

Week 2 (11/9 – 15/9)
UNIT 1: IN THE SCHOOL PLAYGROUND
Lesson 3 – Task 6,7,8
Period 3

I. OBJECTIVE

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

1. Knowledge

- Use “Hi, I’m _____.” to greet and introduce someone’s name and “Bye, _____.”: say goodbye to someone: Tracethe letter B/b; Singa song with the structures “Hi, I’m _____.” and “Hi, _____ . I’m _____.”

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

+ Word : Bill, bike, ball, book

2. Skills

- Listening, reading , speaking and writing.

3. Attitude/ Quality

- Students be more friendly and confident in communicate with their friends and otherpeople

4. Forming competence

- Communication, ability to use language
- Ability to solve problems (play the games)
- Cooperation: (work in groups/ pairs)
- Using language to greet and self- introduction.
- Using knowledge to do exercises

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 |
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| Warm up : 5’ Whole class – Individual work - group work - pair work. | | |
| - Greet the class and introduce yourself, saying: <i>Hi. I’m + name.</i> - Have a group of pupils to sing the chant on page 7 in front of the class. The class claps hands. | | Whole class |
| 6. Listen and repeat: 7 minutes - Whole class – Individual work group work - pair work. | | |
| Objective | Pupils will be able to listen and repeat the sentences “Hi, I’m Bill.”and “Bye, Bill.” | |
| Input | - “Hi, I’m Bill.” is used (by Bill) to greet someone and introduce his name.”Bye, Bill.” is used (by someone) to say goodbye to Bill. - A picture of Bill greeting and introducing his name. | |

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| | - A picture of Ba saying goodbye to Bill. | |
| Procedure | - Have pupils look at the first picture. Play the recording for pupils to listen and repeat, saying <i>Now listen and repeat, please!</i> | Whole class |
| | - Have pupils look at the sentence “ <i>Hi, I’m Bill.</i> ” Explain the meaning of the sentence and how it is used | Individual work |
| | - Play the recording several times for pupils to listen and repeat the sentence. Give more support to those pupils who find it difficult to do the task. Invite a few pupils to listen and repeat the sentence “ <i>Hi, I’m Bill.</i> ” in front of the class. Correct pronunciation, if necessary | Whole class |
| | - Have pupils look at the second picture. Play the recording for pupils to listen and repeat. Then explain the meaning of the sentence and how it is used. Check comprehension. | Individual work |
| | - Have pupils look at the sentence “ <i>Bye, Bill.</i> ” Listen to the recording and repeat until they feel confident. Check comprehension. | Whole class |
| | - Invite some pupils to listen and repeat the sentences in front of the class. | |
| Outcome | Pupil can listen and repeat the sentences “ <i>Hi, I’m Bill.</i> ” and “ <i>Bye, Bill.</i> ” correctly. | |
| 7. Let’s talk. 10 minutes - Whole class – Individual work – group work - pair work | | |
| Objective | Pupils will be able to greet and introduce their names, using “ <i>Hi, I’m _____.</i> ” and to say goodbye to each other, using “ <i>Bye, _____.</i> ” | |
| Input | The activity consists of two parts. Part 1 includes the bubble with the structure “ <i>Hi, I’m _____.</i> ” Under the bubble is the picture of Bill and his friend (Ba). They are greeting each other and introducing themselves. Part 2 consists of the bubble with “ <i>Bye, _____.</i> ” and the picture in which Bill and Ba say goodbye to each other. | |
| Procedure | - Have pupils look at the first picture. Point to the boy on the left and ask them <i>Who is this?</i> Tell them that he is Bill. Then point to the boy on the right and ask them <i>Who is this?</i> Tell them that he is Ba. | Whole class |
| | - Ask pupils to work in pairs or in groups to practise greeting each other in the name of Bill and Ba. | Pair or group work |
| | - Have pupils look at the second picture. Point to the boy on the left of the picture and ask pupils to identify who he is. Then tell them that he is Ba. Then point to the boy on the right and ask them <i>And</i> | Whole class |

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| | <p><i>who is this?</i> Tell them that he is Bill. Then select two pupils to act out in front of the class.</p> <ul style="list-style-type: none"> - Ask pupils to work in pairs or in groups to practise saying goodbye to each other in the name of Bill and Ba. - Ask a few pairs of pupils to introduce themselves. Ask a few pairs of pupils to say goodbye to each other. Encourage some pairs of pupils to practise introducing themselves and saying goodbye to each other in front of the class. | <p>Pair or groups work</p> <p>Pair work</p> |
| Outcome | Pupils can greet and introduce their names, using “Hi, I’m _____.” and to say goodbye to each other, using “Bye, _____.” | |
| 8. Let’s sing. 10 minutes - Whole class – Individual work – group work - pair work. | | |
| Objective | Pupils will be able to sing a song with the structures “Hi, I’m _____.” and “Hi, _____ . I’m _____.” | |
| Input | There are two verses in the song. The first verse includes two sentences in which Ba and Bill greet and introduce themselves. In the second verse, Ba and Bill greet and introduce each other. | |
| Procedure | <ul style="list-style-type: none"> - Have pupils read the lyrics to familiarize themselves with the first verse of the song. Explain the meanings of the verse, if necessary. - Play the recording several times for pupils to repeat line after line to make sure that they can sing the verse correctly. - Do the same with the second verse of the lyrics. Play the recording several times for pupils to repeat to make sure that they can sing the verse correctly. Check comprehension. - Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song. Then let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them to sing the whole song. - Call one or two groups to sing the song in front of the class. Praise them when they perform well. - If time allows or with a better class, have pupils sing the song with their own names and perform in front of the class. | <p>Whole class</p> <p>Individual work</p> <p>Individual work</p> <p>Whole class</p> <p>Whole class</p> |
| Outcome | Pupils can sing the song with correct pronunciation, natural tune/ rhythm and sweet melody. | |

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| Consolidation . 5 minutes - Whole class – Individual work – group work - pair work. | |
| Pupils play <i>Slap the board</i> with the words <i>bike, book</i> and <i>ball</i> . | Whole class |

UNIT 2 : IN THE DINING ROOM

Lesson 1 –Task 1,2

Period 4

I. OBJECTIVE

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

1. Knowledge

- Pronounce the sound of the letter C/c in isolation and in the words cake, car, cat and cup correctly.

- **Language focus:**+ Letter: C/c

+ Word: cake, car, cat, cup

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 2)

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 |
|--|----------------------|----------------------|
| Warm up : 5' Whole class – Individual work - group work - pair work. | | |
| <ul style="list-style-type: none"> - Greet the class and introduce your name by saying, e.g. <i>Hi, I'm Miss Hien</i>. Encourage pupils to greet and introduce their names, e.g. <i>Hi, I'm Hoa</i>. - Have two or three pairs of pupils role-play the exchange <i>Hi, I'm + name</i>. | | Whole class |
| 1. Listen and repeat: 10 minutes - Whole class – Individual work | | |

| group work - pair work. | |
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| Objective | Pupils will be able to pronounce the sound of the letter C/c in isolation and in the words cake, car, cat and cup correctly. |
| Input | The picture is about a family having breakfast in the dining room. The mother is eating a cake. The father is holding and drinking a cup of tea and the son is playing with a car. The cat is lying on the chair. The word cake is next to the piece of cake, the word car is next to the toy car, the word cup is next to the cup, and the word cat is next to the cat. The letter c in the words cake, car, cat, cup is in red. The sound of the letter C/c is the focus of Unit 2. |
| Procedure | <ul style="list-style-type: none"> - Have pupils look at the picture (p. 9) or Poster for Unit 2. Encourage pupils to describe the picture. Draw pupils' attention to the letter C/c, the words next to the things, the pet and the colour of the letter C/c (as mentioned in <i>Input</i>). Check comprehension. - Get pupils to point to the letter C/c. Then have them listen to the recording and repeat the sound of the letter C/c. - Have pupils point to the cat and/or the word <i>cat</i>, listen to the recording and repeat the word <i>cat</i>. Then play the recording again, if necessary, for them to repeat individually and in chorus. Correct pronunciation, if necessary. - Follow the same procedure with the cake, car, cup. Correct pronunciation, if necessary. - Get pupils to listen to the recording again, pointing to the letter C/c, the words and the things/pet and repeating until they feel confident. Give further support to those pupils who find it difficult to do the task, if necessary. - Invite a few pupils to pronounce the sound of the letter C/c and say the words <i>cake, car, cup, cat</i> in front of the class. |
| | Whole class |
| | Individual work |
| | Individual work |
| | Whole class |
| | Pair or group work |
| | Whole class |
| Outcome | Pupils can listen and pronounce the sound of the letter C/c in isolation and in the words cake, car, cat, cup correctly. |
| 2. Point and say. 10 minutes - Whole class – Individual work – group work - pair work | |
| Objective | Pupils will be able to point to the letter C/c, the pet (cat) and things (cake, car, cup) in the picture and say the sound of the letter C/c, the |

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| | words cake, car, cat and cup. | |
| Input | The same picture in Activity 1. | |
| Procedure | - Ask pupils to look at the picture on page 9 or Poster 2 again. Ask them to describe the picture, paying attention to the letter <i>C/c</i> and the words they have learnt in <i>Activity 1</i> . | Whole class |
| | - Get pupils to point to the letter <i>C/c</i> and say it. | Individual |
| | - Ask pupils to point to the cake on the table and say the word <i>cake</i> as a model. Remind them of the sound of the letter <i>c</i> in the word <i>cake</i> . Then ask one pupil to point to the cake and to say the word <i>cake</i> in front of the class. Check comprehension. | Individual work |
| | - Follow the same procedure with other things and the cat and correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task. | Individual work |
| | - Get pupils to work in pairs or in groups to point to the things/pet in the picture and say the sound of the letter <i>C/c</i> and the words. | Pair or group work |
| - Select some pupils to point to the picture/poster and to say the words in front of the class. | Whole class | |
| Outcome | Pupils can point to the letter <i>C/c</i> , the things/pet and say the sound of the letter <i>C/c</i> and the words cake, car, cat, cup correctly. | |
| Pelmanism | 7 minutes - Whole class – Individual work – group work - pair work. | |
| Objective | Pupils will be able to point to play game | |
| Input | The same picture in Activity 1. | |
| Procedure | - Tell pupils about two sets of flashcards. | Whole class |
| | - Tell pupils that they are going to match the words with the suitable pictures. Give an example to show how the game is played. Check comprehension. | Whole class |
| | - Put pupils into groups of four and give each group a set of flashcards. Have the groups shuffle the flashcards and distribute them face down on the table. | Group work |
| | - Ask each player in turn to select two cards and turn them face up. If the word matches the picture, the player wins and continues to turn over another pair. | Group work |

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| | - If the cards do not match, they are turned face down again and the next player plays the game. The game ends when all the cards are gone. | |
| Outcome | Pupils can play game | |
| Consolidation. 3minutes - Whole class – Individual work – group work - pair work. | | |
| Pupils practise pronouncing the sound of the letter <i>C/c</i> and saying the words <i>car, cake, cup, cat</i> | | Whole class |
