**Week 2** *Date of preparing: 10/09/2022*

**Period 3** *Date of teaching: 12, 13/09/2022*

**UNIT 1. IN THE SCHOOL PLAYGROUND**

**LESSON 1**

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| **I.OBJECTIVES** | By the end of the lesson, pupils will be able to: |  |
|  | * use *Hi, I’m + name* to greet and introduce someone’s name and *Bye, + name* to say goodbye to someone.
 |
|  | * sing a song about how to greet and introduce someone’s name.
 |
| **II. INPUT** | **Language:**  |
|  | * *Hi, I’m + name.*
* *Bye, Bill.*
 |
|  | * *Hi, I’m + name* and *Hi, + name*. *I’m + name*.
 |
|  | **Resources/Material:** * Student’s book p. 8, *Sachmem.vn,* Teacher’s guide pp. 12-12, Computer, projector
 |
| **III.PROCEDURE** | **Warm-up – Listen and repeat – Let’s talk – Let’s sing - Homelink** |  |

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| **Procedure** | **Teaching and learning activities** | **Classroom management** |
| **Warm-up** | 5 minutes |  |
|  | * Greet the class and introduce yourself, saying: *Hi. I’m + name.*
* Option 1: Have a group of pupils to sing the chant on page 7 in front of the class*.* The class claps hands*.*
* Option 2: Ask two pupils to point to the pictures in *Listen and tick* (p. 7) and say the phrases, e.g 1a: *A ball*, 1b: *A bike,* 2a: *A ball*, 2b: *A book.*
* Option 3: Invite one or two pupils write the letter *B/b* on the board.
* Get pupils to open their books and look at *Lesson 3* p. 8 (saying *Open the books and look at lesson 3, please!*).
 | Whole class |
| **6. Listen and repeat** 7 minutes |  |
| Step 1:Step 2:Step 3:Step 4:Step 5:Step 6: | Have pupils look at the first picture (in Student’s book or on *sachmem*), saying *Look at the first picture, please! What is Bill doing? Yes, he’s greeting and introducing his name. He says “Hi, I’m Bill”.* Play the recording for pupils to listen and repeat, saying *Now listen and repeat, please!*Have pupils look at the sentence “*Hi, I’m Bill.”* Explain the meaning of the sentence and how it is used (as mentioned in *Input*). Check comprehension.Play the recording several times for pupils to listen and repeat the sentence, saying *Now listen and repeat, please!* Give more support to those pupils who find it difficult to do the task.Invite a few pupils to listen and repeat the sentence “*Hi, I’m Bill.”* in front of the class. Correct pronunciation, if necessary or praise them if they pronounced the sentence correctly, saying *Well done!*Have pupils look at the second picture, saying *Look at the second picture, please! What is the boy doing? Yes, he’s saying goodbye to Bill. He says “Bye, Bill.”* Play the recording for pupils to listen and repeat. Then explain the meaning of the sentence and how it is used. Check comprehension.Have pupils look at the sentence “*Bye, Bill.”* Listen to the recording and repeat until they feel confident. Check comprehension.Invite somepupils to listen and repeat the sentences in front of the class. Go around and praise them if they performed well, saying *Well done!* | Whole classIndividual workWhole classIndividual workWhole class |
| **7. Let’s talk** 10 minutes |  |
| Step 1:Step 2:Step 3:Step 4:Step 5:Step 6:Extension: | Have pupils look at the first picture (in Student’s book or *sachmem*). Say *Look at Picture 1, please!* Point to the boy on the left and ask them *Who is this?* Tell them that he is Bill, saying *He is Bill*. Then point to the boy on the right and ask them *Who is this?* Tell them that he is Ba, saying *He is Ba*.Ask pupils to work in pairs or in groups to practise greeting each other in the name of Bill and Ba, saying *Now help Bill and Ba greet each other*. “*Hi, I’m* \_\_\_\_\_.”*; “Hi, I’m* \_\_\_\_\_*.”* Offer help, if necessary.Have pupils look at the second picture. Say *Look at Picture 2, please!* Point to the boy on the left of the picture and ask pupils to identify who he is, saying *Who is this boy?* Then tell them that he is Ba, saying *He is Ba*. Then point to the boy on the right and ask them *And who is this?* Tell them that he is Bill, saying *He is Bill*. Then select two pupils to act out in front of the class.Ask pupils to work in pairs or in groups to practise saying goodbye to each other in the name of Bill and Ba, saying *Now practise saying goodbye to each other, please! “Bye,* \_\_\_\_\_*.”*Ask a few pairs of pupils to introduce themselves, saying *Now introduce yourself to your friends.* E.g. *Hi, I’m* \_\_\_\_\_ *(Lan/Nam, …)*. Offer help, if necessary.Ask a few pairs of pupils to say goodbye to each other, saying *Now the pairs practise saying goodbye to each other*. E.g. *Bye,* \_\_\_\_\_ *(Lan/Nam, …)*. Offer help, if necessary.Encourage some pairs of pupils to practise introducing themselves and saying goodbye to each other in front of the class. Praise them, saying *Excellent!* if they performed well.With a better class, have pupils act out the exchange, using their own names. E.g. A: *Hi. I’m Nam.* B: *Hi. I’m Mai.* | Whole classPair or group workWhole class Pair or groups workPair workWhole class |
| **8. Let’s sing**  10 minutes |  |
| Step 1:Step 2:Step 3:Step 4:Step 5:Extension: | Have pupils read the lyrics (in their books or *sachmem*) to familiarize themselves with the first verse of the song. Say *Now look at the first verse, please!* Explain the meanings of the verse, if necessary (as mentioned in *Input*).Check comprehension*.*Play the recording several times for pupils to repeat line after line to make sure that they can sing the verse correctly. Say *Now listen and repeat, please!*Do the same with the second verse ofthe lyrics. Say *Now look at the second verse, listen and repeat, please!* Play the recording several times for pupils to repeat to make sure that they can sing the verse correctly. Check comprehension.Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song. Say *Now listen to the whole song.* Then let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them to sing the whole song. Call one or two groups to sing the song in front of the class. Praise them when they perform well, saying *Excellent!*If time allows or with a better class, have pupils sing the song with their own names and perform in front of the class. E.g. *Hi, I’m Mai.**Hi, I’m Lan.**Hi, Mai. I’m Lan.**Hi, Lan. I’m Mai.* | Whole classIndividual workIndividual workWhole class Whole class |
| **Homelink** | 3 minutes |  |
| Option 1: | Pupils greet and introduce themselves, using their own names. | Whole class |
| Option 2:Option 3: | Pupils sing the song on page 8 by heart.Pupils play *Slap the board* with the words *bike, book* and *ball.*  |  |

**Week 2** *Date of preparing: 10/09/2022*

**Period 4** *Date of teaching: 12, 13/09/2022*

**UNIT 2. IN THE DINING ROOM**

**LESSON 1**

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| **I.OBJECTIVES** | By the end of the lesson, pupils will be able to: |  |  |
|  | * pronounce the sound of the letter *C/c.*
* say the words *cake, car, cat, cup.*
 |  |
| **II. INPUT** | **Language:**  |  |
|  | * Sound /c/
* Vocabulary: *cake, car, cat, cup*
 |  |
|  | **Resources/Material:** Student’s book p. 9, *Sachmem.vn,* Flashcards for Unit 2, Poster for Unit 2, Teacher’s guide pp. 16-18, Computer, projector |  |
| **III. PROCEDURE** | **Warm-up – Listen and repeat – Point and say – Game - Homelink** |  |  |

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| --- | --- | --- |
| **Procedure** | **Teaching and learning activities** | **Classroom management** |
| **Warm-up** | 5 minutes |  |
|  | * Greet the class and introduce your name by saying, e.g. *Hi, I’m Miss Hien*. Encourage pupils to greet and introduce their names, e.g. *Hi, I’m Hoa*.
* **Option 1:** Have two or three pairs of pupils role-play the exchange *Hi, I’m + name*.
* **Option 2:** Ask one group to sing the song in Unit 1, p. 8.
* Have pupils open the books and look at *Unit 2*, *Lesson 1* p. 9, saying *Open the books and look at Unit 2*, *Lesson 1* (Page 9).
 | Whole class |
| **1. Listen and repeat** 10 minutes |  |
| Step 1:Step 2:Step 3:Step 4:Step 5:Step 6: | Have pupils look at the picture (p. 9) or Poster for Unit 2, saying *Look at the picture/poster, please!* Encourage pupils to describe the picture. Draw pupils’ attention to the letter *C/c*, the words next to the things, the pet and the colour of the letter *C/c* (as mentioned in *Input*). Check comprehension.Get pupils to point to the letter *C/c,* saying *Look at the letter C/c, please!* Then have them listen to the recording and repeat the sound of the letter *C/c,* saying *Listen and repeat, please!*Have pupils point to the cat and/or the word *cat*, listen to the recording and repeat the word *cat,* saying *Listen and repeat, please!* Then play the recording again, if necessary, for them to repeat individually and in chorus. Correct pronunciation, if necessary. If they repeated well, praise them, saying *Well done!*Follow the same procedure with the cake, car, cup. Correct pronunciation, if necessary.Get pupils to listen to the recording again, pointing to the letter *C/c,* the words and the things/pet and repeating until they feel confident. Give further support to those pupils who find it difficult to do the task, if necessary.Invite a few pupils to pronounce the sound of the letter *C/c* and say the words *cake, car, cup, cat* in front of the class. If they performed well, praise them, saying *Well done!* | Whole classIndividual workIndividual workWhole classPair or group workWhole class |
| **2. Point and say** 7 minutes |  |
| Step 1:Step 2:Step 3:Step 4:Step 5:Step 6: | Ask pupils to look at the picture on page 9 or Poster 2 again, saying *Look at the picture/poster,**please!* Ask them to describe the picture, paying attention to the letter *C/c* and the words they have learnt in *Activity 1*.Get pupils to point to the letter *C/c* and say it, saying *Point to the letter C/c and say, please!* If they pronounced correctly, praise them, saying *Excellent!*Ask pupils to point to the cake on the table and say the word *cake* as a model (saying *Point to the cake and say, please!*). Remind them of the sound of the letter *c* in the word *cake*. Then ask one pupil to point to the cake and to say the word *cake* in front of the class. Check comprehension.Follow the same procedure with other things and the cat and correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.Get pupils to work in pairs or in groups to point to the things/pet in the picture and say the sound of the letter *C/c* and the words. Say *Point and say, please!* Go around to offer help or correct pronunciation, if necessary.Select some pupils to point to the picture/poster and to say the words in front of the class, saying *Well done!* to praise their performance. | Whole classIndividual workIndividual workIndividual workPair or group workWhole class |
| **Fun corner** | *Pelmanism* 10 minutes |  |
| Step 1:Step 2:Step 3:Step 4: | Tell pupils about two sets of flashcards (as mentioned in *Input* in Teacher’s guide). Tell pupils that they are going to match the words with the suitable pictures. Give an example to show how the game is played. Check comprehension.Put pupils into groups of four and give each group a set of flashcards. Have the groups shuffle the flashcards and distribute them face down on the table.Ask each player in turn to select two cards and turn them face up. Say *Are you ready? Now let us play the game.* If the word matches the picture, the player wins and continues to turn over another pair. If the cards do not match, they are turned face down again and the next player plays the game. The game ends when all the cards are gone. | Whole classWhole classGroup workGroup work |
| **Homelink** | 3 minutes |  |
| Option 1:Option 2:Option 3: | Pupils practise pronouncing the sound of the letter *C/c* and saying the words *car, cake, cup, cat* (using student’s books or *sachmem*)*.*Pupils play *Pelmanism* with the words *car, cat, cake, cup* in *sachmem.*Pupils do the project on page 6 in Workbook. | Whole class |

**Evaluation**

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GIÁO VIÊN TỔ TRƯỞNG TỔ BM HIỆU PHÓ

Cao Thị Uyển Phan Thị Hảo Nguyễn Thị Giang