Week 6 *Preparing date: October .....,*
Period 21 *Teaching date: October ……..,*

Unit 3: Our friends
Lesson 3 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- correctly pronounce the sounds of the letters **th** (voiced) and **th** (unvoiced) in isolation, in the words this and that, and in the sentences *That's Lucy* and *Thank you.*
- identify the target words that and thank, and the sentences *Thank you, Bill and That's Lucy* while listening.
- say the chant with the correct rhythm and pronunciation.
- ***Vocabulary:*** Review
- ***Skills***: speaking, listening, reading and writing.

2. Competences:

- Listening: listen and recognize someone, then repeat
- 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

B. TEACHING AIDS:

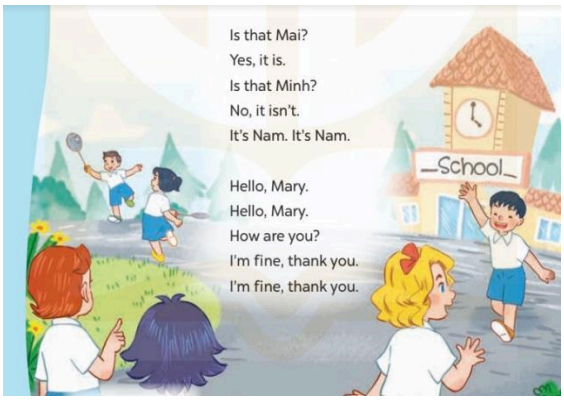
- *Teacher:* Teacher's guide Pages 47, 48; audio Tracks 32, 33, 34; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 26, notebooks, workbooks, school things.

C. PROCEDURES:

Stages/Time	Teacher's activities	Students' activities
1.Warm- up: (5')	*Game:* ***Find and circle the words*** ****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.* ***Procedure:** T H A T E R S C B	

	H C T **H** N O H C **I** C L U **A** A **L** A O **L** L E L **N** N **U** T S **L** A A W **K** E **C** O E O S N J Z R **Y** I I P S R O E E T V C A S **T** **H** **I** **S** R S D A D T S S R I O T S	
	- Divide class into 2 groups - Ask Ss to find and circle the words and characters that they learnt. - Which groups find the best correct words is winner. - Give Ss time to play the game. **Rows:** *that, this* **Columns**: *thank, Lucy, Bill* -T checks who's winner? - Say "Open your book page 26" and look at "*Unit 3, Lesson 3 (1,2,3)".*	- Ss listen -Ss listen the rules - Ss play the game - Ss open their books
2. <u>Presentation</u> (9')	**<u>Activity 1</u>. Listen and repeat:** ***Aims:** Ss will be able to correctly repeat the sounds of the letters **th** (voiced) and **th** (unvoiced) in isolation, the words **that** and thank, and the sentences **That's Lucy**. and Thank you. with correct pronunciation and intonation.* ***Procedure:** - T gives instruction to the letter **th** (voiced) and **th** (unvoiced) in isolation, the words **that** and thank, and the sentences **That's Lucy**. and Thank you.	- Ss recognize the differences about color of letter - Ss listen

3.Practice: **(19')**	- Play the recording for the letter ***th*** (voiced) *and* ***th*** (unvoiced) - 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. **<u>Activity 2.</u> Listen and tick.** ***Aims:** Ss will be able to identify the target words that and thank while listening.* ***Procedure:** - Elicit the sentences and check comprehension about three sentence 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.	- Ss listen and point - Ss listen again and repeat -Ss listen again and repeat -Ss practice -Ss listen -Ss listen and say -Ss guess the answers - Ss listen to the tape and tick - Ss listen again, tick and swap books with their partners. - Ss check their answers and guessing -Ss listen and repeat. -Ss read the sentences

	- Invite one or two Ss to stand up and read the sentences. *Key: 1.b 2.a* **<u>Activity 3.</u> Let's chant** ***Aims:** Ss will be able to say the chant with the correct rhythm and pronunciation.* ***Procedure:** - Introduce the title and lyrics of the chant.	- Ss look and listen.
	 	-Ss listen to 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 *th* and the words *that* and *thank.* - 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.	- Ss listen and repeat line by line without clap their hands -Ss note the sounds, words -Ss listen to melody of the song - Ss listen and chant line by line. - Ss chant and clap along. - Ss work in groups (two groups) to chant

	- 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. ***Consolidation** ***Aims:** *Ss will be able consolidate and wrap up the content of the lesson.* ***Procedure:** - T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).* - T review the vocabulary and model sentences. - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.	-Ss perform in front of the class. -Ss listen -Ss listen. -Ss listen -Ss answer the questions - Ss listen -Ss listen and clap their hands
4. <u>Homework</u>. (2')	- Practice the chant more. - Draw and colour three pictures of your friends. - Prepare the new lesson: *Unit 3, Lesson 3 (4,5,6).*	-Ss listen and take note

D. <u>ADJUSTMENTS (if necessary):</u>

……

..……

……..……

……...

Week 6 *Preparing date: October …..,*

Period 22 *Teaching date: October ……..,*

Unit 3: Our friends

Lesson 3 (4, 5, 6)

A. <u>OBJECTIVES</u>:

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

1. <u>Knowledge</u>:

- read and match four target sentence patterns with four pictures
- read, understand and complete three sentences by writing the target words in the gaps.
- draw three pictures of their friends and introduce them to the class.
- ***Vocabulary:*** Review
- ***Skills***: speaking, listening, reading and writing.

2. <u>Competences</u>:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. <u>Attitude/ Qualities</u>:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. <u>TEACHING AIDS</u>:

- *Teacher:* Teacher's guide Pages 49, 50, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 27, notebooks, workbooks, school things.

C. <u>PROCEDURES</u>:

Stages/Time	Teacher's activities	Students' activities

1.<u>Warm- up</u>: (5')	*Game:* ***"Chant"*** ****Aims:** to create a friendly and active atmosphere in the class to beginning the lesson.* ***Procedure:** - Ask Ss chant and do the actions in Unit 3, Lesson 3 page 26 in groups. - Give point for the groups and encourage them. - Say "Open your book page 27" and look at *"Unit 3, Lesson 3 (4,5,6)"*.	- Ss listen and chant - Ss open their books
2.Practice: (8')	**<u>Activity 1</u>. Read and match:** ****Aims:** Ss will be able to read and match four target sentence patterns with four pictures.* ***Procedure:** - Ask Ss some questions: + *Who are they?*  - T models with sentence 1. + Get Ss to read Sentence 1 + Have Ss look at the pictures and match the sentences with the correct picture. -Have Ss work in pairs and match the sentences 2, 3, 4.	- Ss look at the pictures and answer *My name's Nam* -Ss read and match -Ss work in pairs and match -Ss swap books and check

	- 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.	-Ss check the correct their answers -Ss role play -Ss listen
3.Production: (19')	*Key: 1. d 2. c 3. a 4. b* **<u>Activity 2.</u> Let's write** ***Aims:** Ss will be able to read, understand and complete three sentences by writing the target words in the gaps.* ***Procedure:** - Write the first incomplete sentence on the board and encourage Ss to say the answer. *1.This ……. my friend, Mai.* - Give Ss time to write the answer in their notebooks. - Ask Ss to write the answers to the sentences 2 and 3. - Get Ss to swap books with a partner, then check the answers together as a class. - Ask a few Ss to stand up and read the sentences in front of the class. -T gives feedbacks. *Key: 1. Is* *2. This is my*	-Ss look at the sentence and say the answer: *+This <u>is</u> my friend, Mai.* -Ss write the answer -Ss write -Ss swap books and check their answers -Ss read the sentences -Ss listen

	3. That's my teacher **Activity 3. Project.** ***Aims:** Ss will be able to draw three pictures of their friends and use them to practise talking to their classmates.* ***Procedure:** - Ask Ss to draw three pictures of their friends as homework at the beginning of Unit 3 -Lesson 3 (4,5,6) - Show the pictures of his/ her friends and model with *This is my friend, Hoa.*  - T asks ss to work in groups and show the pictures of their friends to talk to the groups such as *This is my friend, (name).* - T calls some Ss to the front of the class to present their friends, and saying *Hello. My name's…. I'm…….years old. This is my friends,……* - Have Ss to stick their pictures on the wall of the classroom	- Ss drew and coloured draw three pictures of their friends at home. -Ss listen to the teacher -Ss work in groups -Ss present their pictures - Ss stick their pictures on the wall of the classroom. -Ss vote -Ss listen

	- Create a class display using the pictures and vote for the most creative. - T gives feedback. ***Consolidation** ***Aims:** Ss will be able consolidate and wrap up the content of the lesson. ***Procedure:** - T asks ss to answer the following questions: + *What have you learnt from the lesson today?* +*What are the core values of the lesson? (if the teacher can take from the lesson).*	-Ss answer the questions -Ss listen and clap their hands
4. Homework. (3')	- T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more. - Prepare the new lesson: *Unit 4, Lesson 1 (1,2,3).*	-Ss listen and take note

D. ADJUSTMENTS (if necessary):

……..…

..……...……

Week 6 *Preparing date: October .....,*

Period 23 *Teaching date: October .....,*

Unit 4: Our bodies

Lesson 1 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- use the words *ear, eye, face, hand, nose* in relation to the topic "Our bodies"
- understand and correctly repeat the sentences in two communicative contexts (pictures) to talk about their body parts.
- use *What's this? – It's……* to identify parts of the body.
- ***Vocabulary:*** face, hand, ear, eye, nose
- ***Skills***: speaking and listening

2. <u>Competences</u>:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

3. <u>Attitude/ Qualities</u>:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

B. <u>TEACHING AIDS</u>:

- *Teacher:* Teacher's guide Pages 51, 52, audio Tracks 35, 36, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 28, notebooks, workbooks, school things.

C. <u>PROCEDURES</u>:

Stages/Time	**Teacher's activities**	**Students' activities**
1.<u>Warm- up</u>: (3')	*Sing:* ***My body song*** ****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.* ***Procedure:** - Show the song on the screen. https://www.youtube.com/watch?v=AlKXoHvwluA - Ask pupils to listen, sing and dance the song. - Say "Open your book page 28" and look at "*Unit 4, Lesson 1 (1,2,3)".*	- Ss sing and dance the song - Ss open their books
2. <u>Presentation</u>	**<u>Activity 1</u>. Vocabulary.**	

(16')	***Aims:** Ss will be able to know the vocabulary in front of starting the new lesson.* ***Procedure:** -T elicits the new words *+ face : khuôn mặt (realia)* *+ eye :con mắt (realia)* *+ ear :tai (realia)* *+ nose : mũi (realia)* *+ hand :bàn tay (realia)* - T models *(3 times).* - T writes the words on the board. - *Checking: Rub out and remember* **<u>Activity 2</u>. 1. Listen, point and repeat:** ***Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on identifying parts of the body.* ***Procedure:** - Have Ss look at *Pictures a and b* and identify the characters in the pictures.  	-Ss listen and answer - Ss listen and repeat + Choral repetition *(3 times).* + Individual repetition *(3 ss)* - Ss take note - Ss look, remember and match -Look at the pictures and get to know the characters in the pictures. *+ In picture a:* Bill says: *Let's play a game!* And Mai says: *OK* *+ In picture b:* Bill asks: *What's this.* And Mai answers: *It's a nose.*

	 - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary. - Have Ss to practice the dialogue - T invites a few pairs to the front of the class to practice. - T checks pronunciation for ss. **<u>Activity 3</u> 2. Listen, point and say.** ***Aims:** Ss will be able to correctly say the words and use What's this? – It's …..... to identify parts of the body.* ***Procedure:** * ***Model sentences:*** - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue. - T introduces new structure for Ss. - T explains, models and gives meaning. -Have Ss repeat the model sentences. *A: What's this?* *B: It's a <u>nose.</u>*	-Ss listen and repeat in chorus *(twice)* -Ss work in pairs to practice -Ss practice the dialogue -Ss listen -Ss look at the picture and answer. -Ss listen -Ss listen and repeat -Ss repeat to parts of the body.
3.Practice: (7')		- Ss look, listen and answer

	Drill pictures - Elicit and check comprehension the parts of the body.  - Run through all the pictures. - Run through model sentences. - Have Ss to practise: + T asks the first picture, Ss answer + Ss asks the second picture, T answers + Group A asks the third picture, group B answers + Group B asks the last picture, group A answers. - Ask Ss to work in pairs. - T controls and corrects. - Invite a few pairs to come to the front of the classroom, point at the pictures, and say the questions and answers in front of the class. - T gives feedbacks.	+*Picture a: a face* + *Picture b: a hand* + *Picture c: an ear* + *Picture d: an eye* -Ss listen and repeat -Ss practice in chorus -Ss work in pairs to practice -Ss point and say -Ss listen.
4.Production: (7')	**<u>Activity 4.</u> Let's talk.** ***Aims:** Ss will be able to enhance the correct use of What's this? and It's ..... to identify parts of the body in context.* ***Procedure:** - Have Ss look at the two bubbles and picture to understand how the question and answer are used. +*What's this? It's .....*	-Ss look at the bubbles and picture and answer + *It's .....*

	 - T fills the gaps and writes the sentences on the board. - T models - T asks Ss to ask and answer the parts of body (groups of four) - Have Ss point at their body parts and ask and answer questions about them using the structures learnt. - Give feedbacks ***Consolidation*** ***Aims:** Ss will be able consolidate and wrap up the content of the lesson.* ***Procedure:** - T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).*	-Ss note - Ss answer -Ss work in groups -Ss perform in front of the class. -Ss answer the questions - Ss listen -Ss listen and clap their hands

5. <u>Homework</u>. (2')	- T review the vocabulary and model sentences. - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more. - Learn the vocabulary and model sentences by heart - Prepare the new lesson: *Unit 4, Lesson 1 (4,5,6).*	-Ss listen and take note

D. <u>ADJUSTMENTS (if necessary):</u>

……..…
..……...……
……..……
…….……...

Week 6 *Preparing date: October .....,*
Period 24 *Teaching date: October .....,*

Unit 4: Our bodies
Lesson 1 (4,5,6)

A. <u>OBJECTIVES</u>:

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

1. <u>Knowledge</u>:

- listen to and understand two communicative contexts in which Ss ask and answer the question to identify parts of the body
- read and complete the sentences correctly.
- sing the song "*Parts of the body*" with the correct pronunciation and melody.

- ***Vocabulary:*** Review
- ***Skills***: speaking, listening, reading and writing.

2. <u>Competences</u>:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

3. <u>Attitude/ Qualities</u>:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

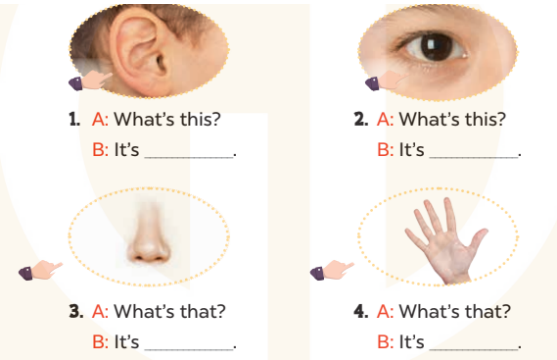
B. <u>TEACHING AIDS</u>:

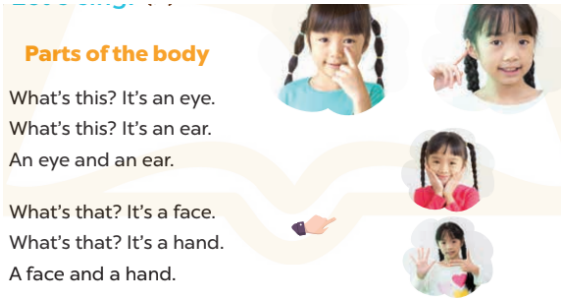
- *Teacher:* Teacher's guide Pages 53, 54; audio Tracks 37, 38; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 29, notebooks, workbooks, school things.

C. <u>PROCEDURE</u>S:

Stages/Time	**Teacher's activities**	**Students' activities**
1.<u>Warm- up</u>: (5')	*Game:* ***Who is faster?*** ****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.* ***Procedure:** - Divide the class into 2 big groups: Boys and Girls. - Have two Ss stand back to back. Give them each a different flashcard to hold facing out and away from them. - When teacher says Go, they walk three steps, turn to face each other and say what the other Ss has. - The faster one will get a point. - Say "Open your book page 29" and look at *"Unit 4, Lesson 1 (4,5,6)"*. **<u>Activity 1</u>. Listen and tick:**	- Ss listen to the rule - Ss play game -Ss listen - Ss open their books

2.Practice: (27')	***Aims:** Ss will be able to listen to and understand two communicative contexts in which pupils ask and answer questions to identify parts of the body* ***Procedure:** - Elicit the names of the body part in each picture.  - 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. *Key: 1.a 2.a* **<u>Activity 2.</u> Look, complete and read.**	-Look at the pictures and say: + *Picture 1a: a hand* + *Picture 1b: an eye* + *Picture 2a: an ear* + *Picture 2b: a nose* -Ss guess the answers - Ss listen to the tape and tick - Ss listen again, tick and swap books with their partners. - Ss check their answers and guessing -Ss listen and repeat.

	***Aims:** Ss will be able to complete four target sentence patterns with the help of the picture cues.* ***Procedure:** - Get Ss to look at the pictures and identify the body parts in the pictures.  - Have Ss look at the four incomplete dialogues and elicits the missing words in the sentences. - T models with picture 1 + Ask Ss what is missing in the sentence. + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus. -Have Ss work in groups and complete the picture 2, 3 and 4. - Ask a few Ss to stand up and read the completed sentences aloud. -T gives feedbacks. *Key: 1. an ear 2. an eye* *3. a nose 4. a hand* **<u>Activity 3.</u> Let's sing.**	-Ss look at the picture and say: *+ an ear, an eye, a nose and a hand.* -Ss look and answer -Ss answer: *It's an ear….* -Ss look, complete and read the completed sentence in chorus. -Ss complete the sentences -Ss read aloud

	***Aims:** Ss will be able to sing the song Parts of the body with the correct pronunciation and melody.* ***Procedure:** - Introduce the title and lyrics of the song: " *Parts of the body* "  - Play the recording for Ss to listen to the whole song. + Have them repeat the title and lyrics line by line. + Tell Ss to point at the parts of their body while singing his or her name. - Play the recording all the way through for Ss to listen to pronunciation and melody of the song. - Play the recording line by line for Ss to listen, repeat and point to the part of their body - Play the recording for Ss to sing and do actions. - Ask Ss to practice singing and doing actions in pairs or groups. - Invite groups to the front of the classroom to perform the song -T gives feedback.	- Ss look and listen. -Ss listen to the song - Ss listen and repeat line by line without the action. -Ss point to the parts of their body while singing -Ss listen to melody of the song - Ss listen and sing line by line. - Ss sing and do actions. + Ss work in groups (two groups) to sing. -Ss perform in front of the class. -Ss listen

	***Consolidation** ***Aims:** *Ss will be able consolidate and wrap up the content of the lesson.* ***Procedure:** - T asks ss to answer the following questions: *+ What have you learnt from the lesson today?* *+What are the core values of the lesson? (if the teacher can take from the lesson).* - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.	-Ss answer the questions -Ss listen and clap their hands
3. <u>Homework</u>. (3')	- Practice part 5 again. - Prepare the new lesson: *Unit 4, Lesson 2 (1,2,3).*	-Ss listen and take note

D. <u>ADJUSTMENTS (if necessary):</u>

……..…

..……...……

……..……

……..