***Week:1***

***Preparing date: 8/9/2024***

***Teaching date: 9 /9/2024***

***Period: 01***

**INTRODUCTION THE ENGLISH 4 PROGRAME AND TEXTBOOK**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use the allocation in their study (at school + at home) and basic classroom language.

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

**2. Competences:**

- Be self-study, communicative and interactive skill.

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

**3. Attitude/ Qualities:**

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

- Honesty, patience and friendliness.

**B. TEACHING AIDS:**

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

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

**Week: 01**

***Preparing date: 8/9/2024***

***Teaching date: 9/9/2024***

***Period: 02***

**STARTER**

**Hello again**

**I.OBJECTIVES:**

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

1. Knowledges:

* Sing the song “*Hello. How are you?”* With the correct pronunciation, rhythm and melody.
* Listen to and understand a short text in which Ms Hoa greets the characters, introduces herself and introduces the characters in the classroom and tick the correct pictures.
* Spell some words learnt in Grade 3 by playing the game *Spelling Bee*.

2. Skills: Listening and speaking

3. Competences:

- Communication

- Support disabled student about greetings

**II. RESOURCES**

- Student’s book: Page 7

- Audio tracks 1 - 2

- Teacher’s guide: Pages 10 - 16

- Flash cards/ pictures and posters (Starter)

- Computer, projector

**III. PROCEDURE:**

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| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1.Warm- up:** **(5’)****2. Presentation****(12’)****3.Practice: (16’)****4. Homework. (2’)** | Greet the class.Greet the class: *Hello. / Hi. How are you?* and encourage pupils to respond and introduce themselves.Spend a few minutes talking about the structure of *Tieng Anh 4 – Global Success* and how to study with it.Ask pupils to open their books at page 7 and look at *Starter. A. Hello again!*Tell pupils what they will learn in this lesson.**Activity 1.** Let’s sing. 5 minutes*Goal:* To sing the song “*Hello. How are you?*” with the correct pronunciation, rhythm and melody. -Draw pupils’ attention to the lyrics of the song. Encourage them to point at the pictures to reinforce their understanding. -Have pupils read the first verse of the lyrics. Explain that Minh meets and greets Lucy on the first day of school. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen to and practise singing it, line by line, while clapping their hands. -Repeat Step 2 for the second verse. Explain that Nam introduces Mary and Mai. Check comprehension and give feedback. Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.Activity 2. Listen and tick. 10 minutesGoal: To listen to and understand a short text in which Ms Hoa greets the characters, introduces herself and introduces the characters in the classroom and tick the correct pictures. -Draw pupils’ attention to the pictures and ask questions such as *Who is he / she?* and *Where is he / she?* Check comprehension. -Play the recording all the way through. Then play the recording for pupils to listen and tick the pictures. Extension: If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.a. Linh b. Ben c. Lucyd. Nam e. Mary f. Minh- Check the answer with the whole class.- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?*  | Listen to the teacherWhole class/ Individual workWhole class/Individualwork-support disabled student about greetings through singing a songListen to the T's instruction.IndividualworkIndividualworkListen and repeatWhole class/Individualwork- Listen to the T's instruction.IndividualworkListen to the techerWhole class/ Individual workGroup workPair workgroup workGroup workWhole class- Listen to the T's instruction.Whole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 01**

***Preparing date: 8/9/2024***

***Teaching date: 11 /9/2024***

***Period: 03***

**STARTER**

**Classroom activities**

**I.OBJECTIVES**:

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

1.Knowledges:

* Say the chant with the correct rhythm and pronunciation.
* Listen to and understand four sentences describing what the characters are doing in the classroom at break time and number the correct pictures.
* Listen to and understand a chant with seven sentences describing what the characters usually do in the classroom, and act out the chant.

2. Skills: Listening and speaking

3. Competences:

- Communication

-- Support disabled student about greetings and speaking things in the class.

**II. RESOURCES**

- Student’s book: Page 8

- Audio tracks 3 - 5

- Teacher’s guide: Pages 12 - 14

- Flash cards/ pictures and posters (Starter)

- Computer, projector

**III. PROCEDURE:**

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| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1.Warm- up:** **(5’)****2. Presentation****(12’)****3.Practice: (16’)****4. Homework. (2’)** | Greet the class.- Greet the class, then spend a few minutes revising the previous lesson by inviting a group of pupils to play the game *Spelling bee*. - Invite two groups of pupils to the front of the class to take turns singing the song on page 7. Each group sings one verse of the song. The class sings along and claps their hands. - Ask pupils to open their books at page 8 and look at *Starter, B. Classroom activities.***Activity 1.** Let’s chant. 5 minutesGoal: To say the chant with the correct rhythm and pronunciation. -Have pupils read the chant and elicit its meaning. Explain that these commands are usually used in the classroom. Check comprehension.  -Play the recording for pupils to listen to and repeat the chant, line by line. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting.  -Play the recording all the way through for pupils to chant and clap. Go around the classroom and correct pronunciation if necessary.  -Invite a few groups of pupils to listen to and repeat the chant in front of the class. Praise them to encourage their performance.**Activity 2.** Listen and number. 10 minutesGoal: To listen to and understand four sentences describing what the characters are doing in the classroom at break time and number the correct pictures. -Play the recording all the way through for pupils to listen and familiarize themselves with the speaker’s voice. Then play the recording again for pupils to listen and number the pictures. **Activity 3**. Listen and act out. 8 minutesGoal: To listen to and understand a chant with seven sentences describing what the characters usually do in the classroom, and act out the chant. -Draw pupils’ attention to the picture and ask questions such as *Who are they?* and *What are they doing?* Remind pupils to look at the activities the characters are doing in the classroom. Game: Miming game- Teacher divides the class into teams. - One student in each team stands in front of the screen and faces his/ her team.- Teacher spins the wheel.- The rest pupils mime the action on the wheel while their teammates guess the action and give the answer. The teams that guess the correct answer first get one point.- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?*  | Listen to the teacherWhole class/ Individual work-- Support disabled student about and speaking things in the class.Whole class/IndividualworkListen to the T's instructionIndividualworkIndividualworkListen and repeatWhole class/Individualwork- Listen to the T's instruction.IndividualworkListen to the techerWhole class/ Individual workGroup workIndividual workgroup work- Listen to the T's instructionWhole class/ Individual work |

**Adjustments (if necessary):**

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**Week: 01**

***Preparing date: 8/9/2024***

***Teaching date: 11/9/2024***

***Period: 04***

**STARTER**

**Outdoor activities**

**I.OBJECTIVES:**

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

1.Knowledges:

* Practise the names of outdoor activities by playing *Miming game*.
* Match the pupils with the pictures and say about their hobbies.
* Read the chant aloud and act out with the help of the lyrics and picture cues.

2. Skills: Listening and speaking

3. Competences:

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

- Support disabled student about greetings and speaking things in the class.

**II. RESOURCES**

- Student’s book: Page 9

- Teacher’s guide: Pages 14, 15, 16

- Flash cards/ pictures and posters

- Computer, projector,

**III. PROCEDURE:**

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| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1.Warm- up:** **(5’)****2. Presentation****(12’)****3.Practice: (16’)****4. Homework. (2’)** | Greet the class.- Greet the class.- Then spend a few minutes revising the previous lesson by inviting a group of pupils to the front of the class to say the chant on page 8. Then class claps along.- Ask pupils to open their books at page 9 and look at *Starter,* *C. Outdoor activities.*- Review vocabulary: Action verbs**Let’s play**. 5 minutesGoal: To practise the names of outdoor activities by playing *Miming game*. -Elicit the language that pupils need to talk about break time activities, e.g. *What are they doing? – They’re .*, *swimming, running, singing, skating, skipping*. Check comprehension. -Explain how the game is played: Two pupils mime the action of an activity. One pupil asks *What are they doing?* and the other pupils guess the action and answer. -Divide the class into groups of five. Select two pupils to do the actions and one pupil to ask the questions, while the rest guess the actions and give the answers. The team that guesses the correct answer first gets one point or star. The team with the most points or stars is the winner.**Activity 2.** Follow the lines and say. 10 minutesGoal: To match the pupils with the pictures and say about their hobbies.Tell pupils the goal of the activity and explain that they should follow the lines to match the pupils with the pictures, point to the pupils and say what their hobbies are. Check comprehension. -Do the first picture as an example. First, have pupils look at the pupil (Minh) and follow the line to Picture b (a swimsuit). Then have them say: *Look at Minh. His bobby is swimming*. Remind pupils that they have learnt the structure in Grade 3. -Set a time limit for pupils to do the activity independently. Go around the classroom and offer help if necessary. **Answer key**: 1. b 2. d 3. e 4. a 5. c1. Look at Minh. His hobby is swimming.2. Look at Linh. Her hobby is skipping.3. Look at Mary. Her hobby is roller skating. 4. Look at Ben. His hobby is cycling.5. Look at Mai. Her hobby is running.Fun Game: - Divide the class into 2 teams: Boys and Girls.- Pupils take turns to answer the questions.- They look at the pictures and choose the correct answers. - Ask students to answer the following questions: 1. *What have you learnt from the lesson today?*  | Listen to the teacherWhole class/ Individual workWhole class/IndividualworkListen to the T's instructionIndividualworkIndividualworkListen and repeatWhole class/Individualwork- Listen to the T's instruction.IndividualworkListen to the teacherWhole class/ Individual workGroup workIndividual workgroup workGroup workWhole class- Listen to the T's instructionWhole class/ Individual work |

**Adjustments (if necessary):**

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