

**Week 1 (04/9 – 08/9)**  
**UNIT 1: IN THE SCHOOL PLAYGROUND**  
**Lesson 1 – Task 1,2**

**I. OBJECTIVE**

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

**1. Knowledge**

- Pronounce the sound of the letter B/b in isolation and in the words Bill, ball, bike and book correctly.
- **Language focus:** + Letter: B/b  
+ Word : Bill, ball, bike, book

**2. Skills**

- Listening and speaking.

**3. Attitude/ Quality**

- Students be more friendly and confident in communicate with their friends and other people.

**4. Forming competence**

- + Communication, ability to use language (work in groups, in pairs, individual)
- + Ability to solve problems ( play the games)
- + Cooperation : (work in groups, in pairs)

**II. TEACHING AIDS**

- Website *hoclieu*; Computer, projector...
- Flashcards/pictures and posters (Unit 1)

**III. METHODS**

- Communicative approach, games activities, teaching methods by visual, teaching methods by practicing, discussion group, technical present

**IV. PROCEDURE**

Content	Teacher's activities	Students' activities
<b>Warm up : 5' Whole class – Individual work - group work - pair work.</b>		
	<ul style="list-style-type: none"> <li>- Greet the class by saying <i>Hi</i>.</li> <li>- Introduce your name <i>I'm + name</i>.</li> <li>- Encourage pupils to say their names and where they come from (<i>in Vietnamese</i>).</li> <li>- Introduce (<i>in Vietnamese</i>) <i>Tiếng Anh 1 - Sách học sinh</i> (the number of units, the number of lessons in one unit, and the number of activities in each unit).</li> <li>- Have pupils open the books and look at <i>Unit 1, Lesson 1</i></li> </ul>	Whole class
<b>1. Listen and repeat: 10 minutes - Whole class – Individual work group work - pair work.</b>		
Objective	Pupils will be able to pronounce the sound of the letter B/b in isolation and in the words Bill, ball, bike, book correctly	
Input	The picture is about a school playground at break time. Two boys are playing with a ball. One of the boys is Bill (an English pupil) and the other is Ba (a Vietnamese pupil). One girl is sitting under a tree, reading a book. A bike is near the bed of flowers.	

	The word Bill is next to Bill, the word ball is next to the ball, the word bike is next to the bike and the word book is next to the book. The letter B/b (on the top right-hand side corner of the picture) in the words Bill, ball, bike and book is in red. The sound of the letter B/b is the focus of Unit 1.	
Procedure	- Open books or access <i>hoclieu.vn</i> . Have pupils look at the picture. Draw pupils' attention to the letter <i>B/b</i> , the word next to Bill and other words next to the things and the colour of the letter <i>B/b</i> (as mentioned in <i>Input</i> ).	Whole class
	- Ask pupils to point to the letter <i>B/b</i> . Have them listen and repeat the sound of the letter <i>B/b</i> more than once, if necessary.	Individual work
	- Tell pupils to point to Bill and the word <i>Bill</i> . Ask them to listen and repeat the word.	Whole class
	- Repeat the same procedure with the ball, the bike and the book. Give further support to those pupils who find it difficult to do the task.	Individual work
	- Play the recording again and have them listen, point to the letter <i>B/b</i> and the ball, bike and book and repeat until they feel confident.	Whole class
	- Play the recording again and call some pupils to say the letter <i>B/b</i> and the words <i>Bill, ball, bike</i> and <i>book</i> in front of the class.	
	- With a better class, have pupils look again at the picture and find the pictures of the birds, bees (or/and butterfly). Teach the words <i>bee, bird</i> (or/and) <i>butterfly</i> .	
Outcome	Pupils can pronounce the sound of the letter B/b in isolation and in the words Bill, ball, bike and book correctly.	
<b>2. Point and say.</b> 10 minutes - Whole class – <b>Individual work</b> – group work - pair work		
Objective	Pupils will be able to point to the letter B/b, the boy and the things and say the sound of the letter B/b and the words Bill, ball, bike and book	
Input	The same picture as mentioned in Activity 1.	
Procedure	- Have pupils look at the picture again or at Poster for Unit 1. Ask them to describe the picture again ( <i>in Vietnamese</i> ). Draw their attention to the letter <i>B/b</i> , Bill and the things, if necessary.	Whole class
	- Get them to point to the letter <i>B/b</i> and say it.	Individual
	- Let them point to Bill and say his name. Give further support to those pupils who find it difficult to do the task.	Individual work

	<ul style="list-style-type: none"> <li>- Follow the same procedure with other things. Give further support to those pupils who find it difficult to do the task.</li> <li>- Ask pupils to work in pairs or in groups to point to the picture and say the sound of the letter <i>B/b</i> and the words.</li> <li>- Invite two or three pupils to point to the picture and say the sound of the letter and the words in front of the class.</li> </ul>	<p>Individual work</p> <p>Pair or group work</p> <p>Whole class</p>
Outcome	Pupils can point to the letter B/b, the boy and the things and say the sound of the letter B/b and the words Bill, ball, bike and book correctly.	
<b>Slap the board . 7 minutes - Whole class – Individual work – group work - pair work.</b>		
Objective	Pupils will be able to play game	
Input	The same picture as mentioned in Activity 1.	
Procedure	<ul style="list-style-type: none"> <li>- Write four words <i>Bill, ball, bike</i> and <i>book</i> or stick the flashcards with these words on the board. Tell pupils to look at the board.</li> <li>- Tell pupils how the game is played.</li> <li>- Ask pupils to listen to four words and touch/slap the flashcards/words as correctly and quickly as possible.</li> <li>- Have pupils play the game in groups of four. The pupil who gets the highest score will be the winner.</li> <li>- Invite four pupils to play the game in front of the class, if there is time.</li> </ul>	<p>Whole class</p> <p>Whole class</p> <p>Whole class</p> <p>Group work</p> <p>Whole class</p>
Outcome	Pupils can play game	
<b>Consolidation. 3minutes - Whole class – Individual work – group work - pair work.</b>		
Pupils use Student’s books: <ul style="list-style-type: none"> <li>- to pronounce the sound of the letter <i>B/b</i>.</li> <li>- to point to Bill and the things in the picture on page 6 and say the words <i>Bill, bike, ball, book</i>.</li> </ul>		Whole class

**UNIT 1: IN THE SCHOOL PLAYGROUND**  
**Lesson 2 – Task 3,4,5**  
**Period 2**

**I. OBJECTIVE**

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

**1. Knowledge**

- Say the sound of the letter B/b and the words Bill, bike, ball, book in a chant; listen and tick the correct picture.

- **Language focus:** + Letter : Bb

+ Word : Bill, bike, ball, book

## 2. Skills

- Listening, reading, writing and speaking.

## 3. Attitude/ Quality

- Students be more friendly and confident in communicate with their friends and other people.

## 4. Forming competence

+ Communication, ability to use language (work in groups, in pairs, individual)

+ Ability to solve problems ( play the games)

+ Cooperation : (work in groups, in pairs)

## II. TEACHING AIDS

- Website *hoclieu*; Computer, projector...

- Flashcards/pictures and posters (Unit 1)

## III. METHODS

- Communicative approach, games activities, teaching methods by visual, teaching methods by practicing, discussion group, technical present

## IV. PROCEDURE

Content	Teacher's activities	Students' activities
<b>Warm up : 5' Whole class</b> – Individual work - group work - pair work.		
- Greet the class and introduce yourself, saying: <i>Hi. I'm + name.</i> - Ask two or three pupils to look at the picture in <i>Lesson 1</i> and say the sound of the letter <i>B/b</i> and the words <i>Bill, bike, book</i> and <i>ball.</i>		Whole class
<b>3. Listen and chant.</b> 10 minutes - <b>Whole class</b> – Individual work <b>group work</b> - pair work.		
Objective	Pupils will be able to say the sound of the letter B/b and the words ball, bike and book in a chant.	
Input	There are three verses in the chant. The letter B/b, the words ball, book, bike are introduced in the first three lines of the verse. The phrases a ball, a book, a bike are in the second three lines and the letter B/b with the phrases a ball, a book, a bike are in the last three lines. The letter B/b is in red.	
Procedure	- Have pupils look at the chant on p. 7 in their books or on <i>hoclieu</i> . Draw pupils' attention to the first line and explain its meaning (as mentioned in <i>Input</i> ). Ask them to pay attention to the letter <i>B/b</i> and the word <i>ball</i> . - Play the recording of the first verse for pupils to listen and to get familiarized with the tune. - Play the recording again, ask pupils to listen and repeat the first line. Then play the recording for	Whole class  Individual work Individual work

	<p>them to listen and repeat until they feel confident.</p> <ul style="list-style-type: none"> <li>- Follow the same procedure with the other verse. Show pupils how to chant and clap their hands. Correct pronunciation, if necessary.</li> <li>- Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus. Give further support to those pupils who find it difficult to do the task.</li> <li>- Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant along and clap their hands.</li> </ul>	<p>Whole class</p> <p>Individual work</p> <p>Whole class</p>
Outcome	Pupils can sing the chant with correct pronunciation, natural stress and rhythm	
<b>4. Listen and tick.</b> 7 minutes - Whole class – Individual work – group work - pair work		
Objective	Pupils will be able to listen, recognize the words and tick the correct boxes	
Input	There are two questions (1 and 2) in this activity. Question 1 includes the pictures: a. a ball, b. a bike, with a tick in (b) as an example. Question 2 includes the pictures: a. a ball and b. a book.	
Procedure	<ul style="list-style-type: none"> <li>- Have pupils look at the first two pictures and say what they can see. Draw pupils' attention to the boxes next to the letters <i>a</i> and <i>b</i>.</li> <li>- Encourage some pupils to point to the pictures and say the words in front of the class</li> <li>- Play the recording of the first phrase for pupils to listen. Before playing the recording. Play the recording of the first phrase for pupils to hear. Point to the tick ✓ and say <i>It's a tick. You tick the box b, you give the right answer.</i></li> <li>- Ask pupils to look at the last two pictures and listen. Play the recording for pupils to listen and tick the box.</li> <li>- Ask pupils to say what they have heard and ticked. If some pupils say "<i>a ball</i>", let them listen to the recording again. Ask <i>What did you hear? Did you hear "a ball" or "a book"?</i> then say <i>Yes, "a book". So tick the box b.</i></li> </ul>	<p>Whole class</p> <p>Individual work</p> <p>Whole class</p> <p>Individual work</p> <p>Whole class</p>
Outcome	They can listen, recognize the words and tick the correct box: 2. b	
<b>5. Look and trace .</b> 10 minutes - Whole class – Individual work – group work - pair work.		
Objective	Pupils will be able to trace the letter B/b	
Input	The letter B/b	
Procedure	- Have pupils look at the letter <i>B</i> (upper case) and <i>b</i>	Whole class

	<p>(lower case). Use hocielieu to show how the upper case <i>B</i> and the lower case <i>b</i> are traced. Ask pupils to make sure if they recognize the two forms of the letter.</p> <ul style="list-style-type: none"> <li>- Tell pupils to trace the letter <i>B/b</i>. You can demonstrate by air tracing or tracing the broken lines of the letter <i>B/b</i> on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.</li> <li>- Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers. Give pupils time to work. Go around and offer help, if necessary.</li> <li>- Ask some pupils to show what they have done.</li> <li>- With a better class, write the letter <i>B/b</i> in broken lines on the board and invite some pupils to trace them.</li> </ul>	<p>Individual work</p> <p>Pair work</p> <p>Whole class</p> <p>Individual work</p>
Outcome	Pupils can trace the letter B/b correctly and neatly.	
<b>Consolidation</b> 3 minutes - Whole class – <b>Individual work</b> – group work - pair work.		
<ul style="list-style-type: none"> <li>- Pupils learn by heart the chant p. 7.</li> <li>- Pupils trace the letter B/b in their workbooks.</li> </ul>	Whole class	