**LỊCH BÁO GIẢNG**

***Tuần***: 4- Từ ngày 25/9 đến ngày 30/9/2023

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| **Thứ** | **Buổi** | **Tiết** | **Lớp** | **Môn** | **Tên bài dạy** |
| **Hai**  **25/9** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Chiều** | 1 | 1D | Tiếng Anh 1 | Unit 1: Lesson 3 |
| 2 | 1E | Tiếng Anh 1 | Unit 1: Lesson 3 |
| 3 | 1C | Tiếng Anh 1 | Unit 1: Lesson 3 |
| 4 |  |  |  |
| **Ba**  **26/9** | **Sáng** | 1 | 5C | Tiếng Anh 5 | Unit 3: Lesson 1-Part 1,2,3 |
| 2 | 5C | Tiếng Anh 5 | Unit 3: Lesson 1-Part 4,5,6 |
| 3 | 5D | Tiếng Anh 5 | Unit 3: Lesson 1-Part 1,2,3 |
| 4 | 5D | Tiếng Anh 5 | Unit 3: Lesson 1-Part 4,5,6 |
|  | **Chiều** | 1 | 3E | Tiếng Anh 3 | Unit 2: Lesson 2-Part 1,2,3 |
| 2 | 1C | Tiếng Anh 1 | Unit 1: Lesson 3(con’d) |
| 3 | 3D | Tiếng Anh 3 | Unit 2: Lesson 3-Part 1,2,3 |
| 4 |  |  |  |
| **Tư**  **27/9** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Năm**  **28/9** | **Sáng** | 1 | 1E | Tiếng Anh 1 | Unit 1: Lesson 3(con’d) |
| 2 | 1D | Tiếng Anh 1 | Unit 1: Lesson 3(con’d) |
| 3 | 3E | Tiếng Anh 3 | Unit 2: Lesson 2-Part 4,5,6 |
| 4 | 3E | Tiếng Anh 3 | Unit 2: Lesson 3-Part 1,2,3 |
|  | **Chiều** | 1 | 3D | Tiếng Anh 3 | Unit 2: Lesson 2-Part 4,5,6 |
| 2 | 5C | Tiếng Anh 5 | Unit 3: Lesson 2-Part 1,2,3 |
| 3 | 5C | Tiếng Anh 5 | Unit 3: Lesson 2-Part 4,5,6 |
| 4 |  |  |  |
| **Sáu**  **29/9** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 | 3D | Tiếng Anh 3 | Unit 2: Lesson 3-Part 1,2,3 |
| 4 | 3D | Tiếng Anh 3 | Unit 2: Lesson 3-Part 4,5,6 |
| **Chiều** | 1 | 3E | Tiếng Anh 3 | Unit 2: Lesson 3-Part 4,5,6 |
| 2 | 5D | Tiếng Anh 5 | Unit 3: Lesson 2-Part 1,2,3 |
| 3 | 5D | Tiếng Anh 5 | Unit 3: Lesson 2-Part 4,5,6 |
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| **Week: 4**  **Period:13** | **UNIT 2: OUR NAMES**  **Lesson 2: Parts 1, 2, 3 ( Page 18)** | Planning day: 24/9/2023  Teaching day: 26/9/2023 |

**I. OBJECTIVES:**

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

**1.Knowledge:**

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

- Use *How old are you? - I'm .* to ask and answer questions about someone’s age;

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

- Read and write about people’s names and ages.

**2. Competences:**

- Teamwork, reliability, motivation, communication.

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**3. Attributes/ Qualities:**

- Kindness: help partners to complete learning tasks

- 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: Guess the pictures - Write any words on the board.  - The first pupil has to take the last four or three letters of that word and form a new word.  - The second pupil does the same, and the chain continues until a pupil is unable to form a word.  - The pupil who fails to form a word or misspells it is out of the game. | Group work |
| **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 the character’s age.*  **\*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 sentences *How old are you?-I’m eight years old .* Tell pupils that they are a question and an answer about the someone’s age.  **1. Vocabulary:**  + old: (*explaination*) +nine: (picture)  + seven: (*picture*) + ten: (*picture*)  + eight: (*picture*) + year (*ex*)  **\*Check vocabulary:** *Rub out and Remember*  **2.Model sentences:**  *-Asking and answering questions about the character’s age.*  **A: How old are you?**  **B: I’m eight years old**  - 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 words and use *How old are you?* – *I’m years old*. to ask and answer questions about someone’s age.  **-** Ask Ss look at the picture a and b. Elicit the numbers on the cakes.  - Point at Picture **a**, listen to the recording and repeat the word (*seven*). Follow the same procedure with the other three pictures. Have the class repeat the numbers a few times.  - Point at the bubble and have pupils listen and repeat after the recording *(How old are you?*). Point at Picture **a** and have pupils listen and repeat after the recording (*I’m seven years old.*). Follow the same procedure with the other three pictures.  - Have pairs practise asking and answering the question *How old are you? – I’m \_\_\_\_\_ years old*.  **-**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 *How old are you?* and to correctly respond using their own ages.  **-** Have Ss look at the picture and explain that the two children want to buy some birthday cakes. The shop assistant asks their ages and the children answer. Have pupils look at the first speech bubble and read *How old are you?* Ask them to point at the first cake and say *I'm four years old.* Let pupils listen and repeat the question and the answer a few times individually and in chorus.  **-** Go around the classroom, pointing to the cakes and asking *How old are you?* Let each pupil answer with the numbers on the cakes.  **-** Have Ss practise asking the questions and giving their own ages in pairs. If pupils find it difficult to say their ages, have them say the numbers in Activity 2 again.  -Invite some pairs of pupils to practise asking and answering about their ages in front of the class. | Whole class    Whole class/ Individual work  Whole class  Pair work  Individual work  Pair work  Whole class/ Individual work  Whole class    Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Group work  Individual work  Pair work  Pair work/ Whole class |
| **Fun corner and wrap-up: (**5 minutes)  **Game: Spin the Wheel**  - Divide the class into teams.  - Teacher calls pupils from each team to answer the question “How old are you?”  - Pupils/ teacher click the “spin” button to get points  **Homelink:**  **-** Learn by heart vocabulary and practice model sentence  - Prepare Unit 2-Lesson 2-Parts 4,5,6 | Group work |

**IV.Comments:**

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| **Week: 4**  **Period:14** | **UNIT 2: OUR NAMES**  **Lesson 2: Parts 4, 5, 6 ( Page 19)** | Planning day: 24/9/2023  Teaching day: 26/9/2023 |

**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 and ages.

**2. Competences:**

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

-Self-control & independent learning: perform listening tasks

-Communication and collaboration: work in pairs or groups

**3. Attributes/ Qualities**:

- Kindness: help partners to complete learning tasks

- Diligence: complete learning tasks

**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’**  Sing the song in Unit 1, Lesson 1.  - Ask pupils to sing the song  - Invite some of them come to the board to role play, the rest of the pupils will sing | Whole class |
| **\*New lesson:**  **Activity 4. Listen and number.** 8 minutes  **Goal:** To listen to and understand four communicative contexts in which pupils ask and answer questions about ages.*.*  **-** Have pupils look at Activity 4. Ask them *How many pictures are there? What can you see in each picture?* Draw pupils’ attention to the boxes at the corners of the pictures. Check their comprehension.  -Play the recording for the first conversation. Elicit the answer and give feedback. Put number 1 in the box of Picture **b**.  **-** 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.  ***Key:*** *1.b 2. d 3. c 4. a*  **Activity 5. Look , complete and read. (9 minutes)**  **Goal:***.* *To complete three gapped dialogues with the help of picture cues.****-***  - Have pupils look at the pictures and identify the numbers (ages) in the pictures.  -Have pupils look at the three incomplete dialogues. 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 (*seven*). Then have them look at the picture and identify the number. Then have them complete the gap (*How old are you? – I’m seven years old.).*  **-** Follow the same procedure with Pictures **2** and **3**. Draw the pupils’ attention to the two gaps in the dialogue **3**.  **-**Have pupils complete the dialogues individually and ask a few pairs to read them aloud.  ***Key:*** *1.seven 2.eight years 3.you; nine years old*  **Activity 6. Let’s sing. (**8 minutes)  **Goal**: *To sing the song How old are you? with the correct pronunciation and melody*.  **-** Have pupils read the lyrics to familiarise themselves with the questions and answers. Check comprehension and give feedback.  **-** Have pupils listen to the whole song, drawing their attention to the pronunciation.  **-**Play the recording of the song once or twice for pupils to listen and repeat line after line and do related actions, e.g. using a finger to trace the words or clapping their hands.  **-** When pupils feel confident and are familiar with the tune and melody, ask them to sing the whole song while doing actions or clapping hands.  -Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity | Whole class    Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work/ Pair work  Whole class / Individual work  Group work / Whole class |
| **\*Fun corner and wrap-up: (**5 minutes)  **Game: Pass the ball**  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music. Have pupils in each team take turns to pass the ball. When the music ends, 3 students who are keeping the balls will stand up and say their names, using the sentence model.  **Homelink:**  **- Review the** vocabulary model sentence  - Prepare Unit 2-Lesson 3-Parts1,2,3 | Group work |

**IV. Comments:**

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| **Week: 4**  **Period:15** | **UNIT 2: OUR NAMES**  **Lesson3: Parts 1, 2, 3 ( Page 20)** | Planning day: 24/9/2023  Teaching day: 28/9/2023 |

**I. OBJECTIVES:**

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

**1. Knowledge:**

- correctly pronounce the sounds of the letters **m** and **n** in isolation, in the words Mary and Nam, and in the sentences *I’m Mary* and *My name’s Nam;*

- use the words *what, your, name, my, how old, years old* in relation to the topic *“Our names*”;

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

- Sociability: Talk to each other, say good words to others.

**3. Attributes/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. PREPARATION:**

1. *Teacher:* Teacher’s guide , laptop, lesson plan, TV.

2. *Students:* Pupil’s book , notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**  *Game:* ***Pass the ball***  *\*****Goal:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - T gives Ss a ball.  - T asks Ss to listen to music and transfer a ball around the class.  - When the music stops, Ss who keep a ball have to answer the question using:  *How old are you?* and *I’m…..years old*  - T gives feedback.  - Lead to new lesson.  **\* New lesson:**  **Activity 1. Listen and repeat:**  ***\*Goal:*** *Ss will be able**to correctly repeat the sounds of the letters* ***m*** *and* ***n*** *in isolation, the words* ***Mary*** *and Nam, and the sentences I’m* ***Mary****. and My name’s Nam. with correct pronunciation and intonation.*  - T gives instruction to the letter ***m*** and ***n,*** the word ***Mary*** *and Nam, and the sentences I’m* ***Mary****. and My name’s Nam.*  - Play the recording for the letter ***m, n***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **Activity 2.** **Listen and circle.**  ***\*Goal:*** *Ss will be able**to identify the target words Mary and Nam while listening.*  - Elicit the sentences and the gap-fill options.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - 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.b 2.c*  **Activity 3. Let’s chant**  ***\*Goal:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  - Introduce the title 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 *m* and *n* and the words *Mary* and *Nam.*  - 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.  **Fun corner and wrap-up: (**5 minutes)  **Game: Chant**  - Teacher can create a small competition for the pupils.  - Pupils work in group. Try to learn the chant by heart.  - Teacher can ask them to say the chant loudly/ quietly/ happily/ sadly.  -  The group who can perform the best is the winner**.**  **Homelink:** Prepare Unit 2\_ Lesson 3\_Parts 4,5,6. | Whole class/ Individual work  Whole class  Individual work  Whole class/ Individual work  Pairs work  Whole class  Whole class/ Individual work  Pairs work  Groups work |

**Comments:**

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| **Week: 4**  **Period:16** | **UNIT 2: OUR NAMES**  **Lesson 3: Parts 4, 5, 6 ( Page 21)** | Planning day: 24/9/2023  Teaching day: 28/9/2023 |

**I. OBJECTIVES:**

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

**1. Knowledge:**

- use the words what, your, name, my, how old, years old in relation to the topic “Our names”

- read and write about people’s names and ages.

**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:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. PREPARATION:**

1. *Teacher:* Teacher’s guide , laptop, lesson plan, TV.

2. *Students:* Pupil’s book , notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up: (5’)**  *Game:* ***“Chant”***  *\*****Goal:*** *to review the vocabulary and structure about greet and respond to greetings.*  - Ask Ss chant and do the actions in Unit 2, Lesson 3 page 20 in groups.  - Give point for the groups and encourage them.  **Activity 1. Read and match:**  ***\*Goal:*** *Ss will be able**to* *read and match three dialogues with pictures.*  - Ask Ss some questions:  *+ Who are they?*  *+ What are they talking about?*  - T models with sentence 1.  + Get Ss to read Sentence 1  + Have Ss look at the pictures and match the dialogue with the correct one.  -Have Ss work in pairs and match the sentences 2, 3.  - Tell Ss to swap books with a partner, then check answers together as a class.  - Write the correct answers on the board for pupils to correct their answers.  - Invite pairs of Ss to stand up and role play  -T gives feedbacks.  *Key: 1. b 2. c 3. a*  **Activity 2.** **Let’s write**  ***\*Goal:*** *Ss will be able**to read, understand and complete an exchange with their personal information.*  - Have Ss read the dialogue and ask some questions:  *+ Who asks the questions?*  *+ What are the questions about?*  *+ Who has to write the answers?*  - Check their comprehension and remind Ss to write their personal information.  - Give Ss time to write the answers to the questions independently  - Get Ss to swap books with a partner, then check the answers together as a class.  - Ask a few Ss to stand up and role play the dialogue in front of the class.  -T gives feedbacks.  *Key: Pupil’s answer*  **Activity 3. Project.**  ***\*Goal:*** *Ss will be able to make birthday cakes and use them to introduce names and ages.*  - Ask Ss to make a paper birthday cake as homework at the beginning of Unit 2 -Lesson 3 (4,5,6)  - Stick the birthday cake sample on the board and model with the *name, age.*  - T asks ss to work in groups and show his / her birthday cake and say about his / her name and age.  - T calls some Ss to the front of the class to present their cake, and saying *Hello. My name’s….*  *I’m…….years old.*  - Have Ss to stick their birthday cakes on the wall of the classroom  - Create a class display of birthday cakes and vote for the best decorated one*.*  - T gives feedback.  **Fun corner and wrap-up: (**5 minutes)  **Game:** Pass the ball  - Divide the class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, students in each team take turn to pass the ball. After the music ends, 3 students have the ball – stand up and say the name, using the sentence model.  **Homelink:**  **-** Do exercises in workbook  **-** Prepare Unit 3\_ Lesson 1\_Parts 1,2,3 | Groups work  Whole class/ Individual work  Pairs work  Whole class/ Individual work  Pairs work  Whole class/ Individual work  Groups work  Individual work  Groups work |

**Comments:**

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