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| Week: 1 | *Teaching date: 3A:……………………….*  *3B:………………………..* |

**Period 1: Opening lesson**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ acquaint a new language - English

+ Vocabulary: hi, hello, good morning, good afternoon, good bye

+ Obey teacher’s needs: textbook, workbook, learning lesson before going to the class …

- Practice: Listening, speaking

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s and Students’ activities* | *Contents* |
| **1. Warmer**  - Let’s Ss sing a song  \* Greeting - Acquainting  - Speak aloud the word:  - Explain the words just spoke.  - Give some pictures about England: map, Big Ben, Tower Bridge, Buckingham Palace, The St. Paul’s Cathedral, The House of Parliament …  **2. Introduction**  - Introduce the name of the book for grade 3  - To consolidate and further practice about structures as well as vocabulary doing exercises in workbook.  - Some conference books such as Vở bài tập Tiếng anh lớp 3, vở tập viết Tiếng anh lớp 3 (2 tập), thực hành Tiếng anh lớp 3 ...  - Some teaching materials: Pictures, Flash cards, Robot teacher ...  \* State teacher’s needs have to obey :  + Having to have textbook, workbook and notebook.  + Taking note right and full.  + Learning new word(s) and structure(s), doing exercises before the new lesson starts  + Not talking when teacher is teaching  - Listen and explain  \* Teaching some words  - Read  - Guide to read  - Write  **3. Practice**  - wave hand (high)  *May I go out* : go out the seat  *May I come in* : come back the seat  *Goodbye* : wave hand (low )  **4. Production:**  - Check Ss if remember the words or not by the way only give signals: wave hand, go out, come in  5. Home work:  -Ask Ss to prepare the new lesson | ***Sing a song***  - hello: Xin chào  *hello. My name’s Hue.*  “ Tiếng anh 3 - 2 tập ”  - State the parts of the textbook: It has 10 units and 2 review in each book. Each unit contains 3 lessons (lesson 1, 2, 3) and learned in 6 periods.  *Hello, hi* :  - hello  - hi  - May I go out?  - May I come in?  - good bye |

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| Week: 1 | *Teaching date: 3A: Tuesday, August 18th 2015*  *3B: Wednesday, August 19th 2015* |

**Period 2: UNIT 1: HELLO**

**LESSON 1 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to greet and self-introduce

- Practice: Listening - speaking

+ Vocabulary: hi, hello, I’m, nice to meet you

+ Grammar: Hello/Hi. I’m + name

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Use the icons, and then ask Ss to say in English. ps look at the icons and say:  - Guide Ss to read in chorus. Ss read in chorus  **2. Presentation**  \*Act 1: Ask Students to look at the picture in the part 1 and describe. (Who are they? What are they doing?)  - Use puppets to present situation  - Introduce new words  - Ask Sts to read new words.  - Check vocabulary: Remember.  \*Act 2: Introducing structures:  - Ask Ss to work in groups, read the dialogue and find structure. Ss work in groups  - Ask some Ss to greet and introduce their name.  - Some Ss speak  - Ask Ss to read the dialogues in pairs.  **3. Practice**  \* Act 3: Ask Ss to use structure to greet and introduce the name with each picture (Ss work in pairs)  - Some pairs to practice in front of the class. another give comments if possible  **4. Production**  \*Act 4: Ask Ss to work in pairs using this form:  - Get some pairs to practice. Then others give ideas. Notice: Face to face when practice.  **5. Home work**  - Write 3 lines for each new word, learn by heart the form.  - Prepare: Lesson 1 (3 + 4 + 5) | Look /Listen/ Say (Talk/Read)/Repeat /Check/Tick  Write/Match/Play/Number/Sing  **1. Look, listen and repeat**  **\* New words:**  + hello/hi: Chào  + I: tôi, tớ, mình….  +I am = I’m: Tôi là……  + nice to meet you: rất vui được gặp bạn  **2.** **Point and say**  \***Sentence patterns**:  A: Hello/ Hi .I’m *Mai.*  B: Hello/Hi *Mai* .I’m *Nam.*  \* Pairs work  A: Hello/ Hi .I’m *………..*  B: Hello/Hi *……….*.I’m *………*  **3.** **Let’s talk**  A: Hello. I’m Nam.  B: Hi, Nam. I’m Mai.  C: Hello, I’m Nga.  D: Hi, Nga. I’m Phong.  ***\*Practice***  P1: Hello/Hi. I’m + *name.*  P2: Hi/Hello, St1’s *name.* I’m + *name.* |

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| Week: 1 | *Teaching date: 3A: Wednesday, August 19th 2015*  *3B: Thursday, August 20th 2015* |

**Period 3: UNIT 1: HELLO**

**LESSON 1 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to greet and self-introduce. And read the chants fluently.

- Practice: Reading - writing

# + Vocabulary: review

+ Grammar: Hello/Hi. I’m + name (review)

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  \* Check the old lesson: Have some Ss to greet and self-introduce  **2. Pre - writing**  - Ask ps to look at the pictures p 7 to identify characters.  - Ps write name of characters  - Play the tape twice  - Ps listen and tick  - Call on a volunteer go to the board and number.  - Ps go to the board and tick  - Play the tape again  - Give correct answer  **3. While- writing**  - Have ps read the text and complete with the words given  - Set the time - Ps work in pair  - Call on some volunteers to do the task  - Another ps read the text  - Give feed back  **4. Post - writing**  - Put the piece of paper with the chant from page 7 written on it on the board.  - Play the recording a few times (for ps to listen and clap their hands)  - Have the whole class repeat each line of the chant  - Call on some groups to perform  - Give feed back  **5. Homework**  - Learn by heart how to greet each other and self-introduce  - Recite the chant and write 1 time of the chant.- Do Ex A page 4 in WB. | P1: Hello/ Hi .I’m *…………*  P2: Hello/Hi *……*. I’m *………*  **4. Listen and tick**  ***\*Tape scripts:***  ***\* Answer key***  1.  2.  **5. Let’s write**  ***\* Answer key***  1. Hello/I’m  2. I’m/Hello  **6. Let’s chant**  ***Hello***  *Hello. I’m Mai*  *Hello. I’m Mai*  *Hello. I’m Nam*  *Hello. I’m Nam*  *Hello. I’m Miss Hien*  *Hello. I’m Miss Hien*  *Nice to meet you*  *Nice to meet you* |

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| Week: 1 | *Teaching date: 3A: Thursday, August 20th 2015*  *3B: Friday, August 21st 2015* |

**Period** **4: UNIT 1: HELLO**

**LESSON 2 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to greet and respond to greet.

- Practice: Listening - speaking

+ Vocabulary: how, fine, thanks, thank you, and, goodbye/bye

+ Grammar: How are you?

I’m fine, thanks/thank you.

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ask ps to sing the song: Hello  - Give feed back  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 6 in part 1 and ask them to identify the characters in the picture. (Who are they in the pictures?  - Read the dialogue  \* **Act1**: **Teaching new words:**  - Ask Ss to read in chorus.  - Call some ps to read  - Ps read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice greeting and respond to greeting.  - Make example with a good pupil  - Ps work in pairs  - T observe and offer help if necessary  - Call on some Pairs to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Pupils play game: slap on the board  - Give feed back  **5. Homework**  - Learn by heart the new words and sentence pattern.  - Do Ex AB page 5 in WB. | **The song: Hello** 1. Look, listen and repeat. ***\*New words:***  + how: như thế nào  + fine : khoẻ, tốt  + thanks: cảm ơn (thân mật)  + thank you: cảm ơn (lịch sự hơn thanks)  + and: và, còn  + goodbye/bye: tạm biệt  **2. Point and say**  ***\* Structures:*** greet and respond to greet.  How are you?  I’m fine, thanks/thank you.  **3. Let’s talk**  a. T: How are you?  P: I’m fine, thank you.  … … … |

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| Week: 2 | *Teaching date: 3A: Tuesday, August 25th 2015*  *3B: Monday, August 24th 2015* |

**Period 5: UNIT 1: HELLO**

**LESSON 2 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to greet and respond to greeting

- Practice: Listening, reading and writing

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  \* Let ss sing the song  -Comment.  **2. Presentation**  \*Act 1: ask them to identify the characters in the picture.-Ask Ss to read  -Ask Ss to rub out and remember  - Ss read  - Ask Students to give the form  **-**Call on some Sts to introduce others  -some Ss to answer, other listen and comment.  -Give feedback:  **3. Practice.**  \*Act 2: Ask sts to practice by using this form:  -Ask sts to work in pair  -call on some Sts to practise in front of class, other give idea.  **4. Production. (7’)**  \*Act 3: Guide Ss how to practice  -Have some group to practise.  -Call on some Sts to practise with whole class, other listen and comment.  **5. Home work.**  -Learn by heart how to greet each other and self-introduce. | - Sing the song.  **Hello**  **4. Listen and number**  ***\*Key:***  1 – a; 2 – b; 3 – c; 4 – d  **5. Read and complete**  \*Answer  *1. goodbye*  *2. bye*  *3. fine*  *4. thank you*  **6. Let’s write**  A: Hello/hi. I’m **(name)**  B: Hello,(**Name**)  - The boy is (name) - The girl is (name)  Eg: St1: Hi. I’m Van.  Class: Hello, Van.  - Listen and remember |

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| Week: 2 | *Teaching date: 3A: …………………………….*  *3B: ……………………………..* |

**Period 6: UNIT 1: HELLO**

**LESSON 3 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ produce the sounds of the letters /*b*/ in **bye** and /*h*/ in **hello**

- Practice: Listening, writing

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer (5’)**  \* Check the old lesson: Have some Ss to recite the chants  -Comment.  **2. Presentation (10’)**  \*Act 1: Have Ss to look at the picture, discuss the picture.+ What are they doing?  -Ask Ss to look at the words: **hello** and **bye** and notice the letters coloured differently  -Produce the sounds: /h/ –/i/ some times  -Read( play the recording ), Ss to read in chorus.  -Ask Ss to work in pair  -Have some Ss to practise in front of class,  -Have some group to recite the chant in front of class. Other comment  **3. Practice (8’)**  \*Act 2: Ask ss to describe these pictures to guess in group  - Ss answer  -Read the tape and ask Ss to listen, Number  -Have Ss to answer, other give ideas  -Give feed back:  **4. Production.**  \*Act3: -Ask Ss to recite again the chants on page 7 – Ss practice  **5. Home work.**  -Ask Ss to learn the old lesson, prepare the new lesson. Making sentences greeting and introduce about the name | **Hello**  Hello! Hi!  Hello! Hi!  Hello, Nam. Hi, Mai.  Hello, Nam. Hi, Mai  **1. Listen and repeat**  -/h/ and /b/  hello bye  **\*Structure:**  A: Hello, I’m………….  B: Hi, ……….. I’m……………….  A: Hello, ……………  **Eg:** A: Hello, I’m *Phuong*  B: Hi, *Phuong* . I’m *Duc*  A: Hello, *Duc*  **2. listen and write**  - Stand up and describe   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Group | 1 | 2 | 3 | 4 | | 1 |  |  |  |  | | 2 |  |  |  |  | | 3 |  |  |  |  |   \* Key: 1.d; 2.c; 3.b; 4.a  - recite the chants  **3. Let’s chant** |

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| Week: 2 | *Teaching date: 3A: Wednesday, August 26th 2015*  *3B: Thursday, August 27th 2015* |

**Period 7: UNIT 1: HELLO**

**LESSON 3 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Further practice greeting and responding to greeting in reading and writing

- Practice: Reading, writing

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer.**  - Ask Ps read the chant page 10  - Ps read aloud  - Give feedback  **2. Pre- Writing**  - Ask Ss to open the book Page 11 in order to read and match  - Ps work in pairs  - Check and correct  **3. While- writing.**  - Ask Ps to read and complete the sentences  - Ps work individually  - Ask Ss to trade their answers in pairs for correction  - Ps compare  - Call some Ss to read aloud  - Give feedback  - Have the whole class read each sentence in chorus  - Ps read aloud  **4. Post- Writing.**  - Ask Ps to make name cards  - Guide Ss to complete the name cards  - Ps work in groups of 4.  - Ask Ss to present them to class  - Ps show the name cards to class  **5. Homework**  - Do ex E page 7 in workbook | **Hello**  Hello, I’m Mai.  Hello, I’m Mai.  **…** 4. Read and match ***\* Answer***  1 – d; 2 – a; 3 – b; 4 – c 5. Read and write ***\* Answer:***  1. Hello/Hi  2. I’m  3. Nice  4. How  5. I’m fine  **6. project**  *Make name cards for you and your friends. Present them to your class*   |  | | --- | | **School:** ………………...  **Class:** …………………..  **Name:** …………………. | |

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| Week: 2 | *Teaching date: 3A: Thursday, August 27th 2015*  *3B: Friday, August 28th 2015* |

**Period 8: UNIT 2: What's your name?**

**Lesson 1 (1 + 2 + 3)**

**I. OBJECTIVE:**

By the end of the lesson students will be able to ask and answer about someone's name using: What's your name? My name's…..

- Skills: reading, speaking.

* Vocab: What, my.
* Sentence patterns: What's your name?

My name's Linda

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s activities&Students’ activities* | *Contents* |
| **1. Warmer.**  - T walks around the class to ask the name of some pupils  - Introduce new lesson  **2. Presentation.**  - Ask Ss to look at the picture P 24 to identify the characters in this part and guess what the characters are saying  - Use a poster to present the situation  - T reads dialogue first and introduces new words and sentence patterns  **3. Pratice.**  - Guide Ss to read new words in chorus, in individual  - Check vocab: Rub out and remember  - Ask Ss to listen and repeat the dialogue  - Ask Ss to practice reading the dialogue  - Ask Ss to look at the pictures and identify the characters  - Ask St to repeat each name a few times  - T makes picture a with a pupil  - Call 2 Ss to do again  - Ask Ss to practice asking and answering in pairs  - Check some pairs  **4. Production.**  - Ask Ss to make a similar dialogue to practice asking and answering themselves  - Check some pairs  **5. Homework.**  - Learn by heart the new words and the patterns | T: What's your name? S: I'm Hien 1. Look, listen and repeat - Look at the picture and describe  - Copy  + What  + My  **\*Sentence patterns**  What's your name?  My name's Linda  \* My name's= My name is + ten  - Read in chorus, in individual  - Read  - Listen and repeat  - Look and answer  - Repeat  - Read in pair  **2. Look and say**  - Work in pair  A: What's your name?  B: My name's Peter  - Role play |

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| Week: 3 | *Teaching date: 3A: Tuesday, September 2nd 2015*  *3B: Monday, September 1st 2015* |

**Period 9: UNIT 4: What's your name?**

**Lesson 1 (4 +5+ 6)**

**I. OBJECTIVE:**

By the end of the lesson students will be able to ask and answer about someone's name using: What's your name? My name's…..

- Skills: speaking.

* Vocab: That.
* Sentence patterns: *What's your name?*

My name's Linda

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s activities&Students’ activities* | *Contents* |
| **1. Warmer (5’)**  - Ask 2 St to write vocabs and patterns of old lesson  - Call some Ps to remark  **2. Pre- Speaking(8’)**  - Ask Ss to look at the pictures P 25 to identify the characters  - Ask Ss to present to be Hoa and ask them to answer question: What's your name?  **3. While- Speaking (10’)**  - S ask and answer about name of characters in each pictures in pairs  - Call on some pairs to perform their task at the front of the class  - T corrects their pronunciation  **4. Post- Speaking(7’)**  - Ask Ss to practice asking and answering themselves  - Check some pairs  - Put the large sheet of paper with the rhyme What is your name? on P 25 written it on the board  - Guide Ss to sing two times  - Ask Ss to work in group of 6 to sing  - Call on some groups to demonstrate the song at the front of the class  **5. Homework(5')**  - Learn by heart the new words and the patterns, do ex B p.17 | - What's your name?  My name is ... 3. Talk - Look at the picture and describe  T: What's your name?  S: My name's Hoa  - Pairs work to do  A: What's your name?  B: My name's Mai  A: What's your name?  B: My name's Linh  **4. Let's sing**  - Read silent  - repeat  - Work in group to sing  - Listen and take note |

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| Week: 3 | *Teaching date: 3A: Tuesday, September 1st 2015*  *3B: Wednesday, September 2nd 2015* |

**Period 10: UNIT 2: What's your name?**

**Lesson 2 (1 + 2+ 3)**

**I. OBJECTIVE:**

# By the end of the lesson students will be able to introduce someone, using: This is + name

- Skills: Listening, speaking.

- Phonics: This, Tom

* Vocab: This/ That

- Sentence patterns: This is Tom

This is + name

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s activities&Students’ activities* | *Contents* |
| **1. Warmer (5’)**  - T asks wail around the class to greet and ask name of some St  **2. Pre- Listening (8’)**  - Ask Ss to look at the picture P 26 and talk about characters in this picture  - Put the large piece of paper with chant written on it on the board, teach the new words and phrase  - Guide Ss to read new words and patterns in chorus, in individual  - Check vocab: Rub out and remember  - Use the picture to introduce the chant  - Read the chant first  **3. While- listening (10’)**  - Ask Ss to listen and repeat the chant  - Ask Ss to practice reading the chant in groups of 6 St  - Call on some groups to read aloud  - Ask Ss to discuss about the pictures and identify the characters in the pictures and guess what they are saying  - Ask Ss to listen two times and tick the box in the correct picture  - Let Ss give the answers  - Ask Ss to listen again and check  **4. Post- Listening (7’)**  - Pupil practise introduce name of some classmates  - Sts work in pairs to do  - Call some pairs to practise  **5. Homework(5')**  - Learn by heart the new words and the pattern  - Do ex A p.16 in workbook. | T: What's your name?  S: My name's Huy 1. Listen and repeat - Look at the picture and describe  - Copy  + This  + That  ***Sentence patterns***:  This is Tom  This is + name  - Read in chorus, in individual  - Read  - Listen    - Repeat  - Read in groups 2. Listen and tick - Work in pair  - Listen and number - Give the answers - Key: 1. b, 2.a  - Ss work in pairs to do  A: This is Hoa  B: This is Lan  - Learn by heart |

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| Week: 3 | *Teaching date: 3A: Wednesday, September 2nd 2015*  *3B: Thursday, September 3rd 2015* |

**Period 11: UNIT 2: What's your name?**

**Lesson 2 (4,5,6)**

**I. OBJECTIVE:**

# By the end of the lesson students will be able to introduce someone, using: This is + name

- Skills: Listening, speaking.

- Phonics: This, Tom

* Vocab: This/ That

- Sentence patterns: This is Tom

This is + name

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s activities and Students’ activities* | *Contents* |
| **1. Warm up:**  -Say hello to the class and introduce yourself. Ask ss to say hello or hi, Mr/ Mrs......  -Walk around the class and do that a few times.  -Call some Ss to introduce themselves.  **2. Presentation:**  \*Act 1: Tell the claSS that they are going to listen and tick the correct boxes under the pictures.  -Ask the SS to look at the picture and discribes  -Play the the cd 3 times  -Tell the SS not to worry if they can not understand every word and that they should pay attention to the name of the characters while they are listening.  -Ask the SS to swap and check the answer before checking a a claSS  \*Act 2: -Tell the SS that they are going to look at the picture and fill in the gaps.  -Ask the SS to look at the picture and the text  -Ask them to read the text in silent  -Check the SS´ understanding.  -Elicit the words filling the gaps  -Remind the SS to write the initial letter of the word at the beginning of each sentencein capital letter.  -Allow the SS time to write  -Go round for help.  -Ask the SS to change their book to correct for thei friend  -Write the correct answer on the board  -Ask the SS to copy if neceSSary.  -Call some pairs to read the exchanges aloud  \*Act 3: -Tell the SS that they are going to sing the alphabet song.  -Hang the poster with the song on the board  -Teaching the song: read the lyrics and check coprehension. Play the recordingall the way through.  -Have the SS do choral and individual repetation of the song line after line.  -Teach the SS the action of the song unsing the fingers to make the letter  -Have the claSS to sing the song  **4. Consolidation:**  - Perform the song  -Give the SS remark  **5. Homelink:**  - Sing the song at home | -Listen  -Answer  **4. Listen and tick**  - listen and tick the correct boxes  - look at the picture and discribes  -Listen  -Open the book and look at the book.  -Listen  - Swap and check the answer  Keys:  **1a, 2b**  **5.Look and write**:  - Look at the picture and fill in the gaps.  - look at the picture and the text  - Read the text in silent  - Elicit the words.  -Listen.  - Change their book to correct for thei friend  - Write  ***Keys: My name´s Mai,***  ***My name´s***  **6.Let´s sing:**  -Listen.  - Sing the alphabet song.  - Read the lyrics and check coprehension  - Sing the song  - Perform the song |

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| Week: 3 | *Teaching date: 3A: Thursday, September 3rd 2015*  *3B: Friday, September 4th 2015* |

**Period 12: UNIT 2: What's your name?**

**Lesson 3 (1 + 2 + 3)**

**I. OBJECTIVE:**

By the end of the lesson students will be able to use: How do you spell your name? to spell someone's name.

- Skills: Listening, speaking

* Vocab: new, friend
* Sentence patterns: How do you spell your name?

M-A-R-Y

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s activities and Students’ activities* |  |
| **1. Warmer (5’)**  - Call on 2 Ss to read 3 P 27 again  - Whole class sing the ABCs again  **2. Presentation (8’)**  - Ask Ss to look at the picture Page 28 and identify the characters in the pictures and tell them that they are going to spell someone's name  - Introduce new words and patterns by using the pictures  - Guide Ss to read new words in chorus, in individual  - Call some Ss to read aloud  - Use the picture to introduce the dialogue  - Read the dialogue first  - Ask Ss to recall how to spell someone's name in the dialogue.  **3. Practice (10’)**  - Ask Ss to listen and repeat the dialogue  - Ask Ss to practice reading the dialogue  - Call on some pairs to practise  - Ask Ss to discuss about the pictures a- d page 28 and identify the characters in the pictures and spell the name in each picture  - T makes modal with a student  - Sts work in pairs to practise asking and answering  - Call on some pairs to perform the task at the front of the class  - Have the whole class repeat question and answers in chorus  **4. Production (7’)**  - Pupil practise asking and answering about name of your partner  - Sts work in pairs to do  - Call some pairs to practice  **5. Homework(5')**  - Learn by heart the new words and the pattern  - Do ex D p.19 in workbook. | - Ss read  - Sing aloud  **1. Listen and repeat**  - Look at the picture and describe  - Copy  + new  + friend  + This is my new friend Linda  - Read in chorus, in individual  - Read  - Listen    - Find out and read aloud  +How do you spell your name?  T-O-M  - Listen and repeat  - Read in pair  **2. Look and say**  - Work in pair  - Modal:  T: How do you spell your name?  S: M-A-R-Y  - Ss work in pairs to do  A: How do you spell your name?  B: T-O-M  - repeat  - Ss work in pairs to do  A: How do you spell your name?  B: T-R-A-N-G  - Learn by heart  - Do at home |

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| Week: 4 | *Teaching date: 3A: Tuesday, September 8th 2015*  *3B: Monday, September 7th 2015* |

**Period 13: UNIT 3: WHAT’S YOUR NAME?**

**LESSON 3 (4 + 5 + 6)**

**I. OBJECTIVE:**

By the end of this lesson, Students will be able to greet and asking the health

- Structures: (Review)

- Skills: Listening - speaking

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students' activities* | *Contents* |
| **1. Warm up:**  - Ps recite the chant p.19  - Remark  **2. Presentation**  **Act 1:** - Have Ss to look at the book at page 22; identify the characters in the picture.  - Make a few questions to check Ss’ comprehension of the dialogue.  - Set the scene: *“we are going to review greeting phrases that they have learnt in the previous lesson.”*  - Play the recording all the way through for Ss to listen and read the text. Mime the dialogue.  - Play the recording again for Ss to repeat the dialogue a few tome to reinforce their pronunciation.  **3. Practice**  **\*Act 2:** - Have Ss look at the pictures a, b,  - Elicit the characters in the pictures and their names.  - Tell them to guess and respond to the first character. Then fill the speech bubbles with the correct phrases prompted by Ss.  - Have Ps repeat a few times.  - Have the whole class repeat all the phrases.  - Ask Ss to practice in pairs  - Call on some pairs to perform the task at the front of the class. Others observe and comment.  - Have the whole class repeat the question and answer in chorus to reinforce their pronunciation.  **4. Production**  **\*Act 3:** Have the whole class practice speaking using structures given  - Call on a pair to demonstrate at the front of the class.  - Some pairs speak in front of the class  - Give feedback  **5. Homework**  - Making dialogues using structure in this lesson. | - Recite the chant  **1. Listen and repeat.**  \**New words:*  - let’s = let us: chúng ta hãy  - go to: đi đến  - school: trường học  ***\* Structures:***  A: How are you?  B: I’m fine, Thank you, And you?  A: I’m fine, thanks.  **2. Look and say**  a.  Miss Hien: How are you?  Linda: I’m fine, thank you. And you?  Miss Hien: I’m fine, thanks  b.  Mr Loc: How are you?  Mai: I’m fine, thank you. And you?  Mr Loc: I’m fine, thanks  Eg:  *A: Hello, Nam. How are you?*  *B: Hi, Dat. I’m fine, thank you. And you?*  *A: I’m fine, thanks*  - Listen and take note |

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| Week: 4 | *Teaching date: 3A: Tuesday, September 8th 2015*  *3B: Wednesday, September 9th 2015* |

**Period 14: UNIT 3: THIS IS TONY**

**LESSON 1 (1 + 2 + 3)**

**I. OBJECTIVE:**

By the end of this lesson, Students will be able to greet and asking the health

- Skills: writing - singing.

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students' activities* | *Contents* |
| **1. Warm up**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: - Ps recite the chant p.19  - Remark  **2. Presentation**  **\*Act 1:** - Get Ss to identify the characters in the pictures on page 23 and ask them to talk about the situation in picture.  - Tell Ss that they are going to read and get information to write the missing words in task in the dialogue, using those from the frame on the top of the page.  - Ss read silently and complete the sentences.  - Monitor the activity and offer help when necessary  - Ss trade their answers within pairs or groups for correction  - Ask some Ss to read their answers aloud to the class.  - Have the whole class read each line of the dialogues chorally to reinforce their pronunciation.  **3. Practice**  **\*Act 2:** - Ask Ss to practice in pairs  - Ss work in pairs  - Call them to speak  - Some pairs speak aloud in front of the class  - Give feedback  **4. Production**  **\*Act 3**: - Teach them sing sentence by sentence  - Ss listen and sing after the T’s  - Whole the class sing aloud  - Give feedback  - Ask Ss to review all the structures and main contents they learnt  **5. Homework**  - Practice singing the song at home | - Recite the chant  **3. Write**  - Look at the book and listen  - Read and guess the words  - Do the task  - Trade the answer  - Read aloud - The others listen and give comments.  - Read in chores  \*Answers:  *1- Hi 2- How*  *3- thank 4- thanks*  Miss Hien:Hello, Linda. How are you?  Linda: Hello, Miss Hien. I’m fine, thank you. And you?  Miss Hien: I’m fine, thanks  **4. Let’s sing**  ***How are you?***  Hello, Peter. How are you?  I’m fine, thank you. How are you?  Thank you, Peter. I’m fine, too.  Let’s go to school together  How are you, Nam, Quan, and Mai?  We’re fine, thank you, Mis Hien  - Listen and remember |

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| Week: 4 | *Teaching date: 3A: Wednesday, September 9th 2015*  *3B: Thursday, September 10th 2015* |

**Period 15: UNIT 3: THIS IS TONY**

**LESSON 1 (4 + 5 + 6))**

**I. OBJECTIVE:**

By the end of the lesson students will be able to identify someone using: Who's that? It's + name

- Skills: speaking.

- Phonics: Tony

* Vocab: let's go to school together
* Sentence patterns: This is Tony

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| --- | --- |
| *Teacher’s activities* | *Students’ activities* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson:  - Ask 2 St to write vocabs and patterns of old lesson  - Call some St to remark  **2. Pre- Speaking**  - Ask Ss to look at the pictures P 31 to identify the characters  - T makes example with a student  **3. While- Speaking**  - S ask and answer about name of characters in each pictures in pairs  - Call on some pairs to perform their task at the front of the class  - T corrects their pronunciation  **4. Post- Speaking**  - Put the piece of paper with the chant on the B then read aloud first  - Introduce some new words and patterns  - Guide Ss to read new words in chorus, in individual  - Guide Ss to read the chant 2 or 3 times  - Ask St to work in group of 6 to read  - Call on some groups to recite and clap the chant at the front of the class  **5. Homework**  - Learn by heart the new words and the patterns, do ex in workbook | - Rewrite on the board then read aloud4. Listen and tick - Look at the picture and describe  T: Who's that?  S: That's Mai    - Pairs work to do  A: Who's that?  B: That's Mai 5. Look and write- Read silent+ let's go to school together \* Patterns:  + Is this/yhat Tom?  Yes, It is/ No, it isn’t  **6. Let’s sing**  - Repeat  - Work in group to read  - Listen and take note |

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| Week: 4 | *Teaching date: 3A: Thursday, September 10th 2015*  *3B: Friday, September 11th 2015* |

**Period 16: UNIT 3: THIS IS TONY**

**Lesson 2 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ ask and answer the questions about someone.

- Practice: Listening – speaking

+ Vocabulary: this, that, yes, no

+ Grammar: Is this/that + name?

Yes, it is/No, it isn’t.

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson:  - Ask Ps to sing the song page 19  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 20 in part 1 and ask them to identify the characters in the picture. (Who are they in the pictures?  - Read the dialogue  \* **Act1**: **Teaching new words:** (use the picture)  - Ask Ss to read in chorus.  - Call some Sts to read  - Read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice asking and answering about someone.  - Make example with a good pupil  - Ps work in pairs  - T observe and offer help if necessary  - Call on some Pairs to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Pupils practice asking and answering about someone in their class with:  *Is this/that + name?*  *Yes, it is/No, it isn’t. It’s + name.*  - Ss work in pairs to do  - Call some pairs to perform  - Give feed back  **5. Homework**  - Learn by heart the new words and the pattern. | - Singing1. Look, listen and repeat. ***\*New words:***  + this này  + that kia  + yes đúng vậy  + no không, không phải  **2. Point and say**  ***\* Structures***  *Is this/that + name?*  *Yes, it is/No, it isn’t. It’s + name.* \* Notes: *- It’s = It is*  *- It isn’t = It is not* 3. Let’s talk T: Is that Mai?  P1: Yes, it is.  T: Is that Quan?  P2: No, it isn’t. It’s Phong.  P1: Is that Nga?  P2: Yes, it is. |

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| Week: 5 | *Teaching date: 3A: Tuesday, September 15th 2015*  *3B: Monday, September 14th 2015* |

**Period 17: UNIT 3: THIS IS TONY**

**LESSON 2 (4 + 5 + 6)**

**I. OBJECTIVES:**

- By the end of this lesson, Students will be able to:

+ ask and answer the questions about someone.

- Practice: Listening – reading

+ Vocabulary: review

+ Grammar: Is this/that + name? (review)

Yes, it is/No, it isn’t.

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask 2 ps to ask and answer about some one.  - Call some ps to remark  **2. Pre- Reading**  \* Act1: - Ask ps to look at the pictures p 21 to identify the characters in the pictures  - Ps write the name of characters  \* Act2: - Play the tape twice  - Ps listen and number  - Call on some ps go to the board and number.  - Ps number on the board  - Play the tape again  - Give correct answer  **3. While- Reading**  - Have Ss look at Pictures on Page 21, identify the characters and answer the question Is that + name?  - Set the time - Ps work in pair  - Call on some pairs to perform their task at the front of the class  - Ps perform the task  - Check some pairs  **4. Post - Reading**  - Explain how to play the game  - Let’s Ps play in draft.  - Ps play game  - Give feed back  **5. Homework**  - Do Ex B p 13 in workbook.  - Prepare unit 3: lesson 3 (1 + 2 + 3) | P1: Is that Nga?  P2: Yes, it is.  P1: Is that Long?  P2: No, it isn’t. It’s Lam  **4. Listen and number**  a. peter b. Tony  c. Linda d. Mai  ***\*Tape scripts:***  *1. Is that Linda?*  *Yes, it is.*  *2. Is that Peter?*  *No, it isn’t. It’s Tony.*  *3. Is that Peter?*  *Yes, it is.*  *4. Is that Linda?*  *No, it isn’t. It’s Mai.*  ***\* Answer key***  1. c 2. c . 3. a  **5. Look, read and answer**  \* Key  1. Yes, it is  2. No, it isn’t. It’s Tony  3. Yes, it is  4. No, it isn’t. It’s Quan.  **6. Let’s play**  **Line-up**  (Making sentences) |

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| Week: 5 | *Teaching date: 3A: Tuesday, September 15th 2015*  *3B: Wednesday, September 16th 2015* |

**Period 18: UNIT 3: THIS IS TONY**

**LESSON 3 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ pronounce correctly the sound of the letter ***l*** and ***y*** in different contexts.

- Practice: Listening – reading

+ Vocabulary: review

+ Phonic: **t** **y**

+ Grammar: Is this/that + name? (review)

Yes, it is/No, it isn’t.

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson:  - Ask 2 ps to ask and answer about some one.  - Call some ps to remark  **2. Presentation**  - Have ps turn their books to page 22  - Ask ps to look at the words ***t*** and ***y*** and notice the letters coloured differently in both words ***Tony*** and ***yes***; in two sentences ***Is that Tony?*** And ***Yes, it is***. Tell them they are going to learn how to produce the sound of the letters ***l***, in the words ***Tony*** and in the sentence ***Is that Tony?*** and that of the letters ***y,*** in the word ***yes*** and in the sentence ***Yes, it is***. Produce these two sounds a few time  - Play the tape  - Call on some ps to read aloud  - Check their pronunciation if necessary  **3. Practice**  - Ask ps look at the sentence guess the missing words  - Play the recording  - Ps listen and write  - Ask ps to perform the task at the front of the class  - Ps practice reading the sentences  **4. Production**  - Ask ps look at the chant p 22.  - Play the tape  - Ps listen and repeat  - Guide Ss to read and clap the rhyme.  - Ps read and clap the rhyme  - Ask Ss to work in groups of 5 or 6 to read aloud  - Call on some groups to recite  - Ps perform  - Give feedback  **5. Homework**  - Learn by heart the chant p 22  - Do Ex D p 14 in workbook.  - Prepare unit 3: lesson 3 (4 + 5 + | P1: Is that Nga?  P2: Yes, it is.  P1: Is that Long?  P2: No, it isn’t. It’s Lam  **1. Listen and repeat**  **t** **T**ony Is that **T**ony?  **y** **y**es **Y**es, it is 2. Listen and write 1. That is … … …  2. … … …, it is  \* Key  1. Tony  2. Yes  **3. Let’s chant**  *Is that Nam? Yes, it is. Yes, it is.*  *Is that Hoa? No, it isn’t. No, it isn’t. It’s Mai! It’s Mai!*  *Is that Linda? Yes, it is. Yes, it is.*  *Is that Peter? No, it isn’t. No, it isn’t. It’s Tony! It’s Tony!* |

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| Week:5 | *Teaching date: 3A: Wednesday, September 16th 2015*  *3B: Thursday, September 17th 2015* |

**Period 19: UNIT 3: THIS IS TONY**

**LESSON 3 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice asking and answering the questions about someone in writing.

- Practice: Reading – writing

+ Vocabulary: review

+ Grammar: Is this/that + name? (review)

Yes, it is/No, it isn’t.

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson:  - Call some ps to read the chant p22  - Remark  **2. Pre - Writing**  - Ask ps to look at the pictures p 23 and identify the characters in the pictures in order to complete the dialogues with the word given.  - Ps work in pair  - T sets the time, observes and offers help in necessary  - Call on some ps to read the dialogues  - Ps read aloud  - Give correct answer  **3. While - Writing**  - Have Ss look at Pictures on Page 23, identify the characters in each picture and complete the sentences  - Set the time - Ps work individually  - Call on some ps to perform their task at the front of the class  - Ps read aloud  - Give feed back  **4. Post - Reading**  - Ask ps to draw their best friend  - Set the time – Ps work individually.  - Call on some ps show their drawings and introduce their friends  - Give feed back  **5. Homework**  - Do Ex E p 15 in workbook.  - Prepare unit 4: lesson 1 (1 + 2 + | The chant  **Is that Nam?**  **5. Read and complete**  ***\* Answer key***  1. This  2. Hello  3. that  4. isn’t  **5. Look, read and write**  ***\* Answer key***  1. Mai  2. Nam  3. Phong  4. Linda  5. Peter  **6. Project**  **Draw your best friend**   |  | | --- | | This is … … … | |

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| Week: 5 | *Teaching date: 3A: Thursday, September 17th 2015*  *3B: Friday, September 18th 2015* |

**Period 20: UNIT 4: HOW OLD ARE YOU?**

**Lesson 1 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ ask and answer the questions about someone.

- Practice: Listening – speaking

+ Vocabulary: who

+ Grammar: Who’s that?

It’s + name.

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson:  - Ask some ps to show their drawings about their best friends and introduce them.  - Call some ps to remark  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 24 in part 1 and ask them to identify the characters in the picture. (Is that + name?)  - Look at and identify the characters in the pictures and answer  - Read the dialogue 1 time  \* **Act1**: **Teaching new words:**  - Give new word  - Ps write in their note books  **\* Act2: Give new structure:**  - Explain new structure  - Have some pairs to practise in front of class, others listen and comment  - Ask Ss to practice with the structures  **3. Practice**.  -Ask ps to look the pictures on page 24 in part 3 to ask and answer question about someone.  - Take example  - Ps work in pair (close pair)  - Some ps practice, others listen and comment  - Give feed back  **4. Production**  - Ask ps to ask and answer question about someone in their class.  - Ps work in pair (open pair)  - Ps perform in front of the class – other listen and comment.  - Give feed back.  **5. Home work**  - Learn by heart the new words and pratice the structure.  - Prepare unit 4: lesson 1 (4 + 5 + 6) on page 25. | - Show their drawing and introduce their friends  **1. Look, listen and repeat**  ***\* New words:***  + who: ai  **2. Look and say**  ***\* Sentence patterns***: ask and answer the questions about someone.  *A: Who’s that?*  *B: It’s + name.*  Eg;  *A: Who’s that?*  *B: It’s Mr Loc.*  **3. Let’s talk**  ***\* Example:***  A: Who’s that?  B: It’s Mary*.*  **\* Practice** |

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| Week: 6 | *Teaching date: 3A: Tuesday, September 22nd 2015*  *3B: Monday, September 21st 2015* |

**Period 21: UNIT 4: HOW OLD ARE YOU?**

**LESSON 1 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ ask and answer the questions about someone.

- Practice: Listening – writing

+ Vocabulary: review

+ Grammar: Who’s that?

It’s + name. (review)

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| *Teacher’s & Students’ activities* | | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson:  - Ask some ps to ask and answer about someone using question: Who’s that?  - Another ps remark  **2. Pre-Writing**  - Have ps to look at the pictures on page 25 in part 4 and ask them to identify the characters in the picture. (Who’s that?)  - Ps look at and identify the characters in the pictures and answer.  - Play the recording 2 times  - Ps listen and do the task  - Have ps to trade their answer for correction.  - Play the recording again  - Ps listen and check  **3. While- Writing**.  - Have Ss look at Pictures on Page 25, identify the characters in each picture and complete the sentences  - Set the time - Ps work in pair  - Call on some ps to perform their task at the front of the class  - Ps read aloud  - Give feed back  **4. Post- Writing**  - Have Ss look at Pictures on page 25 part 6, identify the characters in each picture and answer the question.  - Set the time - Ps work individually  - Call on some volunteers to perform their task at the front of the class  - Ps perform in front of the class – other listen and comment.  - Give feed back.  **5. Homework**  - Do Ex A p 16 in workbook.  - Prepare unit 4: lesson 2 (1 + 2 + 3) | | P1: Who’s that?  P2: It’s Mary*.*  **4. Listen and tick**  ***\* Answer key***  1.  2.  **5. Read and write**  ***\* Answer key***  1. who’s  2. who’s that  **6. Let’s write**  **Who’s that?**  ***\* Answer key***  2. It’s Mary  3. It’s Peter  4. It’s linda |
|  | |  | | |
| Week: 6 | | *Teaching date: 3A: Tuesday, September 22nd 2015*  *3B: Wednesday, September 23rd 2015* | | |

**Period 22: UNIT 4: HOW OLD ARE YOU?**

**LESSON 2 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ ask and answer the questions about someone’s age.

- Practice: Listening – speaking

+ Vocabulary: how old

+ Grammar: How old are you?

I’m + age.

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson:  Ask some ps to ask and answer about someone using question: Who’s that?  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 26 in part 1 and ask them to identify the characters in the picture. (Who are they in the pictures?  - Read the dialogue  \* **Act1**: **Teaching new words:** (use the picture)  - Ask Ss to read in chorus.  - Call some Sts to read  - Read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice asking and answering about someone’s age.  - Make example with a good pupil  - Ps work in pairs  - T observe and offer help if necessary  - Call on some Pairs to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Pupils practice asking and answering about someone’s age in their class with:  *How old are you?*  *I’m + age.*  - Ss work in pairs to do  - Call some pairs to perform  - Give feed back  **5. Homework**  - Learn by heart the new words and the pattern.  - Do Ex B p 17 in workbook. | P1: Who’s that?  P2: It’s Mary*.*  P1: And who’s that?  P2: It’s Miss Hien*.* 1. Look, listen and repeat. ***\*New words:***  + how old: tuổi  + cardinal number: số đếm  + years old: năm tuổi  **2. Point and say**  ***\* Structures:*** ask and answer the questions about someone’s age.  *How old are you?*  *I’m + age.*  **3. Let’s talk**  T: How old are you, Nam?  P1: I’m eight years old.  T: How old are you, Lam?  P2: I’m eight years old, too.  **\* Practice**  P1: How old are you, Lam?  P2: I’m eight years old. How old are you, Nam?  P1: I’m nine years old. |

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| Week:6 | *Teaching date: 3A: Wednesday, September 23rd 2015*  *3B: Thursday, September 24th 2015* |

**Period 23: UNIT 4: HOW OLD ARE YOU?**

**LESSON 2 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice asking and answering the questions about someone’s age.

- Practice: Listening – reading

+ Vocabulary: review

+ Grammar: How old are you?

I’m + age. (review)

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask 2 ps to ask and answer question about someone’s age.  - Remark  **2. Pre- Reading**  - Ask ps to look at the pictures p 27 to write someone’s age.  - Ps write the age of characters  - Play the tape twice  - Ps listen and write  - Call on some volunteers go to the board and write.  - Ps go to the board and write  - Play the tape again  - Give correct answer  - Ps read all sentences  **3. While- Reading**  - Have Ss look at Pictures and table on Page 27; identify the characters and read the text in order to tick  - Set the time - Ps work in pair  - Call on some volunteers to perform their task at the front of the class  - Ps perform the task  - Give feed back  **4. Post - Reading**  - Ps look at the song page 27  - Play the tape  - Play the tape for ps to sing along one by one and guide ps to do actions as the song.  - Play the tape for ps to sing and do  - Ps work in group of 6 to sing aloud and act  - Call on some groups to perform the song.  - Give feed back  **5. Homework**  - Learn by heart the song.  - Do Ex B p 17 in workbook. | P1: How old are you, Lam?  P2: I’m eight years old. How old are you, Nam?  P1: I’m nine years old.  **4. Listen and write**  ***\*Tape scripts:***  *1. I’m six years old.*  *2. I’m seven years old.*  *3. I’m eight years old.*  *4. I’m ten years old.*  ***\* Answer key***  1. six 2. seven 3. eight 4. ten    **5. Read and tick**  ***\* Answer key***   |  |  |  |  | | --- | --- | --- | --- | |  | **Age** | | | |  | **6** | **8** | **10** | | ***1. Mary*** | **√** |  |  | | ***2. Mai*** |  | **√** |  | | ***3. Phong*** |  |  | **√** | | ***4. Tony*** |  |  | **√** |   **6. Let’s sing**  **Let’s count**  **from one to ten**  *One, two, three, four, five, jump.*  *Six, seven, eight, nine, ten, jump.*  *One, two, three, four, five, jump.*  *Six, seven, eight, nine, ten, jump.*  *One, two, three, four, five, jump.*  *Six, seven, eight, nine, ten, jump.*  *One, two, three, four, five, jump.*  *Six, seven, eight, nine, ten, jump.* |

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| Week: 6 | *Teaching date: 3A: Thursday, September 24th 2015*  *3B: Friday, September 25th 2015* |

**Period 24: UNIT 4: HOW OLD ARE YOU?**

**Lesson 3 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice asking and answering the questions about someone’s age.

- Practice: Listening – reading

+ Vocabulary: review

+ Phonic: **f** **s**

+ Grammar: I’m + age

**II. PREPARATION:** T: Picture, postcard, Cassette

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  - Ps sing the song ***Let’s count from one to ten*** page 27  - Remark  **2. Presentation**  - Have ps turn their books to page 28  - Ask ps to look at the words ***f*** and ***s*** and notice the letters coloured differently in both words ***five*** and ***six***; in two sentences ***I’m five years old.*** And ***I’m six, years old***. Tell them they are going to learn how to produce the sound of the letters ***f***, in the words ***five*** and in the sentence ***I’m five years old.*** and that of the letters ***s,*** in the word ***six*** and in the sentence ***I’m six years old.*** Produce these two sounds a few time  - Play the tape  - Call on some ps to read aloud  - Check their pronunciation if necessary  **3. Practice**  - Ask ps look at the sentence guess the missing words  - Play the recording  - Ps listen and write  - Ask ps to perform the task at the front of the class  - Ps practice reading the sentences  **4. Production**  - Ask ps look at the chant p 28.  - Play the tape: First for ps listen; then for them to repeat  - Guide Ss to read and clap the rhyme.  - Ps read and clap the rhyme  - Ask Ss to work in groups of 5 or 6 to read aloud  - Call on some groups to recite  - Ps perform  - Give feedback  **5. Home work**  - Learn by heart the chant.  - Do ex D on page 14 in workbook. | - The song: ***Let’s count from one to ten***  **1. Listen and repeat**  **f** ***five*** ***I’m five years old***  **s** ***six*** ***I’m six years old*** 2. Listen and write 1. I’m … … … years old.  2. I’m … … … years old.  \* Key  1. five  2. six  **3. Let’s chant**  **How old are you?**  *How old are you?*  *Three, three.*  *I’m three.*  *How old are you?*  *Five, five.*  *I’m five.*  *How old are you?*  *Six, six.*  *I’m six.* |

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| Week: 7 | *Teaching date: 3A: Tuesday, September 29th 2015*  *3B: Monday, September 28th 2015* |

**Period 25: UNIT 4: HOW OLD ARE YOU?**

**Lesson 3 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice asking and answering the questions about someone’s age.

- Practice: Listening – reading

+ Vocabulary: review

+ Grammar: I’m + age

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask 2 ps to ask and answer question about someone’s age.  - Remark  **2. Pre- write**  - Ask ps to read and match  - Ps work individually  - Call on some volunteers go to the board and match.  - Ps go to the board and match  - Ask another read questions and answers  - Give correct answer  - Ps read all sentences  **3. While- write**  - Have Ss look at Pictures and table on Page 29; identify the characters and read the words given  - Ask ps to write the missing words  - Set the time - Ps work in pair  - Call on some volunteers to perform their task at the front of the class  - Ps perform the task  - Give feed back  **4. Post - Reading**  - Give ps the card. Ask ps talk to their friends. Write their names and ages.  - Make model  - Ps work in group of 6  - Ask ps to report their result.  - Ps read their card  - Give feed back  **5. Homework**  - Do Ex E p 19 in workbook.  - Prepare unit 5: Lesson 1 (1 + 2 + 3). | P1: How old are you, Lam?  P2: I’m eight years old. How old are you, Nam?  P1: I’m nine years old.  **4. Read and match**  ***\* Answer key***  1 - c  2 - a  3 - b    **5. Read and write**  ***\* Answer key***  1. How; I’m  2. How; I’m/years old  **6. project**   |  |  | | --- | --- | | **Name** | **Age** | | Hung  … … … | 8  … … … | |

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| Week: 7 | *Teaching date: 3A: Tuesday, September 29th 2015*  *3B: Wednesday, September 30th 2015* |

**Period 26: UNIT 5: are they your friends?**

**Lesson 1 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ introduce one’s friend and respond to the introduction.

* Practice: Listening – speaking

+ Vocabulary: friend

+ Grammar: This is my friend + name.

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask some ps to show their cards talking about their friends’ names and ages and read them.  - Ps show their cards and read aloud  - Remark  **2. Presentation**  \***Act1**: - Have Ss to look at the pictures on page 30 in part 1 and ask them to identify the characters in the picture. (Who’s that?)  - Look at and identify the characters in the pictures and answer  - Play the recording  \* **Teaching new words:**  - Give new word  - Ps write in their note books  **\* Act2: Give new structure:**  - Explain new structure  - Have some pairs to practise in front of class, others listen and comment  - Ask Ss to practice with the structures  **3. Practice**.  **\* Act3:** Ask ps to introduce one’s friend and respond to the introduction.  - T uses puppets to make model  - Ps work in group of 3  - Call on some volunteers to perform, others listen and comment  - Give feed back  **4. Production**  - Ask ps introduce their friend to the others and respond to the introduction.  - Ps work in group of three  - Ps perform in front of the class – other listen and comment.  - Give feed back.  **5. Home work**  - Learn by heart the new words and pratice the structure.  - Prepare unit 5: lesson 1 (4 + 5 + 6) on page 31. | |  |  | | --- | --- | | **Name** | **Age** | | Hung  … … … | 8  … … … |   **1. Look, listen and repeat**  ***\* New word:***  + friend: ban  **2. Look and say**  ***\* Sentence patterns***: introduce one’s friend and respond to the introduction.  *A: This is my friend + name.*  *B: Hi, name.*  *C: Hello, name. Nice to meet you.*  Eg;  *T: Mai, this is my friend Peter*  *P1: Hi, Mai.*  *P2: Hello, Peter. Nice to meet you.*  **3. Let’s talk**  ***\* Example:***  P1: Mai, this is my friend Lam  P2: Hi, Mai.  P3: Hello, Lam. Nice to meet you. |

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| Week:7 | *Teaching date: 3A: Wednesday, September 30th 2015*  *3B: Thursday, October 1st 2015* |

**Period 27: UNIT 5: are they your friends?**

**Lesson 1 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ introduce one’s friend and respond to the introduction.

* Practice: Listening – speaking

+ Vocabulary: review

+ Grammar: This is my friend + name. (review)

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask ps introduce their friend to the others and respond to the introduction.  - Another ps remark  **2. Pre-Writing**  - Have ps to look at the pictures on page 31 in part 4 and ask them to identify the characters in the picture. (Who’s that?)  - Ps look at and identify the characters in the pictures and answer.  - Play the recording 2 times  - Ps listen and do the task  - Have ps to trade their answer for correction.  - Play the recording again  - Ps listen and check  **3. While- Writing**.  - Have Ss look at Pictures on Page 31, identify the characters in each picture and complete the sentences  - Set the time - Ps work in pair  - Call on some ps to perform their task at the front of the class  - Ps read aloud  - Give feed back  **4. Post- Writing**  - Ps look at the song page 31  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5. Homework**  - Ask ps to learn by heart the song.  - Prepare unit 5: lesson 2 (1 + 2 + 3) | P1: Mai, this is my friend Lam  P2: Hi, Mai.  P3: Hello, Lam. Nice to meet you.  **4. Listen and tick**  ***\* Answer key***  1.  2.  **5. Read and write**  ***\* Answer key***  1. This is, Hello/Hi  2. my friend, Hello/Hi  **6. Let’s write**  **The more we are together**    *The more we are together,*  *Together, together.*  *The more we are together,*  *The happier we are.*  *For your friends are my friends,*  *And my friends are your friends,*  *The more we are together,*  *The happier we are.* |

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| Week: 7 | *Teaching date: 3A: Thursday, October 1st 2015*  *3B: Friday, October 2nd 2015* |

**Period 28: UNIT 5: ARE THEY YOUR FRIENDS?**

**LESSON 2 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice asking and answering questions about friends.

* Practice: Listening – reading

+ Vocabulary: they

+ Grammar: Are they your friends? Yes, they are/No, they aren’t.

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask some ps to introduce their friends  **2. Presentation**  \***Act1**: Have Ss to look at the pictures on page 32 in part 1 and ask them to identify the characters in the picture.  - Read the dialogue  \* **Teaching new words:** (use the picture)  - Ask Ss to read in chorus.  - Call some Sts to read  - Read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  **\* Act2:** Ask Ss to practice asking and answering questions about friends.  - Make example with a good pupil  - Ps work in pairs  - T observe and offer help if necessary  - Call on some Pairs to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  -**\* Act3:** Pupils practice asking and answering questions about friends in their class with:  - Ss work in pairs to do  - Call some pairs to perform  - Give feed back  **5. Homework**  - Do Ex A page 20 in workbook.  - Prepare unit 5: lesion 2 (4 + 5+ 6). | P: This is my friend, Nga  And this is my friend, Nam. 1. Look, listen and repeat. ***\*New words:***  + they: họ  ***\* Structures:***  Asking and answering questions about friends.  A: Are they your friends?  B: Yes, they are  No, they aren’t.  **2. Point and say**  ***\* Structures:*** Asking and answering questions about friends.  Are they your friends?  Yes, they are  No, they aren’t.  **3. Let’s talk**  T: Are they your friends?  P1: Yes, they are  T: Are they your friends?  P2: No, they aren’t.  **\* Practice**  P1: How old are you, Lam?  P2: I’m eight years old. How old are you, Nam?  P1: I’m nine years old. |

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| Week: 8 | *Teaching date: 3A: Tuesday, October 6th 2015*  *3B: Monday, October 5th 2015* |

**Period 29: UNIT 5: are they your friends?**

**Lesson 2 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice asking and answering questions about friends.

* Practice: Listening – reading

+ Vocabulary: review

+ Grammar: Are they your friends? Yes, they are/No, they aren’t. (review)

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask ps to ask and answer questions about friends.  - Another ps remark  **2. Pre- writing**  - Ask ps to look at the pictures p 33 to identify characters.  - Ps write name of characters  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  - Ps read all sentences  **3. While- writing**  - Have ps read the text and complete with the words given  - Set the time - Ps work in pair  - Call on some volunteers to do the task  - Another ps read the text  - Give feed back  **4. Post - writing**  - Ask Ps to write about you and your friends  - Ps work individually  - Call on some volunteers to perform their writing.  - Give feed back  **5. Homework**  - Ask ps to do Ex B p. 21 in workbook.  - Prepare unit 5: lesson 3 (1 + 2 + 3). | P1: Are they your friends?  P2: Yes, they are.  **4. Listen and number**  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3. 4.    **5. Read and complete**  ***\* Answer key***  1. name; 2. nine; 3. and; 4. friends  **6. Write a bout you and your friends**  **\* Answer vary**  *My name is Nga. I am eight years old. Lan, Ha and Mai are my friends.* |

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| Week: 8 | *Teaching date: 3A: Tuesday, October 6th 2015*  *3B: Wednesday, October 7th 2015* |

**Period 30: UNIT 5: are they your friends?**

**Lesson 3 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ pronounce correctly the sound of the letter ***a*** and ***e*** in different contexts.

- Practice: Listening – reading

+ Vocabulary: review

+ Phonic: **a** **e**

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson:  Ps read their writing about them and their friends  - Remark  **2. Presentation**  - Have ps turn their books to page 34  - Ask ps to look at the words ***a*** and ***e*** and notice the letters coloured differently in both words ***that*** and ***yes***; in two sentences ***who is that.*** And ***Yes, it is***. Tell them they are going to learn how to produce the sound of the letters ***a***, in the words ***that*** and in the sentence ***who is that.*** and that of the letters ***e,*** in the word ***yes*** and in the sentence ***Yes, it is.*** Produce these two sounds a few time  - Play the tape  - Call on some ps to read aloud  - Check their pronunciation if necessary  **3. Practice**  - Ask ps look at the sentence guess the missing words  - Play the recording  - Ps listen and write  - Ask ps to perform the task at the front of the class  - Ps practice reading the sentences  **4. Production**  - Ask ps look at the chant p 34  - Play the tape: First for ps listen; then for them to repeat  - Guide Ss to read and clap the rhyme.  - Ps read and clap the rhyme  - Ask Ss to work in groups of 5 or 6 to read aloud  - Call on some groups to recite  - Ps perform  - Give feedback  **5. Home work**  - Learn by heart the chant.  - Do ex D on page 22 in workbook. | *\* Example*  My name is Nga. I am eight years old. Lan, Ha and Mai are my friends.  **1. Listen and repeat**  **e** ***that***  ***Who is that***  **e** ***Yes*** ***Yes, it is*** 2. Listen and write 1. Is … … … your friends?  2. … … …, it is.  ***\* Answer key***  1. that  2. Yes  **3. Let’s chant**  **Who’s that?**  *Who’s that?*  *It’s Linda. It’s Linda.*  *Is she your friend?*  *Yes, she is. Yes, she is.*  *Who are they?*  *They’re Nam and Mai.*  *They’re Nam and Mai.*  *Are they your friends?*  *Yes, they are. Yes, they are.*  *Are Mary and Linda your friends?*  *Yes, they are. Yes, they are.* |

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| Week:8 | *Teaching date: 3A: Wednesday, October 7th 2015*  *3B: Thursday, October 8th 2015* |

**Period 31: UNIT 5: are they your friends?**

**Lesson 3 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ pronounce correctly the sound of the letter ***a*** and ***e*** in different contexts.

- Practice: Listening – reading

+ Vocabulary: review

+ Phonic: + Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask ps to read the chant page 34  - Remark  **2. Pre- reading**  - Ask ps to read and match  - Ps work individually  - Call on some volunteers to go to the board and match.  - Ps go to the board and match  - Ask another read questions and answers  - Give correct answer  - Ps read all sentences  **3. While- reading**  - Ask ps to circle the correct words  - Set the time - Ps work in pair  - Call on some volunteers to go to the board and circle.  - Other ps perform their task at the front of the class  - Give feed back  **4. Post - Reading**  - Ask ps to put the photos of their friends on a sheet of paper and present them to class.  - Make model  - Ps work in group of 4  - Ask ps to report their result.  - Ps perform the task  - Give feed back  **5. Home work**  - Do ex E on page 23 in workbook.  - Prepare review 1. | **Who’s that?**  **4. Read and match**  ***\* Answer key***  1 - c  2 - d  3 - b  4 - a    **5. Read and write**  ***\* Answer key***  1. friend  2. they  3. Peter and Mary  4. Yes  5. aren’t  **6. project**  ***Put the photos of your friends on a sheet of paper and present them to your class.*** |

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| Week: 8 | *Teaching date: 3A: Thursday, October 8th 2015*  *3B: Friday, October 9th 2015* |

**Period 32**: **review 1**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

# **+ review the sentences patterns from unit 1 to 5 in listening and reading.**

- Practice: Listening - reading

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to read the chant page 34  - Remark  **2. Presentation**  **\*Act 1:** Ask Ss to look at the pictures p 36 to identify characters and activity.  - Ps write name of characters and activity  - Play the tape twice  - Ps listen and tick  - Call on a volunteer go to the board and tick.  - Ps go to the board and tick  - Play the tape again  - Give correct answer  **\*Act 2:** Ask ps to look at the pictures p 36 to identify characters.  - Ps write name of characters  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  - Ps read all sentences  **3. Practice**  **\*Act 3:** Have ps read the text and complete with the words given  - Set the time - Ps work in pair  - Call on some volunteers to do the task  - Another ps read the text  - Give feed back  **\*Act 3:** Guide Ss how to write  - Ss listen and work in groups, discuss the pictures  - Ask Ss to complete sentences with the pictures.  - Call some Ss o read aloud  - Some Ss say  - Give feed back  **4. Production.**  - Ask Ss to read the form first  - Ss look at and read  - Ask Ss to use structure given to complete the text about themselves  -- Ss work alone  - Call one Ss to write on the board, Others write to the notebooks.  - Give feed back  **5. Homework**  - Learn the old lessons.  - Prepare review 1 (Short story). | **Who’s that?**  **1. Listen and tick**  1. a. Nam and Peter  b. Nam and Linda  2. a. Mai and Peter, 7 years old  b. Mai and Peter, 9 years old.  3. a. Mai and Nam talking about Peter.  b. Mai, Nam and Linda  4. a. Mai and Tony  b. Tony talking about Nam and Mary  5. a. Nam, Tony and Mai  b. Nam, Mai and Linda  ***\* Answer key***  1 - ;2 - ;3 - ;4 -    **2. Listen and number**  a. Mai and Tony  b. Mary and Nam spelling the name  c. peter and phong, 7 years old  d. Mai and Linda  ***\* Answer key***  A - ;b - ;c - ;d –  3**. Read and complete**  ***\* Answer key***  1. Hello  2. name  3. friends  4. nine  **4. Read and write. Then say.**  1. Tom is from America.  2. His birthday is on the fifteenth of January.  3. He can play badminton.  4. He goes to he zoo on Sunday.  **5. Write about you.**  **\*The form is used**  *My name is………..am…….. years old. I am from ………….. I am a pupil at……. Primary School. I can………………….I can’t……………………………. I ………………….on Sundays.* |

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| Week: 9 | *Teaching date: 3A: Tuesday, October 13th 2015*  *3B: Monday, October 12th 2015* |

**Period 33**: **review 1**

**Short story**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

# **+ review the sentences patterns from unit 1 to 5 in listening and reading.**

- Practice: Listening - reading

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: Ask ps to read the chant page 34  - Remark  **2. Presentation**  - Ask ps to look at the pictures p 38, read and listen to the story  - Play the tape twice  - Ps listen to the story  - Ask Ps to work in group of three to role play  - Call on some groups to perform the task  - Give feed back  **3. Practice**  \* Act 1: - Have ps read the conversation and complete the conversation  - Set the time - Ps work in pair  - Call on some volunteers to do the task  - Another ps read the text  - Give feed back  \* Act 2: - Ask ps to make a similar conversation, but use their names.  - Ps work in pairs to practice  - T observes and offer help if necessary  - Call on some pairs to perform the task  - Ps perform in front of the class.  - Give feed back  **4. Production**  - Ask ps to read and match  - Ps work individually  - Call on some volunteers to go to the board and match.  - Ps go to the board and match  - Ask another read questions and answers  - Give correct answer  - Ps read all sentences  **5. Homework**  - Learn the old lessons. | **Who’s that?**  **1. Read and listen to the story**  ***Cat and Mouse***  **2. Complete the conversation**  ***\* Answer key***  1- I’m; 2 - are you; 3 - fine; 4 - your; 5 - I’m; 6 - meet you; 7 - do you spell;  3**. Work in pairs. Have a similar conversation with a partner. Use your names.**  **4. Match the questions with the answers**  ***\* Answer key***  1. c  2. a  3. d  4. b |

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| Week: 9 | *Teaching date: 3A: Tuesday, October 13th 2015*  *3B: Wednesday, October 14th 2015* |

**Period 34**: **written test 1**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Check the knowledge that the students learnt from unit 1 to unit 5

- Practice: Listening-speaking-reading-writing

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

**\* Questions:**

**I. Listen and number.**

1. I'm fine, thanks. Who's that?

1

2. Hello, I am Mai

3. Yes, she is

4. Is she your friend?

5. Hi, Mai. I'm Nam. How are you?

6. It's Linda.

**II. Listen and write.**

1. I’m ……… years old.
2. I’m ……… years old.
3. I’m ……… years old.
4. I’m ……… years old.

**II. Read and match**

1. What is your name? **.**  **.** a. No, it isn't
2. Who is that? **.** **.** b. I’m eight years old
3. How are you? **.** **.** c. It is Quan
4. How old are you? **.** **.** d. I'm fine, thanks
5. Is that Tom? **.** **.** e. My name's Mai

**III. Read and complete**

1. Hello, I ……….Mai
2. This is my………………Nam
3. How are you? I’m …………., thank you.
4. What is your……………..?
5. I'm eight ………. old.

**IV. Reorder to make sentences.**

1. name / is / Mai / My

………………………………………………………………………………

2. is / Who / that?

………………………………………………………………………………

3. that / your / Is / friend?

………………………………………………………………………………

4. they / friends / Are / your?

………………………………………………………………………………

5. spell / How / do / your / name / you?

………………………………………………………………………………

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| Week: 9 | *Teaching date: 3A: Wednesday, October 14 th 2015*  *3B: Thursday, October 15th 2015* |

# Period 35: **CORRECT WRITTEN TEST.**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Check the knowledge that the students learnt from unit 1 to unit 5

**+** draw out some experience in doing written test exercise.

- Practice: Listening-speaking-reading-writing

**II. PREPARATION:** T: Picture, postcard, Cassette,Card,Paper tests with given marks

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **I. Warm up.**  \*Check the total: 3A: / ; 3B: /  \* Check the old lesson: - Call on some pp to guess the marks they get in their written test.  - Guess the marks they get in their written test.  **II. Correction the written test**.  *1. Show pp their test paper*.  -Tell them the mark for each exercise.  - Call on pp to do exercises on board.  - Remark and give the right answers.  - Let pp compare with the results of their own answers.  - Have pp give the way to solve the similar test later time.  *2. Collect pp’s mark*.  - Write down pp’s mark in the mark-book.  **III. Homework**   * Ask ps to prepare unit 6: Lesson 1 (1 + 2 + 3). | ***\* Answers***  *1. Question 1. (5 x 0,4 =2,0)*  1.Hello, I am Mai  2. Hi, Mai. I’m Nam. How are you?  3. I’m fine, thanks. Who’s that?  4. It’s Linda  5. Is she your friends?  6. Yes, she is.  *2. Question 2. (4 x 0,5 =2,0)*  1. six; 2. eight; 3. eight; 4. ten  *3. Question 3. (5 x 0,4 =2,0)*  1 .e, 2. c, 3. d, 4. b, 5. a  *4. Question 4. (5 x 0,4 =2,0)*  1. am, 2. friend, 3. fine, 4. name, 5. years  *5. Question51. (5 x 0,4 =2,0)*  1. My name is Mai  2. Who is that?  3. Is that your friend?  4. Are they your friends?  5. How do you spell your name? |

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| Week: 9 | *Teaching date: 3A: Thursday, October 15th 2015*  *3B: Friday, October 16th 2015* |

**Period 36: UNIT 6: STAND UP!**

**Lesson 1 (1, 2, 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ give the order sentences and respond to instructions.

- Practice: Listening – speaking

+ Vocabulary: stand up, sit down, come here, open, close, please, Sorry, Sir, boy,

+ Grammar: *Stand up*, please!

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to do as t says and don’t do as she does.  - Give feed back  **2. Presentation**  \***Act 1**: - Have Ss to look at the pictures on page 40 in part 1 and ask them to identify the characters in the picture. (Who’s that?)  - Look at and identify the characters in the pictures and answer  - Read and ask Ss to repeat  - Give new word  - Ps write in their note books  **-** Give new structure:  - Explain new structure  - Have some pairs to read the dialogue in front of class, others listen and comment  - Ask Ss to practice with the structures  **3. Practice**  **\* Act 2:** Have Ss to look at pictures a, b, c, d on P 40 and identify the characters in the Pic.  - Ask St to repeat the instructions and perform them a few time  - Point the first pic and ask Ss what they should say to someone to stand up. Fill in the bubble  - Have Ss repeat all the sentences a few times  - Ask Ss to practice saying using pictures a, b, c, d in their book  - Check some pairs  **4. Production**  **\* Act 3:**  Ask one Ss to give instruction and whole class practise  - Ss work in group to to do  - Call some pairs to practise  **5. Home work**  - Learn by heart the new words and practice the structure.  - Prepare unit 6: lesson 1 (4, 5, 6). | 1. Look, listen and repeat **\* New words**:  + sit down: ngồi xuống  + stand up: đứng lên  + come here: đến đây  + be quiet: yên lặng  + boy: bạn trai  + please: xin mời  + Sorry: Xin lỗi  + Sir: Ông, ngài  \***Sentence patterns**:  *+\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, please!*  *VD: Stand up, please!*  *\* Note:* Be quiet = Don’t talk 2. Point, say and do the actionsEg: Stand up! a. Come here  b. Don’t talk  c. Open your book: mở sách ra  d. Close your book: gấp sách lại 3. Let’s talk: \* Structure:  + \_\_\_\_\_\_\_\_\_, please!  Eg:  - Stand up, please.  - Sit down, please.  - Close your book, please.  - Open your book, please.  … … … |

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| Week: 10 | *Teaching date: 3A: Tuesday, October 20th 2015*  *3B: Monday, October 19th 2015* |

**Period 37: UNIT 6: STAND UP!**

**Lesson 1 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ give the order sentences and respond to instructions.

- Practice: Listening – speaking

+ Vocabulary: stand up, sit down, come here, open, close, please, Sorry, Sir, boy,

+ Grammar: *Stand up*, please!

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - T gives and ps respond to instructions  - Remark  **2. Pre-Writing**  - Have ps to look at the pictures on page 41 in part 4 and ask them to give instructions  - Ps look at and identify the characters in the pictures and answer.  - Play the recording 2 times  - Ps listen and do the task  - Have ps to trade their answer for correction.  - Play the recording again  - Ps listen and check  **3. While- Writing**.  - Have Ss look at Pictures on Page 41, identify the characters in each picture and give instructions in order to complete the sentences  - Set the time - Ps work in pair  - Call on some ps to go to the board and write  - Other perform their task at the front of the class  - Ps read aloud  - Give feed back  **4. Post- Writing**  - Explain how the game Simon says … is played  - Have ps write the instructions they have learnt on a sheet of paper  - Ps play the game  - Give feed back  **5. Home work**  - Do Ex A page 24 in WB.  - Prepare unit 6: lesson 2 (1 + 2 + 3). | T: Stand up, please.  Ps: (stand up)  T: Sit down, please.  Ps: (sit down)  … … ...  **4. Listen and tick**  ***\* Tape script***  ***\* Answer key***  1.  2.  3.  **5. Look and write**  ***\* Answer key***  1. Open  2. quiet  3. Close  4. Sit  5. Come  6. Stand  **6. Let’s write**  **Simon says …** |

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| Week: 10 | *Teaching date: 3A: Tuesday, October 20th 2015*  *3B: Wednesday, October 21st 2015* |

**Period 38: UNIT6: STAND UP!**

**Lesson 2 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ ask for and give permissions.

- Practice: Listening – speaking

+ Vocabulary: can, can’t

+ Grammar: May I sit down? Yes, you can/No, you can’t

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ps play game Simon says …  - Give feed back  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 42 in part 1 and ask them to identify the characters in the picture. (Who are they in the pictures?  - Read the dialogue  \* **Act1**: **Teaching new words:**  - Ask Ss to read in chorus.  - Call some ps to read  - Ps read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice asking and answering about someone’s age.  - Make example with a good pupil  - Ps work in pairs  - T observe and offer help if necessary  - Call on some Pairs to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Pupils practice asking for and give permissions.  - Ps work in pairs to do  - Call some pairs to perform  - Give feed back  **5. Homework**  - Learn by heart the new words and practice the structure.  - Do Ex B page 25 in workbook. | Simon says … 1. Look, listen and repeat. ***\*New words:***  + can: có thể  + can’t = can not: không thể  **2. Point and say**  ***\* Structures:*** ask for and give permissions.  *May I sit down?*  *Yes, you can/No, you can’t*  **3. Let’s talk**  a. P1: May I come in?  T: Yes, you can  b. P2: May I go out?  T: Yes, you can.  … … … |

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| Week: 10 | *Teaching date: 3A: Wednesday, October 21st 2015*  *3B: Thursday, October 22nd 2015* |

**Period 39: UNIT 6: STAND UP!**

**Lesson 2 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice asking for and giving permissions in listening, reading and writing skill.

- Practice: Listening – reading – writing

+ Vocabulary: ask a question

+ Grammar: May I sit down? Yes, you can/No, you can’t (review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to get a permission and read aloud  - Another ps remark  **2. Pre- writing**  - Ask ps to look at the pictures p 42 to give a permission  - Ps write a permission  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  **3. While- writing**  - Ask ps to read and match the permissions with pictures  - Ps work individually  - Call on some volunteers to go to the board and match.  - Ps go to the board and match - another read and match  - Give correct answer  - Ps read all sentences  **4. Post - writing**  - Have ps read the text and complete with the words given  - Set the time - Ps work in pair  - Call on some volunteers to do the task  - Another ps read the text  - Give feed back  **5. Homework**  - Do Ex D page 26 in workbook.  - Prepare unit 6: lesson 3 (1 + 2 + 3). | P1: May I come in?  P2: Yes, you can.  **4. Listen and number**  - ask a question: hỏi 1 câu  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3. 4.    **5. Read and match**  ***\* Answer key***  1. c  2. d  3. a  4. b  **6. Let’ s write**  **\* Answer key**  1. come in  2. sit down  3. close my/the book  4. open my/the book |

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| Week: 10 | *Teaching date: 3A: Thursday, October 22nd 2015*  *3B: Friday, October 23rd 2015* |

**Period 40: UNIT 6: STAND UP!**

**Lesson 3 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ pronounce correctly the sound of the letter ***c*** and ***d*** in different contexts.

- Practice: Listening – reading

+ Vocabulary: review

+ Phonic: **c** **d**

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to get a permission and read aloud  - Another ps remark  **2. Presentation**  - Have ps turn their books to page 44  - Ask ps to look at the words ***c*** and ***d*** and notice the letters coloured differently in both words ***come*** and ***down***; in two sentences ***May I come in?*** And ***May I sit down?*** Tell them they are going to learn how to produce the sound of the letters ***c***, in the words ***come*** and in the sentence ***May I come in?*** and that of the letters ***d,*** in the word ***down*** and in the sentence ***May I sit down?*** Produce these two sounds a few time  - Play the tape  - Call on some ps to read aloud  - Check their pronunciation if necessary  **3. Practice**  - Ask ps look at the sentence guess the missing words  - Play the recording  - Ps listen and write  - Ask ps to perform the task at the front of the class  - Ps practice reading the sentences  **4. Production**  - Ps look at the song page 44  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5. Home work**  - Learn by heart the chant.  - Do ex D on page 26 in workbook. | P1: May I come in?  T: Yes, you can.  P2: May I go out?  T: Yes, you can.  **1. Listen and repeat**  **c** 2***come*** ***May I come in?***  **d** ***down*** ***May I sit down?*** 2. Listen and write 1. May I … … … in?  2. Sit … … …, please.  ***\* Answer key***  1. come  2. down  **3. Let’s chant**  **Come in and sit down**  *Hello, hello, Miss Minh Hien.*  *May I come in and sit down?*  *Hello, hello. Yes, you can.*  *Come in, sit down and study.*  *Open your book and read aloud:*  *A B C D E F G!* |

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| Week: 11 | *Teaching date: 3A: Tuesday, October 27th 2015*  *3B: Monday, October 26th 2015* |

**Period 41: UNIT 6: STAND UP!**

**Lesson 3 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice giving and responding to instructions; asking for and give permission in reading and writing skill.

- Practice: Reading – writing

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to sing the song Come in and sit down  - Remark  **2. Pre- writing**  - Ask ps to read and match the words in the left with words in the right.  - Ps work pairs  - Call on some volunteers to go to the board and match.  - Ps go to the board and match - another read the sentences  - Give correct answer  - Ps read all sentences  **3. While- writing**  - Have ps read the text and complete the sentences.  - Set the time - Ps work individually  - Call on some volunteers to do the task  - Another ps read the text  - Give feed back  **4. Post - writing**  - Have ps write the instructions and put in a box  - Ps write and put in a box  - Call on some volunteers to choose and act out  - Another ps observe and give comment  - Give feed back  **5. Home work**  - Do ex E on page 27 in workbook.  - Preparation: Unit 7 – lesson 1 (1 + 2 + 3). | The song: **Come in and sit down**  **4. Read and match**  ***\* Answer key***  1. c  2. e  3. b  4. d  5. a  **5. Look, read and write**  ***\* Answer key***  1. Sit  2. talk  3. go out/you can  4. stand up/you can  **6. Project**  **Write and put the instructions in a box. Choose and act them out.** |

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| Week: 11 | *Teaching date: 3A: Tuesday, October 27th 2015*  *3B: Wednesday, October 28th t 2015* |

**Period 42: UNIT 7: THAT’S MY SCHOOL**

**Lesson 1 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ talk about school facilities.

- Practice: Listening – speaking

+ Vocabulary: school, library, classroom, computer room, playground, gym, big, small.

+ Grammar: That’s + school facilities

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ask ps to sing the song Come in and sit down  - Remark  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 26 in part 1 and ask them to identify the characters and in the picture and what they are talking about. (Who are they in the pictures?  What are they talking about?)  - Ps guess  - Read the dialogue  \* **Act1**: **Teaching new words:** (use the picture)  - Ask Ss to read in chorus.  - Call some Sts to read  - Read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice talking about school facilities  - Make example  - Ps work independent  - T observe and offer help if necessary  - Call on some volunteers to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Have ps play the game: Slap on the board  - Call some volunteers to play  - Give feed back  **5. Homework**  - Learn by heart new words and sentence pattern.  - Preparation: Unit 7 – lesson 1(4+5+6) | The song: **Come in and sit down** 1. Look, listen and repeat. ***\*New words:***  + school: trường học  + library: thư viện  + classroom: lớp học  + computer room: phòng máy tính  + playground: sân chơi  + gym: phòng tập thể dục  + big: to, lớn  + small: nhỏ  **2. Point and say**  ***\* Structures:*** talk about school facilities.  That’s + school facilities  Ex: That’s the gym.  \* Note: That’s That is  **3. Let’s talk**  That’s the library.  That’s the classroom.  That’s the computer room.  That’s the gym.  **\* Practice**  Slap on the board |

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| Week: 11 | *Teaching date: 3A: Wednesday, October 28th 2015*  *3B: Thursday, October 29th 2015* |

**Period 43: UNIT 7: THAT’S MY SCHOOL**

**Lesson 1 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ talk about school facilities.

- Practice: Listening – writing - singing

+ Vocabulary: review

+ Grammar: That’s + school facilities (review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to talk about school facilities.  - Remark  **2. Pre-Writing**  - Have ps to look at the pictures on page 47 in part 4 and ask them to identify the school facilities  - Ps look at and identify the characters in the pictures and answer.  - Play the recording 2 times  - Ps listen and do the task  - Have ps to trade their answer for correction.  - Play the recording again  - Ps listen and check  **3. While- Writing**.  - Have Ss look at Pictures on Page 47, identify the school facilities in each picture and in order to complete the sentences  - Set the time - Ps work individually  - Call on some ps to go to the board and write  - Other perform their task at the front of the class  - Give feed back  - Ps read aloud all sentences  **4. Post- Writing**  - Ps look at the song page 47  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5.Homework**  - Learn by heart the song.- Do Ex A page 28 in workbook. | That’s the library.  That’s the classroom.  That’s the computer room.  That’s the gym.  **4. Listen and tick**  ***\* Tape script***  ***\* Answer key***  1.  2.  3.  **5. Look, read and write**  ***\* Answer key***  1. classroom  2. library  3. computer room  4. gym  **6. Let’s write**  **This is the way we go to school** |

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| Week: 11 | *Teaching date: 3A: Thursday, October 22nd 2015*  *3B: Friday, October 23rd 2015* |

**Period 44: UNIT 7: THAT’S MY SCHOOL**

**Lesson 2 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ ask and answer questions about school facilities.

- Practice: Listening – speaking

+ Vocabulary: old, new, large

+ Grammar: Is the + school facility + adjective?

Yes, It is.

No, It isn’t. It’s ………

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ps sing the song: This is the way we go to school  - Give feed back  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 48 in part 1 and ask them to identify the school facilities in the pictures.  - Read the dialogue  \* **Act1**: **Teaching new words:**  - Ask Ss to read in chorus.  - Call some ps to read  - Ps read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice asking and answering questions about school facilities.  - Make example with a good pupil  - Ps work in pairs  - T observe and offer help if necessary  - Call on some pairs to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Have the whole class repeat all the sentences practiced in this section.  **5. Homework**  - Ask ps to learn new words and pattern.  - Do ex C page 30 in workbook.  - Prepare unit 7. Lesson 2 (3 + 4 + 5) | **This is the way we go to school** 1. Look, listen and repeat. ***\*New words:***  + new: mới  + old: cũ  + large: rộng  **2. Point and say**  ***\* Structures:*** ask and answer questions about school facilities.  *Is the + school facility + adjective?*  *Yes, It is.*  *No, It isn’t. It’s ………*  **3. Let’s talk**  a. + P1: Is the classroom small?  T: Yes, It is  + P2: Is the classroom big?  T: No, It isn’t. It’s small.  b. P1: Is the library big?  P2: Yes, It is  c. P1: Is the gym big?  P2: No, It isn’t. It’s small.  … … … |

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| Week: 12 | *Teaching date: 3A: Tuesday, November 3rd 2015*  *3B: Monday, November 2nd 2015* |

**Period 45: UNIT 7: THAT’S MY SCHOOL**

**Lesson 2 (3 + 4 + 5)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ ask and answer questions about school facilities in listening, reading and writing.

- Practice: Listening – reading – writing

+ Vocabulary: beautiful

+ Grammar: Is the + school facility + adjective?

Yes, it is.

No, it isn’t. It’s ………(review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
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| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ps sing the song: This is the way we go to school  - Give feed back  **2. Pre- writing**  \*Act 1: Ask ps to look at the pictures p 49 to give school facilities  - Ps write school facilities  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  **3. While- writing**  \*Act 2: Ask ps to read the right words  - Ps work individually  - Call on some volunteers to go to the board and circle.  - Ps go to the board and circle - another read their answers  - Give correct answer  - Ps read all sentences  **4. Post - writing**  \*Act 3: Have ps read the text and write about your school  - Set the time - Ps work in pair  - Call on some volunteers to write on the board  - Another ps read the text  - Give feed back  **5. Homework**  - Do ex B page 29 in workbook.  - Prepare unit 7. Lesson 3 (1 + 2 + 3) | **This is the way we go to school**  **4. Listen and number**  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3. 4.    **5. Read and circle**  + beautiful: đẹp  ***\* Answer key***  1. big  2. small  3. new  4. big  **6. Let’ s write**  **\* Answer key**  (ps’ answers)  1. Yes, it is  2. Yes, it is  3. No, it isn’t. It’s small  4. No, it isn’t. It’s small |

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| Week: 12 | *Teaching date: 3A: Tuesday, November 3rd 2015*  *3B: Wednesday, November 4th 2015* |

**Period 46: UNIT 7: THAT’S MY SCHOOL**

**Lesson 3 (1 + 2+ 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ pronounce correctly the sound of the letter ***g*** and ***l*** in different contexts.

- Practice: Listening – reading

+ Vocabulary: review

+ Phonic: **g** **l**

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to ask and answer questions about school facilities  - Another ps remark  **2. Presentation**  \*Act 1: Have ps turn their books to page 50  - Ask ps to look at the words ***g*** and ***l*** and notice the letters coloured differently in both words ***gym*** and ***look***; in two sentences ***The gym is old.*** And ***Look at the school.***Tell them they are going to learn how to produce the sound of the letters ***g***, in the words ***gym*** and in the sentence ***The gym is old.*** And that of the letters ***l,*** in the word ***look and*** in the sentence ***Look at the school.*** Produce these two sounds a few time  - Play the tape  - Call on some ps to read aloud  - Check their pronunciation if necessary  **3. Practice**  \*Act 2: Ask ps look at the sentence guess the missing words  - Play the recording  - Ps listen and write  - Ask ps to perform the task at the front of the class  - Ps practice reading the sentences  **4. Production**  \*Act 3: Ps look at the song page 50  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5. Home work**  - Learn by heart the chant.  - Do ex D on page 30 in workbook. | P1: Is the library big?  P2: Yes, It is  **1. Listen and repeat**  **g** ***gym*** ***The gym is old.***  **l** ***look*** ***Look at the school.*** 2. Listen and write 1. The school … … … is large.  2. … … … at the library.  ***\* Answer key***  1. gym  2. Look  **3. Let’s chant**  **Is your school new?**  *Is your school new?*  *Yes, it is. It’s new.*  *Is your school big?*  *Yes, it is. It’s big.*  *Is your classroom large?*  *No, it isn’t. It’s small.*  *Is the playground small?*  *No, it isn’t. It’s large.* |

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| Week: 12 | *Teaching date: 3A: Wednesday, November 4th 2015*  *3B: Thursday, November 5th 2015* |

**Period 47: UNIT 7: THAT’S MY SCHOOL**

**Lesson 3 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice talking, asking and answering about school facilities.

* Practice: Reading

+ Vocabulary: review

+ Grammar: (review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to recite the chant Is your school new?  - Remark  **2. Pre- writing**  \*Act 1: Ask ps to read and match the words in the left with words in the right.  - Ps work pairs  - Call on some volunteers to go to the board and match.  - Ps go to the board and match - another read the sentences  - Give correct answer  - Ps read all sentences  **3. While- writing**  \*Act 2: Have ps read the text and complete the sentences with the words given.  - Set the time - Ps work in group of four  - Call on some groups to do the task  - Another groups read the text  - Give feed back  **4. Post - writing**  \*Act 3: Have ps write the names of the rooms in the school.  - Ps write  - Call on some volunteers to tick them on the board and tell your classmates.  - Another ps observe and give comment  - Give feed back  **5. Homework**  - Do EX E page 31 in Workbook.  - Prepare unit 8. Lesson 1 (1 + 2) | The chant: **Is your school new?**  **4. Read and match**  ***\* Answer key***  1. d  2. c  3. a  4. b  **5. Look, read and write**  ***\* Answer key***  1. playground  2. It  3. gym  4. classroom  5. nice  **6. Project**  **Write the names of the rooms in the school. Tell your classmates about them.** |

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| Week: 12 | *Teaching date: 3A: Thursday, November 5th 2015*  *3B: Friday, November 6th 2015* |

**Period 48: UNIT 8: THIS IS MY PEN**

**Lesson 1 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ identify school things

- Practice: Listening – speaking

+ Vocabulary: rubber, ruler, pencil sharpener, school bag, pen, pencil, notebook, pencil case

+ Grammar: This/That is + school thing

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ask ps to recite the chant Is your school new?  - Remark  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 52 in part 1 and ask them to identify the characters and in the picture and what they are talking about. (Who are they in the pictures?  What are they talking about?)  - Ps guess  - Read the dialogue  \* **Act1**: **Teaching new words:** (use real objects)  - Ask Ss to read in chorus.  - Call some Sts to read  - Read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice talking about school things  - Make example  - Ps work independent  - T observe and offer help if necessary  - Call on some volunteers to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Have ps play the game: Slap on the board  - Call some volunteers to play  - Give feed back  **5. Homework**  - Ask ps to learn new words and pattern.  - Prepare unit 8. Lesson 1 (3 + 4 + 5) | The chant: **Is your school new?** 1. Look, listen and repeat. ***\*New words:***  + rubber: (object)  + ruler: (object)  + pencil sharpener: (object)  + school bag: (object)  + pen: (object)  + pencil: (object)  + pencil case: (object) (object)  + notebook:  **2. Point and say**  ***\* Structures:***  This/That is my + school thing  \* Example  a. This is my pencil  b. This is my pencil case.  **3. Let’s talk**  ***\* Example***  a. This is a rubber  This is a pencil  …  b. That is a schoolbag.  **\* Practice**  Slap on the board |

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| Week: 13 | *Teaching date: 3A: Tuesday, November 10th 2015*  *3B: Monday, November 9th 2015* |

**Period 49: UNIT 8: THIS IS MY PEN**

**Lesson 1 (3 + 4 + 5)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ identify school things

* Practice: Listening – speaking

+ Vocabulary: rubber, ruler, pencil sharpener, school bag, pen, pencil, notebook, pencil case (review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ps identify school things  - Give feed back  **2. Pre- writing**  - Ask ps to look at the pictures p 53 to give names of school things  - Ps speak out  - Play the tape twice  - Ps listen and tick  - Call on a volunteer go to the board and number.  - Ps go to the board and tick  - Play the tape again  - Give correct answer  **3. While- writing**  - Have ps read the text and complete the sentences with the words given.  - Set the time - Ps work in group of four  - Call on some groups to do the task  - Another groups read the text  - Give feed back  **4. Post - writing**  - Have ps play game slap on the board  - Explain the game - Ps listen  - Call on some groups to play  - Another ps observe and remark  - Give feed back  **5. Homework**  - Do EX A page 32 in Workbook.  - Prepare unit 8. Lesson 2 (1 + 2 + 3) | + rubber  + ruler  + pencil sharpener  + school bag  …  **4. Listen and tick**  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3. 4.    **5. Look, read and write**  ***\* Answer key***  1. ruler/is  2. rubber/ It is  **6. Let’ s play**  **Slap on the board** |

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| Week: 13 | *Teaching date: 3A: Tuesday, November 10th 2015*  *3B: Wednesday, November 11th 2015* |

**Period 50: UNIT 8: THIS IS MY PEN**

**Lesson 2 (1 + 2+ 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ talk about school things

- Practice: Listening – speaking

+ Vocabulary: these, those, they

+ Grammar: These/Those are+ school things

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ask ps to talk about school thing  - Remark  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 52 in part 1 and ask them to identify the characters and in the picture and what they are talking about. (Who are they in the pictures?  What are they talking about?)  - Ps guess  - Read the dialogue  \* **Act1**: **Teaching new words:** - Ask Ss to read in chorus.  - Call some ps to read  - Ps read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice talking about school things  - Make example  - Ps work independent  - T observe and offer help if necessary  - Call on some volunteers to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Have ps read the new words and sentence pattern.  - Ps read aloud  **5. Homework**  - Ask ps to learn new words and pattern.  - Do ex B page 33 in workbook.  - Prepare unit 8. Lesson 1 (3 + 4 + 5) | This is my pen.  That’s my notebook. 1. Look, listen and repeat. ***\*New words:***  + these: này, đây (số nhiều)  + those: kia (số nhiều)  + they: họ, chúng  **2. Point and say**  ***\* Structures:***  These/Those are my + school things  **\* Example**  a. These are my notebooks  b. Those are my pencil cases.  **3. Let’s talk**  ***\* Example***  These are my pens  Those are my pencils |

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| Week: 13 | *Teaching date: 3A: Wednesday, November 11th 2015*  *3B: Thursday, November 12th 2015* |

**Period 51: UNIT 8: THIS IS MY PEN**

**Lesson 2 (4 + 5+ 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice talking about school things

- Practice: Listening – writing

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ps talk about the school things  - Give feed back  **2. Pre- writing**  - Ask ps to look at the pictures p 55 to talk school facilities  - Ps write school facilities  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  **3. While- writing**  - Read the text – Ps listen and read aloud  - Ps work in pairs to do the task  - Call on some volunteers to go to the board and write.  - Ps go to the board and write - another read their answers  - Give correct answer  - Ps read all sentences  **4. Post - writing**  - Have ps look at the picture and write about school things.  - Set the time - Ps work individually  - Call on some volunteers to write on the board  - Another ps read their writing  - Give feed back  **5. Homework**  - Do ex C page 34 in workbook.  - Prepare unit 8. Lesson 3 (1 + 2 + 3) | P1: These are my pens  Those are my notebooks  **4. Listen and number**  ***\*Tape scripts:***  ***\* Answer key***  1. d 2. c 3. b 4. a    **5. Read and write**  ***\* Answer key***  1. name  2. small/nice  3. school bag  4. books/notebooks  5. pencil cases/pens  **6. Let’ s write**  **\* Answer key**  1. are/books/pens  2. are/pencils/rulers |

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| Week: 13 | *Teaching date: 3A: Thursday, November 12th 2015*  *3B: Friday, November 13th 2015* |

**Period 52: UNIT 8: THIS IS MY PEN**

**Lesson 3 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ pronounce correctly the sound of the letter ***r*** and ***th*** in different contexts.

- Practice: Listening – reading

+ Vocabulary: review

+ Phonic: **r** **th**

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to talk about school things  - Another ps remark  **2. Presentation**  - Have ps turn their books to page 56  - Ask ps to look at the words ***r*** and ***th*** and notice the letters coloured differently in both words ***ruler*** and ***these***; in two sentences ***Those are ruler*** and ***These are pens.*** Tell them they are going to learn how to produce the sound of the letters ***r***, in the words ***ruler*** and in the sentence ***Those are ruler.*** And that of the letters ***th,*** in the word ***these*** and in the sentence ***These are pens.*** Produce these two sounds a few time  - Play the tape  - Call on some ps to read aloud  - Check their pronunciation if necessary  **3. Practice**  - Ask ps look at the sentence guess the missing words  - Play the recording  - Ps listen and write  - Ask ps to perform the task at the front of the class  - Ps practice reading the sentences  **4. Production**  - Ps look at the song page 56  - Play the tape twice: once for ps to listen all the way through and once for ps to recite along one by one.  - Play the tape for ps to recite along.  - Ps work in group of 6 to recite aloud.  - Call on some groups to perform the chant.  - Give feed back  **5. Home work**  - Learn by heart the chant.  - Do ex D on page 34 in workbook. | This is my pen.  That’s my notebook.  These are my rulers  Those are my books  **1. Listen and repeat**  **r** ***ruler*** ***Those are ruler.***  **th** ***these These are pens.*** 2. Listen and write 1. These are my … … …  2. Are … … … your books?  ***\* Answer key***  1. ruler  2. these  **3. Let’s chant**  **Look! Look! Look!**  *Look! Look! Look!*  *These are books.*  *They’re my books.*  *Look! Look! Look!*  *These are pens.*  *They’re my pens.*  *… … …* |

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| Week: 14 | *Teaching date: 3A: Tuesday, November 17th 2015*  *3B: Monday, November 16th 2015* |

**Period 53: UNIT 8: THIS IS MY PEN**

**Lesson 3 (4 + 5 + 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ further practice talking about school things

- Practice: Listening – reading

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |  |  |
| --- | --- | --- | --- |
| *Teacher’s & Students’ activities* | | *Contents* | |
| **1.Warmer**  - Ask ps to recite the chant Page 56  - Remark  **2. Pre- writing**  - Ask ps to read and match the words in the left with words in the right.  - Ps work pairs  - Call on some volunteers to go to the board and match.  - Ps go to the board and match - another read the sentences  - Give correct answer  - Ps read all sentences  **3. While- writing**  - Have ps read the text and complete the sentences with the words given.  - Set the time - Ps work in group of four  - Call on some groups to do the task  - Another groups read the text  - Give feed back  **4. Post - writing**  - Have ps Draw your school things. Colour and write the names. Show them to your friends.  - Ps draw  - Call on some volunteers to show their school things on the board and tell your classmates.  - Another ps observe and give comment  - Give feed back  **5. Homework**  - Do EX E page 35 in Workbook.  - Prepare unit 9. Lesson 1 (1 + 2) | | The chant: **Look! Look! Look!**    **4. Read and match**  ***\* Answer key***  1. b  2. d  3. a  4. c  **5. Read and write**  ***\* Answer key***  1. name  2. this is  3. these are/pencils/notebooks  4. That is  5. those are  **6. Project**  **Draw your school things. Colour and write the names. Show them to your friends.** | |
| Week: 14 | | *Teaching date: 3A: Tuesday, November 17th 2015*  *3B: Wednesday, November 18th 2015* | |

**Period 54: UNIT 9: What colour is it?**

**Lesson 1 (1 + 2+ 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ talk about school things

- Practice: Listening – speaking

+ Vocabulary: these, those, they

+ Grammar: These/Those are+ school things

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ask ps to talk about school thing  - Remark  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 52 in part 1 and ask them to identify the characters and in the picture and what they are talking about. (Who are they in the pictures?  What are they talking about?)  - Ps guess  - Read the dialogue  \* **Act1**: **Teaching new words:** - Ask Ss to read in chorus.  - Call some ps to read  - Ps read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice talking about school things  - Make example  - Ps work independent  - T observe and offer help if necessary  - Call on some volunteers to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Have ps read the new words and sentence pattern.  - Ps read aloud  **5. Homework**  - Ask ps to learn new words and pattern.  - Do ex B page 33 in workbook.  - Prepare unit 8. Lesson 1 (3 + 4 + 5) | This is my pen.  That’s my notebook. 1. Look, listen and repeat. ***\*New words:***  + these: này, đây (số nhiều)  + those: kia (số nhiều)  + they: họ, chúng  **2. Point and say**  ***\* Structures:***  These/Those are my + school things  **\* Example**  a. These are my notebooks  b. Those are my pencil cases.  **3. Let’s talk**  ***\* Example***  These are my pens  Those are my pencils |

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| Week: 14 | *Teaching date: 3A: Wednesday, November 18th 2015*  *3B: Thursday, November 19th 2015* |

**Period 55: UNIT 9: What colour is it?**

**Lesson 1 (4 + 5+ 6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ talk about school things

- Practice: Listening – speaking

+ Vocabulary: these, those, they

+ Grammar: These/Those are+ school things

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warmer**  - Ask ps to talk about school thing  - Remark  **2. Presentation**  \***Act**: - Have Ss to look at the pictures on page 52 in part 1 and ask them to identify the characters and in the picture and what they are talking about. (Who are they in the pictures?  What are they talking about?)  - Ps guess  - Read the dialogue  \* **Act1**: **Teaching new words:** - Ask Ss to read in chorus.  - Call some ps to read  - Ps read in chorus  - Use rub out and remember for checking the words  - Guide Ss how to read the dialogue in part 1  - Have some pairs to practise in front of class, others listen and comment  **\* Act2: Give new structure:**  - Ask Ss to look at the pics  - Introduce the main structures  - Ps copy into notebooks.  - Ask Ss to practice with the structures  **3. Practice**  - Ask Ss to practice talking about school things  - Make example  - Ps work independent  - T observe and offer help if necessary  - Call on some volunteers to perform  - Ps perform in front of the class  - Give feed back  **4. Production**  - Have ps read the new words and sentence pattern.  - Ps read aloud  **5. Homework**  - Ask ps to learn new words and pattern.  - Do ex B page 33 in workbook.  - Prepare unit 8. Lesson 1 (3 + 4 + 5) | This is my pen.  That’s my notebook. 1. Look, listen and repeat. ***\*New words:***  + these: này, đây (số nhiều)  + those: kia (số nhiều)  + they: họ, chúng  **2. Point and say**  ***\* Structures:***  These/Those are my + school things  **\* Example**  a. These are my notebooks  b. Those are my pencil cases.  **3. Let’s talk**  ***\* Example***  These are my pens  Those are my pencils |

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| Week: 14 | *Teaching date: 3A: Thursday, November 19th 2015*  *3B: Friday, November 20th 2015* |

**Period 56: UNIT 9: WHAT colour IS IT?**

**Lesson 2 (1 + 2 +3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Ask and answer questions about colours

- Practice: Listening – speaking

+ Vocabulary: red, orange, yellow, green, blue, pink

+ Grammar: *What colour is your pen? It's blue.*

*What colour are your pencils? They’re green.*

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to ask and answer about school things.  - Remark  **2. Presentation**  - Ask Ss to look at the picture P 58 to identify the characters in this part and guess what the characters are saying  - Ps look at the picture and describe  - T reads dialogue first and introduces new words and sentence patterns  - Guide Ss to read new words in chorus, in individual  - Check vocab: Rub out and remember  - Ask Ss to listen and repeat the dialogue  - Ask Ss to practice reading the dialogue in pairs  - Call some pair to red aloud  **3. Practice**  - Ask Ss to look at the pictures and identify the colours of school things in Pic. a to g  - Ask ps to repeat the step a few times  - T points picture a and ask: *What colour is your pen?*  Have Ps repeat the question and answer *It's blue.*Ask the whole class repeat question and answer for a few times  - Ask Ss to practice asking and answering about colours in this section in pairs  - Check some pairs  **4. Production**  - Ask Ss to use their school things to ask and answer about colours.  - Check some pairs  **5. Homework**  - Ask ps to learn by heart new words and pattern.  - Do EX A page 36 in workbook. | P1: Is this your school bag?  P2: Yes, it is.  P1: Is that your notebook?  P2: No, it isn’t. 1. Look, listen and repeat ***\* New words***  + green: màu xanh lá cây  + red: màu đỏ  + blue: màu xanh da trời  + orange: màu cam  + pink: màu hồng  + yellow: màu vàng  + brown: màu nâu  + white: màu trắng  **2. Point and say**  ***\* Structures:***  *What colour is your pen?*  *It's blue.*  *What colour are your pencils? They’re green.*  **3. Let’s talk**  P1: What colour is your pen?  P2: It's blue.  P1: What colour are your pencils? They’re green. |

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| Week: 15 | *Teaching date: 3A: Tuesday, November 24th 2015*  *3B: Monday, November 23rd 2015* |

**Period 57: UNIT 9: WHAT colour IS IT?**

**Lesson 2(4 + 5 +6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Further practice asking and answering questions about colours

- Practice: Listening – Reading

+ Vocabulary: review

+ Grammar: *What colour is your pen? It's blue.*

*What colour are your pencils? They’re green.*

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask Ss to use their school things to ask and answer about colours.  - Give feed back  **2. Pre- reading**  - Ask ps to look at the pictures p 61 to talk school things’ colours  - Ps write school facilities  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  **3. While- reading**  - Ask ps to read and match the sentences with the pictures  - Ps work pairs  - Call on some volunteers to go to the board and match.  - Ps go to the board and match - another read the sentences and match  - Give correct answer  - Ps read all sentences  **4. Post - reading**  - Ps look at the song page 61  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5. Homework**  - Do EX B page 37 in workbook.  - Prepare unit 9. Lesson 3 (1 +2 + 3) | P1: What colour is your pen?  P2: It's blue.  P1: What colour are your pencils? They’re green.  **4. Listen and number**  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3. 4.    **5. Read and match**  ***\* Answer key***  1. b  2. d  3. a  4. e  5. c  **6. Let’ s sing**  **My new pen** |

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| Week: 15 | *Teaching date: 3A: Tuesday, November 24th 2015*  *3B: Wednesday, November 25th 2015* |

**Period 58: UNIT 9: WHAT colour IS IT?**

**Lesson 3(1 + 2 +3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ pronounce correctly the sound of the letter ***i*** and ***o*** in different contexts.

- Practice: Listening – reading

+ Vocabulary: review

+ Phonic: **i** **o**

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to ask and answer questions about school facilities  - Another ps remark  **2. Presentation**  - Have ps turn their books to page 50  - Ask ps to look at the words ***i*** and ***o*** and notice the letters coloured differently in both words ***it*** and ***orange***; in two sentences ***What colour is it?*** And ***It’s orange.***Tell them they are going to learn how to produce the sound of the letters ***i***, in the words ***it*** and in the sentence ***What colour is it?***And that of the letters ***o,*** in the word ***orange*** and in the sentence ***It’s orange.*** Produce these two sounds a few time  - Play the tape  - Call on some ps to read aloud  - Check their pronunciation if necessary  **3. Practice**  - Ask ps look at the sentence guess the missing words  - Play the recording  - Ps listen and write  - Ask ps to perform the task at the front of the class  - Ps practice reading the sentences  **4. Production**  - Ps look at the song page 62  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5. Home work**  - Learn by heart the chant.  - Do ex C on page 38 in workbook. | P1: Is the library big?  P2: Yes, It is  **1. Listen and repeat**  **i** ***it*** ***What colour is it?***  **o** ***orange*** ***It’s orange.*** 2 Listen and write 1. … … … is my school bag.  2. My favourite colour is… … …  ***\* Answer key***  1. It  2. orange  **3. Let’s chant**  **What colour is it?**  *What colour is it?*  *It’s red. It’s red.*  *What colour is it?*  *It’s green. It’s green.*  *What colour is it?*  *It’s orange. It’s orange.*  *What colour are they?*  *They’re blue. They’re blue.*  *What colour are they?*  *They’re brown. They’re brown*  *What colour are they?*  *They’re black. They’re black.* |

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| Week: 15 | *Teaching date: 3A: Wednesday, November 25th 2015*  *3B: Thursday, November 26th 2015* |

**Period 59: UNIT 9: WHAT colour IS IT?**

**Lesson 3 (4 +5 +6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Further practice asking and answering questions about school things and colours.

- Practice: Reading

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to recite the chant **What colour is it**  Page 62  - Remark  **2. Pre- writing**  - Ask ps to read and match the questions on the left with the answers on the right.  - Ps work pairs  - Call on some volunteers to go to the board and match.  - Ps go to the board and match - another read the sentences  - Give correct answer  - Ps read all sentences  **3. While- writing**  - Have ps read the text and complete with the words given.  - Set the time - Ps work in group of four  - Call on some groups to do the task  - Another groups read the text  - Give feed back  **4. Post - writing**  - Have ps look at the rainbow. Ask them to colour it. Show them to your classmates.  - Ps draw  - Call on some volunteers to show their rainbow and talk with their classmates.  - Another ps observe and give comment  - Give feed back  **5. Homework**  - Do EX D page 39 in workbook.  - Prepare unit 10. Lesson 1 (1 + 2) | The chant **What colour is it?**    **4. Read and match**  ***\* Answer key***  1. c  2. d  3. a  4. b  **5. Read and complete**  ***\* Answer key***  1. green  2. desk  3.They  4. pens  5. colour  **6. Project**  **Colour the rainbow. Talk about it with your classmates.** |

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| Week: 15 | *Teaching date: 3A: Thursday, November 27th 2015*  *3B: Friday, November 28th 2015* |

**Period 60`: UNIT 10: WHAT DO YOU DO AT break time?**

**Lesson 1 (1 + 2 +3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Ask and answer questions about break-time activities

- Practice: Listening – speaking

+ Vocabulary: break time, play badminton, play hide-and-seek, play chess, chat with friends.

+ Grammar: What do you do at break time?

I play + game/sport.

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer (5’)**  - Have Ss to play a game of charade  (guessing the word from actions or miming).  - Remark  **2. Presentation**  - Ask Ss to look at the picture P 64 to identify the characters. Tell them that they are going to hear Mai, Linda and Phong talking about their break time activities.  - Use a poster to present the situation:  - T reads dialogue first and introduces new words and sentence patterns  - Guide Ss to read new words and patterns in chorus, in individual  - Ask Ss to listen and repeat each line of the dialogue  - Ask Ss to practice reading the dialogue  - Call on some pairs to practise.  **3. Practice**  - Have Ss to look at pictures a, b, c, d on P 64 and identify the activities in the Pic.  - Ask St to repeat the phrases and perform them a few time  - Point Pic. a and ask Ss to answer the question: What do you do at break time?  Fill in the speech bubble  - Have Ss repeat question and answer a few times  - Ask Ss to practice saying using pictures a, b, c, d in their book  - Check some pairs  - Have the whole class repeat all questions and answers  **4. Production**  - Guide Ss to play game: Slap on the board.  - Ss work in group of 5 to do  - Call some Ss to play  **5. Homework**  - Learn by heart the new words and the patterns.  - Do EX A P 40 in WB. | S1: give action (sit down) S2: sit down 1. Look, listen and repeat ***\* New words****:*  + Play badminton: chơi cầu lông  + play hide-and-seek: chơi trốn tìm  + Play chess: chơi cờ vua  + play basketball: chơi bóng rổ  **2. Point and say**  **\* Patterns:** Ask and answer questions about break-time activities  *What do you do at break time?*  *I play + game/sport.* 3. Let’s talka. T: What do you do at break time?S: I play badminton.a. S1: What do you do at break time?S2: I play badminton.b. S1: What do you do at break time?S2: I play …………. Slap on the board  Play badminton break  play hide-and-seek  Play chess chat with their friends |

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| Week: 16 | *Teaching date: 3A: Tuesday, December 1st 2015*  *3B: Monday, November 30th 2015* |

**Period 61: UNIT 10: WHAT DO YOU DO AT break time?**

**Lesson 1 (4 + 5 +6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Ask and answer questions about break-time activities

- Practice: Listening – reading - writing

+ Vocabulary: review

+ Grammar: What do you do at break time?

I play + game/sport. (review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to ask and answer questions about break-time activities  - Give feed back  **2. Pre- writing**  - Ask ps to look at the pictures p 65 to give break-time activities  - Ps speak out  - Play the tape twice  - Ps listen and tick  - Call on a volunteer go to the board and number.  - Ps go to the board and tick  - Play the tape again  - Give correct answer  **3. While- writing**  - Have ps read the text and complete the sentences  - Set the time - Ps work in pairs  - Call on some pairs to do the task  - Another pairs read the text  - Give feed back  **4. Post - writing**  - Ask ps to answer questions about their break-time activities  - Ps write in their notebook  - Call on some ps to write on the board-Another read aloud their answers  - Ps listen and remark  - Give feed back  **5. Homework**  - Learn by heart the new words and sentence pattern.  - Prepare unit 10. Lesson 2(1+ 2+ 3) | S1: What do you do at break time?S2: I play badminton. **4. Listen and tick**  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3.    **5. Read and write**  ***\* Answer key***  1. chess  2. tennis  3. badminton  **6. Let’ s play**  **\* Ps’ answer** |

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| Week: 16 | *Teaching date: 3A: Tuesday, December 1st 2015*  *3B: Wednesday, December 2nd 2015* |

**Period 62: UNIT 10: WHAT DO YOU DO AT break time?**

**Lesson 2 (1 + 2 +3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Express likes and dislikes

- Practice: Listening – speaking

+ Vocabulary: skipping, skating, hide-and-seek, blind man’s bluff.

+ Grammar: Do you like + game/sport?

Yes, I do/No, I don’t.

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask ps to ask and answer questions about break-time activities  - Give feed back  **2. Presentation**  - Ask Ss to look at the picture P 66 to identify the characters. Tell them that they are going to hear Mai, Linda, Nam and Tom talking about their like and dislike.  - T reads dialogue first and introduces new words and sentence patterns  - Guide Ss to read new words and patterns in chorus, in individual  - Ask Ss to listen and repeat each line of the dialogue  - Ask Ss to practice reading the dialogue  - Call on some pairs to practice.  **3. Practice**  - Have Ss to look at pictures a, b, c, d on P 66 and identify the activities in the Pic.  - Ask ps to repeat the phrases and perform them a few time  - Point Pic. a and ask Ss to answer the question: Do you like skipping?  Fill in the speech bubble  - Have Ss repeat question and answer a few times  **4. Production**  - Ask Ss to practice expressing likes and dislikes.  Ps work in pairs (open pair)  - Call some pairs to perform the task  - Give feed back  **5. Homework**  - Learn by heart the new words and the patterns.  - Do EX B P 41 in WB. | S1: What do you do at break time?S2: I play badminton.1. Look, listen and repeat ***\* New words****:*  + skipping: nhảy dây  + skating: trượt pa tanh  + hide-and-seek: trò chơi trốn tìm  + blind man’s bluff: trò chơi bịt mắt bắt dê  **2. Point and say**  **\* Patterns:** Express likes and dislikes  *Do you like + game/sport?*  *Yes, I do/No, I don’t.* a. T: Do you like skipping?S: Yes, I do.b. S1: Do you like skating?S2: Yes, I do. … … …  **3. Let’s talk** S1: Do you like skating?S2: Yes, I do. … … … |

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| Week: 16 | *Teaching date: 3A: Wednesday, December 2nd 2015*  *3B: Thursday, December 3rd 2015* |

**Period 63: UNIT 10: WHAT DO YOU DO AT break time?**

**Lesson 2 (4 +5 +6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Further practice expressing likes and dislikes

- Practice: Listening – reading

+ Vocabulary: review

+ Grammar: Do you like + game/sport?

Yes, I do/No, I don’t. (review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
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| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask Ss express likes and dislikes  - Give feed back  **2. Pre- reading**  - Ask ps to look at the pictures p 67 to express someone like game and sport  - Ps write in their book  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  **3. While- reading**  - Ask ps to read and complete the senteces  - Ps work pairs  - Call on some volunteers to go to the board and match.  - Ps go to the board and write - another read the sentences  - Give correct answer  - Ps read all sentences  **4. Post - reading**  - Ps look at the song page 67  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5. Homework**  - Learn by heart the song  - Do EX C P 42 in WB. | S1: Do you like skating?S2: Yes, I do. **4. Listen and number**  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3. 4.    **5. Read and write**  ***\* Answer key***  1. table tennis  2. like chess  3. They like badminton  **6. Let’ s sing**  **Hide-and-seek** |

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| Week: 16 | *Teaching date: 3A: Thursday, December 3rd 2015*  *3B: Friday, December 4th 2015* |

**Period 64: UNIT 10: WHAT DO YOU DO AT break time?**

**Lesson 3 (1 + 2 + 3)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Further practice expressing likes and dislikes

- Practice: Listening – reading

+ Vocabulary: review

+ Grammar: Do you like + game/sport?

Yes, I do/No, I don’t. (review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask Ss express likes and dislikes  - Give feed back  **2. Pre- reading**  - Ask ps to look at the pictures p 67 to express someone like game and sport  - Ps write in their book  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  **3. While- reading**  - Ask ps to read and complete the senteces  - Ps work pairs  - Call on some volunteers to go to the board and match.  - Ps go to the board and write - another read the sentences  - Give correct answer  - Ps read all sentences  **4. Post - reading**  - Ps look at the song page 67  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5. Homework**  - Learn by heart the song  - Do EX C P 42 in WB. | S1: Do you like skating?S2: Yes, I do. **4. Listen and number**  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3. 4.    **5. Read and write**  ***\* Answer key***  1. table tennis  2. like chess  3. They like badminton  **6. Let’ s sing**  **Hide-and-seek** |

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| Week: 17 | *Teaching date: 3A: Tuesday, December 8th 2015*  *3B: Monday, December 7th 2015* |

**Period 65: UNIT 10: WHAT DO YOU DO AT break time?**

**Lesson 3 (4 +5 +6)**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

+ Further practice expressing likes and dislikes

- Practice: Listening – reading

+ Vocabulary: review

+ Grammar: Do you like + game/sport?

Yes, I do/No, I don’t. (review)

**II. PREPARATION:** T: Picture, postcard, book

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
| --- | --- |
| *Teacher’s & Students’ activities* | *Contents* |
| **1.Warmer**  - Ask Ss express likes and dislikes  - Give feed back  **2. Pre- reading**  - Ask ps to look at the pictures p 67 to express someone like game and sport  - Ps write in their book  - Play the tape twice  - Ps listen and number  - Call on a volunteer go to the board and number.  - Ps go to the board and number  - Play the tape again  - Give correct answer  **3. While- reading**  - Ask ps to read and complete the senteces  - Ps work pairs  - Call on some volunteers to go to the board and match.  - Ps go to the board and write - another read the sentences  - Give correct answer  - Ps read all sentences  **4. Post - reading**  - Ps look at the song page 67  - Play the tape twice: once for ps to listen all the way through and once for ps to sing along one by one.  - Play the tape for ps to sing along.  - Ps work in group of 6 to sing aloud.  - Call on some groups to perform the song.  - Give feed back  **5. Homework**  - Learn by heart the song  - Do EX C P 42 in WB. | S1: Do you like skating?S2: Yes, I do. **4. Listen and number**  ***\*Tape scripts:***  ***\* Answer key***  1. 2. 3. 4.    **5. Read and write**  ***\* Answer key***  1. table tennis  2. like chess  3. They like badminton  **6. Let’ s sing**  **Hide-and-seek** |

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| Week: 17 | *Teaching date: 3A: Tuesday, December 8th 2015*  *3B: Wednesday, December 9th 2015* |

**Period 66**: **review 2**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

# + review the sentences patterns from unit 6 to 10in listening and reading.

- Practice: Listening - reading

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

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| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warm up:**  - Review the model sentences from unit1 to unit 5  **2. Presetation:**  \*Act 1: Have pupils look at pictures 1, 2, 3, 4 and 5 on page 70 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  - 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.  \*Act 2: Have pupils look at pictures a, b, c and d on page of the Student Book. Elicit the identification of the characters in the pictures and the characters’ words. Tell pupils that they are going to listen to the recording and match the information they hear to the pictures. They should number the boxes. 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.  **3. Practice:**  **\*Act 3:**  -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.  **\*Act 4:**  - 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.e 2. c 3. a 4.c 5. d  **4. Production:**  Have pupils look at pictures a, b, c and d 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 Mai and Nam to the pupils. Ask them to 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 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.  ***5.Homework***  - Do exercises in workbook, learn by heart the new words | Ask ps to practice in pairs  **1 Listen and tick**  Give the identification  Listen and tick  *\* Answers:* 1 – c; 2 – d; 3 – b; 4 – a.  **2. Listen and number**  Work individually  Listen and tick  **\* Answer**: *1. 2. 3. 4.*  **3. Read and complete**  Work individually  \* Answer: 1. school 2. Playground 3. room 4. Quan  **4. Read and match**  Work in pairs  **5. Look and say**  Pair works  Do exercises in the workbook |

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| Week: 17 | *Teaching date: 3A: Wednesday, December 9th 2015*  *3B: Thursday, December 10th 2015* |

**Period 67**: **review 2**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to:

# + review the sentences patterns from unit 6 to 10in listening and reading.

- Practice: Listening - reading

+ Vocabulary: review

+ Grammar: review

**II. PREPARATION:** T: Picture, postcard, Cassette,Card

Ss: Books, notebooks, pens..

**III. PROCEDURE:**

|  |  |
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| *Teacher’s & Students’ activities* | *Contents* |
| **1. Warm up:** - Review the model sentences from unit 6 to unit 10  **2. Presentation:**  \*Act 1: 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 guess the suitable words to fill in the blank. Tell pupils that they are going to listen to the recording and check their answers  - Play the recording 2 times pupils to listen. Check their guess.  - Make a few questions to check pupils’ comprehension of the story  - Play the recording again pupils listen to the story and check Ss’ answers  **3. Practice:**  \*Act 2: Ask students to read the story in the book and find out the answers for the questions. 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.  \*Act 3: Have Ps work in group. Read the story again and order the sentences to make the meaningful dialogue.  Pair works. 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.    **4. Production:**  \*Act 4: Whole class. Have pupils turn their books to page 73. Tell pupils that they are going to read the story to get the information in order to order the words given.  - Pupils order the words to make meaningful sentences individually and do the task. Monitor the activity and offer help when necessary.  - 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.  ***5.Homework***  - Do exercises in workbook, review the phonics, vocabulary and sentence patterns from units 6 - 10. | Ask ps to practice in pairs  **1. Fill the gaps. Then listen and check**  Give the identification  Listen and answer T’s questions  Answer: 1. Hello 2. Meet you 3. Your/ Yes  4. chair/ armchair  **2. Ask and answer the questions**  Work in pairs  Answer: 1. It is white  2. No, it isn’t  3. It is red  4. It’s big  **3. Number the sentences. Then act out in pairs**  Work in group  Pair work  \* Answer: 1. Miu: Maurice, this is Chit.   1. Chit: Please to meet you, Maurice 2. Maurice: Please to meet you too 3. Chit: Is this your house? 4. Maurice: Yes, it is. 5. Chit: It’s big! 6. Maurice: That’s right.   **4. Put the words in the correct order**  Work individually  Answer:  1. Is that your chair?   1. Do you like hide-and-seek? 2. Pleased to meet you too. 3. Let’s play hide – and – seek.   Is this your house?  Do exercises in the workbook |

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| Week: 17 | *Teaching date: 3A: Thursday, December 10th 2015*  *3B: Friday, December 11th 2015* |

**Period 68: CHECK THE FIRST SEMESTER**

**I. OBJECTIVES:**

-By the end of this lesson, Students will be able to use the knowledges which they learnt in the first semester and apply to do the tests.

-Vocabulary: Review

-Phonics: Review

-Sentence patterns: (review) the sentence pattern from Units 1-10.

- Skills: Listening-reading-speaking-writing.

**II. PREPARATIONS:** -Teacher: Excersices, Paper tests

- Students:Pens, rulers…

**III. PROCEDURES:**

**QUESTIONS**

**I. Vocabulary and grammar.**

**1. Choose the best answer A, B or C (1,5 points)**

1. Hello, My ………. is Long.

A. name B. is C. I am

2. What is ………name?

A. name B. my C. your

3. How do you ……. your name?

A. what B. is C. spell

4. ……… this a library? - Yes, it is.

A. Is B. who C. What

5. What do ……………. do at break time? - I play badminton

A. I B. you C. he

6. These……………… my pencils. They are red.

A. am B. is C. are

**II. Listening.**

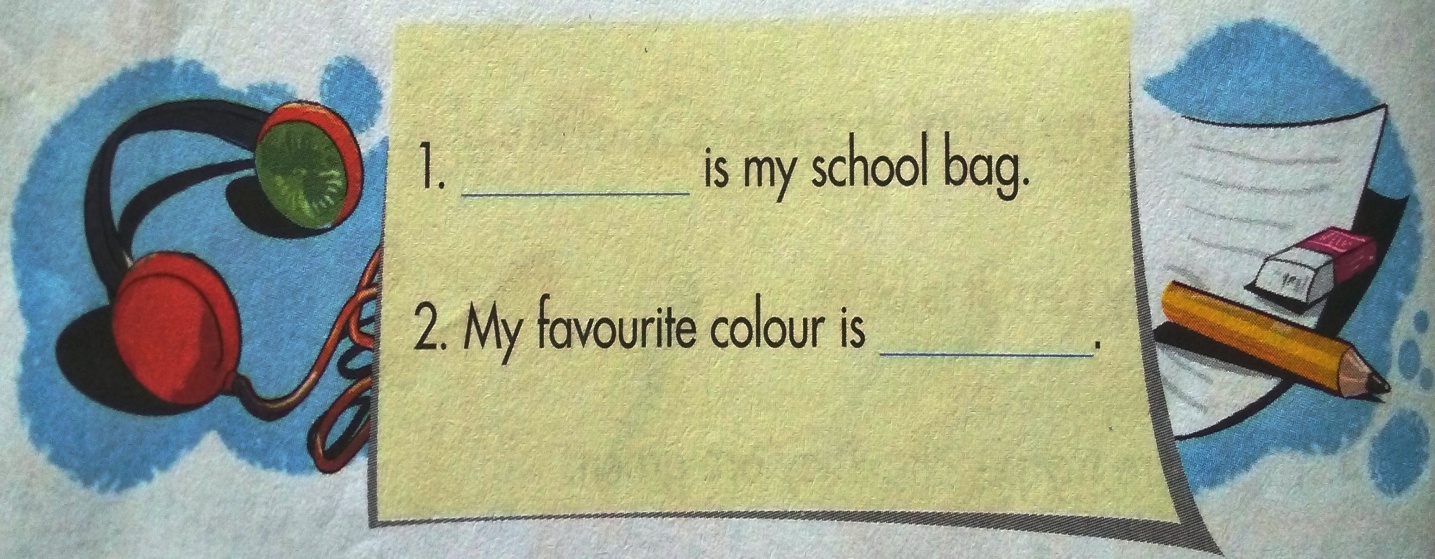
**2. Listen and tick. (1,5 points)**

|  |
| --- |
| Listen and tick 3 |

**3. Listen and number. (1point)**

|  |
| --- |
| Listen and number 3 |

**4. Listen and write. (1point)**

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**III. Reading and writing.**

**5. Read and match. (1point)**

|  |  |
| --- | --- |
| 1. Is your book big?  2. Are these your pencils?  3. What colour is your ruler?  4. What do you do at break time? | a. Yes, they are  b. I play table tennis  c. Yes, It is  d. It’s blue |

**6. Read and write. (1point)**

Hello, My name is Minh. These are my friends, Phong, Lan, Nga, Linh and Ha. At break time, we play games and sports in the Schoolyard. Phong and I play chess. Lan and Nga play badminton. Linh and Ha play table tennis.

1. His name is\_\_\_\_\_\_\_\_\_\_\_\_

2. Minh and Phong play\_\_\_\_\_\_\_\_\_\_\_\_

3. Lan and Nga play\_\_\_\_\_\_\_\_\_\_\_\_

4. Linh and Ha play\_\_\_\_\_\_\_\_\_\_\_\_\_

**7. Read and complete. (1point)**

|  |  |  |  |
| --- | --- | --- | --- |
| **seven** | **Linda** | **yellow** | **hello** |

**A** : (1) \_\_\_\_\_\_, I’m Mai. What’s your name?

**B** : My name’s (2) \_\_\_\_\_\_\_\_.

**A**  : How old are you?

**B**  : I’m (3) \_\_\_\_\_\_ years old.

**A** : What colour is your school bag?

**B** : It’s (4) \_\_\_\_\_\_\_.

**8. Rewrite the sentences. (1point)**

1. books/ are/ my/ These. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What/ break time/ do/ at/ do/ you/? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. Speaking: Interview (1point)**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period 69: CORRECT THE FIRST SEMESTER TEST**

**I. OBJECTIVE:**

- By the end of this lesson, Students will be able to review how they have done the first semester tests and correct the test. Help them remark and remember the knowledge they learnt in the first term.

- Vocabulary: Review

- Phonics: Review

- Sentence patterns: (review) the sentence pattern from Units 1-10.

- Skills: Listening-reading-speaking-writing.

**II. PREPARATION:** -Teacher: Excersices, Paper tests

- Students:Pens, rulers…

**III. PROCEDURE:**

**ANSWER KEYS FOR GRADE 3**

**I. Vocabulary and grammar.**

**1. Choose the best answer A, B or C (1,5 points,** *0,25 x 6***)**

1. A 2. C 3. C 4. A 5. B 6. C

**II. Listening.**

**2. Listen and tick. (1,5 points,** *0,5 x 3***)**

1. b 2. b 3. a

**3. Listen and number. (1point,** *0,25 x 4***)**

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

**4. Listen and write. (1point,** *0,5 x 5***)**

1. It 2. orange

**III. Reading and writing.**

**5. Read and match. (1point,** *0,25 x 4***)**

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

**6. Read and write. (1point,** *0,25 x 4***)**

1. Minh

2. chess.

3. badminton

4. table tennis.

**7. Read and complete. (1point,** *0,25 x 4***)**

1. Hello
2. Linda
3. seven
4. yellow

**8. Rewrite the sentences. (1point,** *0,5 x 2***)**

1.These are my books.

2. What do you do at break time?

**IV. Speaking: Interview (1point,** *0,25 x 4***)**

Students’ answers