

TIẾNG ANH GLOBAL SUCCESS 1

LESSON PLAN

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| School: | School year: |
| Grade: | Week: |
| Teacher: | Approved by: |

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| Unit: | 1. In the school playground | |
| Lesson: | 1 | Period: 1 |
| Date: | | |

- I. OBJECTIVES** By the end of the lesson, pupils will be able to:
- pronounce the sound of the letter *B/b* in isolation.
 - say the words *Bill, bike, book, ball*.

- II. INPUT**
- Language:**
- Sound /b/
 - Vocabulary: *ball, bike, book*

- Resources/Material:**
- Student's book p. 6
 - *Sachmem.vn*
 - Flashcards for Unit 1
 - Poster for Unit 1
 - Teacher's guide pp. 7-9
 - Computer, projector

- III. PROCEDURE** **Warm-up – Listen and repeat – Point and say – Game - Homelink**

| Procedure | Teaching and learning activities | Classroom management |
|----------------|---|----------------------|
| Warm-up | 5 minutes | |
| | <ul style="list-style-type: none"> - Greet the class by saying <i>Hi</i>. - Introduce your name <i>I'm + name</i>. - Encourage pupils to say their names and where they come from (<i>in Vietnamese</i>). - Introduce (<i>in Vietnamese</i>) <i>Tiếng Anh 1 - Sách học sinh</i> (the number of units, the number of lessons in one unit, and the number of activities in each unit). - Have pupils open the books and look at <i>Unit 1</i>, | Whole class |

| Lesson 1 (Page 6). | | |
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| 1. Listen and repeat 10 minutes | | |
| Step 1: | Open books or access <i>sachmem.vn</i> . Have pupils look at the picture, saying <i>Look at the picture, please!</i> and describe it (<i>in Vietnamese</i>). Draw pupils' attention to the letter <i>B/b</i> , the word next to Bill and other words next to the things and the colour of the letter <i>B/b</i> (as mentioned in <i>Input</i>). | Whole class |
| Step 2: | Ask pupils to point to the letter <i>B/b</i> . Have them listen and repeat the sound of the letter <i>B/b</i> (saying <i>Listen and repeat, please!</i>) more than once, if necessary. | Individual work |
| Step 3: | Tell pupils to point to Bill and the word <i>Bill</i> (saying <i>Point to Bill and the word Bill</i>). Ask them to listen and repeat the word, saying <i>Listen and repeat, please!</i> | Whole class |
| Step 4: | Repeat the same procedure with the ball, the bike and the book. Give further support to those pupils who find it difficult to do the task. | |
| Step 5: | Play the recording again and have them listen, point to the letter <i>B/b</i> and the ball, bike and book and repeat until they feel confident. Correct pronunciation, if necessary. | Individual work |
| Step 6: | Play the recording again and call some pupils to say the letter <i>B/b</i> and the words <i>Bill, ball, bike</i> and <i>book</i> in front of the class (saying <i>Well done!</i> when they performed well). | Whole class |
| Extension: | With a better class, have pupils look again at the picture and find the pictures of the birds, bees (or/and butterfly). Teach the words <i>bee, bird</i> (or/and) <i>butterfly</i> . | |
| 2. Point and say 7 minutes | | |
| Step 1: | Have pupils look at the picture again (Student's book, p. 6 or <i>Sachmem</i>) or at Poster for Unit 1, saying <i>Look at the picture on Page 6, please!</i> Ask them to describe the picture again (<i>in Vietnamese</i>). Draw their attention to the letter <i>B/b</i> , Bill and the things, if necessary. | Whole class |
| Step 2: | Get them to point to the letter <i>B/b</i> and say it, saying <i>Point to the letter B/b and say, please!</i> | Individual work |
| Step 3: | Let them point to Bill and say his name, saying <i>Point to Bill and say, please!</i> Give further support to those pupils who find it difficult to do the task. | Individual work |
| Step 4: | Follow the same procedure with other things. Give further support to those pupils who find it difficult to do the task. | Individual work |
| Step 5: | | |

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| Step 6: | <p>Ask pupils to work in pairs or in groups to point to the picture and say the sound of the letter <i>B/b</i> and the words. Go around and offer help or correct pronunciation, if necessary.</p> <p>Invite two or three pupils to point to the picture and say the sound of the letter and the words in front of the class. If they performed well, praise them, saying <i>Well done!</i></p> | <p>Pair or group work</p> <p>Whole class</p> |
| <p>Fun corner Slap the board 10 minutes</p> | | |
| Step 1: | <p>Write four words <i>Bill, ball, bike</i> and <i>book</i> or stick the flashcards with these words on the board. Tell pupils to look at the board, saying <i>Look at the board, please! What words can you see? OK, now let's play the game.</i></p> | <p>Whole class</p> |
| Step 2: | <p>Tell pupils how the game is played, saying <i>This game is played in a group of four people. When I say, for example, Bill, you will run as quickly as possible to the board and touch/slap your hand on the word/flashcard. The one who is the quickest to touch/slap the correct word/flashcard gets one point.</i></p> | <p>Whole class</p> |
| Step 3: | <p>Ask pupils to listen to four words and touch/slap the flashcards/words as correctly and quickly as possible, saying <i>Are you ready? Now listen to me and let's play the game.</i></p> | <p>Whole class</p> |
| Step 4: | <p>Have pupils play the game in groups of four. The pupil who gets the highest score will be the winner.</p> | <p>Group work</p> |
| Step 5: | <p>Invite four pupils to play the game in front of the class, if there is time.</p> | <p>Whole class</p> |
| <p>Homelink 3 minutes</p> | | |
| Option 1: | <p>Pupils use Student's books:</p> <ul style="list-style-type: none"> - to pronounce the sound of the letter <i>B/b</i>. - to point to <i>Bill</i> and the things in the picture on page 6 and say the words <i>Bill, bike, ball, book</i>. | <p>Whole class</p> |
| Option 2: | <p>Pupils may use <i>sachmem</i>:</p> <ul style="list-style-type: none"> - to listen and pronounce the sound of the letter <i>B/b</i>. - to listen and say the words <i>Bill, bike, ball, book</i>. <p>Pupils play <i>Slap the board</i> with the words <i>bike, book, ball</i> in <i>sachmem</i>.</p> | <p>Whole class</p> |
| Option 3: | <p>Pupils use pencils or colour pencils to:</p> <ul style="list-style-type: none"> - draw and colour the pictures of the bike, | <p>Whole class</p> |

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| | the ball and the book in the notebooks. - then to point to the the bike, the ball and the book and say the words <i>bike, ball, book</i> . | |
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TIẾNG ANH 1 LESSON PLAN

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| School: | School year: |
| Grade: | Week: |
| Teacher: | Approved by: |

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| Unit: 1. In the school playground |
| Lesson: 2 Period: 2 |
| Date: |

- I. OBJECTIVES** By the end of the lesson, pupils will be able to:
- say the letter *B/b* and the words *bike, ball, book* and the phrases *a ball, a book, a bike* in a chant.
 - listen and identify the words *bike, ball, book*.
 - trace the letter *B/b*.

- II. INPUT** **Language:**
- Sound /b/
 - Vocabulary: *ball, bike, book*
 - Phrases: *a book, a bike, a ball*

- Resources/Material:**
- Student's book p. 7
 - *Sachmem.vn*
 - Teacher's guide pp. 9-12
 - Computer, projector

III. PROCEDURE **Warm-up – Listen and chant – Listen and tick – Look and trace - Homelink**

| Procedure | Teaching and learning activities | Classroom management |
|----------------|--|----------------------|
| Warm-up | 5 minutes | |
| | <ul style="list-style-type: none"> - Greet the class and introduce yourself, saying: <i>Hi. I'm + name</i>. - Option 1: Ask two or three pupils to look at the picture in <i>Lesson 1</i> (Student's book or <i>sachmem</i>) and say the sound of the letter <i>B/b</i> and the words <i>Bill, bike, book</i> and <i>ball</i>. | Whole class |

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| | <ul style="list-style-type: none"> - Option 2: Have a group of four pupils play <i>Slap the board</i> in front of the class with the words <i>bike, book</i> and <i>ball</i>. - Option 3: Invite two or three pupils to show the pictures (drawn at home as homelink) and say the words/phrases (e.g. <i>bike/A bike, ball/a ball, book/a book</i>). - Get pupils to open their books and look at <i>Lesson 2, p. 7</i> (saying <i>Open the books and look at lesson 2, please!</i>). | |
| 3. Listen and chant 10 minutes | | |
| Step 1: | Have pupils look at the chant on p. 7 in their books or on <i>sachmem</i> . Say <i>Look at the chant, please!</i> Draw pupils' attention to the first line and explain its meaning (as mentioned in <i>Input</i>). Ask them to pay attention to the letter <i>B/b</i> and the word <i>ball</i> . Check comprehension. | Whole class |
| Step 2: | Play the recording of the first verse for pupils to listen and to get familiarized with the tune, saying <i>Listen to the first verse, please!</i> | Individual work |
| Step 3: | Play the recording again, ask pupils to listen and repeat the first line, saying <i>Listen again and repeat, please!</i> Then play the recording for them to listen and repeat until they feel confident, saying <i>Now listen and repeat, please!</i> | Individual work |
| Step 4: | Follow the same procedure with the other verse. Show pupils how to chant and clap their hands. Correct pronunciation, if necessary. | Whole class |
| Step 5: | Play the recording all the way through. Ask pupils to listen and repeat the chant individually and in chorus, saying <i>Listen and chant, please!</i> Give further support to those pupils who find it difficult to do the task. | Individual work |
| Step 6: | Select some pupils to the front of the class to chant and clap their hands. The rest of the class may sing the chant along and clap their hands. If they sang the chant well, praise them, saying <i>Very good!</i> | Whole class |
| Extension: | With better classes, help pupils change some line in the chant and sing it in front of the class. E.g. <i>B, b, a ball.</i> <i>B, b, a book.</i> <i>B, b, a bike.</i> <i>A, ball, a book, a bike.</i> | |

4. Listen and tick 7 minutes

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| Step 1: | Have pupils look at the first two pictures (saying <i>Look at the pictures, please!</i>) and say what they can see. Draw pupils' attention to the boxes next to the letters <i>a</i> and <i>b</i> . Check comprehension. | Whole class |
| Step 2: | Encourage some pupils to point to the pictures and say the words in front of the class (saying <i>Point to the pictures and say, please!</i>). E.g. 1a: <i>A ball</i> , 1b: <i>A bike</i> . | Individual work |
| Step 3: | Play the recording of the first phrase for pupils to listen. Before playing the recording, say <i>Now look at the pictures in Question 1. You can see a ball and a bike? Yes, a ball and a bike. Now listen to the recording, please!</i> Play the recording of the first phrase for pupils to hear. Say <i>Did you hear "a ball" or "a bike"? Yes, it said "a bike"</i> . Point to the tick ✓ and say <i>It's a tick. You tick the box b, you give the right answer.</i> | Whole class |
| Step 4: | Ask pupils to look at the last two pictures and listen. Say <i>Now look at the pictures in Question 2. Listen and tick the correct box.</i> Before playing the recording, say <i>Are you ready? OK, now listen and tick, please!</i> Play the recording (several times, if necessary) for pupils to listen and tick the box. | Individual work |
| Step 5: | Ask pupils to say what they have heard and ticked. Say <i>What did you hear? Did you hear "a ball" or "a book"?</i> If some pupils say "a ball", let them listen to the recording again, saying <i>Now listen again, please!</i> and play the recording. Ask <i>What did you hear? Did you hear "a ball" or "a book"?</i> then say <i>Yes, "a book". So tick the box b.</i> Key: 2. b. | Whole class |

5. Look and trace 10 minutes

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| Step 1: | Have pupils look at the letter <i>B</i> (upper case) and <i>b</i> (lower case). Use <i>sachmem</i> to show how the upper case <i>B</i> and the lower case <i>b</i> are traced. Ask pupils to make sure if they recognize the two forms of the letter. | Whole class |
| Step 2: | Tell pupils to trace the letter <i>B/b</i> , saying <i>Now use your pencil to trace the letter B/b.</i> You can demonstrate by air tracing or tracing the broken lines of the letter <i>B/b</i> on the board. Then let pupils do the tracing. Give further | Individual work |

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| | support to those pupils who find it difficult to do the task. | |
| Step 3: | Check the results of pupils' tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying <i>Now work in pairs and check the answer</i> . Give pupils time to work. Go around and offer help, if necessary. | Pair work |
| Step 4: | Ask some pupils to show what they have done. Praise them if they have done well, saying <i>Well done!</i> | Whole class |
| Extension: | With a better class, write the letter <i>B/b</i> in broken lines on the board and invite some pupils to trace them. | Individual work |
| Homelink | 3 minutes | |
| Option 1: | Pupils learn by heart the chant p. 7. | Whole class |
| Option 2: | Pupils trace the letter <i>B/b</i> in their workbooks. | |
| Option 3: | Pupils point to the pictures in Listen and tick (p. 7) and say the phrases, e.g 1a: <i>A ball</i> , 1b: <i>A bike</i> , 2a: <i>A ball</i> , 2b: <i>A book</i> . | |

TIẾNG ANH 1

LESSON PLAN

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|----------------|--------------------|
| School: | School year: |
| Grade: | Week: |
| Teacher: | Approved by: |

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| Unit: 1. In the school playground | |
| Lesson: 3 | Period: 3 |
| Date: | |

- I. OBJECTIVES** By the end of the lesson, pupils will be able to:
- use *Hi, I'm + name* to greet and introduce someone's name and *Bye, + name* to say goodbye to someone.
 - sing a song about how to greet and introduce someone's name.

- II. INPUT** **Language:**
- *Hi, I'm + name.*
 - *Bye, Bill.*
 - *Hi, I'm + name* and *Hi, + name. I'm + name.*

- Resources/Material:**
- Student's book p. 8
 - *Sachmem.vn*
 - Teacher's guide pp. 12-15
 - Computer, projector

III. PROCEDURE Warm-up – Listen and repeat – Let's talk – Let's sing - Homelink

| Procedure | Teaching and learning activities | Classroom management |
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| Warm-up | 5 minutes | |
| | - Greet the class and introduce yourself, saying: <i>Hi. I'm + name.</i> | Whole class |

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| | <ul style="list-style-type: none"> - Option 1: Have a group of pupils to sing the chant on page 7 in front of the class. The class claps hands. - Option 2: Ask two pupils to point to the pictures in <i>Listen and tick</i> (p. 7) and say the phrases, e.g 1a: <i>A ball</i>, 1b: <i>A bike</i>, 2a: <i>A ball</i>, 2b: <i>A book</i>. - Option 3: Invite one or two pupils write the letter <i>B/b</i> on the board. - Get pupils to open their books and look at <i>Lesson 3 p. 8</i> (saying <i>Open the books and look at lesson 3, please!</i>). | |
| <p>6. Listen and repeat 7 minutes</p> | | |
| Step 1: | Have pupils look at the first picture (in Student's book or on <i>sachmem</i>), saying <i>Look at the first picture, please! What is Bill doing? Yes, he's greeting and introducing his name. He says "Hi, I'm Bill"</i> . Play the recording for pupils to listen and repeat, saying <i>Now listen and repeat, please!</i> | Whole class |
| Step 2: | Have pupils look at the sentence " <i>Hi, I'm Bill.</i> " Explain the meaning of the sentence and how it is used (as mentioned in <i>Input</i>). Check comprehension. | |
| Step 3: | Play the recording several times for pupils to listen and repeat the sentence, saying <i>Now listen and repeat, please!</i> Give more support to those pupils who find it difficult to do the task. Invite a few pupils to listen and repeat the sentence " <i>Hi, I'm Bill.</i> " in front of the class. Correct pronunciation, if necessary or praise them if they pronounced the sentence correctly, saying <i>Well done!</i> | Individual work |
| Step 4: | Have pupils look at the second picture, saying <i>Look at the second picture, please! What is the boy doing? Yes, he's saying goodbye to Bill. He says "Bye, Bill."</i> Play the recording for pupils to listen and repeat. Then explain the meaning of the sentence and how it is used. Check comprehension. | Whole class |
| Step 5: | Have pupils look at the sentence " <i>Bye, Bill.</i> " Listen to the recording and repeat until they feel confident. Check comprehension. | Individual work |
| Step 6: | Invite some pupils to listen and repeat the sentences in front of the class. Go around and praise them if they performed well, saying <i>Well done!</i> | Whole class |

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| 7. Let's talk 10 minutes | | |
| Step 1: | Have pupils look at the first picture (in Student's book or <i>sachmem</i>). Say <i>Look at Picture 1, please!</i> Point to the boy on the left and ask them <i>Who is this?</i> Tell them that he is Bill, saying <i>He is Bill.</i> Then point to the boy on the right and ask them <i>Who is this?</i> Tell them that he is Ba, saying <i>He is Ba.</i> | Whole class |
| Step 2: | Ask pupils to work in pairs or in groups to practise greeting each other in the name of Bill and Ba, saying <i>Now help Bill and Ba greet each other. "Hi, I'm _____"; "Hi, I'm _____."</i> Offer help, if necessary. | Pair or group work |
| Step 3: | Have pupils look at the second picture. Say <i>Look at Picture 2, please!</i> Point to the boy on the left of the picture and ask pupils to identify who he is, saying <i>Who is this boy?</i> Then tell them that he is Ba, saying <i>He is Ba.</i> Then point to the boy on the right and ask them <i>And who is this?</i> Tell them that he is Bill, saying <i>He is Bill.</i> Then select two pupils to act out in front of the class. | Whole class |
| Step 4: | Ask pupils to work in pairs or in groups to practise saying goodbye to each other in the name of Bill and Ba, saying <i>Now practise saying goodbye to each other, please! "Bye, _____."</i> | Pair or groups work |
| Step 5: | Ask a few pairs of pupils to introduce themselves, saying <i>Now introduce yourself to your friends. E.g. Hi, I'm _____ (Lan/Nam, ...).</i> Offer help, if necessary. Ask a few pairs of pupils to say goodbye to each other, saying <i>Now the pairs practise saying goodbye to each other. E.g. Bye, _____ (Lan/Nam, ...).</i> Offer help, if necessary. | Pair work |
| Step 6: | Encourage some pairs of pupils to practise introducing themselves and saying goodbye to each other in front of the class. Praise them, saying <i>Excellent!</i> if they performed well. | Whole class |
| Extension: | With a better class, have pupils act out the exchange, using their own names. E.g. <i>A: Hi. I'm Nam.</i> <i>B: Hi. I'm Mai.</i> | |
| 8. Let's sing 10 minutes | | |
| Step 1: | Have pupils read the lyrics (in their books or <i>sachmem</i>) to familiarize themselves with the first verse of the song. Say <i>Now look at the first verse, please!</i> Explain the meanings of the verse, | Whole class |

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| | if necessary (as mentioned in <i>Input</i>). Check comprehension. | |
| Step 2: | Play the recording several times for pupils to repeat line after line to make sure that they can sing the verse correctly. Say <i>Now listen and repeat, please!</i> | Individual work |
| Step 3: | Do the same with the second verse of the lyrics. Say <i>Now look at the second verse, listen and repeat, please!</i> Play the recording several times for pupils to repeat to make sure that they can sing the verse correctly. Check comprehension. | Individual work |
| Step 4: | Have pupils listen to the whole song, drawing their attention to the pronunciation, the stress and the melody of the song. Say <i>Now listen to the whole song</i> . Then let pupils practise singing the song. Help them sing the song sentence by sentence first. Then help them to sing the whole song. | Whole class |
| Step 5: | Call one or two groups to sing the song in front of the class. Praise them when they perform well, saying <i>Excellent!</i> | Whole class |
| Extension: | If time allows or with a better class, have pupils sing the song with their own names and perform in front of the class. E.g. <i>Hi, I'm Mai.</i> <i>Hi, I'm Lan.</i> <i>Hi, Mai. I'm Lan.</i> <i>Hi, Lan. I'm Mai.</i> | |
| Homelink | 3 minutes | |
| Option 1: | Pupils greet and introduce themselves, using their own names. | Whole class |
| Option 2: | Pupils sing the song on page 8 by heart. | |
| Option 3: | Pupils play <i>Slap the board</i> with the words <i>bike, book</i> and <i>ball</i> . | |