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