

WEEK 1

Date of preparing: 30/8/2024

Date of teaching: 05- 06/9/2024

Period: 1

UNIT: GETTING FAMILIAR
Lesson: Introduction

A. OBJECTIVES:

By the end of the lesson:

- Students will be able to know structure of new book: family and friend special edition 3.
- Students also understand more about the importance of learning.

B. LANGUAGE FOCUS

1. **Pronunciation:**
2. **Vocabulary:**
3. **Sentence pattern:**

C. INSTRUCTIONAL RESOURCES

- **Reference teaching material:** textbook
- **Teaching aids:** laptop

D. LEARNING EXPERIENCES

Teacher 's activities	Students ' activities
<p>1. Greeting and checking attendance</p> <p>2. Orals</p> <p>3. Practice</p> <p>Teacher tells students that they will be learnt English in this year.</p> <p>Teacher explains the reason why students should learn English.</p> <p>Teacher presents students units and sections in family and friend special edition 3.</p> <p>Teacher introduce characters in text book and icons in text book.</p> <p>Teacher makes careful recommendations to students what to need in class and at home.</p>	<p>-Learning English help students can be known more one language, know about culture, customs,of English people. It also help us communicate with foreigners....</p> <p>-Having 12 units (6 sections in 1 unit)+ 4 review. We will learn 3 periods in a week and after 2 weeks we will end 1 unit.</p> <p>-Having 8 characters and 9 icons were regular used in the process of learning.</p> <p>-Listen to teacher lecture the lesson.</p> <p>Learn the lesson at home.</p> <p style="text-align: center;">Prepare new lesson.</p>

4. Consolidation

Prepare the new lesson

...” to perform the action . if not, they should do nothing.

-students perform their action.

WEEK 1

Date of preparing: 30/8/2024

Date of teaching: 05- 06/9/2024

Period: 3,4

UNIT: GETTING FAMILIAR

Lesson: Classroom language for teachers and students

A.OBJECTIVES:

By the end of the lesson, Students will be able to know the way to use language in classroom.

B.LANGUAGE FOCUS

1.Pronunciation:

2.Vocabulary:

3.Sentence pattern:

C.INSTRUCTIONAL RESOURCES

- **Reference teaching material:** textbook
- **Teaching aids:** laptop

D.LEARNING EXPERIENCES

Teacher 's activities	Students ' activities
<p>1.Greeting and checking attendance</p> <p>2.Orals</p> <p>3.Practice</p> <p>Activity 1: classroom language for teacher.</p> <p>-Teacher says about the classroom language in English.</p> <p>1. the beginning of the lesson.</p> <ul style="list-style-type: none"> - good morning, everybody. - hello, everyone. - how are you today? - let's begin our lesson now. - stop talking and be quiet. - who is absent today? <p>2. simple instructions.</p> <ul style="list-style-type: none"> - come in - put your hands up - pay attention, everybody. - are you ready? - repeat after me -first - are you ok? <p>3. the end of the lesson</p> <ul style="list-style-type: none"> - hang on a moment. 	<p>-Students listens</p>

- we'll finish this exercise next lesson.
- this is your homework for tonight.

Activity 2: Classroom language for students

- I don't understand.
- pardon me?
- can you repeat that?
- sorry, I am not sure.
- see you next class.
- excuse me.
- what's up?

Duyệt ngày 05 tháng 9 năm 2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/9/2024

Period: 5

STARTER UNIT: WELCOME BACK!

Lesson One - Words (page 4)

A. DESIRED OBJECTIVES

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

1. Core competences

- Recall the main course characters.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: find out their favorite color.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: recycled from previous grade
- *Extra vocabulary*: Welcome back! Learning, end (v)

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 4
- Audio tracks 01, 02
- Teacher's Guide
- Website *sachso.edu.vn*
- Number, Color, Family member flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW</p> <p><i>Aim: To motivate students and help students to remember the commands.</i></p>	

<p>* Game: “Simon says...”</p> <ul style="list-style-type: none"> - Ask the students to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words <i>Simon says...</i> students must do as you say. If not, they must stand still and wait for the next instruction. Any student who gets this wrong is out of the game and sits down. - Model the activity, e.g., <i>Simon says stand up. Simon says open your book.</i> Intermittently, introduce an instruction that doesn’t start with <i>Simon says</i> and see if any students follow the instruction. - Continue the game until there is one winner or a group of winners, if you prefer. - Call some volunteers to say the commands. - Praise the winner. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the commands correctly. - <i>Task completed:</i> Students can remember the commands. - <i>Task uncompleted:</i> Students are unable to remember the commands. 	<ul style="list-style-type: none"> - Stand at your desk. Listen to the teacher’s instructions. - Follow the teacher. - Play the game. - Volunteer to say the commands.
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PRESENTATION

Aim: To help students recall the main course characters.

<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask children to open their books to page 4 and look at the three children at the top of the page. Point to each one for children to tell you their names. (If it is the first time the class has seen these characters, point to them and say their names – Rosy, Billy, and Tim. Children repeat their names after you.) Explain that they will see these characters all the way through the coursebook. - Tell the children that they are going to begin the lesson with a song. If the children have studied <i>Family and Friends</i> before, talk about the songs with the class. Ask <i>Can you remember any songs from Family and Friends?</i> - Encourage children to tell you (or sing) any lines they can remember from the songs. If they 	<ul style="list-style-type: none"> - Say the names of the characters. - Answer the questions.
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remember one of the songs well, then sing it with the class. If they want to sing, but they can't remember any of the songs, write the words *Hello, Hello!* on the board and sing (or chant) it with the class.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can say the words correctly and fluently.
- *Task completed:* Students can say the words.
- *Task uncompleted:* Students are unable to say the words.

* **Listen and sing. (Track 1)**

- Explain to the class that they are going to listen and sing the *Welcome* song. Play Track 1 once for children to listen and follow the song in their books.
- Read each line for children to repeat after you.
- Play the recording again for children to sing along.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can sing the song with actions beautifully.
- *Task completed:* Students can sing along the song.
- *Task uncompleted:* Students are unable to sing along the song.

- Sing the song.

- Listen and sing the song.
- Repeat each word after you hear it.

- Repeat after the teacher.
- Sing along the song.

PRACTICE

Aim: To help students sing a song and understand the story.

***Sing and do.**

- Ask children to think of some actions for the song (see suggestions below).
- Play the song again. Children sing and do their actions.

Song actions

- *Welcome back to all our friends* – wave.
- *Fun and learning never end!* – punch the air
Welcome back. It's a happy day. – wave and smile.
- *A day for learning,* – mime opening a book.
- *A day for play!* – jump in the air.

Differentiation

- Think about the actions.
- Sing and do the actions.

<ul style="list-style-type: none"> • Below level: Play the song and, in pairs, children sing together and do the actions. • At level: In small groups, ask children to think of new actions for the song. Play the song again for children to practice. If time permits, children share with the class. • Above level: Ask children to walk around the room and introduce themselves in English, e.g. <i>Hi, my name is (Thanh).</i> <p>* Listen and read. (Track 10)</p> <ul style="list-style-type: none"> - Hold up your book to present the story. Ask what words children know in the pictures. - Ask <i>What's happening in the story?</i> Point to each frame one at a time for the class to talk about them. - Ask comprehension questions: <i>What is Rosy's video about? What's on Billy's bed? Is Billy in his bedroom?</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand and answer the questions about the story correctly. - <i>Task completed:</i> Students can answer the questions about the story. - <i>Task uncompleted:</i> Students are unable to answer the questions about the story. 	<ul style="list-style-type: none"> - Answer the questions.
<p>PRODUCTION</p> <p><i>Aim: To help students remember main course characters and improve students' integrated skills.</i></p>	
<p>*Game: "Mysterious bag"</p> <ul style="list-style-type: none"> - Put name cards into a bag. - Explain how the game is played. - Call each student to put his/her hand in the bag and try to identify the names by saying them aloud. - Encourage students to say the name of the main course characters. - The student who names the correct job is the winner. - Praise the winner. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the main course characters correctly. 	<ul style="list-style-type: none"> - Say the names aloud. - Listen to the teacher. - Put your hand in the bag and try to identify the jobs by touching the things. - Say the name of the main course characters. - The student who names the correct characters is the winner.

<ul style="list-style-type: none"> - <i>Task completed:</i> Students can remember the main course characters. - <i>Task uncompleted:</i> Students are unable to remember the main course characters. 	
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Lesson Three – Words and Song (page 6)

Teacher’s activities	Students’ activities
<p>PRESENTATION</p> <p><i>Aim: To help students identify the days of the week.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask the children what they can remember about Rosy’s family. - Ask <i>Who is Billy?</i> <p>* Listen, point and repeat. Track 04</p> <ul style="list-style-type: none"> - Ask children to look at the picture and ask them what they think it is (<i>a page from a diary</i>). Ask them what they think the words at the top are (<i>days of the week</i>). - Play the first part of the recording for children to point to the days. - Play the second part for children to repeat. - Play the recording again for children to listen and point and then repeat the words. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat correctly and fluently. - <i>Task completed:</i> Students can listen and repeat after the recording. - <i>Task uncompleted:</i> Students are unable to listen and repeat after the recording. 	<ul style="list-style-type: none"> - Answer the questions. - Look and answer. - Listen to the recording and point. - Listen and repeat.
<p>PRACTICE</p> <p><i>Aim: To help students say the days of week.</i></p>	
<p>* Ask and answer.</p> <ul style="list-style-type: none"> - Ask a child to come to the front. Ask him / her to read the question in the first speech bubble. Model how to read the answer while the class listens. - Read out the dialogue again, pausing after each line for the class to repeat. 	<ul style="list-style-type: none"> - Volunteer to come to the front and read the question. - Answer the question. - Listen and repeat.

<p><i>bump!</i> – sit down on chairs <i>Saturday, Sunday.</i> <i>Let's say "Hi!"</i> – wave hello</p> <p>- <i>Days of the week. Let's say "Goodbye!"</i> – turn around and wave</p> <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Review days of the week. Say <i>Monday</i> and encourage the children to continue saying the days of the week around the class. • At level: Write the days of the week on the board. Say one of them. Ask children to point to the correct word. If you wish, make it a game by dividing the class into teams. Teams discuss the answer before coming to the board. Give one point for each correct answer. • Above level: Tell children they are going to make their own song. Write the words to the song on the board with the actions missing. Invite the children to call out different actions that could be used e.g. <i>touch your toes, jump on the spot, bend your knees, clap!</i> Divide children into small groups to write their own version of the song. Invite groups to perform their song for the rest of the class. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can perform the song in the front. - <i>Task completed:</i> Students can sing and do the actions. - <i>Task uncompleted:</i> Students are unable to sing and do the actions. 	
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Lesson Five - Skills Time! (page 8)

<p>PRESENTATION</p> <p><i>Aim: To help students describe people.</i></p>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Ask the children to turn to page 5 and look at the picture of Rosy's family for one minute. - Tell the children to close their books. Describe one of the family members, e.g. <i>He has short, brown hair.</i> The children say the family member. <p>* Look at the pictures. Describe the children.</p>	<ul style="list-style-type: none"> - Look at the pictures and answer the question from the teacher.

<ul style="list-style-type: none"> - Focus on the pictures of the characters and ask children to predict personal information about the characters, e.g. <i>How old do you think Max is? Who is Amy's brother? Who is Max's sister?</i> - Explain to the children that throughout this book they will see two families: Rosy and Billy's family, with their cousin Tim – the family the children already know – and this new family: Max, Holly, their mom and dad, and their cousins Amy and Leo. Here they're meeting the second family for the first time, but they will see them again later. On the board write <i>long, short, curly, straight, brown, black, gray.</i> - Ask the children to describe Max. - In pairs, children take turns choosing a character and describing them for their partner to point to the picture. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can describe people with variety of information. - <i>Task completed:</i> Students can describe people with simple sentences. - <i>Task uncompleted:</i> Students are unable to describe people. 	<ul style="list-style-type: none"> - Look at the pictures and answer the questions. - Listen to the teacher carefully. - Describe Max. - Work in pairs to take turns choosing a character and describing them for their partner to point to the picture.
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PRACTICE

Aim: To help students describe people.

<p>* Listen and read. (Track 7)</p> <ul style="list-style-type: none"> - Play the recording for children to listen and follow the text silently in their books. - Ask comprehension questions, e.g. <i>How old is Max? How many cousins does he have? What is Amy's favorite color?</i> - Play the recording a second time to check the answers to the questions. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text and answer the questions correctly. - <i>Task completed:</i> Students can understand key points. - <i>Task uncompleted:</i> Students are unable to understand key points. <p>* Read again and write.</p>	<ul style="list-style-type: none"> - Listen to the recording and follow along with your fingers. - Listen to the questions carefully. - Listen to the recording again. Answer the questions. - Listen to the teacher. - Write 1 to 8 in the notebooks. - Do the task.
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- Explain to the children that they have to read the text and complete the sentences with the correct character names.
- Ask the children to write 1 to 8 in their notebooks.
- Focus on the example and ask the children to write *Max is twelve* next to number 1 in their notebooks. Make sure they know they will need to use the names more than once.
- Allow time for children to read the text again and write the complete sentences in their notebooks.

Answers

- 1 Max is twelve.
- 2 Holly is Max's sister.
- 3 Amy is Leo's sister.
- 4 Leo's favorite color is green.
- 5 Max has short hair and brown eyes.
- 6 Amy's favorite color is blue.
- 7 Leo is Amy's brother.
- 8 Max and Holly are Amy's cousins.

Differentiation

- **Below level:** On the board write *nine, sister, green, short, blue, brother, cousins*. Tell children to find and point to these words in the speech bubbles. Then they complete the activity.
- **At level:** Children complete the activity as suggested.
- **Above level:** After the children finish, ask them to write one more sentence about each character, e.g., *Leo is Amy's brother. Max is Amy's cousin.*

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the sentences with all correct missing words.
- *Task completed:* Students can complete the sentences with support from the teacher.
- *Task uncompleted:* Students are unable to complete the sentences with support from the teacher.

- Check answers with the teacher.

PRODUCTION

Aim: To help students talk about their personal information.

*** Game: Interview**

- Ask students to look at the text in activity 3.
- Ask individuals to think about their personal information (names, ages, favorite things, appearance).
- Have students work in pairs and talk about their personal information.
- Call some volunteers to talk in the front.
- Remark students' pronunciation. Give feedback.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can talk about their personal information in the front.
- *Task completed:* Students can talk about their personal information in pairs.
- *Task uncompleted:* Students are unable to talk about their personal information in pairs.

- Look at the text in activity 3 again.
- Think about their personal information (names, ages, favorite things, appearance).
- Work in pairs to ask and answer the questions.
- Talk in front of the class.

HOMEWORK

Revise the words and the patterns.

- Do the exercises in Workbook page 8.
- Prepare for the next lesson (Starter Unit - Lesson 6).

WEEK 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/9/2024

Period: 6

STARTER UNIT: WELCOME BACK!

Lesson Two – Grammar (page 5)

A. DESIRED OBJECTIVES

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

1. Core competences

- Review family words.
- Identify people from their descriptions.
- Describe people's appearance.
- Use the possessive case.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about family members.
- *Problem-solving and creativity*: identify people from their descriptions.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary and Patterns:

- Recycled: family words, appearance words
- Extra: grandma, grandpa

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 5
- Audio tracks 01, 02-03
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember the main course characters.</i></p>	
<p>* Song: Welcome song – Track 1</p> <ul style="list-style-type: none"> - Sing the <i>Welcome</i> song from page 4 and do the actions to energize the class. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing with actions beautifully. - <i>Task completed:</i> Students can sing along the song. - <i>Task uncompleted:</i> Students are unable to sing along the song. 	<ul style="list-style-type: none"> - Sing along to the song and do the actions.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students review family words.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask the children what happened in the story in the previous lesson. Hold up your book to encourage ideas. - Ask questions about the story, e.g., <i>Who has green eyes? Who has brown hair? Who is Rosy's cousin?</i> <p>*Listen to the story again and repeat. (Track 2)</p> <ul style="list-style-type: none"> - Ask children to turn to the story on page 4 of their books. - Play Track 2, pausing for children to repeat each line. - As a class, decide on actions for the story. Play the recording again for children to mime the actions as they listen. - Put the class into groups of three to play Rosy, Tim, and Billy. If the class doesn't divide exactly, some children can act out two parts. They practice acting out the story in their groups. - Ask a few of the groups to act out the story for the class. <p><u>Story actions</u></p> <ul style="list-style-type: none"> • Picture 1: Rosy waves to her video camera. 	<ul style="list-style-type: none"> - Answer the questions. - Turn to the story in your books. - Listen to the recording and repeat. - Play the roles of characters in the story in groups. - Look at the different actions that the characters do in the story. - Practice acting the story. Come to the front to act for the class.

<ul style="list-style-type: none"> ● Picture 2: Rosy holds the camera up to film Tim. Tim waves. ● Picture 3: Rosy holds the camera low to film Billy’s photo. ● Picture 4: Rosy and Tim walk into Billy’s bedroom, filming. ● Picture 5: Tim bends down to look under the bed. Rosy looks around for Billy, while Billy “hides” on the bed. ● Picture 6: Billy jumps up with a big smile. Rosy and Tim are happy and surprised. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can act out the story nicely. - <i>Task completed:</i> Students can listen and repeat the story. - <i>Task uncompleted:</i> Students are unable to listen and repeat the story. 	
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students identify people from descriptions.</i></p>	
<p>* Read and write T (true) or F (false).</p> <ul style="list-style-type: none"> - Focus on the <i>Let’s learn!</i> box, read the first sentence out loud, and ask who says it in the story and what it means. - Read the second sentence. Children repeat chorally. - Use the family flashcards to elicit new sentences with the same pattern (e.g., <i>Rosy is Billy’s sister, Billy is Rosy’s brother</i>). - Read out the first sentence. Say <i>Rosy has brown hair. True or false?</i> Show the example. - Read the rest of the sentences to check understanding but tell children not to say the answers out loud. - Children mark the sentences <i>T</i> or <i>F</i>. They can check answers in pairs before checking with the class. <p>Answers: 1 T 2 F 3 T 4 F</p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the true and false sentences and tell the reason why the sentence is false. 	<ul style="list-style-type: none"> - Listen to the teacher carefully. - Repeat after the teacher. - Look at the teacher carefully. - Do the task individually. - Work in pairs to check answers. - Read the sentences in front of the class.

<ul style="list-style-type: none"> - <i>Task completed:</i> Students can read and understand the sentences. - <i>Task uncompleted:</i> Students are unable to read and understand the sentences. <p>* Listen and write the numbers. (Track 03)</p> <ul style="list-style-type: none"> - Tell the children they are going to hear about people in Rosy’s family. Ask them to read the words. - Play Track 3, pausing after the first item for children to point to Rosy’s mom. Show the example. - Play the recording, pausing after each item for the children to write the numbers. <p>Answers: a 2 b 1 c 6 d 5 e 7 f 9 g 8 h 4 i 3</p> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify people from descriptions correctly. - <i>Task completed:</i> Students can listen and point to people in Rosy’s family. - <i>Task uncompleted:</i> Students are unable to listen and point to people in Rosy’s family. 	<ul style="list-style-type: none"> - Read the words. - Listen and point. - Listen and write the numbers.
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PRODUCTION (10 minutes)

Aim: To help students describe people’s appearance.

<p>* Point and say.</p> <ul style="list-style-type: none"> - Ask two children to read the speech bubbles. The second child finishes their sentence in their own words. Ask the class to repeat each sentence chorally. - In pairs, children take turns pointing to the people in Rosy’s family and describing them. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can describe people’s appearance with long sentences. - <i>Task completed:</i> Students can describe people’s appearance with short sentences. - <i>Task uncompleted:</i> Students are unable to describe people’s appearance. 	<ul style="list-style-type: none"> - Work in pairs to do the task. - Take turns pointing to the people and describing them.
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HOMEWORK (2 minutes)

- Do the exercises in Workbook page 5.
- Prepare for the next lesson (Starter Unit - Lesson 3).

WEEK 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/9/2024

Period: 7

STARTER UNIT: WELCOME BACK!

Lesson Four - Words and Song (page 7)

A. DESIRED OBJECTIVES

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

1. Core competences

- Ask and answer questions about favorite things.
- Ask and answer questions about numbers.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about favorite things.
- *Problem-solving and creativity*: find out their favorite things.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Recycled*: color words, numbers 1-20
- *Extra vocabulary*: color, animal, toy, food, favorite

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 7
- Audio tracks 05-06
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to revise the days of the week.</i></p>	

<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students ask and answer about their favorite things/ numbers.</i></p>	
<p>* Listen and point. Ask and answer. Track 06</p> <ul style="list-style-type: none"> - Ask children to look at the picture and say what they can see (<i>cars</i>). Tell them they are going to listen to a recording of someone saying different numbers. They must listen and point to the cars that have the numbers they hear. - Play the recording for children to listen and point. Allow them to repeat the numbers quietly. - Ask children to read the color words in the word box aloud. Then read them again, pausing after each word for them to point to a car that is that color and to say the number. - Ask children to look at the speech bubbles. Choose a child to read the dialogue with you. He / She looks at the picture and says what color number 8 is. - Ask the children to repeat the question and answer chorally. - Practice more examples with the class. Ask <i>What color is number 6 / 13 / 20?</i> - In pairs, children take turns asking and answering questions about the color of the cars. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> ● Below level: Explain to the children that you are going to say a number and they have to make a group with that number of people. The children stand up. Say six and encourage the children to get into groups of six. Repeat a few times until the children are confident with the numbers. ● At level: Write a list of numbers on the board. Ask children to come to the front and write the words next to each number. When all the words are there, erase the digits and ask children to write them. ● Above level: Ask children to stand in a row at the front of the classroom. Say a word and ask the first child to spell it. If correct, they stay at the front. If incorrect, they sit down, and the next child tries. Continue until there is only one child left. That child is the winner. 	<ul style="list-style-type: none"> - Look at the pictures and say what they can see. - Listen to the recording, point, and repeat the numbers. - Volunteer to read the dialogue with the teacher. - Repeat the question and answer chorally. - In pairs, take turns asking and answering questions about the color of the cars.

<p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer about their favorite things/ numbers fluently. - <i>Task completed:</i> Students can ask and answer about their favorite things/ numbers. - <i>Task uncompleted:</i> Students are unable to ask and answer about their favorite things/ numbers. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students remember different jobs words.</i></p>	
<p>* Game: “What’s picture?”</p> <ul style="list-style-type: none"> - Start to draw a picture on the board of one of the <i>numbers/things</i> words. - Ask the students to guess what it is and call out the name. - Put the students into small groups of four or five and ask them to take turns drawing picture cards from the bag for the other students to guess. - The first student in each group to guess the word takes a turn at drawing the next one. - Finish the activity when the students have had time to practice most of the words. - Ask students to read out the words. - Praise students if they have done well. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can guess and say the number/thing words correctly and confidently. - <i>Task completed:</i> Students can say the number/thing words. - <i>Task uncompleted:</i> Students are unable to say the number/thing words. 	<ul style="list-style-type: none"> - Look at the picture. - Guess what it is and call out the name. - Work in groups of four or five. Take turns drawing objects from the classroom for the other students to guess. - The first student in each group to guess the word takes a turn at drawing the next one. - Finish the activity when you have had time to practice most of the words. - Read out the words.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 7. - Prepare for the next lesson (Starter Unit - Lesson 5). 	

WEEK 2

Date of preparing: 30/8/2024

Date of teaching: 09-13/9/2024

Period: 8

STARTER UNIT: WELCOME BACK!

Lesson Six - Skills Time! (page 9)

A. DESIRED OBJECTIVES

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

1. Core competences

- Read, talk, and write about personal information.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different people.
- *Problem-solving and creativity*: find out who people are.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary and patterns

- *Recycled*: vocabulary and patterns seen previously.

2. Skills: Listening and Speaking

C. RESOURCES AND MATERIALS

- Student book - page 9
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

E. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to review descriptive adjectives.</i>	
*Game: "Bingo" - On the board, write <i>good, bad, curly, straight, big, small, long, short, slow, quick.</i>	- Look at the board and try to identify words.

<ul style="list-style-type: none"> - The children draw a 2 x 3 bingo grid and choose six words to write in their grid. - Play <i>Bingo</i> (see Games bank) with the words on the board. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and identify descriptive adjectives. Then they can be the caller to call out the words. - <i>Task completed:</i> Students can listen and identify descriptive adjectives. - <i>Task uncompleted:</i> Students are unable to listen and identify descriptive adjectives. 	<ul style="list-style-type: none"> - Draw a 2 x 3 bingo grid and choose six words to write in their grid. - Play Bingo game.
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students read and write about personal information.</i></p>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Ask questions to individual children about their likes and dislikes, e.g., <i>What's your favorite toy? What's your favorite day of the week?</i> <p>* Read and say.</p> <ul style="list-style-type: none"> - Focus on the photo and ask children to make predictions about Nam. - Ask two children to read the speech bubbles. - Ask the children to look at the text and tell you what it is (<i>a form</i>). - On the board write <i>Name: Tran Nam</i>. Elicit the sentence <i>His name is Nam</i>. Repeat with <i>Age: 9. (He is nine years old.)</i> - In pairs, the children take turns making sentences about Nam, using the notes. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can make long sentences about Nam, using the notes. - <i>Task completed:</i> Students can make simple sentences about Nam, using the notes. - <i>Task uncompleted:</i> Students are unable to make simple sentences about Nam, using the notes. <p>* Write and draw about you.</p>	<ul style="list-style-type: none"> - Answer the questions. - Look at the photo and make predictions about Nam. - Read the speech bubbles. - Look at the text and tell what it is (<i>a form</i>). - In pairs, take turns making sentences about Nam, using the notes.

<ul style="list-style-type: none"> - Focus on the form and ask the children what they think they are going to do. - The children draw themselves and fill out the form with their personal information and preferences. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can draw themselves and fill out the form with their lots of personal information and preferences. - <i>Task completed:</i> Students can draw themselves and fill out the form with their personal information and preferences. - <i>Task uncompleted:</i> Students are unable to draw themselves and fill out the form with their personal information and preferences. 	<ul style="list-style-type: none"> - Look and say about what they are going to do. - Draw themselves and fill out the form with their personal information and preferences.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about personal information.</i></p>	
<p>* Talk about you.</p> <ul style="list-style-type: none"> - Read out the examples with the class. Elicit that each speaker has given four facts about themselves. Encourage the class to read the speech bubbles chorally. - Put the children into pairs. Ideally, try to pair up children who haven't worked together before. - Ask the children to tell each other four facts about themselves. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Go through each of the notes on the form and elicit the full sentences. Repeat the sentences for the children to say them again. Then divide them into pairs to complete the activity. • At level: Children complete the activity as suggested. • Above level: Once they have finished, put the children into different pairs and ask them to tell each other four facts about their previous partner. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about personal information in the front. 	<ul style="list-style-type: none"> - Read the speech bubbles chorally. - Talk to the partner. - Volunteer to talk in the front.

- | | |
|---|--|
| <ul style="list-style-type: none">- <i>Task completed:</i> Students can talk about personal information in pairs.- <i>Task uncompleted:</i> Students are unable to talk about personal information in pairs. | |
|---|--|

HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 10.
- Prepare for the next lesson (Unit 1 - Lesson 1).

Duyệt ngày 05 tháng 9 năm 2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 3

Date of preparing: 30/8/2024

Date of teaching: 16-20/9/2024

Period: 9

UNIT 1: THEY'RE FIREFIGHTERS!**Lesson One - Words (page 10)****A. DESIRED OBJECTIVES**

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

1. Core competences

- Identify different jobs.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about jobs.
- *Problem-solving and creativity*: find out their job likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS**1. Vocabulary**

- *Vocabulary*: doctor, pilot, firefighter, student, teacher
- *Extra vocabulary*: hero, heroes.

2. Skills: Listening, Speaking and Reading.**C. RESOURCES AND MATERIALS**

- Student book - page 10
- Audio tracks 05, 08-10
- Teacher's Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Story poster 1
- Computer, projector,

***Culture note: Jobs**

- Respect people who help us!

F. LEARNING EXPERIENCES

Teacher's activities	Students' activities
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WARM-UP/REVIEW (5 minutes)

Aim: To motivate students and help students to remember the commands.

*** Game: “Simon says...”**

- Ask the students to stand at their desks. Explain that you are going to give instructions. If the instruction begins with the words *Simon says...* students must do as you say. If not, they must stand still and wait for the next instruction. Any student who gets this wrong is out of the game and sits down.
- Model the activity, e.g., *Simon says stand up. Simon says open your book.* Intermittently, introduce an instruction that doesn't start with *Simon says* and see if any students follow the instruction.
- Continue the game until there is one winner or a group of winners, if you prefer.
- Call some volunteers to say the commands.
- Praise the winner.

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can remember the command correctly.
- *Task completed:* Students can remember the command.
- *Task uncompleted:* Students are unable to remember the command.

- Stand at your desk. Listen to the teacher's instructions.
- Follow the teacher.
- Play the game.
- Volunteer to say the commands.

PRESENTATION (10 minutes)

Aim: To help students identify different jobs and pronounce the words correctly.

***Lead-in: Use Jobs flashcards to review the two characters and present the vocabulary.**

- Review the characters *Rosy* and *Tim* using flashcards 1-2.
- Hold up the job flashcards and ask “*Who's this?*”
- Give flashcards to different students. Ask one to stand and show the card for the class to shout the word. Repeat.
- Divide the class into small groups. Give each group a set of student picture cards. Each group shuffles their cards and places them in a pile face down on the desk.
- Have students take turns to turn over cards one at a time.

- Say the names of the characters *Rosy* and *Tim*.
- Answer the question.
- Stand and show the card for the class to shout the word. Repeat.
- Work in groups. Hold the set of picture cards. Shuffles the cards and places them in a pile face down on the desk.

- Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm of the chant.
- Praise students if they have done well.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can chant with actions in the front.
- *Task completed:* Students can chant along the recording.
- *Task uncompleted:* Students are unable to chant along the recording.

* **Listen and read. (Track 10)**

- Use Story Poster 1 to present the story. Point to different characters and ask *Who's this? Ask students if they can find any job words in the story (doctor, teacher, student, firefighter).*
- Talk about each frame with the class. Ask *What's happening?* Encourage predictions from different students.
- Ask students to look at the poster while you play the recording. Point to each speech bubble as they hear the text.
- Ask comprehension questions, e.g. *Are Tim and the teddy bears pilots? Is Grandma a student? Who are heroes?*
- Ask students to open their books. Tell them to listen and follow the words as listening the recording again.
- Ask students to find and point to the jobs words that appear in the story.

Differentiation

- **Below level:** Read the story again with the students. Ask them to point to the job words as they hear them. Encourage them to read along.
- **At level:** Give each student a number from one to five. Explain that the number ones are firefighters, twos are students, threes are teachers, and fours are doctors. Tell students that you are going to play the story again. They should listen without looking in their books. Every time they hear their jobs, they clap their books. Play the story for students to listen for their words and clap at the right times.
- **Above level:** In pairs, students write two simple comprehension questions, e.g. *Who is a teacher? Who are the students?* The pairs swap questions

- Chant and do the actions in two groups. The rest of the class claps along to the rhythm of the chant.

- Answer the teacher's questions. Name as many things in the pictures as you can.

- Answer the questions.

- Listen to the recording and look at the story. Point to each speech bubble as you hear the text.

- Answer the questions.

- Open their books. Listen and follow the words as listening the recording again.

- Find and point to the words from exercises 1 and 2 that appear in the story.

<p>and answer them.</p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer the questions correctly. - <i>Task completed:</i> Students can identify the job words in the text. - <i>Task uncompleted:</i> Students are unable to identify the job words in the text. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students remember job vocabulary and improve students' integrated skills.</i></p>	
<p>*Game: "Mysterious bag"</p> <ul style="list-style-type: none"> - Put the things related to the jobs into a bag. - Explain how the game is played. - Call each student to put his/her hand in the bag and try to identify the job by touching the things. - Encourage students to say the name of the jobs. - The student who names the correct job is the winner. - Praise the winner. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify different jobs correctly. - <i>Task completed:</i> Students can remember different jobs. - <i>Task uncompleted:</i> Students are unable to remember different jobs. 	<ul style="list-style-type: none"> - Say the names of the jobs. - Listen to the teacher. - Put your hand in the bag and try to identify the jobs by touching the things. - Say the name of the jobs. - The student who names the correct job is the winner.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 10. - Prepare for the next lesson (Unit 1 - Lesson 2). 	

WEEK 3

Date of preparing: 30/8/2024

Date of teaching: 16-20/9/2024

Period: 10

UNIT 1: THEY'RE FIREFIGHTERS!

Lesson Two – Grammar – Period 1 (page 11)

A. DESIRED OBJECTIVES

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

1. Core competences

- Say what people's jobs are and what they do.
- Choose *we* for describing people.
- Identify short forms of the present simple of *be*.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about jobs.
- *Problem-solving and creativity*: find out their job likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- We're students. We study.

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 11
- Audio tracks 10
- Teacher's Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

* Culture note: Jobs

- Respect people who help us!

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember different jobs.</i></p>	
<p>*Game: "Guess the word"</p> <p><i>Picture cards</i></p> <ul style="list-style-type: none"> - Divide the class into four groups. - Write a word on the board with several or all letters missing. <p>E.g., picture (doctor) _ _ _ → <i>doctor</i></p> <ul style="list-style-type: none"> - Have each team take turns calling out a letter. - Add the missing letters to the word if correctly guessed. - Give that team one point if it's a correct guess. - Continue until the students guess the word correctly. - The group that gets the most points win. Praise the winner. - Ask students to read all words aloud. - Check students' pronunciation. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can guess and spell the job words correctly. - <i>Task completed:</i> Students can say the correct job words. - <i>Task uncompleted:</i> Students are unable to say the correct job words. 	<ul style="list-style-type: none"> - Work in four groups. - Look at a word on the board with several or all letters missing. - Take turns calling out a letter. - Look at the correct word. - Receive one point if it's a correct guess. - Continue guessing the word correctly. - The group that gets the most points win. - Read all words aloud.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students act out the story and say what people's jobs are and what they do.</i></p>	
<p>*Lead-in: Use pictures (part 3) on page 10</p> <ul style="list-style-type: none"> - Elicit what students remember of the story. - Ask students which jobs appeared in the story. Have students write their answers on the board. - Check students' answers. Praise them. <p>*Listen to the story again. (Track 10)</p> <ul style="list-style-type: none"> - Ask students to turn to the story in their books. Check how many jobs they remembered. 	<ul style="list-style-type: none"> - Answer the questions. - Answer which jobs appeared in the story. Write their answers on the board. - Turn to the story in your books. Say how many jobs you remembered.

- Play the recording, pausing for students to repeat.
- Divide the class into groups to play the roles of characters.
- Ask students to look at the different actions that the characters do in the story. Elicit a set of actions to use when acting out the story.
- Ask students to practice acting the story. Ask some volunteers to come to the front to act for the class.
- Remark students' pronunciation. Praise students if they have done well.

Story actions

- **Picture 1:** Rosy points to Billy, who is writing on the board. Tim raises his hand.
- **Picture 2:** Billy points to Grandma. Grandma adds salt to the pan.
- **Picture 3:** Rosy and Billy point to the pan, horrified.
- **Picture 4:** Grandpa and Grandma put out the fire with the extinguisher. Billy holds up his hands and cheers.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can act out the story in the front.
- *Task completed:* Students can practice the dialogue with actions in groups.
- *Task uncompleted:* Students are unable to practice the dialogue with actions in groups.

*** Listen and say. (Track 11)**

- Look at each picture and ask students what they can see.
- Play the recording, pausing after each sentence. Students point to the people in the pictures and repeat.
- Focus on the grammar box. On the board write *we are* and then the contracted forms *we're*.
- Read the sentences about what the people do and remind students that we don't add *-s* or *-es* to the verb after *we*.
- Use the family and jobs flashcards to encourage the students to ask *Yes/No* questions with the verb *be*. Put the *Rosy*, *Billy*, and *pilot* flashcards on the board, followed by a question mark.

- Listen to the recording and repeat.
- Play the roles of characters in the story in groups.
- Look at the different actions that the characters do in the story.

- Practice acting the story. Come to the front to act for the class.

- Look at the pictures and observe the sentences on the board.
- Listen to the recording. Repeat each line.
- Follow the teacher carefully.

<p>Elicit the question <i>Are they/Rosy and Billy pilots?</i> and the answer <i>No, they aren't</i>. Use the <i>Rosy, Tim</i> and <i>student</i> flashcards to elicit <i>Are they students?</i> and the answer <i>Yes, they are</i>. Elicit what students do, e.g. <i>They study</i>. You can elicit other things students do, e.g. <i>They read books. They write in their notebooks. They sing.</i> etc.</p> <ul style="list-style-type: none"> - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	<ul style="list-style-type: none"> - Answer the teacher's questions.
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students choose we or they for describing people and identify short forms of the present simple of be.</i></p>	
<p>* Look and say. (page 11)</p> <ul style="list-style-type: none"> - Look at each picture and ask students what they can see. - Read out the example with the class to model the task. - Divide the class into pairs to take turns saying something about the pictures for their partners to guess the picture numbers. - Monitor and help if necessary. - Call some pairs to say about the pictures. <p><u>Answers:</u></p> <ol style="list-style-type: none"> 1. <i>We're firefighters.</i> 2. <i>We're teachers.</i> 3. <i>We're doctors.</i> 4. <i>We're students.</i> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. 	<ul style="list-style-type: none"> - Look at the teacher and answer the question. - Look at the teacher carefully. - Work in pairs to take turns saying something about the pictures for your partner to guess the picture numbers. - Read the sentences in front of the class.

<ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to say the sentences. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students complete the sentences and use we or they to describe people.</i></p>	
<p>*Write. (page 11)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Let a student read the first sentence out loud. - Ask students to work individually and write the sentences in their notebooks. - Ask students to share their answers with their partner. - Go through the exercise with the class. Ask the questions for the class to say the answers in chorus. - Call a few students to read aloud the answers. - Confirm the correct answers. - Remark on students' writing skills. Give feedback. <p><u>Answers:</u></p> <ul style="list-style-type: none"> ○ <i>We help people. We're doctors.</i> ○ <i>We fly planes. We're pilots.</i> ○ <i>We fight fire. We're firefighters.</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the sentences correctly. - <i>Task completed:</i> Students can write the sentences with support from the teacher. - <i>Task uncompleted:</i> Students are unable to write the sentences with support from the teacher. <p>* Let's talk</p> <ul style="list-style-type: none"> - Ask students to prepare some photos of their family members. - Ask students to look at the picture and speech bubble. - Have a student demonstrate the sentence for the class. <i>E.g., We're students.</i> - Have students work in pairs to take turns saying the sentence. - Tell students to use other vocabulary on the page. 	<ul style="list-style-type: none"> - Look at the pictures. Read the first sentence out loud. - Work individually and write the sentences in your notebooks. - Share their answers with your partner. - Say the answers in chorally. - Read aloud the answers. - Prepare some photos of your family members. - Look at the picture and speech bubble. - Demonstrate the sentence for the class.

<ul style="list-style-type: none"> - Call some students to perform in front of the class with their photos. - Check students' speaking skills. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their photos in the front. - <i>Task completed:</i> Students can talk about their photos in pairs. - <i>Task uncompleted:</i> Students are unable to talk about their photos in pairs. 	<ul style="list-style-type: none"> - Work in pairs to take turns saying the sentence. - Use other vocabulary on the page. - Perform in front of the class with your photos.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn the patterns by heart. - Do the exercises in Workbook page 11. - Prepare for the next lesson (Unit 1 - Lesson 2 – Period 2). 	

WEEK 3

Date of preparing: 30/8/2024

Date of teaching: 16-20/9/2024

Period: 11

UNIT 1: THEY'RE FIREFIGHTERS!

Lesson Two – Grammar – Period 2 (page 11)

A. DESIRED OBJECTIVES

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

1. Core competences

- Say what people's jobs are and what they do.
- Choose *they* for describing people.
- Identify short forms of the present simple of *be*.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about jobs.
- *Problem-solving and creativity*: find out their job likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- We're students. We study. They're firefighters. They fight fires.

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 11
- Audio tracks 11
- Teacher's Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

* Culture note: Jobs

- Respect people who help us!

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to remember different jobs.</i>	
<p>*Game: "Guess the word"</p> <p><i>Picture cards</i></p> <ul style="list-style-type: none">- Divide the class into four groups.- Write a word on the board with several or all letters missing. <p>E.g., picture (doctor) _ _ _ → <i>doctor</i></p> <ul style="list-style-type: none">- Have each team take turns calling out a letter.- Add the missing letters to the word if correctly guessed.- Give that team one point if it's a correct guess.- Continue until the students guess the word correctly.- The group that gets the most points win. Praise the winner.- Ask students to read all words aloud.- Check students' pronunciation. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can guess and spell the job words correctly.- <i>Task completed:</i> Students can say the correct job words.- <i>Task uncompleted:</i> Students are unable to say the correct job words.	<ul style="list-style-type: none">- Work in four groups.- Look at a word on the board with several or all letters missing. - Take turns calling out a letter.- Look at the correct word. - Receive one point if it's a correct guess.- Continue guessing the word correctly. - The group that gets the most points win.- Read all words aloud.
PRESENTATION (10 minutes) <i>Aim: To help students act out the story and say what people's jobs are and what they do.</i>	
<p>* Listen and say. (Track 11)</p> <ul style="list-style-type: none">- Look at each picture and ask students what they can see.- Play the recording, pausing after each sentence. Students point to the people in the pictures and repeat.- Focus on the grammar box. On the board write <i>they are</i> and then the contracted forms <i>they're</i>.	<ul style="list-style-type: none">- Look at the pictures and observe the sentences on the board.- Listen to the recording. Repeat each line.- Follow the teacher carefully.

<ul style="list-style-type: none"> - Read the sentences about what the people do and remind students that we don't add -s or -es to the verb after <i>they</i>. - Use the family and jobs flashcards to encourage the students to ask <i>Yes/No</i> questions with the verb <i>be</i>. Put the <i>Rosy</i>, <i>Billy</i>, and <i>pilot</i> flashcards on the board, followed by a question mark. Elicit the question <i>Are they/Rosy and Billy pilots?</i> and the answer <i>No, they aren't</i>. Use the <i>Rosy</i>, <i>Tim</i> and <i>student</i> flashcards to elicit <i>Are they students?</i> and the answer <i>Yes, they are</i>. Elicit what students do, e.g. <i>They study</i>. You can elicit other things students do, e.g. <i>They read books. They write in their notebooks. They sing.</i> etc. - Check students' pronunciation. Praise students if they have done well. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	<ul style="list-style-type: none"> - Answer the teacher's questions.
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students choose we or they for describing people and identify short forms of the present simple of be.</i></p>	
<p>* Look and say. (page 11)</p> <ul style="list-style-type: none"> - Look at each picture and ask students what they can see. - Read out the example with the class to model the task. - Divide the class into pairs to take turns saying something about the pictures for their partners to guess the picture numbers. - Monitor and help if necessary. - Call some pairs to say about the pictures. <p>Answers:</p> <ol style="list-style-type: none"> 5. <i>They're firefighters.</i> 6. <i>They're teachers.</i> 7. <i>They're doctors.</i> 8. <i>They're students.</i> 	<ul style="list-style-type: none"> - Look at the teacher and answer the question. - Look at the teacher carefully. - Work in pairs to take turns saying something about the pictures for your partner to guess the picture numbers. - Read the sentences in front of the class.

<p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students complete the sentences and use we or they to describe people.</i></p>	
<p>* Let's talk</p> <ul style="list-style-type: none"> - Ask students to prepare some photos of their family members. - Ask students to look at the picture and speech bubble. - Have a student demonstrate the sentence for the class. <i>E.g., They're students.</i> - Have students work in pairs to take turns saying the sentence. - Tell students to use other vocabulary on the page. - Call some students to perform in front of the class with their photos. - Check students' speaking skills. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their photos in the front. - <i>Task completed:</i> Students can talk about their photos in pairs. - <i>Task uncompleted:</i> Students are unable to talk about their photos in pairs. 	<ul style="list-style-type: none"> - Prepare some photos of your family members. - Look at the picture and speech bubble. - Demonstrate the sentence for the class. - Work in pairs to take turns saying the sentence. - Use other vocabulary on the page. - Perform in front of the class with your photos.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn the patterns by heart. - Do the exercises in Workbook page 11. - Prepare for the next lesson (Unit 1 - Lesson 3). 	

WEEK 3

Date of preparing: 30/8/2024

Date of teaching: 16-20/9/2024

Period: 12

UNIT 1: THEY'RE FIREFIGHTERS!

Lesson Three - Song (page 12)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify more words.
- Use different jobs words in the context of a song.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about jobs.
- *Problem-solving and creativity*: find out their job likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: police officer, farmer, help everyone, grow food
- *Extra vocabulary*: kind, meet, lane, again
- *Recycled*: job words

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 12
- Audio tracks 12-13
- Teacher's Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

* Culture note: Jobs

- Respect people who help us!

LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to revise different jobs words.</i>	
<p>*Game: "Slow reveal"</p> <p><i>Flashcards (doctor, pilot, firefighter, teacher, student)</i></p> <ul style="list-style-type: none">- Use flashcards from the previous lessons.- Put a flashcard on the board and cover it with a piece of paper or card.- Very slowly move the paper to reveal the picture, little by little.- Ask Who's this? or another appropriate question, such as Who is she/he? or Who are they? The first student guessing correctly comes to the front to choose the next card.- Continue until practicing all the vocabulary in the set.- Ask students to read out all the words.- Remark students' pronunciation. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can guess and say the different jobs words correctly and fluently.- <i>Task completed:</i> Students can identify the different jobs words.- <i>Task uncompleted:</i> Students are unable to identify the different jobs words.	<ul style="list-style-type: none">- Look at a flashcard on the board.- Observe the teacher.- Answer the question. Guess correctly comes to the front to choose the next card.- Continue until practicing all the vocabulary in the set.- Read out all the words.
PRESENTATION (10 minutes) <i>Aim: To help students identify different jobs words and improve students' pronunciation skills.</i>	
<p>* Lead-in: Use Jobs flashcards to introduce the new words – police officer, farmer.</p> <ul style="list-style-type: none">- Use flashcards to introduce new words. Hold them up one at a time and say the words for students to repeat.- Put the flashcards in different places around the room. Say a word for students to point to the correct flashcard and say the word. Repeat.- Praise students if they have done well. <p>* Listen, point and repeat (Track 12)</p> <ul style="list-style-type: none">- Ask students to look at the pictures.	<ul style="list-style-type: none">- Repeat the words.- Point to the correct flashcard and say the word.

<ul style="list-style-type: none"> - Play the first part of the recording, while pointing to the pictures in time with the audio. - Play the audio again for students to listen and point to the pictures. - Play the second part of the recording, pausing after each word for students to repeat. - Play the recording all the way through for students to listen, point, and then say the word. - Hold the flashcards up in random order and ask the class to say the words. - Ask some students to read out the words. - Remark on students' pronunciation. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the words correctly. - <i>Task completed:</i> Students can listen and repeat the words. - <i>Task uncompleted:</i> Students are unable to listen and repeat the words. 	<ul style="list-style-type: none"> - Look at the pictures. - Listen to the recording. Point to the pictures in time with the audio. - Listen to the recording. Point to the pictures. - Listen to the recording. Repeat each word. - Listen to the recording all the way. Point, and then say the word. - Look at the flashcards. Say the words. - Read out the words.
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PRACTICE (8 minutes)

Aim: To help students use different jobs words in the context of a song.

<p>* Listen and sing. (Track 13)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Point to the people and ask who they are. Ask what they think the people are doing (<i>they are meeting and greeting each other</i>). - Explain the unfamiliar words or phrases (<i>to meet in a lane</i>). - Play the song for students to listen and point to the pictures when they hear the words. - Play the recording again for students to follow the words in their books. - Say each line and ask students to repeat before playing it again for students to sing. - Play the recording again for students to sing along. 	<ul style="list-style-type: none"> - Look at the pictures for the song. Answer the questions. - Listen to the recording and point to the pictures when you hear the words. - Listen to the recording again and point to the words in your books.
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<ul style="list-style-type: none"> - Check students' pronunciation. Praise students if they have done well. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song fluently in the front. - <i>Task completed:</i> Students can sing along the song chorally. - <i>Task uncompleted:</i> Students are unable to sing along the song chorally. <p>* Sing and do. (page 12)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures of the people. Point to each one for students to tell you their jobs. Then look at the boy to see what he's doing. - Explain that students have to move their fingers up and down as if their fingers were different people. Start with their thumbs, which are the doctors. Then the index fingers which are the police officers. The middle fingers which are the farmers. The fourth fingers are the students. - Play the recording for students to sing and do the actions. - Call some students to sing and do the actions in front of the class. <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • <u>Below level:</u> Students point and say what each person's job is, e.g. <i>doctor, doctor, She's a doctor.</i> Play the song and demonstrate the actions for the first verse (<i>doctors</i>). Encourage students to join in for the remaining verses. • <u>At level:</u> Divide the class into groups of ten. Assign each student in the group a role, so that two doctors, two police officers, two farmers, and two students. Play the song again. Students sing the song in their groups while taking turns "greetings" the student who has the same role as them during their verse. • <u>Above level:</u> Divide the class into groups of four to six. Students can turn their chairs around to work with the students behind them. Give each group a large piece of paper and a job flashcard (<i>use the flashcards from this lesson and from Lesson 1</i>) and some colored markers. The groups write a verse of the song for the job shown on their flashcards. Students then illustrate their posters with a picture of the two people meeting. 	<ul style="list-style-type: none"> - Listen and repeat after the teacher. - Listen to the recording again and sing along and follow the words in their books. - Look at the pictures and tell the teacher about the characters' jobs. - Practice the actions with the teacher. - Listen to the song and do their actions. - Sing and do the actions in front of the class.
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<p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song with actions in the front. - <i>Task completed:</i> Students can sing the song with actions in groups. - <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students remember different jobs words.</i></p>	
<p>* Game: “What’s picture?”</p> <ul style="list-style-type: none"> - Start to draw a picture on the board of one of the <i>jobs</i> words. - Ask the students to guess what it is and call out the name. - Put the students into small groups of four or five and ask them to take turns drawing picture cards from the bag for the other students to guess. They can extend the activity with new jobs they may know. - The first student in each group to guess the job takes a turn at drawing the next one. - Finish the activity when the students have had time to practice most of the words. - Ask students to read out the job words. - Praise students if they have done well. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can draw and guess all the pictures. - <i>Task completed:</i> Students can guess key job words. 	<ul style="list-style-type: none"> - Look at a picture on the board of one of the <i>jobs</i> words. - Guess what it is and call out the name. - Work in groups of four or five. Take turns drawing objects from the classroom for the other students to guess. You can extend the activity with new jobs you may know. - The first student in each group to guess the job takes a turn at drawing the next one. - Finish the activity when you have had time to practice most of the words. - Read out the job words.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 12. - Prepare for the next lesson (Unit 1 - Lesson 4). 	

Duyệt ngày 05 tháng 9 năm 2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/9/2024

Period: 13

UNIT 1: THEY'RE FIREFIGHTERS!

Lesson Four - Phonics (page 13)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify stressed syllables and the sound /ə/ in unstressed syllables.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different jobs.
- *Problem-solving and creativity*: find out their jobs likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core*: doctor, teacher, firefighter, office worker.
- *Extra*: pilot, student, farmer, police officer

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 13
- Audio tracks 13, 14-16
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards (doctor, teacher, firefighter, office worker)
- Computer, projector,

*Culture note: Jobs

- Respect people who help us!

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to remember the different jobs words

<p>* Song “Can you see...”</p> <ul style="list-style-type: none"> - Play the song <i>Can you see...</i> from page 12 and do the actions. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing along with actions confidently in the front. - <i>Task completed:</i> Students can sing along with actions. - <i>Task uncompleted:</i> Students are unable to sing along with actions. 	<ul style="list-style-type: none"> - Listen, sing along and do the actions.
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PRESENTATION (10 minutes)

- *Aim: To help identify stressed syllables and the sound /ə/ in unstressed syllables.*

<p>* Lead-in: Use phonic cards (doctor, teacher, firefighter, office worker)</p> <ul style="list-style-type: none"> - Hold up the <i>doctor</i> flashcard and say the word twice: once stressing the first syllable, and once stressing the second syllable. Ask the children which is correct and ask them to repeat chorally. - Explain that the vowel sound in some unstressed syllables is the sound /ə/. Ask the children to listen carefully to notice it and say “<i>doctor</i>” again. - Repeat with the <i>teacher, firefighter</i> and <i>office worker</i> flashcards. - Explain that not all unstressed vowels are /ə/. To show this say <i>firefighter</i> again, pointing out that the sound in <i>fight</i> is not /ə/. <p>* Listen, point and repeat (Track 14)</p> <ul style="list-style-type: none"> - Ask children to look at the words in their books. - Play the recording for students to listen and point to the words. - Play the recording for students to repeat the words chorally. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen, point and repeat the words confidently. - <i>Task completed:</i> Students can listen, point and repeat the words chorally. 	<ul style="list-style-type: none"> - Look at the Phonics cards and listen to the teacher carefully. Then, answer the questions. - Listen carefully to notice it and say “<i>doctor</i>” again. - Listen to the teacher and say the words again. - Look at the words in your books. - Listen and point to the words. - Listen and repeat the words chorally.
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<ul style="list-style-type: none"> - Play track 16, pausing it to give the students time to repeat the words, identify the stress, and draw a circle above it. - Ask students to share their answers with their partner. - Confirm the correct answers. Praise students if they have done well. <p><u>Answers</u></p> <p>firefighter doctor pilot teacher farmer office worker police officer</p> <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • <u>Below level:</u> Drill the words again. Say each word and ask the students to clap on the stressed syllable. Ask them to repeat the words and clap on the stressed syllable as they say it. Say each word again and ask the students to clap on the unstressed syllable. Play the recording for students to do the exercise. • <u>At level:</u> Students complete the activity as suggested. • <u>Above level:</u> After students have completed the activity, put the family flashcards on the board and ask students to write the words on their notebooks, underlining the letters with the sound /ə/. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the activity as suggested and write the words on their notebooks, underlining the letters with the sound /ə/. - <i>Task completed:</i> Students can complete the activity as suggested. - <i>Task uncompleted:</i> Students are unable to complete the activity as suggested. 	<ul style="list-style-type: none"> - Listen to track 16, repeat the words, identify the stress, and draw a circle above it. - Share your answers with your partner. - Peer-check with friends and the teacher.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students listen, identify stressed syllables and the sound /ə/ in unstressed syllable and talk about the pictures.</i></p>	
<p>* Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and read the speech bubble. - Place the family and jobs flashcards on your desk. Put two family flashcards (e.g. <i>uncle</i> and <i>aunt</i>) and one job flashcard on the board (e.g. <i>farmer</i>) and elicit the sentence “<i>They’re</i> 	<ul style="list-style-type: none"> - Look at the picture and read the speech bubble. - Look at the teacher’s demonstration carefully.

<p><i>farmers.” Put Mom and police officer flashcards on the board and elicit <i>She’s a police officer.</i></i></p> <ul style="list-style-type: none"> - Invite students to the front to choose different combinations of the flashcards for the class to say the sentence chorally. - Check students’ pronunciation. Give feedback. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently in the front. - <i>Task completed:</i> Students can say the sentences with support from the teacher. - <i>Task uncompleted:</i> Students are unable to say the sentences with support from the teacher. 	<ul style="list-style-type: none"> - Raise hands to come up to the board for choosing different combinations of the flashcards, then the class will say the sentence chorally.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 13. - Prepare for the next lesson (Unit 1 - Lesson 5). 	

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/9/2024

Period: 14

UNIT 1: THEY'RE FIREFIGHTERS!

Lesson Five - Skills Time! (page 14)

A. DESIRED OBJECTIVES

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

1. Core competences

- Read and understand a description of a family.
- Develop reading skills (inferring, comprehension).

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about jobs.
- *Problem-solving and creativity*: find out their job likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Recycled*: vocabulary and structures seen previously
- *Extra vocabulary*: family, happy

2. Patterns: This is my dad./ He's a doctor./ My brother's name is Minh./ Doctor helps sick people./

3. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 14
- Audio tracks 15, 17
- Teacher's Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

*Culture note: Jobs

- Respect people who help us!

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to review names, family members, jobs words.</i></p>	
<p>*Game: "Kim's game"</p> <p>Flashcards (Mai, Minh, Lisa, Alex, mom, dad, grandpa, grandma, family, pilot, police officer, doctor, students)</p> <ul style="list-style-type: none"> - Explain how the game is played. Check comprehension. - Display both sets of cards face up on the board. Give students two minutes to memorize their set. - Divide the class into two groups. Do not allow students to write anything down. - Show the set of cards for 30 seconds. Then cover them again. In their groups, ask the students to write down the name of as many words as they can remember. - Have the groups swap their answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points will win the game. Praise the winner. - Ask students to read all words aloud. - Check students' answers. Praise them. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember all the words correctly. - <i>Task completed:</i> Students can remember the key words. - <i>Task uncompleted:</i> Students are unable to remember the key words. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Memorize the set of cards in two minutes. - Work in groups. - Look at the set of cards for 30 seconds. Write down the name of as many words as you can remember. - Swap your answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points will win the game. Praise the winner. - Read all words aloud.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students point and say the jobs.</i></p>	
<p>* Lead-in: Use the text (page 14)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Explain that the first picture shows a girl named Mai. Ask "Who do you think the other people are?" 	<ul style="list-style-type: none"> - Look at the pictures and answer the question from the teacher. - Try to predict what the text is about.

<ul style="list-style-type: none"> - Encourage students to predict what the text is about (<i>photos of Mai's family</i>). <p>* Look at the pictures. Say the words. (Page 14)</p> <ul style="list-style-type: none"> - Point to the picture of Mai's dad. Say "<i>He's a pilot.</i>" - Go through each picture. Students say the job word for each one. - In pairs, students take turns pointing to a picture for their partner to say the job words. <p><u>Answers</u></p> <p><i>pilot – office worker – doctor - student</i></p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the jobs correctly and fluently. - <i>Task completed:</i> Students can point and say the jobs. - <i>Task uncompleted:</i> Students are unable to can point and say the jobs. 	<ul style="list-style-type: none"> - Look at the pictures and listen to the teacher. - Say the job for each picture. - Work in pairs to take turns pointing to pictures and saying the jobs.
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PRACTICE (8 minutes)

Aim: To help students listen and read sentences.

<p>* Listen and read. (Track 17)</p> <ul style="list-style-type: none"> - Point to the first picture and say, "<i>This is Mai.</i>" She has some photos of her family. We are going to read and listen to her talking about her family. - Play the recording for students to listen and follow the text with their finger. - Play the recording again. Ask comprehension questions, e.g. <i>Is Mai's dad a police officer? Is her mom a teacher?</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text and answer all the questions correctly. - <i>Task completed:</i> Students can listen and follow the text. - <i>Task uncompleted:</i> Students are unable to listen and follow the text. <p>* Read again and write T(true) or F(false).</p>	<ul style="list-style-type: none"> - Look at the picture and listen to the teacher. - Listen to the recording and follow along with your fingers. - Listen to the recording again. Answer the questions. - Look at the pictures and answer the questions. - Read the examples and write 1 to 4 in the notebooks. - Re-read the text and write letters in the notebooks. - Check answers with the teacher.
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- Ask children to look at the pictures again. Ask more questions about the family, e.g., *Is Mai nine? Is her dad a teacher?* Children answer *Yes* or *No*.
- Ask two children to read the example question for the class. Ask the children to write 1 to 4 in their notebooks.
- Children re-read the text and write the letters in their notebooks.
- Check answers with the class.
- Ask children to close their books to play a memory game.
- Write *Mai, Minh, Dad, Mom, Grandpa* on the board.
- Give out the *student, teacher, pilot, and doctor* flashcards to four children. The children put the cards next to the correct names on the board.
- Allow the rest of the class to say whether they agree or disagree. Then ask children to look at the story to check if they were right.

Answers

1F 2T 3F 4T

Differentiation

- **Below level:** Put children into pairs and assign one question to each pair. If you have a large class, there may be multiple pairs with the same question. Once children have completed the activity, bring the class back together to check answers.
- **At level:** Children work in small groups to write down one or two more possible questions for the text, e.g., *Is Grandpa a firefighter?* Then give the questions to other groups to answer.
- **Above level:** Children talk about their own families, using the reading as a model. Then they tell the class about their family.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task individually.
- *Task completed:* Students can complete the task in pairs/groups.

- Close the books to play the game.
- Put the cards next to the correct names.

<ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students think and talk about what their family members do.</i></p>	
<p>* Game: Interview</p> <ul style="list-style-type: none"> - Ask students to look at the text in activity 2. - Ask individuals in the class what jobs people in their family do. - Have students work in pairs and talk about what their family members do. - Encourage them to ask other students the question. <i>Is your dad a doctor? Yes/No.</i> - Call some volunteers to talk in the front. - Remark students' pronunciation. Give feedback. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their own families in the front confidently and fluently. - <i>Task completed:</i> Students can talk about their own families in pairs/groups. - <i>Task uncompleted:</i> Students are unable to talk about their own families in pairs/groups. 	<ul style="list-style-type: none"> - Look at the text in activity 2 again. - Answer the questions. - Work in pairs to ask and answer the questions. - Talk in front of the class.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 14. - Prepare for the next lesson (Unit 1 - Lesson 6). 	

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/9/2024

Period: 15

UNIT 1: THEY'RE FIREFIGHTERS!

Lesson Six - Skills Time! – Period 1 (page 15)

A. DESIRED OBJECTIVES

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

1. Core competences

Listening

- Identify people by their jobs.
- Listen for specific information.

Speaking

- Ask and answer questions about jobs.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different jobs.
- *Problem-solving and creativity*: find out their jobs likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: vocabulary seen previously.

2. Patterns: patterns seen previously.

3. Skills: Listening and Speaking

C. RESOURCES AND MATERIALS

- Student book - page 15
- Audio tracks 18
- Teacher's Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

*Culture note: Jobs

- Respect people who help us!

G. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember different jobs words.</i></p>	
<p>*Game: "What's picture?"</p> <p>Start to draw a picture on the board of one of the different jobs words.</p> <ul style="list-style-type: none"> - Ask the students to guess what it is and call out the name. - Put the students into small groups of four or five and ask them to take turns drawing things related to jobs for the other students to guess. They can extend the activity with new jobs students may know. - The first student in each group to guess the job takes a turn at drawing the next one. - Finish the activity when the students have had time to practice most of the words. - Call some volunteers to read out the jobs words. - Remark on students' pronunciation. Praise them. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can guess and say all jobs words correctly. - <i>Task completed:</i> Students can guess and identify jobs words. - <i>Task uncompleted:</i> Students are unable to guess and identify jobs words correctly. 	<ul style="list-style-type: none"> - Look at a picture on the board of one of the jobs words. - Guess what it is and call out the name. - Work in groups to take turns drawing things related to jobs for the other students to guess. - Check their friends' answers. Read the words aloud.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students listen and match the picture numbers to the correct description.</i></p>	
<p>* Lead-in: Use the text in Lesson 5 (page 14)</p> <ul style="list-style-type: none"> - Ask children "What can you remember about Mai and her family from the last lesson?" - Ask children to look at the pictures on page 15. Ask them who they see and what their jobs are. - Praise students with the appropriate answers. <p>* Listen and write the numbers (Track 18)</p>	<ul style="list-style-type: none"> - Answer the questions. - Look at the pictures in Activity 1 – page 15 and answer the questions.

<ul style="list-style-type: none"> - Tell students they are going to hear four sentences about the people. Explain that they have to listen and write the numbers in the order they hear them. - Tell the students to listen and write the number of the recording next to the letter with their pencils. - Play the first part of the recording, then ask <i>Which picture is it?</i> Show them the number 1 next to b in their books. - Play the rest of the recording, pausing after each description for students to write the picture numbers. - Play the recording again for students to complete their answers. - Check answers. <p>Answers:</p> <p>b. 1 a. 2 d. 3 c. 4</p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task quickly and correctly. - <i>Task completed:</i> Students can complete the task as suggested with support from the teacher. - <i>Task uncompleted:</i> Students are unable to complete the task as suggested with support from the teacher. 	<ul style="list-style-type: none"> - Look at the pictures in their books. Listen to the teacher explanation. - Follow the teacher. - Listen to the first part of the recording to point to number 1 next to picture b in the books. - Listen to the rest of the recording and write the picture numbers. - Listen the whole recording again and complete the answers. - Peer-check answers with friends.
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students describe the pictures given.</i></p>	
<p>* Point and say (page 15)</p> <p><i>They fly planes. They're pilots.</i></p> <ul style="list-style-type: none"> - Focus on the speech bubbles. Read the sentences aloud. Students repeat. - Hold up a job flashcard for students to say new sentences. Repeat using different flashcards. - In pairs, students take turns pointing to the pictures, identifying the people's job and saying what they do. - Call some pairs to perform in front of the class. - Remark on students' pronunciation. <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Listen and repeat. - Look at the flashcard and say new sentences. - Work in pairs. Practice pointing, identifying and saying what people do. - Perform in front of the class.

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can describe the pictures given appropriately in the front. - <i>Task completed:</i> Students can describe the pictures given appropriately in pairs. - <i>Task uncompleted:</i> Students are unable to describe the pictures given appropriately in pairs. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim:</i> To help students personalize vocabulary by writing about their family members' jobs; identify and write capital letters and periods.</p>	
<p>* Talk about you and your family</p> <ul style="list-style-type: none"> - To model the activity, talk about you and your family using your family photo <i>My name is I'm a teacher. My (dad) is a (firefighter).</i> - Ask a few students to tell you who they will talk about. - The students talk about their family in pairs. - Call students to talk in the front. - Praise the students with the appropriate presentation. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about them and their family members' jobs fluently in the front. - <i>Task completed:</i> Students can talk about them and their family members' jobs in pairs. - <i>Task uncompleted:</i> Students are unable to talk about them and their family members' jobs in pairs. 	<ul style="list-style-type: none"> - Look at the sentences on the board and listen to the teacher. - Tell the teacher about who you will talk about. - Talk to the partner. - Volunteer to talk in the front.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 15. - Prepare for the next lesson (Unit 2 - Lesson 1/Part 1). 	

WEEK 4

Date of preparing: 30/8/2024

Date of teaching: 23-27/9/2024

Period: 16

UNIT 1: THEY'RE FIREFIGHTERS!

Lesson Six - Skills Time! – Period 2 (page 15)

A. DESIRED OBJECTIVES

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

1. Core competences

Speaking

- Ask and answer questions about jobs.

Writing

- Identify and write capital letters and periods.
- Write about their family.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different jobs.
- *Problem-solving and creativity*: find out their jobs likes.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: vocabulary seen previously.

2. Patterns: patterns seen previously.

3. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS


- Student book - page 15
- Audio tracks 18
- Teacher's Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

***Culture note: Jobs**

- Respect people who help us!

H. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (10 minutes)</p> <p><i>Aim: To motivate students and help students to remember different jobs words.</i></p>	
<p>*Game: "What's picture?"</p> <p>Start to draw a picture on the board of one of the different jobs words.</p> <ul style="list-style-type: none"> - Ask the students to guess what it is and call out the name. - Put the students into small groups of four or five and ask them to take turns drawing things related to jobs for the other students to guess. They can extend the activity with new jobs students may know. - The first student in each group to guess the job takes a turn at drawing the next one. - Finish the activity when the students have had time to practice most of the words. - Call some volunteers to read out the jobs words. - Remark on students' pronunciation. Praise them. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can guess and say all jobs words correctly. - <i>Task completed:</i> Students can guess and identify jobs words. - <i>Task uncompleted:</i> Students are unable to guess and identify jobs words correctly. 	<ul style="list-style-type: none"> - Look at a picture on the board of one of the jobs words. - Guess what it is and call out the name. - Work in groups to take turns drawing things related to jobs for the other students to guess. - Check their friends' answers. Read the words aloud.
<p>PRACTICE (15 minutes)</p> <p><i>Aim: To help students describe the pictures given.</i></p>	
<p>* Say the jobs that your family members do. (page 15)</p> <p><i>My grandma is a farmers. Farmers grow food.</i></p> <ul style="list-style-type: none"> - Tell students they are going to talk about their family members' jobs. - Model the activity first. - Give time for students to talk. - Monitor and give offer to help if necessary. - Call some students to perform in the front of the class. 	<ul style="list-style-type: none"> - Listen to the teacher. - Follow the teacher. - Talk about the family members' jobs. - Ask some help the teacher if necessary.

<p>child to come up to the board and add the capital letter and period.</p> <ul style="list-style-type: none"> - Ask children to circle the capital letters and periods in their sentences that they wrote in their notebooks. - Check student's task. Give feedback. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify and write all capital letters and periods correctly. - <i>Task completed:</i> Students can identify and write capital letters and periods. - <i>Task uncompleted:</i> Students are unable to identify and write capital letters and periods. 	<ul style="list-style-type: none"> - Raise hand to come up to the board and add the capital letter and period. - Work individually. Circle the capital letters and periods in your sentences that you wrote in your notebooks.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 15. - Prepare for the next lesson (Unit 2 - Lesson 1). 	
<p>Ngày 5 tháng 9 năm 2024 Kí duyệt của Tổ Trưởng</p>  <p>Huỳnh Thị Yến Trang</p>	<p>Ngày 6 tháng 9 năm 2024 Kí duyệt của Ban Giám Hiệu</p> <p>Nguyễn Thị Thanh Hải</p>