

<p><u>4. Consolidation</u> Summary the lesson</p> <p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Do exercises in the workbook</p>
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WEEK 15

Period 59: UNIT 9: WHAT COLOUR IS IT?

Lesson 3: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: ask and answer questions about school things and colours. Reading comprehension to do the exercises

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

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

- Have pupils ask and answer questions about colours.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up: read the chant.</i></p> <p>4. Read and match. Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as class. Do choral and individual repetition <i>Answers: 1 – c; 2 – d; 3 – a; 4 – b.</i></p> <p>5. Read and complete. Tell Ps that they are going to read the text and fill the gaps. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension. Give Ps time to do the task. Go around offer help, if</p>	<p>Read the chant</p> <p>Read the sentences in the book Read and Work individually</p> <p>Work in pairs</p> <p>Fill the suitable words in the blanks</p> <p>Work individually</p>

<p>necessary. Get Ps to swap and check their answers before writing on the board for Ps to copy down their notebooks. Do choral and individual repetition <i>Answer: 1. green 2. desk 3. They 4. pens 5. Colour</i></p> <p>6. Project Tell Ps that they are going to : color the rainbow and Talk about it's colours with their classmates. Give Ps time to do project in class. Work in groups. Go around offer help, if necessary. Call individual P to the front of the class to present their rainbow.</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Work in groups</p> <p>Do exercises in the workbook</p>
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WEEK 15

Period 60: UNIT 10: WHAT DO YOU DO AT BREAKTIME?

Lesson 1: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: ask and answer questions about break-time activities.

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: What do you do at break time? – I play badminton.

- Vocabulary: do, at break time, play, badminton, football, basketball, chess, table tennis

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

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

3. New lesson

Teacher's actions	Students' actions
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<p>Warm –up: Read the chant <i>What color is it?</i></p> <p>1. Look, listen and repeat. Tell Ps that they are going to practice asking and answering questions about break activities, using <i>What do you do at break time?</i> Draw Ps’ attention to the first picture and elicit the names of characters and what are they saying. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Do choral and individual repetition, pointing to the characters speaking. Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeats it for several times</p> <p>2. Point and say. Teach vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Play</i></td> <td style="width: 50%;"><i>at break time</i></td> </tr> <tr> <td><i>Badminton</i></td> <td><i>football</i></td> </tr> <tr> <td><i>Basketball</i></td> <td><i>chess</i></td> </tr> <tr> <td><i>Table tennis</i></td> <td><i>do</i></td> </tr> </table> check vocab: what and where Model sentence: <i>What do you do at break time?</i> <i>I play football.</i> Tell Ps that they are going to practice asking and answering questions <i>What do you do at break time?</i> Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times. Do choral and individual repetition, using the pictures in the book. Get Ps to work in pairs. Check as a class.</p> <p>3. Let’s talk. Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the name of each activity. Call a pair to give a demonstration of the dialogue before starting the activity. Have Ps work in pairs. Go around to offer help and correct the pronunciation, if necessary. Call a few pairs to act out the dialogue in front of the class. If there is time, tell Ps to ask and answer questions</p>	<i>Play</i>	<i>at break time</i>	<i>Badminton</i>	<i>football</i>	<i>Basketball</i>	<i>chess</i>	<i>Table tennis</i>	<i>do</i>	<p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look and find out the model sentences</p> <p>Point the pictures and practise</p> <p>Pactise in pairs</p>
<i>Play</i>	<i>at break time</i>								
<i>Badminton</i>	<i>football</i>								
<i>Basketball</i>	<i>chess</i>								
<i>Table tennis</i>	<i>do</i>								

<p>about their own activities at break time</p> <p><u>4. Consolidation</u> Summary the lesson</p> <p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words and structures</p>	<p>Do exercises in the workbook</p>
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WEEK 16

Period 61: UNIT 10: WHAT DO YOU DO AT BREAK TIME?

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to ask and answer questions about break time activities. Listening comprehension to tick the pictures they hear and reading comprehension to write the suitable words

2. Skills:

- Develop Ss writing, reading and listening skills

3. Language focus:

- Sentence Partners

- Vocabulary:

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils greet and introduce their names.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up Pairs work Practice asking and answering questions <i>What do you do at break time?</i></p> <p>4. Listen and tick. Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. <i>Key: 1.b 2.b 3.a</i></p>	<p>Practise</p> <p>Identify the characters in each picture</p> <p>Listen and tick</p>

<p>5. Read and write. Tell Ps that they are going to read the text and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback Get Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks. Call some Ps to read the text and sentences aloud <i>Key: 1.chess 2. Table tennis 3. badminton</i></p> <p>6. Write about you. Tell Ps that they are going to write about their activities at break time. Check comprehension and give feedback. Give time for Ps to do the task. Get Ps to swap and check their answers before checking as a class. Call a few pairs to act out the dialogue or write their answers on the board.</p> <p><u>4.Consolidation</u> Asking Ps to focus on the structure once again. - Retell the content of the lesson.</p> <p><u>5. Homework</u> Do exercises in the workbook. Learn by heart the new words and structures.</p>	<p>Work individually</p> <p>Write the sentences individually</p> <p>Do exercises in the workbook</p>
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WEEK 16

Period 62: UNIT 10: WHAT DO YOU DO AT BREAK TIME?

Lesson 2: Part 1- 2-3

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to express likes and dislikes.

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: Do you like badminton? – Yes, I do./ No, I don't.

- Vocabulary: like, let's, now, skipping, skating, hide-and-see, blind man's bluff

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

- Ask Ss to write the new words

3. New lesson:

Teacher's actions	Students' actions						
<p>Warm up: Ask and answer questions about break time activities</p> <p>1. Look, listen and repeat. Tell Ps that they are going to practice asking and answering questions about activities they like playing at break time, using <i>Do you like + activities?</i> Draw Ps' attention to the first picture and elicit the names of characters and the activities. Have Ps repeat the text a few times. Repeat the procedure with the second picture. Give feedback and check the new vocabulary. Play the recording for Ps to listen and say along. Have Ps to find out the new structure. Whole class repeat it for several times</p> <p>2. Point and say.</p> <ul style="list-style-type: none"> - Teach vocabulary: <table style="margin-left: 20px;"> <tr> <td>Like</td> <td>let's</td> </tr> <tr> <td>Skipping</td> <td>skating</td> </tr> <tr> <td>Hide-and-seek</td> <td>blind man's bluff</td> </tr> </table> - Elicits the structures <ul style="list-style-type: none"> Do you like badminton? – Yes, I do. Do you like hide- and- seek? - No, I don't <p>Tell Ps that they are going to practice asking and answering questions <i>Do you like + activities?</i> Point to each picture and elicit the meaning of new words. Point to the first picture and elicit the word to fill the gap. Put the question and answer on the board and have Ps repeat them a few times. Do choral and individual repetition, using the pictures in the book. Get Ps to work in pairs. Check as a class.</p> <p>3. Let's talk Tell Ps that they are going to practice more with their friends. Give a few seconds for Ps to look at the picture and check comprehension by pointing to and eliciting the name of each activity. Call a pair to give a</p>	Like	let's	Skipping	skating	Hide-and-seek	blind man's bluff	<p>Practice in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look at 4 pictures</p> <p>Point to the pictures and practise</p> <p>Play role and speak out.</p> <p>Work in pair practice</p>
Like	let's						
Skipping	skating						
Hide-and-seek	blind man's bluff						

<p>4. Listen and number Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. <i>Key a.4 b.2 c.1 d.3</i></p> <p>5. Read and write. Tell Ps that they are going to read the text and answer the questions. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback Get Ps time to do the task. Go around offer help, if necessary. Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks. Call some Ps to read questions and answers <i>Answers: 1. They play table tennis. 2.They like chess. 3.They like badminton.</i></p> <p>6. Let's sing. Tell Ps that they are going to sing the <i>Hide – and - seek</i> song. Read each line and check comprehension. Sing each line and have Ps repeat it. When Ps are familiar with the tune, ask them to sing and do the actions. Ask groups of Ps to sit face to face and practice singing and doing the actions. Call a group of five to sing the song and do the actions. Have the whole sing the song and do the actions.</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Look at the pictures in the book Listen and number</p> <p>Read the paragraph Work Individually</p> <p>Sing the song</p> <p>Do exercises in the workbook</p>
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WEEK 16

Period 64: UNIT 10: WHAT DO YOU DO AT BREAK TIME?

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: ask and answer questions about break time activities, express likes and dislikes. Pronounce the sounds in the letters /bl/, /sk/ correctly .

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils to write new words.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: sing Hide-and-seek song</p> <p>1. Listen and repeat. Tell Ps that they are going to practice saying the letters, words, sentences in the book. Put the phonics letters bl and sk on the board and say them a few times. Ask Ps to repeat after you. Prompt Ps to say the words and sentences, paying attention to the target phonics letters. Do chorally repetition of the words and sentences until Ps feel confident.</p> <p>2. Listen and write. Tell Ps that they are going to do a dictation. Give Ps a few seconds to read the in the silence before starting the dictation. Get Ps to swap and check their answers before checking as class. Write the correct answers on the board for Ps to copy down their notebooks. Get Ps to work in pairs and practice saying sentences. Key: 1, blind's man bluff 2. skating</p> <p>3. Let's chant. Tell Ps that they are going to say the <i>What do you do</i></p>	<p>- Sing the song</p> <p>Listen and repeat</p> <p>READ 2 sentences</p> <p>Listen and fill in the blank</p> <p>Ps listen to the tape and</p>

<p>Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension.</p> <p>Give Ps time to do the task. Go around offer help, if necessary.</p> <p>Get Ps to swap and check their answers before checking as class.</p> <p>Do choral and individual repetition <u>Answers:</u> 1 – b; 2 – c; 3 – a; 4 – d.</p> <p>5. Write about you. Tell Ps that they are going to write themselves. Give Ps a few seconds to look at the pictures. Elicit the names of each activity. Call a few Ps and elicit the words to fill in the gaps.</p> <p>Give Ps time to do the task. Go around offer help, if necessary.</p> <p>Get Ps to swap and check their answers before checking as class.</p> <p>Call a few Ps to read their sentences aloud</p> <p>6. Project. Tell Ps that they are going to play Bingo. Explain how the game is play. Read the words in the grids and check comprehension. Then start the game.</p> <p>When the game is over, ask Ps to make sentences with the words crossed</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Read the sentences in the book Read and Work individually</p> <p>Work in pairs</p> <p>Work individually</p> <p>Work in group</p> <p>Do exercises in the workbook</p>
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WEEK 17

Period 66: REVIEW 2

1. Objectives:

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

- Perform their abilities in listening, speaking and writing related to the topics from units 6-10, using the phonics, vocabulary and sentence patterns they have learnt.

2. Skills:

- Develop Ss speaking, listening and writing skills.

3. Language focus:

- Sentence Partners: Revisions.
- Vocabulary: Revisions.

II. Teaching aids:

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

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

-Ask Ss to write the new words and do exercises in workbook

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up: - Review the model sentences from unit1 to unit 5 Warm up: Sing the <i>Hide – and – seek</i> song</p> <p>1.Listen an tick Tell Ps that they are going to listen and tick the correct boxes. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. Explain the answers and give the further support to Ps who got more than half of the answering wrong <i>Key: 1.a 2.b 3.a 4.b 5.d</i></p> <p>2. Listen and number Tell Ps that they are going to listen and number the pictures. Give a few seconds for Ps to look at the pictures. Check comprehension and give feedback. Play the recording three times for Ps to listen, do the task and check their answers. Get Ps to swap and check their answers before checking as class. Explain the answers and give the further support to Ps who got more than half of the answering wrong <i>Key a.3 b.4 c.1 d.2</i></p> <p>3. Read and complete Tell Ps that they are going to read the text and fill the gaps. Give Ps a few seconds to read the text in silence. Check comprehension and give feedback Give Ps time to do the task. Go around offer help, if</p>	<p>Ask ps to practice in pairs</p> <p>Give the identification</p> <p>Listen and tick</p> <p>Give the identification</p> <p>Listen and number</p> <p>Work individually</p>

necessary.

Get Ps to swap and check their answers before checking as a class. Write the correct answers on the board for Ps to copy down their notebooks.

Do choral and individual repetition of the text.

Key: 1. school 2. Playground 3. Room

5. Quan

4. Read and match

Tell Ps that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them. Check understanding. Give Ps a few seconds to read the text in silence. Check comprehension.

Give Ps time to do the task. Go around offer help, if necessary.

Get Ps to swap and check their answers before checking as class.

Get Ps to work in pairs act out the dialogue.

5. Look and say.

Tell Ps that they are going to do some dialogues. Give Ps a few seconds for Ps to look at the pictures. Check the comprehension and elicit the words to fill in the gaps and give feedback

Give Ps time to do the task. Go around offer help, if necessary.

Get Ps to work in pairs act out the dialogue. Give the feedback and praise Ps who did well and encourage Ps to listen and make improvement.

Key: a. I play football

b Yes they are./ No, they aren't.

c. What colour are your pencils?

d. May I open my book?

4. Consolidation

Summary the lesson

5. Homework

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

Work in pairs

Pair works

Do exercises in the workbook

WEEK 17

Period 67: SHORT STORY

I. Objectives:

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

- Review the phonics, vocabulary and sentence patterns from units 6 - 10.

2. Skills:

- Develop Ss speaking, listening and reading skills.

3. Language focus:

- Sentence Partners: Revisions.

- Vocabulary: Revisions.

- Phonic: Revisions

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Do the exercises. Correct exercise.

3. New lesson:

<p>Warm up: Review the structures they learnt from unit 6 to unit 10.</p> <p>1.Fill the gaps. Then listen and check. Before Ps read the story, ask them to look at the pictures and ask them questions: Are there many houses? What color are they? Get Ps to fill the gaps. Then ask them to practice the conversation in group of three. Play the recording three times for Ps to listn, check their answers and understand the story. <i>Key: Hello/meet you/your/yes/chair</i></p> <p>2. Ask and answer the question Tell Ps that they are going to read and answer the questions. Give them a few seconds to read the questions and the story again. Tell them to underline the key words in the questions and find the answers in the story. Give Ps time to do the task. Get Ps to swap and check their answers before checking as class. Call a few pairs to read the questions and answer aloud.</p>	<p>Ask ps to practice in pairs</p> <p>Give the identification</p> <p>Listen and answer T's questions</p> <p>Work in pairs</p>
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Key: 1. He's white
 2. No, he isn't. He is black./He's a black cat.
 3. Maurice is red 4. It's big./It's a big mouse.

3. Number the sentences. Then act out in pairs.

Tell Ps that they are going to read and number the sentences in the correct order. Give them a few seconds to read the text.

Give Ps time to do the task.

Get Ps to swap and check their answers before checking as class.

Call a few pairs to read the dialogue aloud.

Answer: 1. Miu: Maurice, this is Chit.

1. Chit: Please to meet you, Maurice
2. Maurice: Please to meet you too
3. Chit: Is this your house?
4. Maurice: Yes, it is.
5. Chit: It's big!
6. Maurice: That's right

4. Put the words in correct.

Tell Ps that they are going to put the words in correct order to make sentences. Give them a few seconds to read the text.

Give Ps time to do the task.

Get Ps to swap and check their answers before checking as class.

Call a few pairs to read the correct sentences aloud.

Answer: 1. Is that your chair?

1. Do you like hide-and-seeK?
2. Pleased to meet you too.
3. Let's play hide – and – seek.
4. Is this your house?

4. Consolidation

Summary the lesson

5. Homework

- Do exercises in workbook, review the phonics, vocabulary and sentence patterns from units 6 - 10.

Work in group

Work individually

Do exercises in the workbook

WEEK 18

Period 70: UNIT 11: THIS IS MY FAMILY.

Lesson 1: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: identify family members.

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: Who's that?- He's my father./ She's my mother.

- Vocabulary: man, next to, him, father, mother, young, nice, sister, brother, grandmother, grandfather, he, she

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils answer T's questions.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up: Chatting</i></p> <p>1. Look, listen and repeat. Ask Ss to identify the characters in the picture on page 6 and what they are saying. Set the scene "you are going to listen to Linda and Mai identify family members." Play the recording and asks Ss to listen to the tape. T asks Ss to listen and repeat in chorus two times. Call on one pair. One repeats Linda's part, the other repeats Mai's part. Have whole class repeat all the phrases a few times to reinforce their pronunciation.</p> <p>2. Point and say - Have pupils look at pictures on Page 6. Elicit the characters in the pictures and their names. Teach vocabulary: man next to father mother young nice sister brother</p>	<p>Pair works</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p>

<p>grandmother grandfather he she check vocab: slap the board Model sentence: Who's that? - He's my father./ She's my mother. Ask pupils to guess and complete the speech bubbles. - Model: Call on a pair. Allocate the parts of the characters the boy and the girl to the pupils. Ask them to point the pictures and act out the dialogues. Using the pictures in their books. Monitor the activity and offer help. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary. - Call on some pairs to perform their task at the front of the class. The rest of the class observe and give comments. - Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.</p> <p>3 <u>Let's Talk</u> Ask students to look at the pictures in the book. Ask them to identify the characters in the pictures. Ask Ss work in pairs. Call some pairs to act out Correct their pronunciation</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Look and find out the model sentences</p> <p>Point the pictures and practise</p> <p>Pactise in pairs</p> <p>Do exercises in the workbook</p>
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Period 71: UNIT 11: THIS IS MY FAMILY.

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to identify family members.

2. Skills:

- Develop Ss reading and listening skills

3. Language focus:

- Sentence Partners

- Vocabulary: photo, woman, girl, boy, her, family

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils greet and introduce their names.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up Ask and answer about Ss' name</p> <p>4. Listen and tick - Have pupils look at pictures 1, 2 and 3 on page 7 of the Student Book. Elicit the identification of the characters in the pictures and the characters' words. Tell pupils that they are going to listen to the recording and tick the pictures they hear. Guess the answer - Play the recording 2 times pupils to listen and tick the boxes. Check their guess. Compare the answer with the partner. - Play the recording again pupils check their answers. T give the answer: - Ask some questions to ensure pupils' comprehension of the listening text.</p> <p>5. Read and complete - Have pupils open their books to Page 7. Get Ss to identify the characters in the pictures and who they are in the photo. Teach vocabulary: Photo woman Girl boy Her family</p>	<p>Greeting</p> <p>Identify the characters in each picture</p> <p>Listen and tick</p> <p>Identify the characters in each picture</p>

WEEK: 18

Period 73: UNIT 11: THIS IS MY FAMILY.

Lesson 2: Part 1- 2-3

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to talk about the ages of family members.

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: How old is your brother? – He is seven.

- Vocabulary: eleven, twelve, thirteen, fourteen, fifteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Ask Ss to greet to each other

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up: Sing A happy family song</p> <p>1. Look, Listen and repeat.</p> <p>Have Ss to look at the book at page 8.</p> <p>Elicit the character and have Ss guess what they are saying.</p> <p>Set the scene: we are going to learn new phrases</p> <p>Have Ss listen to the recording as they read the lines in the speech bubbles</p> <p>Play the recording again for Ss to repeat the lines in the speech bubbles two times.</p> <p>Divide the class into two groups. One repeat Mai's part and the other repeat Linda's part.</p> <p>Play the recording again for the whole class to repeat each line in the speech bubbles to reinforce their pronunciation.</p> <p>- Teach vocabulary:</p> <p>Eleven twelve</p> <p>Thirteen fourteen</p> <p>Fifteen seventeen</p>	<p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Read in pairs</p>

<p>Eighteen nineteen Twenty thirty Forty fifty Sixty seventy Eighty ninety one hundred Check vocab: rub out and remember - Elicits the structures How old is your brother? – He is seven</p> <p>2. Point and say Have Ss look at the pictures on page 8 Elicit the characters in the pictures and their names. Ask Ss to guess and complete the speech bubbles. T models/ allocates the parts of characters the boy and the girl to Ss Ask them to act out the dialogue. Repeat the step with some other pairs for pictures Have Ss practice acting out the dialogue in pairs, using the pictures. Monitor the activity and offer help. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary. Call on some pairs to perform the task at the front of the class. The others observe and give comments. Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.</p> <p>3 - Let's talk: Show picture and give task. Talk about the age of Nam's family Have Ps work in pair. - Display in class, others comment Listen and correct. Have Ps practise</p> <p><u>4. Consolidation</u> Summary the lesson</p> <p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Look at 4 pictures</p> <p>Point to the pictures and practise</p> <p>Play role and speak out.</p> <p>Work in pair practice talking:</p> <p>Do exercises in the workbook</p>
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WEEK 18

Period 74: UNIT 11: THIS IS MY FAMILY.

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to talk about the age of family members.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary: picture, years old

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils introduce their family members.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up: Talk about the age of family members.</i></p> <p>4. Listen and number</p> <p>- Have pupils look at pictures a, b, c and d on page of the Student Book. Elicit the identification of the characters in the pictures and the characters' words. Tell pupils that they are going to listen to the recording and match the information they hear to the pictures. They should number the boxes.</p> <p>- Play the recording 2 times pupils to listen and number the boxes. Check their guess. Compare the answer with the partner.</p> <p>- Play the recording again pupils check their answers. T give the answer:</p> <p>- Ask some questions to ensure pupils' comprehension of the listening text.</p> <p>1. Read and complete</p> <p>Ask Ss to identify the characters in the pictures on page 9.</p> <p>Set the scene: <i>"you are going to read the paragraph to get the information in order to fill the ages of</i></p>	<p>Practise in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and number</p> <p>Ps answer</p> <p>Look at 3 pictures</p>

<p><i>Quan's family members</i> Have a revision of the language Ask Ss to read the dialogues and do the task (match the sentence with a appropriate picture.) Monitor the activity and offer help when necessary Have Ss trade the answers in pairs for correction Call on some Ss to report their answers. Others listen and comment. Make a few questions to check Ss' comprehension of the sentences. Have the whole class read each sentence in chorus to reinforce their pronunciation <i>Answers: Quan-10; His father-forty-four; His mother-thirty-nine; His brother-fourteen</i> 6. Write about your family - Have pupils open their books to Page 9. Get Ss to answer the ages of their family members - Pupils practice in pairs and complete the dialogues. - Pair works. Pupils give their answers for correction. - Ask some pupils to read their answers aloud to the class. The rest of the class listen and give comments. - Make a few questions to check pupils' comprehension of the reading text. - Have the whole class read each line of the dialogues chorally to reinforce their pronunciation. <u>4.Consolidation</u> Summary the lesson <u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Work Individually Read the paragraph Practise in pairs Do exercises in the workbook</p>
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WEEK 19

Period 75: UNIT 11: THIS IS MY FAMILY.

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: identify family members, talk about the ages of family members. Pronounce the sounds in the letters /br/, /gr/ correctly .

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

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

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

- Have pupils to talk about the ages of family members.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Chatting: identify family members, talk about the ages of family members</p> <p>1. Listen and repeat Play the CD and have Ps repeat each line of the chant. Then change the role. Focus Ps' attention on the letters colored differently in the words brother and grandmother -Introduce the sounds /br/ and /gr/ -Have Ps practice the sounds carefully -Play the CD and have Ps read the chant in chorus. -Ask Ps to give which sounds in Vietnamese are similar to, and then have Ps read words after you + Ask some pairs to ask and answer. + Have Ps recite the chant and clap the syllable to reinforce their pronunciation.</p> <p>2. Listen and write - Have pupils look at the sentences and guess the suitable words to fill in the blank. - Play the recording 2 times pupils to listen and fill the blanks. Check their guess. Compare the answer with the partner. - Play the recording again pupils check their answers. T give the answer: - Have pupils act out the dialogue in pairs or groups for correction. - Ask some questions to ensure pupils' comprehension of the listening text.</p> <p>Answer:</p> <p>3. Let's chant - Introduce the Chant. - Turn on the tape.</p>	<p>Ask ps to practice in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look at 2 sentences</p> <p>Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p>

<ul style="list-style-type: none"> - Ps listen to the tape and repeat the chant. - Ps chant in group and individual. -The Ps chant and do the action. - Teacher reinforce their pronunciation <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Do exercises in the workbook</p>
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Period 76: UNIT 11: THIS IS MY FAMILY.

Lesson 3: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: identify family members, talk about the ages of family members.

2. Skills:

- Develop Ss reading, writing skills

3. Language focus:

- Sentence Partners:

- Vocabulary:

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils identify family members, talk about the ages of family members.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up:</i> Read the chant</p> <p>4. Read and match. T introduces the topic “you are going to read the questions to get the information in order to match the answers”. Ss read the sentences individually and check their prediction. Ss do the task (match the sentence with a appropriate picture.)</p>	<p>Read the chant</p> <p>Look at the sentences in the book</p> <p>Read and Work individually</p>

<p>Monitor the activity and offer help when necessary Have Ss trade the answers in pairs for correction Call on some Ss to report their answers. Others listen and comment. Make a few questions to check Ss' comprehension of the sentences. Have the whole class read each sentence in chorus to reinforce their pronunciation <u>Answers:</u> 1 – d; 2 – a; 3 – b; 4 – c.</p> <p>5. Read and complete -T explains the situation and how to do the exercise -Ask students to look the photo of Linda's family Ask Ss to identify the characters in the pictures on page 11. read the paragraph in the book and fill the suitable words to complete the dialogue. Work individually to do the exercise then practice in front of the whole class. The rest listen to and give the remark. Correct the pronunciation. Answer: 1. family 2. father 3. mother 4. brother 5. sister</p> <p>6. Project - Introduce the situation. - Explain how to do the exercise: draw their family. Tell the classmates about it -Ss act out in front of the class. The rest listen to and give the remark. Correct the pronunciation</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Work in pairs</p> <p>Fill the suitable words in the blanks</p> <p>Work individually</p> <p>Do exercises in the workbook</p>
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WEEK 19

Period 77: UNIT 12: THIS IS MY HOUSE.

Lesson 1: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able rooms in the house.

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: There is a living room.

- Vocabulary: house, garden, over there, kitchen, bathroom, bedroom, dining room, garden

II. Teaching aids:

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

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

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

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Read the chant</p> <p>1. Look, listen and repeat. Ask Ss to identify the characters in the picture on page 12 and what they are saying. Set the scene "you are going to listen to Linda and Mai greet and introduce their names. Play the recording and asks Ss to listen to the tape. T asks Ss to listen and repeat in chorus two times. Call on one pair. One repeats Linda's part, the other repeats Mai's part. Have whole class repeat all the phrases a few times to reinforce their pronunciation.</p> <p>2. Point and say - Have pupils look at pictures on Page 12. Elicit the characters in the pictures and their names. Teach vocabulary: House garden over there kitchen bathroom bedroom dining room garden check vocab: slap the board Model sentence: There is a living room. Ask pupils to guess and complete the speech bubbles. - Model: Call on a pair. Allocate the parts of the characters Mai and Nam to the pupils. Ask them to point the pictures and act out the dialogues. Using the pictures in their books. Monitor the activity and offer help. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary. - Call on some pairs to perform their task at the front of</p>	<p>Read the chant</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Look and find out the model sentences</p> <p>Point the pictures and practise</p>

<p>the class. The rest of the class observe and give comments.</p> <ul style="list-style-type: none"> - Have the whole class repeat all the phrases in chorus to reinforce their pronunciation. <p>3 Let's Talk</p> <p>Ask students to look at the pictures in the book. Ask them to identify the characters in the pictures.</p> <p>Ask Ss work in pairs to identify the rooms in Nam's house. Call some pairs to act out</p> <p>Correct their pronunciation</p> <p>4.Consolidation</p> <p>Summary the lesson</p> <p>5.Homework</p> <ul style="list-style-type: none"> - Do exercises in workbook, learn by heart the new words 	<p>Pactise in pairs</p> <p>Do exercises in the workbook</p>
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Period 78: UNIT 12: THIS IS MY HOUSE.

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to indentify rooms in the house.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners
- Vocabulary: way, clean, early, in the morning

II. Teaching aids:

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

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

- Have pupils write the new words.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up</p> <p>Talk about their houses</p> <p>4. Listen and tick</p> <ul style="list-style-type: none"> - Have pupils look at pictures 1, 2 and 3 on page 13 of the Student Book. Elicit the identification of the characters in 	<p>Ss practise</p> <p>Identify the characters</p>

<p>the pictures and the characters' words. Tell pupils that they are going to listen to the recording and tick the pictures they hear. Guess the answer</p> <ul style="list-style-type: none"> - Play the recording 2 times pupils to listen and tick the boxes. Check their guess. Compare the answer with the partner. - Play the recording again pupils check their answers. T give the answer: - Ask some questions to ensure pupils' comprehension of the listening text. <p>5. Look and write</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 13. Get Ss to identify the characters in the pictures and what they are saying. - Tell Ss that they are going to look the pictures, read and get information to write the missing words in the sentences. - Ss read silently and complete the dialogues. - Ss trade their answers within pairs or groups for correction - Ask Ss to read the answers aloud to the class. The others listen and give comments. <p><i>Answers: 1. A house 2. A living room</i> <i> 3.a kitchen 4. Bedroom</i> <i> 5. a bathroom 6.a kitchen</i></p> <ul style="list-style-type: none"> - Make some questions to check Ss' comprehension of the reading text. <p>Have the whole class read each line of the dialogues chorally to reinforce their pronunciation.</p> <p>6. Let's sing</p> <ul style="list-style-type: none"> - Introduce <i>The way I clean my house song</i>, Page 13. - Play the recording and listen to <i>The song</i> - Play the recording again for pupils to sing each line of the rhythm. - Call on a group of six to the front of the class and do the actions. The others clap their hands after the song - Group work. Pupils practise singing and doing the actions in groups. Monitor the activity and help them when necessary. Correct pronunciation Ss' errors. - Call on one group to perform the song at the front of the class. The rest of the class sing the song and clap the rhythm. - Have class sing the song again to reinforce their 	<p>in each picture</p> <p>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work individually</p> <p>Listen and sing</p>
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<p>pronunciation.</p> <p><u>4. Consolidation</u> Asking Ps to focus on the structure once again. - Retell the content of the lesson.</p> <p><u>5. Homework</u> Do exercises in the workbook. Learn by heart the new words and structures.</p>	<p>Do exercises in the workbook</p>
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WEEK: 20

Period 79: UNIT 12: THIS IS MY HOUSE.

Lesson 2: Part 1- 2-3

I. Objectives:

1. Knowledge:

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

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: Is there a fence?-Yes, there is./ No, there isn't.
 - Vocabulary: fence, pond, gate, yard, fence

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting
 - Checking for the students' attendance.

2. Oral test:

- Ask Ss to greet to each other

3. New lesson:

Teacher's actions	Students' actions
<p><i>Warm up</i>: Sing the alphabet song</p> <p>1.Look, Listen and repeat. Have Ss to look at the book at page 14. Elicit the character and have Ss guess what they are saying. Set the scene: we are going to learn new phrase Have Ss listen to the recording as they read the lines in the speech bubbles</p>	<p>Sing the song</p> <p>Look at the pictures in the book</p>

<p>Play the recording again for Ss to repeat the lines in the speech bubbles two times. Divide the class into two groups. One repeat Tony's part and the other repeat Nam's part. Play the recording again for the whole class to repeat each line in the speech bubbles to reinforce their pronunciation.</p> <ul style="list-style-type: none"> - Teach vocabulary: Fence pond Gate yard fence - Elicits the structures Is there a fence?-Yes, there is./ No, there isn't. <p>2. Point and say Have Ss look at the pictures on page 14 Elicit the characters in the pictures and their names. Ask Ss to guess and complete the speech bubbles. T models/ allocates the parts of characters the boys and the girl to Ss Ask them to act out the dialogue 1. Repeat the step with some other pairs for pictures Have Ss practice acting out the dialogue in pairs, using the pictures. Monitor the activity and offer help. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary. Call on some pairs to perform the task at the front of the class. The others observe and give comments. Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.</p> <p>3 - Let's talk: Show picture and give task. Have Ps work in pair to talk about Tony's house</p> <ul style="list-style-type: none"> - Display in class, others comment <p>Listen and correct. Have Ps practise</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Listen and repeat</p> <p>Read in pairs</p> <p>Look at 4 pictures</p> <p>Point to the pictures and practise</p> <p>Play role and speak out.</p> <p>Work in pair practice talking:</p> <p>Do exercises in the workbook</p>
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WEEK 20

Period 80: UNIT 12: THIS IS MY HOUSE.

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

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

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners: There is not a yard

- Vocabulary: any, around, but, beautiful, in front of, tree, in

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils greet and introduce, spell their names.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up:</i> Sing the song</p> <p>4. Listen and number</p> <p>- Have pupils look at pictures a, b, c and d on page 15 of the Student Book. Elicit the identification of the characters in the pictures and the characters' words. Tell pupils that they are going to listen to the recording and match the information they hear to the pictures. They should number the boxes.</p> <p>- Play the recording 2 times pupils to listen and number the boxes. Check their guess. Compare the answer with the partner.</p> <p>- Play the recording again pupils check their answers. T give the answer:</p> <p>- Ask some questions to ensure pupils' comprehension of the listening text.</p> <p>5. Read and complete</p> <p>Ask Ss to identify the characters in the pictures on</p>	<p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and number</p> <p>Ps answer</p> <p>Look at 4 pictures</p>

<p>- Play the recording again pupils check their answers. T give the answer:</p> <ul style="list-style-type: none"> - Have pupils act out the dialogue in pairs or groups for correction. - Ask some questions to ensure pupils' comprehension of the listening text. <p>Answer:</p> <p>3. Let's chant</p> <ul style="list-style-type: none"> - Introduce the Chant. - Turn on the tape. - Ps listen to the tape and repeat the chant. - Ps chant in group and individual. - The Ps chant and do the action. - Teacher reinforce their pronunciation <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u></p> <ul style="list-style-type: none"> - Do exercises in workbook, learn by heart the new words 	<p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p>
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WEEK 21

Period 82: UNIT 12: THIS IS MY HOUSE.

Lesson 3: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: identify rooms in the house, ask and answer questions about house facilities.

2. Skills:

- Develop Ss reading, writing skills

3. Language focus:

- Sentence Partners:
- Vocabulary:

II. Teaching aids:

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

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

- Have pupils talk about their house facilities.

WEEK 21

Period 83: UNIT 13: WHERE'S MY BOOK?

Lesson 1: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: ask and answer questions about the location of things in the house.

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: Where's the book?-It's here/there.

- Vocabulary: Where, chair, poster, bed, picture, coat, ball, here, there

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Have pupils describe their houses.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Read the chant</p> <p>1. Look, listen and repeat.</p> <p>Ask Ss to identify the characters in the picture on page 18 and what they are saying.</p> <p>Set the scene "you are going to listen to Peter and his mother ask and answer questions about the location of things in the house.</p> <p>Play the recording and asks Ss to listen to the tape.</p> <p>T asks Ss to listen and repeat in chorus two times.</p> <p>Call on one pair. One repeats Peter's part, the other repeats his mother's part.</p> <p>Have whole class repeat all the phrases a few times to reinforce their pronunciation.</p> <p>2. Point and say</p> <p>- Have pupils look at pictures on Page 12. Elicit the characters in the pictures and their names.</p> <p>Teach vocabulary:</p> <p>Where chair</p> <p>Poster bed</p>	<p>Read the chant</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p>

<p>Picture coat Ball here there</p> <p>Check vocab: what and where Model sentence: Where's the book?-It's here/there. Ask pupils to guess and complete the speech bubbles. - Model: Call someone to practice in front of the whole class. Practice in group. Allocate the parts of the characters the boy and the girl to the pupils. Ask them to point the pictures and act out the dialogues. Using the pictures in their books. Monitor the activity and offer help. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary. - Call on some groups to perform their task at the front of the class. The rest of the class observe and give comments. - Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.</p> <p>3 Let's Talk Ask students to look at the pictures in the book. Ask them to identify the characters in the pictures. Ask Ss work in pair to ask and answer questions about the location of things in the house.. Call some pairs to act out Correct their pronunciation</p> <p>4.Consolidation Summary the lesson</p> <p>5.Homework - Do exercises in workbook, learn by heart the new words</p>	<p>Look and find out the model sentences</p> <p>Point the pictures and practise</p> <p>Pactise in pairs</p> <p>Do exercises in the workbook</p>
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WEEK 21

Period 84: UNIT 13: WHERE'S MY BOOK?

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to ask and answer questions about the location of things in the house.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners

- Vocabulary:

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting
- Checking for the students' attendance.

2. Oral test:

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

3. New lesson:

Teacher's actions	Students' actions
<p style="text-align: center;">Warm up</p> <p>Ask and answer about Ss' name and spell it</p> <p style="text-align: center;">4. Listen and tick</p> <ul style="list-style-type: none"> - Have pupils look at pictures 1, 2 and 3 on page 19 of the Student Book. Elicit the identification of the characters in the pictures and the characters' words. Tell pupils that they are going to listen to the recording and tick the pictures they hear. Guess the answer - Play the recording 2 times pupils to listen and tick the boxes. Check their guess. Compare the answer with the partner. - Play the recording again pupils check their answers. T give the answer: - Ask some questions to ensure pupils' comprehension of the listening text. <p style="text-align: center;">5. Read and complete</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 19. Get Ss to identify the characters in the pictures and what they are saying mention the distance between the hand and the thing in picture. - Tell Ss that they are going to read and get information to write the given words in sentences 1, 2, 3 and 4. - Ss read silently and complete the sentences. - Ss trade their answers within pairs or groups for correction - Ask Ss to read the answers aloud to the class. The others listen and give comments. <p><i>Answers: 1. Here 2. There 3. Here 4. there</i></p> <ul style="list-style-type: none"> - Make some questions to check Ss' comprehension of the reading text. <p>Have the whole class read each line of the dialogues chorally to reinforce their pronunciation.</p> <p style="text-align: center;">6. Let's sing</p>	<p>Greeting</p> <p>Identify the characters in each picture</p> <p>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work individually</p> <p>Work in pairs</p>

<ul style="list-style-type: none">- Introduce the <i>The poster and the ball song</i>, Page 19.- Play the recording and listen the <i>How are you? song</i>- Play the recording again for pupils to sing each line of the rhythm.- Call on a group of six to the front of the class and do the actions. The others clap their hands after the song- Group work. Pupils practise singing and doing the actions in groups. Monitor the activity and help them when necessary. Correct pronunciation Ss' errors.- Call on one group to perform the song at the front of the class. The rest of the class sing the song and clap the rhythm.- Have class sing the song again to reinforce their pronunciation. <p><u>4. Consolidation</u> Asking Ps to focus on the structure once again.</p> <ul style="list-style-type: none">- Retell the contain of the lesson. <p><u>5. Homework</u> Do exercises in the workbook. Learn by heart the new words and structures.</p>	<p>Listen and sing</p> <p>Do exercises in the Workbook</p>
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WEEK: 22

Period 85: UNIT 13: WHERE'S MY BOOK?

Lesson 2: Part 1- 2-3

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to ask and answer question about the location of things in the house (plural).

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: Where are the posters? –They are under my bed.

- Vocabulary: near, under, on, behind, look in

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

- Greeting

- Checking for the students' attendance.

2. Oral test:

- Ask Ss to ask and answer questions about the location of things in the house.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up: Sing the poster and the ball song</p> <p>2. Look, Listen and repeat. Have Ss to look at the book at page 20. Elicit the character and have Ss guess what they are saying. Set the scene: we are going to learn new phrases Have Ss listen to the recording as they read the lines in the speech bubbles Play the recording again for Ss to repeat the lines in the speech bubbles two times. Divide the class into two groups. One repeat Peter's part and the other repeat his mother's part. Play the recording again for the whole class to repeat each line in the speech bubbles to reinforce their pronunciation. - Teach vocabulary: Near under On behind look in preposition(preposition) Check vocab: slap the board - Elicits the structures Where are the posters? –They are under my bed.</p> <p>2. Point and say Have Ss look at the pictures on page 20 Elicit the characters in the pictures and their names. Ask Ss to guess and complete the speech bubbles. T models/ allocates the parts of characters Quan and Linda to Ss use structure: Where are the posters? –They are under my bed. Ask them to act out the model dialogue. Repeat the step with some other pairs for pictures Have Ss practice acting out the dialogue point and use the information in picture a, b, c and d in pairs. Monitor the activity and offer help. Correct pronunciation errors (stress, assimilation of sounds, intonation) when necessary. Call on some pairs to perform the task at the front of the class. The others observe and give comments.</p>	<p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Read in pairs</p> <p>Look at 4 pictures</p> <p>Point to the pictures and practise</p> <p>Practice in pairs Play role and speak out.</p>

<p>Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.</p> <p>3 - Let's talk: Show picture and give task. Have Ps work in pair to ask and answer questions about the location of things in the house. - Display in class, others comment Listen and correct. Have Ps practise</p> <p><u>4.Consolidation</u> Summary the lesson</p> <p><u>5.Homework</u> - Do exercises in workbook, learn by heart the new words</p>	<p>Work in pair practice talking:</p> <p>Do exercises in the workbook</p>
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WEEK 22

Period 86: UNIT 3: WHERE'S MY BOOK?

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

- By the end of this lesson, Students will be able to ask and answer questions about the location of things in the house (plural)

2. Skills:

- Develop Ss reading, listening skills

3. Language focus:

- Sentence Partners:
 - Vocabulary: bed, ball

II. Teaching aids:

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

III. Teaching processes:

1. Class organization:

- Greeting
 - Checking for the students' attendance.

2. Oral test:

- Have pupils write the new words.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up</i>: ask and answer questions about the location of things in the house</p> <p>4. Listen and number - Have pupils look at pictures a, b, c and d on page 21</p>	<p>Practise in pairs</p>