

Week 4
Period 13

Preparing date: September
Teaching date: September,

Unit 2: Our names

Lesson 2 (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, 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;
- **Vocabulary:** *how old, year*
- **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 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.

C. PROCEDURES:

Stages/Time	Teacher’s activities	Students’ activities
1.Warm- up: (3’)	<p><i>Game: Guess the pictures</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"> - The first Ss has to take the last four or three letters of that word and form 	<ul style="list-style-type: none"> - Ss listen. -Ss look at the board

<p>2. Presentation (16')</p>	<p>a new word.</p> <ul style="list-style-type: none"> - 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 “<i>Unit 2, Lesson 2 (1,2,3)</i>”. <p><u>Activity 1. Vocabulary.</u></p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + <i>how old : bao nhiêu tuổi</i> (situation) + <i>year : tuổi, năm</i> (situation) - T models (3 times). - T writes the words on the board. - <i>Checking: Rub out and remember</i> <p><u>Activity 2. Listen, point and repeat:</u></p> <p><i>*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about the character's age.</i></p>	<ul style="list-style-type: none"> - 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
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	<p>*Procedure:</p> <ul style="list-style-type: none"> - Have pupils look at <i>Pictures a and b</i> and identify the characters in the pictures. <div data-bbox="479 325 1036 844"> </div> <ul style="list-style-type: none"> - 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. <p><u>Activity 3</u> Listen, point and say.</p> <p>*Aims: <i>Ss will be able to correctly say the words and use How old are you? – I'm.....years old. to ask and answer questions about someone's age.</i></p> <p>*Procedure:</p> <p>* Model sentences:</p> <ul style="list-style-type: none"> - T asks Ss look at <i>picture a</i> and helps Ss know the structure from the dialogue. - T introduces new structure for Ss. 	<ul style="list-style-type: none"> -Look at the pictures and get to know the characters in the pictures. + <i>In picture a:</i> Nam asks: What's your name? And Mary answers: My name's Mary. + <i>In picture b:</i> Nam asks: How old are you? And Mary answers: I'm eight years old.. <ul style="list-style-type: none"> -Ss listen and repeat in chorus (<i>twice</i>) -Ss work in pairs to practice -Ss practice the dialogue -Ss listen <ul style="list-style-type: none"> -Ss look at the picture and answer.
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<p>4.Production: (7')</p>	<p>(change role). + Ss – Ss (change role). - Ask Ss to work in pairs to ask and answer the question <i>How old are you? I'm.....</i> - 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.</p> <p>Activity 4. Let's talk. <i>*Aims: Ss will be able to enhance the correct use of How old are you? and to correctly respond using their own ages.</i> *Procedure: - 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 <i>How old are you?</i> - Get Ss to repeat the question and the answer several times in pairs. - 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 ages in pairs. - Invite some groups to perform in front of the class.</p>	<p>-Ss point and ask and answer</p> <p>-Ss listen.</p> <p>-Ss listen</p> <p>-Ss look at the picture and listen</p> <p>-Ss look and answer + <i>I'm four years old.</i></p> <p>-Ss ask and answer</p> <p>- Ss answer</p> <p>-Ss work in pairs</p> <p>-Ss perform in front of the class.</p>
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<p>5. Homework. (2')</p>	<ul style="list-style-type: none"> - Give feedbacks *Consolidation *Aims: <i>Ss will be able consolidate and wrap up the content of the lesson.</i> *Procedure: - 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. - Learn the vocabulary and model sentences by heart - Prepare the new lesson: <i>Unit 2, Lesson 2 (4,5,6).</i> 	<ul style="list-style-type: none"> -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 4
Period 14

Preparing date: September,
Teaching date: September,

Unit 2: Our names

Lesson 2 (4,5,6)

A. OBJECTIVES:

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

1. Knowledge:

- 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.
- ***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:**

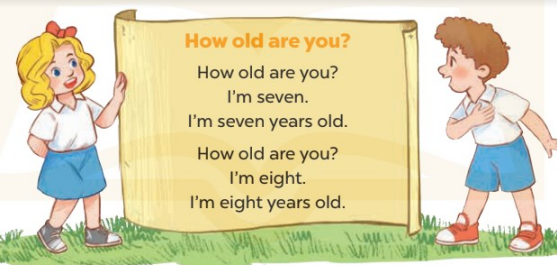
- *Teacher:* Teacher's guide Pages 31,32; audio Tracks 20; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 19, notebooks, workbooks, school things.

C. **PROCEDURES:**

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<p><i>Game: Chain game</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"> -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. 	<ul style="list-style-type: none"> - Ss listen -Ss play game

<p>2.Practice: (27')</p>	<ul style="list-style-type: none"> -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) ”. <p>Activity 1. Listen and number:</p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about ages.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the ages of the characters in the pictures. - Point at the pictures respectively to explain the context. <div data-bbox="480 1100 1036 1465">  </div> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Ss open their books <ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -Ss guess the answers - Ss listen to the tape and write
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	<p>answers together as a class.</p> <p>+ Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.</p> <p>- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.</p> <p><i>Key: 1. b 2. d 3. c 4. a</i></p> <p>Activity 2. Look, complete and read.</p> <p><i>*Aims: Ss will be able to complete three gapped dialogues with the help of picture cues.</i></p> <p>*Procedure:</p> <p>- Get Ss to look at the pictures and identify the ages</p> <div data-bbox="483 989 784 1297"> <p>1. A: How old are you? B: I'm _____ years old.</p> <p>2. A: How old are you? B: I'm _____ old.</p> <p>3. A: How old are _____? B: I'm _____.</p> </div> <div data-bbox="857 989 1036 1297">  </div> <p>- Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.</p> <p>- T models with sentence 1</p> <p>+ Ask Ss what is missing in the sentence.</p> <p>+ Have Ss look at the picture and complete the gap, then read the</p>	<p>number</p> <p>- Ss listen again, write and swap books with their partners.</p> <p>- Ss check their answers and guessing</p> <p>-Ss listen and repeat.</p> <p>-Ss look at the pictures and say:</p> <p>+ <i>A boy is holding a birthday cake with number 7 in picture a</i></p> <p>+ <i>A girl is holding a birthday cake with number 8 in picture b</i></p> <p>+ <i>A girl is holding a birthday cake with number 9 in picture b</i></p> <p>-Ss listen and answer</p> <p>-Ss answer: I'm seven years</p>
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	<p>completed sentence in chorus.</p> <ul style="list-style-type: none"> -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. <p><i>Key:</i></p> <p>1. seven 2. eight years</p> <p>3. you; nine years' old</p> <p>Activity 3. Let's sing.</p> <p><i>*Aims: Ss will be able to sing the song How old are you? with the correct pronunciation and melody.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Introduce the title and lyrics of the song: "How old are you?" song.  <ul style="list-style-type: none"> - 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. 	<p>old</p> <ul style="list-style-type: none"> -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
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<p>3. Homework. (3')</p>	<ul style="list-style-type: none"> - 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. <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 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: <i>Unit 2, Lesson 3 (1,2,3).</i> 	<p>line.</p> <ul style="list-style-type: none"> - 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 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 4
Period 15

Preparing date: September,
Teaching date: September,

Unit 2: Our names

Lesson 3 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- correctly pronounce the sounds of the letters **m** and **n** in isolation, in the words **M**ary and **N**am, and in the sentences *I'm **M**ary* and *My name's **N**am*;
- use the words *what, your, name, my, how old, years old* in relation to the topic "*Our names*";
- **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 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.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1. Warm- up: (5')	<p><i>Game: Pass the ball</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"> - 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: <i>How old are you?</i> and <i>I'm.....years old</i> - T gives feedback. - Say "Open your book page 14" and look at "Unit 2, Lesson 3 (1,2,3)". 	<ul style="list-style-type: none"> - Ss listen - Ss listen the rules - Ss play the game - Ss open their books
2. Presentation (9')	<p><u>Activity 1. Listen and repeat:</u></p> <p><i>*Aims: Ss will be able to correctly repeat the sounds of the letters m and n in isolation, the words Mary and Nam, and the sentences <i>I'm Mary.</i> and <i>My name's Nam.</i> with correct pronunciation and intonation.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T gives instruction to the letter m 	<ul style="list-style-type: none"> - Ss recognize the differences

<p>3.Practice: (19')</p>	<p>and n, the word Mary and Nam, and the sentences <i>I'm Mary.</i> and <i>My name's Nam.</i></p> <ul style="list-style-type: none"> - 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. <p>Activity 2. Listen and circle.</p> <p>*Aims: Ss will be able to identify the target words Mary and Nam while listening.</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 	<p>about color of letter</p> <ul style="list-style-type: none"> - 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: <i>Hi, I'm.....</i> + Number 2: <i>Hello, My name's</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
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	<p>sentence, for the class to listen and repeat in chorus.</p> <ul style="list-style-type: none"> - Invite one or two Ss to stand up and read the completed sentences. <p><i>Key: 1.b 2.c</i></p> <p>Activity 3. Let's chant</p> <p><i>*Aims: 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"> - 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 <i>m</i> and <i>n</i> and the words <i>Mary</i> and <i>Nam</i>. - 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. 	<ul style="list-style-type: none"> -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
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<p>4. Homework. (2')</p>	<ul style="list-style-type: none"> - 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. <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. <ul style="list-style-type: none"> - Practice the chant more. - Draw and colour a paper birthday cake. - Prepare the new lesson: <i>Unit 2, Lesson 3 (4,5,6).</i> 	<p>groups) to chant</p> <ul style="list-style-type: none"> -Ss perform in front of the class. -Ss listen <p>-Ss listen.</p> <p>-Ss listen</p> <p>-Ss answer the questions</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 4
Period 16

Preparing date: September,
Teaching date: September,

Unit 2: Our names

Lesson 3 (4,5,6)

A. OBJECTIVES:

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

1. Knowledge:

- 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.
- **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 33, 34; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students:** Pupil’s book Page 21, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher’s activities	Students’ activities
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<p>1.Warm- up: (5')</p>	<p>Game: “Chant” <i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i> *Procedure: - 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)”.</p>	<p>- Ss listen and chant</p> <p>- Ss open their books</p>
<p>2.Practice: (8')</p>	<p>Activity 1. Read and match: <i>*Aims: Ss will be able to read and match three dialogues with pictures.</i> *Procedure: - Ask Ss some questions: + <i>Who are they?</i> + <i>What are they talking about?</i></p> <div data-bbox="483 1150 1036 1465"> </div> <p>- 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</p>	<p>- Ss look at the pictures and answer + <i>In picture a: Ben and Mai say to greeting</i> + <i>In picture b: Mary and Linh say to greeting</i> + <i>In picture c: Lucy is holding a birthday cake with number 8.</i></p> <p>-Ss read and match</p> <p>-Ss work in pairs and match</p> <p>-Ss swap books and check</p>

	<p><i>Key: Pupil's answer</i></p> <p>Activity 3. Project.</p> <p><i>*Aims: Ss will be able to make birthday cakes and use them to introduce names and ages.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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 <i>name, age.</i>  <ul style="list-style-type: none"> - 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 <i>Hello. My name's.... I'm.....years old.</i> - 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. <p>*Consolidation</p> <p><i>*Aims: Ss will be able consolidate and wrap up the content of the lesson.</i></p>	<ul style="list-style-type: none"> - Ss drew and coloured a paper birthday cake 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
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<p>4. Homework. (3')</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. - Prepare the new lesson: <i>Unit 3, Lesson 1 (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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