Week 3

*Preparing date: September …..,*

*Teaching date: September ………….,*

*Period 9*

**Unit 1: Hello**

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

**A. 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

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

**2. Competences:**

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

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

**3. Attitude/ Qualities:**

-Kindness:Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 25, 26; audio Tracks 12,13, 14; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 14, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Presentation**  **(9’)**  **3.Practice: (19’)**  **4. Homework. (2’)** | *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)”.*  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be ableto 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.  **Activity 2.Listen and circle.**  ***\*Aims:*** *Ss will be ableto 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:**  - Introducethe 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.  **-** 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 chantline by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss performin 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 |

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*Week 3 Preparing date: September …..,*

*Period 10 Teaching date: September …………,*

**Unit 1: Hello**

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

**A. 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

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

**2. Competences:**

- Critical Thinking: self-introduce

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

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

**3. Attitude/ Qualities:**

-Kindness:Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 26, 27; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 15, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (8’)**  **3.Production: (19’)**  **4. Homework. (3’)** | *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.  + Twill ask “*How are you?”*and Sswill 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)”.*  **Activity 1. Readand circle:**  ***\*Aims:*** *Ss will be abletoread 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*  **Activity 2.Let’s write**  ***\*Aims:*** *Ss will be ableto 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 2and 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 modelwith 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.  **-** 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,…..)*  -Ssmake 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):**

………………………………………………………………………………………….…..……………………………………………………………………………...…………

*Week 3 Preparing date: September …….*

*Period 11 Teaching date: September ……,*

**Unit 2: Our names**

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

**A. 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*

- ***Skills***: speaking and listening

**2. 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.

**3. Attitude/ Qualities:**

-Kindness:Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

- Diligence: complete learning tasks

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 26, 27, audio Tracks 15,16, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:*Pupil’s book Page 16, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(3’)**  **2.Presentation**  **(16’)**  **3.Practice: (7’)**  **4.Production: (7’)**  **5. Homework. (2’)** | *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)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be ableto know the vocabulary in front of starting the new lesson.*  **\*Procedure:**  -T elicitsthe 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 ableto 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  -Tinvites a few pairs to the front of the class to practice.  - T checkspronunciation for ss.  **Activity 3Listen, point and say.**  ***\*Aims:*** *Ss will be ableto 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.  *A: What’s your name?*  *B: My name’s Ben*  *\*Note: What’s = what is*  *My name’s = my name is*  ***\*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.  **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 sslook at the second bubble andask  *+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 answerabout 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.  **-** 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 listenand 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 |

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

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...

*Week 3 Preparing date: September ………,*

*Period 12 Teaching date: September ………..,*

**Unit 2: Our names**

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

**A. 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

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

**2. Competences:**

- Critical Thinking: self-introduce

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

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

**3. Attitude/ Qualities:**

-Kindness:Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 28,29; audio Tracks 17; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 17, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (27’)**  **3. Homework. (3’)** | *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)”.*  **Activity 1. Listenand tick:**  ***\*Aims:*** *Ss will be abletolisten 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 ableto 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.  **-** 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):**

………………………………………………………………………………………….…..……………………………………………………………………………...………………………………………….…..……………………………………………………………………………….……………………………………………………………………...