**LỊCH BÁO GIẢNG**

  ***Tuần***: 2- Từ ngày 11/09 đến ngày 15/09/2023

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| **Thứ** | **Buổi** | **Tiết** | **Lớp** | **Môn** | **Tên bài dạy** |
| **Hai****11/09** | **Sáng** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| **Chiều** | 1 | 1A |  Tiếng Anh 1 | Getting started : lesson 2 - A,B,C |
| 2 | 3A | Tiếng Anh 3 | Unit 1: lesson 1-part 1,2,3 |
| 3 | 1B | Tiếng Anh 1 | Getting started : lesson 2 - A,B,C |
| **Ba****12/03** | **Sáng** | 1 | 4B | Tiếng Anh 4 | Unit 1: lesson 1-part 1,2,3 |
| 2 | 4B | Tiếng Anh 4 | Unit 1: lesson 1-part 4,5,6 |
| 3 | 4A |  Tiếng Anh 4 | Unit 1: lesson 1-part 1,2,3 |
| 4 | 4A | Tiếng Anh 4 | Unit 1: lesson 1-part 4,5,6 |
| **Chiều** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| **Tư****13/09** | **Sáng** | 1 | 3C | Tiếng Anh 3 | Unit 1: lesson 1-part 1,2,3 |
| 2 | 3B | Tiếng Anh 3 | Unit 1: lesson 1-part 1,2,3 |
| 3 | 3A | Tiếng Anh 3 | Unit 1: lesson 1-part 4,5,6 |
| 4 | 3A | Tiếng Anh 3 | Unit 1: lesson 2-part 1,2,3 |
| **Chiều** | 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| **Năm****14/09** | **Sáng** | 1 | 1B | Tiếng Anh 1 | Getting started : lesson 2 - A,B,C |
| 2 | 4A | Tiếng Anh 4 | Unit 1: lesson 2-part 1,2,3 |
| 3 | 4A |  Tiếng Anh 4 | Unit 1: lesson 2-part 4,5,6 |
| 4 | 4B | Tiếng Anh 4 | Unit 1: lesson 2-part 1,2,3 |
| **Chiều** | 1 |  |  |  |
| 2 | 3B | Tiếng Anh 3 | Unit 1: lesson 1-part 4,5,6 |
| 3 | 3C | Tiếng Anh 3 | Unit 1: lesson 1-part 4,5,6 |
| **Sáu****15/09** | **Sáng** | 1 | 4B | Tiếng Anh 4 | Unit 1: lesson 2-part 4,5,6 |
| 2 | 3A | Tiếng Anh 3 | Unit 1: lesson 2-part 4,5,6 |
| 3 | 3B | Tiếng Anh 3 | Unit 1: lesson 2-part 1,2,3 |
| 4 | 3B | Tiếng Anh 3 | Unit 1: lesson 2-part 4,5,6 |
| **Chiều** | 1 | 3C | Tiếng Anh 3 | Unit 1: lesson 2-part 1,2,3 |
| 2 | 3C | Tiếng Anh 3 | Unit 1: lesson 2-part 4,5,6 |
| 3 | 1A | Tiếng Anh 1 | Getting started : lesson 2 - A,B,C |

Week: 2 Date of planning: 09 / 09 /2023

Period: 5 Date of teaching: 11 / 09 /2023

 **UNIT 1: HELLO**

Lesson 1 (1-2-3)

1. **Objectives:**

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

**1. Knowledge:**

- Use the names *Ben, Mai, Minh, Lucy,* the words *hello, hi.*

- Use **Hello/ Hi. I’m \_\_\_\_\_.** and **Hello, / Hi, \_\_\_\_. I’m \_\_\_.** to greet, self-introduce and respond to greetings.

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings”

**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)**Goal:** *- Help Ss understand the sentences in two communicative contexts (pictures) focusing on greetings, self- introducing, and responding to greetings.***\*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 *Hello. I’m Ben and Hi, Ben. I’m Mai*. Tell pupils that these sentencesare used to greet, self-introduce and respond to greetings; and that *Hi* is more friendly than *Hello* in conversation. **1. Vocabulary:** - Hello = Hi (*explanation)*- I am = I’m (*explanation)***Check vocabulary:** *Rub out and Remember***2. Model sentence:****A: Hello, /Hi. I’m Ben.** **B: Hello, / Hi, Ben. I’m Mai.**- 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:** - *Help ss to correctly say the character names and use Hello. /Hi. I’m \_\_\_\_. and Hello,/ Hi,\_\_\_\_\_\_. I’m \_\_\_\_. to greet, self-introduce and respond to greetings.***-** Ask Ss look at the picture a and b. Elicit the name of each character.**-** Point at Picture a and the words Ben and Mai under it. Check comprehension and givefeedback**.** Ss repeat the words and point at the relevant school thing a few times.**-** T Explains the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times. Ss take turns to repeat each character’s speech. **-** Repeat the same procedure with picture b.**-** Ss work in pairs and take turns to act out the role of each character in picture a and picture b.**-** Invite a few pairs to come to the front of the classroom.**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**Goal:** *- Help ss to enhance the correct use of greetings: self-introduce and respond to greetings.***-** Draw pupil’s attention to the picture. Ask questions to help them identify the context. Elicit the missing words in the bubbles. Complete them. Get pupils to say the completed sentences.**-** Ss work in groups of four, self-introduce and respond to greetings. Go around the classroom to offer support where necessary. **Game: Let’s say “Hello”!!!**- Divide the class into 2 groups: boys and girls. Ask each pupil from one group to come and practise greeting, self-introducing and responding to greetings with one pupil from the other group. Give points to the groups, praise the pupils. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workGroup 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 practise saying the conversation of the characters. Give points to the groups. **Homelink:** Learn by heart vocabulary and practice model sentence | Group workWhole class |

**IV. Comments:**

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Week: 2 Date of planning: 09 / 09 /2023

Period: 6 Date of teaching: 13 / 09 /2023

**UNIT 1: HELLO**

Lesson 1 (4-5-6)

**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 “Greetings”.

**2. Competences:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introducing

 - 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.

- 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 and review: 5’**Game: Slap the board- Divide the class into 2 groups of 4, stick the flashcard on the board, T reads the name *Mary, Lucy, Ben, Bill..* Ps go to the board and slap. Pupils will get points for their teams if the answers are correct.- Give points to the groups and encourage them.  | Whole classIndividual work/ Group work |
| **\*New lesson:** **Activity 4. Listen and cicle.** 8 minutes**Goal:** *To listen, understand and circle the correct pictures relevant to two communicative contexts (pictures) in which two pupils greet, self-introduce and respond to greetings*.**-** 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 letter **b**. Play the recording again for pupils to check the answer.- Play the recording for Question 2 for pupils to do the task.**-** 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. a* **Activity 5. Look, complete and read. (9 minutes)****Goal:** *To complete the gapped sentences and read them aloud with the help of the picture cues*- Get pupils to look at the pictures. Get them to identify the characters (*Ben, Lucy, Mai* and *Ben, Minh* and *Lucy*)**-** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.**-** Model with sentence 1. Ask them what is missing in the sentence (*Hello/ Hi*). Have them look at the picture and complete the gap, then read the completed sentence in chorus.- Follow the same procedure with sentence 2,3 and 4. **-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers for pupils to correct their answers. Then role play and read aloud ***Key:*** *2. c 3. a* **Activity 6. Let’s sing. (**8 minutes) **Goal**: *To sing the song Hello with the correct pronunciation and melody.* -Draw pupil’s attention to the title and lyrics of the song. Check comprehension of the lyrics and give feedback. Play the recording for pupils to listen to the whole song. Have them repeat the title and lyrics line by line. **-**Play the recording for pupils to listen to the whole song again. Tell them to pay attention to the pronunciation and melody.**-**Play the recording line by line for pupils to listen, repeat and point at the relevant character. Correct their pronunciation where necessary.**-** Using hand movements to greet, introduce and respond to greetings and ask pupils to sing and do actions.**-**Give pupils time to practice singing and doing actions in pairs, groups | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual 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.- Call some pairs to present.**Homelink:** prepare lesson 3 | Pair workWhole class |

**IV. Comments:**

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Week: 2 Date of planning: 09 / 09 /2023

Period: 7 Date of teaching: 13 / 09 /2023

 **UNIT 1: HELLO**

 Lesson 2 (1-2-3)

**I. OBJECTIVES:**

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

**1.Knowledge:**

- Use the names *Ben, Mai,* the words  *bye, goodbye*.

- Use ***Hi. How are you?*** and ***Fine, thank you*** to greet others, respond to greetings and use ***Goodbye / Bye*** to say goodbye.

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Greetings”

**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.

- 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:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Sing the song “Hello song”- Ask pupils to sing the song.- Invite some pupils to greet and self- introduce.- Lead to new lesson. | Whole classIndividual 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 greetings, responding to greetings and saying goodbye.***\*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 are you?-Fine, thank you. Goodbye.* Tell pupils that these sentencesare used to greet, and respond to greeting and say goodbye.**1. Vocabulary:** + bye=goodbye: (*mime*)+ how: (*explaination*) + fine: (*example*)+ are: (*example*) +thanks=thank you (*explaination*) **\*Check vocabulary:** *Rub out and Remember***2.Model sentences:***a. Greetings and responding to greetings***\*A: Hi. How are you?** **B: Fine, thank you.***b. Saying goodbye***\*A: Goodbye.** **B: Bye.**- 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 Hi. How are you? Fine, thank you. to greet, respond to greetings and Goodbye./ Bye. to say goodbye.***-** Ask Ss look at the picture a and b. Elicit the name of each character.**-** Point at Picture a and the words ***Fine, thank you*** and ***goodbye/bye***. Check comprehension and givefeedback**.** Ss repeat the words.**-** T Explains the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times. Ss take turns to repeat each character’s speech. **-** Repeat the same procedure with picture b.**-** Ss work in pairs and take turns to act out the role of each character in picture a and picture b.**-** Invite a few pairs to come to the front of the classroom.**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**Goal:** *To enhance the correct use of Hi. How are you? and Fine, thank you. to respond to greetings, and Goodbye./ Bye to say goodbye.***-** Draw pupil’s attention to the picture. Ask questions to help them identify the context. Elicit the missing words in the bubbles. Complete them. Get pupils to say the completed sentences.**-** Ss work in pairs, ask and answer. Go around the classroom to offer support where necessary.  | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workPair work |
| **Fun corner and wrap-up: (**5 minutes)**Game: Pass the ball**- 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 practice with partner using:  *How are you?* and *Fine, thank you.*- T gives feedback. | Group workWhole class |

**IV. Comments:**

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Week: 2 Date of planning: 09 / 09 /2023

Period: 8 Date of teaching: 15 / 09 /2023

**UNIT 1: HELLO**

Lesson 2 (4-5-6)

**I. Objectives:**By the end of the lesson, pupils will be able to:

**1. Knowledge:**

- Listen and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye.

**2. Competences:**

- Listening: listen and recognize the characters, then repeat

 - 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.

- 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**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Game: Numbers- Divide the class into 4 groups. Invite pupils to go to the monitor and touch to choose the numbers. Pupils will get points for their teams if the answers are correct.- Give points to the groups and encourage them.  | Whole classIndividual work/ Group work |
| **\*New lesson:** **Activity 4. Listen and number.** 8 minutes**Goal:** *Listen and understand four communicative contexts in which pupils greet each other, respond to each other’s greetings with thanks, and say goodbye.***-** 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. Put number 1 in the box of Picture d. 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.***Key:*** *1.d 2. c 3. a 4. b***Activity 5. Read and match. (9 minutes)****Goal:** *To read and match pairs of target sentence patterns.***-** Draw pupils’ attention to Sentence 1. Tell them about this activity, elicit the context . Show them how to do the task. Get pupils to read Sentence 1 in chorus. Draw their attention to the line connecting Sentence 1 with Sentence b. Have pupils read Sentence b in chorus.**-** Give pupils time to do the task. Go around the classroom to offer support if necessary.**-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers for pupils to correct their answers.***Key:*** *2. c 3. a* **Activity 6. Let’s play. (**8 minutes) **Goal**: *To practise using target sentence patterns by playing the game Hello and goodbye.***-** Tell pupils how to play about the activity. Elicit the language that pupils need to greet, self-introduce, respond to greetings and say goodbye. Get the class to read the sentences in chorus.**-** Invite two groups of four to the front of the classroom to model the two contexts.- One by one, each member of the group repeats the procedure until the last one.**-** Give pupils time to play the game. Move around the classroom to offer support where necessary.. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)- Practise speaking by saying *Hi, I’m \_\_\_.*- Call some pairs to present.**Homelink:** prepare lesson 3 | Pair workWhole class |

**IV. Comments:**

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