

WEEK 1

Date of preparing: 29/8/2023

Date of teaching: 05-09/09/2023

Period: 1

## UNIT STARTER: HELLO LESSON 1

**I. AIMS:** Students know how to say 4 colors.

**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- Say 4 color words.
- Practice color words in song.
- Improve listening and speaking skills.

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Vocabulary:** orange, pink, brown, purple

**IV. RESOURCES AND MATERIALS:**

Flashcards 1-5, audio tracks 03-05, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Say "Hello" to the whole class.</li> <li>- Move around shake their hands and say "Hello".</li> <li>- Encourage students to say Hello to you.</li> <li>- Ask students to say Hello to the friends next to them as well as shake hands.</li> <li>- Play <b>Hello</b> song (<b>track 01</b>)</li> <li>- Practice singing the song               <ul style="list-style-type: none"> <li>• <i>Singing line by line</i></li> <li>• <i>Singing along in chorus</i></li> </ul> </li> </ul> <p><b>Guessing game:</b></p> <ul style="list-style-type: none"> <li>- Show students 5 pictures in black and white: <i><b>an apple, a cloud, a lemon, rocks, bananas.</b></i></li> <li>- Ask students to guess what color they are.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Show them the colored pictures: <i>a red apple, a blue cloud, a green lemon, black rocks, yellow bananas.</i></li> </ul>	
<b>Presentation</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Play flashcards 5-8 on the board.</li> <li>- Point to each picture and say the word.</li> <li>- Point to the cards, students say the word.</li> </ul>	whole class
<b>Guided Practice</b>	<p><b>1. Listen, point and repeat (track 03)</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their books.</li> <li>- Play track 3, listen and point.</li> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> </ul> <p><b>Board race Game:</b></p> <ul style="list-style-type: none"> <li>- Stick the flash cards around the class.</li> <li>- Divide students into 5 groups.</li> <li>- Students take turns 1 by 1.</li> <li>- 1 student from each group stand up.</li> <li>- Ask students to listen and run to the correct flashcards.</li> <li>- Hold up a color word: <b>Orange</b>.</li> <li>- Students run to the correct flashcards and say aloud.</li> </ul> <p><b>2. Listen and point (track 04)</b></p> <ul style="list-style-type: none"> <li>- Play track 4, hold up your book and point.</li> <li>- Students listen to track 04 again and point.</li> <li>- Students listen again and say the words.</li> </ul> <p><b>3. Listen and sing (track 05)</b></p> <ul style="list-style-type: none"> <li>- Show your book to your students, elicit as many information as you can about the picture.</li> <li>- Play track 05, students listen and point.</li> <li>- Students listen again and sing along.</li> </ul>	individuals
<b>Pair/ Group practice</b>	<p><b>4. Point and say. Stick.</b></p> <ul style="list-style-type: none"> <li>- Show students how to do:</li> </ul>	groups

- Point to each color and ask students to say the words.
- Students point and repeat in chorus
- Say:” *Let’s stick!*”
- stick the sticker and say: “**pink**”
  - Ask students to work in pairs to say and stick
  - Go around for help if necessary.
- **Below level:** Students draw an object they have with colors **orange, pink, brown or purple** and color it.
  - Ask them to write the color word in that colored pen or crayon.
- **At level:** Ask students to unscramble these anagrams words: **pnik, oaerng, bnrwo, pplrue**
  - Ask them to write the color word in that colored pen or crayon.
- **Above level:** Ask students to unscramble these anagrams words: **pnik, oaerng, bnrwo, pplrue**
  - Ask them to think of 2 more colors and write down.

**Pair work: Printable Resources**

- Show students how to do the task.
- Students work in pairs.

**4. Workbook page 4**



- Ask students to do exercises in workbook page 4.
- Go around to help and encourage the students.

pairs

individuals

<b>Conclusion</b>	<p><i>Sing and act out (track 05)</i></p> <ul style="list-style-type: none"> <li>- Divide the class into 4 groups.</li> <li>- Give each group a flashcard: ROSY, TIM, BILLY, MISS JONES</li> <li>- Play the chant.</li> <li>- Students listen and stand up when they hear their group's name.</li> </ul> <p><i>GOODBYE SONG (track 02)</i></p>	groups
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**VI. CONSOLIDATION:**

- Students look at the pictures and say the words.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

WEEK 1

Date of preparing: 29/8/2023

Date of teaching: 05-09/09/2023

Period: 2

### UNIT STARTER: HELLO LESSON 2

**I. AIMS:** Students know how to ask and answer about their age and favorite color.

**II. OBJECTIVES:** By the end of this lesson, students will be able to

- ask the question “How old are you?”
- say: “I like...”
- sing a song.
- Improve Listening, Speaking and Reading skills.

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Vocabulary:** *How old are you?*

*I'm six.*

*I like purple.*






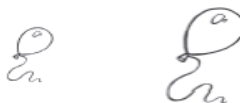

**IV. RESOURCES AND MATERIALS:**

Flashcards 5-8, audio tracks 06-07, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students</li> <li>- Play <b>HELLO SONG</b>, ask student to sing along.</li> </ul>	whole class
<b>Review</b>	<b>Sing a song (track 05)</b>	whole class
<b>Presentation</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Hold up each of the Flashcards 5-8 for students to say the words.</li> <li>- Say a color, students point and repeat.</li> <li>- Hold up your favorite color and say: I like (pink).</li> <li>- Draw a big heart and say again: I like (pink).</li> </ul>	whole class

<p><b>Guided Practice</b></p>	<p><b>1. Listen and repeat track 06</b></p> <ul style="list-style-type: none"> <li>- Play track 05, listen and point.</li> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> </ul> <p><b>2. Listen and sing: track 07</b></p> <ul style="list-style-type: none"> <li>- Show your book to your students, elicit as many information as you can about the picture.</li> <li>- Play the recording for the children to listen to.</li> <li>- Play the recording again and sing along.</li> </ul>	
<p><b>Pair/ Proup practice</b></p>	<p><b>3. Ask and Answer</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and speech bubbles.</li> <li>- Have 2 students demonstrate the question and answer.</li> <li>- Ask students to <b>work in pairs</b> to exchange questions and answers.</li> <li>- Move around for help if necessary.</li> </ul> <p><b>4. Look and Say</b></p> <ul style="list-style-type: none"> <li>- Point to the speech bubble, model the sentence.</li> <li>- Ask students to work in pairs to make similar sentences using other pictures.</li> </ul> <p><b>Game matching</b></p> <ul style="list-style-type: none"> <li>- Write color words on the board.</li> <li>- Show them a color and ask: <i>What color is it?</i></li> <li>- Students answer and circle the correct words.</li> </ul> <p><b>. Below level:</b></p> <ul style="list-style-type: none"> <li>- Mouth the color words silently.</li> <li>- Students guess which word is being said.</li> </ul> <p><b>. At level:</b></p> <ul style="list-style-type: none"> <li>- Mouth the color words silently.</li> <li>- Students guess which word is being said.</li> <li>- Students work in pairs.</li> </ul> <p><b>. Above level:</b></p>	<p>pairs</p> <p>pairs</p> <p>groups</p>

	<ul style="list-style-type: none"> <li>- Mouth the color words silently.</li> <li>- Students guess which word is being said.</li> <li>- Students work in pairs.</li> </ul> <p><i>(ask them to use colors that they learnt in grade 1)</i></p> <p><b>Let's talk!</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and speech bubble.</li> <li>- Ask students to read the text in speech bubble.</li> <li>- Students work in pairs practicing using other color words.</li> <li>- Students work in groups of 4 doing these activities in printable resources.</li> </ul> <p><b>1 Look and circle.</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>1</p>  <p>How old are you?</p> <p>I'm five. <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">I'm three.</span></p> </div> <div style="text-align: center;"> <p>2</p>  <p>How old are you?</p> <p>I'm six. I'm five.</p> </div> <div style="text-align: center;"> <p>3</p>  <p>How old are you?</p> <p>I'm three. I'm five.</p> </div> </div> <p><b>3 Read and circle. Point and say.</b></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>1</p>  <p>It's a little cat.</p> </div> <div style="text-align: center;"> <p>2</p>  <p>It's a big robot.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="text-align: center;"> <p>3</p>  <p>It's a big balloon.</p> </div> <div style="text-align: center;"> <p>4</p>  <p>It's a little hippo.</p> </div> </div> <p><b>5. Workbook p.5</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook p.5.</li> <li>- Go around to help and encourage the students.</li> </ul>	<p>individuals</p>
<p><b>Conclusion</b></p>	<p><b>Pass the ball game</b></p> <ul style="list-style-type: none"> <li>- Play the music and students pass a ball to play the game.</li> <li>- Stop the music.</li> <li>- The whole class asks: <i>"How old are you?"</i></li> </ul>	

	<ul style="list-style-type: none"><li>- The student holding the ball has to stand up and answer: “<i>I’m.....</i>”</li><li>- Give stickers to correct answers.</li></ul> <p><b>Goodbye song</b></p>	
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**VI. Consolidation:**

- Students look at the picture and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.



WEEK 2

Date of preparing : 29/8/2023

Date of teaching: 11-15/09/2023

Period: 3

### UNIT STARTER: HELLO LESSON 3

**I. AIMS:** Students know how to recognize letters a, b, c, d, e and pronounce the sounds /æ/, /b/, /k/, /d/, /e/, and /f/.

**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- recognize and trace the uppercase and lowercase forms of the letters a, b, c, d, e
- pronounce the sounds /æ/, /b/, /k/, /d/, /e/, and /f/.
- improve listening and speaking skills.

**III. LANGUAGE:**

**Language focus:** listening, writing

**Vocabulary:** Apple, bat, tub, cat, dog, bird, egg, fig, leaf

**Extra language:** *(The bird) is in (the tub).*

*(The bird) is on (the leaf).*

**IV. RESOURCES AND MATERIALS:**



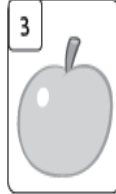



Audio tracks 07-10, Phonics cards 1-9, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet the students.</li> <li>- Play <b>HELLO SONG</b>, ask student to sing along.</li> <li>- Ask students to greet each other in pairs.</li> </ul>	whole class
<b>Review</b>	<b>Sing a song (track 07)</b>	whole class
<b>Presentation</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Put phonics cards 1-9 on the board.</li> <li>- Point to the cards and say the word.</li> <li>- Point and ask students to say the words.</li> </ul>	whole class
<b>Guided Practice</b>	<p><b>1. Listen, point, and repeat. Write. Track 08</b></p> <ul style="list-style-type: none"> <li>- Play track 08, listen and point.</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> <li>- Model the writing activity.</li> </ul> <p><b>2. Listen and chant: track 09</b></p> <ul style="list-style-type: none"> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards 1–2 in different places around the room.</li> <li>- Play the chant again.</li> <li>- Students point to the cards.</li> <li>- Play the chant again, pause for students to repeat.</li> </ul> <p><b>3. Listen to the sounds. Connect the letters. Track 10</b></p> <ul style="list-style-type: none"> <li>- Play track 10.</li> <li>- Students connect the letters.</li> </ul> <p><b>4. Look and point to the sounds b, d and f.</b></p> <ul style="list-style-type: none"> <li>- Read the sentences.</li> <li>- Students listen.</li> <li>- Read again, ask students to raise their hands when they hear sounds /b/, /d/ and /f/.</li> <li>- Ask them to listen again and point to letters b, d, and f when they hear them in the sentences.</li> </ul>	
<p><b>Pair/ Group practice</b></p>	<p><b>Let's talk!</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and speech bubble.</li> <li>- Ask: "What is the girl holding?"</li> <li>- Students read the text in speech bubble.</li> <li>- Students work in pairs and take turns saying the word. Then say other words from the lesson.</li> <li>- Students work in pairs doing the activity in printable resources.</li> </ul> <p><b>Game: Listen and choose</b></p> <ul style="list-style-type: none"> <li>- Write some words on the board.</li> </ul>	<p>pairs</p>

	<p>- Students listen to the sound and choose the correct words.</p> <p><b>Pair work</b></p> <p><b>1 Write and say.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">1 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">2 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">3 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">4 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">5 </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">6 </div> </div> <p style="text-align: center;">c at    _ ig    _ pple    _ gg    _ og    _ at</p> <p><b>• Below level:</b></p> <ul style="list-style-type: none"> <li>- Place the phonics cards on the board</li> <li>- Create a mime for each word.</li> <li>- Say the word and ask students to mime</li> </ul> <p><b>• At level:</b></p> <ul style="list-style-type: none"> <li>- Place the phonics cards on the board</li> <li>- Create a mime for each word.</li> <li>- Say the word, students do the mime.</li> <li>- Mime the word, students say the word</li> </ul> <p><b>• Above level:</b></p> <ul style="list-style-type: none"> <li>- Place the phonics cards on the board</li> <li>- Create a mime for each word.</li> <li>- Say the word, students do the mime.</li> <li>- Mime the word, students say the word</li> <li>- Students work in pairs.</li> </ul> <p><b>Workbook p. 6</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook page 6.</li> <li>- Go around to help and encourage the students.</li> </ul>	<p>groups</p> <p>pairs</p> <p>groups</p> <p>individuals</p>
<p><b>Conclusion</b></p>	<p><b>Telephone game:</b></p> <ul style="list-style-type: none"> <li>- Whisper a word (<b>apple, cat, dog, tub, bird, egg, fig, leaf</b>) into the ears of the first students in each row.</li> </ul>	

	<ul style="list-style-type: none"><li>- They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row.</li><li>- The last student in the row has to say out the word.</li><li>- The team or teams that get the pronunciation right scores a point.</li></ul> <p><b>Goodbye song</b></p>	
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**VI. Consolidation:**

- Students look at the picture and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

WEEK 2

Date of preparing: 29/8/2023

Date of teaching: 11-15/09/2023

Period: 4

### UNIT STARTER: HELLO LESSON 4

**I. AIMS:** Review numbers 1-10.**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- Review how to say the numbers 1-10.
- Write 1-10 in words.
- Improve listening, speaking and writing skills.

**III. LANGUAGE:****Language focus:** listening, speaking and writing skills**Vocabulary:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, one, two, three, four, five, six, seven, eight, nine, ten**IV. RESOURCES AND MATERIALS:**


Audio tracks 11-12,....

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Play <b>HELLO SONG</b>, ask student to sing along.</li> <li>- Ask students to greet each other in pairs.</li> </ul>	whole class
<b>Review</b>	<b>Chant (track 09)</b> <ul style="list-style-type: none"> <li>- Place Phonics cards on the board.</li> <li>- Play the chant.</li> <li>- Students listen, chant and point to the correct cards.</li> </ul>	whole class
<b>Presentation</b>	<b>Lead in:</b> <ul style="list-style-type: none"> <li>- Write number 1-10 on the board.</li> <li>- Ask students to look at the numbers and say.</li> </ul>	whole class
<b>Guided Practice</b>	<i>1. Listen, point, and repeat. Write. Track 11</i> <ul style="list-style-type: none"> <li>- Play track 11, listen and point.</li> </ul>	

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	<ul style="list-style-type: none"> <li>- Ask: “<b>What are they?</b>” (teddy bears)</li> <li>- Have students read number SIX.</li> <li>- Students work in pairs and take turns holding up their school things and saying the correct numbers.</li> </ul> <p><b>Pair work: using Printable Resources.</b></p> <ul style="list-style-type: none"> <li>- Ask students to work in pairs.</li> <li>- Model how to do on the board.</li> </ul> <p><b>1 Match.</b></p> <p>one two three four five six seven eight nine ten</p> <p>5 9 2 1 4 7 6 3 10 8</p> <p><b>2 Write the number or word.</b></p> <p>1    <u>one</u>    _____    six</p> <p>_____    two    7    _____</p> <p>_____    three    8    _____</p> <p>4    _____    _____    nine</p> <p>5    _____    10    _____</p> <p><b>3 Count and write.</b></p>  <p>1 <u>nine</u> 2 _____ 3 _____ 4 _____ 5 _____</p> <p><b>4. Workbook page 7</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook page 7.</li> <li>- Go around to help and encourage the students.</li> </ul>	<p>pairs</p> <p>pairs</p> <p>individuals</p>
<p><b>Conclusion</b></p>	<p><b>Bean bag circle: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</b></p> <ul style="list-style-type: none"> <li>- Tell students the rules of the game.</li> <li>- Play a song.</li> <li>- While the song is playing, students pass a bag to the person next to them (<i>hand by hand</i>).</li> <li>- Whenever the song is stopped, the person who is holding the bag must stand up and take out a picture. Student looks and says the number.</li> <li>- Stop the song several times to get more students to say.</li> </ul>	

**VI. CONSOLIDATION:**

- Students look at the picture and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.



WEEK 3

Date of preparing: 29/8/2023

Date of teaching: 18-22/09/2023

Period: 5

**UNIT STARTER****LESSON 5**

**I. AIMS:** Students know how to recognize letters *g, h, j, k, l and m* and pronounce the sounds /g/, /h/, /i/, /dʒ/, /k/ and /m/.

**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- *recognize and trace the uppercase and lowercase forms of the letters g, h, j, k, l and m.*
- *pronounce the sounds /g/, /h/, /i/, /dʒ/, /k/ and /m/ at the beginning and ending of words.*
- *Improve listening, speaking skills.*

**III. LANGUAGE:**

**Language focus:** listening, speaking skills

**Vocabulary:** *goat, dog, hat, ink, jelly, kite, yak, lion, ill, mom*

**Review:** *(The yak) has (a hat).*

**Extra language:** *Mom says: "Look!"*

**IV. RESOURCES AND MATERIALS:**

Audio tracks 13-15, Phonics cards 1-9, 10-19, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Play <b>HELLO SONG</b>, ask student to sing along.</li> <li>- Ask students to greet each other in pairs.</li> </ul>	whole class
<b>Review</b>	<p><b>Sing the chant (track 09)</b></p> <ul style="list-style-type: none"> <li>- Play the chant.</li> <li>- Students listen, chant and point to the correct cards.</li> </ul>	whole class
<b>Presentation</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Write <i>g, h, i, j, k, l and m</i> on the board.</li> <li>- Point, say the letter name and the sound.</li> <li>- Ask students to repeat.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Draw the lowercase letters in the air. Ask students to guess.</li> </ul>	
<b>Guided Practice</b>	<p><b>1. Listen, point, and repeat. Write. Track 13</b></p> <ul style="list-style-type: none"> <li>- Play track 13, listen to the letters.</li> <li>- Play track 13, listen and point to the words.</li> <li>- Play again, ask students to listen and repeat.</li> <li>- Model the writing activity.</li> </ul> <p><b>2. Listen and chant. Track 14</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures and say the words.</li> <li>- Point to each picture and say the word, ask students to repeat in chorus.</li> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put Phonics cards in different places around the room.</li> <li>- Play the chant again, ask students to point to the correct cards when they hear the words that begin or end in that sound.</li> <li>- Play the chant again, pause for students to repeat.</li> </ul> <p><b>3. Listen to the sounds. Connect the letters. Track 15.</b></p> <ul style="list-style-type: none"> <li>- Point to the sounds in the book, ask students to say aloud.</li> <li>- Ask students to listen to the sounds and follow them from left to right as they listen.</li> </ul> <p><b>4. Look and point to the sounds <i>k</i> and <i>m</i>.</b></p> <ul style="list-style-type: none"> <li>- Point to the yak and the hat in your book and say: <b><i>The yak has a hat.</i></b></li> <li>- Ask students to repeat in chorus.</li> <li>- Elicit a word which starts with <b><i>m</i></b>: <b><u>m</u>other goat.</b></li> <li>- Ask students to find out the <b><i>m</i></b> at the end of the word: <b><i>M<u>m</u></i></b></li> <li>- Elicit 2 words which end with <b><i>k</i></b>: <b><i>y<u>ak</u> and lo<u>ok</u></i></b></li> </ul>	
<b>Pair/ Group practice</b>	<ul style="list-style-type: none"> <li>• <b>Below level:</b> <ul style="list-style-type: none"> <li>- Ask student to read the text from activity 4.</li> </ul> </li> </ul>	



<p><b>Conclusion</b></p> <p><i>5 mins</i></p>	<p><b>Stop the bus</b></p> <ul style="list-style-type: none"> <li>- Put the students into groups of four.</li> <li>- Ask students to take out a mini board for each group.</li> <li>- Say a word.</li> <li>- Students listen and write down that word.</li> <li>- The first team to finish shouts 'Stop the Bus!'.</li> <li>- Check their answers by asking them to read the letter in chorus.</li> </ul> <p>(correct letter: 1 point; correct word: 3 points)</p> <ul style="list-style-type: none"> <li>- Demo the game with an example.</li> </ul>	<p>Groups</p>
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**VI. CONSOLIDATION:**

- Students look at the picture and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

WEEK 3

Date of preparing: 29/8/2023

Date of teaching: 18-22/09/2023

Period:6

## UNIT STARTER

### LESSON 6

**I. AIMS:** Students know how to say days of the week

**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- Say days of the week.
- Use adjectives BIG and LITTLE.
- Sing a chant.
- Improve listening and speaking skills.

**III. LANGUAGE:**

**Language focus:** listening, speaking

**Vocabulary:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, big, little

**IV. RESOURCES AND MATERIALS:**

Audio tracks 14, 16-18, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> <li>- Sing <b>Hello song</b>.</li> <li>- Ask students sing along the song.</li> </ul>	whole class
<b>Review</b>	<p><b>Chant track 14</b></p> <ul style="list-style-type: none"> <li>- Play track 14, students sing along.</li> </ul>	whole class
<b>Presentation</b>	<p><b>Lead in:</b></p> <ul style="list-style-type: none"> <li>- Show students a calendar, circle the day of today and say its name.</li> <li>- Place word cards (days of the week) on the board.</li> <li>- Point to each word and say its name.</li> <li>- Students repeat.</li> </ul>	whole class

Teacher: Pham Thi Tuyet Van

<p style="text-align: center;"><b>Guided Practice</b></p>	<p><b>Listen, point and repeat. Track 16.</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their book.</li> <li>- Play track 16, listen and point to the words.</li> <li>- Play again, ask students to listen and repeat.</li> </ul> <p><b>Listen and chant. Track 17.</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures and say the words.</li> <li>- Point to each picture and say the word, ask students to repeat in chorus.</li> <li>- Play the recording, ask students to listen to the chant.</li> <li>- Put word cards in different places around the room.</li> <li>- Play the chant again, ask students to point to the correct cards when they hear the word.</li> <li>- Play the chant again, pause for students to repeat.</li> </ul> <p><b>Listen and repeat. Track 18.</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and ask: <i>“What is it?”</i></li> <li>- Elicit the answer: <i>A teddy bear.</i></li> <li>- Point and say: <b>It’s a little teddy bear.</b> Point to the other and say: <b>It’s a big teddy bear.</b></li> <li>- Play track 18, students listen to the audio.</li> <li>- Play again, students listen and repeat.</li> <li>- Students work in pairs to practice with other things.</li> </ul>	
<p style="text-align: center;"><b>Pair/ Group practice</b></p>	<p><b>Point and Say</b></p> <ul style="list-style-type: none"> <li>- Point to pictures in the book and say: <b>It’s a little chair.</b></li> <li>- Ask students to repeat.</li> <li>- Students work in pairs to practice making sentences.</li> </ul> <p><b>. Below level:</b></p> <ul style="list-style-type: none"> <li>- Give students the word of the days (with the vowels gapped out. Example: <b>FR_D_Y</b>)</li> </ul>	<p>pairs</p>



**VI. CONSOLIDATION:**

- Students look at the picture and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.



WEEK 4

Date of preparing: 29/8/2023

Date of teaching: 25-29/09/2023

Period:7

**UNIT STARTERS: HELLO!****CULTURE**

**I. AIMS:** Students know names and flags of six countries: Vietnam, Korea, The U.S.A, Thailand, and Switzerland

**II. OBJECTIVES:** By the end of this lesson, students will be able to:

- describe six national flags.
- say six names of countries.
- say where you are from.
- improve listening, speaking and reading skills.

**III. LANGUAGE:**

**Language focus:** listening, speaking, reading

**Vocabulary:** Viet Nam, Korea, The U.S.A, Thailand, and Switzerland

I'm from.....It's (red). It has (many stars).

The Flag is (red and yellow). The (star) is (yellow).

**IV. RESOURCES AND MATERIALS:**

Flash cards 51-55, audio tracks 96-97, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> </ul> <p><b>Hello song</b></p> <ul style="list-style-type: none"> <li>- Ask students sing along the song.</li> </ul>	whole class
<b>Review</b>	<p><b>Name the countries</b></p> <ul style="list-style-type: none"> <li>- Show students 6 flags (<i>Vietnam, Australia, Cambodia, Japan, Canada, United Kingdom</i>).</li> <li>- Ask students to name the countries</li> </ul>	whole class



	<ul style="list-style-type: none"> <li>- Students work in pairs to match the sentences to the country.</li> </ul> <p><b>5. Say</b></p> <ul style="list-style-type: none"> <li>- Students work in pairs to point to the flags and say sentences to describe them.</li> </ul> <p><b>6. Workbook page 50 and 51</b></p> <ul style="list-style-type: none"> <li>- Ask student to do exercise in workbook page 50 and 51.</li> <li>- Go around to help and encourage the students.</li> </ul>	Individuals
<b>Conclusion</b>	<p><b>1. Design group's flag</b></p> <p><b>. Below level:</b></p> <ul style="list-style-type: none"> <li>- Students work in groups to design their group flag.</li> </ul> <p><b>. At level:</b></p> <ul style="list-style-type: none"> <li>- Students work in groups to design their group flag.</li> <li>- Students write something to describe their flag using these suggestions: <i>"It's..... It has....."</i></li> </ul> <p><b>. Above level:</b></p> <ul style="list-style-type: none"> <li>- Students work in groups to design their group flag.</li> <li>- Students think and write something to describe their flag.</li> </ul> <p><b>2. Goodbye song</b></p> <ul style="list-style-type: none"> <li>- Students sing along.</li> </ul>	groups

**VI. CONSOLIDATION:**

- Students look at the picture and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.
- Prepare for the next period.

WEEK 4

Date of preparing: 29/8/2023

Date of teaching: 25-29/09/2023

Period: 8

## UNIT STARTERS: HELLO! CONSOLIDATION AND TEST UNIT STARTERS

**I. AIMS:** Students do Unit Starters Test.

- Review Unit Starters.
- Check their understanding about asking and answering about age, counting 1-10, colors and days of the week.
- Get feedback for students' learning as well as teacher's teaching.
- Improve integrated skills.

**III. LANGUAGE:**

**Language focus:** reading and writing

**Vocabulary:** review Unit Starters

**IV. RESOURCES AND MATERIALS:**

Flash cards, audio tracks, ...

**V. TEACHING PROCEDURES:**

STAGES	TEACHER'S ACTIVITIES	NOTES
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- Greet students.</li> </ul> <p><b>Hello song</b></p> <ul style="list-style-type: none"> <li>- Ask students to sing along the song.</li> </ul>	whole class
<b>Review</b>	<p><b>Beanbag game</b></p> <ul style="list-style-type: none"> <li>- Tell students the rules of the game.</li> <li>- Play a song.</li> <li>- While the song is playing, students pass a bag.</li> <li>- Whenever the song is stopped, the person who is holding the bag must stand up and take out a flashcard and say aloud.</li> </ul>	whole class

	<ul style="list-style-type: none"> <li>- Stop the song several times to get more students to say.</li> </ul>	
<p style="text-align: center;"><b>Test</b></p>	<ul style="list-style-type: none"> <li>- Show them how to do step by step.</li> <li>- Demo with an example.</li> <li>- Students do the test.</li> </ul>	<p style="text-align: center;">whole class</p>
<p style="text-align: center;"><b>Conclusion</b></p>	<ul style="list-style-type: none"> <li>- Students hand in their paper.</li> </ul> <p style="text-align: center;"><b>Goodbye song</b></p> <ul style="list-style-type: none"> <li>- Students sing along</li> </ul>	<p style="text-align: center;">individuals</p>

**VI. CONSOLIDATION:**

- Students look at the picture and say the word.

**VII. HOMEWORK – PREPARATION - REMARK**

- Students learn words by heart.
- Prepare for the next period.
- Teacher remarks the learning period class.

**Kiểm tra ngày 06 tháng 9 năm 2023**

**Ký Duyệt của Ban giám hiệu**