Week: 1

Period: 1

 **PREPARE FOR THE ACADEMIC YEAR**

**A. Aim:** By the end of the lesson, Ss will be able to use the allocation in their study (at school + at home) and basic classroom language.

**B. Aids:**

**C. Procedure:**

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| --- | --- |
| Teacher’s activities | **Student’s activities** |
| **1. Greetings:** T makes friends with students by introducing name and greeting them.**2. Introduction:**- T greets Ss in English and help them greet teacher in English.+ Good morning/ Good afternoon/ Good bye - T asks the Ss to listen to some instructions (in VNese) Stand up. Sit down. Pick up your pen. Put down your pen. Open your book. Close your book. Come here. Go to the board. Listen. Read. Write. Say. (Hello) Turn to page (4) Look at ( the board / exercise 3) Look Don’t look. - T says something about method of learning English at school and at home. - T says s.t about school things: 2 notebooks (lesson; exercise), textbook. - T divides Ss into groups of 4; 6; 8 then tell them how they must practice in groups; in pairs. - In groups of 8, Ss choose their group’s name.**3. Homework:** - Prepare school things carefully at home. - Look at the pictures of Unit One and guess what we have to learn in the next period. - Prepare for Unit 1- Lesson 1: Part 1- 2- 3. | T- WCT-WC |

Week: 1

Period: 2

 **STARTER**

**A - Numbers**

1. **Objectives:**

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

**1. Knowledge:**

- Identify the numbers 1 to 10 through listening, speaking, reading and writing activities;

- Listen and identify numbers by ticking the correct boxes.

- Read and match the relevant words with numbers.

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions appreciate kindness.

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

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

**III. Procedures**

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| --- | --- |
| **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 classIndividual work/ Group work |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat. (**8 minutes)To listen, point at and repeat the numbers 1 − 10 correctly.**\*Set the context:****-** Draw pupils’ attention to the numbers. Tell them to listen, point at the numbers and repeat. Play the recording for pupils to listen to the numbers, and familiarise themselves with their stress and intonation.**-** Play the recording again for pupils to listen and repeat. Remind them to point at the numbers while listening. Do this several times until they feel confident. Correct their pronunciation where necessary.**-** Put pupils into pairs to practise listening, pointing at and repeating the numbers 1 − 10. Go around the classroom to offer support.- Have Ps copy down in their note books**B. PRACTICE****Activity 2. Listen and tick.** 9 minutesTo listen and identify numbers by ticking the correct boxes.**-** Draw pupils’ attention to the numbers. Tell them to listen and tick the correct box under each number while listening. Show an example with number three. Play the recording and tick the box under the correct number.**-** Play the recording all the way through for pupils to do the task. Play the recording again for them to check their answers.**-** Tell pupils to swap their books with their partners, then check answers together as a class.Write the correct answers on the board for pupils to correct their answers.**-** Play the recording again for pupils to double-check their answers.**Extension**: If time allows, play the recording, number by number, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.**C. PRODUCTION****Activity 3. Read and match.** 8 minutesGoal: To read and match the relevant words with numbers.**-** Draw two columns on the board like the input. Tell pupils to read the words for numbers and draw lines to match with the target numbers. Use number one as an example: Have pupils read the word in chorus and draw a line to match with number 1.**-** Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.**-** Check the answers as a class. Then invite a pupil to come to the front and draw a line on the board to match the words with the relevant numbers. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)**Ways to say goodbye!**Use the Goodbye and Bye greetings for real communication to dismiss the class. Say *Goodbye* to individual pupils and have them answer *Goodbye* or B*ye* as they leave.**Homelink:** Learn by heart vocabulary and practice model sentence | Group workWhole class |

**IV. Comments:**

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Week: 1

Period: 3

 **STARTER**

**B – THE ALPHABET**

1. **Objectives:**

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

**1. Knowledge:**

- Identify the letters of the alphabet by correctly pointing at, singing and performing *The alphabet song* with the correct pronunciation.

- Identify the alphabet letters and complete the missing ones.

- Count the letters in the target names.

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions appreciate kindness.

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

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

**III. Procedures**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’*****Game: Numbers showing***Teacher says *Numbers, numbers*, then moves hand round and round.Ask pupils to do like teacher.Teacher says a number randomly. Pupils show their fingers in correspondence with the numbers teacher says.Make it become more interesting by doing quicker and quicker.- Lead to new lesson. | Whole classIndividual work/ Group work |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Listen, point and sing.** 8 minutesGoal: To identify the alphabet letters and complete the missing letters.**\*Set the context:****-** Draw pupils’ attention to the title and lyrics of the song. Tell them about the activity.Model reading the title and the lyrics line by line for pupils to repeat. Encourage them to point at the letters to reinforce their understanding.**-** Play the recording all the way through for pupils to listen carefully to the pronunciation and the melody.**-** Play the recording again for pupils to listen and repeat. Do this several times until they feel confident. Correct their pronunciation where necessary.**-** Play the recording all the way through for pupils to sing along.**-** Show pupils actions to do while singing along with the recording, for example, use a finger to draw the letters in the air while singing.**B. PRACTICE****Activity 2. Read and complete.** 9 minutesGoal: To identify the alphabet letters and complete the missing letters.**-** Draw pupils’ attention to the incomplete alphabet. Tell them about the activity.Show them how to do the task: point at the letters respectively for pupils to read, elicit the first missing letter and give feedback. Write the answer on the board and have pupils read it in chorus.**-** Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.**-** Invite a pupil to stand up and say the missing letters. Correct their pronunciation where necessary. Write the answers on the board for the class to correct their answers.**Extension:** Have the class sing *The alphabet song* a few times . This can be conducted in groups.**C. PRODUCTION****Activity 3. Count the letters.** 8 minutesGoal: To count the letters in the target names.**-** Draw pupils’ attention to the target names. Tell them about the activity and show them what to do: Point at the first name BEN and have pupils count the letters by reading the numbers under the target name in chorus. Point at Number 3 and say that it is the total number of the letters in the name BEN. Get the class to count the letters again in chorus.**-** Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.**-** Invite a pupil to stand up and count the letters in the names. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)Use *sachmem*, have pupils look at the words in the picture of Activity 4 and repeat after the recording.**Homelink:** Learn by heart vocabulary and practice model sentence | Group workWhole class |

**IV. Comments:**

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Week: 1

Period: 4

 **STARTER**

**C – FUN TIME**

1. **Objectives:**

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

**1. Knowledge:**

- To review the numbers from one to ten by counting with fingers.

- To review the numbers from one to ten and the alphabet letters by playing the game Bingo**.**

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions appreciate kindness.

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

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

**III. Procedures**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’*****Game: Can you sing?***Let the pupils sing the song once. Cover 4 letters at the end of each line, ask them to say what’s missing.Sing the song again with the missing letters.Cover 4 more letters at the middle of each line, ask them to say what’s missing.Sing the song again with the missing letters.Make it become more interesting with competition between groups.- Lead to new lesson. | Whole classIndividual work/ Group work |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Listen, point and sing.** 8 minutes Goal: To review the numbers from one to ten by counting with fingers.**\*Set the context:****-** Draw pupils’ attention to the pictures of the hands. Tell them about the activity. Show the class how to use fingers to count from one to ten a few times until they can feel confident of using the same way to count.**- G**ive pupils time to do the task individually or in pairs. Go around the classroom to offer support.**-** Invite a few pupils to the front of the classroom to take turns to perform the task.Get the class to vote for the best performer.**B. PRACTICE****Activity 2. Let’s play.** 9 minutesGoal: To review the numbers from one to ten and the alphabet letters by playing the game **Bingo.****-**Draw a 3 x 3 Bingo grid on the board and get pupils to do the same in their notebooks. Tell pupils to complete their grids with any numbers from one to ten. Explain how to play the game:You call out a number. Every pupil that has that number in his or her grid should cross it out.Continue to call out numbers (remember to keep a record!) until someone shouts *Bingo!*Check his / her grid to make sure that he or she has his or her grid crossed out the numbers that you have called, then declare him or her the winner.**-**Repeat the same procedure with the Bingo grid filled with the letters of the alphabet.**C. PRODUCTION****Activity 3. Count the letters.** 8 minutesGoal: To count the letters in the target names.**-** Draw pupils’ attention to the target names. Tell them about the activity and show them what to do: Point at the first name BEN and have pupils count the letters by reading the numbers under the target name in chorus. Point at Number 3 and say that it is the total number of the letters in the name BEN. Get the class to count the letters again in chorus.**-** Give pupils time to do the task individually or in pairs. Go around the classroom to offer support where necessary.**-** Invite a pupil to stand up and count the letters in the names. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual work |
| **Fun corner and wrap-up: (**5 minutes)**Game: Who can write fast?**Divide the class into three/ four teams. Call out a letter of the alphabet. A pupil from each team writes that letter on the board. Give one point for each correct answer.Repeat with more letters or spelling names.**Homelink:** Learn by heart vocabulary and practice model sentence | Group workWhole class |

**IV. Comments:**

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