*Aims:*** *Ss will be able to say the sound of the letter B/b and the words ball, bike and book in a chant*  **\*Procedure:**  - Have pupils look at the chant and ask them to pay attention to the letter *B/b* and the word *ball*.  - Play the recording of the first line for pupils to listen and to get familiarized with the tune.  - Play the recording again, ask pupils to listen and repeat the first line. Then play the recording for them to listen and repeat until they feel confident.  - Follow the same procedure with the other lines. Show pupils how to chant and clap their hands.  - Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus.  - Select some pupils to the front of the class to chant and clap their hands.  - If they sing the chant well, praise them, saying *Well done! or Very good.*  **Activity 2** **4. Listen and tick:**  ***\*Aims:*** *Ss will be able to listen, recognize the words and tick the correct boxes.*  **\*Procedure:**  - Have pupils look at the first two pictures and say what they can see. Check comprehension.  - Encourage some pupils to point to the pictures and say the words in front of the class  + Play the recording of the first sentence for pupils to hear.  + Point to the tick √ and ask pupils, saying What do you see? You see a tick?  + After you hear the recording, say “a bike” and you tick the box b, you give the right answer. So b is the correct answer.  - Ask pupils to look at the last two pictures and listen.  - Ask pupils to say what they have heard and ticked.  *\*Keys: 1. a. bike 2. a. book*  **3.Production (8’)**  **Activity 3. 5. Look and trace:**  ***\*Aims:*** *Ss will be able to trace the letter B/b (upper case and lower case).*  **\*Procedure:**  - Have pupils look at the letter B (upper case) and b (lower case).  - Write the upper case *B* and the lower case *b* in broken lines on the board.  - Check to make sure pupils understand the letters written in solid lines and those in broken lines.  - Tell pupils to trace the letter *B/b*.  - Check the results of pupils’ tracing and give feedback.  - Ask some pupils to show what they have done. Praise them if they have done well, saying *Well done! or You’ve done a good job!*  - If there is enough time, write the letter *B/b* in broken lines on the board and invite some pupils to trace them.  **4. Homework.(5’)**  - Practice more at home.  - Prepare for the next lesson. | - Ss say the letter and the sound.  -Ss open their book.  -Ss listen.  -Ss look at the chant and answer    -Ss listen and chant the first line  -Ss listen, chant the first line    -Ss listen, chant the other lines and clap their hands  -Ss listen and chant all the chant  -Ss chant in front of the class  -Look at the picture and describe.      - Point and say  -Ss listen and do the task.  -Ss check.  -Ss look and listen.  - Ss listen  - Ss do the task.  - Ss listen  -Ss check their pairs’ answers  -Ss show their work.  -Ss listen. |