

<p>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> <ul style="list-style-type: none"> <li>- Play the recording 2 times pupils to listen and number the boxes. Check their guess. Compare the answer with the partner.</li> <li>- Play the recording again pupils check their answers. T give the answer:</li> <li>- Ask some questions to ensure pupils' comprehension of the listening text.</li> </ul> <p><b>5. Read and complete</b></p> <p>Ask Ss to identify the characters in the pictures on page 21.</p> <p>Set the scene: <i>"you are going to read and questions the paragraph about phong's room and find out the answer."</i></p> <p>Have a revision of the language:</p> <p>Ask Ss to read the dialogues and answer. Monitor the activity and offer help when necessary</p> <p>Have Ss trade the answers in pairs for correction</p> <p>Call on some Ss to report their answers. Others listen and comment.</p> <p>Make a few questions to check Ss' comprehension of the sentences.</p> <p>Have the whole class read each sentence in chorus to reinforce their pronunciation</p> <p><u>Answers:</u> 1. <i>It is on the bed.</i>  2. <i>They are under the bed</i>  3. <i>They are near the desk.</i>  4. <i>They are on the desk.</i>  5. <i>They are on the wall</i></p> <p><b>6. Write about your bedroom</b></p> <ul style="list-style-type: none"> <li>- Explain how to do the exercise</li> </ul> <p>T introduces the topic "you are going to write the paragraph about their houses"</p> <p>Ss read the sentences individually and do the exercise.</p> <p>Monitor the activity and offer help when necessary</p> <p>Have Ss trade the answers in pairs for correction</p> <p>Call on some Ss to report their answers. Others listen and comment.</p> <p>Make a few questions to check Ss' comprehension of</p>	<p>Look at the pictures in the book</p> <p>Listen and number</p> <p>Ps answer</p> <p>Look at the picture</p> <p>Work In pairs</p> <p>Read the dialogues in pairs</p> <p>Work individually</p>
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<p>the sentences.</p> <p><b><u>4. Consolidation</u></b> Summary the lesson</p> <p><b><u>5. Homework</u></b> - Do exercises in workbook, learn by heart the new words</p>	<p>Do exercises in the workbook</p>
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**WEEK 22**

**Period 87 UNIT 13: WHERE'S MY BOOK?**

**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 the location of things in the house. Pronounce the sounds in the letters / /, / / 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 write the new words.

**3. New lesson**

Teacher's actions	Students' actions
<p><b><i>Warm up:</i></b> ask and answer questions about the location of things in the house</p> <p><b>1. Listen and repeat</b> 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 <b>chair</b> and <b>where</b> -Introduce the sounds / / and / / -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</p>	<p>Ask ps to practice in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p>

<p>similar to, and then have Ps read words after you</p> <ul style="list-style-type: none"> <li>+ Ask some pairs to ask and answer.</li> <li>+ Have Ps recite the chant and clap the syllable to reinforce their pronunciation.</li> </ul> <p><b>2. Listen and write</b></p> <ul style="list-style-type: none"> <li>- Have pupils look at the sentences and guess the suitable words to fill in the blank.</li> <li>- Play the recording 2 times pupils to listen and fill the blanks. Check their guess. Compare the answer with the partner.</li> <li>- Play the recording again pupils check their answers. T give the answer:</li> <li>- Have pupils act out the dialogue in pairs or groups for correction.</li> <li>- Ask some questions to ensure pupils' comprehension of the listening text.</li> </ul> <p><b>Answer:</b></p> <p><b>3. Let's chant</b></p> <ul style="list-style-type: none"> <li>- Introduce the Chant.</li> <li>- Turn on the tape.</li> <li>- Ps listen to the tape and repeat the chant.</li> <li>- Ps chant in group and individual.</li> <li>- The Ps chant and do the action.</li> <li>- Teacher reinforce their pronunciation</li> </ul> <p><b><u>4. Consolidation</u></b> Summary the lesson</p> <p><b><u>5. Homework</u></b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, learn by heart the new words</li> </ul>	<p>Look at 2 sentences</p> <p>Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p>
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**Period 88: UNIT 13: WHERE'S MY BOOK?**

*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 the location of things in the house

**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 ask and answer questions about the location of things in the house

**3. New lesson**

Teacher's actions	Students' actions
<p><b><i>Warm up: read chant.</i></b></p> <p><b>4. Read and tick.</b></p> <p>T explains the situation and how to do the exercise                      -Ask students to read the paragraph and choose the suitable picture.                      Work in groups to do the exercise then explain how to choose the picture in front of the whole class. The rest listen to and give the remark.                      Correct the pronunciation                      Ask some questions to ensure pupils' comprehension of the reading text  <i>Answers:</i> picture c.</p> <p><b>5. Read and write</b></p> <p>T introduces the topic "you are going to read the sentences and find the suitable words to fill in the blanks".                      Ss read the sentences individually and do the exercise.                      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.</p> <p><b>6. Project</b></p> <ul style="list-style-type: none"> <li>- Introduce the situation.</li> <li>- Explain how to do the exercise: draw your bedroom and describe it to your classmates                             <ul style="list-style-type: none"> <li>- Call on some Ss to report their answers. Others listen and comment.</li> </ul> </li> <li>- Correct Ss' mistakes and pronunciation</li> </ul>	<p>Read chant</p> <p>Look at the sentences in the book</p> <p>Read and Work individually</p> <p>Work individually</p> <p>Fill the suitable words in the blanks</p> <p>Work individually</p> <p>Work individually</p> <p>Do exercises in the workbook</p>

Summary the lesson <b><u>5. Homework</u></b> - Do exercises in workbook, learn by heart the new words	
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**WEEK 23**

**Period 89: UNIT 14: ARE THERE ANY POSTERS IN THE ROOM?**

**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 things in the room.

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: Are there any posters in the room?

- Yes, there are/ No, there aren't

- Vocabulary: any, map, sofa, wardrobe, cupboard

**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><b><i>Warm up:</i></b> read the chant</p> <p><b>1. Look, listen and repeat.</b> Ask Ss to identify the characters in the picture on page 24 and what they are saying. Set the scene "you are going to listen to Linda and Mai ask and answer questions about things in the room. 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><b>2. Point and say</b> - Have pupils look at pictures on Page 24. Elicit the</p>	<p>Read the chant</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p>

<p>characters in the pictures and their names. Teach vocabulary: Any map Sofa wardrobe cupboard Check vocab: what and where Model sentence: Are there any posters in the room? - Yes, there are/ No, there aren't 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 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><b>3 <u>Let's Talk</u></b> Ask students to look at the pictures in the book. Ask them to identify the characters in the pictures. Ask Ss work in pairs to ask and answer questions about things in the room. Call some pairs to act out Correct their pronunciation</p> <p><b><u>4.Consolidation</u></b> Summary the lesson</p> <p><b><u>5.Homework</u></b> - 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 23

**Period 90: UNIT 14: ARE THERE ANY POSTERS IN THE ROOM?**

***Lesson 1: Part 4-5-6***

**1. Objectives:**

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

**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 write the new words.

**3. New lesson:**

Teacher's actions	Students' actions
<p><b>Warm up:</b> ask and answer questions about things in the room.</p> <p style="text-align: center;"><b>4. Listen and tick</b></p> <ul style="list-style-type: none"> <li>- Have pupils look at pictures 1 and 2 on page 25 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</li> <li>- Play the recording 2 times pupils to listen and tick the boxes. Check their guess. Compare the answer with the partner.</li> <li>- Play the recording again pupils check their answers. T give the answer:</li> <li>- Ask some questions to ensure pupils' comprehension of the listening text.</li> </ul> <p style="text-align: center;"><b>5. Look, read and write</b></p> <ul style="list-style-type: none"> <li>- Have pupils open their books to Page 25. Get Ss to identify the characters in the pictures and what are there in the picture.</li> <li>- Tell Ss that they are going to read the sentences and write the missing words to fill in the blanks.</li> <li>- Ss read silently and complete the sentences.</li> <li>- Ss trade their answers within pairs or groups for correction</li> <li>- Ask Ss to read the answers aloud to the class. The others listen and give comments.</li> </ul> <p><i>Answers: 2. Cupboard    3. Map    4. chairs</i></p> <ul style="list-style-type: none"> <li>- Make some questions to check Ss' comprehension of the reading text.</li> </ul> <p>Have the whole class read each line of the dialogues chorally to reinforce their pronunciation.</p> <p style="text-align: center;"><b>6. Let's write</b></p>	<p>Practise in pairs</p> <p>Identify the characters in each picture</p> <p>Listen and tick</p> <p>Identify the characters in each picture</p> <p>Work in pairs</p>





<p><b>1. Look, Listen and repeat.</b>          Have Ss to look at the book at page 26.          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 Nam's part.          Play the recording again for the whole class to repeat each line in the speech bubbles to reinforce their pronunciation.          - Teach vocabulary:          How many    cup          Fan    mirror          Door    window          count          - Elicits the structures              How many chairs are there? - There are six</p> <p><b>2. Point and say</b>          Have Ss look at the pictures on page 26          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><b>3 - Let's talk:</b>          Show picture and give task.          Have Ps work in pair to ask and answer questions about quantity of things.</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>Play role and speak out.</p> <p>Work in pair practice</p>
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<p>- Display in class, others comment Listen and correct. Have Ps practise <b><u>4.Consolidation</u></b> Summary the lesson <b><u>5.Homework</u></b> - Do exercises in workbook, learn by heart the new words</p>	<p>talking:          Do exercises in the workbook</p>
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**WEEK 23**

**Period 92: UNIT 14: ARE THERE ANY POSTERS IN THE ROOM?**

**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 quantity of things.

**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 write the new words.

**3. New lesson**

Teacher's actions	Students' actions
<p><b><i>Warm up: Chatting</i></b> - T asks Ss to ask and answer questions about quantity of things. <b>4. Listen and number</b> - Have pupils look at picture on page 27 of the Student Book. Elicit the identification of the characters in the picture and the characters' words. Tell pupils that they</p>	<p>Practise in pairs       Look at the pictures in the book</p>

are going to listen to the recording and number the things they listen to. They should number the things.

- Play the recording 2 times pupils to listen and number the things. 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.

### 5. Read and write

Ask Ss to read the paragraph and find out the information to answer the questions.

Set the scene: *"you are going to read the paragraph to get the information in order to answer the questions"*

Have a revision of the language.

Ask Ss to read the paragraph and do the task

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

*Answers: 1. There is one door.*

*2. There are two windows.*

*3. There are eight chairs.*

*4. There are four pictures.*

*5. There are two fans.*

### 6. Let's play

- Introduce the game *Spot the difference* to pupils.

- Explain how the game is played. Pupils find out the difference things in the pictures

- Pupils play the game then report in front of the class. Monitor the activity and offer help when necessary.

- When the time is up, call on some Ss to demonstrate the game at the front of the class. The rest of the class observe and give comments.

- Correct the mistake and pronunciation if necessary.

### 4. Consolidation

Summary the lesson

### 5. Homework

Listen and number

Ps answer

Look at 3 pictures

Work Individually

Read the paragraph, ask and answer questions in pairs

Work individually

- Do exercises in workbook, learn by heart the new words	Do exercises in the workbook
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WEEK 24

**Period 93: UNIT 14: ARE THERE ANY POSTERS IN THE ROOM?**

**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 quantity of things, things in the room. Pronounce the sounds in the letters / /, / / 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 ask and answer questions about quantity of things.

**3. New lesson**

Teacher's actions	Students' actions
<p><b><i>Warm up: Chatting</i></b></p> <p>- T asks Ss to describe their rooms</p> <p><b>1. Listen and repeat</b></p> <p>Play the CD and have Ps repeat each line of the chant. Then change the role.</p> <p>Focus Ps' attention on the letters colored differently in the words <b>fan and cup</b></p> <p>-Introduce the sounds / / and / /</p> <p>-Have Ps practice the sounds carefully</p> <p>-Play the CD and have Ps read the chant in chorus.</p> <p>-Ask Ps to give which sounds in Vietnamese are similar to, and then have Ps read words after you</p> <p>+ Ask some pairs to ask and answer.</p> <p>+ Have Ps recite the chant and clap the syllable to reinforce their pronunciation.</p> <p><b>2. Listen and write</b></p> <p>- Have pupils look at the sentences and guess the</p>	<p>Ask ps to practice</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p>

<p>suitable words to fill in the blank.</p> <ul style="list-style-type: none"> <li>- Play the recording 2 times pupils to listen and fill the blanks. Check their guess. Compare the answer with the partner.</li> <li>- Play the recording again pupils check their answers. T give the answer:</li> <li>- Have pupils act out the dialogue in pairs or groups for correction.</li> <li>- Ask some questions to ensure pupils' comprehension of the listening text.</li> </ul> <p><b>Answer:</b></p> <p><b>3. Let's chant</b></p> <ul style="list-style-type: none"> <li>- Introduce the Chant.</li> <li>- Turn on the tape.</li> <li>- Ps listen to the tape and repeat the chant.</li> <li>- Ps chant in group and individual.</li> <li>- Ps chant and do the action.</li> <li>- Teacher reinforce their pronunciation</li> </ul> <p><b><u>4.Consolidation</u></b> Summary the lesson</p> <p><b><u>5.Homework</u></b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, learn by heart the new words</li> </ul>	<p>Look at 2 sentences</p> <p>Listen and fill in the blank</p> <p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p>
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WEEK 24

**Period 94: UNIT 14: ARE THERE ANY POSTERS IN THE ROOM?**

***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 quantity of things, things in the room

**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 describe their rooms.

**3. New lesson**

Teacher's actions	Students' actions
<p><b>Warm up: Read the chant</b></p> <p><b>4. Read and circle.</b></p> <p>T introduces the topic “you are going to read the sentences and choose the best answer”.</p> <p>Ss read the sentences individually and check their prediction. Ss do the task</p> <p>Monitor the activity and offer help when necessary</p> <p>Have Ss trade the answers in pairs for correction</p> <p>Call on some Ss to report their answers. Others listen and comment.</p> <p>Make a few questions to check Ss' comprehension of the sentences.</p> <p>Have the whole class read each sentence in chorus to reinforce their pronunciation</p> <p><u>Answers:</u> 1. Are; 2. is; 3. lamps; 4. Chairs; 5. on</p> <p><b>5. Read and write</b></p> <p>-T explains the situation and how to do the exercise</p> <p>-Ask students to look at the picture and identify the things in the room. Read the paragraph in the book and fill the suitable words to complete the paragraph.</p> <p>Work individually to do the exercise then report in front of the whole class. The rest listen to and give the remark.</p> <p>Correct the pronunciation.</p> <p>Answer: 1. is 2. chairs 3. T.V 4. pictures</p> <p><b>6. Project</b></p> <p>- Introduce the situation.</p> <p>- Explain how to do the exercise: Interview their friends and complete the table using the structure: How many ... are there? – There are/ There is....</p> <p>-Ss act out in front of the class. The rest listen to and give the remark. Correct the pronunciation</p> <p><b>4. Consolidation</b></p> <p>Summary the lesson</p> <p><b>5. Homework</b></p> <p>- Do exercises in workbook, learn by heart the new words</p>	<p>Read the chant</p> <p>Look at the sentences in the book</p> <p>Read and Work individually</p> <p>Work in pairs</p> <p>Fill the suitable words in the blanks</p> <p>Work in group</p> <p>Do exercises in the workbook</p>

WEEK 24

**Period 95: UNIT 15: DO YOU HAVE ANY TOYS?**

*Lesson 1: Part 1-2-3*

**I. Objectives:**

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

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: Do you have a doll?-Yes, I do. / - No, I don't

- Vocabulary: have, teddy bear, doll, car, puzzle, robot

**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 things in the room.

**3. New lesson**

Teacher's actions	Students' actions
<p><b>Warm up: Read the chant</b></p> <p><b>1. Look, listen and repeat.</b>                      Ask Ss to identify the characters in the picture on page 30 and what they are saying.                      Set the scene "you are going to listen to Mai and Linda identifying toys.                      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 Mai's part, the other repeats Linda's part.                      Have whole class repeat all the phrases a few times to reinforce their pronunciation.</p> <p><b>2. Point and say</b>                      - Have pupils look at pictures on Page 30. Elicit the characters in the pictures and their names.                      Teach vocabulary:                      Have teddy bear                      Doll car                      Puzzle robot                      check vocab: what and where                      Model sentence: Do you have a doll?                      -Yes, I do. / - No, I don't.</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>Ask pupils to guess and complete the speech bubbles.</p> <ul style="list-style-type: none"> <li>- Model: Call on a pair. Allocate the parts of the characters Mai, Quan 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.</li> <li>- Call on some pairs to perform their task at the front of the class. The rest of the class observe and give comments.</li> <li>- Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.</li> </ul> <p><b>3. <u>Let's Talk</u></b> Ask students to look at the pictures in the book. Ask them to identify the characters in the pictures. Ask Ss work in pairs to identify toys. Call some pairs to act out Correct their pronunciation and mistake.</p> <p><b>4. <u>Consolidation</u></b> Summary the lesson</p> <p><b>5. <u>Homework</u></b> - Do exercises in workbook, learn by heart the new words</p>	<p>Point the pictures and practise</p> <p>Practise in pairs</p> <p>Do exercises in the workbook</p>
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**Period 96: UNIT 15: DO YOU HAVE ANY TOYS?**

*Lesson 1: Part 4-5-6*

**I. Objectives:**

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

**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 write the new words.



**3. New lesson:**

Teacher's actions	Students' actions
<p><b>Warm – Identify toys.</b></p> <p><b>4. Listen and number</b></p> <ul style="list-style-type: none"> <li>- Have pupils look at pictures a, b, c and d on page 31 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 number the pictures they hear. Guess the answer</li> <li>- Play the recording 2 times pupils to listen and tick the boxes. Check their guess. Compare the answer with the partner.</li> <li>- Play the recording again pupils check their answers. T give the answer:</li> <li>- Ask some questions to ensure pupils' comprehension of the listening text.</li> </ul> <p><b>5. Read and write</b></p> <ul style="list-style-type: none"> <li>- Have pupils open their books to Page 31. Get Ss to identify the characters in the pictures and what they are. Teach vocabulary:</li> </ul> <p>Shelf    pretty</p> <ul style="list-style-type: none"> <li>- Tell Ss that they are going to read and get information to write the missing words in paragraph.</li> <li>- Ss read silently and complete the paragraph.</li> <li>- Ss trade their answers for correction</li> <li>- Ask Ss to read the answers aloud to the class. The others listen and give comments.</li> </ul> <p><i>Answers: 1. Car    2. Ball    3. Doll    4. Do    5. they</i></p> <ul style="list-style-type: none"> <li>- Make some questions to check Ss' comprehension of the reading text.</li> </ul> <p>Have the whole class read each line of the dialogues chorally to reinforce their pronunciation.</p> <p><b>6. Let's write</b></p> <ul style="list-style-type: none"> <li>- Have pupils open their books to Page 31. Get Ss to read the questions and use the real toys they have to answer.</li> <li>- Tell Ss that they are going to read and answer the questions about the toys.</li> <li>- Ss read silently and answer questions.</li> <li>- Ss trade their answers within pairs for correction</li> </ul> <p>Ask Ss to read the answers aloud to the class. The others listen and give comments.</p> <p><b><u>4. Consolidation</u></b></p> <p>Asking Ps to focus on the structure once again.</p>	<p>Pairs work</p> <p>Identify the characters in each picture</p> <p>Listen and number</p> <p>Identify the characters in each picture</p> <p>Work individually</p> <p>Listen and sing</p>

<p>- Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b> 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: 25**

**Period 97: UNIT 15: DO YOU HAVE ANY TOYS?**

*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 toys.

**2. Skills:**

- Develop Ss speaking and listening skills.

**3. Language focus:**

- Sentence Partners: Does your brother have a robot? - Yes, he does/ No, he doesn't.

- Vocabulary: yo-yo, ship, plane, kite

**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 talk about toys

**3. New lesson:**

Teacher's actions	Students' actions
<p><i>Warm up:</i> Jumped letters</p> <p><b>1. Look, Listen and repeat.</b> Have Ss to look at the book at page 32. 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.</p>	<p>Look at the pictures in the book</p> <p>Listen and repeat</p>



WEEK 25

**Period 98: UNIT 15: DO YOU HAVE ANY TOYS?**

*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 toys.

**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 write the new words.

**3. New lesson**

Teacher's actions	Students' actions
<p><b>Warm up: Chatting:</b> talk about the toys Ss have.</p> <p><b>4. Listen and tick</b></p> <p>- Have pupils look at pictures a, b, c and d on page 33 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 True or False. Ss guess to tick the pictures True or False 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><b>5. Read and write</b></p> <p>Ask Ss to identify the characters in the picture on</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>page 33.  Set the scene: “<i>you are going to read the paragraph to get the information in order to answer the questions about Phong’s toys.</i>”  Have a revision of the language  Ask Ss to read the paragraph and do the task  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 paragraph.  Have the whole class read each sentence in chorus to reinforce their pronunciation  <u>Answers:</u> 1. <i>He has a robot.</i>  2. <i>She has a teddy bear.</i>  3. <i>Yes, he does.</i>  4. <i>She has a yo-yo and a puzzle.</i>  5. <i>No, he doesn’t.</i></p> <p><b>6. Let’s sing</b>  - Introduce <i>The Linda has a little doll song</i>, Page 33.  - 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 pronunciation.</p> <p><b><u>4.Consolidation</u></b>  Summary the lesson</p> <p><b><u>5.Homework</u></b>  - Do exercises in workbook, learn by heart the new words</p>	<p>Look at 3 pictures</p> <p>Work In pair to ask and answer the questions</p> <p>Sing the song</p> <p>Do exercises in the workbook</p>
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**Period 99: UNIT 15: DO YOU HAVE ANY TOYS?**

**Lesson 3: Part 1-2-3**

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: identify toys, and ask and answer questions about toys. Pronounce the sounds in the letters /pl/, / / 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 write the new words.

**3. New lesson**

Teacher's actions	Students' actions
<p><b>Warm up: Sing the song Linda has a little doll</b></p> <p><b>1. Listen and repeat</b>                      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 <b>plane and ship</b>                      -Introduce the sounds /pl/ and / /                      -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><b>2. Listen and write</b>                      - 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.</p>	<p>Sing the song</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>- Play the recording again pupils check their answers. T give the answer:</p> <p>- Have pupils act out the dialogue in pairs or groups for correction.</p> <p>- Ask some questions to ensure pupils’ comprehension of the listening text.</p> <p><b>Answer:</b></p> <p><b>3. Let’s chant</b></p> <p>- Introduce the Chant.</p> <p>- Turn on the tape.</p> <p>- Ps listen to the tape and repeat the chant.</p> <p>- Ps chant in group and individual.</p> <p>-The Ps chant and do the action.</p> <p>- Teacher reinforce their pronunciation</p> <p><b>4.Consolidation</b> Summary the lesson</p> <p><b>5.Homework</b></p> <p>- Do exercises in workbook, learn by heart the new words</p>	<p>Ps listen to the tape and chant</p> <p>Do exercises in the workbook</p>
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**WEEK 25**

**Period 100: UNIT 15: DO YOU HAVE ANY TOYS?**

*Lesson 3: Part 4-5-6*

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to: identify toys, ask and answer questions about the toys.

**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 ask and answer questions about the toys.

**3. New lesson**

Teacher’s actions	Students’ actions
<b><i>Warm up:</i></b> Sing the song: Linda has a little doll.	Sing the song

<p><b>4. Read and complete.</b></p> <p>T introduces the topic “you are going to read the paragraph to get the information in order to fill the words given to the blanks”. Ss look at the picture and find out the situation and the toys in the picture Ss read the sentences individually and check their prediction. Ss do the task</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.</p> <p>Make a few questions to check Ss’ comprehension of the sentences.</p> <p>Have the whole class read each sentence in chorus to reinforce their pronunciation</p> <p><i>Answers:</i> 1. toys; 2. orange; 3. two; 4. ship; 5. green</p> <p><b>5. Write about you</b></p> <ul style="list-style-type: none"> <li>- Have pupils open their books to Page 35. Tell pupils that they are going to read and use the real information about themselves to write the sentences about their toys.</li> <li>- Pupils practice in pairs and complete the sentences.</li> <li>- Pair works. Pupils give their answers for correction.</li> <li>- Ask some pupils to read their answers aloud to the class. The rest of the class listen and give comments.</li> <li>- Make a few questions to check pupils’ comprehension of the reading text.</li> <li>- Have the whole class read each line of the dialogues chorally to reinforce their pronunciation.</li> </ul> <p><b>6. Project</b></p> <ul style="list-style-type: none"> <li>- Introduce the situation.</li> <li>- Explain how to do the exercise: make a paper toy and ask, answer questions about toys</li> <li>- Ss act out in front of the class. The rest listen to and give the remark. Correct the pronunciation</li> </ul> <p><b><u>4. Consolidation</u></b> Summary the lesson</p> <p><b><u>5. Homework</u></b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, learn by heart the new words</li> </ul>	<p>Look at the picture in the book</p> <p>Read and Work individually</p> <p>Work in pairs</p> <p>Fill the suitable words in the blanks</p> <p>Work in pairs</p> <p>Pairs work</p> <p>Do exercises in the workbook</p>
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WEEK 26

Date of preparing:

Date of teaching:

**Period 101: REVIEW 3**

**I. 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 11-15, 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><b>Warm up:</b> - Review the model sentences from unit11 to unit 15</p> <p><b>1. Listen and tick</b></p> <p>- Have pupils look at pictures 1, 2, 3, 4 and 5 on page 36 of the Student Book. Give 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</p> <p>- Play the recording 2 times pupils to listen and tick 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><i>Answers:</i> 1 – c; 2 – d; 3 – b; 4 – a.</p> <p><b>2. Listen and number</b></p> <p>- Have pupils look at pictures a, b, c and d on page 36</p>	<p>Ask ps to practice in pairs</p> <p>Give the identification</p> <p>Listen and tick</p>

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. Guess the answer

- Play the recording 2 times pupils to listen and number 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.

**Answer:** 1. 2. 3. 4.

### 3. Read and complete

-T explains the situation and how to do the exercise

-Ask students to read the dialogue in the book and fill the words given to complete the dialogue. Work in pairs to do the exercise then practice in pairs in front of the whole class. The rest listen to and give the remark.

Correct the pronunciation.

Answer: 1. house 2. bedrooms 3. bathroom  
4. small 5. There 5. They

### 4. Read and match

- Whole class. Have pupils turn their books to page 37. Tell pupils that they are going to read the sentences to get the information in order to match the sentences to the sentences.

- Pupils read the sentences individually and do the task. Monitor the activity and offer help when necessary.

- Pair works. Have pupils trade their answers for correction.

- Call on some pupils to report their answers. The rest of the class listen give comments.

- Make a few questions to check pupils' comprehension of the sentences.

- Have the whole class read each sentence in chorus to reinforce their pronunciation.

Answer: 1.c 2. a 3. d 4.b

### 5. Look and say

Have pupils look at pictures 1, 2, 3 and4 on Page 37.

Work individually

Listen and tick

Work individually

Work in pairs



<p><b>1. Read the story. Put these lines in the correct bubbles. Then listen and check.</b></p> <ul style="list-style-type: none"> <li>- Read the sentences given and read the story about Cat and Mouse 3</li> <li>- Have pupils look at pictures 1, 2, 3, 4, 5, 6, 7 and 8 on page 38 of the Student Book. Give the identification of the characters in the pictures and the characters' words. Ss read and find out the suitable sentences to fill in the blanks and explain how to do the exercise.</li> </ul> <p>Tell pupils that they are going to listen to the recording and check their answers</p> <ul style="list-style-type: none"> <li>- Play the recording 2 times pupils to listen. Check their guess.</li> <li>- Make a few questions to check pupils' comprehension of the story</li> <li>- Play the recording again pupils listen to the story and check Ss' answers</li> </ul> <p>Answer: 1. Who is Mimi?          2. How many brothers and sisters do you have?          3. Where are they?          4. How many rooms are there in your house?</p> <p><b>2. Correct the answer</b></p> <ul style="list-style-type: none"> <li>-Ask students to read the story in the book and read the sentences given to find out the mistake and correct the false sentences. Work individually to do the exercise then practice in pairs in front of the whole class. The rest listen to and give the remark.</li> </ul> <p>Correct the pronunciation.</p> <p>Answer: 1. No, he has two sister.          2. No, he has a brother.          3. No, he is Jack.          4. There are eight rooms.</p> <p><b>3. Unscramble these words from the conversation</b></p> <p>Have Ps work individually. Read the story again and order the letters to make the meaningful words. Have pupils trade their answers for correction.</p> <ul style="list-style-type: none"> <li>- Call on some pupils to report their answers. The rest of the class listen give comments.</li> </ul> <p>.</p> <ul style="list-style-type: none"> <li>- Have the whole class read each word in chorus to reinforce their pronunciation.</li> </ul> <p>Answer: a. sister      b. brother      c. house</p>	<p>Read the sentences</p> <p>Give the identification Work in pairs</p> <p>Listen and answer T's questions</p> <p>Work in pairs</p> <p>Work in group</p> <p>Pair work</p>
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<p>d. rooms e. hello f. mouse</p> <p><b>4. Complete the conversation between Miu and Mimi</b></p> <ul style="list-style-type: none"> <li>- Pairs work. Have pupils turn their books to page 39. Tell pupils that they are going to read the dialogue between Miu and Mimi and find out the suitable words to complete the meaningful dialogue.</li> <li>- Pupils do the task. Monitor the activity and offer help when necessary.</li> <li>- Have pupils trade their answers for correction.</li> <li>- Call on some pairs to report their answers. The rest of the class listen give comments.</li> <li>- Make a few questions to check pupils' comprehension of the sentences.</li> <li>- Have the whole class read each sentence in chorus to reinforce their pronunciation.</li> </ul> <p>Answer: Miu: Name/is Mimi: name Miu: to meet you Mimi: Nice to meet you</p> <p><b><u>4. Consolidation</u></b> Summary the lesson</p> <p><b><u>5. Homework</u></b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, review the phonics, vocabulary and sentence patterns from units 11 - 15.</li> </ul>	<p>Read and do exercise in pairs.</p> <p>Do exercises in the workbook</p>
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**WEEK 26**

**Period 105: UNIT 16: DO YOU HAVE ANY PETS.**

***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 pets.

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: Do you have any pets?—Yes, I do. I have... /No, I don't. I have....

- Vocabulary: dog, pet, cute, cat, parrot, rabbit, goldfish

**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><b><i>Warm up: Chatting</i></b></p> <p><b>1. Look, listen and repeat.</b></p> <p>Ask Ss to identify the characters in the picture on page 6 and what they are saying.</p> <p>Set the scene "you are going to listen to Nam, Quan and Mai ask and answer questions about pets.</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 Nam's part, the others repeat Mai's, Quan's part.</p> <p>Have whole class repeat all the phrases a few times to reinforce their pronunciation.</p> <p><b>2. Point and say</b></p> <ul style="list-style-type: none"> <li>- Have pupils look at pictures on Page 40. Elicit the characters in the pictures and their names.</li> </ul> <p>Teach vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Dog</td> <td style="width: 50%;">pet</td> </tr> <tr> <td>Cute</td> <td>cat</td> </tr> <tr> <td>Parrot</td> <td>rabbit</td> </tr> <tr> <td>goldfish</td> <td></td> </tr> </table> <p>Check vocab: slap the board</p> <p>Model sentence: Do you have any pets?                      -Yes, I do. I have... /No, I don't. I have....</p> <p>Ask pupils to guess and complete the speech bubbles.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Call on some pairs to perform their task at the front of the class. The rest of the class observe and give comments.</li> <li>- Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.</li> </ul> <p><b>3 <u>Let's Talk</u></b></p> <p>Ask students to look at the pictures in the book. Ask</p>	Dog	pet	Cute	cat	Parrot	rabbit	goldfish		<p>Pair works</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>
Dog	pet								
Cute	cat								
Parrot	rabbit								
goldfish									

<p>them to identify the characters in the pictures.                  Ask Ss work in pairs to ask and answer questions about toys. Call some pairs to act out                  Correct their pronunciation  <u><b>4.Consolidation</b></u>                  Summary the lesson  <u><b>5.Homework</b></u>                  - Do exercises in workbook, learn by heart the new words</p>	<p>Pactise in pairs</p> <p>Do exercises in the workbook</p>
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WEEK 27

**Period 106: UNIT 16: DO YOU HAVE ANY PETS?**

*Lesson 1: Part 4-5-6*

**I. Objectives:**

**1. Knowledge:** By the end of the lesson Ps will be able to ask and answer about pets.

**2. Skills:**

- Develop Ss reading, writing and listening skills

**3. Language focus:**

- Sentence Partners

- Vocabulary: in the cage, in the fish tank

**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 ask and answer about pets.

**3. New lesson:**

Teacher's actions	Students' actions
<p><b>Warm up</b>                      Jumped words  <b>4. Listen and tick</b>                      - Have pupils look at pictures 1, 2 and 3 on page 41 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.</p>	<p>Work individually</p> <p>Identify the characters in each picture</p> <p>Listen and tick</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><b>5. Look and write</b></p> <p>- Have pupils open their books to Page 41. Get Ss to identify the characters in the picture and who they are in the picture.</p> <p>Teach vocabulary:</p> <p>In the cage                      in the fish tank</p> <p>Pet shop                         bird</p> <p>Check vocab: what and where</p> <p>- Tell Ss that they are going look the picture and read the paragraph to get information, find out the suitable words to write in the blanks.</p> <p>- Ss read silently and complete the dialogues.</p> <p>- Ss trade their answers for correction</p> <p>- Ask Ss to read the answers aloud to the class. The others listen and give comments.</p> <p><i>Answers: 1. Dog    2. cats    3. Birds    5. Goldfish</i></p> <p>- Make some questions to check Ss' comprehension of the reading text.</p> <p>Have the whole class read each line of the dialogues chorally to reinforce their pronunciation.</p> <p><b>6. Let's write</b></p> <p>- Have pupils open their books to Page 41. Get Ss to write the answers about the pets they have</p> <p>- Pair works. Pupils give their answers for correction.</p> <p>- Ask some pupils to read their answers aloud to the class. The rest of the class listen and give comments and reinforce their pronunciation.</p> <p><b><u>4. Consolidation</u></b></p> <p>Asking Ps to focus on the structure once again.</p> <p>- Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b></p> <p>Do exercises in the workbook. Learn by heart the new words and structures.</p>	<p>Identify the characters in each picture</p> <p>Work individually</p> <p>Write the answer individually</p> <p>Do exercises in the workbook</p>
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**WEEK: 27**

**Period 107: UNIT 16: DO YOU HAVE ANY PETS?**

*Lesson 2: Part 1- 2-3*

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able ask and answer questions about the location of pets

**2. Skills:**

- Develop Ss speaking and listening skills.

**3. Language focus:**

- Sentence Partners: Where are the cats? – They are under the table.

- Vocabulary: over there, with, in the garden, flower pot, fish tank

**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 write the new words

**3. New lesson:**

Teacher's actions	Students' actions						
<p><i>Warm up:</i> Chatting about the pets</p> <p><b>1. Look, Listen and repeat.</b></p> <p>Have Ss to look at the book at page 42.</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 Nam's part and the other repeat his mother'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> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">over there</td> <td style="width: 50%;">with</td> </tr> <tr> <td>in the garden</td> <td>flower pot</td> </tr> <tr> <td>fish tank</td> <td></td> </tr> </table> <p>Check vocab: rub out and remember</p>	over there	with	in the garden	flower pot	fish tank		<p>Pairs work</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>
over there	with						
in the garden	flower pot						
fish tank							

<p>- Elicits the structures Where are the cats? – They are under the table.</p> <p><b>2. Point and say</b> Have Ss look at the pictures on page 42 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><b>3 - Let's talk:</b> Show picture and give task. Talk about the location of pets. Have Ps work in pair. - Display in class, others comment Listen and correct. Have Ps practise</p> <p><b><u>4.Consolidation</u></b> Summary the lesson</p> <p><b><u>5.Homework</u></b> - Do exercises in workbook, learn by heart the new words</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 the exercise in the workbook Do exercises in the workbook</p>
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WEEK 27

**Period 108: UNIT 16: DO YOU HAVE ANY TOYS?**

*Lesson 2: Part 4-5-6*

**I. Objectives:**

**1. Knowledge:**

- By the end of this lesson, Students will be able to ask and answer question about the location of pets.

**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 write the new words.

**3. New lesson**

Teacher's actions	Students' actions
<p><b><i>Warm up: Talk about the location of pets.</i></b></p> <p><b>4. Listen and number</b></p> <p>- Have pupils look at pictures a, b, c and d on page 43 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 number the pictures they hear. They should guess the answer.</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><b>5. Read and complete</b></p> <p>Ask Ss to open the book 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 missing words about the pets and the location of the pets.</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>Have a revision of the language          Ask Ss to read the paragraph and do the task (match the sentence with a appropriate picture.)          Monitor the activity and offer help when necessary          Have Ss trade the answers 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: 1. Pets 2. Cat/on 3. Dog/ under          4. parrots/ rabbit/ garden</i></p> <p><b>6. Let's sing</b>          - Introduce <i>Do you have any pets song</i>, Page 43.          - 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 pronunciation.</p> <p><b><u>4.Consolidation</u></b>          Summary the lesson</p> <p><b><u>5.Homework</u></b>          - Do exercises in workbook, learn by heart the new words</p>	<p>Work Individually          Read the paragraph</p> <p>Sing the song</p> <p>Do exercises in the workbook</p>
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WEEK 28

**Period 109: UNIT 16: DO YOU HAVE ANY PETS?**

*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 pets and the location of pets.** Pronounce the sounds in the letters / /, / / 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 talk about the location of pets they have.

**3. New lesson**

Teacher's actions	Students' actions
<p><b><i>Warm up:</i></b> Sing the song: Do you have any pets?</p> <p><b>1. Listen and repeat</b>                      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 <b>dog and parrot</b>                      -Introduce the sounds / / and / /                      -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><b>2. Listen and write</b>                      - 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><b>Answer:</b></p> <p><b>3. Let's chant</b>                      - Introduce the Chant.</p>	<p>Sing the song</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</p>



prediction. Ss 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

Answers: 1 – c; 2 – d; 3 – a; 4 – b.

### 5. Read and write

-T explains the situation and how to do the exercise

-Ask students to look the picture of Mai's pets. Ask Ss to identify the characters in the pictures on page 45.

Read the paragraph and questions in the book and write the answers.

Work individually to do the exercise then practice in pairs in front of the whole class. The rest listen to and give the remark.

Correct the pronunciation.

Answer: 1. She is 8 years old 2. Yes, she does.

3. She has a dog, Two goldfish and two parrots.

4. It's at the door.

5. They are in the fish tank

### 6. Project

- Introduce the situation.

- Explain how to do the exercise: draw their pets. Tell the classmates about it

-Ss act out in front of the class. The rest listen to and give the remark. Correct the pronunciation

### 4. Consolidation

Summary the lesson

### 5. Homework

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

individually

Work in pairs

Answer the questions

Work individually

Vb89 Do exercises in the workbook

WEEK 28

Period 111: UNIT 17: WHAT TOYS DO YOU LIKE?

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 toys

**2. Skills:**

- Develop Ss speaking and listening skills

**3. Language focus:**

- Sentence Partners: What toys do you like? - I like ships

- Vocabulary: ship, truck, kite, plane, train

**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><b>Warm up: Read the chant</b></p> <p><b>1. Look, listen and repeat.</b>                      Ask Ss to identify the characters in the picture on page 46 and what they are saying.                      Set the scene "you are going to listen to Nam and Mai ask and answer questions about toys.                      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 Nam's part, the other repeats Mai's part.                      Have whole class repeat all the phrases a few times to reinforce their pronunciation.</p> <p><b>2. Point and say</b>                      - Have pupils look at pictures on Page 12. Elicit the characters in the pictures and their names.                      Teach vocabulary:                      Ship                                      truck                      Kite    plane                      train                      check vocab: slap the board                      Model sentence: What toys do you like</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</p>



<p>- I like ships.</p> <p>Ask pupils to guess and complete the speech bubbles.</p> <p>- 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.</p> <p>- Call on some pairs to perform their task at the front of the class. The rest of the class observe and give comments.</p> <p>- Have the whole class repeat all the phrases in chorus to reinforce their pronunciation.</p> <p><b>3 Let's Talk</b></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 ask and answer questions about toys. Call some pairs to act out</p> <p>Correct their pronunciation</p> <p><b>4. Consolidation</b></p> <p>Summary the lesson</p> <p><b>5. Homework</b></p> <p>- Do exercises in workbook, learn by heart the new words</p>	<p>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 112: UNIT 17: WHAT TOYS DO YOU LIKE?**  
*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 toys.

**2. Skills:**

- Develop Ss writing, reading 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><b>Warm up</b> Talk about toys</p> <p><b>4. Listen and tick</b></p> <ul style="list-style-type: none"> <li>- Have pupils look at pictures 1, 2 and 3 on page 47 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</li> <li>- Play the recording 2 times pupils to listen and tick the boxes. Check their guess. Compare the answer with the partner.</li> <li>- Play the recording again pupils check their answers. T give the answer:</li> <li>- Ask some questions to ensure pupils' comprehension of the listening text.</li> </ul> <p><b>5. Read and write</b></p> <ul style="list-style-type: none"> <li>- Have pupils open their books to Page 47. Get Ss to identify the characters in the pictures and what they are saying.</li> <li>- Tell Ss that they are going to look the pictures, read and get information to write the missing words in the sentences.</li> <li>- Ss read silently and complete the sentences.</li> <li>- Ss trade their answers for correction</li> <li>- Ask Ss to read the answers aloud to the class. The others listen and give comments.</li> </ul> <p><i>Answers: 1. playroom                      2. planes</i>  <i>              3. dolls                                4. ships</i>  <i>              5. kites                                6. trucks</i></p> <ul style="list-style-type: none"> <li>- Make some questions to check Ss' comprehension of the reading text.</li> </ul> <p>Have the whole class read each line of the dialogues chorally to reinforce their pronunciation.</p> <p><b>6. Let's write</b></p> <ul style="list-style-type: none"> <li>- Have pupils open their books to Page 47. Get Ss to write the answers about the toys they have</li> <li>- Pair works. Pupils give their answers for correction.</li> <li>- Ask some pupils to read their answers aloud to the class.</li> </ul>	<p>Ss practise</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>Listen and sing</p>

<p>The rest of the class listen and give comments and reinforce their pronunciation</p> <p><b><u>4. Consolidation</u></b> Asking Ps to focus on the structure once again. - Retell the content of the lesson.</p> <p><b><u>5. Homework</u></b> 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: 29**

**Period 113: UNIT 17: WHAT TOYS DO YOU HAVE?**

*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 quantity.

**2. Skills:**

- Develop Ss speaking and listening skills.

**3. Language focus:**

- Sentence Partners: How many parrots do you have?- I have five parrots  
- Vocabulary:

**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 talk about their toys they have

**3. New lesson:**

Teacher's actions	Students' actions
<p><b><i>Warm up:</i></b> Chatting about toys</p> <p><b>1.Look, Listen and repeat</b> Have Ss to look at the book at page 48. 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>Pairs work</p> <p>Look at the pictures in the book</p>