

GETTING STARTED

Lesson 4 (SB page 8 – WB page 6)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + Know the colors of things
 - + Use Vocabulary: *red, yellow, blue, black, white.*
 - + Use Model sentences: *What color is it?/ It's yellow.*
- Skills: Develop Listening and Speaking.
- Attitude: Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher’s aids: Student’s Book, Class CDs, Flashcards, DCR & DHA
- Student’s aids: Student’s Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	I. Warm-up Snake game <i>* To generate students’ interests and lead in the new lesson.</i>	Play Slap the board - Have the class stand up and play the game. - Lead in the new lesson.	- Play the game with the whole class. - Be ready for the new lesson.	A ball
10 mins	II. Presentation A. Listen and point. Repeat. (CD1 Track 08) <i>* To help students identify the colors of things.</i>	- Arrange the flashcards (<i>red, yellow, blue, black, white</i>) on the board to introduce the new words. - Ask the students to listen and pay attention. - Play the audio (using DCR) and point to each flashcard. - Then play the audio again and have them point to the pictures in their Student’s Books. - Play the audio and require them to listen and repeat. - Have the class work in pairs. - Walk around the class and support them if needed.	- Listen and follow their teacher’s instructions. - Point to the pictures in their Student’s Books. - Listen and repeat. - Work with their partner to complete the task.	Flashcards DCR on Eduhome Student’s book

10 mins	<p>III. Practice * <i>To practice asking their friends about the colors of things</i></p> <p>B. Listen and fill in the blanks. Repeat. Role-play. (CD1 Track 09)</p> <p>C. Point, ask and answer.</p>	<ul style="list-style-type: none"> - Have students call out the things they can see in each picture. - Play the audio and have them point to the characters. - Play the audio again and have them fill in the blanks, and repeat the new words. - Divide the class into pairs to role-play the dialogue. - Swap roles and repeat. 	<ul style="list-style-type: none"> - Name the things they see in the pictures. - Listen and point to the characters. - Listen and repeat the new words. - Practice the dialogue with their partner and change their roles. 	<p>Flashcards</p> <p>DCR on Eduhome</p> <p>Student's book</p>
5 mins	<p>IV. Production * <i>To help them remember the vocabulary and sentence pattern.</i></p>	<p>Play <i>Guess the picture.</i></p> <ul style="list-style-type: none"> - Have the students time to look and read at the examples. - Divide the class into two teams. - Have a student stand facing away from the board and stick a flashcard on the board behind them. - Have someone from the same team ask the student a question about the flashcard. - Have a student try to guess the answer without looking at the flashcard. 	<ul style="list-style-type: none"> - Look and read at the sentences on page 8. - Listen and follow the teacher's instructions carefully. 	<p>Flashcards</p>
5 mins	<p>V. Consolidation-homelink * <i>To review the new language and sentence pattern.</i></p>	<ul style="list-style-type: none"> - Have the students play the game "<i>Guessing</i>". - Require the students to do exercises on page 6 in the Workbook. - Have them copy letters and structures in their notebook. 	<ul style="list-style-type: none"> - Play the game "<i>Guessing</i>" with their friends and teacher. <p>Do homework, copy the new words, and prepare the new lesson.</p>	<p>Flashcards</p> <p>Workbook</p> <p>Notebook</p>

*** Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____

GETTING STARTED

Lesson 5 (SB page 9 – WB page 7)

1. Objectives:

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- Knowledge: By the end of this lesson, students will be able to how old someone is
 - + Know the numbers.
 - + Use Vocabulary: *one, two, three, four, five, six, seven, eight, nine, ten*
 - + Use Model sentences: *How old are you? I'm eight.*
- Skills: Develop Listening and Speaking.
- Attitude: Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher’s aids: Student’s Book, Class CDs, Flashcards, DCR & DHA, a ball
- Student’s aids: Student’s Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	<p>I. Warm up</p> <p>Passing ball game</p> <p><i>* To review the vocabulary items about the numbers 1-10, generate students’ interests and, lead in the new lesson.</i></p>	<ul style="list-style-type: none"> - Have the class stand up and play the game. - Give the ball to the first student and ask them to begin by saying a means of transportation. - Then the first student passes the ball to any of their friends. The second friend will name another means of transportation. - The students who are unable to say the transportation will sit down. The last student who stands up at the end of the game is the winner. 	<ul style="list-style-type: none"> - Follow their teacher’s instructions before playing the game. - Play the game with the whole class. - Be ready for the new lesson. 	Flashcards ball
5 mins	<p>II. Presentation</p> <p>A. Listen and point. Repeat. (CD1 Track 10)</p> <p><i>* To help students can identify and say the numbers 1-10 correctly.</i></p> <p>Vocabulary:</p>	<p>Arrange the flashcards on the board.</p> <ul style="list-style-type: none"> - Ask Ss to listen and pay their attention. - Use DCR on Eduhome to play the audio and point to each flashcard. - Play again, have Ss point to the pictures in their SB. 	<ul style="list-style-type: none"> - Listen and follow their teacher’s instructions. - Point to the pictures in their Student’s Books. - Listen and repeat. 	Flashcards Student’s book DCR on Eduhome

	<i>one, two, three, four, five, six, seven, eight, nine, ten</i>	<ul style="list-style-type: none"> - Play the 3rd times, require Ss to listen and repeat. - Help them with their pronunciation if necessary. - Have the class work in pairs. Walk round and support if needed. 	<ul style="list-style-type: none"> - Work with their partner to complete the task. 	
10 mins	<p>III. Practice</p> <p>B. Listen and fill in the blanks. Repeat. Role-play.</p> <p>(CD1 Track 11)</p> <p><i>* Students can ask and answer about someone's age correctly.</i></p>	<ul style="list-style-type: none"> - Have the students call out the things they can see in each picture. - Play the audio and have them point to the characters. - Play the audio again and have them repeat the new words. - Divide the class into pairs to role-play the dialogue. - Swap roles and repeat. - Invite some pairs to demonstrate in front of the whole class. 	<ul style="list-style-type: none"> - Name the things they see in the pictures. - Listen and point to the characters. - Listen and repeat the new words. - Practice the dialogue with their partner and change their roles. - Demonstrate the activity in front of the class. 	<p>Flashcards</p> <p>Student's book</p> <p>DCR on Eduhome</p>
5 mins	<p>C. Point, ask, and answer.</p> <p><i>To help students remember the sentence pattern.</i></p>	<ul style="list-style-type: none"> - Divide the class into two teams. - Have the student A point and ask and the student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. <p>Monitor the class and support if needed.</p>	<ul style="list-style-type: none"> - Work with their team to complete the task. - Call out the classroom command for the other team to do the action and swap their roles. 	<p>Student's book</p>
10 mins	<p>IV. Production</p> <p>Play " Magic finger"</p> <p><i>* To help students remember the vocabulary and sentence pattern</i></p>	<ul style="list-style-type: none"> - Have students time to look, read at the examples and work in pairs. Have the student A ask a question and write a number with their finger on the student B's back. - Have the student B try to guess which number it is and answer and swap roles. 	<ul style="list-style-type: none"> - Look and read at the sentences on page 9. - Listen and follow the teacher's instructions carefully. - Play the game with the whole class. 	<p>Student's book</p>
5 mins	<p>V.Consolidation-home link</p> <p><i>* To help students ask and answer about someone's</i></p>	<ul style="list-style-type: none"> - Have the students play the game "Guessing". - Ask Ss to do exers on page 7 in the WB. 	<ul style="list-style-type: none"> - Play the game.Do homework, copy the new words, and prepare the new lesson. 	<p>Workbook</p> <p>notebook</p>

	<i>age correctly and fluently.</i>	- Have them copy letters and structures in their notebook.		
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*** Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____

GETTING STARTED

Lesson 5 (SB page 9 – WB page 7)

1. Objectives:

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to how old someone is
 - + Know the numbers.
 - + Use Vocabulary: *one, two, three, four, five, six, seven, eight, nine, ten*
 - + Use Model sentences: *How old are you? I'm eight.*
- Skills: Develop Listening and Speaking.
- Attitude: Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher’s aids: Student’s Book, Class CDs, Flashcards, DCR & DHA, a ball
- Student’s aids: Student’s Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	<p>I. Warm up</p> <p>Passing ball game</p> <p><i>* To review the vocabulary items about the numbers 1-10, generate students’ interests and, lead in the new lesson.</i></p>	<ul style="list-style-type: none"> - Have the class stand up and play the game. - Give the ball to the first student and ask them to begin by saying a means of transportation. - Then the first student passes the ball to any of their friends. The second friend will name another means of transportation. - The students who are unable to say the transportation will sit down. The last student 	<ul style="list-style-type: none"> - Follow their teacher’s instructions before playing the game. - Play the game with the whole class. - Be ready for the new lesson. 	Flashcards ball

		who stands up at the end of the game is the winner.		
5 mins	<p>II. Presentation</p> <p>A. Listen and point. Repeat. (CD1 Track 10) <i>* To help students can identify and say the numbers 1-10 correctly.</i></p> <p>Vocabulary: <i>one, two, three, four, five, six, seven, eight, nine, ten</i></p>	<p>Arrange the flashcards on the board.</p> <ul style="list-style-type: none"> - Ask Ss to listen and pay their attention. - Use DCR on Eduhome to play the audio and point to each flashcard. - Play again, have Ss point to the pictures in their SB. - Play the 3rd times, require Ss to listen and repeat. - Help them with their pronunciation if necessary. - Have the class work in pairs. Walk round and support if needed. 	<ul style="list-style-type: none"> - Listen and follow their teacher's instructions. - Point to the pictures in their Student's Books. - Listen and repeat. - Work with their partner to complete the task. 	<p>Flashcards</p> <p>Student's book</p> <p>DCR on Eduhome</p>
10 mins	<p>III. Practice</p> <p>B. Listen and fill in the blanks. Repeat. Role-play. (CD1 Track 11) <i>* Students can ask and answer about someone's age correctly.</i></p>	<ul style="list-style-type: none"> - Have the students call out the things they can see in each picture. - Play the audio and have them point to the characters. - Play the audio again and have them repeat the new words. - Divide the class into pairs to role-play the dialogue. - Swap roles and repeat. - Invite some pairs to demonstrate in front of the whole class. 	<ul style="list-style-type: none"> - Name the things they see in the pictures. - Listen and point to the characters. - Listen and repeat the new words. - Practice the dialogue with their partner and change their roles. - Demonstrate the activity in front of the class. 	<p>Flashcards</p> <p>Student's book</p> <p>DCR on Eduhome</p>
5 mins	<p>C. Point, ask, and answer. <i>To help students remember the sentence pattern.</i></p>	<ul style="list-style-type: none"> - Divide the class into two teams. - Have the student A point and ask and the student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class. <p>Monitor the class and support if needed.</p>	<ul style="list-style-type: none"> - Work with their team to complete the task. - Call out the classroom command for the other team to do the action and swap their roles. 	<p>Student's book</p>
10 mins	<p>IV. Production</p> <p>Play " Magic finger"</p>	<p>-Have students time to look, read at the examples and work in pairs. Have the student A ask a</p>	<ul style="list-style-type: none"> - Look and read at the sentences on page 9. 	

	<i>* To help students remember the vocabulary and sentence pattern</i>	question and write a number with their finger on the student B's back. - Have the student B try to guess which number it is and answer and swap roles.	- Listen and follow the teacher's instructions carefully. - Play the game with the whole class.	Student's book
5 mins	V.Consolidation-home link <i>* To help students ask and answer about someone's age correctly and fluently.</i>	- Have the students play the game "Guessing". - Ask Ss to do exers on page 7 in the WB. - Have them copy letters and structures in their notebook.	- Play the game.Do homework, copy the new words, and prepare the new lesson.	Workbook notebook

*** Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____

UNIT 1: MY FRIENDS

Lesson 1.2 (SB page 11 – WB page 9)

1. Objectives:

- Knowledge: By the end of this lesson, students will be able to
 - + Identify the /sp/ sound
 - + practice the conversations.
 - + Use Vocabulary: spell, space.
 - + Model sentences: A: *How do you spell "Alfie"?*
B: *A-L-F-I-E.*
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss will be confident in pronouncing the /sp/ sound

2. Teaching – Studying aids:

- Teacher’s aids: Student’s Book, Class CDs, Flashcards, DCR & DHA
- Student’s aids: Student’s Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	<p>I. Warm up Play the Aha game. <i>* To review the vocabulary items about the alphabet, generate students’ interests, and lead in the new lesson</i></p>	<ul style="list-style-type: none"> - Cover the flashcard with a piece of paper or card. - Very slowly move the paper to reveal the picture. - Ask the students to guess the picture on the flashcard. - Have them say “Aha” and the vocabulary 	<ul style="list-style-type: none"> - Make two lines to play this game. - Look at the flashcards on the board. - Say “Aha” and the vocabulary 	Flashcards
10 mins	<p>II. Presentation 1 C1. Listen and repeat. (CD1 Track 14) <i>* To help students identify the /sp/ sound and practice saying the sound in the chant.</i></p> <p>2. Chant (CD1 Track 15)</p>	<ul style="list-style-type: none"> - Draw attention to the /sp/ sound using DCR. - Briefly explain and demonstrate the sound. - Play again, have Ss listen and repeat, correct the students’ pronunciation if needed. - Write the words or put up the flashcards on the board and play the audio (using DCR). - Have the students listen to the chant - Point to a word or picture on the board, say the sound and word and have students listen and repeat. - Follow the same with the other sound and word. <ul style="list-style-type: none"> - Play the audio again. Ss listen, and clap along with the sounds and words as they hear them in the chant. 	<ul style="list-style-type: none"> - Listen and follow their teacher’s instructions. - Listen to the audio. - Listen to the audio again and repeat the sound. - Play with their teammates. Follow their teacher’s instructions. 	Flashcards DCR on Eduhome Student’s book CD
10 mins	<p>III. Practice D1. Look and listen. (CD1 Track 16) <i>* To help students identify the people and things in the story and practice listening and</i></p>	<p>Introduce the situation: “A friend from space...”.</p> <ul style="list-style-type: none"> - Ask them what they can see. - Play the audio (using DCR). Ss look and listen. 	<ul style="list-style-type: none"> - Look and read the useful language silently. Listen to their teacher’s explanation. - Listen and look at the useful language again. - Work in pairs 	DCR on Eduhome

	<p><i>writing the missing letters in the blanks.</i></p> <p>2. Listen and write. (CD1 Track 17)</p> <p>3. Practice with your friends.</p>	<ul style="list-style-type: none"> - Play the audio (using DCR) and demonstrate the activity using the example. - Play the audio and have students listen and write. Play again and check the answers. - Divide the class into two groups - Ask the students to practice saying the sentences. - Have some pairs demonstrate the activity in front of the class. 	<p>use the new words from Part A.</p> <ul style="list-style-type: none"> -Carefully look at the teacher demonstrating the activity. -Look, read and match. -Work in pairs to check their partner's answers. <p>Practice saying the sentences with a friend</p>	<p>Student's book</p> <p>CD</p>
5 mins	<p>IV. Production Working with their partners</p> <p><i>* To help them practice the stories and use their own ideas.</i></p>	<ul style="list-style-type: none"> - Have Ss work in groups of four students. - Give Ss enough time to make a meaningful conversation. Invite some pairs to present. - Help Ss with feedback and correct if any. 	<ul style="list-style-type: none"> - Work with their friends - Ask and answer the questions from the other team. 	notebook
5 mins	<p>V. Consolidation-homelink</p> <p><i>* To help the students review the lesson by rearranging the sentences to make a meaningful conversation.</i></p>	<ul style="list-style-type: none"> - Have the students play the game "Whispers". -Require the students to do exercises on page 9 in the Workbook - Ask them to prepare Parts E and F, Lesson 1 on page 12 in the Student's Book. 	<ul style="list-style-type: none"> - Play the game "Whispers" with their teammates. - Do homework, copy the new words, and prepare the new lesson. 	Workbook notebook

*** Reflection**

- What I liked most about this lesson today: _____
- What I learned from this lesson today: _____
- What I should improve for this lesson next time: _____