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

 3A5: /9/2022

**Unit 2: Our names**

**Lesson 1** (1,2,3)

**I. Objectives:**

**1. Knowledge:**

- Use the words *what, your, name, my* in relation to the topic “*Our names*”

- Use *What’s your name? – My name’s*………. to ask and answer questions about name

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic "*Our names"*

- ***Vocabulary:*** *what, your, name, my*

**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.**

- *Teacher:* Teacher’s guide Pages 26, 27, audio Tracks 15,16, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, projector.

- *Students:* Pupil’s book Page 16, notebooks, workbooks.

**IV. Procedures.**

|  |  |
| --- | --- |
|  |  |
| **Activity 1.Warm- up:** *Game:* ***Who is faster?******\*Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*- Divide the class into groups.- Arrange the flashcards on the board.- Invite a student from each group to go to the board.- T says a word and the students run to tap the right card.- The group has more cards that will be the winner.- Say “Open your book page 16” and look at “*Unit 2, Lesson 1 (1,2,3).***Activity 2. Look, listen, point and repeat:*****\*Goal:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about names.*- Have pupils look at *Pictures a and b* and identify the characters in the pictures.- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the dialogue- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss.**Activity 3** **Listen, point and say.*****\*Goal:*** *Ss will be able**to correctly say the character names and use What's your name?* *- My name's ….. to ask and answer questions about names.*- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.- T introduces new structure for Ss.- T explains, models and gives meaning.-Have Ss repeat the model sentences.*\* Note: What’s = what is* *My name’s = my name is*- Elicit and check comprehension the name of each character.- Run through all the pictures.- Run through model sentences.+ Run through the questions.+ Run through the answers.- Have Ss to practise:+ T asks the first – Ss answer (change role).+ Ss – Ss (change role).- Ask Ss to work in pairs to ask and answer the question *What’s your name? My name’s……*- T controls and corrects.- 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.- Encourage Ss to practise speaking English.- T gives feedbacks.**Activity 4. Let’s talk.*****\*Goal:*** *Ss will be able to enhance the correct use of What’s your name? and My name’s…. . to ask and answer questions about names.*- T asks ss look at the second bubble and ask*+What’s your name?*- Get Ss to repeat the question and the answer several times in pairs.- T models: Go around the classroom, pointing to Ss and asking *What’s your name?*- Ask Ss ask and answer about their own names in pairs.- Invite some groups to perform in front of the class.- Give feedbacks**Activity 5. Homelink:** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 2, Lesson 1 (4,5,6).* | **1. Look, listen, point and repeat:**+ what : gì, cái gì + name : tên + my : của tôi + your : của bạn **2.** **Listen, point and say.***\* Note: What’s = what is* *My name’s = my name is***3. Let’s talk.***What’s your name?* *My name’s…. .* |

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

 3A5: /9/2022

**Unit 2: Our names**

**Lesson 1** (4,5,6)

**I. Objectives:**

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

1. Knowledge:

- use *What’s your name? – My name’s…...* to ask and answer questions about names

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "*Our names"*

- read and write about people’s names

- ***Vocabulary:*** Review

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

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** | **Contents** |
| **Activity 1: Warm-up** *Game:* ***Interview your friend(s).****\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*- Each Ss gets 1 sheet of paper from the teacher. - Ask Ss fill in the information about themselves. Then they can move around the class to ask and answer the questions to know more about their friends’ family member.-Have Ss perform in front of the class- T gives feedback.- Say “Open your book page 17” and look at *“Unit 2, Lesson 1 (4,5,6)”.***Activity 2. Listen and tick:*****\*Goal:*** *Ss will be able**to* *listen to and understand two dialogues in which pupils ask and answer questions about names.*- Elicit the names of the characters in the pictures.- Point at the pictures respectively to explain the context.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. **Activity 3.** **Look, complete and read.*****\*Goal:*** *Ss will be able**to complete three target sentence patterns with the help of picture cues.*- Get Ss to look at the pictures and identify the characters - Have Ss look at the three incomplete sentences and elicits the missing words in the sentences.- T models with sentence 1+ Ask Ss what is missing in the sentence. + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.-Have Ss work in groups and complete the sentence 2.- Ask a few Ss to stand up and read the completed sentences aloud.-T gives feedbacks.**Activity 4. Let’s play.*****\*Goal:*** *Ss will be able to review the characters’ names by playing the game Slap the board.*- Divide class into 2 groups- How to play:+ Put the flash cards or write the words of the six pupils on the board.+ Each group chooses six Ss to play.+ Invite one Ss to the front of the class and ask *What's your name?* The class answers the question aloud with one of the names on the board (*ex: My name's Bill*).+ 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.**Activity 5. Homelink:** **-** Ask and answer about the pictures on page 17.- Prepare the new lesson: *Unit 2, Lesson 2 (1,2,3).* |  **4. Listen and tick:***Key: 1.b 2.a***5.** **Look, complete and read.***Key:*1. *Lucy 2. your name; Mary*

**6. Let’s play.** |

Ngày tháng 9 năm 2022

TTTK Duyệt

**Week: 4**

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

 3A5: /9/2022

**Unit 2: Our names**

 **Lesson 2** – 1,2,3

**I. Objectives:**

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

**1. Knowledge:**

- Use the words *what, your, name, my, how old, years old* in relation to the topic “Our names”;

- Use *How old are you? - I'm…….* to ask and answer questions about someone’s age;

- ***Vocabulary:*** *how old, year*

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

**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** | **Contents** |
| **Activity 1. Warm- up:** *Game:* ***Guess the pictures****\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*- The first Ss has to take the last four or three letters of that word and form a new word.- The second Ss does the same, and the chain continues until a Ss is unable to form a word.- The Ss who fails to form a word or misspells it is out of the game.-T give feedback- Say “Open your book page 18” and look at “*Unit 2, Lesson 2 (1,2,3)”.***Activity 2. Listen, point and repeat:*****\*Goal:*** *Ss will be able**to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about the character’s age.* - Have pupils look at *Pictures a and b* and identify the characters in the pictures.- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.- Have Ss to practice the dialogue- T invites a few pairs to the front of the class to practice.- T checks pronunciation for ss.- T writes the words on the board.- *Checking: Rub out and remember***Activity 3** **Listen, point and say.*****\*Goal :*** *Ss will be able**to correctly say the words and use How old are you? – I’m………years old. to ask and answer questions about someone’s age.*- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.- T introduces new structure for Ss.- T explains, models and gives meaning.-Have Ss repeat the model sentences.- Have Ss to practise:+ T asks the first – Ss answer (change role).+ Ss – Ss (change role).- Ask Ss to work in pairs to ask and answer the question *How old are you? I’m……*- T controls and corrects.- 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.- Encourage Ss to practise speaking English.- T gives feedbacks.**Activity 4. Let’s talk.*****\*Goal:*** *Ss will be able to enhance the correct use of How old are you? and to correctly respond using their own ages.*- Have Ss look at the picture and explain that the two children want to buy some birthday cakes. The shop assistant asks their ages and the children answer- T asks Ss look at the first speech bubble and ask How old are you?- Get Ss to repeat the question and the answer several times in pairs.- T models: Go around the classroom, pointing to Ss and asking What’s your name?- Ask Ss ask and answer about their own ages in pairs.- Invite some groups to perform in front of the class.- Give feedbacks**Activity 5: Homelink****-** Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 2, Lesson 2 (4,5,6).* | **1.Listen, point and repeat**.*+ how old : bao nhiêu tuổi*  *+ year : tuổi, năm***2.** **Listen, point and say.***A: How old are you?**B: I’m eight years old.***3. Let’s talk.***How old are you?**I’m ............ years old.* |

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

 3A5: /9/2022

**Unit 2: Our names**

**Lesson 2 (4,5,6)**

**I. Objectives:**

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

1. Knowledge:

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic *"Our names"*

- read and write about people’s names and ages.

- ***Vocabulary:*** Review

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

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** | **Contents** |
| **Activity 1. Warm- up:** *Game:* ***Chain game****\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*-Have Ss look at the example.-Divide the class into groups of four.-Have the ss stand up. -Have Student A turn to Student B and ask the question, then have Student B answer. -Next, have Student B turn to Student C and ask the question, then have Student C answer. -Continue until all students have practiced. -Have some groups demonstrate the activity in front of the class.- T gives feedback.- Say “Open your book page 19” and look at *“Unit 2, Lesson 2 (4,5,6)”.***Activity 2. Listen and number:*****\*Goal:*** *Ss will be able**to* *listen to and understand four communicative contexts in which pupils ask and answer questions about ages.*- Elicit the ages of the characters in the pictures.- Point at the pictures respectively to explain the context.- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. **Activity 3.** **Look, complete and read.*****\*Goal:*** *Ss will be able**to complete three gapped dialogues with the help of picture cues.*- Get Ss to look at the pictures and identify the ages .- Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.- T models with sentence 1+ Ask Ss what is missing in the sentence. + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.-Have Ss work in groups and complete the sentence 2, 3.- Ask a few Ss to stand up and read the completed sentences aloud.-T gives feedbacks.**Activity 4. Let’s sing.*****\*Goal:*** *Ss will be able to sing the song How old are you? with the correct pronunciation and melody.*- Introduce the title and lyrics of the song: “*How old are you?”* song - Play the recording for Ss to listen to the whole song.+ Have them repeat the title and lyrics line by line.- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.- Play the recording line by line for Ss to listen, repeat - Play the recording for Ss to sing and do actions.- Ask Ss to practice singing and doing actions in pairs or groups.- Invite groups to the front of the classroom to perform the song -T gives feedback.**Activity 5: Homelink****-** Ask and answer about the pictures on page 19.- Prepare the new lesson: *Unit 2, Lesson 3 (1,2,3).* | **4. Listen and number:***Key: 1. b 2. d 3. c 4. a***5.** **Look, complete and read.***Key:**1. seven*  *2. eight years* *3. you; nine years’ old* **6.Let’s sing.** |

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

 3A5: /9/2022

**Unit 2: Our names**

**Lesson 3 (1, 2, 3)**

**I. Objectives:**

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

- correctly pronounce the sounds of the letters **m** and **n** in isolation, in the words Mary and Nam, and in the sentences *I’m Mary* and *My name’s Nam;*

- use the words *what, your, name, my, how old, years old* in relation to the topic *“Our names*”;

- ***Vocabulary:*** Review

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

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.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1.Warm- up:** *Game:* ***Pass the ball****\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*- T gives Ss a ball.- T asks Ss to listen to music and transfer a ball around the class.- When the music stops, Ss who keep a ball have to answer the question using:  *How old are you?* and *I’m…..years old*- T gives feedback.- Say “Open your book page 14” and look at “*Unit 2, Lesson 3 (1,2,3)”.***Activity 2. Listen and repeat:*****\*Goal:*** *Ss will be able**to correctly repeat the sounds of the letters* ***m*** *and* ***n*** *in isolation, the words* ***Mary*** *and Nam, and the sentences I’m* ***Mary****. and My name’s Nam. with correct pronunciation and intonation.*- T gives instruction to the letter ***m*** and ***n,*** the word ***Mary*** *and Nam, and the sentences I’m* ***Mary****. and My name’s Nam.*- Play the recording for the letter ***m, n*** - Encourage Ss to point at the letter/ word/ sentence while listening. - Play the recording again and encourage Ss to listen and repeat. - Do this several times until Ss feel confident. - T calls some Ss to practice.- T gives feedbacks.**Activity 3.** **Listen and circle.*****\*Goal:*** *Ss will be able**to identify the target words Mary and Nam while listening.*- T ask Ss to guess the answers.+ T writes Ss’guessing on the board.- Listen to the tape:+ Play the recording+ Play the recording again and get Ss to swap books with their partners.+ Play the recording again to check answers together as a class. + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.- Play the recording, sentence by sentence, for the class to listen and repeat in chorus. - Invite one or two Ss to stand up and read the completed sentences.**Activity 4. Let’s chant*****\* Goal:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*- Introduce the title and lyrics of the chant.- Play the recording for Ss to listen to the whole chant.+ Have them repeat the title and lyrics line by line.+ Ask Ss to attend to the sounds of the letters *m* and *n* and the words *Mary* and *Nam.*- Play the recording all the way through for Ss to listen to pronunciation and melody.- Play the recording line by line for Ss to listen and repeat - Play the recording for Ss to chant and clap along.- Ask Ss to practice chant and clap along in pairs or groups.- Invite groups to the front of the classroom to perform the chant-T gives feedback.Practice the chant more. **Activity 5: Homelink**- Draw and colour a paper birthday cake.- Prepare the new lesson: *Unit 2, Lesson 3 (4,5,6).* | **1.Listen and repeat:****2.** **Listen and circle.***Key: 1.b 2.c***3. Let’s chant** |

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

 3A5: /9/2022

**Unit 2: Our names**

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

**I. Objectives:**

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

**1. Knowledge:**

- use the words what, your, name, my, how old, years old in relation to the topic “Our names”

- read and write about people’s names and ages.

- ***Vocabulary:*** Review

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

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.**

- *Teacher:* Teacher’s guide Pages 33, 34; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, projector.

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

**IV. Procedures.**

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Contents** |
| **Activity 1: Warm up***Game:* ***“Chant”***- Say “Open your book page 21” and look at *“Unit 2, Lesson 3 (4,5,6)”.***Activity 2. Read and match:*****\*Goal:*** *Ss will be able**to* *read and match three dialogues with pictures.*- Ask Ss some questions: *+ Who are they?**+ What are they talking about?*- T models with sentence 1. + Get Ss to read Sentence 1 + Have Ss look at the pictures and match the dialogue with the correct one. -Have Ss work in pairs and match the sentences 2, 3.- Tell Ss 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.- Invite pairs of Ss to stand up and role play-T gives feedbacks.**Activity 3.** **Let’s write*****\*Goal:*** *Ss will be able**to read, understand and complete an exchange with their personal information.* - Have Ss read the dialogue and ask some questions:*+ Who asks the questions?* *+ What are the questions about?**+ Who has to write the answers?*- Check their comprehension and remind Ss to write their personal information.- Give Ss time to write the answers to the questions independently - Get Ss to swap books with a partner, then check the answers together as a class.- Ask a few Ss to stand up and role play the dialogue in front of the class.-T gives feedbacks.**Activity 4. Project.*****\*Goal:*** *Ss will be able to make birthday cakes and use them to introduce names and ages.*- Ask Ss to make a paper birthday cake as homework at the beginning of Unit 2 -Lesson 3 (4,5,6)- Stick the birthday cake sample on the board and model with the *name, age.*- T asks ss to work in groups and show his / her birthday cake and say about his / her name and age.- T calls some Ss to the front of the class to present their cake, and saying *Hello. My name’s…. -> I’m…….years old.*- Have Ss to stick their birthday cakes on the wall of the classroom- Create a class display of birthday cakes and vote for the best decorated one*.*- T gives feedback.**Activity 5: Homelink**- Prepare the new lesson: *Unit 3, Lesson 1 (1,2,3).* | **4.Read and match:***Key: 1. b 2. c 3. a***5.** **Let’s write***Key: Pupil’s answer* **6. Project.** |

Ngày tháng 9 năm 2022

TTTK Duyệt