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):**