

<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 Mai's part and the other repeat Quan'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"> - Elicits the structures How many parrots do you have?- I have 5 parrots. <p>2. Point and say Have Ss look at the pictures on page 48 Elicit the characters in the pictures and guess what are they talking about. 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. 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 quantity</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 29

Period: 114: UNIT 17: WHAT TOYS DO YOU HAVE?

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.

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary: different

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 toys they have.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up:</i> guessing games</p> <p>4. Listen and number</p> <p>- Have pupils look at pictures a, b, c and d on page 49 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 page 49.</p> <p>Set the scene: <i>"you are going to read the paragraph about children's toys to get the information in order"</i></p>	<p>Group works</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><i>to fill the suitable words in the blanks.”</i></p> <p>Teach vocabulary: Different Have a revision of the language Ask Ss to read the paragraph about children’s toys and fill the suitable words in the blanks. 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: 1. Dogs/ parrots; 2. Cats/ dog; 3. goldfish</i></p> <p>6. Let’s write</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 49. Get Ss to write the answers about the toys and the quantity of toys they have - 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 and 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>Work Individually</p> <p>Read the paragraph and do the exercise</p> <p>Practise in pairs</p> <p>Do exercises in the workbook</p>
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WEEK 29

Period: 115: UNIT 17: WHAT TOYS DO YOU LIKE?

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 toys and quantity. Pronounce the sounds in the letters Kite/ai/,/e/ ship /i/ correctly.

2. Skills:

- Develop Ss writing and listening skills

3. Language focus:

- Sentence Partners:
- Vocabulary: behind

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 toys.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up:</i> Chain game</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 kite and ship -Introduce the sounds i/ai/ e //and ship / i / -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. - Ps listen to the tape and repeat the chant. - Ps chant in group and individual. -The Ps chant and do the action.</p>	<p>Group work</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>

<p>- Teacher reinforce 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>Do exercises in the workbook</p>
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WEEK 29

Period 116: UNIT 17: WHAT TOYS DO YOU LIKE?

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 toys and quantity.

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.

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 paragraph to get the information in order to match the suitable questions to the answers Read the questions and answers individually then matching. Ss 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.</p>	<p>Read the chant</p> <p>Read the paragraph in the book</p> <p>Read and Work individually</p> <p>Work in pairs</p>

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. a; 3. d; 4. b.

5. Read and complete

-T explains the situation and how to do the exercise

-Ask students to read the paragraph in the book of page 51 and answer the questions.

Work individually to find out the suitable words to fill in the blanks then give the answer in front of the whole class. The rest listen to and give the remark.

Correct the pronunciation.

Answer: 1. trucks. 2. ten. 3. has.

4. cats. 5. How

6. Project

- Introduce the situation.

- Explain how to do the exercise: Draw and colour the toys and the pets they have.

-Ss introduce their toys and their pets 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

Read the paragraph and answer the questions individually

Work individually

Do exercises in the workbook

WEEK 30

Period 117: UNIT 13: WHAT ARE YOU DOING?

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 one's action in progress.

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: What are you doing?- I am reading.

- Vocabulary: doing, reading, cooking, listening to music, cleaning the floor

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 toys they have.

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 52 and what they are saying.</p> <p>Set the scene "you are going to listen to Nam and Hoa ask and answer questions about one's action in progress.</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 other repeats Hoa'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> <ul style="list-style-type: none"> - Have pupils look at pictures on Page 52. Elicit the characters in the pictures and their names. <p>Teach vocabulary:</p> <p>Doing reading</p> <p>Cooking listening to music</p> <p>cleaning the floor</p> <p>Check vocab: what and where</p> <p>Model sentence: What are you doing? - I am reading.</p> <p>Ask pupils to guess and complete the speech bubbles.</p> <ul style="list-style-type: none"> - Model: Call pairs to practice in front of the whole class. Practice in pairs. 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>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>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 one's action in progress. Call some pairs to act out Correct their pronunciation 4.Consolidation Summary the lesson 5.Homework - 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 30

Period 118: UNIT 18: WHAT ARE YOU DOING?

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 one's action in progress.

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 write the new words.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up Ask and answer about one's action in progress 4. Listen and tick - Have pupils look at pictures 1, 2 and 3 on page 53 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</p>	<p>Pairs work</p> <p>Identify the characters in each picture</p>

<p>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. Read and write</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 53. Explain the situation and how to do exercise. Ss are going to read the paragraph about Mai's family's action in progress - Tell Ss that they are going to read and get information to write the answers for questions What are they doing? - Ss read silently and complete the sentences. - Ss trade their answers within pairs for correction - Ask Ss to read the answers aloud to the class. The others listen and give comments. <p><i>Answers: 1. reading 2. Is listening to music 3. are cooking</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 write</p> <ul style="list-style-type: none"> - Explain how to do the exercise <p>T introduces the topic "you are going to write the answers for the questions about your action in progress" 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><u>4. Consolidation</u> Asking Ps to focus on the structure once again.</p> <ul style="list-style-type: none"> - Retell the content 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 tick</p> <p>Identify the characters in each picture</p> <p>Work individually</p> <p>Work in pairs</p> <p>Listen and sing</p> <p>Do exercises in the Workbook</p>
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WEEK: 30

Period 119: UNIT 18: WHAT ARE YOU DOING?

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 someone's action in progress.

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: What's he doing? – He's doing his homework.

- Vocabulary: singing, drawing, playing the piano, watching TV, doing one's homework

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 one's action in progress.

3. New lesson:

Teacher's actions	Students' actions
<p>Warm up: talk about Ss' (in class) action in progress</p> <p>1. Look, Listen and repeat.</p> <p>Have Ss to look at the book at page 54. 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 Linda's part and the other repeat his father's part. 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>Individually work</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Read in pairs</p>

<p>Singing playing the piano doing one's homework Check vocab: Rub out and remember - Elicits the structures What's he doing? – He's doing his homework.</p> <p>2. Point and say Have Ss look at the pictures on page 54 Elicit the characters in the pictures. Ask Ss to guess and complete the speech bubbles. T models/ allocates the parts of characters the boy and the girl to Ss use structure: What's he doing? – He's doing his homework. 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. 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 someone's action in progress. - 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>Practice in pairs 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 30

Period 120: UNIT 18: WHAT ARE YOU DOING?

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 someone's action in progress.

2. Skills:

- Develop Ss reading, listening skills

3. Language focus:

- Sentence Partners:

- Vocabulary: skating

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 someone's action in progress.</p> <p>4. Listen and number</p> <p>- Have pupils look at pictures a, b, c and d on page 55 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 match</p> <p>Explain how to do exercise on page 55.</p> <p>Set the scene: "you are going to read and questions and match the suitable answer."</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 the picture</p>

<p>Have a revision of the language: Ask Ss to read the dialogues and answer. Monitor the activity and offer help when necessary Have Ss trade the answers in pairs for correction Call on some pairs to report their answers. Others listen and comment. Have the whole class read each sentence in chorus to reinforce their pronunciation <u>Answers:</u> 1. b 2.d 3.a 4.c</p> <p>6. Let's sing</p> <ul style="list-style-type: none"> - Introduce the I love my parents <i>song</i>, Page 55. - Play the recording and listen the <i>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>4.Consolidation 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>Work in pairs Read the questions and answers in pairs</p> <p>Sing the song</p> <p>Do exercises in the workbook</p>
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WEEK 31

Period 121: UNIT 18: WHAT ARE YOU DOING?

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 one's and someone's action in progress. Pronounce the sounds in the letters ea/ i: /, aw / / 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 someone's action in progress.

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up</i>: sing I love my parents song</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 reading and drawing -Introduce the sounds ea/ i: / and aw / / -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. - Ps listen to the tape and repeat the chant. - Ps chant in group and individual.</p>	<p>Sing the song</p> <p>Look at the pictures in the book</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 chant</p>

<p>-The Ps chant and do the action. - Teacher 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>Do exercises in the workbook</p>
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Period 122: UNIT 18: WHAT ARE YOU DOING?

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 one's and someone's action in progress.

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 someone's action

3. New lesson

Teacher's actions	Students' actions
<p><i>Warm up:</i> Read the chant. 4. Read and complete. T explains the situation and how to do the exercise -Ask students to read the paragraph and choose the suitable words to fill in the blanks. Work individually to do the exercise then explain how to choose the words given to fill in the blanks in front of the whole class. The rest listen to and give the remark. Correct the pronunciation</p>	<p>Read the chant Look at the sentences in the book Read and Work individually Work individually</p>

<p>Ask some questions to ensure pupils' comprehension of the reading text</p> <p><u>Answers:</u> 1. is. 2. In 3. Watching 4. playing 5. listening</p> <p>5. Let's write</p> <p>T introduces the topic "you are going to read the paragraph about Quan's family the questions and write the answers".</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 the sentences.</p> <p>Answer: 1. His family is at home. 2. He is watching TV. 3. She is playing the piano. 4. He is listening to music. 5. He is singing.</p> <p>6. Project</p> <ul style="list-style-type: none"> - Introduce the situation. Ask Ss observe the pictures and talk about what children are doing. - Explain how to do the exercise: tell your classmates what they are doing. - Call on some Ss to report their answers. Others listen and comment. - Correct Ss' mistakes and 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>Fill the suitable words in the blanks</p> <p>Work individually</p> <p>Work individually</p> <p>Work individually</p> <p>Do exercises in the workbook</p>
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WEEK 31

Period 123: UNIT 19: THEY ARE IN THE PARK.

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 activities in the park.

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: What are they doing? - They are skating.
- Vocabulary: in the park, skating, cycling, skating, flying kites, skipping

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 58 and what they are saying.</p> <p>Set the scene "you are going to listen to Nam, Mrs Lan and Mai ask and answer questions about things in the room.</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 someone. One repeats Nam's part, the others repeat Mai's part, and Mrs Lan'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> <ul style="list-style-type: none"> - Have pupils look at pictures on Page 58. Elicit the characters in the pictures and their names. <p>Teach vocabulary:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">in the park</td> <td style="width: 50%;">skating</td> </tr> <tr> <td>cycling</td> <td>flying kites</td> </tr> <tr> <td>skipping</td> <td></td> </tr> </table> <p>Check vocab: what and where</p> <p>Model sentence: What are they doing?</p> <ul style="list-style-type: none"> - They are skating. <p>Ask pupils to guess and complete the speech bubbles.</p> <ul style="list-style-type: none"> - Model: Call on a pair. Allocate the parts of the characters Mai and Linda 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 	in the park	skating	cycling	flying kites	skipping		<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>
in the park	skating						
cycling	flying kites						
skipping							

<p>of sounds, intonation) when necessary.</p> <ul style="list-style-type: none"> - 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>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 ask and answer questions about activities in the park. 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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WEEK 31

Period 124: UNIT 19: THEY'RE IN THE PARK.

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 activities in the park.

2. Skills:

- Develop Ss writing, reading and listening skills

3. Language focus:

- Sentence Partners
- Vocabulary: sports, games, football, happy, today

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: ask and answer questions about activities in the park.</p> <p>4. Listen and tick</p>	<p>Practise in pairs</p>

<ul style="list-style-type: none"> - Have pupils look at pictures 1a, b and 2a, b on page 59 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 write</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 59. Get Ss to identify the characters in the pictures and what they are doing. - Teach vocabulary: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Sports</td> <td>games</td> </tr> <tr> <td>Football</td> <td>happy</td> </tr> <tr> <td colspan="2">Today</td> </tr> </table> <ul style="list-style-type: none"> - Check vocabulary: what and where - Tell Ss that they are going to read the paragraph and write the missing words to fill in the sentences. - Ss read silently and complete the sentences. - Ss trade their answers for correction - Ask Ss to read the answers aloud to the class. The others listen and give comments. <p><i>Answers: 1. In the park 2. Playing football</i> 3. skipping 4. Is cycling 5. flying kites</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 write</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 59. Get Ss to read the questions and use the real information about yourself to answer them. - Tell Ss that they are going to read and answer the questions - Ss read silently and answer questions. - Ss trade their answers within pairs for correction - Ask Ss to read the answers aloud to the class. The 	Sports	games	Football	happy	Today		<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>Answer the questions</p>
Sports	games						
Football	happy						
Today							

<p>others listen and give comments.</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: 32

Period 125: UNIT 19: THEY'RE IN THE PARK.

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 the weather in different places.

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: What's the weather like in Ho Chi Minh city? – It's sunny.
- Vocabulary: weather, like, great, sunny, rainy, cloudy, windy, snowy, stormy

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 60. 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</p>	<p>Sing the song</p> <p>Look at the pictures in the book</p>

<p>the speech bubbles two times. Divide the class into two groups. One repeat Linda's part and the other repeat Mai's part. Play the recording again for the whole class to repeat each line in the speech bubbles to reinforce their pronunciation. - Teach vocabulary: Weather like Great sunny Rainy cloudy Windy snowy Stormy Check vocab: slap the board - Elicits the structures What's the weather like in Ho Chi Minh city? - It's sunny.</p> <p>2. Point and say Have Ss look at the pictures on page 60 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. Have Ps work in pair to ask and answer questions about the weather in different places. - Display in class, others comment Listen and correct. Have Ps practise <u>4.Consolidation</u> Summary the lesson</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>
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<p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words</p>	Do exercises in the workbook
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WEEK 31

Period 126: UNIT 19: THEY'RE IN THE PARK.

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 weather in different places.

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><u>Warm up: Chatting</u> - T asks Ss to ask and answer questions about the weather in different places.</p> <p><u>4. Listen and number</u> - Have pupils look at picture on page 61 of the Student Book. Elicit the identification of the characters in the picture and the characters' words. Tell pupils that they 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.</p>	<p>Practise in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and number</p>

<p>T give the answer: - Ask some questions to ensure pupils' comprehension of the listening text.</p> <p>5. Look, read and write Ask Ss to read the questions and observe the picture find out the information to answer the questions. Set the scene: "you are going to read the question and observe the pictures 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 <i>Answers: 1. cloudy 2. Windy 3. Rainy 4. sunny</i></p> <p>6. Let's sing - Introduce <i>The weather song</i>, Page 61. - 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><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>Ps answer</p> <p>Look at 3 pictures</p> <p>Work Individually</p> <p>Read the question then answer it using the cues in the pictures</p> <p>Sing the song</p> <p>Do exercises in the workbook</p>
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WEEK 32

Period 127: UNIT 19: THEY'RE IN THE PARK.

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 activities in the park and the weather in different places. Pronounce the sounds in the letters ai/ /, a-e/ / 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 the weather in different places.

3. New lesson

Teacher's actions	Students' actions
<p>Warm up: Read the chant</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 rainy and skate -Introduce the sounds ai/ / and a-e/ / -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.</p>	<p>Read the chant</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> <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. - 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 32

Period 128: UNIT 19: THEY'RE IN THE PARK.

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 activities in the park and the weather in different places.

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
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<p>Warm up: Read the chant</p> <p>4. Read and match.</p> <p>T introduces the topic “you are going to read the questions to match the suitable answers”.</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 pairs to report their answers and explain how to choose the 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. c; 2. d; 3. b; 4. e; 5. a</p> <p>5. Read and complete</p> <p>-T explains the situation and how to do the exercise</p> <p>-Ask students to read the paragraph in the book and fill the words given 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. weather 2. park 3. flying 4. playing 5. skating</p> <p>6. Project</p> <p>- Introduce the situation.</p> <p>- Explain how to do the exercise: Draw and color a weather icon for tomorrow’s weather in S’s place.</p> <p>-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></p> <p>Summary the lesson</p> <p><u>5.Homework</u></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 individually</p> <p>Do exercises in the workbook</p>
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WEEK 33

Period 129: UNIT 20: WHERE’S SA PA?

Lesson 1: Part 1-2-3

I. Objectives:

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

2. Skills:

- Develop Ss speaking and listening skills

3. Language focus:

- Sentence Partners: Where’s Sa Pa?- It’s in north Vietnam
- Vocabulary: north, south, central, beautiful

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 weather.

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 64 and what they are saying. Set the scene “you are going to listen to Mai and Linda ask and answer questions about places”. 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>2. Point and say - Have pupils look at pictures on Page 64. Elicit the characters in the pictures and their names. Teach vocabulary: North south Central beautiful check vocab: what and where Model sentence: Where’s Sa Pa? - It’s in north Vietnam</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"> - Model: Call on a pair. Allocate the parts of the characters Mai and Quan 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>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 ask and answer questions about places. Call some pairs to act out Correct their pronunciation and mistake.</p> <p>4. <u>Consolidation</u> Summary the lesson</p> <p>5. <u>Homework</u> - 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 130: UNIT 20: WHERE'S SA PA?

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 places.

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>Warm up – Ask and answer questions about places.</p> <p>4. Listen and number</p> <ul style="list-style-type: none"> - Have pupils look at pictures 1, 2, and 3 on page 65 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 - 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. Read and write</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 65. Get Ss to identify the characters in the pictures and what they are. Teach vocabulary: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">city</td> <td style="width: 50%;">Ha long bay</td> </tr> <tr> <td>place</td> <td>town</td> </tr> <tr> <td>village</td> <td>bridge</td> </tr> <tr> <td>market</td> <td></td> </tr> </table> <ul style="list-style-type: none"> - Tell Ss that they are going to read and get information to write the missing words in sentences. - Ss read silently and complete the sentences. - Ss trade their answers for correction - Ask Ss to read the answers aloud to the class. The others listen and give comments. <p><i>Answers: 1. Thang Long bridge/north Vietnam 2. Ben Thanh market/south Vietnam</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 write</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 65. Get Ss to read the questions and use the real information about their places to answer. - Tell Ss that they are going to read and answer the questions about their places. 	city	Ha long bay	place	town	village	bridge	market		<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>
city	Ha long bay								
place	town								
village	bridge								
market									

<ul style="list-style-type: none"> - Ss read silently and answer questions. - Ss trade their answers within pairs for correction <p>Ask Ss to read the answers aloud to the class. The others listen and give comments.</p> <p><u>4. Consolidation</u></p> <p>Asking Ps to focus on the structure once again.</p> <ul style="list-style-type: none"> - Retell the content of the lesson. <p><u>5. Homework</u></p> <p>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: 33

Period 131: UNIT 20: WHERE'S SA PA?

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 distance.

2. Skills:

- Develop Ss speaking and listening skills.

3. Language focus:

- Sentence Partners: Is Hai Duong near Ha noi? –Yes, it is/No, It isn't.

- Vocabulary: near, far from, far, distance

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>6. Look, Listen and repeat.</p> <p>Have Ss to look at the book at page 66.</p> <p>Elicit the character and have Ss guess what they are</p>	<p>Look at the pictures in the book</p>

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 Tony's part and the other repeat Linda'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 far from

Far distance

Check vocab: slap the board

- Elicits the structures

Is Hai Duong near Ha noi?

-Yes, it is/No, It isn't.

2. Point and say

Have Ss look at the pictures on page 66

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 of the children 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.

3 - Let's talk:

Show picture and give task.

Have Ps work in pair ask and answer question about distance.

- Display in class, others comment

Listen and correct.

Have Ps practise

Listen and repeat

Read in pairs

Look at 4 pictures

Point to the pictures and practise

Play role and speak out.

Work in pairs practice talking:

<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 33

Period 132: UNIT 20: WHERE'S SA PA?

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 distance.

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><i>Warm up: Chatting:</i> talk about the distance.</p> <p>4. Listen and tick</p> <p>- Have pupils look at pictures a, b, c and d on page 67 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>Practise in pairs</p> <p>Look at the pictures in the book</p> <p>Listen and number</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 picture on page 67.</p> <p>Set the scene: <i>"you are going to read the paragraph to get the information about Nam's places in order to fill the suitable words in the blanks"</i></p> <p>Teach vocab:</p> <p>Theater now Temple lake Museum water puppet theater</p> <p>- Check vocab: Slap the board</p> <p>Have a revision of the language</p> <p>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.</p> <p>Make a few questions to check Ss' comprehension of the paragraph.</p> <p>Have the whole class read each sentence in chorus to reinforce their pronunciation</p> <p><i>Answers: 1. Name 2. Near 3. Theater 4. far</i></p> <p>6. Let's play</p> <p>- Explain how the game is played: pupils play in pairs. - When the time is up, call on pairs to demonstrate the game at the front of the class. The rest of the class observe and give comments. - Have the whole class repeat all the sentences to reinforce their pronunciation.</p> <p>Follow up:</p> <p>- Have pupils brainstorm and spell their names of their classmates / friends.</p> <p><u>4.Consolidation</u></p> <p>Summary the lesson</p> <p><u>5.Homework</u></p> <p>- Do exercises in workbook, learn by heart the new words</p>	<p>Ps answer</p> <p>Look at 3 pictures</p> <p>Work In pair to ask and answer the questions</p> <p>Play game</p> <p>Do exercises in the workbook</p>
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WEEK 34

Period 133: UNIT 20: WHERE'S SA PA?

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge: By the end of the lesson Ps will be able to: identify and ask and answer questions about places and distance. Pronounce the sounds in the letters ar/ /, or/ / 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>Warm up: Sing the song Linda has a little doll</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 far and north -Introduce the sounds ar / / and or / / -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.</p>	<p>Sing the song</p> <p>Look at the pictures in the book</p> <p>Listen and repeat</p> <p>Read at 2 sentences</p> <p>Listen and fill in the blank</p>

<ul style="list-style-type: none"> - 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>Answer:</p> <p>3. Let's chant</p> <ul style="list-style-type: none"> - Introduce the Chant " Where's Ba Vi?". - 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 34

Period 134: UNIT 20: WHERE'S SA PA?

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 places and distance.

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
<i>Warm up:</i> Read the chant: Where's Ba Vi?	Read the chant

<p>4. Read and write.</p> <p>T introduces the topic “you are going to read the paragraph about A Vung’s family to get the information in order to answer questions”. Ss look at the picture and find out the place in the picture</p> <p>Teach vocabulary:</p> <p>Mountain tree</p> <p>A lots = a lot of favourite</p> <p>Check vocab: rub out and remember</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 pairs 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. It’s in Sa Pa. 2. He’s eight years old. 3. Sa pa is in north Vietnam. 4. No, it isn’t.</p> <p>5. Let’s write</p> <ul style="list-style-type: none"> - Have pupils open their books to Page 69. Tell pupils that they are going to read and use the real information about themselves to write the sentences about the places and distance. - Pupils practice in pairs and complete the sentences. - 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. <p>6. Project</p> <ul style="list-style-type: none"> - Introduce the situation. - Explain how to do the exercise: talk about their favourite place -Ss act out in front of the class. The rest listen to and give the remark. Correct the pronunciation <p><u>4.Consolidation</u></p> <p>Summary the lesson</p>	<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>
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<p><u>5. Homework</u> - Do exercises in workbook, learn by heart the new words</p>	Do exercises in the workbook
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WEEK 34

Date of preparing:

Date of teaching:

Period 135: REVIEW 4

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 16-20, 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><i>Warm up:</i> - Review the model sentences from unit 16 to unit 20</p> <p>1. Listen and tick</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</p>	<p>Ask ps to practice in pairs</p> <p>Give the identification</p> <p>Listen and tick</p>

of the listening text.

Answers: 1 – c; 2 – d; 3 – b; 4 – a.

2. Listen and number

- Have pupils look at pictures a, b, c and d on page 70 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 paragraph. 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. Living room 2. reading 3. watching
4. playing 5. near 6. dog

4. Read and match

- Whole class. Have pupils turn their books to page 71. 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

Work individually

Listen and tick

Work individually

Work in pairs

<p>reinforce their pronunciation. Answer: 1.e 2. c 3. a 4. b 5. d</p> <p>3. Look and say Have pupils look at pictures 1, 2, 3 and 4 on Page 71. Elicit the characters in the pictures and their names. Ask pupils to guess and complete the speech bubbles. - Model: Call on a pair. Allocate the parts of the characters in the pictures to the pupils. Ask them to ask and answer. 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 in 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><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>Pair works</p> <p>Do exercises in the workbook</p>
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Date of preparing:

Date of teaching:

Period 136: SHORT STORY: CAT AND MOUSE 4

I. Objectives:

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

- Review the phonics, vocabulary and sentence patterns from units 16 - 20.

2. Skills:

- Develop Ss speaking, listening, writing 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 model sentences from unit 16 to unit 20</p> <p>1. Read and listen to the story.</p> <p>- Have pupils look at pictures 1, 2, 3, 4, 5, 6, 7 and 8 on page 72 of the Student Book. Give the identification of the characters in the pictures and the characters' words. Ss read to understand the story.</p> <p>- Teach vocabulary:</p> <p>Wait a minute Let's go for a walk Everyone busy Careful dangerous</p> <p>- Check vocab: what and where</p> <p>Tell pupils that they are going to listen to the recording and check their answers</p> <p>- Play the recording 2 times, pupils to listen.</p> <p>- Make a few questions to check pupils' comprehension of the story</p> <p>- Play the recording again pupils listen to the story and check Ss' answers</p> <p>2. Put the words in correct order</p> <p>-Ask students to read the story in the book and read the words given to order them into meaningful 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. Correct the pronunciation. Answer: 1. Let's go for a walk. 2. Let's read a book. 3. What are they doing? 4. Nini is listening to music.</p> <p>3. Match the rhyming words</p> <p>Have Ps work individually. Read the words and match the rhyming words. Have pupils trade their answers for correction.</p> <p>- Call on some pupils to report their answers. The rest of the class listen give comments.</p> <p>.</p> <p>- Have the whole class read each word in chorus to reinforce their pronunciation.</p> <p>Answer: 1. d 2. a 3. e 4. c 5. b</p> <p>4. Read and write</p>	<p>Ask ps to practice in pairs</p> <p>Read the story Give the identification</p> <p>Listen and answer T's questions</p> <p>Work individually</p> <p>Work individually</p> <p>Pair work</p>
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<p>Read and find out the suitable words to complete the conversation between Chit and Doris</p> <ul style="list-style-type: none">- Pairs work. Have pupils turn their books to page 72. Tell pupils that they are going to read the dialogue between Chit and Doris and find out the suitable words to complete the meaningful dialogue.- Pupils do the task. Monitor the activity and offer help when necessary.- Have pupils trade their answers for correction.- Call on some pairs 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. <p>Answer: 1. Are you 2. Fine 3. like 4. I do 5. I don't.</p> <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, review the phonics, vocabulary and sentence patterns from units 16 - 20.	<p>Read and do exercise in pairs.</p> <p>Do exercises in the workbook</p>
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