

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')	<p><i>Game: Find a partner</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into 2 teams: boys and girls. Prepare the name tags. - Set the rules: Make a circle, then 	<ul style="list-style-type: none"> - Ss listen -Ss listen the rules

	<p>ask 1 Ss to come stand in the circle and choose a name tag.</p> <p>The one whose name is called will come to the circle and practise speaking by saying <i>Hi, I'm ____</i>.</p> <ul style="list-style-type: none"> - Encourage students to join the game. - Say “Open your book page 14” and look at “<i>Unit 1, Lesson 3 (1,2,3)</i>”. 	<ul style="list-style-type: none"> - Ss play the game - Ss open their books
<p>2. Presentation (9')</p>	<p>Activity 1. Listen and repeat:</p> <p><i>*Aims: Ss will be able to 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.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T gives instruction to the letter h and b, the word hello and bye, the sentence Hello, Ben and Bye, 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. 	<ul style="list-style-type: none"> - 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
<p>3.Practice: (19')</p>	<p>Activity 2. Listen and circle.</p> <p><i>*Aims: Ss will be able to identify the target words hello and bye while</i></p>	

	<p><i>listening.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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. <p><i>Key: 1.c 2.a</i></p> <p><u>Activity 3.</u> Let's chant</p> <p>*Aims: <i>Ss will be able to say the chant with the correct rhythm and pronunciation.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Introduce the title and lyrics of the chant. 	<ul style="list-style-type: none"> -Ss listen and say: + <i>Number 1:,Ben</i> + <i>Number 2:,Ben.</i> -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.
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- 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:

-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

-Ss answer the questions

<p>4. Homework. (2')</p>	<p>+ <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></p> <p>- T review the vocabulary and model sentences. - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p>- Practice the chant more. - Prepare the new lesson: <i>Unit 1, Lesson 3 (4,5,6).</i></p>	<p>- Ss listen</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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Week 3
Period 10

Preparing date: September,
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:

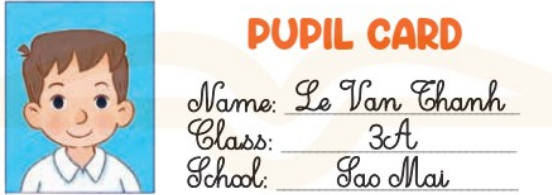
- **Teacher:** Teacher’s guide Pages 26, 27; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil’s book Page 15, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher’s activities	Students’ activities
1.Warm- up: (5’)	<p><i>Game: “Nought and crosses”</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T helps ss to review the vocabulary and structure about greet and respond to greetings, using “<i>How are you?</i>” and <i>fine, thank you.</i> - T introduces how to play game. 	- Ss listen and answer

<p>2.Practice: (8')</p>	<ul style="list-style-type: none"> - T reviews structure before play game. - T guides Ss play game: + Divide class into 2 groups. + T gives Ss to watch the picture. + T will ask “<i>How are you?</i>” and Ss will 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 “<i>Unit 1, Lesson 3 (4,5,6)</i>”. <p><u>Activity 1. Read and circle:</u></p> <p><i>*Aims: Ss will be able to read four sentences and choose the correct responses.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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
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<p>3.Production: (19')</p>	<ul style="list-style-type: none"> - Invite pairs of Ss to stand up and role play -T gives feedbacks. <p><i>Key: 1. b 2. a 3. a 4.b</i></p> <p>Activity 2. Let's write</p> <p><i>*Aims: Ss will be able to read, understand and complete three exchanges with their personal information.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Get Ss to look at the pictures and identify the characters  <ul style="list-style-type: none"> - 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 2 and 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. 	<ul style="list-style-type: none"> -Ss role play -Ss listen -Ss look at the picture and say: + <i>They're Ben and Lucy</i> -Ss look and answer -Ss answer: <i>I'm.....</i> -Ss complete and role play -Ss complete the sentences -Ss swap books and check their answers -Ss role play -Ss listen
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	<p>-T gives feedbacks.</p> <p><i>Key:</i></p> <ol style="list-style-type: none"> <i>1. Pupil's answer</i> <i>2. thank you/ thanks</i> <i>3. Goodbye/ bye</i> <p>Activity 3. Project.</p> <p><i>*Aims: Ss will be able to make a pupil card for pupils to use, and use their work to practise talking to their classmates.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Stick the pupil card sample on the board and model with the <i>name, class, school.</i> <div data-bbox="488 840 1036 1033">  <p>PUPIL CARD</p> <p>Name: <u>Le Van Thanh</u></p> <p>Class: <u>3A</u></p> <p>School: <u>Sao Mai</u></p> </div> <ul style="list-style-type: none"> - 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 <i>Hello.I'm + (name).</i> - 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. <p>*Consolidation</p> <p><i>*Aims: Ss will be able consolidate</i></p>	<ul style="list-style-type: none"> - Ss look and listen -Ss prepare necessary school things to carry out the project (<i>paper, pens, pencils, coloured pencils, scissors , glue,.....</i>) -Ss make 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
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<p>4. Homework. (3')</p>	<p><i>and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - 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: <i>Unit 1, Lesson 2 (1,2,3).</i> 	<ul style="list-style-type: none"> -Ss answer the questions -Ss listen and clap their hands -Ss listen and take note
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D. ADJUSTMENTS (if necessary):

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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')	<p><i>Game: Who is faster?</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> - 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 "<i>Unit 2, Lesson 1 (1,2,3)</i>". 	<ul style="list-style-type: none"> - Ss listen. - Ss look at the board - Ss play the game - Ss listen and clap their hands - Ss open their books
2. Presentation (16')	<p><u>Activity 1. Vocabulary.</u></p> <p><i>*Aims: Ss will be able to know the</i></p>	



- 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.

***Aims:** Ss will be able to 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.

*** Note:** *What's = what is*

-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.

<p>5. Homework. (2')</p>	<p>the answer several times in pairs.</p> <ul style="list-style-type: none"> - T models: Go around the classroom, pointing to Ss and asking <i>What's your name?</i> - Ask Ss ask and answer about their own names in pairs. - Invite some groups to perform in front of the class. - Give feedbacks <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T asks ss to answer the following questions: <ul style="list-style-type: none"> + <i>What have you learnt from the lesson today?</i> + <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i> - T review the vocabulary and model sentences. - T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more. <p>- Learn the vocabulary and model sentences by heart</p> <p>- Prepare the new lesson: <i>Unit 2, Lesson 1 (4,5,6).</i></p>	<ul style="list-style-type: none"> - 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
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D. ADJUSTMENTS (if necessary):

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Week 3

Period 12

Preparing date: September,

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.

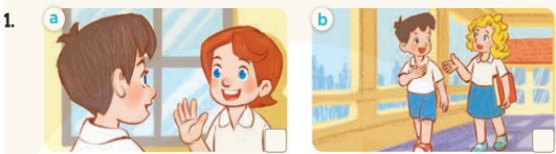
3. Attitude/ Qualities:

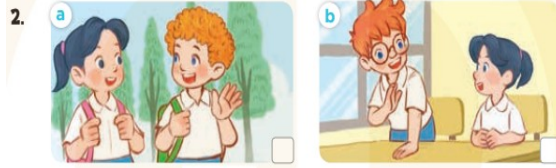
- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

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')	<p><i>Game: Interview your friend(s).</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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)". 	<ul style="list-style-type: none"> - Ss listen -Ss interview their friends and fill in their paper -Ss perform - Ss open their books
2.Practice: (27')	<p><u>Activity 1. Listen and tick:</u></p> <p><i>*Aims: Ss will be able to listen to and understand two dialogues in which pupils ask and answer questions about names.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the names of the characters in the pictures. - Point at the pictures respectively to explain the context. <div style="display: flex; align-items: center;"> 1.  </div>	<ul style="list-style-type: none"> -Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture 1a: Minh greets Lucy and asks her name.</i> + <i>Picture 1b: Minh greets Mary and asks her name.</i> + <i>Picture 2a: Mai greets Bill and asks his name.</i> + <i>Picture 2b: Mai greets Ben</i>



- 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 able to complete three target sentence patterns with the help of picture cues.*

***Procedure:**

- Get Ss to look at the pictures and identify the characters

1. A: Hi. My name's Nam. What's your name?
B: My name's _____.

2. A: Hi. I'm Mai. What's _____?
B: _____.

- Have Ss look at the three

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

	<p>incomplete sentences and elicits the missing words in the sentences.</p> <ul style="list-style-type: none"> - 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. <p><i>Key:</i></p> <p><i>1. Lucy 2. your name; Mary</i></p> <p><u>Activity 3.</u> Let's play.</p> <p><i>*Aims: Ss will be able to review the characters' names by playing the game Slap the board.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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 <i>What's your name?</i> <p>The class answers the question aloud with one of the names on the board (<i>ex: My name's Bill</i>).</p> <ul style="list-style-type: none"> + 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. 	<ul style="list-style-type: none"> -Ss answer: My name's <i>Lucy</i> -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.
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<p>3. Homework. (3')</p>	<p>- T gives feedback.</p> <p>*Consolidation</p> <p>*Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p>*Procedure:</p> <p>- T asks ss to answer the following questions:</p> <p>+ <i>What have you learnt from the lesson today?</i></p> <p>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></p> <p>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p>- Ask and answer about the pictures on page 17.</p> <p>- Prepare the new lesson: <i>Unit 2, Lesson 2 (1,2,3).</i></p>	<p>-Ss answer the questions</p> <p>-Ss listen and clap their hands</p> <p>-Ss listen and take note</p>
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D. ADJUSTMENTS (if necessary):

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