

**WEEK: 1**

Date of preparing:

Date of teaching:

Period 1: **Unit 1: HELLO**

**Lesson 1(1, 2, 3)**

**I. Objectives:**

**1. Knowledge:** - By the end of the lesson Ps will be able to: Greet and self- introduce.

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: - Hello/ hi. I'm + name.

- Vocabulary: hello, hi, I, am, nice to meet you.

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Check pupils' books, note books .....

**3. New lesson:**

| Teacher's actions  | Students' actions  |
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| <p><b>Warm up</b><br/>Say <i>hello</i> to the class and introduce yourself, using <i>Hello. I am + name</i>. Walk around the class to say <i>hello</i> again to some pupils and ask them to answer.</p> <p><b>1. Look, listen and repeat.</b><br/>Tell Ps that they are going to practice introducing themselves and responding to the introduction. Point the first picture elicit the names of characters and what are they saying: Mai introduce herself to Nam and Nam introduce himself to Mai. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Do choral and individual repetition, pointing to the characters speaking.<br/>Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeats it for several times</p> <p><b>2. Point and say.</b><br/>Tell Ps that they are going to practice saying Hi/ hello. I'm + ten. And responding to greeting. Point to the first</p> | <p>Greeting</p> <p>Look at the picture and answer<br/>They are teacher and students<br/>They are in the class</p> <p>Listen and repeat after the teacher</p> |

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| <p>picture and elicit the name to fill the gap. Put the sentence on the board and have Ps repeat them a few times.</p> <p>Do choral and individual repetition, using the pictures in the book.</p> <p>Get Ps to work in pairs. Check as a class.</p> <p><b>3. Let's talk.</b></p> <p>Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the name of each activity. Call a pair to give a demonstration of the dialogue before starting the activity.</p> <p>Have Ps work in pairs. Go around to offer help and correct the pronunciation, if necessary.</p> <p>Call a few pairs to act out the dialogue in front of the class.</p> <p><b><u>4. Consolidation</u></b></p> <p>Asking Ps to focus on the structure once again.</p> <p>- Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b></p> <p>Do exercises in the workbook. Learn by heart the new words and structures.</p> | <p>Work in pairs</p> <p>Individually work</p> <p>Work in pairs</p> <p>Do exercises. Learn by heart the new words and structures.</p> |
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Date of preparing:

Date of teaching:

**Period 2: UNIT 1: HELLO**

***Lesson 1: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: greeting and self-introduction. Listening comprehension and tick the picture. Write the missing words into the blanks

**2. Skills:**

- Develop Ss writing and listening skills

**3. Language focus:**

- Sentence Partners

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting
- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce their names.

**3. New lesson:**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b>Warm up:</b> Say <i>hello</i> to partner.</p> <p><b>4. Listen and tick.</b><br/>           Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback.<br/>           Play the recording three times for Ps to listen, do the task and check their answers.<br/>           Get Ps to swap and check their answers before checking as class.<br/> <i>Answer: 1.b                                  2.a</i></p> <p><b>5. Let's write.</b><br/>           Tell Ps that they are going fill the gaps with I'm and Hello. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback. Elicit the words filling the gaps.<br/>           Get Ps time to do the task. Go around to offer help, if necessary.<br/>           Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>           Call some pairs to read the text aloud<br/> <i>Answer: 1. Hello, I'm                          2. I'm, Hello.</i></p> <p><b>6. Let's sing.</b><br/>           Tell Ps that they are going to sing the <i>Hello Song</i>. Read each line and check comprehension. Sing each line and have Ps repeat it. When Ps are familiar with the tune, ask them to sing and do the actions.<br/>           Ask groups of Ps to sit face to face and practice singing and doing the actions.<br/>           Call a group of five to sing the song and do the actions.<br/>           Have the whole sing the song and do the actions.</p> <p><b><u>4. Consolidation</u></b><br/>           Asking Ps to focus on the structure once again.<br/>           - Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b><br/>           Do exercises in the workbook. Learn by heart the new words and structures.</p> | <p>Greeting</p> <p>Listen and tick</p> <p>Individually work</p> <p>Work in pairs</p> <p>Listen and sing</p> <p>Do exercises in the workbook</p> |

**WEEK: 1**

Date of preparing:

Date of teaching:

**Period 3: UNIT 1: HELLO**

**Lesson 2: Part 1- 2-3**

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to greet and respond to greeting

**2. Skills:**

- Develop Ss speaking and listening skills.

**3. Language focus:**

- Sentence Partners: *How are you? - I'm fine*

- Vocabulary: *bye, goodbye, Thanks, And you? How*

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette, puppets.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Ask Ss to greet to each other

**3. New lesson:**

| Teacher's actions   | Students' actions   |
|---|---|
| <p><b>Warm up: Chatting</b></p> <p>- T asks Ss to repeat the greeting and introducing oneself.</p> <p><b>1.Look, listen and repeat.</b></p> <p>Tell Ps that they are going to practice saying and responding to <i>Hi/hello. I/m +ten. How are you?</i></p> <p>Check understanding. Elicit the names of characters in each picture and explain what they say. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Play the recording for Ps to listen and say along.</p> <p>Have Ps to find out the new structure. Whole class repeat it for several times</p> <p><b>2. Point and say.</b></p> | <p>Answer the teacher's questions</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Read in pairs</p> |

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| <p>Tell Ps that they are going to practice saying <i>How are you?</i> And replying <i>Fine, thanks/thank you</i>. Point to each picture and elicit his/her name. Point to the first picture and elicit the word to fill the gap. Put the sentence on the board and have Ps repeat them a few times.</p> <p>Do choral and individual repetition, using the pictures in the book.</p> <p>Get Ps to work in pairs. Check as a class.</p> <p><b>3 - Let's talk:</b></p> <p>Tell the class that they are going to practice more with their friends, using their own names. Draw Ps' attention to the pictures and elicit the language that the characters might use. Elicit the words to fill in the gaps. Put the sentences on the board and do choral and individual repetition</p> <p>Have Ps work in pair to greet and respond to greeting.</p> <ul style="list-style-type: none"> <li>- Display the dialogue in front of the class, others comment</li> </ul> <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, learn by heart the new words</li> </ul> | <p>Look at 4 pictures</p> <p>Point to the pictures and practise</p> <p>Pair work</p> <p>Work in pair practice talking</p> <p>Do exercises in the workbook</p> |
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Date of preparing:

Date of teaching:

**Period 4: UNIT 1: HELLO**

***Lesson 2: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: Greet and respond to greeting. Listening comprehension to number the pictures and reading the dialogue to fill the given words into the blanks.

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting
- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce their names.

**3. New lesson**

| Teacher's actions   | Students' actions   |
|---|---|
| <p><b><i>Warm up: Chatting</i></b><br/>                     - T asks Ss to repeat the greeting and introducing oneself.</p> <p><b>4. Listen and number</b><br/>                     Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers.<br/>                     Get Ps to swap and check their answers before checking as class.<br/> <i>Answer: 1.d 2.c 3.b 4.a</i></p> <p><b>5. Read and complete</b><br/>                     Tell Ps that they are going to read and fill the gaps with the appropriate words. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>                     Get Ps time to do the task. Go around to offer help, if necessary. Get Ps to work in pairs<br/>                     Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>                     Call some pairs to read the text.<br/> <i>Answer: 1. Goodbye 2. Bye 3. Fine 4. thank you</i></p> <p><b>6. Let's write</b><br/>                     Tell Ps that they are going to read and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>                     Get Ps time to do the task. Go around to offer help, if necessary.<br/>                     Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>                     Call some Ps to act out the dialogue<br/> <b>Answer:</b> 1. How                      2. I'm fine, thanks</p> | <p>Answer the teacher's questions</p> <p>Look at the pictures in the book</p> <p>Listen and number</p> <p>Read three dialogues</p> <p>Read in pairs</p> <p>Individually work</p> <p>Write the suitable words to fill in the blank</p> |

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| <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b><br/>- Do exercises in workbook, review the structure and the new words</p> | <p>Do exercises in the workbook</p> |
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**WEEK 2**

Date of preparing:

Date of teaching:

**Period 5: UNIT 1: HELLO**

***Lesson 3: Part 1-2-3***

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: review greet and self-introduce. Greet and respond to greeting and self-introduction. Pronounce the sounds in the letters **h, b** correctly

**2. Skills:**

- Develop Ss writing and listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's:* student's and teacher's book, pictures, cassette.

2. *Students':* books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce their names.

**3. New lesson**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b><i>Warm up: Chatting</i></b><br/>- T asks Ss to repeat the greeting and responding to greeting.</p> <p><b><i>1. Listen and repeat</i></b><br/>Tell Ps that they are going to practice saying the letters, words and sentences in the book. Put the phonics letters <b>b</b> and <b>h</b> on the board and say them a few times. Ask sts to repeat after to the tape. Prompt Ps to say the words and sentences, paying attention to the target phonic letters. Do choral repetition of the words and sentences until Ps feel confident.</p> | <p>Ask ps to practice in pairs</p> <p>Listen and repeat</p> |

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| <p>-Tell Ps to write the initial letters of the words and sentences or names of people in capital letters. Write similar letters for other words in the sentences.</p> <p><b>2. Listen and write</b><br/>Tell ps that they are going to do a dictation. Give Ps a few seconds to read the text in silence before starting the dictation.<br/>Have ps to swap and check their answers before checking as a class. Write the correct answer on the board for ps to copy down into their notebooks<br/>Get Ps to work in pairs and practice saying the sentences.<br/><i>Answer: 1. Bye 2.hello</i></p> <p><b>3. Let's chant.</b><br/>Tell Ps that they are going to say the <i>Hello</i> chant. Say the chant and check comprehension. Have Ps repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions.<br/>Divide the class into three groups to say the chant. Get groups of Ps to sit face to face and practice chanting and doing the actions. Get around and offer help, if necessary.<br/>Call two groups to the front of the class to chant. The whole class claps along the rhythm</p> <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b><br/>- Do exercises in workbook, learn by heart the new words</p> | <p>Read 2 sentences</p> <p>Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p> |
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**WEEK 2**

Date of preparing:

Date of teaching:

**Period 6: UNIT 1: HELLO**

***Lesson 3: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: review greet and self-introduce, Greet and respond to greeting, and self-introduction. Reading comprehension then match and fill the suitable words to the blank.

**2. Skills:**

- Develop Ss reading, writing and listening skills



**3. Language focus:**

- Sentence Partners:
- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting
- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce their names.

**3. New lesson**

| Teacher's actions   | Students' actions   |
|---|---|
| <p><b><i>Warm up: Read the chant Hello</i></b></p> <p><b>4. Read and match.</b><br/>                     Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension.<br/>                     Give Ps time to do the task. Go around to offer help, if necessary.<br/>                     Get Ps to swap and check their answers before checking as class.<br/>                     Do choral and individual repetition<br/> <i>Answers:</i> 1 – d; 2 – a; 3 – b; 4 – c.</p> <p><b>4. Read and write.</b><br/>                     Tell Ps that they are going to read and fill the gaps with the appropriate words. Check comprehension and give feedback.<br/>                     Give Ps time to do the task. Go around to offer help, if necessary.<br/>                     Get Ps to swap and check their answers before checking as class.<br/>                     Do choral and individual repetition.<br/> <b>Answer:</b> 1. <i>Hello</i>                      2. <i>I'm</i>    3. <i>Nice</i><br/>                                      4. <i>How</i>                                5. <i>I'm fine/ Fine</i></p> <p><b>6. Project</b><br/>                     - Introduce the name card.<br/>                     - Explain how to do the exercise: Make name cards and Present them to class. Give Ss time to do project in class. Ask Ss to work in Groups. Go around and</p> | <p>Read the chant Hello</p> <p>Look at the sentences in the book</p> <p>Read and work individually</p> <p>Work in pairs</p> <p>Whole class</p> <p>Read then Write the suitable words in the blanks</p> <p>Individual work</p> <p>Pair work</p> <p>Work in group</p> |

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| <p>help Ss if necessary.<br/>                 Call several individuals to the front of the class to present their cards, using their name cards and saying Hello, I'm...<br/>                 Have Ps stick Their cards on the wall of the classroom</p> <p><b><u>4.Consolidation</u></b><br/>                 Summary the lesson</p> <p><b><u>5.Homework</u></b><br/>                 - Do exercises in workbook, review the structure and the new words</p> | <p>Work individually</p> <p>Do exercises in the workbook</p> |
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**WEEK 2**

**Period 7: UNIT 2: WHAT'S YOUR NAME?**

**Lesson 1: Part 1-2-3**

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: ask and answer questions about one's name.

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: What's your name? - My name's Mai

- Vocabulary: what, your, name, my, is='s, are='re

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce their names and their health.

**3. New lesson**

| Teacher's actions   | Students' actions   |
|---|---|
| <p><b><i>Warm up: Sing hello song</i></b></p> <p><b>1. Look, listen and repeat.</b><br/>                     Tell Ps that they are going to ask someone's name.<br/>                     Draw Ps' attention to the first picture and elicit the names of characters and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture.<br/>                     Do choral and individual repetition, pointing to the characters speaking.<br/>                     Play the recording for Ps to listen and say along.<br/>                     Have Ps to find out the new structure. Whole class</p> | <p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> |

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| <p>repeat it for several times</p> <p><b>2. Point and say</b></p> <p>- Have pupils look at pictures on Page 12. Elicit the characters in the pictures and their names.</p> <p>Teach vocabulary:</p> <p>What                                      are='re<br/>Your                                        Name<br/>My                                         is='s</p> <p>check vocab: slap the board</p> <p>Model sentence: <i>What's your name? - My name's <u>Mai</u>.</i></p> <p>Tell Ps that they are going to practice asking and answering questions <i>What's your name? - My name's <u>Mai</u>.</i> Point to each picture and elicit his/her name and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times.</p> <p>Do choral and individual repetition, using the pictures in the book.</p> <p>Get Ps to work in pairs. Check as a class</p> <p><b>3 <u>Let's Talk</u></b></p> <p>Tell the class that they are going to practice more with their friends. Point to Nam and Quan and Elicit what they say. Fill the gaps. Put the sentences on the board and do choral and individual repetition</p> <p>Have Ps work in pair to greet and respond to greeting.</p> <p>- Display the dialogue in front of the class, others comment</p> <p><b><u>4. Consolidation</u></b></p> <p>Summary the lesson</p> <p><b><u>5. Homework</u></b></p> <p>- Do exercises in workbook, learn by heart the new words and structure</p> | <p>Look and find out the model sentences</p> <p>Point the pictures and practise</p> <p>Work Individually</p> <p>Pactise in pairs</p> <p>Do exercises in the workbook</p> |
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**Period 8: UNIT 2: WHAT'S YOUR NAME?**

*Lesson 1: Part 4-5-6*

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to ask and answer questions about one's name. Listen comprehension and tick the picture they hear and write the suitable words into the blank

**2. Skills:**

- Develop Ss writing, reading and listening skills

**3. Language focus:**

- Sentence Partners
- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting
- Checking the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce their names.

**3. New lesson:**

| Teacher's actions  | Students' actions  |
|--|--|
| <p><b>Warm up:</b> Ask and answer questions about one's name</p> <p><b>4. Listen and tick.</b><br/>Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback.<br/>Play the recording three times for Ps to listen, do the task and check their answers.<br/>Get Ps to swap and check their answers before checking as class<br/><i>Answer: 1.a            2. b</i></p> <p><b>5. Read and write.</b><br/>Tell Ps that they are going to read the text and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>Elicit the words to fill in the gaps. Remind ps to erite the initial letter of the words at the beginning of each sentence in capital letters<br/>Get Ps to swap and check their answers before asking different pairs to read the dialogue aloud. Write the correct answers on the board for Ps to copy down their notebooks.<br/><i>Answers: 1. My name is        2. Mai/ my name is</i></p> <p><b>6. Let's sing</b><br/>Tell Ps that they are going to sing the <i>The alphabet song</i> song.<br/>Read each line and check comprehension. Sing each line and have Ps repeat it. When Ps are familiar with the tune, ask them to sing and do the actions.<br/>Ask groups of Ps to sit face to face and practice singing</p> | <p>Practise in pairs</p> <p>Identify the characters in each picture<br/>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work in pairs</p> <p>Listen and sing</p> |

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| <p>and doing the actions.<br/>                 Call a group of five to sing the song and do the actions.<br/>                 Have the whole sing the song and do the actions-</p> <p><b><u>4. Consolidation</u></b><br/>                 Asking Ps to focus on the structure once again.<br/>                 - Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b><br/>                 Do exercises in the workbook. Learn by heart the new words and structures.</p> | <p>Group work</p> <p>Do exercises in the workbook</p> |
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**WEEK: 3**

**Period 9: UNIT 2: WHAT'S YOUR NAME?**

*Lesson 2: Part 1- 2-3*

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer questions about how to spell one's name.

**2. Skills:**

- Develop Ss speaking and listening skills.

**3. Language focus:**

- Sentence Partners: How do you spell your name? –L-I-N-D-A

- Vocabulary: How, spell

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette, puppets.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Ask Ss to greet to each other

**3. New lesson:**

| Teacher's actions   | Students' actions   |
|---|---|
| <p><b><i>Warm up:</i></b> Sing the alphabet song</p> <p><b>1. Look, listen and repeat.</b><br/>                     Tell Ps that they are going to spell names<br/>                     Draw Ps' attention to the first picture and elicit the names of characters and the activities. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Explain how to spell one name<br/>                     Play the recording for Ps to listen and say along.</p> <p><b>2. Point and say</b><br/>                     Have Ss look at the pictures on page 14<br/>                     Have Ps to find out the new structure. Whole class</p> | <p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> |

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| <p>repeat it for several times</p> <ul style="list-style-type: none"> <li>- Teach vocabulary:<br/>How spell</li> <li>- Elicits the structures<br/>How are do you spell your name? –L-I-N-D-A</li> </ul> <p>Tell Ps that they are going to practice spelling names<br/>Point to each picture and elicit the names of characters and what each one says. Fill the bubble. Put the question and answer on the board and have Ps repeat them a few times.</p> <p>Do choral and individual repetition of the letter in focus before having Ps drill the spelling<br/>Get Ps to work in pairs. Check as a class.</p> <p><b>3. Let's talk</b></p> <p>Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the name of each activity. Call a pair to give a demonstration of the dialogue before starting the activity.</p> <p>Have Ps work in pairs. Go around to offer help and correct the pronunciation, if necessary.<br/>Call a few pairs to act out the dialogue in front of the class.</p> <p>If there is time, tell Ps to ask and answer questions about their own activities at break time</p> <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, learn by heart the new words and structure</li> </ul> | <p>Read in pairs</p><br><p>Look at 4 pictures<br/>Point to the pictures and practise</p><br><p>Pair work</p><br><p>Work in pair practice talking:</p><br><p>Do exercises in the workbook</p> |
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**WEEK 3**

**Period 10: UNIT 2: WHAT'S YOUR NAME?**

**Lesson 2: Part 4-5-6**

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer questions about how to spell one's name. Listen comprehension and number the picture they hear. Read and match.

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Sentence Partners:  
- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.  
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting  
- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce, spell their names.

**3. New lesson**

| Teacher's actions   | Students' actions  |
|---|--|
| <p><b>Warm up: Chatting:</b> T asks Ss to make question and answer about how to spell one's name.</p> <p><b>4. Listen and number</b><br/>Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers.<br/>Get Ps to swap and check their answers before checking as class <i>Answer: 1.c 2.b 3.d 4.a</i></p> <p><b>5. Read and match.</b><br/>Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension.<br/>Give Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as class. Do choral and individual repetition<br/><i>Answers: 1 - c; 2 - b; 3-a</i></p> <p><b>6. Let's write</b><br/>Tell Ps that they are going to read and fill the gaps. Give Ps a few seconds to look at the pictures and text. And read in silence. Tell Ps to give names to new characters in the picture. Ps fill the gaps<br/>Get Ps to swap and check their answers before calling</p> | <p>Practise in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and number</p> <p>Pair work</p> <p>Look at 3 pictures</p> <p>Work Individually</p> <p>Pair work</p> |

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| <p>different pairs to read the answer aloud.<br/>Call a few Ps to read the dialogue in front of the class</p> <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b><br/>- Do exercises in workbook, review the structure and the new words</p> | <p>Practise in pairs</p> <p>Do exercises in the workbook</p> |
|--|--|

**Period 11: UNIT 2: WHAT'S YOUR NAME?**

**Lesson 3: Part 1-2-3**

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: **review** asking and answering questions about one's name, how to spell one's name, make and respond to instructions. Pronounce the sounds in the letters **m, p** correctly.

**2. Skills:**

- Develop Ss writing and listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce their names.

**3. New lesson**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b><u>Warm up: Chatting</u></b><br/>- T asks Ss to make question and answer about how to spell one's name</p> <p><b><u>1.Listen and repeat.</u></b><br/>Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters <b>m</b> and <b>p</b> on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until Ps feel confident</p> <p><b><u>2. Listen and write.</u></b><br/>Tell Ps that they are going to do a dictation. Give Ps a</p> | <p>Ask ps to practice in pairs</p> <p>Listen and repeat</p> |



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| <p>few seconds Ps a few seconds to read the in the silence before starting the dictation.<br/>         Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>         Get Ps to work in pairs and practice saying sentences<br/> <i>Answer: 1. Peter      2. Mai</i></p> <p><b>3. Let's chant.</b><br/>         Tell Ps that they are going to say the <i>What's your name?</i> chant. Say the chant and check comprehension. Have Ps repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions.<br/>         Divide the class into three groups to say the chant. Get groups of Ps to sit face to face and practice chanting and doing the actions. Get around and offer help, if necessary.<br/>         Call two groups to the front of the class to chant. The whole class claps along the rhythm.</p> <p><b><u>4. Consolidation</u></b><br/>         Summary the lesson</p> <p><b><u>5. Homework</u></b><br/>         - Do exercises in workbook</p> | <p>Read 2 sentences</p> <p>Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p> <p>Group work</p> <p>Do exercises in the workbook</p> |
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**Period 12: UNIT 2: WHAT'S YOUR NAME?**

**Lesson 3: Part 4-5-6**

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: ask and answer questions about one's name, how to spell one's name. read and comprehension to do the exercises given in the book

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce, spell their names.

**3. New lesson**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b><i>Warm up: Read the chant: What's your name?</i></b><br/>                     - T asks Ss to repeat the greeting and responding to greeting.</p> <p><b>4. Read and match.</b><br/>                     Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension.<br/>                     Give Ps time to do the task. Go around to offer help, if necessary.<br/>                     Get Ps to swap and check their answers before checking as class.<br/>                     Do choral and individual repetition<br/> <i>Answers:</i> 1 – b; 2 – d; 3 – a; 4 – c.</p> <p><b>5. Read and complete.</b><br/>                     Tell Ps that they are going to read and fill the gaps with the appropriate words. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>                     Get Ps time to do the task. Go around to offer help, if necessary.<br/>                     Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>                     Do choral and individual repetition<br/>                     Answer: 1. my 2. Hi 3. How 4. What's 5. name's</p> <p><b>6. Project</b><br/>                     Tell Ps that they are going to collect the names of their classmates and write them on a sheet of paper. Allow Ps time to carry out the project in class.<br/>                     Call individual Ps to the front of the class to present the collected names and spell them. Finally, tell Ps to post their work on the walls of the classroom</p> <p><b><u>4.Consolidation</u></b><br/>                     Summary the lesson</p> <p><b><u>5.Homework</u></b></p> | <p>Ask ps to practice in pairs</p> <p>Read the sentences in the book</p> <p>Read and Work individually</p> <p>Work in pairs</p> <p>Work individually</p> <p>Fill the suitable words in the blanks</p> <p>Pair work</p> <p>Individually work</p> |

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| - Do exercises in workbook, learn by heart the new words | Do exercises in the workbook |
|--|------------------------------|

WEEK 4

**Period 13: UNIT 3: THIS IS TONY.**

*Lesson 1: Part 1-2-3*

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: introduce someone.

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: This is Tony

- Vocabulary: This

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils greet and introduce their names and their health.

**3. New lesson**

| Teacher's actions  | Students' actions  |
|--|--|
| <p><b><i>Warm up: Sing the alphabet song</i></b></p> <p><b>1. Look, listen and repeat.</b><br/>Tell Ps that they are going to practice introducing someone, using <i>This is + name</i>. Elicit the names of the teacher and two children and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture.<br/>Do choral and individual repetition, pointing to the characters speaking.<br/>Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeats it for several times</p> <p><b>2. Point and say.</b><br/>Tell Ps that they are going practice introducing someone, using <i>This is + name</i> and responding to that</p> | <p>Sing the alphabet song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Individually work</p> <p>Look and find out the model sentences</p> |

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|--|--|
| <p>introduction. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times. Do choral and individual repetition, using the pictures in the book.</p> <p>Get Ps to work in pairs. Check as a class.</p> <p><b>3. Let's talk.</b></p> <p>Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the name of each activity. Call a pair to give a demonstration of the dialogue before starting the activity.</p> <p>Have Ps work in pairs. Go around to offer help and correct the pronunciation, if necessary.</p> <p>Call a few pairs to act out the dialogue in front of the class.</p> <p>If there is time, tell Ps to ask and answer questions about their own activities at break time</p> <p><b><u>4. Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5. Homework</u></b><br/>- Do exercises in workbook, learn by heart the new words and the new structure</p> | <p>Point the pictures and practise</p> <p>Practise in pair</p> <p>Do exercises in the workbook</p> |
|--|--|

**Period 14: UNIT 3: THIS IS TONY.**

***Lesson 1: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: introduce someone. Listening comprehension to tick the picture they hear and looking and writing

**2. Skills:**

- Develop Ss writing, reading and listening skills

**3. Language focus:**

- Sentence Partners

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting
- Checking for the students' attendance.

**2. Oral test:**

- Have pupils to ask and answer about the specific information.

**3. New lesson:**

| Teacher's actions  | Students' actions  |
|--|--|
| <p><b>Warm up</b><br/>Ask Ps to introduce someone</p> <p><b>4. Listen and tick.</b><br/>Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback.<br/>Play the recording three times for Ps to listen, do the task and check their answers.<br/>Get Ps to swap and check their answers before checking as class.<br/><i>Answer: 1.a 2.b</i></p> <p><b>5. Read and write.</b><br/>Tell Ps that they are going to look at pictures and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>Get Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>Call some Ps to read the text and sentences aloud<br/><i>Answers: 1. This is / hello, Nam<br/>2. This is/ hello, Phong</i></p> <p><b>6. Let's sing.</b><br/>Tell Ps that they are going to sing the <i>How are you?</i> song. Read each line and check comprehension. Sing each line and have Ps repeat it. When Ps are familiar with the tune, ask them to sing and do the actions.<br/>Ask groups of Ps to sit face to face and practice singing and doing the actions.<br/>Call a group of five to sing the song and do the actions.<br/>Have the whole sing the song and do the actions.</p> <p><b><u>4. Consolidation</u></b><br/>Asking Ps to focus on the structure once again.<br/>- Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b></p> | <p>S introduce someone</p> <p>Identify the characters in each picture<br/>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work in pairs</p> <p>Listen and sing</p> |

Do exercises in the workbook. Review the new words and structures.

Do exercises in the Workbook

**WEEK: 4**

**Period 15: UNIT 3: THIS IS TONY**

*Lesson 2: Part 1- 2-3*

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer question about someone.

**2. Skills:**

- Develop Ss speaking and listening skills.

**3. Language focus:**

- Sentence Partners: Is that Tony?-Yes, it is/No, it isn't

- Vocabulary: that, yes, no, is not = isn't, it

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette, puppets.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Ask Ss to make and respond to instruction

**3. New lesson:**

| Teacher's actions   | Students' actions   |
|---|---|
| <p><i>Warm up:</i> Sing the alphabet song</p> <p><b>1. Look, listen and repeat.</b><br/>Tell Ps that they are going to ask and answer questions about someone. Ps look at the first pictures and read the text. Point to the first picture and elicit what each character says. Have Ps repeat the text a few times. Play the recording for Ps to listen and say along. Do choral and individual repetition, pointing to the characters speaking. Have Ps to find out the new structure. Whole class repeat it for several times</p> <p><b>2. Point and say.</b><br/>Tell Ps that they are going to practice asking and answering questions about someone, using <i>Is that</i> +</p> | <p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Observe 4 pictures</p> |

|  |  |
|--|--|
| <p><i>name?</i> Point to picture a and elicit the name of the character and what is said about him. Put the question and answer on the board and have Ps repeat them a few times. Repeat the procedure with the other pict Do choral and individual repetition, pointing to the characters.</p> <p>Get Ps to work in pairs. Check as a class.</p> <p><b>3. Let's talk</b></p> <p>Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension and elicit the words to fill the gaps. Put the question and answer on the board. Have Ps repeat them a few times.</p> <p>Have Ps work in pairs, using the character' names in the book or their classmates' name</p> <p><b><u>4.Consolidation</u></b></p> <p>Summary the lesson</p> <p><b><u>5.Homework</u></b></p> <p>- Do exercises in workbook, learn by heart the new words and the new structure</p> | <p>Point to the pictures and practise</p> <p>Practice in pairs</p> <p>Work in pair practice talking:</p> <p>Do exercises in the workbook</p> |
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**WEEK 4**

**Period 16: UNIT 3: THIS IS TONY.**

***Lesson 2: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer questions about someone. Listening comprehension to number the picture they hear and looking the picture reading questions and answering.

**2. Skills:**

- Develop Ss reading, listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils ask and answer questions about someone.

**3. New lesson**

| Teacher's actions   | Students' actions  |
|---|--|
| <p><b><i>Warm up: Chatting</i></b><br/>- T asks Ss do after T.</p> <p><b>4. Listen and tick.</b><br/>Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers.<br/>Get Ps to swap and check their answers before checking as class.<br/><i>Answer: 1.c      2.b      3.a      4.d</i></p> <p><b>5. Look, read and answer</b><br/>Tell Ps that they are going to look at pictures read and answer the questions. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>Get Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>Call some Ps to read the text and sentences aloud<br/><i>Answers: a. Is that Linda? – Yes, it is.<br/>              b, Is that Peter? – No, it isn't. It is Tom<br/>              c, Is that Phong? – Yes, it is.<br/>              d, Is that Linda? – No, it isn't. It is Tom.</i></p> <p><b>6. Let's play</b><br/>Tell Ps that they are going to play the line-up game. Explain to Ps how to play game and check understanding. Get two groups to demonstrate the game.<br/>Start the game and put the scores and correct sentences on the board.<br/>At the end of the game, have the class say congratulations to the winning group and read the sentences on the board.</p> <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b><br/>- Do exercises in workbook, review the new words</p> | <p>Practise in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and number</p> <p>Ps answer</p> <p>Look 4 pictures</p> <p>Work in pairs</p> <p>Read the questions and answers in pairs</p> <p>Practise in groups</p> <p>Do exercises in the</p> |



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| and structure | workbook |
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**WEEK 5**

**Period 17: UNIT 3: THIS IS TONY.**

**Lesson 3: Part 1-2-3**

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: review asking and answering questions about someone, introducing someone. Pronounce the sounds in the letters **t, y** correctly.

**2. Skills:**

- Develop Ss writing and listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils write the new words.

**3. New lesson**

| Teacher's actions   | Students' actions   |
|---|---|
| <p><b><i>Warm up: Chatting</i></b></p> <p>- T asks Ss to introduce someone</p> <p><b>1.Listen and repeat.</b></p> <p>Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters <i>t</i> and <i>y</i> on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences until Ps feel confident.</p> <p><b>2. Listen and write.</b></p> <p>Tell Ps that they are going to do a dictation. Give Ps a few seconds Ps a few seconds to read the in the silence</p> | <p>Ask ps to practice in pairs</p> <p>Listen and repeat</p> <p>Read 2 sentences</p> |

|   |   |
|---|---|
| <p>before starting the dictation.<br/>         Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>         Get Ps to work in pairs and practice saying sentences.<br/> <b>3. Let's chant.</b><br/>         Tell Ps that they are going to say the <i>Is that Nam?</i> chant. Say the chant and check comprehension. Have Ps repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions.<br/>         Divide the class into three groups to say the chant. Get groups of Ps to sit face to face and practice chanting and doing the actions. Get around and offer help, if necessary.<br/>         Call two groups to the front of the class to chant. The whole class claps along the rhythm.<br/> <b>4. Consolidation</b><br/>         Summary the lesson<br/> <b>5. Homework</b><br/>         - Do exercises in workbook, learn by heart the new words</p> | <p>Listen and fill in the blanks</p> <p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p> |
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**Period 18: UNIT 3: THIS IS TONY.**

*Lesson 3: Part 4-5-6*

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: **review** asking and answering questions about someone, introducing someone. Reading comprehension and complete and looking the pictures reading sentences and writing

- Develop Ss reading, writing skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's:* student's and teacher's book, pictures, cassette.

2. *Students':* books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils ask and answer questions about someone, introduce someone:

**3. New lesson**

| Teacher's actions   | Students' actions   |
|---|---|
| <p><b>Warm up: Read the chant</b> Is that Nam?</p> <p><b>4. Read and complete.</b><br/>Tell Ps that they are going to read the text and complete the sentences. Give Ps a few seconds to read the text and look at the pictures. Check comprehension and elicit the words to fill the gaps then give feedback Get Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>Do choral and individual repetition<br/><i>Answers: 1 – this; 2 – hello; 3 – that; 4 – isn't.</i></p> <p><b>5. Look, read and write.</b><br/>Tell Ps that they are going to look at the pictures, read and fill the gaps. Check comprehension and elicit the words to fill the gaps.<br/>Get Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>Do choral and individual repetition<br/><i>Answer: 1. Mai 2. Nam 3. Phong 4. Linda 5. Peter</i></p> <p><b>6. Project</b><br/>Tell Ps that they are going to choose a friend and draw a picture of him or her. Check understanding. Get Ps to prepare the necessary school things to carry out the project<br/>Ps do, T goes around and help if necessary.<br/>Calls Ps to the front of the class to present their drawing. Ps work in Pairs, ask and answer about them, Using Is this...?.<br/>Have Ps put their drawing on the wall of classroom and conduct a poll for the best five drawing. Praise and give prizes.</p> <p><b>4. Consolidation</b><br/>Summary the lesson</p> <p><b>5. Homework</b><br/>- Do exercises in workbook, review the new words</p> | <p>Read chant</p> <p>Observe the pictures.<br/>Read the sentences in the book<br/>Read and Work individually</p> <p>Work in pairs</p> <p>Fill the suitable words in the blanks</p> <p>Work individually</p> <p>Work individually</p> <p>Do exercises in the</p> |

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| and structures | workbook |
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**WEEK 5**

**Period 19: UNIT 4: HOW ARE YOU?**

**Lesson 1: Part 1-2-3**

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: ask and answer questions about someone.

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: Who's that?- It's Tony

- Vocabulary: who, Mr, Miss, Mrs

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils ask and answer questions about someone, introduce someone.

**3. New lesson**

| Teacher's actions  | Students' actions  |
|--|--|
| <p><b>Warm up: Sing how are you song</b></p> <p><b>1. Look, listen and repeat.</b><br/>Tell Ps that they are going to practice asking and answering questions about someone, using <i>Who's that? It's.....</i> Draw Ps' attention to the first picture and elicit the names of characters and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture.<br/>Do choral and individual repetition, pointing to the characters speaking.<br/>Play the recording for Ps to listen and say along.<br/>Have Ps to find out the new structure. Whole class repeats it for several times</p> <p><b>2. Point and say.</b><br/>Tell Ps that they are going to practice asking and answering questions <i>Who's that?</i> Point to each picture</p> | <p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look and find out the model sentences</p> <p>Point the pictures and</p> |

|  |   |
|--|---|
| <p>and elicit his/her name. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat the procedure with the second picture.<br/>Do choral and individual repetition, pointing to the characters speaking.<br/>Get Ps to work in pairs. Check as a class.</p> <p><b>3. Let's talk.</b><br/>Tell Ps that they are going to practice more with their friends. Point to each picture and elicit his/her name and the words to fill in the gaps. Put the question and answer on the board and have Ps repeat them a few times<br/>Have Ps work in pairs to act out the dialogue.<br/>Call a few pairs to act out the dialogue in front of the class, correct the pronunciation, if necessary.</p> <p><b><u>4. Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5. Homework</u></b><br/>- Do exercises in workbook, learn by heart the new words</p> | <p>practise</p> <p>Pair work</p> <p>Pair work</p> <p>Do exercises in the workbook</p> |
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**Period 20: UNIT 4: HOW OLD ARE YOU?**

***Lesson 1: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to ask and answer questions about someone. Listening comprehension to tick the picture and reading the dialogue and write.

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Sentence Partners

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's:* student's and teacher's book, pictures, cassette.

2. *Students':* books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils ask and answer questions about someone.

**3. New lesson:**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b>Warm up: Jumped words</b></p> <p><b>4. Listen and tick.</b><br/>Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback.<br/>Play the recording three times for Ps to listen, do the task and check their answers.<br/>Get Ps to swap and check their answers before checking as class.<br/><i>Answer: 1.b      2.a</i></p> <p><b>5. Read and write.</b><br/>Tell Ps that they are going to read and complete the sentences. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>Get Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>Call some Ps to read the text and sentences aloud<br/><i>Answers: 1. Who    2. Who's that?</i></p> <p><b>6. Let's write.</b><br/>Tell Ps that they are going to look at the pictures and read the text in silence. Check comprehension and elicit the words to fill the gaps.<br/>Give time for Ps to do the task.<br/>Get Ps to swap and check their answers before checking as a class.<br/>Call a few pairs to read the answer.<br/><i>Answer: 1. It's Tony                  2. It's Mary</i><br/><i>                 3. It's Peter                        4. It's Linda</i></p> <p><b><u>4. Consolidation</u></b><br/>Asking Ps to focus on the structure once again.<br/>- Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b><br/>Do exercises in the workbook. Learn by heart the new words and structures.</p> | <p>Work in pairs</p> <p>Identify the characters in each picture<br/>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work in pairs</p> <p>Work individually</p> <p>Pair work</p> <p>Do exercises in the workbook</p> |

**WEEK: 6**

**Period 21: UNIT 4: HOW OLD ARE YOU?**

**Lesson 2: Part 1- 2-3**

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer question about someone's age.

**2. Skills:**

- Develop Ss speaking and listening skills.

**3. Language focus:**

- Sentence Partners: How old are you?- I'm eight years old.

- Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, How old, years old

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette, puppets.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Ask Ss to ask and answer questions about someone.

**3. New lesson:**

| Teacher's actions  | Students' actions  |
|--|--|
| <p><i>Warm up:</i> Sing the alphabet song</p> <p><b>1.Look, listen and repeat.</b><br/>Tell Ps that they are going to ask and answer about ages. Elicit the names of characters in the first picture and their ages. Repeat the procedure with the second picture. Give feedback and check the new vocabulary. Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeat it for several times</p> <p><b>2. Point and say.</b><br/>Tell Ps that they are going to practice asking and answering questions about ages. Point to each picture and elicit characters' name and their ages and the words to fill the gaps. Put the question and answer on the board and have Ps repeat them a few times. teach</p> | <p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Read in pairs</p> |

|  |   |
|--|---|
| <p>Ps to count from 1 to ten before the drilling activity<br/>Do choral and individual repetition, using the names and ages.<br/>Get Ps to work in pairs. Check as a class.</p> <p><b>3. Let's talk</b><br/>Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture. Elicit the names of the characters and the words to fill the gaps. Put them on the board and do choral and individual repetition.<br/>Have Ps work in pairs acting as the characters in the book using their own names and ages Go around to offer help and correct the pronunciation, if necessary. Call a few pairs to act out the dialogue in front of the class.</p> <p><b><u>4. Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5. Homework</u></b><br/>- Do exercises in workbook, learn by heart the new words</p> | <p>Point to the pictures and practise<br/>Play role and speak out.</p> <p>Work in pair practice talking</p> <p>Do exercises in the workbook</p> |
|--|---|

**WEEK 6**

**Period 22: UNIT 4: HOW OLD ARE YOU?**

***Lesson 2: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer question about someone's age. Listening comprehension and writing, reading and tick.

**2. Skills**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**



- Have pupils count from 1 to 10.

**3. New lesson**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b><i>Warm up: Chatting</i></b><br/>                     - T asks Ss to ask and answer questions about someone</p> <p><b>4. Listen and tick.</b><br/>                     Tell Ps that they are going to listen to the recording and fill the gaps in the sentences. Give a few seconds for Ps to look at the picture and read the text. Ask Ps to guess the age of each character and check as they listen to the recording.<br/>                     Play the recording three times for Ps to listen, do the task and check their answers.<br/>                     Get Ps to swap and check their answers before checking as class.<br/> <i>Answer: 1.six      2.seven      3.eight      4.ten</i></p> <p><b>5. Read and tick.</b><br/>                     Tell Ps that they are going to read the text and correct the boxes. Give Ps a few seconds to read the text in silence. Check comprehension by eliciting the name and the age of each character. Get Ps to work in pairs<br/>                     Get Ps time to do the task. Go around to offer help, if necessary.<br/>                     Get Ps to swap and check their answers before checking as a class.<br/>                     Divide the class into 4 groups and get them to take turns to read aloud each character's lines<br/> <i>Answers: 1 – 6; 2 – 8; 3-10; 4-10</i></p> <p><b>6. Let's sing.</b><br/>                     Tell Ps that they are going to sing the <i>Let's count from one to ten</i> song.<br/>                     Read each line and check comprehension. Sing each line and have Ps repeat it. When Ps are familiar with the tune, ask them to sing and do the actions.<br/>                     Ask groups of Ps to sit face to face and practice singing and doing the actions.<br/>                     Call a group of five to sing the song and do the actions.<br/>                     Have the whole sing the song and do the actions.</p> <p><b><u>4.Consolidation</u></b><br/>                     Summary the lesson</p> <p><b><u>5.Homework</u></b></p> | <p>Practise in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and fill the missing words<br/>                     Ps answer</p> <p>Look at 4 pictures</p> <p>Work Individually</p> <p>Read the dialogues in pairs</p> <p>Sing the song</p> |

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|--|------------------------------|
| - Do exercises in workbook, learn by heart the new words | Do exercises in the workbook |
|--|------------------------------|

**Period 23: UNIT 4: HOW OLD ARE YOU?**

*Lesson 3: Part 1-2-3*

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: ask and answer question about someone and someone's age. Pronounce the sounds in the letters f, s correctly.

**2. Skills:**

- Develop Ss writing and listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils count from one to ten.

**3. New lesson**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b><i>Warm up: Chatting</i></b></p> <p>- T asks Ss to ask and answer question about someone and someone's age.</p> <p><b><u>1.Listen and repeat.</u></b></p> <p>Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters <i>f</i> and <i>s</i> on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do choral repetition of the words and sentences unit Ps feel confident.</p> <p><b><u>2. Listen and write.</u></b></p> <p>Tell Ps that they are going to do a dictation. Give Ps a few seconds Ps a few seconds to read the in the silence before starting the dictation.</p> <p>Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks.</p> <p>Get Ps to work in pairs and practice saying sentences.</p> | <p>Ask ps to practice in pairs</p> <p>Listen and repeat</p> <p>Read 2 sentences</p> <p>Listen and fill in the blank</p> |

|   |  |
|---|--|
| <p><b>3. Let's chant.</b><br/>         Tell Ps that they are going to say the <i>How old are you?</i> chant. Say the chant and check comprehension. Have Ps repeat every line of the chant. When they are familiar with the rhythm, show them how to say the chant and do the actions.<br/>         Divide the class into three groups to say the chant. Get groups of Ps to sit face to face and practice chanting and doing the actions. Get around and offer help, if necessary.<br/>         Call two groups to the front of the class to chant. The whole class claps along the rhythm.</p> <p><b><u>4. Consolidation</u></b><br/>         Summary the lesson</p> <p><b><u>5. Homework</u></b><br/>         - Do exercises in workbook, learn by heart the new words</p> | <p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p> |
|---|--|

**Period 24: UNIT 4: HOW OLD ARE YOU?**

***Lesson 3: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: ask and answer question about someone and someone's age. Listening comprehension to match the sentences. Reading comprehension and writing.

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Sentence Partners:
- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.
2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting
- Checking for the students' attendance.

**2. Oral test:**

- Have pupils ask and answer question about someone and someone's age.

**3. New lesson**

| Teacher's actions | Students' actions |
|-------------------|-------------------|
| <i>Warm up:</i>   |                   |

|  |  |
|--|--|
| <p>- T asks Ss to read chant How are you?</p> <p><b>4. Read and match.</b><br/>Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension.<br/>Give Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as class.<br/>Do choral and individual repetition<br/>Key: 1.c 2.a 3.b</p> <p><b>5. Read and write.</b><br/>Tell Ps that they are going to read and fill the gaps. Give Ps a few seconds to look at the pictures. Elicit the names of each activity. Call a few Ps and elicit the words to fill in the gaps.<br/>Give Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down.<br/>Do choral and individual repetition of the sentences<br/>Key: 1. How old/ I'm 2. How old/ I'm/ years old</p> <p><b>6. Project.</b><br/>Tell Ps that they are going to interview four classmates to get their names and ages. Check understanding.<br/>Have a group of four Ps do a demonstration in front of the class before starting the activity.<br/>Give Ps time to interview in class by working in groups. Go around to offer help. Call several Ps to the front of the class to report their work.</p> <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b><br/>- Do exercises in workbook, learn by heart the new words</p> | <p>Read the chant</p> <p>Look at the sentences in the book</p> <p>Read and Work individually</p> <p>Work in pairs</p> <p>Observe and identify the characters</p> <p>Read then Fill the suitable words in the blanks</p> <p>Work in group</p> <p>Do exercises in the workbook</p> |
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WEEK 7

**Period 25: UNIT 5: ARE THEY YOUR FRIENDS?**

*Lesson 1: Part 1-2-3*

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: introduce one's friend and respond to the introduction.

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: this is my friend Mary.

- Vocabulary: friend

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils ask and answer question about someone and someone's age.

**3. New lesson**

| Teacher's actions   | Students' actions  |
|---|--|
| <p><b>Warm up: Sing Let's count from one to ten song</b></p> <p><b>1. Look, listen and repeat.</b><br/>Tell Ps that they are going to introduce their friends saying <i>This is my friend + name</i>. Draw Ps' attention to the first picture and elicit the names of characters and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Do choral and individual repetition, pointing to the characters speaking.<br/>Play the recording for Ps to listen and say along.<br/>Have Ps to find out the new structure. Whole class repeats it for several times</p> <p><b>2. Point and say.</b><br/>Tell Ps that they are going to practice saying and responding to <i>This is my friend + name</i>. Point to each picture and elicit the meaning of new words. Point to the first picture and elicit his/her name. Put all the sentences on the board and have Ps repeat them a few times.</p> | <p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat<br/>Look and find out the model sentences</p> <p>Point the pictures and practise</p> |

|  |   |
|--|---|
| <p>Do choral and individual repetition, using characters' names.<br/>Get Ps to work in pairs. Check as a class.</p> <p><b>3. Let's talk.</b><br/>Tell Ps that they are going to practice more with their friends. point to each character and elicit the name and what he/ she says. Ask Ps to fill the gaps in the bubbles<br/>Have Ps work in pairs or groups of three to practice the dialogue, using the names of the characters or their own names. Go around to offer help and correct the pronunciation, if necessary.<br/>Call a few pairs to act out the dialogue in front of the class.</p> <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b><br/>- Do exercises in workbook, learn by heart the new words and structure</p> | <p>Pactise in pairs</p> <p>Do exercises in the workbook</p> |
|--|---|

**Period 26: UNIT 5: ARE THEY YOUR FRIENDS?**

*Lesson 1: Part 4-5-6*

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to introduce one's friend and respond to introduction. Listening comprehension to tick the picture they hear. Reading the dialogue and fill in the suitable words.

**2. Skills:**

- Develop Ss writing, reading and listening skills

**3. Language focus:**

- Sentence Partners

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils introduce one's friend and respond to instructions

**3. New lesson:**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b>Warm up : play game bingo</b></p> <p><b>4. Listen and tick.</b><br/>Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback.<br/>Play the recording three times for Ps to listen, do the task and check their answers.<br/>Get Ps to swap and check their answers before checking as class.<br/><i>Answer: 1.b      2.a</i></p> <p><b>5. Read and write.</b><br/>Tell Ps that they are going to read the text and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>Get Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.<br/>Call some Ps to read the text and sentences aloud<br/><i>Answers: 1. This is / Hello      2. my friend/ Hello</i></p> <p><b>6. Let's sing.</b><br/>Tell Ps that they are going to sing the <i>The more we are together</i> song.<br/>Read each line and check comprehension. Sing each line and have Ps repeat it. When Ps are familiar with the tune, ask them to sing and do the actions.<br/>Ask groups of Ps to sit face to face and practice singing and doing the actions.<br/>Call a group of five to sing the song and do the actions.<br/>Have the whole sing the song and do the actions.</p> <p><b><u>4. Consolidation</u></b><br/>Asking Ps to focus on the structure once again.<br/>- Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b><br/>Do exercises in the workbook. Learn by heart the new words and structures.</p> | <p>Play game</p> <p>Identify the characters in each picture</p> <p>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work in pairs</p> <p>Listen and sing</p> <p>Do exercises in the workbook</p> |

**WEEK: 7**

**Period 27: UNIT 5: ARE THEY YOUR FRIENDS?**

**Lesson 2: Part 1- 2-3**

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer questions about friends.

**2. Skills:**

- Develop Ss speaking and listening skills.

**3. Language focus:**

- Sentence Partners: they, they are=they're, are not=aren't

- Vocabulary: Are they your friends? –Yes, they are/No, they aren't

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette, puppets.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Ask Ss to introduce one's friend and respond to introduction.

**3. New lesson:**

| Teacher's actions   | Students' actions  |
|---|--|
| <p><b>Warm up:</b> Sing the alphabet song</p> <p><b>1. Look, listen and repeat.</b><br/>Tell Ps that they are going to practice asking and answering questions <i>Are they your friends?</i><br/>Point to the first picture and elicit the names of two boys and what the others children say. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Give feedback and check the new vocabulary.<br/>Play the recording for Ps to listen and say along.<br/>Have Ps to find out the new structure. Whole class repeat it for several times</p> <p><b>2. Point and say.</b><br/>Tell Ps that they are going to practice asking and answering questions <i>Are they your friends?</i> Point to the first picture and elicit the word to fill the gaps. Put the question and answer on the board and have Ps repeat them a few times.<br/>Do choral and individual repetition, using the pictures</p> | <p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look at 4 pictures<br/>Point to the pictures and practise</p> |



|   |  |
|---|--|
| <p>in the book.<br/>Get Ps to work in pairs. Check as a class.</p> <p><b>3. Let's talk</b><br/>Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and read the text in silence. elicit the names of the characters and the words to fill the gaps. Put the question and answer on the board<br/>Do choral and individual repetition<br/>Have Ps work in pairs, using the characters' or their own names. Go around to offer help and correct the pronunciation, if necessary.<br/>Call a few pairs to act out the dialogue in front of the class.</p> <p><b><u>4.Consolidation</u></b><br/>Summary the lesson</p> <p><b><u>5.Homework</u></b><br/>- Do exercises in workbook, learn by heart the new words</p> | <p>Play role and speak out.</p> <p>Work in pair practice talking</p> <p>Do exercises in the workbook</p> |
|---|--|

**WEEK7**

**Period 28: UNIT 5: ARE THEY YOUR FRIENDS?**

*Lesson 2: Part 4-5-6*

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer questions about friends. Listening comprehension and number the pictures they hear. Reading comprehension and completing

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Sentence Partners:

- Vocabulary:

**II. Teaching aids:**

1. *Teacher's*: student's and teacher's book, pictures, cassette.

2. *Students'*: books, notebooks, workbooks.

**III. Teaching processes:**

**1. Class organization:**

- Greeting

- Checking for the students' attendance.

**2. Oral test:**

- Have pupils ask and answer questions about friends.

**3. New lesson**

| Teacher's actions  | Students' actions   |
|--|---|
| <p><b>Warm up:</b> Jumped words</p> <p><b>4. Listen and number</b><br/>Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers.<br/>Get Ps to swap and check their answers before checking as class.<br/><i>Answer: 1.d    2.a    3.b    4.c</i></p> <p><b>5. Read and complete.</b><br/>Tell Ps that they are going to read and fill the gaps . Give Ps a few seconds to read the text in silence. Check comprehension and give feedback<br/>Get Ps time to do the task. Go around to offer help, if necessary.<br/>Get Ps to swap and check their answers before checking as a class.<br/>Do choral repetition of the text<br/><i>Answers: 1 – name; 2 – nine; 3 - and; 4 - friends</i></p> <p><b>6. Write about your friends</b><br/>- Have pupils open their books to Page 33. Tell Ps that they are going to write about themselves<br/>Give Ps a few seconds to read the text in silence. Check comprehension then do writing<br/>Get Ps to swap and check their answers before calling them to read aloud their answers.</p> <p><b>4. Consolidation</b><br/>Summary the lesson</p> <p><b>5. Homework</b><br/>- Do exercises in workbook, learn by heart the new words</p> | <p>Practise in pairs</p> <p>Look at the pictures in the book<br/>Listen and number</p> <p>Ps answer</p> <p>Look at 3 pictures</p> <p>ork Individually</p> <p>Read the dialogues in pairs</p> <p>Work individually</p> <p>Do exercises in the workbook</p> |