Week: 1 Date of planning:

Period: 2 Date of teaching:

**STARTER**

Hello again (1-2-3)

1. **Objectives:**

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

**1. Knowledge:**

- 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. Competences:**

- Communication

- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities**:

- Love to talk about theirselves

**II. Preparation.**

1. Teacher’s preparation: TV, computer, book.

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **-** Sing the song “Greeting song”  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  - Lead to new lesson. | Whole class  Individual work/ Group work |
| **Activity 1. Let’s sing. (**8 minutes)  **Goal:** *To sing the song Hello. How are you? with the correct pronunciation, rhythm and melody.*  - Ask Ss’ attention to the title and the lyrics of the song. Encourage them to point at the characters’ picture to check understanding.  - Give Ss listen to the whole song, focus on pronunciation and melodies.  - Ss listen and repeat line by line, correct pronunciation is necessary.  - Play the recording all the way through for Ss to sing along.  - Divide the class into groups to sing the song, call some group to perform while the rest of the class clap along.  - If time allows, ask Ss to replace where a family member goes at the weekend in the song to sing.  **Activity 2. Listen and tick. (** 9 minutes)  **Goal:** *To listen, understand and tick the correct pictures*  **-** Draw pupils’ attention to the pictures. Elicit the names of the characters in each picture. Tell them about this activity and show them how to do the task. Play the recording for the first conversation. Elicit the answer and give feedback. Circle the number. Play the recording again for pupils to check the answer.  **-** Play the recording again for pupils to check their answers.  **-** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.  **Activity 3. Let’s play.** 8 minutes  **Goal:** *To play the game spelling bee .*  - Before playing the game, have pupils look at the English alphabet and sing The Alphabet song or spell the letters of the song.  - Tell pupils that they are going to spell some words they have learnt. Explain how to play the game. Check comprehension and give feedback.  - Write the words on a piece of paper or on the board.  - Call a group of four pupils to the front of the class. Give the piece of paper to one of the group members. Ask him / her to say one word (e.g. friend). The other members spell the word (e.g. F-R-I-E-N-D). The pupil who correctly spells the word first gets one point or star. The pupil who has the most points or stars at the end of the game wins. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class  Individual work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Can you say this?**  Divide the class into groups of four. Ask pupils of each group to come to the board and introduce about theirselves  **Homelink:** Prepare Classroom activities/8 | Whole class  Individual |

**IV. Comments:**

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Week: 1 Date of planning:

Period: 3 Date of teaching:

**STARTER**

Classroom activities (1-2-3)

1. **Objectives:**

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

**1. Knowledge:**

- 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. Competences:**

- Communication

**3. Attributes/ Qualities**:

- Use Classroom activities affectly.

**II. Preparation.**

1. Teacher’s preparation: TV, computer, book.

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **-** Sing the song “Hello song”  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  - Lead to new lesson. | Whole class  Individual work/ Group work |
| **Activity 1. Let’s chant. (**8 minutes)  **Goal:** *- 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. (** 9 minutes)  **Goal:** *To listen to and understand four sentences describing what the characters are doing in the classroom at break time and number the correct pictures.*  - Draw pupils’ attention to the pictures 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.  - Play the recording all the way through for pupils to listen and familiarise themselves with the speaker’s voice. Then play the recording again for pupils to listen and number the pictures.  - Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers where necessary.  - If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.  Key: 1. a 2. c 3. d 4. b  **Activity 3. Listen and act out.** 8 minutes  **Goal:** *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.  - Play the recording all the way through for pupils to listen and familiarise themselves with the speaker’s voice. Then play the recording again for pupils to listen and point at the pictures.  - Have pupils listen to the recording, line by line, and act out. Then invite a group to listen and act out in front of the class.  - If time allows, play the recording, line by line, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Whole class  Individual work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Game: Simon says …**  - The pupils must obey all commands that begin with Simon says ....  - If teacher says, Simon says stand up then all pupils must stand up. However, if teacher just says Stand up without saying Simon says first the pupils shouldn’t stand up. If they stand up, they are out until the next game.  **Homelink:** Outdoor activities/9 | Whole class |

**IV. Comments:**

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Week: 1 Date of planning:

Period: 4 Date of teaching:

**STARTER**

Fun time (1-2)

1. **Objectives:**

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

**1. Knowledge:**

- 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. Competences:**

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

**3. Attributes/ Qualities**:

- show pride in what they can do and their hobbies by using appropriate gestures and intonation when talking about hobbies.

**II. Preparation.**

1. Teacher’s preparation: TV, computer, book.

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **-** Sing the song “Number song” and “Hello song”  - Invite some of them to come to the board to role play, the rest of the pupils will sing.  - Lead to new lesson. | Whole class  Individual work/ Group work |
| **Activity 1** **Let’s play. (**8 minutes)  **Goal:** *- 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 minutes)  **Goal:** *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.  - Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.  - Invite some pupils to look at the task they have done and say about the pupils' hobbies in front of the class.  Answer key: 1. b 2. d 3. e 4. a 5. C  **Activity 3. Read and act out.** (8 minutes)  Goal: *To read the chant aloud and act out with the help of the lyrics and picture cues.*  - Have pupils look at the first picture to explain the meaning of the first two lines.  - Get pupils to read aloud the first line and jump up. Then have them read the second line and jump up high.  - Give pupils a time limit to read the first verse and act out in pairs or groups. Go around the classroom and give support to pupils who find it difficult to do the task.  - Repeat Steps 1 to 3 with the other verse of the chant. Draw their attention to the meaning of the verses with the help of the picture cues.  - When pupils are familiar with the verses and actions, ask them to read the whole chant aloud and act out. Then invite a few groups to the front of the class to say the chant and act out. The class may chant along and do actions or clap hands to reinforce the activity. | Whole class    Whole class/ Individual work  Whole class/ Individual work |
| **Fun corner and wrap-up: (**4 minutes)  - 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.  - If they have the correct answers they get the points for their teams. If the answer is not correct, the other team answers.  **Homelink:** Prepare Unit 1 /Lesson 1/ page 10 | Whole class  Group work |

**IV. Comments:**

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