**LỊCH BÁO GIẢNG**

***Tuần***: 3- Từ ngày 18/9 đến ngày 23/9/2023

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| **Thứ** | **Buổi** | **Tiết** | **Lớp** | **Môn** | **Tên bài dạy** |
| **Hai**  **18/9** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Chiều** | 1 | 1D | Tiếng Anh 1 | Unit 1: Lesson 2 |
| 2 | 1E | Tiếng Anh 1 | Unit 1: Lesson 2 |
| 3 | 1C | Tiếng Anh 1 | Unit 1: Lesson 2 |
| 4 |  |  |  |
| **Ba**  **19/9** | **Sáng** | 1 | 5C | Tiếng Anh 5 | Unit 2: Lesson 2-Part 1,2,3 |
| 2 | 5C | Tiếng Anh 5 | Unit 2: Lesson 2-Part 4,5,6 |
| 3 | 5D | Tiếng Anh 5 | Unit 2: Lesson 2-Part 1,2,3 |
| 4 | 5D | Tiếng Anh 5 | Unit 2: Lesson 2-Part 4,5,6 |
|  | **Chiều** | 1 | 3E | Tiếng Anh 3 | Unit 1: Lesson 3-Part 1,2,3 |
| 2 | 1C | Tiếng Anh 1 | Unit 1: Lesson 2(con’d) |
| 3 | 3D | Tiếng Anh 3 | Unit 1: Lesson 3-Part 1,2,3 |
| 4 |  |  |  |
| **Tư**  **20/9** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Năm**  **21/9** | **Sáng** | 1 | 1E | Tiếng Anh 1 | Unit 1: Lesson 2(con’d) |
| 2 | 1D | Tiếng Anh 1 | Unit 1: Lesson 2(con’d) |
| 3 | 3E | Tiếng Anh 3 | Unit 1: Lesson 3-Part 4,5,6 |
| 4 | 3E | Tiếng Anh 3 | Unit 2: Lesson 1-Part 1,2,3 |
|  | **Chiều** | 1 | 3D | Tiếng Anh 3 | Unit 1: Lesson 3-Part 4,5,6 |
| 2 | 5C | Tiếng Anh 5 | Unit 2: Lesson 3-Part 1,2,3 |
| 3 | 5C | Tiếng Anh 5 | Unit 2: Lesson 3-Part 4,5,6,7 |
| 4 |  |  |  |
| **Sáu**  **22/9** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 | 3D | Tiếng Anh 3 | Unit 2: Lesson 1-Part 1,2,3 |
| 4 | 3D | Tiếng Anh 3 | Unit 2: Lesson 1-Part 4,5,6 |
| **Chiều** | 1 | 3E | Tiếng Anh 3 | Unit 2: Lesson 1-Part 4,5,6 |
| 2 | 5D | Tiếng Anh 5 | Unit 2: Lesson 3-Part 1,2,3 |
| 3 | 5D | Tiếng Anh 5 | Unit 2: Lesson 3-Part 4,5,6,7 |
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| **Week: 3**  **Period: 9** | **UNIT 1: HELLO**  **Lesson3: Parts 1, 2, 3 ( Page 14)** | Planning day: 17/9/2023  Teaching day: 19/9/2023 |

**I. Objectives:**

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

**1. Knowledge:**

- Correctly repeat the sounds of the letters h and b in isolation, in the words hello and bye, and in the sentences Hello, Ben. and Bye, Ben. with the correct pronunciation and intonation.

- Identify the target words hello and bye while listening, review greeting others, respond to greetings by chant.

**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

**II. Preparation.**

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

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\*Warm- up: (5’)**  *Game:* ***Pass the ball***  - T plays the *Hello. How are you* song, Ss pass through the ball, when T stops the song, Student who has the ball on his hand will stand up and make greeting and introduce about him by using **“Hello, I’m…….”**  **A. PRESENTATION**  **Activity 1. Listen and repeat:**  ***\*Aims:*** *To correctly repeat the sounds of the letters* ***h*** *and* ***b*** *in isolation, the words* ***hello*** *and bye, and the sentences Hello, Ben. and Bye, Ben. with correct pronunciation and intonation.*  - T gives instruction to the letter ***h*** and ***b,*** the word ***h****ello* and ***b****ye*, the sentence ***H****ello, Ben* and ***B****ye, Ben.*  - Play the recording for the letter ***h, b***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - T calls some Ss to practice.  - T asks ss to find some words with the sound of letters b and the same with letter h  - T gives feedbacks.  **B. PRACTICE**  **Activity 2.** **Listen and circle.**  ***\*Aims:*** *To identify the target words hello and bye while listening.*  - Elicit the sentences and the gap-fill options.  - T ask Ss to guess the answers.  - Play the recording for the Sentence 1 for pupils to listen. Play the recording again for them to listen and circle the correct options. Play the recording a third time for pupils to check their answers.  - Repeat the procedure of **Step 2** for Sentence **2**.Then checks Ss’ guessing.  - Tell pupils to swap books with a partner, then check the answers together as a class.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  - Invite one or two Ss to stand up and read the completed sentences.  *Key: 1.c 2.a*  **Activity 3. Let’s chant**  ***\*Aims:*** *To say the chant with the correct rhythm and pronunciation.*  - Introduce the title, the scene and lyrics of the chant.  - 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 *h* and *b* and the words *Hello* and *Bye.*  - 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.  - 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.  **Extension:** Call 2 Ps role play and chant using their name.  **\*Fun corner and wrap-up:**  **Game: Sing, do actions, then stop!**  **-** Divide the class into 4 teams.  **-** Have pupils sing and dance with the lyrics and rhythm of the chant.  **-** Invite each team to sing and do actions. When the music stops, all of them have to stop doing actions (freeze). Who can freeze longer will win.  **-** Encourage pupils to join the game.  **4. Homelink (2’)**  **-** Practice the chant more.  - Prepare the new lesson: *Unit 1, Lesson 3 (4,5,6).* | Whole class  Individual work/  -Ss listen the rules  Whole class    Whole class  Group work  Whole class/ Individual work  Whole class/ Individual work  Pairwork  Individual work  Whole class  Whole class  Whole class  Whole class  Group work  Pairwork  .  Whole class  Team work |

**IV. Comments:**

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| **Week: 3**  **Period:10** | **UNIT 1: HELLO**  **Lesson 3: Parts 4, 5, 6 ( Page 15)** | Planning day: 17/9/2023  Teaching day: 19/9/2023 |

**I. Objectives:**

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

**1. Knowledge:**

- Read four sentences and choose the correct responses about the topic “Greetings and goodbye”.

- Read, understand and complete three exchanges with their personal information about the topic “Greetings and goodbye”.

**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. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks.

**II. Preparation.**

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

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’**  ***-*** Say greetings.  - Play a game **“** ***Slap the board”***  ***-*** Put the words on the board: *bye, hello, fine, how are you?*  - Divide the class in two groups . Each group has 5 students.  - Tell the rule of this game.  - Have Ss play the game.  - T gives feedbacks.  - Lead to the new lesson*“Unit 1, Lesson 3 (4,5,6)”.* | Whole class  Group work |
| **\* New lesson:**  **Activity 1. Read and circle. (**8 minutes)  **Goal:** *Ss will be able**to read four sentences and choose the correct responses.*  - Have Ss look at, read four sentences together as a class and say the require .  - Get Ss time to do the task.  - Ask Ss to do the task.  - Go arround the classroom to offer  - Get Ss to swap books with a partner, then check answers together as a class.  - Ask Ss to write the correct answers on the board for pupils to correct their answers.  -T gives feedbacks.  Key: 1. b 2. a 3. a 4.b  -Ask Ss to read the sentences again.  **Activity 2. Let’s write. ( 9 minutes)**  **Goal:** - *To read, understand and complete three exchanges with their personal information.*  - Get Ss to look at the pictures and identify the characters .  - Elicit the context and the missing words.  **-** Draw Ss’s attention to the three exchanges. Write the first exchange on the board*: Lucy: Hi. I’m Lucy.*  *You: Hello, Lucy. I’m Hoa.*  - T models with sentence 1.  - Get Ss time to do the task. Go around the classroom to support if necessary.  - Get Ss to swap books with a partner.  - Call three Ss go to the board to write the answers.  - T checks the answers together as a class.  - T gives feedbacks.  Key:  *1. Pupil’s answer*  *2. thank you/ thanks*  *3. Goodbye/ bye*  - Ask a few Ss to stand up and role play the completed sentences aloud.  **Activity 3. Project** 8 minutes  **Goal:** *To make a pupil card for pupils to use, and use their work to practise talking to their classmates.*  - Stick the pupil card sample on the board and model with the *name, class, school.*    - T asks Ss to make their name cards and present them to their class.  - T asks ss to work in group and do the project in class.  - T calls some Ss to the front of the class to present their cards, using their name card and saying *Hello.I’m + (name).*  - Have Ss to stick their cards on the wall of the classroom  - Create a class display of pupil cards and vote for the best decorated one*.*  - T gives feedback..  **\* Fun corner and wrap-up: (**5 minutes)  - Ask pupils of each group to come to the board and practise saying the conversation  Ss 1: Hello. I’m………..  Ss 2: Hello……I’m……….  Ss 1: How are you ?  Ss 2: Fine, thank you.  **\*Homelink:**  - Review thevocabulary and model sentence.  - Prepare Unit2: Llesson1- Parts 1,2,3 | Whole class    Individual work  Pairwork  Whole class  Whole class/ Individual work  Pair work  Whole class/  Individual work  Pair work    Whole class/  Individual work  Whole class/  Individual work  Pair work  Whole class |

**IV. Comments:**

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| **Week: 3**  **Period:11** | **UNIT 2: OUR NAMES**  **Lesson 1: Parts 1, 2, 3 ( Page 16)** | Planning day: 17/9/2023  Teaching day: 21/9/2023 |

1. **Objectives:**

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

**1. Knowledge:**

- Use the words *what, your, name, my* in relation to the topic “Our names”;

- Use *What’s your name*? – *My name’s* . to ask and answer questions about names;

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our names";

**2. Competences:**

- Critical thinking: talk about names.

- Oral communication: speak about names, ask and answer the questions

**3. Attributes/ Qualities**:

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**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’**  Greet the class.  Sing the song *Hello* in Unit 1 Lesson 1  - Ask pupils to sing the song.  - Invite some of them to come to the board to role play, the rest of the pupils will sing. | Whole class |
| **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat. (**8 minutes)  **Goal:** *-* To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering questions about names.  **\*Set the context:**  - Have pupils look at Pictures a, b and identify the characters in the pictures.  **-** Ask pupils to look at Picture a. Play the recording for them to listen.  **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.  **-** Invite a few pairs role play.  **-** Draw their attention to the question *What’s your name?* and the answers *My name’s Ben.* and *My name’s Mary.* Tell pupils that they are a question and answers about the character names.  **1. Vocabulary:**  - what : gì / cái gì (*explanation)*  - your : của bạn (*explanation)*  *- my : của tôi (explanation)*  *- name ; tên (explanation)*  **Check vocabulary:** *Rub out and Remember*  **2. Model sentences:**  Asking and answering questions about someone’s names  **A: What’s your name?.**  **B: My name’s Mai.**  **Note: *What’s = What is***  ***Name’s = name is***  - Practice reading the model sentences.  - Check meaning, form, intonation.  - Have Ps copy down in their note books  **B. PRACTICE**  **Activity 2. Listen, point and say. (** 9 minutes)  **Goal:** - To correctly say the character names and use *What's your name? - My name's .* to ask and answer questions about names.  **-** Ask Ss look at the picture a and b. Elicit the name of each character.  **-**Have pupils point at Picture **a** (Nam, Bill), listen to the recording and repeat the names (Nam, Bill). Follow the same procedure with Picture **b**. Have the class repeat the names a few times.  **-** Point at the first bubble and have pupils listen and repeat after the recording (*What's your name?*). Point at Picture **a** and have pupils listen and repeat after the recording (*My name's Nam*). Follow the same procedure with Picture **b**.  **-** Put pupils in pairs and have pairs practise asking and answering the question *What's your name? - My name's .*  **-**Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **C. PRODUCTION**  **Activity 3. Let’s talk.** 8 minutes  **Goal:** *-* To enhance the correct use of *What’s your name?* and *My name’s .* to ask and answer questions about names.  **-** Draw pupils’ attention to the two speech bubbles. Read the question aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and identify what the answer should be. Elicit the answer *My name's Mai.* Get pupils to repeat the question and the answer several times in pairs.  **-**Go around the classroom, point to pupils and ask *What’s your name?* Allow each pupil to answer with his / her own name (e.g. *My name’s Long*).  **-** Have pupils practise asking and answering the questions about their own names in pairs. Go around the classroom to observe and provide help.  **-** Invite some pairs to practise asking the question and giving the answer in front of the class. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  **Whole** class/ Individual work  Pair work  Individual work  Pair work |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Let’s ask people around you**  Each pupil gets 1 sheet of paper from the teacher. They fill in the information about themselves. Then they can move around the class to ask and answer the questions to know more about their friends’ family member.    **Homelink:**  **-** Learn by heart vocabulary and practice model sentence  - Prepare Unit 2-Lesson 1-Parts 4,5,6 | Whole class/ Individual work |

**IV. Comments:**

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| **Week: 3**  **Period:12** | **UNIT 2: OUR NAMES**  **Lesson 1: Parts 4, 5, 6 ( Page 17)** | Planning day: 17/9/2023  Teaching day: 21/9/2023 |

**I. Objectives:** By the end of the lesson, pupils 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;

**2. Competences:**

- Listening: listen and recognize the names, then repeat

- Critical thinking: talk about names.

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**3. Attributes/ Qualities**:

- Diligence: complete learning tasks

- Leadership: collaborate with teachers to enhance language skills

**II. Preparation.**

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

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

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  **Game: Pass the ball**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music. Pupils in each team take turns to pass the ball. When the music ends, 3 pupils who have the ball will stand up and say their names, using the model sentences. | Individual work/ Group work |
| **\*New lesson:**  **Activity 4. Listen and tick.** 8 minutes  **Goal:** To listen to and understand two dialogues in which pupils ask and answer questions about names.  **-** Ask pupils some questions about Activity 4 (e.g. *How many pictures are there? Who can you see? What are they doing*?). Ask them to say about the difference between Picture 1a and Picture 1b.  **-** Have pupils look at Pictures 1a and 1b. Play the recording of the first dialogue and ask pupils to tick the correct picture. Play the recording again and check their answers. Praise pupils if they have the correct answer (Picture b).  **-** Repeat **Step 2** with the second dialogue.  **-** Set a time limit for pupils to swap and check the answers. Correct their answers, if necessary.  ***Key:*** *1.b 2. a*  **Activity 5. Look, complete and read. (9 minutes)**  **Goal:** To complete three target sentence patterns with the help of picture cues.  - Have pupils look at the pictures. Have them identify the characters in the two pictures.  **-** Have pupils look at the two incomplete exchanges. Draw their attention to the missing words in the sentences.  **-** Model with Picture **1**. Have pupils look at the dialogue. Ask them what is missing in the answer (*Lucy*). Then have them look at the picture and identify the character’s name. Then have them complete the gap (*Hi. My name’s Nam. What’s your name? - My name’s Lucy.*)  **-** Follow the same procedure with Picture **2**. Draw their attention to the two gaps in the second exchange.  **-** Have pupils complete the exchanges individually and ask a few pairs to read them aloud.  ***Key: 1.*** *Lucy* ***2.*** *your name; Mary*  **Activity 6. Let’s play. (**8 minutes)  **Goal**: To review the characters’ names by playing the game *Slap the board.*  - Tell pupils that they are going to listen for the names of the six pupils and slap the correct flash cards / words as quickly as possible.  **-** Put the flash cards or write the words of the six pupils on the board.  **-** Call two or three pupils to the front of the class. Ask them to stand at a certain distance from the board.  **-** Invite one pupil to the front of the class and ask *What's your name?* The pupil answers the question with one of the names on the board (e.g. *My name's Bill*.). Have pupils run to the board and slap the correct flash card / word. The pupil who is the quickest to slap the correct word gets one point. The pupil who has the most points at the end of the game wins. | Whole class/ Individual work  Pair work  Whole class/ Individual work  Individual work/  Pair work  Whole class/ Group work  Individual work  Individual work/ Whole class |
| **\*Fun corner and wrap-up: (**5 minutes)  . Use *sachmem*, have pupils look at the words in the picture of the lesson and repeat after the recording.  **Homelink:**  **- Review the** vocabulary model sentence  - Prepare Unit 2-Lesson 2-Parts1,2,3 | Whole class |

**IV. Comments:**

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