Week 3                                                Preparing date: 29/9/2024

Period 9                                               Teaching date:30/9/2024

**Unit 1: Hello**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- 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.

- identify the target words hello and bye while listening.

- Vocabulary: Review Hello, Hi, I’m, I am….

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**4. Forming competences:**

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

- Sociability: Talk to each other, say good words to others.

**II. Methods:**

- Communicative approach, group Ss and Ts activities, play as a character, teaching method with game/ by visual/ by practicing, discussion group, technical present

**III. Preparation**

1. Teacher’s preparation: CDs player, book

2. Students’ preparation: Students’ aid: book, notebook

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***Find a partner***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into 2 teams: boys and girls. Prepare the name tags.  - Set the rules: Make a circle, then ask 1 Ss to come stand in the circle and choose a name tag.  The one whose name is called will come to the circle and practise speaking by saying *Hi, I’m \_\_\_.*  - Encourage students to join the game.  - Say “Open your book page 14” and look at “*Unit 1, Lesson 3 (1,2,3)”.*  **2. Presentation(9’)**  **Activity 1.   Listen and repeat:**  ***\*Aims:*** *Ss will be able**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.*  **\*Procedure:**  -  T gives instruction to the letter ***h*** and ***b,*** the word ***h****ello* and ***b****ye*, the sentence ***H****ello, Ben* and ***B****ye, Ben.*  - Play the recording for the letter ***h, b***  - 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.  **3.Practice: (19’)**  **Activity 2.**   **Listen and circle.**  ***\*Aims:*** *Ss will be able**to identify the target words hello and bye while listening.*  **\*Procedure:**  - Elicit the sentences and the gap-fill options.  - 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.  *Key: 1.c     2.a*  **Activity 3.    Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  **\*Procedure:**  -  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 *h* and *b* and the words *Hello* and *Bye.*  -  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.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (2’)**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 1, Lesson 3 (4,5,6).* | - Ss listen  -Ss listen the rules  - Ss play the game    - Ss open their books    - Ss recognize the differences about color of letter  - - Ss listen  - - Ss listen and point  - Ss listen again and repeat  - Ss listen again and repeat  - Ss practice  - Ss listen    -Ss listen and say:  *+ Number 1: …..,Ben*  *+ Number 2: …..,Ben.*  - Ss guess the answers  - Ss listen to the tape and circle  - Ss listen again, circle and swap books with their partners.  - Ss check their answers and guessing  - Ss listen and repeat.  - Ss read the sentences    - Ss look and listen.    - Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  - Ss note the sounds, words  - Ss listen to melody of the song  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  - Ss perform in front of the class.  - Ss listen  - Ss listen.  - Ss listen    - Ss answer the questions    - Ss listen  - Ss listen and clap their hands    - Ss listen and take note |

**V. ADJUSTMENTS (if necessary):**

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Week 3                                                Preparing date: 29/9/2024

Period 10                                             Teaching date:01/10/2024

**Unit 1: Hello**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- read four sentences and choose the correct responses about the topic “Greetings and goodbye”.

- read, understand and complete three exchanges with their personal information about the topic “Greetings and goodbye”.

- Vocabulary: Review

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**4. Forming competences:**

- Critical Thinking: self-introduce

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

- Self-control and independent learning: perform listening tasks.

**II. Methods:**

- Communicative approach, group Ss and Ts activities, play as a character, teaching method with game/ by visual/ by practicing, discussion group, technical present

**III. Preparation**

1. Teacher’s preparation: CDs player, book

2. Students’ preparation: Students’ aid: book, notebook

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***“Nought and crosses”***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - T helps ss to review the vocabulary and structure about greet and respond to greetings, using “*How are you?* and *fine, thank you*.  - T introduces how to play game.  - T reviews structure before play game.  - T guides Ss play game:  + Divide class into 2 groups.  + T gives Ss to watch the picture.  + T will ask “*How are you?”* and Ss will answer  + Ss have correct answers, they will get a nought or cross and choose the way so that they win.  + The group has more correct answers that will be the winner and get a flower.   - T gives feedback.  - Say “Open your book page 15” and look at *“Unit 1, Lesson 3 (4,5,6)”.*  **2.Practice: (8’)**  **Activity 1.   Read and circle:**  ***\*Aims:*** *Ss will be able**to* *read four sentences and choose the correct responses.*  **\*Procedure:**  -  Elicit the context and give feedback.  - T models with sentence 1.  + Get Ss to read Sentence 1  + Elicit the answer and give feedback. Circle the letter b.  - Have Ss work in pairs and circle the sentences 2, 3 and 4.  - 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.  *Key: 1. b     2. a     3. a     4.b*  **3.Production: (19’)**  **Activity 2.**  **Let’s write**  ***\*Aims:*** *Ss will be able**to read, understand and complete three exchanges with their personal information.*  **\*Procedure:**  - Get Ss to look at the pictures and identify the characters    -  Elicit the context and the missing words  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss complete the gap, then  role -play the exchange.  -Have Ss work in groups and complete the sentences 2 and 3.  - 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 completed sentences aloud.  -T gives feedbacks.  *Key:*  *1. Pupil’s answer*  *2. thank you/ thanks*  *3. Goodbye/ bye*  **Activity 3.    Project.**  ***\*Aims:*** *Ss will be able to make a pupil card for pupils to use, and use their work to practise talking to their classmates.*  **\*Procedure:**  -  Stick the pupil card sample on the board and model with the *name, class, school.*    - T asks Ss to make their name cards and present them to their class.  - T asks ss to work in group and do the project in class.  - T calls some Ss to the front of the class to present their cards, using their name card and saying *Hello.I’m + (name).*  - Have Ss to stick their cards on the wall of the classroom  - Create a class display of pupil cards and vote for the best decorated one*.*  - T gives feedback.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **4. Homework. (3’)**  **-** Learn the number by heart  - Prepare the new lesson: *Unit 1, Lesson 2 (1,2,3).* | - Ss listen and answer    - Ss listen to the rules  - Ss play game    - Ss listen  - Ss open their books    - Ss look at the sentences and say  - Ss read and circle    - Ss work in pairs and circle  - Ss swap books and check  - Ss check the correct their answers  - Ss role play  - Ss listen    - Ss look at the picture and say:  *+ They’re Ben and Lucy*    - Ss look and answer  - Ss answer: *I’m…….*  - Ss complete and role play  - Ss complete the sentences  - Ss swap books and check their answers  - Ss role play  -Ss listen    - Ss look and listen  - Ss prepare necessary school things to carry out the project (*paper, pens, pencils, coloured pencils, scissors , glue,…..)*  - Ss make their name cards and present them to their class.  - Ss work in groups  - Ss present their cards    - Ss stick their cards on the wall of the classroom.  - Ss vote  - Ss listen    - Ss answer the questions  - Ss listen and clap their hands    - Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**

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Week 3                                                Preparing date: 29/9/2024

Period 11                                             Teaching date:02/10/2024

**Unit 2: Our names**

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

**I. OBJECTIVES:**

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

**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**: speaking and listening

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

- Diligence: complete learning tasks

**4. Forming competences:**

- Oral Communication: speak about names, ask and answer the questions

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

- Sociability: Talk to each other, say good words to others.

**II. Methods:**

- Communicative approach, group Ss and Ts activities, play as a character, teaching method with game/ by visual/ by practicing, discussion group, technical present

**III. Preparation**

1. Teacher’s preparation: CDs player, book

2. Students’ preparation: Students’ aid: book, notebook

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (3’)**  *Game:* ***Who is faster?***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - 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)”.*  **2. Presentation (16’)**  **Activity 1.  Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  - T elicits the new words  *+ what          : gì, cái gì (translation)*  *+ name         : tên          (situation)*  *+ my             : của tôi   (translation)*  *+ your          : của bạn  (translation)*  - T models *(3 times).*       - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2.  Listen, point and repeat:**  ***\*Aims:*** *Ss will be able**to understand and correctly repeat  the  sentences  in  two  communicative  contexts (pictures) focusing on asking and answering questions about names.*  **\*Procedure:**  - 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.**  ***\*Aims:*** *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.*  **\*Procedure:**  **\* *Model sentences:***  - 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*  **3.Practice: (7’)**  ***\*Drill pictures***  - 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.  **4.Production: (7’)**  **Activity 4.    Let’s talk.**  ***\*Aims:*** *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.*  **\*Procedure:**  - 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  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T review the vocabulary and model sentences.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **5. Homework. (2’)**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 2, Lesson 1 (4,5,6).* | - Ss listen.  - Ss look at the board  - Ss play the game  - Ss listen and clap their hands  - Ss open their books    - Ss listen and answer    - - Ss listen and repeat  + Choral repetition *(3 times).*  + Individual repetition *(3 ss)*  - Ss take note  - Ss look, remember and write    - Look at the pictures and get to know the characters in the pictures.  *+ In picture a:* Linh says*: Hi. I’m Linh. What’s your name?* And Ben answers*: My name’s Ben.*  *+*  *In pucture b*: Minh asks: *What’s your name?* And Mary answers: *My name’s Mary.*    - Ss listen and repeat in chorus *(twice)*  - Ss work in pairs to practice  - Ss practice the dialogue  - Ss listen    - Ss look at the picture and answer.    - Ss listen  - Ss listen and repeat  - Ss repeat to the introduce and respond to greetings.    - Ss look, listen and repeat      - Ss practice in chorus  - Ss work in pairs to practice    - Ss point and ask and answer  - Ss listen.  - Ss listen    - Ss look at the picture and answer  *+ My name’s Mai*  - Ss ask and answer  - Ss answer  - Ss work in pairs  - Ss perform in front of the class.    - Ss answer the questions    - Ss listen  - Ss listen and clap their hands    - Ss listen and take note |

**V. ADJUSTMENTS (if necessary):**

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Week 3                                                Preparing date: 29/9/2024

Period 12                                             Teaching date:02/10/2024

**Unit 2: Our names**

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

**I. OBJECTIVES:**

By the end of the lesson, Ss 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

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**4. Forming competences:**

- Critical Thinking: self-introduce

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

- Self-control and independent learning: perform listening tasks.

**II. Methods:**

- Communicative approach, group Ss and Ts activities, play as a character, teaching method with game/ by visual/ by practicing, discussion group, technical present

**III. Preparation**

1. Teacher’s preparation: CDs player, book

2. Students’ preparation: Students’ aid: book, notebook

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***Interview your friend(s).***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - 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)”.*  **2.Practice: (27’)**  **Activity 1.   Listen and tick:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand two dialogues in which pupils ask and answer questions about names.*  **\*Procedure:**  - 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.  *Key: 1.b     2.a*  **Activity 2.**  **Look, complete and read.**  ***\*Aims:*** *Ss will be able**to complete three target sentence patterns with the help of picture cues.*  **\*Procedure:**  - 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.  *Key:*   1. *Lucy  2. your name; Mary*   **Activity 3.    Let’s play.**  ***\*Aims:*** *Ss will be able to review the characters’ names by playing the game Slap the board.*  **\*Procedure:**  - 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.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **3. Homework. (3’)**  **-** Ask and answer about the pictures on page 17.  - Prepare the new lesson: *Unit 2, Lesson 2 (1,2,3).* | - Ss listen  - Ss interview their friends and fill in their paper    - Ss perform  - Ss open their books    - Look at the pictures and say:  *+ Picture 1a:*  *Minh greets Lucy and asks her name.*  *+ Picture 1b:* *Minh greets Mary and asks her name.*  *+ Picture 2a:*  *Mai greets Bill and asks his name.*  *+ Picture 2b:*  *Mai greets Ben and asks his name.*  - Ss guess the answers  - Ss listen to the tape and tick  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  - Ss listen and repeat.    - Ss look at the picture and say:  *+ They’re Nam, Lucy in picture a*  *+ They’re Mary and Mai in picture b*    - Ss listen and answer  - Ss answer: My name’s *Lucy*  - Ss look, complete and read the completed sentence in chorus.  - Ss complete the sentence  - Ss read aloud    - Ss look and listen.  - Ss play game    - Ss listen to the teacher.    - Ss answer the questions    - Ss listen and clap their hands    - Ss listen and take note |

**D. ADJUSTMENTS (if necessary):**