**Week 2**

**Class: 3A1, 3A2**

**UNIT 1: HELLO**

**Lesson 1 – Period 1**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

1. Knowledge:

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

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*

- use **Hello/ Hi. I’m \_\_\_\_\_.** and **Hello, / Hi, \_\_\_\_. I’m \_\_\_.** to greet, self-introduce and respond to greetings.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

4. Forming competence:

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **Activity 1: Warm-up and review**  - Greet the class.  Game:  Review the numbers and the alphabet by having the class play the game:  1. Pick the numbers  Teacher says the numbers for the pupils to choose.  Give points to the pupils with the correct choosing and encourage them.  2. Look and say the missing letters  Ask pupils to say the missing letters, then check with the class.  Give points to the pupils and encourage them.  Review the numbers and the alphabet as the whole class.  **Activity 2. Look, listen and repeat.**  Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, self- introducing, and responding to greetings.  **-** Have pupils look at Pictures a and 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.  **-** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.  **-** Draw their attention to the sentences *Hello. I’m Ben and Hi, Ben. I’m Mai*. Tell pupils that these sentencesare used to greet, self-introduce and respond to greetings; and that *Hi* is more friendly than *Hello* in conversation.  **Activity 3. Listen, point and say.**  Goal: To correctly say the character names and use *Hello. /Hi. I’m \_\_\_\_.* and *Hello,/ Hi,\_\_\_\_\_\_. I’m \_\_\_\_.* to greet, self-introduce and respond to greetings.  - Draw pupils’ attention to the picture a and b. Elicit the name of each character.  **-** Point at Picture a and the words Ben and Mai under it. Check comprehension and givefeedback**.** Play the recording for pupils to repeat the words a few times. Follow the same procedure with Picture b.  Write the answer on the board until they feel confident. Tell pupils to point at the relevant school thing in the picture when they are repeating the sentence.  - Draw pupils’ attention to the bubble. Explain the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times. Divide the class into halves to take turns to repeat each character’s speech in picture a until they feel confident. Remind pupils to point at the relevant character in the picture when they are repeating.  - Repeat the same procedure with picture b.  - Give pupils time to work in pairs and take turns to act out the role of each character in picture a and picture b.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  **Activity 4. Let’s talk.**  Goal: To enhance the correct use of *Hello./Hi. I’m \_\_\_\_.* and *Hello,/Hi,\_\_\_\_. I’m \_\_\_\_\_.* to greet, self-introduce and respond to greetings.  **-** Draw pupil’s attention to the picture. Ask questions to help them identify the context Elicit the missing words in the bubbles. Complete them. Get pupils to say the completed sentences.  **-** Put pupils into groups of four. Encourage them to greet, self-introduce and respond to greetings. Go around the classroom to offer support where necessary.  **Activity 5: Consolidation**  - Summary the lesson | **1. Look, listen and repeat.**  Context a:  Ben: Hello. I’m Ben.  Mai: Hi, Ben. I’m Mai.  Context b:  Minh: Hi. I’m Minh.  Lucy: Hello, Minh. I’m Lucy.  **2. Listen, point and say.**  **Audio script:**  **a**. Ben, Mai **b.** Minh, Lucy.  A: Hello, I’m Mai.  B: Hi, Mai. I’m Ben.  **3. Let’s talk.**  *Hello./Hi. I’m \_\_\_\_.*  *Hello,/Hi,\_\_\_\_. I’m \_\_\_\_\_.* |

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**Class: 3A1, 3A2**

**UNIT 1: HELLO**

**Lesson 1 – Period 2**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

1. Knowledge:

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

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*

- use *Hello/ Hi. I’m \_\_\_\_\_.* and *Hello, / Hi, \_\_\_\_. I’m \_\_\_.* to greet, self-introduce and respond to greetings.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings”

2. Skills.

- Listening, speaking and reading

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

Listening: listen and recognize the characters, then repeat

Critical Thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **Activity 1: Warm-up and review:**  - Greet the class.  **-** Sing the song “Hello song”  - Ask pupils to sing the song  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Activity 2. Listen and circle.**  Goal: To listen, understand and circle the correct pictures relevant to two communicative contexts (pictures) in which two pupils greet, self-introduce and respond to greetings.  - Draw pupil’s attention to Pictures **1a** and **1b**. Tell them about the activity. Use Pictures **1a** and **1b** as an example. Elicit the names of the characters in each picture. Point at the pictures respectively to explain the context. Play the recording for question 1 for pupils to listen. Play the recording again. Elicit pupils to give the answer. Circle the letter **b** in Picture **1b.** play the recording a third time for pupils to double- check their answers.  Play the recording for Question 2 for pupils to do the task.  **-** Get pupils to swap books with a partner. Play the recording again to check answers together as a class. Write the answers on the board for pupils to correct their answers.  **-** Play the recording all the way through for pupils to double-check all the answers.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.  **Activity 3. Look, complete and read.**  Goal: To complete the gapped sentences and read them aloud with the help of the picture cues  **-** Get pupils to look at the pictures. Get them to identify the characters (*Ben, Lucy, Mai* and *Ben, Minh* and *Lucy*)  **-** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.  - Model with sentence 1. Ask them what is missing in the sentence (*Hello/ Hi*). Have them look at the picture and complete the gap, then read the completed sentence in chorus.  **-** Follow the same procedure with sentence 2,3 and 4. Draw the pupil’s attention to the gap in sentence 2, and 3; particularly, the two gaps in sentence 4. Tell pupils to think about the appropriate word to fill each gap.  **-** Have pupils complete the sentences individually and ask a few pupils to stand up and read them aloud.  **Activity 4. Let’s sing.**  Goal: To sing the song *Hello* with the correct pronunciation and melody  **-** Draw pupil’s attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback. Play the recording for pupils to listen to the whole song. Have them repeat the title and lyrics line by line. Tell pupils to point at the relevant character while singing his or her name.  **-** Play the recording all the way through for pupils to listen to the whole song again. Tell them to pay attention to the pronunciation and melody.  **-**  Play the recording line by line for pupils to listen, repeat and point at the relevant character. Correct their pronunciation where necessary.  **-** Introduce actions for pupils to do while singing along with the recording, for example, using hand movements to greet, introduce and respond to greetings. Play the recording all the way through for pupils to sing and do actions.  **-** Give pupils time to practice singing and doing actions in pairs or groups.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to perform the song and the rest of the class sings and/ or claps along the song  Use *sachmem,* have pupils look at the words in the picture of Activity 4 and repeat after the recording | “Hello song”  **4. Listen and circle.**  Picture cues:  **1a**. Lucy and Ben first meet each other.  **1b**. Lucy and Minh first meet each other.  **2a**. Ben and Mai first meet each other.  **2b**. Ben and Lucy first meet each other.  ***Audio script:***  *1. Lucy: Hello. I’m Lucy.*  *Minh: Hello, Lucy. I’m Minh.*  *2. Ben: Hi. I’m Ben.*  *Mai: Hi, Ben. I’m Mai*  ***Key:***  ***1****.b* ***2****.a*  **5. Look, complete and read.**  ***Key:******1****. Hello/Hi* ***2****. Hello/Hi*  ***3****. I’m* ***4****. Hello/Hi; I’m*  **6. Let’s sing.** |

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**Class: 3A1, 3A2**

**UNIT 1: HELLO**

**Lesson 2 – Period 3**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

1. Knowledge:

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

- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.

– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.

– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **Activity 1. Warm-up and review:**  - Greet the class.  - Point to a pupil and have him/her stand up and say *Hi, I’m …* Other pupils wave back and say *Hi*.  - Repeat with other pupils. Point faster and faster to make this more fun.  **Activity 2. Look, listen and repeat.**  Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.  **-** Have pupils look at Pictures a and 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, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.  **-** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.  **-** Draw pupil’s attention to the sentences *Hi, Mai. How are you? Fine, thank you.* and *Goodbye/ Bye*. Tell pupils that the sentencesare used to greet, respond too greetings, and say goodbye.  **Activity 2. Listen, point and say.**  Goal: To correctly say the words and use *Hi. How are you? Fine, thank you*. to greet, respond to greetings and *Goodbye./ Bye*. to say goodbye  **-** Draw pupils’ attention to the pictures a-b. Tell them about the activity. Elicit the name of each character.  **-** Point at Picture a and the sentence *Fine, thank you.* under it. Check comprehension and givefeedback**.** Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with picture b.  **-** Draw pupils’ attention to the first bubble. Explain the meaning. Elicit the missing words in the second bubble. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with Picture b  **-** Give pupils time work in pairs to take turns to say the role of each character in picture a and picture b.  **-** Invite a few pupils to come to the front of the classroom, point at the relevant character in each picture, and act out his/ her role  **Activity 4. Let’s talk.**  Goal: To enhance the correct use of *Hi. How are you?* and *Fine, thank you*. to respond to greetings, and *Goodbye./ Bye* to say goodbye  **-** Draw pupil’s attention to the picture. Elicit the context (see Input) and the missing words. Write the answers on the board. Complete the sentences. Invite two pupils to take turns to play each character’s role. Correct their pronunciation where necessary. Repeat the procedure with the second exchange.  **-** Put pupils into pairs to do the task. Go around the classroom to offer support where necessary.  **-** Invite some pairs to the front of the classroom to take turns to act out the exchanges.  **Game: Pass the ball**  Step 1: Set the rules: Give 2 balls to pupils and turn on the music. Pupils pass the ball until the music stops. The one who is keeping the ball will talk with his/ her friends, asking “How are you?”, the others have to say the answers.  Step 2: Encourage pupils to practise speaking.  Step 3: Give point to the pupils.  **Activity 5: Consolidation**  - Summary the lesson | **1. Look, listen and repeat**  Context a:  Ben: *Hi, Mai. How are you?*  Mai: *Fine, thank you.*  Context b:  Ben: *Goodbye, Mai.*  Mai*: Bye, Ben.*  **2. Listen, point and say.**  Picture cues:  a. Ben and Mai meet each other again.  b. Minh and Lucy say goodbye to each other.  – Speech bubble:  *Hi. How are you?* - \_\_\_\_\_,\_\_\_\_\_\_\_\_\_.  *Goodbye*. - \_\_\_\_\_\_.  ***Audio script:***  *a. Fine, thank you.*  *b. Goodbye/ Bye.*  *A: Hi. How are you?*  *B: Fine, thank you.*  *A: Goodbye.*  *B: Bye*  **3. Let’s talk.**  A picture of two pairs of pupils in the school playground. One pair greets and responds to each other’s greetings and the other says goodbye to each other.  *Hi. How are you? - \_\_\_\_\_,\_\_\_\_\_.*  *Goodbye. Bye. -\_\_\_\_\_\_\_\_.* |

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**Class: 3A1, 3A2**

**UNIT 1: HELLO**

**Lesson 2 – Period 4**

**I. Objectives:**

1. Knowledge:

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

- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.

– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.

– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye

2. Skills.

- Listening, speaking and reading.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **Activity 1: Warm up**  - Greet the class.  **-** Sing the song “*Hello*” song.  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  - Give points to the pupils and encourage them.  **Activity 2. Listen and number.**  Goal: To listen to and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye  **-** Draw pupils’ attention to the pictures. Elicit the names of the characters in each picture. Tell them about this activity and show them how to do the task. Play the recording for the first conversation. Elicit the answer and give feedback. Put number 1 in the box of Picture d. Play the recording again for pupils to check the answer.  **-** Play the recording all the way through for pupils to do the task with the rest of pictures: Picture a, Picture b, and Picture c. Play the recording again for pupils to check their answers.  **-** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.  **-** Play the recording all the way through for pupils to double-check all the answers.  **Activity 3. Read and match.**  Goal: To read and match pairs of target sentence patterns.  **-** Draw pupils’ attention to Sentence 1. Tell them about this activity, elicit the context and give feedback. Show them how to do the task. Get pupils to read Sentence 1 in chorus. Draw their attention to the line connecting Sentence 1 with Sentence b. Have pupils read Sentence b in chorus.  **-** Give pupils time to do the task. Go around the classroom to offer support where necessary.  **-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.  **Extension:** Invite pairs of pupils to stand up and read aloud the matched exchanges.  **Activity 3. Let’s play.**  Goal: To practise using target sentence patterns by playing the game *Hello and goodbye*  **-** Tell pupils about the activity. Elicit the language that pupils need to greet, self-introduce, respond to greetings and say goodbye. Write the language on the board. Get the class to read the sentences in chorus.  **-** Invite two groups of four to the front of the classroom to model the two contexts.  – **Context 1:** Three players are sitting and talking together. One player pretends to be a newcomer, goes to the place, greets the group, and introduces himself or herself (*Hello./ Hi. I'm \_\_\_.)* The group responds to his/ her greetings (*Hello, / Hi,* \_\_\_.). Then he/ she sits down to join the group. One of the previous sitters stands up and goes out to pretend to be a newcomer. He/ She repeats the procedure. One by one, each member of the group repeats the procedure until the last one.  – **Context 2:** Four players are sitting together talking happily. One of them stands up to leave. He/ She says goodbye to the group (*Goodbye./ Bye.*). The group responds to the leaver (*Goodbye./ Bye.).*  One by one, each member of the group repeats the procedure until the last one.  **-** Give pupils time to play the game. Move around the classroom to offer support where necessary.  Use *sachmem*, have pupils look at the words in the picture of Activity 4 and repeat after the recording  **Activity 5: Consolidation**  - Summary the lesson | “*Hello*” song  **4. Listen and number.**  Four picture cues:  **a.** Lucy and Minh meet each other again.  **b.** Lucy and Minh say goodbye to each other.  **c.** Ben and Mai say goodbye to each other.  **d.** Ben and Mai first meet each other.  ***Audio script:***  ***1****. Ben: Hello. I’m Ben.*  *Mai: Hi, Ben. I’m Mai.*  ***2.*** *Ben: Goodbye, Mai.*  *Mai: Bye, Ben.*  ***3.*** *Lucy: Hello, Minh. How are you?*  *Minh: Fine, thank you.*  ***4.*** *Lucy: Goodbye, Minh.*  *Minh: Bye, Lucy*  ***Key:*** *1.d 2. c 3. a 4. B*  **5. Read and match.**  Pupils can read and match pairs of target sentence patterns.  ***Key:*** *2. c 3. A*  **6. Let’s play.**  Game:*” Hello and goodbye”* |

**Week 2**

**Class: 3A1, 3A2**

**UNIT 1: HELLO**

**Lesson 1 – Period 1**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

1. Knowledge:

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

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*

- use **Hello/ Hi. I’m \_\_\_\_\_.** and **Hello, / Hi, \_\_\_\_. I’m \_\_\_.** to greet, self-introduce and respond to greetings.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

4. Forming competence:

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **Activity 1: Warm-up and review**  - Greet the class.  Game:  Review the numbers and the alphabet by having the class play the game:  1. Pick the numbers  Teacher says the numbers for the pupils to choose.  Give points to the pupils with the correct choosing and encourage them.  2. Look and say the missing letters  Ask pupils to say the missing letters, then check with the class.  Give points to the pupils and encourage them.  Review the numbers and the alphabet as the whole class.  **Activity 2. Look, listen and repeat.**  Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, self- introducing, and responding to greetings.  **-** Have pupils look at Pictures a and 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.  **-** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.  **-** Draw their attention to the sentences *Hello. I’m Ben and Hi, Ben. I’m Mai*. Tell pupils that these sentencesare used to greet, self-introduce and respond to greetings; and that *Hi* is more friendly than *Hello* in conversation.  **Activity 3. Listen, point and say.**  Goal: To correctly say the character names and use *Hello. /Hi. I’m \_\_\_\_.* and *Hello,/ Hi,\_\_\_\_\_\_. I’m \_\_\_\_.* to greet, self-introduce and respond to greetings.  - Draw pupils’ attention to the picture a and b. Elicit the name of each character.  **-** Point at Picture a and the words Ben and Mai under it. Check comprehension and givefeedback**.** Play the recording for pupils to repeat the words a few times. Follow the same procedure with Picture b.  Write the answer on the board until they feel confident. Tell pupils to point at the relevant school thing in the picture when they are repeating the sentence.  - Draw pupils’ attention to the bubble. Explain the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times. Divide the class into halves to take turns to repeat each character’s speech in picture a until they feel confident. Remind pupils to point at the relevant character in the picture when they are repeating.  - Repeat the same procedure with picture b.  - Give pupils time to work in pairs and take turns to act out the role of each character in picture a and picture b.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  **Activity 4. Let’s talk.**  Goal: To enhance the correct use of *Hello./Hi. I’m \_\_\_\_.* and *Hello,/Hi,\_\_\_\_. I’m \_\_\_\_\_.* to greet, self-introduce and respond to greetings.  **-** Draw pupil’s attention to the picture. Ask questions to help them identify the context Elicit the missing words in the bubbles. Complete them. Get pupils to say the completed sentences.  **-** Put pupils into groups of four. Encourage them to greet, self-introduce and respond to greetings. Go around the classroom to offer support where necessary.  **Activity 5: Consolidation**  - Summary the lesson | **1. Look, listen and repeat.**  Context a:  Ben: Hello. I’m Ben.  Mai: Hi, Ben. I’m Mai.  Context b:  Minh: Hi. I’m Minh.  Lucy: Hello, Minh. I’m Lucy.  **2. Listen, point and say.**  **Audio script:**  **a**. Ben, Mai **b.** Minh, Lucy.  A: Hello, I’m Mai.  B: Hi, Mai. I’m Ben.  **3. Let’s talk.**  *Hello./Hi. I’m \_\_\_\_.*  *Hello,/Hi,\_\_\_\_. I’m \_\_\_\_\_.* |

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**Class: 3A1, 3A2**

**UNIT 1: HELLO**

**Lesson 1 – Period 2**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

1. Knowledge:

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

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*

- use *Hello/ Hi. I’m \_\_\_\_\_.* and *Hello, / Hi, \_\_\_\_. I’m \_\_\_.* to greet, self-introduce and respond to greetings.

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings”

2. Skills.

- Listening, speaking and reading

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

Listening: listen and recognize the characters, then repeat

Critical Thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **Activity 1: Warm-up and review:**  - Greet the class.  **-** Sing the song “Hello song”  - Ask pupils to sing the song  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  **Activity 2. Listen and circle.**  Goal: To listen, understand and circle the correct pictures relevant to two communicative contexts (pictures) in which two pupils greet, self-introduce and respond to greetings.  - Draw pupil’s attention to Pictures **1a** and **1b**. Tell them about the activity. Use Pictures **1a** and **1b** as an example. Elicit the names of the characters in each picture. Point at the pictures respectively to explain the context. Play the recording for question 1 for pupils to listen. Play the recording again. Elicit pupils to give the answer. Circle the letter **b** in Picture **1b.** play the recording a third time for pupils to double- check their answers.  Play the recording for Question 2 for pupils to do the task.  **-** Get pupils to swap books with a partner. Play the recording again to check answers together as a class. Write the answers on the board for pupils to correct their answers.  **-** Play the recording all the way through for pupils to double-check all the answers.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.  **Activity 3. Look, complete and read.**  Goal: To complete the gapped sentences and read them aloud with the help of the picture cues  **-** Get pupils to look at the pictures. Get them to identify the characters (*Ben, Lucy, Mai* and *Ben, Minh* and *Lucy*)  **-** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.  - Model with sentence 1. Ask them what is missing in the sentence (*Hello/ Hi*). Have them look at the picture and complete the gap, then read the completed sentence in chorus.  **-** Follow the same procedure with sentence 2,3 and 4. Draw the pupil’s attention to the gap in sentence 2, and 3; particularly, the two gaps in sentence 4. Tell pupils to think about the appropriate word to fill each gap.  **-** Have pupils complete the sentences individually and ask a few pupils to stand up and read them aloud.  **Activity 4. Let’s sing.**  Goal: To sing the song *Hello* with the correct pronunciation and melody  **-** Draw pupil’s attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback. Play the recording for pupils to listen to the whole song. Have them repeat the title and lyrics line by line. Tell pupils to point at the relevant character while singing his or her name.  **-** Play the recording all the way through for pupils to listen to the whole song again. Tell them to pay attention to the pronunciation and melody.  **-**  Play the recording line by line for pupils to listen, repeat and point at the relevant character. Correct their pronunciation where necessary.  **-** Introduce actions for pupils to do while singing along with the recording, for example, using hand movements to greet, introduce and respond to greetings. Play the recording all the way through for pupils to sing and do actions.  **-** Give pupils time to practice singing and doing actions in pairs or groups.  **Extension:** Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to perform the song and the rest of the class sings and/ or claps along the song  Use *sachmem,* have pupils look at the words in the picture of Activity 4 and repeat after the recording | “Hello song”  **4. Listen and circle.**  Picture cues:  **1a**. Lucy and Ben first meet each other.  **1b**. Lucy and Minh first meet each other.  **2a**. Ben and Mai first meet each other.  **2b**. Ben and Lucy first meet each other.  ***Audio script:***  *1. Lucy: Hello. I’m Lucy.*  *Minh: Hello, Lucy. I’m Minh.*  *2. Ben: Hi. I’m Ben.*  *Mai: Hi, Ben. I’m Mai*  ***Key:***  ***1****.b* ***2****.a*  **5. Look, complete and read.**  ***Key:******1****. Hello/Hi* ***2****. Hello/Hi*  ***3****. I’m* ***4****. Hello/Hi; I’m*  **6. Let’s sing.** |

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**Class: 3A1, 3A2**

**UNIT 1: HELLO**

**Lesson 2 – Period 3**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

1. Knowledge:

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

- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.

– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.

– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **Activity 1. Warm-up and review:**  - Greet the class.  - Point to a pupil and have him/her stand up and say *Hi, I’m …* Other pupils wave back and say *Hi*.  - Repeat with other pupils. Point faster and faster to make this more fun.  **Activity 2. Look, listen and repeat.**  Goal: To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.  **-** Have pupils look at Pictures a and 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, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.  **-** Invite a few pairs to the front of the class to listen and repeat the sentences in the recording.  **-** Draw pupil’s attention to the sentences *Hi, Mai. How are you? Fine, thank you.* and *Goodbye/ Bye*. Tell pupils that the sentencesare used to greet, respond too greetings, and say goodbye.  **Activity 2. Listen, point and say.**  Goal: To correctly say the words and use *Hi. How are you? Fine, thank you*. to greet, respond to greetings and *Goodbye./ Bye*. to say goodbye  **-** Draw pupils’ attention to the pictures a-b. Tell them about the activity. Elicit the name of each character.  **-** Point at Picture a and the sentence *Fine, thank you.* under it. Check comprehension and givefeedback**.** Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with picture b.  **-** Draw pupils’ attention to the first bubble. Explain the meaning. Elicit the missing words in the second bubble. Play the recording for pupils to repeat the sentences in both bubbles a few times. Remind pupils to point at the relevant character in the picture when they are repeating. Repeat the same procedure with Picture b  **-** Give pupils time work in pairs to take turns to say the role of each character in picture a and picture b.  **-** Invite a few pupils to come to the front of the classroom, point at the relevant character in each picture, and act out his/ her role  **Activity 4. Let’s talk.**  Goal: To enhance the correct use of *Hi. How are you?* and *Fine, thank you*. to respond to greetings, and *Goodbye./ Bye* to say goodbye  **-** Draw pupil’s attention to the picture. Elicit the context (see Input) and the missing words. Write the answers on the board. Complete the sentences. Invite two pupils to take turns to play each character’s role. Correct their pronunciation where necessary. Repeat the procedure with the second exchange.  **-** Put pupils into pairs to do the task. Go around the classroom to offer support where necessary.  **-** Invite some pairs to the front of the classroom to take turns to act out the exchanges.  **Game: Pass the ball**  Step 1: Set the rules: Give 2 balls to pupils and turn on the music. Pupils pass the ball until the music stops. The one who is keeping the ball will talk with his/ her friends, asking “How are you?”, the others have to say the answers.  Step 2: Encourage pupils to practise speaking.  Step 3: Give point to the pupils.  **Activity 5: Consolidation**  - Summary the lesson | **1. Look, listen and repeat**  Context a:  Ben: *Hi, Mai. How are you?*  Mai: *Fine, thank you.*  Context b:  Ben: *Goodbye, Mai.*  Mai*: Bye, Ben.*  **2. Listen, point and say.**  Picture cues:  a. Ben and Mai meet each other again.  b. Minh and Lucy say goodbye to each other.  – Speech bubble:  *Hi. How are you?* - \_\_\_\_\_,\_\_\_\_\_\_\_\_\_.  *Goodbye*. - \_\_\_\_\_\_.  ***Audio script:***  *a. Fine, thank you.*  *b. Goodbye/ Bye.*  *A: Hi. How are you?*  *B: Fine, thank you.*  *A: Goodbye.*  *B: Bye*  **3. Let’s talk.**  A picture of two pairs of pupils in the school playground. One pair greets and responds to each other’s greetings and the other says goodbye to each other.  *Hi. How are you? - \_\_\_\_\_,\_\_\_\_\_.*  *Goodbye. Bye. -\_\_\_\_\_\_\_\_.* |

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**Class: 3A1, 3A2**

**UNIT 1: HELLO**

**Lesson 2 – Period 4**

**I. Objectives:**

1. Knowledge:

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

- understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on greetings, responding to greetings and saying goodbye.

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.

– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.

– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye

2. Skills.

- Listening, speaking and reading.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

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| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **Activity 1: Warm up**  - Greet the class.  **-** Sing the song “*Hello*” song.  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  - Give points to the pupils and encourage them.  **Activity 2. Listen and number.**  Goal: To listen to and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye  **-** Draw pupils’ attention to the pictures. Elicit the names of the characters in each picture. Tell them about this activity and show them how to do the task. Play the recording for the first conversation. Elicit the answer and give feedback. Put number 1 in the box of Picture d. Play the recording again for pupils to check the answer.  **-** Play the recording all the way through for pupils to do the task with the rest of pictures: Picture a, Picture b, and Picture c. Play the recording again for pupils to check their answers.  **-** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.  **-** Play the recording all the way through for pupils to double-check all the answers.  **Activity 3. Read and match.**  Goal: To read and match pairs of target sentence patterns.  **-** Draw pupils’ attention to Sentence 1. Tell them about this activity, elicit the context and give feedback. Show them how to do the task. Get pupils to read Sentence 1 in chorus. Draw their attention to the line connecting Sentence 1 with Sentence b. Have pupils read Sentence b in chorus.  **-** Give pupils time to do the task. Go around the classroom to offer support where necessary.  **-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.  **Extension:** Invite pairs of pupils to stand up and read aloud the matched exchanges.  **Activity 3. Let’s play.**  Goal: To practise using target sentence patterns by playing the game *Hello and goodbye*  **-** Tell pupils about the activity. Elicit the language that pupils need to greet, self-introduce, respond to greetings and say goodbye. Write the language on the board. Get the class to read the sentences in chorus.  **-** Invite two groups of four to the front of the classroom to model the two contexts.  – **Context 1:** Three players are sitting and talking together. One player pretends to be a newcomer, goes to the place, greets the group, and introduces himself or herself (*Hello./ Hi. I'm \_\_\_.)* The group responds to his/ her greetings (*Hello, / Hi,* \_\_\_.). Then he/ she sits down to join the group. One of the previous sitters stands up and goes out to pretend to be a newcomer. He/ She repeats the procedure. One by one, each member of the group repeats the procedure until the last one.  – **Context 2:** Four players are sitting together talking happily. One of them stands up to leave. He/ She says goodbye to the group (*Goodbye./ Bye.*). The group responds to the leaver (*Goodbye./ Bye.).*  One by one, each member of the group repeats the procedure until the last one.  **-** Give pupils time to play the game. Move around the classroom to offer support where necessary.  Use *sachmem*, have pupils look at the words in the picture of Activity 4 and repeat after the recording  **Activity 5: Consolidation**  - Summary the lesson | “*Hello*” song  **4. Listen and number.**  Four picture cues:  **a.** Lucy and Minh meet each other again.  **b.** Lucy and Minh say goodbye to each other.  **c.** Ben and Mai say goodbye to each other.  **d.** Ben and Mai first meet each other.  ***Audio script:***  ***1****. Ben: Hello. I’m Ben.*  *Mai: Hi, Ben. I’m Mai.*  ***2.*** *Ben: Goodbye, Mai.*  *Mai: Bye, Ben.*  ***3.*** *Lucy: Hello, Minh. How are you?*  *Minh: Fine, thank you.*  ***4.*** *Lucy: Goodbye, Minh.*  *Minh: Bye, Lucy*  ***Key:*** *1.d 2. c 3. a 4. B*  **5. Read and match.**  Pupils can read and match pairs of target sentence patterns.  ***Key:*** *2. c 3. A*  **6. Let’s play.**  Game:*” Hello and goodbye”* |

**Ngày tháng 9 năm 2023**

**CMNT Duyệt**

**Nguyễn Thuý Loan**

**Week 3**

Teaching date: 3A3: /9/2022 3A4: /9/2022

3A5: /9/2022

**UNIT 1: HELLO**

**Lesson 3 – Period 5**

**I. Objectives:**

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

- to correctly repeat the sounds of the letters **h** and **b** in isolation, in the words **hello** and **bye**, and in the sentences **Hello, Ben.** and **Bye, Ben.** with the correct pronunciation and intonation.

- to identify the target words hello and bye while listening.

- use the names Ben, Mai, Minh, Lucy, the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.

– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.

– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye

2. Skills.

- Listening and speaking.

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

Secure and organized: keep school things in the right ways.

4. Forming competence:

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
|  |  |
| **Activity 1: Warm up**  - Greet the class.  - Game: Numbers  Divide the class into 4 groups. Invite pupils to go to the monitor and touch to choose the numbers. Pupils will get points for their teams if their answers are correct.Give points to the groups and encourage them.  **Activity 1. Listen and repeat.**  Goal: To correctly repeat the sounds of the letters h and b in isolation, the words *hello* and *bye*, and the sentences *Hello, Ben.* and *Bye, Ben.* with correct pronunciation and intonation.  **-** Draw pupils’ attention to the letter **h**, the word *hello* and the sentence *Hello, Ben*. Tell pupils about the activity. Play the recording for the letter **h**. Encourage pupils to point at the letter/ word/ sentence while listening. Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary.  **-** Repeat the procedure of **Step 1** for the letter **b**.  **Activity 3. Listen and circle.**  Goal: To identify the target words ***h****ello* and ***b****ye* while listening.  **-** Draw pupils’ attention to the sentences and the gap-fill options. Tell them about the activity. Check their comprehension and give feedback.  **-** Play the recording for the Sentence 1 for pupils to listen. Play the recording again for them to listen and circle the correct options. Play the  recording a third time for pupils to check their answers.  **-** Repeat the procedure of **Step 2** for Sentence **2**.  **-** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board. Play the recording for pupils to check their answers again.  **Extension:** Invite one or two pupils to stand up, listen and repeat the completed sentences.  **Activity 4. Let’s chant.**  Goal: To say the chant with the correct rhythm and pronunciation.  **-** Draw pupils’ attention to the lyrics of the chant. Check comprehension.  **-** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letters *h* and *b* and the words *Hello* and *Bye*.  **-** 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 chant. Encourage them to clap along while chanting.  **Extension:** Divide the class into two or more groups to take turns listening and repeating the chant while the rest of the class claps along.  **Activity 5: Consolidation**  - Summary the lesson | Game: Numbers  **1. Listen and repeat.**  – The letter **h**, the word ***h****ello* and the sentence *Hello, Ben.*  – The letter **b**, the word ***b****ye* and the sentence *Bye, Ben.*  **Activity 2. Listen and circle.**  Two gapped sentences with answer options  ***Audio script:***  *1. Hello, Ben. 2. Bye, Ben.*  Pupils can identify the words hello and bye while listening.  ***Key:*** *1. c 2. A*  **3. Let’s chant.**  **Activity 3. Let’s chant.** |

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Teaching date: 3A3: /9/2022 3A4: /9/2022

3A5: /9/2022

**UNIT 1: HELLO**

**Lesson 3 – Period 6**

**I. Objectives:**

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

- read four sentences and choose the correct responses.

- read, understand and complete three exchanges with their personal information.

- use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi, bye, goodbye*, and the sentence patterns *Hello, / Hi, I’m \_\_\_\_\_.; How are you?* and *Fine, thank you.* in relation to the topic “Greetings”.

– use *Hello. / Hi. I’m \_\_\_\_\_\_.* and *Hello, / Hi,\_\_\_\_ . I’m\_\_\_\_\_ .* to greet, self-introduce and respond to greetings.

– use *Hi. How are you?* and *Fine, thank you*. to greet others, respond to greetings and use *Goodbye / Bye \_\_\_\_\_\_.* to say goodbye.

2. Skills.

- Listening, reading, speaking and writing

3. Attitude/ Quality:

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

Leadership: collaborate with teachers to enhance language skills

4. Forming competence:

Critical thinking: self-introducing

Communication and collaboration: work in pairs or groups

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

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

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

**IV. Procedures.**

|  |  |
| --- | --- |
|  |  |
| **Activity 1. Warm-up and review:**  - Greet the class.  **-** Ask two pupils to come up to the front of the classroom to to practice introducing themselves, greeting each other. Repeat with other pairs.  **Activity 2. Read and circle.**  Goal: To read four sentences and choose the correct responses.  **-** Draw pupils’ attention to the first sentence. Tell them about the activity. Get pupils to read the first number together as a class. Elicit the answer and give feedback. Circle the letter **b**.  **-** Give pupils time to do the task. Go around the classroom to offer support where necessary.  **-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board for pupils to correct their answers.  **Activity 3. Let’s write.**  Goal: To read, understand and complete three exchanges with their personal information.  **-** Draw pupils’ attention to three two-person exchanges. Tell them about the activity.  Write the first exchange on the board:  *Lucy: Hi. I’m Lucy.*  *You: Hello, Lucy. I’m \_\_\_\_ .*  Elicit the context and the missing words and give feedback. Complete the sentences. Invite two pupils to role-play the exchange.  **-** Give pupils time to do the task. Go around the classroom to offer support where necessary.  **-** Get pupils to swap books with a partner, then check the answers together as a class.  Write the correct answers on the board for pupils to correct their answers.  **Activity 3. Project**  To make a pupil card for pupils to use, and use their work to practise talking to their classmates.  **-** Tell pupils about the activity. Stick the pupil card sample on the board. Write the presentation language on the board. Check comprehension and give feedback. Have pupils repeat the sentences until they can say the sentences by themselves. Model the presentation a few times.  **-** Invite a pupil to the front of the classroom to perform the presentation. Watch and offer your support with the language.  **-** Put pupils into groups to rehearse their pupil card presentation. Go around the classroom to offer support where necessary.  **-** Invite a few pupils from different groups to show and talk about their pupil cards in front of the classroom.  **Activity 5: Consolidation**  - Summary the lesson | **4. Read and circle.**  ***Key:*** *1. b 2. a 3. a 4.b*  **4. Let’s write.**  **6. Project**  A sample of a pupil card with the following information to complete: Name, Class, School  – Materials: white or coloured cards, scissors, felt-tip pens, coloured pencils, etc. |