Date of preparing: 30/11/2023

Date of teaching: 04/12-08/12/2023

Period: 9

UNIT 1: WHAT COLOR IS IT? LESSON: 1

I. AIMS: Students know how to ask and answer about colors.

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

- identify 5 colors.

- use the color words in the context of a chant.

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: red, green, blue, black, yellow

IV. RESOURCES AND MATERIALS: Flashcards, audio tracks 1, 15, 16, crayons,

paper, pictures (number 1, number 2, 1 red apple, 2 green apples, 1 yellow crayon, 2 black

birds, ...)

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Greet students.	whole class
Warm up	Hello song	
	- Ask students sing along the song.	
	- Stick Class Rules.	
	Beanbag Game (review numbers 1 and 2)	whole class
	- Tell students the rules of the game.	
	- Play a song.	
	- While the song is playing, students pass a bag to the	
Review	person next to them (hand by hand).	
	- Whenever the song is stopped, the person who is	
	holding the bag must stand up and take out a	
	picture. Student looks, counts and says: 1 or 2	
	- Stop the song several times to get more students to	
	say.	

	T 1'	
Present information	 Lead in: Draw an apple on the board and ask: "One or two?" Students answer: 1 Color the apple red and say: "It is red. Red. Red." Students repeat in chorus. 	whole class
	- Use Colors Flashcards 6-10 to introduce vocabulary:	
	red, yellow, blue, black, green.	
	- Ask students to repeat in chorus.	
	- Students pass the Flashcards and read the	
	vocabulary individually.	
	1. Listen and point. Track 15	
	- Play the track 15, listen and point	
	- Play again, ask students to listen and point	
	- Play again, ask students to listen and repeat	
	Game:	
	a. Ask students to listen and point to objects	
	in the room or on their desks.	
	- Call out a color: <i>It's RED</i> .	
Guided	- Students point to something red.	
practice	b. Change the rule.	
	Point to different objects in class.Students look and call out the color.	
	2. Listen and chant. Track 16	
	- Students listen to track 16.	
	- Divide the class into 5 groups.	
	- Give each group a flashcard.	
	- Play the chant again.	
	- Students listen and stand up when they hear	
	their group's color.	
	- Students listen and chant along.	
	Below level: Students chant along and hold up the	
	correct colored pencils or crayons.	
D • (• At level: Demonstrate an action for each	
Pair/ group	color: red (clap), green (stamp one foot), blue	groups
practice	(jump), black (wave), yellow (turn in a circle).	
	- Students work in groups of five.	
	- Give everyone a color.	
	- Play the chant again.	

	- Students do their action when they hear the	
	color.	
	• Above level: Demonstrate the action for each	
	color as above.	
	- Play the chant again.	
	- Ask everyone to do the action for each color.	
	- Practice several times.	
	3. Point and say. Stick.	
	- Show students how to do:	pairs
	 point to the colored bricks 	
	• say:" <i>Let's stick!</i> "	
	• stick the blue sticker and say: "BLUE"	individual
	- Ask students to work in pairs to say and stick.	pairs
	- Go around to help.	
	Worksheet	
	2 Color. Point and say. yellow	
	5	
	- Ask student to listen to the teacher and color.	
	EX: one – yellow: two – green,	
	- Students work in pairs point to each picture and	
	say the color.	
	4. Workbook page 10	
	- Ask student to do exercise in workbook p.10.	
	- Go around to help and encourage the students.	
	Stop The Bus game	
	- Prepare these pictures for the game: a red A, a	groups
Conclusion	blue B, a green apple, a black 1, a yellow 2.	
	AB 1 2	
	- Stick these pictures on the board.	

- Ask students to work in groups of 5. Each group has a mini board.
- Call out a picture. Example: ONE
- Students hold up their group's board and say:
STOP THE BUS and call out the correct color:
BLACK
- Give stickers to correct answers.

Date of preparing: 30/11/2023

Date of teaching: 04/12-08/12/2023

Period: 10

UNIT 1: WHAT COLOR IS IT? LESSON 2: GRAMMAR AND SONG

I. AIMS: Students know how to ask and answer about colors.

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

- ask question:" What color is it?".

- answer: "It's....".

- sing a song.

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: What color is it? It's (green)

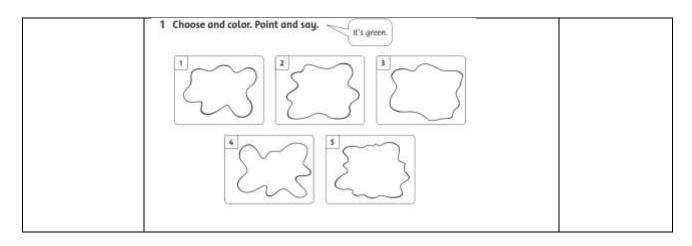
Lots of, me, you

IV. RESOURCES AND MATERIALS: Flashcards 6-10, audio tracks 17-18: crayons (red, green, blue, black, yellow), worksheet (printable resources P.11)

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm un	- Greeting	whole class
Warm up	- Sing Hello song.	
	- Class Rules.	
	Give megame	whole class
	- Students work in group of 5.	
	- Tell them the rule.	
	- Students take out their school things and put them	
Review	on the desk.	
	- Say: Give me something red!	
	- Students find and hold up the red school thing and	
	say: RED	
	- Give stickers.	
	- Continue with <i>blue</i> , <i>yellow</i> , <i>green</i> , <i>black</i> .	

	Lead in: - Hold up each of the Flashcards 6-10 for children to	
Present	say the colors.	whole class
information	- Say: It's red.	whole class
IIIIOIIIIauoii	1	
	- Hold up GREEN flashcard and ask What color is it??	
	- Answer It's green.	
	1. Listen and repeat track 17 Play track 15 listen and point	Whole
	- Play track 15, listen and point.	Whole
	- Play again, ask students to listen and point.	
	- Play again, ask students to listen and repeat.	
Guided	2. Listen and sing: track 18	
practice	- Point to the leaf in the picture and ask: What color	
	is it?	
	- Say: It's green.	
	- Continue with <i>apple</i> , <i>sky</i> , <i>paint pots</i> .	
	- Say "Let's sing!" and play the recording for the	
	children to listen to.	
	- Play the recording again and sing along.	
	3. Trace the lines and say	
	- Point to the red color patch. Say <i>What color is it?</i>	Groups
	- Follow the path of the dotted line until you reach	
	the red block below. Say <i>It's red</i> .	
Pair/ group	- Continue with <i>black</i> , <i>green</i> , <i>blue</i> .	pairs
practice	LET'S TALK	
	- Students work in pair ask and answer.	
	- Move around to help.	
	4. Workbook page 11	
	- Ask student to do exercise in workbook p.5.	individuals
	- Go around to help and encourage the students	
	Listen and color	
	- Give students worksheet.	
	- Show them how to do.	
Conclusion	- Say: one – red	
	- Color picture 1 red	
	- Say: Now, your turn!	
	- Continue with 2, 3, 4 and 5.	



Kiểm tra ngày 02/12/2023

Tổ trưởng

Huỳnh Thị Yến Trang

Date of preparing: 30/11/2023

Date of teaching: 11/12-15/12/2023

Period: 11

UNIT 1: WHAT COLOR IS IT? LESSON 3: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize C and pronounce /k/.

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

- recognize the upper- and lowercase forms of the letter C and associate them with the sound /k/.
- pronounce the sound /k/ on its own and at the beginning of words.
- be familiar with the name of the letter c.

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: cat, car/ In, a

IV. RESOURCES AND MATERIALS: Flash cards 6- 10, audio tracks 18-20, Phonics

card 5-6.

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greeting- Play HELLO SONG, ask student to sing along.- Class Rules	whole class
Review	Let's chant track 09 - Place Phonics cards 1-2 on the board Students chant and point to the correct one.	whole class
Present information	 Lead in: Draw the uppercase C and lowercase c on the board. Say the sound /k/. 	whole class

	 Draw dotted outlines of the uppercase C and lowercase c on the board. Ask different students to come to the board and connect the dots. 	
Guided practice	 1. Listen, point, and repeat. Write. Track 19 Play track 08, listen and point. Play again, ask students to listen and point. Play again, ask students to listen and repeat. Model the writing activity. 2. Listen and chant: track 20 Point to the picture and say: "A cat in a car.". Play the recording, ask students to listen to the chant. Put Phonics cards 5-6 in different places around the room. Play the chant again. Students point to the cards. Play the chant again, pause for students to repeat. 	
Pair/ group practice	 Below level: Divide the class into two groups: "cat" and "car." Play the chant again. Each group should stand up and sit down again when they hear their word. At level: Divide the class into two groups: "cat" and "car." Play the chant again. When the 'cats' hear the word cat, they pretend to be a cat stroking its ears with its paws. When the 'cars' hear the word car, they pretend to drive, using their hands on the steering wheel. Switch groups and repeat. Above level: Students do both mimes for the 'cat' and the 'car'. 	groups

	- Students draw the letter c in the air when they hear the /k/ sound each time.	
	3. Connect the letter Cc. Stick and say.	
	- Say Let's connect letters!	
	- Connect line in blue, saying /k/ at each letter.	individuals
	- Next, point to the letter c and the letter c and ask the children: Is it /k/?	
	- Say Now your turn!	
	- Ask students to connect and say.	
	- Say <i>Let's stick</i> ! Hold up the <i>c</i> sticker and model placing it in the book in the correct position, while saying /k/.	
	4. Workbook page 12.	
	- Ask student to do exercise in workbook p.12.	
	- Go around to help and encourage the students.	
	Telephone game:	
	- Whisper a word (C, car, cat) into the ears of the first students in each row.	
Conclusion	- They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row.	
	- The last student in the row has to say out the word.	
	- The team that get the pronunciation right scores a point.	

Date of preparing: 30/11/2023

Date of teaching: 11/12-15/12/2023

Period: 12

UNIT 1: WHAT COLOR IS IT? LESSON 4: NUMBERS

I. AIMS: Students know how to recognize numbers 3, 4 and count 3, 4.

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

- recognize and say the numbers 3 and 4.

- use the numbers 3 and 4in the context of a song.

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: 3, 4, three, four, white, count

Review: 1, 2, one, two, apples

IV. RESOURCES AND MATERIALS: Audio tracks 21-22, Phonics cards 1-6, paper and pencils, worksheet p.12

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Play HELLO SONG , ask student to sing along.	whole class
Warm up	- Ask students to greet each other in pairs.	
	- Remind students about Class Rules.	
	- Stick Class Rules on the board.	
	Chant (P.6)	whole class
Review	- Place flashcards on the board Phonics 1-2, and write letter A.	
	- Play the chant.	
	- Students listen, chant and point to the correct cards.	
D 4	Lead in:	
Present	- Draw 3 apples on the board and say 3.	
information	- Model the word for children to repeat.	whole class
	- Write number 3 on the board and say THREE.	

Guided practice	 Draw dotted outlines of the number 3 on the board and demo how to write them. Do the same steps to teach number 4. 1. Listen, point, and repeat. Write. Track 21 Play track 21, listen and point. Play again, ask students to listen and point. Play again, ask students to listen and repeat. Model the writing activity. Ask students to trace and write the numbers. 2. Point and sing: track 22 Point to the picture and count. Ask students to repeat. Play all of the song. Ask students to listen and point to the pictures as they hear the words. 3. Count, circle, and say. Point to the picture and say: boy, apple, car, bat, cat. Point to the two boys and count: one two two boys. Encourage the children to count and circle with you. Point to the apple in the box and then point to and circle the apple in the main picture. Say: one one apple. 	
	- Continue with <i>car</i> , <i>bat and cat</i> .	
Pair/ group practice	 Below level: after counting each item, draw it and write the number on the board next to it for visual support. At level: ask students to draw the number answers in the air each time you have finished counting. Above level: Ask the students to 'draw' their answers (they will 	groups

	draw two boys' faces, one apple etc.)	
	- Ask students to say what they have drawn: two boys, one apple, etc.	
	Let's talk	•
	- Point to the picture and speech bubble. Say THREE . And ask: Three what? to elicit the answer: Three cats	pairs
	- Students work in pairs and take turns holding up 3 or 4 same things, and saying the correct numbers and words.	
	Pair work: using Printable Resources	
	- Ask students to work in pairs.	
	- Model how to do on the board.	
	2 Count and match.	
	3 4	pairs
	3 Count and trace the correct number.	
	8888	
	4. Workbook page 13.	individuals
	- Ask student to do exercise in workbook p.13.	
	- Go around to help and encourage the students.	
	Stop the bus game	
	- Tell students the rule.	
Conclusion	- Divide the class into group of 5. Each group has a mini board.	
	- Say: Three cats,	
	- Students listen, write the number and draw.	

- After writing and drawing, they have to say: "Stop the bus".
- The winner is the group can read, write and draw correctly.
- Model first.
- Give stickers.

Kiểm tra ngày 02/12/2023

Tổ trưởng

Huỳnh Thị Yến Trang

Date of preparing: 30/11/2023

Date of teaching: 18/12-22/12/2023

Period: 13

UNIT 1: WHAT COLOR IS IT? LESSON 5: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize D and pronounce /d/.

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

- recognize the upper- and lowercase forms of the letter D and associate them with the sound /d/.
- pronounce the sound /d/ on its own and at the beginning of words.
- be familiar with the name of the letter D.

III. LANGUAGE:

Language focus: listening, speaking and reading

Vocabulary: dog, duck, and

IV. RESOURCES AND MATERIALS:

Audio tracks 23-24

Phonics card7-8, work sheet p. 13

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	- Greeting	whole class
warm up	- Play HELLO SONG , ask student to sing along	
	- Class Rules	
	Telephone game:	whole class
	- Divide the class into 4 teams.	
Review	- Ask each team to stand in a row.	
	- Whisper a number (one , two , three , four) into the ears of the first students in each row.	
	- They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row.	

	- The last student in the row has to clap his hands the correct number.	
	- The team with the correct answer scores a point.	
	Lead in:	
	- Draw the uppercase \boldsymbol{D} and lowercase \boldsymbol{d} on the board.	
Present	- Say the sound /d/.	whole class
information	- Draw dotted outlines of the uppercase <i>D</i> and lowercase <i>d</i> on the board.	
	- Ask different students to come to the board and connect the dots.	
Guided	1. Listen, point, and repeat. Write. Track 23	
practice	- Play track 23, listen and point.	
	- Play again, ask students to listen and point.	
	- Play again, ask students to listen and repeat.	
	- Model the writing activity.	
	2. Listen and chant: track 24	
	- Point to the picture and say: "A dog and a duck."	
	- Play the recording, ask students to listen to the chant.	
	- Put Phonics cards 7-8 on the board.	
	- Play the chant again.	
	- Students point to the cards.	
	- Play the chant again, pause for students to repeat.	
Pair/ group	• Below level: Stick the phonics cards in the opposite sides of the room and ask children to point to the correct one when they hear the different words as they chant.	
practice	• At level:	
	- Teach them the sounds that dogs and ducks make: dog says woof, woof, woof; and duck says quack, quack, quack.	
	- Play the chant again for children to say the sounds in	

instead of dog, dog, dog and duck, duck, duck.

groups

- Practice the chant with the new sounds several times.

Above level:

- Teach them the sounds that dogs and ducks make: dog says woof, woof, woof; and duck says quack, quack, quack.
- In addition, ask the children to trace the letter d in the air when they hear the lines $\frac{d}{d}$ and the chant.
- Practice the new sounds and the letter tracing in the chant several times.

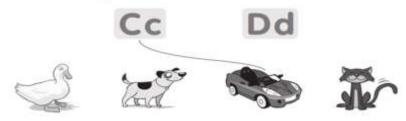
3. Stick and say.

- Point to the picture and elicit the words: duck, cat, dog and car
- Point to the letters, say /d/ duck, then /k/ cat, then /d/ dog, and finally /k/ car.
- Encourage students to say the sounds and words with you.
- Say Let's stick! Hold up the d sticker. Say the sound /d/.
- Say Now your turn!
- Ask students to connect and say.

pairs

Pair work

- Show them how to do.
- Ask them to match and say.
- 3 Match and say.



individuals

4. Workbook page 14

- Ask student to do exercise in workbook p.14.
- Go around to help and encourage the students.

	Guessing game	whole class
	- Ask 1 student to stand in the front.	
Conclusion	- Show other students a flashcard (duck, car, cat, dog).	
	- They must give their classmates clues by making the sound.	
	- The student in the front has to make a guess.	

Date of preparing: 30/11/2023

Date of teaching: 18/12-22/12/2023

Period: 14

UNIT 1: WHAT COLOR IS IT? LESSON 6: STORY

I. AIMS: Students know that it is good to be clean and tidy.

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

- understand a short story.

- understand that it is good to BE CLEAN AND TIDY.

- review and consolidate language introduced in unit 1.

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: review unit 1

IV. RESOURCES AND MATERIALS: Flashcards6-10, audio tracks 2, 18, 25, video

unit 1, worksheet p.14

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Greet students.	whole
Warm up	Hello song	class
	- Ask students to sing along the song.	
	- Stick Class Rules	
	Beanbag Game (review: numbers 1, 2, 3 and 4, letters A, B, C and D)	whole class
Review	- Tell students the rules of the game.	
	- Play a song.	
	- While the song is playing, students pass a bag to the person next to them (hand by hand).	
	- Whenever the song is stopped, the person who is holding	

	the bag must stand up and take out a picture. Student looks and says.	
	- Stop the song several times to get more students to say.	
	Lead in:	whole
	- Show students these pictures.	class
	- Ask: Which one is good?	
	1 2	
Present		
information	- Say: It's good to be clean!	
	1 2	
	- Show them these 2 pictures.	
	- Ask: Which one is good?	
	Say: It's good to be tidy!	
	Video unit 1	
	- Before watching, hold up flashcards: Rosy, Tim, Bill	
	- Students look and read.	
Guided practice	- Ask students to guess where they are and what they are doing (in Vietnamese).	
	- Play the video clip.	
	- Ask students to answer.	
	1. Listen to the story. Track 25	
	- Ask students to tell what happens in this story. Students share their ideas in Vietnamese.	
	- Ask the students to point to each character as they listen to the story.	

	- Ask students: <i>Is Tim good or bad?</i> (Thumb up for GOOD; thumb down for BAD).	
	- Ask students to answer why they think so.	
	- Ask students about ROSY, BILL.	
	2. Listen and act. Track 25	
	- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mom.	
	- Students practice acting out the story with the help of the recording.	
	• Below level: Ask students to work in group of 4 to play the roles. All the 'Rosys' will work together and help each other with their actions first, before carrying out their actions with the other characters.	groups
	• At level: Students work in group of 4 to role-play.	
	• Above level:	
	 Ask students to repeat each line of the story after the recording. 	
	 Play the recording a couple more times for students to practice with. 	
Pair/ group	- Students try to say the words and do the actions without the audio.	
practice	3. Workbook page 15	individuals
	- Ask student to do exercise in workbook p.15.	
	- Go around to help and encourage the students.	
	VALUES: Be clean and tidy	
	- Give each student a worksheet.	
	2 Cales the High reserve	
	PART 1:	

	- Ask students to look at the pictures in part 1	
	- Point to the first picture in number 1 and ask: Clean or dirty?	
	- Ask: What can we do? and point to pictures a, b, c, and d.	
	- Students say: b	
	- Say: Clean them! Great! It's good to be clean!	
	- Ask them to share their ideas.	
	- Do the same steps for numbers 2, 3 and 4.	
	- Tell them: "It is good to be clean and tidy!"	
	- Ask them to repeat.	
	PART 2	
	- Ask students to look at pictures in part 2.	
	- Students choose the tidy room.	
	- Students color it.	
	Goodbye song	
Conclusion	Students sing along.	individuals
	https://youtu.be/9tCSl_2ykgs	
	(Easy Goodbye Song For Children)	

Kiểm tra ngày 02/12/2023

Tổ trưởng

Huỳnh Thị Yến Trang

Date of preparing: 30/11/2023

Date of teaching: 25/12-29/12/2023

Period: 16

UNIT 1: WHAT COLOR IS IT? CULTURE 1: BIRTHDAY IN CANADA

I. AIMS: Students know how birthdays are celebrated in Canada.

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

- learn words associated with birthdays.

- learn how birthdays are celebrated in Canada.

- make a card.

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: cake, candle, gift, party, happy birthday

IV. RESOURCES AND MATERIALS: Flashcards 47-52, audio tracks 88

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Greet students.	whole
Wannan	Hello song	class
Warm up	- Ask students sing along the song.	
	- Ask students to say aloud 4 class rules.	
	- Stick Class Rules on the board.	
	Pass the balls game	whole
	- Tell students the rules of the game.	class
	- Play a song.	
Review	- While the song is playing, students pass 2 balls (blue and red) to the person next to them (<i>hand</i> by hand).	
	- Whenever the song is stopped, the person who is holding the blue ball must stand up, hold up 1 school thing and ask: <i>What color is it?</i> And the person who is holding the red ball must stand up and answer: <i>It's</i>	

	- Stop the song several times to get more students to ask and answer.	
	Lead in:	
	- Wear a party hat on your head	
	- Say: It's my birthday today.	whole
.	- Ask students to sing Happy birthday song for you	class
Present information	- Use flashcards to teach new words	
miormation	What's missing? Game	
	- Place the flashcards on the board	
	- Ask students to close their eyes	
	- Remove one flashcard, ask: What's missing?	
	- Students open their eyes, raise their hand to answer	
	1. Listen, point, and repeat. Track 89	
	- Play the first part of the track for children to listen and point to the flags.	
	- Play the second part of the track for children to point to and repeat the words.	
	- Play several times if necessary.	
	2. Look and point.	groups
Guided practice	- Look at the picture of the birthday card together, and ask: What is it? What country is it from? Whose birthday is it? How old is he? Ask What else they can see.	
	- Say: "Let's have a party!" and "Happy birthday, George!" and read these aloud as you follow the words with your finger.	
	- In Vietnamese, talk about birthdays in Viet Nam and if there are any similarities or differences between them and birthdays in Canada.	
	- Ask students if they give gifts or cards, like this one.	
	- Ask them if they have a party for their birthday, and if so who with and what they do.	

	2 Make a card for a friend Say	
	3.Make a card for a friend. Say.	
	- Tell students that they are going to make a card.	individuals
	- Elicit some ideas from the class about what could be drawn on the card.	
	• Below level: Write: " <i>Happy birthday!</i> " on the board for children to copy on their card. Students need only write this message.	
Pair/ group practice	• At level: When students have finished making their cards, they can work in pairs and practice giving their cards to each other.	
	Remind them to say Happy birthday (Phi)! And: "Thank you!" when they give and receive the card.	
	• Above level: Do the 'At level' activity, but have children walk around the room, to give their cards and birthday greetings, so that they have a chance to talk to more people	pairs
	4. Workbook page 52	
	- Ask student to do exercise in workbook p.52.	
	- Go around to help and encourage the students.	
	Happy birthday song	
	- Students pass the party hat around. Stop the music.	individuals
	- Student who is holding the hat must stand up.	
Conclusion	- The whole class says: Happy birth day, (Thanh)! That students answer: <i>Thank you</i> .	
	- Continue and stop the music as much as possible.	
	Goodbye song	
	- Play the song and students sing along.	

Date of preparing: 30/11/2023

Date of teaching: 25/12-29/12/2023

Period: 16

UNIT 1: WHAT COLOR IS IT? CONSOLIDATION AND TEST UNIT 1

I. AIMS: Students do test 1.

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

- Review unit 1.
- Check their understanding about colors, counting 3-4.
- Get feedback for students' learning as well as teacher's teaching.

III. LANGUAGE:

Language focus: listening, speaking

Vocabulary: review unit 1

IV. RESOURCES AND MATERIALS: flashcards, audio tracks, worksheet P. 15, 16

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
	- Greet students.	whole class
Womm un	Hello song	
Warm up	- Ask students sing along the song.	
	- Ask students to say aloud 4 class rules.	
	- Stick Class Rules on the board.	
	Telephone game (red, black, blue, green, yellow)	whole class
	- Whisper a word into the ears of the first students in each row.	
Review	- They whisper the word into the next student's ear in their row until the whisper gets to the last student in the row.	
	- The last student in the row has to say out the word and hold up the correct color flashcard.	

	- The team that get the pronunciation right scores a point.	
Test	- Show them how to do step by step Give an example Students do the test.	whole class
Conclusion	- Students hand in their paper. Goodbye song	individuals
	- Students sing along.	

Duyệt ngày 07/12/2023 PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/12/2023

Tổ trưởng

Huỳnh Thị Yến Trang