Week: 14 Preparing date: 02/12/2023

Period: 27 Teaching date: 04 - 08/12/2023

**UNIT 7: IN THE GARDEN**

**Lesson 2**

**I. OBJECTIVES:**

**1. Language focus/ Knowledge:**

- Vocabulary: *girl, goat, gate, garden*.

- Sound: /g/

- Phrases: *a goat and a gate, a girl and a garden*

**2. Competences:**

+Say the letter G/g and the words *girl, goat, gate, garden.*

+Listen and identify the words *girl, goat, gate, garden*

+Trace the letter G/g.

**3. Attitude:**

-Actively participate in activities with their classmates in pairs, groups or class. Educate Ss to become studious and obedient students; love learning English

**II. TEACHING AIDS:**

**-** Pictures, E- book, computer , projector, pictures, recording.

**III. PROCEDURE:**

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| ***Teacher’s activities*** | ***Students’ activities*** |
| **Activity 1:*Warm up:5’***  *\*Aim:help ss to be eager and happy to begin the new lesson.*  *\*Procedure:*  -Invite a few Ss to point to the picture/poster and pronounce the sound of the letter *G/g* and say the words *garden, girl, goat, gate.*  **Activity 2. Listen and chant:10’**  *\*Aim: help Ss to read the chant with some words: girl, goat, gate, garden.*  \*Procedure:  - Have Ss look at the chant in their books Draw Ss’ attention to the first verse and explain its meaning .Ask them to pay attention to the letter *G/g* and the words *goat, gate,* the phrase *A goat and a girl*. Check comprehension.  -Play the recording of the first verse for Ss to listen and to get familiarized with the tune, saying *Listen to the first line, please!*  *-*Then have them listen again and repeat the verse, line by line, individually and in chorus.  -Follow the same procedure with the second verse. Correct pronunciation, if necessary. Show them how to chant and clap hands.  -Play the recording all the way through again for Ss to listen and do choral and individual repetition, Then play the recording for them to listen and repeat until they feel confident.  -Put the class into two groups to practise chanting and clapping. Each group should sing one verse of the chant. - Encourage some Ss to go to the front of the class to chant and clap their hands. The rest of the class may clap along to the rhythm. If they chanted well.  \*Outcome: read the chant with some words: *girl, goat, gate, garden.*  **Activity 3. Listen and tick :7’**  *\*Aim: help Ss to improve listening skill with some words girl, goat, gate, garden.*  *\*Procedure:*  - Have Ss look at the pictures: *What is this? It’s a garden and what is this? It’s a gate.* and ask them to repeat, saying *It’s a garden. It’s a gate*. Draw Ss’ attention to the boxes next to the letters *a* and *b*. Check comprehension.  - Have Ss point to the pictures. Ask them to describe the pictures. Draw Ss’ attention to the boxes next to the letters *a* and *b*. Check comprehension.  -Invite some Ss to point to the pictures and say the words first, then the sentences in front of the class, Eg: 1a: *a garden, It’s a garden*. / 1b: *a gate, It’s a gate*. - Play the recording for Ss to listen and tick the box.  - Let ss to listen again and check .  **Activity 4. Look and trace.10’**  *\*Aim: help Ss to look and trace with the sound of the letter G/g*  *\*Procedure:*  - Have Ss look at the letter G(upper case) and g(lower case). Ask Ss to make sure if they recognize the two forms of the letter.  - Tell Ss to trace the letter *G/g*. T can demonstrate by air tracing or tracing the broken lines of the letter *G/g*. on the board.  -Then let Ss do the tracing. Give further support to those Ss who find it difficult to do the task.  - Check the results of Ss’ tracing and give feedback. Ask Ss to work in pairs and swap their answers. Give Ss time to work. Go around and offer help, if necessary.  - Ask some Ss to show what they have done.  - With a better class, write the letter *G/g*. in broken lines on the board and invite some Ss to trace them.  ***Activity 5.Consolidation(2’)***  ***-*** Asking Ps to focus on sounds and vocabulary again.  ***Activity 6.Homelink (1’)***  Practice more at home.  - Prepare new lesson. | - SS point and say.  -SS look and listen.  -SS listen.  -Ss listen and repeat.  -SS listen and chant.  -Ss listen and repeat.  -Ss chant and clap.  -SS chant in front of the class.  -SS look and listen.  -SS point and say.  -Ss point to the pictures and say the words  - Ss listen and tick.  \*Key:1.b 2. a  -SS look and listen.  -SS trace.  -SS check.  -SS show.  -SS listen.  -SS listen and take note. |

**IV. COMMENT**

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Week: 14 Preparing date: 02/12/2023

Period: 28 Teaching date: 04 - 08/12/2023

**UNIT 7: IN THE GARDEN**

**Lesson 3**

**I. OBJECTIVES:**

**1. Language focus/ Knowledge:**

- Vocabulary: *girl, goat, gate, garden*.

- Sound: /g/

-Sentence pattern: *There’s a \_\_\_ in the \_\_\_\_\_.*

**2. Competences:**

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| * Use *There’s a \_\_\_\_\_* to introduce a thing. |
| * Sing a song with the structure *There’s a \_\_\_ in the \_\_\_\_\_.* |

**3. Attitude:**

-Actively participate in activities with their classmates in pairs, groups or class. Educate Ss to become studious and obedient students; love learning English

**II. TEACHING AIDS:**

**-** Pictures, E- book, computer , projector, pictures, recording.

**III. PROCEDURE:**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **Activity 1:*Warm up:5’***  *\*Aim:help ss to be eager and happy to begin the new lesson.*  *\*Procedure:*  - T invites one or two Ss write the letter *G/g* and some words on the board.  - T gets feedback  **Activity 2. Listen and repeat:10’**  *\*Aim: help Ss to practise sentence pattern: There’s a \_\_\_ in the \_\_\_\_\_.*  \*Procedure:  - Have Ss look at the picture, saying *Look at the picture,* *please! What can you see? I can see a garden. It’s a garden. Yes, there’s a garden.* Explain the meaning of the sentence and how it is used. Check comprehension.  -Play the recording the first time for Ss to listen and repeat the sentence, saying *Now listen and repeat, please!* Correct pronunciation, if necessary.  -Play the recording several times for Ss to listen and repeat the sentence in pairs or groups. Give support to those Ss who find it difficult to do the task.  -Have Ss point to the garden and say the sentence in pairs or groups, saying *Point to the garden and say There’s a garden, please!.* Go around and offer help, if necessary.  -Invite a few Ss to listen and repeat the sentence “*There’s a garden.”* in front of the class. Correct their pronunciation, if necessary or praise them if they pronounced the sentence correctly.  \*Outcome: practise sentence pattern: *There’s a \_\_\_ in the \_\_\_\_\_.*  **Activity 3. Let’s talk :7’**  *\*Aim: help Ss to improve speaking skill with sentence pattern: There’s a \_\_\_ in the \_\_\_\_\_.*  *\*Procedure:*  -Have Ss look at the first picture in *Student’s book* or in *sachmem*. Say *Look at Picture a, please!* Point to the garden and ask them *What is this? A garden? Yes. There’s a garden.* Explain the meaning of the sentence and how it is used. Check comprehension.  -Have Ss look at the first picture. Say *Look at Picture a, please!*. Point to the garden and ask them *What is this?* The Ss may answer. Tell them to introduce a garden, saying “*There’s a garden”*.  -Ask Ss to point to Picture *a* and say “*There’s a garden”* in chorus, saying *Let’s point to Picture a and say, please!* Correct pronunciation, if necessary.  -Ask them to look at the pictures to identify the other things, saying *Look at Pictures b, c, d, please!*. Then let them point to the pictures and say the words, saying *Point and say, please!* Check comprehension.  -Ask Ss to work in pairs or in groups to point to the pictures and the structure in the bubble and say the sentences. Give further support to those Ss who find it difficult to do the task.  -Select some pairs of Ss to practise introducing animal/things to each other in front of the class.  *\*Outcome: improve speaking skill with sentence pattern: There’s a \_\_\_ in the \_\_\_\_\_.*  ***Activity 4*.Let’s sing :10’**  *\*Aim: help Ss to sing the song.*  *\*Procedure:*  -Have Ss read the lyrics to familiarize themselves with the first verse of the song. .Explain the meanings of the verse, if necessary.Check comprehension*.*  -Play the recording several times for Ss to repeat line after line to make sure that they can sing the verse correctly.  - Do the same with the second verse ofthe lyrics. Play the recording several times for Ss to repeat to make sure that they can sing the verse correctly. Check comprehension.  - Have Ss listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song.Then let Ss 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.  *\*Outcome:* sing the song.  ***Activity 5.Consolidation(2’)***  ***-*** Asking Ps to focus on sounds and vocabulary again.  ***Activity 6.Homelink (1’)***  Practice more at home.  - Prepare new lesson. | - SS write on the board.  -SS look and listen.  -Listen and repeat.  -Ss repeat  -SS work in pairs or in groups to practise.  -SS listen and repeat in front of the class.  -SS look and listen.  -SS look at and answer.  -SS point and say.  -SS look at and identify.  -SS work in pairs or in groups to practise.  -SS perform.  -SS listen.  -SS listen and repeat.  -SS listen and sing the song.  -SS perform.  -SS listen.  -SS listen and take note. |

**IV. COMMENT**

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GIÁO VIÊN TỔ TRƯỞNG TỔ BM HIỆU PHÓ

Cao Thị Uyển Cao Thị Uyển Nguyễn Thị Giang