*Week 4*

*Period 13 Teaching date: October 1st, 3rd,2024*

**Unit 2: Time and daily routines.**

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

**I. OBJECTIVES:**

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

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters’ daily routines.

- correctly say the phrases and use *What time do you…… – I……. at …….* to ask and answer questions about daily routines.

-enhance the correct use of *What time do you ……..? - I …….at …………* to ask and answer about someone’s daily routines.

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

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

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

- Show their responsibility by noticing the time and follow the timetable on time.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 34, 35, 36, 37, audio Tracks 19,20, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 18, notebooks, workbooks, school things.

**III. 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:* ***Which clocks says…..***  - Spend a few minutes revising the previous lesson by having the class play the game *Which clock says ...?*  - Say “Open your book page 18” and look at “*Unit 2, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  -T elicits the new words  *+ get up : thức dậy (situation)*  *+ have breakfast : ăn sáng (situation)*  *+ go to school : đi học (picture)*  *+ go to bed : đi ngủ (picture)*  *+ do homework:làm bài tập về nhà (picture)*  *+wash face : rửa mặt (mime)*  *+ clean teeth : đánh răng (mime)*  - T models *(3 times).*  - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  - 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.**  **\* *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 time do you get up?*  *B: I get up at six o’clock.*  ***\*Drill pictures***  - Elicit and check comprehension the activities and the time from them.      - 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 time do you….? I……at…*  - 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.**  - Have pupils look at the picture and explain that *Nam and Lucy are asking and answering questions about Lucy’s daily routines*.    - T asks Ss look at the first speech bubble and ask *What time do you get up?*  - 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 time do you……?*  - Ask Ss ask and answer the question *What time do you …..? – I ……at ………..*  - Invite some groups to perform in front of the class.  - Give feedbacks  - 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 2 (4,5,6).* | - Ss listen.  - Ss play the game  - 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:* Minh asks*:*  *What time do you get up?* And Mary answers*:*  *I get up at six o’clock. And you?*  Minh answers*: At five forty five.*  *+*  *In pucture b*: Mary asks: *What time do you have breakfast?* And Minh answers: *At six fifteen.*  -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 at the picture and answer  *+ In picture a:*  *a girl is getting up; a clock shows 5:00 AM*  *+ In picture b:*  *a boy is having breakfast; a clock shows 6:15 AM*  *+ In picture c:*  *a pupil is going to school; a clock shows 1:15 PM*  *+ In picture d:*  *a boy is sleeping in bed; a clock shows 9:00 PM*  - Ss look, listen and repeat  - Ss practice in chorus  - Ss practice in chorus  -Ss work in pairs to practice  -Ss take turns pointing at the pictures, asking and answering the question in front of the class.  -Ss note  -Ss look at the picture and listen  -Ss look and answer  *+ I get up at five fifteen.*  *-*Ss repeat the question and answer  -Ss ask and answer  - Ss ask and answer the question  - Ss perform in front of the class.  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 4*

*Period 14 Teaching date: October 1st, 3rd., 2024*

**Unit 2: Time and daily routines**

**Lesson 2 (4,5,6)**

**I. OBJECTIVES:**

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

- listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.

- complete four gapped exchanges with the help of picture cues.

- sing the song *What time do you go to school?* with the correct pronunciation, rhythm, and melody.

- Critical Thinking: self-introduce

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

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

- Kindness: Help partners to complete learning tasks.

- Show their responsibility by noticing the time and follow the timetable on time.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 37,38,39; audio Tracks 21, 22; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 19, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (27’)**  **3. Homework. (3’)** | *Game:* ***Magic wheel***  - Press “Spin” to play.  - If pupils have the correct answer, they will get the points shown on the slide.  - The team having higher scores will be the winner at the end of the game.  - Say “Open your book page 19” and look at *“Unit 2, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and number:**  - Elicit the activities and the time in the pictures  - Draw pupils’ attention to the boxes at the bottom right-hand corners of the pictures.      - 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. d 2. c 3. a 4. B*  **Activity 2.** **Look, complete and read.**  - Get Ss to look at the pictures and identify the ages      - Have Ss look at the four 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, 3, 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  *Key:*  *1. six o’clock 2. six thirty*  *3. What time; six forty-five*  *4. go to bed; go to bed; nine fifteen*  **Activity 3. Let’s sing.**  - Introduce the title and lyrics of the song:  “ *What time do you go to school?”* song.    - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Unit 2, Lesson 3 (1,2,3).* | - Ss listen  -Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture a: a girl getting up at 5:45 a.m.*  *+ Picture b: a boy having breakfast at 6:00 a.m.*  *+ Picture c: a girl going to school at 6:30 a.m.*  *+ Picture d: a girl is in bed at 9:15 p.m.*  -Ss guess the answers  - Ss listen to the tape and write number  - Ss listen again, write and swap books with their partners.  - Ss check their answers together  -Ss write the correct answers and check ss’ answers  -Ss listen and repeat.  -Ss look at the pictures and say:  *+ A boy is holding a birthday cake with number 7 in picture a*  *+ A girl is holding a birthday cake with number 8 in picture b*  *+A girl is holding a birthday cake with number 9 in picture b*  - Ss listen and answer  -Ss answer: *I get up at six o’clock*.  -Ss look, complete and read the completed sentence in chorus.  -Ss complete the sentence  -Ss read the sentence aloud  -Ss look and listen to the teacher  -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  - Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen  -Ss listen to the teacher.  -Ss listen and take note |

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

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*Week 4*

*Period 15 Teaching date: September 12th, 13 th, 2024*

**Unit 2: Time and daily routines**

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

**I. OBJECTIVES:**

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

- correctly repeat the sounds of the letters ***t*** and ***d*** in isolation, in the words ***get*** and ***bed***, and in the questions *What time do you get up?* and *What time do you go to bed?*

- identify the sounds of the letters t and d in sentences while listening.

- say the chant with the correct rhythm and pronunciation.

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

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

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 39, 40; audio Tracks 23, 24, 25; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 20, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2. Presentation**  **(9’)**  **3.Practice: (19’)**  **3. Production**  **4. Homework. (2’)** | *Game:* ***Pass the ball***  - T gives Ss a ball.  - T asks Ss to listen to music and transfer a ball around the class.  - When the music stops, Ss who keep a ball have to answer the question using:  *What time do you …….*and *I ……..*  - T gives feedback.  - Say “Open your book page 20” and look at “*Unit 2, Lesson 3 (1,2,3)”.*  **Activity 1. Listen and repeat:**  - T gives instruction to the letter ***t*** and ***d,*** the word ***get and bed*** *, and the sentences What time do you get up? and What time do you go to bed?*  - Have pupils look at the letter ***t, d,*** listen to the recording and repeat the letter until they feel confident.  - Have pupils point at the word get, listen to the recording and repeat the word until they feel confident.  - Get pupils to point at the sentence *What time do you get up?*, *What time do you go to bed?*  listen to the recording and repeat it several times.  - Invite a few pupils to stand up to listen to and repeat the sentence.  - Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.  **Activity 2.** **Listen and circle.**  - Have pupils read the incomplete sentences.    - Explain that they must listen to the recording and circle the correct options to complete the sentences.  - Play the recording and have pupils listen and circle the correct options.  - Get pupils to swap books with a partner to check their answers before checking as a class.  - Invite a few pupils to stand up and read the completed sentences.  *Key: 1.c 2.a*  **Activity 3. Let’s chant**  - 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 *t* and *d* and the words *get* and *bed.*  - 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.  - 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.  - Draw and colour a paper birthday cake.  - Prepare the new lesson: *Unit 2, 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 and repeat  - Ss listen, point and repeat  - Ss listen again and repeat  -Ss listen again and repeat  -Ss practice in pairs/ groups  -Ss listen and say:  *+ Number 1: I……..at six thirty.*  *+ Number 2:I …..at five forty-five.*  -Ss listen  - Ss listen to the tape and circle  - Ss listen again, circle and swap books with their partners.  - 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, word  -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 and clap their hands  -Ss listen and take note |

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

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*Week 4*

*Period 16 Teaching date: September 12 th,13 th, 2024*

**Unit 2: Time and daily routines**

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

**I. OBJECTIVES:**

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

- read and match the activities in a paragraph with the clocks showing the corresponding time.

- complete a paragraph about pupils’ daily routines.

- draw pictures of their daily routines at home and present them to the class by using the target language.

- Critical Thinking: self-introduce

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

- Self-control and independent learning: perform presentation skill.

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 41,42; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 21, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  **2.Practice: (8’)**  **3.Production: (19’)**  **4. Homework. (3’)** | *Game:* ***“Chant”***  - Ask Ss chant and do the actions in Unit 2, Lesson 3 page 20 in groups.  - Give point for the groups and encourage them.  - Say “Open your book page 21” and look at *“Unit 2, Lesson 3 (4,5,6)”.*  **Activity 1. Read and match:**  - Show the pictures and ask Ss some questions:  *+ What’s this?*  *+ What time is it?*    - Have pupils read the paragraph, the sentences, and the time on the clocks.  - Model Sentence 1 (*clock d).*  **-** Set a time limit for pupils to do the activity independently.  **-** Get pupils to swap books with a partner and check their answers before checking as a class.  **-** Invite some pupils to stand up to read the paragraph aloud.  -Tgives feedback.  *Key: 1. d 2. c 3. b 4. a*  **Activity 2.** **Let’s write**  - Tell pupils what they are going to do.  - Ask pupils what the paragraph is about *(daily routines).*  **-** Set a time limit for pupils to complete the paragraph independently.  **-** Get pupils to swap books and check their answers in pairs or groups before checking as a class.  - T gives feedback.  .*Key: Pupil’s answer*  *Ex: I get up at six o’clock. I have breakfast at seven o’clock. I go to school at seven fifteen. What about you? What time do you go to school?*  **Activity 3. Project.**  - Ask Ss to draw pictures of their daily routines at home as homework before learning Unit 2 -Lesson 3 (4,5,6)    - Explain that pupils have to show simple pictures of their daily routines (*getting up, having breakfast, etc.)*  - Invite a pupil to the front of the class to model the presentation.  - Put the key presentation language on the board (*ex: I get up at six fifteen.).*  *-* Have pupils repeat the key presentation language a few times to make them feel confident when they present their daily routines before an audience.  - Set a time limit for pupils to work in groups.  - Invite a few pupils to the front of the class to present the project.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Unit 3, Lesson 1 (1,2,3).* | - Ss listen and chant  - Ss open their books  - Ss look at the pictures and answer  -Ss read and match  -Ss listen  -Ss do the activity and match  -Ss swap books and check their answer  -Ss read the paragraph aloud.  -Ss listen  -Ss listen to the teacher  -Ss listen and answer  -Ss complete the paragraph  -Ss swap books and check their answers  -Ss listen  - Ss draw pictures of their daily routines at home.  -Ss listen to the teacher  -Ss pay attention  -Ss repeat the key presentation  -Ss work in groups  -Ss present the project  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 4*

*Period 13* *Teaching date: October 2nd, 3rd, 2024.*

**Unit 2: Our names**

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

**I. OBJECTIVES:**

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

- use the words *what, your, name, my, how old, years old* in relation to the topic “Our names”;

- use *How old are you? - I'm…….* to ask and answer questions about someone’s age;

- 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.

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

- Diligence: complete learning tasks

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 29, 30, audio Tracks 18,19, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 18, notebooks, workbooks, school things.

**III. 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:* ***Guess the pictures***  - The first Ss has to take the last four or three letters of that word and form a new word.  - The second Ss does the same, and the chain continues until a Ss is unable to form a word.  - The Ss who fails to form a word or misspells it is out of the game.  -T give feedback  - Say “Open your book page 18” and look at “*Unit 2, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  -T elicits the new words  *+ how old : bao nhiêu tuổi*  *(situation)*  *+ year : tuổi, năm (situation)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Listen, point and repeat:**  - 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.**  **\* *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: How old are you?*  *B: I’m eight years old.*  ***\*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 *How old are you? I’m……*  - 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.**  - Have Ss look at the picture and explain that the two children want to buy some birthday cakes. The shop assistant asks their ages and the children answer  - T asks Ss look at the first speech bubble and ask *How old are you?*  - 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 ages in pairs.  - Invite some groups to perform in front of the class.  - Give feedbacks  - 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 2 (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:* Nam asks*: What’s your name?* And Mary answers*: My name’s Mary.*  *+*  *In pucture b*: Nam asks: *How old are you?* And Mary answers: *I’m eight years old..*  -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 at the picture and answer  *+ In picture a: A girl is holding a birthday cake with number 7.*  *+ In picture b: A girl is holding a birthday cake with number 8.*  *+ In picture c: A boy is holding a birthday cake with number 9.*  *+ In picture d: A boy is holding a birthday cake with number 10.*  - 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 listen  -Ss look and answer  *+ I’m four years old.*  -Ss ask and answer  - Ss answer  -Ss work in pairs  -Ss perform in front of the class.  - Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 4*

*Period 14 Teaching date: October 2nd, 3rd, 2024.*

**Unit 2: Our names**

**Lesson 2 (4,5,6)**

**I. OBJECTIVES:**

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

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic *"Our names"*

- read and write about people’s names and ages.

- Critical Thinking: self-introduce

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

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

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 31,32; audio Tracks 20; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 19, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (27’)**  **3. Homework. (3’)** | *Game:* ***Chain game***  -Have Ss look at the example.  -Divide the class into groups of four.  -Have the ss stand up.  -Have Student A turn to Student B and ask the question, then have Student B answer.  -Next, have Student B turn to Student C and ask the question, then have Student C answer.  -Continue until all students have practiced.  -Have some groups demonstrate the activity in front of the class.  - T gives feedback.  - Say “Open your book page 19” and look at *“Unit 2, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and number:**  - Elicit the ages 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. d 3. c 4. a*  **Activity 2.** **Look, complete and read.**  - Get Ss to look at the pictures and identify the ages    - Have Ss look at the four 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, 3.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  *Key:*  *1. seven 2. eight years*  *3. you; nine years’ old*  **Activity 3. Let’s sing.**  - Introduce the title and lyrics of the song: “*How old are you?”* song.    - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  - 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 19.  - Prepare the new lesson: *Unit 2, Lesson 3 (1,2,3).* | - Ss listen  -Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture a: birthday cake with number 7*  *+ Picture b:* *birthday cake with number 8*  *+ Picture c: birthday cake with number 9*  *+ Picture d: birthday cake with number 10*  -Ss guess the answers  - Ss listen to the tape and write number  - Ss listen again, write and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the pictures and say:  *+ A boy is holding a birthday cake with number 7 in picture a*  *+ A girl is holding a birthday cake with number 8 in picture b*  *+A girl is holding a birthday cake with number 9 in picture b*  -Ss listen and answer  -Ss answer: I’m *seven* years old  -Ss look, complete and read the completed sentence in chorus.  -Ss complete the sentence  -Ss read aloud  -Ss look and listen to the teacher  -Ss listen to the song  - Ss listen and repeat line by line without the action.  -Ss listen to melody of the song  - Ss listen and sing line by line.  - Ss sing and do actions.  - Ss work in groups (two groups) to sing.  -Ss perform in front of the class.  -Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 4*

*Period 15 Teaching date: October 3rd, 2024.*

**Unit 2: Our names**

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

**I. OBJECTIVES:**

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

- correctly pronounce the sounds of the letters **m** and **n** in isolation, in the words Mary and Nam, and in the sentences *I’m Mary* and *My name’s Nam;*

- use the words *what, your, name, my, how old, years old* in relation to the topic *“Our names*”;

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

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

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 32, 33; audio Tracks 22, 23, 24; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 20, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2. Presentation**  **(9’)**  **3.Practice: (19’)**  **4. Homework. (2’)** | *Game:* ***Pass the ball***  - T gives Ss a ball.  - T asks Ss to listen to music and transfer a ball around the class.  - When the music stops, Ss who keep a ball have to answer the question using:  *How old are you?* and *I’m…..years old*  - T gives feedback.  - Say “Open your book page 14” and look at “*Unit 2, Lesson 3 (1,2,3)”.*  **Activity 1. Listen and repeat:**  - T gives instruction to the letter ***m*** and ***n,*** the word ***Mary*** *and Nam, and the sentences I’m* ***Mary****. and My name’s Nam.*  - Play the recording for the letter ***m, n***  - 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.**  - 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.b 2.c*  **Activity 3. Let’s chant**  - 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 *m* and *n* and the words *Mary* and *Nam.*  - 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.  - 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.  - Draw and colour a paper birthday cake.  - Prepare the new lesson: *Unit 2, 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: Hi, I’m…..*  *+ Number 2:Hello, My name’s …..*  -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 and clap their hands  -Ss listen and take note |

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

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*Week 4*

*Period 16 Teaching date: October 3rd, 2024.*

**Unit 2: Our names**

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

**I. OBJECTIVES:**

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

- use the words what, your, name, my, how old, years old in relation to the topic “Our names”

- read and write about people’s names and ages.

- Critical Thinking: self-introduce

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

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

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 33, 34; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 21, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (8’)**  **3.Production: (19’)**  **4. Homework. (3’)** | *Game:* ***“Chant”***  - Ask Ss chant and do the actions in Unit 2, Lesson 3 page 20 in groups.  - Give point for the groups and encourage them.  - Say “Open your book page 21” and look at *“Unit 2, Lesson 3 (4,5,6)”.*  **Activity 1. Read and match:**  - Ask Ss some questions:  *+ Who are they?*  *+ What are they talking about?*    - T models with sentence 1.  + Get Ss to read Sentence 1  + Have Ss look at the pictures and match the dialogue with the correct one.  -Have Ss work in pairs and match the sentences 2, 3.  - 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. c 3. a*  **Activity 2.** **Let’s write**  - Have Ss read the dialogue and ask some questions:  *+ Who asks the questions?*  *+ What are the questions about?*  *+ Who has to write the answers?*  - Check their comprehension and remind Ss to write their personal information.  - Give Ss time to write the answers to the questions independently  - 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 dialogue in front of the class.  -T gives feedbacks.  *Key: Pupil’s answer*  **Activity 3. Project.**  - Ask Ss to make a paper birthday cake as homework at the beginning of Unit 2 -Lesson 3 (4,5,6)  - Stick the birthday cake sample on the board and model with the *name, age.*    - T asks ss to work in groups and show his / her birthday cake and say about his / her name and age.  - T calls some Ss to the front of the class to present their cake, and saying *Hello. My name’s….*  *I’m…….years old.*  - Have Ss to stick their birthday cakes on the wall of the classroom  - Create a class display of birthday cakes and vote for the best decorated one*.*  - T gives feedback.  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Unit 3, Lesson 1 (1,2,3).* | - Ss listen and chant  - Ss open their books  - Ss look at the pictures and answer  *+ In picture a: Ben and Mai say to greeting*  *+ In picture b: Mary and Linh say to greeting*  *+ In picture c: Lucy is holding a birthday cake with number 8.*  -Ss read and match  -Ss work in pairs and match  -Ss swap books and check  -Ss check the correct their answers  -Ss role play  -Ss listen  -Ss look at the dialogue and say:  *+ It’s Minh*  *+* *Names and ages.*  *+ Themself*  -Ss listen to the teacher  -Ss write  -Ss swap books and check their answers  -Ss role play  -Ss listen  - Ss drew and coloured a paper bithday cale at home.  -Ss listen to the teacher  -Ss work in groups  -Ss present their birthday cake  - Ss stick their birthday cakes on the wall of the classroom.  -Ss vote  -Ss listen  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 4*

*Period 7* *Teaching date: October 4th, 2024*

**Unit 2: In the dining room**

**Lesson 2**

**I OBJECTIVES:**

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

- say the sound of the letter C/c and the words cake, car, cat, cup in a chant.

- recognize the words in different situations when listening.

- trace the letter C/c.

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

- Know how to practise some sounds.

- Know how to chant exactly.

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

- Work in pairs, work in groups, ask and answer.

- Communicative approach, teaching methods with game, teaching methods by visual, teaching methods by practicing, prediction.

**II. TEACHING AIDS:**

- Teacher: Posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Students: Textbooks, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(7’)**  **2. Practice**  **(17’)**  **3.Production**  **(8’)**  **4. Homework.**  **(3’)** | *Check-up*  - Greet the class and introduce yourself, saying *Hi, I’m\_\_\_\_*  - Ask pupils to look at the picture in Lesson 1 and say the sound of the letter C/c and four words *car, cat, cake and cup.*  - Get pupils to open their books and look at Lesson 2.  **Activity 1. 3. Listen and chant**  **Step 1***:*- Have pupils look at the chant and ask them to pay attention to the letter C/c and the word cup.  **Step 2**- Play the recording of the first line for pupils to listen and to get familiarized with the tune.  **Step 3**- Play the recording again, ask pupils to listen and repeat the first line. Then play the recording for them to listen and repeat until they feel confident.  **Step 4**- Follow the same procedure with the other lines. Show pupils how to chant and clap their hands.  **Step 5**- Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus.  **Step 6**- Select some pupils to the front of the class to chant and clap their hands.  **Step 7**- If they sing the chant well, praise them, saying *Well done! or Very good.*  **Activity 2** **4. Listen and tick:**  **Step 1**- Have pupils look at the first two pictures and say what they can see. Check comprehension.  **Step 2**- Encourage some pupils to point to the pictures and say the words in front of the class  + Play the recording of the first sentence for pupils to hear.  + Point to the tick √ and ask pupils, saying What do you see? You see a tick?  + After you hear the recording, say *“a cat”* and you tick the box *a*, you give the right answer. So *a* is the correct answer.  **Step 3:**- Ask pupils to look at the last two pictures and listen.  **Step 4**- Ask pupils to say what they have heard and ticked.  *\*Keys: 1. a . cat 2. a. cake*  **Activity 3. 5. Look and trace:**  **Step 1**- Have pupils look at the letter *C (upper case) and c (lower case).*  **Step 2**- Write the upper case *C* and the lower case *c* in broken lines on the board.  **Step 3**- Check to make sure pupils understand the letters written in solid lines and those in broken lines.  **Step 4**- Tell pupils to trace the letter C/c.  **Step 5**- Check the results of pupils’ tracing and give feedback.  **Step 6**- Ask some pupils to show what they have done. Praise them if they have done well, saying *Well done! or You’ve done a good job!*  **Step 7**- If there is enough time, write the letter C/c in broken lines on the board and invite some pupils to trace them.  - Practice more at home.  - Prepare for the next lesson. | - SS say the letter and the sound.  -SS open their book.  -Ss listen.  -Ss listen and repeat.    -Ss listen and chant the first line  -Ss listen, chant the first line    -Ss listen, chant the other lines and clap their hands  -Ss listen and chant all the chant  -Ss chant in front of the class  -Look at the picture and describe.      -Point and say  -Ss do the task.  -Ss check.  -Ss look and listen.  - Ss listen  - Ss do the task.    -Check in pairs.  -Ss show their work.  -Ss listen. |

**IV. Adjustments (if necessary):**

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*Teaching date: October 4th, 2024*

*Period 8*

**Unit 2: In the dining room**

**Lesson 3**

**A. OBJECTIVES:**

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

- use “I have a \_\_\_\_\_.” to talk about possession.

- sing a song with the structure “I have a \_\_\_\_\_.

- Know how to sing exactly.

- Know how to practise some sounds.

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

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

English

- Work in pairs, work in groups, ask and answer.

- Communicative approach, teaching methods with game, teaching methods by visual, teaching methods by practicing, prediction.

**II. TEACHING AIDS:**

- Teacher: Posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Students: Textbooks, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  *(5’)*  **2.Presentation**  **3. Practice**  **(27’)**  **3. Homework.**  **(3’)** | ***Sing a song***  - Greet the class and introduce yourself, saying: Hi. I’m + name.  - Have a group of pupils to sing the chant on page 10 in front of the class. The class claps hands.  - Get pupils to open their books and look at Lesson 3 p. 11.  **Activity 1. 6. Listen and repeat:**  **Step 1**- Have pupils look at the picture and describe it.  **Step 2**- Have pupils look at the sentence “I have a car” saying Look at the sentence “*I have a car.”, please!*  **Step 3**- Play the recording several times for pupils to listen and repeat the sentence.  **Step 4**- Invite a few pupils to listen and repeat the sentence “*I have a car”* in front of the class.  **Step 5**- Play the recording for pupils to listen and repeat.  **Step 6**- Play the recording again and let pupils listen and repeat the sentence “*I have a car”.*  **Step 7***-* Correct pronunciation to make sure pupils can repeat correctly the sentence.  **Activity 2** **7. Let’s talk:**  - **Step 1** Have pupils look at the bubble to understand how the language is used *(I have a \_\_\_\_\_).* Explain the meaning of the sentence, if necessary.  **Step 2**- Have pupils look at the first picture. Say Look at Picture a, please! Point to the car and ask them, saying *What is this?* Tell them that *It’s a car*. Then point to the bubble and *the car* and *say I have a car.*  **Step 3**- Ask pupils to say the sentence “*I have a car*.” in chorus and individually.  **Step 4**- Follow the same procedure with Pictures b, c, d. Give further support to those pupils who find it difficult to do the task, if necessary.  **Step 5**- Ask a few pupils to point to the pictures and say “*I have a \_\_\_\_\_.”,*saying *Now practise saying what you have*. Offer help, if necessary.  **Step 6**- Invite some pairs of pupils to practise pointing to the pictures or flashcards and say what they have in front of the class.  **Activity 3. 8. Let’s sing**  **Step 1**- Have pupils look at the song and ask them to pay attention to the letter *C/c* and the word *cup.*  - **Step 2** Play the recording of the first line for pupils to listen and to get familiarized with the tune.  - **Step 3** Play the recording again, ask pupils to listen and repeat the first line. Then play the recording for them to listen and repeat until they feel confident.  - **Step 4** Follow the same procedure with the other lines. Show pupils how to chant and clap their hands.  - **Step 5** Play the recording all the way through. Ask pupils to listen and repeat the song individually and in chorus.  -  **Step 6** Select some pupils to the front of the class to sing and clap their hands.  -  **Step 7** If they sing the song well, praise them, saying *Well done! or Very good.*  **-** Practice more at home.  - Prepare for the next lesson. | - SS say: *Hello. I’m + name*.  -Ss listen and sing  -Ss open their book.  -Look at the picture and listen.  -Listen and repeat.  -Ss listen and repeat.  -Ss say in front of the class.  -Ss listen and repeat  -Ss listen  -Look at the picture and describe.      -Point and say  -Work in pairs or in groups.  -Point and say  -Ss say in front of the class  -Ss look and listen.  -Ss listen and sing the first line  -Ss listen, sing the first line    -Ss listen, sing the other lines and clap their hands  -Ss listen and sing all the song  -Ss sing in front of the class  -Ss listen. |

**IV. Adjustments (if necessary):**

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**Duyệt của tổ trưởng Người thực hiện**