

Week 1 – Period 1

Date of planing : 26/ 8

Date of teaching: 5a1,5a2(28/8), 5a3,5a4,5a5(29/8)

UNIT 1: WHAT’S YOUR ADDRESS?

Lesson 1: Part 1-2-3

I. Objectives:

1. Knowledge:

By the end of this unit, pupils can:

- use the words and phrases related to the topics Addresses and hometown.
- ask and answer questions about one’s address, using *What’s your address? It’s ...*

2. Skills:

- Develop Ps speaking and listening skills

3. Language focus:

- Sentence Pattern: *What’s your address? It’s ...*
- Vocabulary: address, village, tower

II. Teaching aids:

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

III. Teaching processes:

1. Class organization:

2. Oral test:

3. New lesson:

Teacher’s activities	Students’ activities
<p>I. Warm up: Play “jumbled letters” game</p> <p>II. New lesson:</p> <p>1. Look, listen and repeat.</p> <ul style="list-style-type: none">- Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to the questions: <i>Who’s this?</i> <i>What’s his/her name?</i> <i>Is he/she a newcomer?</i> <i>Where’s he/she from?</i> <i>Where’s he/she living now?.</i>- Teach some new words: <i>Address: địa chỉ</i> <i>Tower: tháp</i> <p>+ Teacher read first as a model and ask the Ps</p>	<ul style="list-style-type: none">- Play the game - Listen - Look at the pictures and answer:<ul style="list-style-type: none">- In Picture a, Nam is greeting Mai and introducing her to Trung, a new pupil in their class.- In Picture b, Mai and Trung greet each other.In Picture c, Trung says he’s from Da Nang and he lives in Ha Noi now.

to repeat

+ Have the Ps repeat in groups and individuals

- Open the tape and have the Ps listen the sound of the words.

- Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking

- Instruct Ps to translate the dialogue into Vietnamese.

2. Point and say

- Tell the class that they are going to practise asking and answering questions about one's address, using *What's your address? It's ...*

- Revise numbers 10 to 100 with the class.

- Point at each picture and ask the question *What's your address?* for pupils to answer chorally.

- Have pupils practise asking and answering in pairs. Monitor the activity and offer help, if necessary.

- Invite one or two pairs to speak to check their performance.

3. Let's talk

- Tell the class that they are going to practise further by asking and answering questions about addresses. Get pupils to work in groups of four to ask each other's addresses. Remind them to use the questions and answers in their books.

- Set a time limit for the class to practise. Monitor the activity and offer help, if necessary.

- Invite a few pupils to repeat their interviews to the class. Then give feedback.

III. Reinforcement:

- Recall the main content.

V. Homework:

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

- In Picture d, Mai asks him *What's your address in ha Noi?* and he answers *It's 81, Tran hung Dao Street.*)

- Listen and copy

+ Listen and repeat

+ Groups, individuals

- Do as directed

- Listen

- Listen and copy

- Do as directed

- Listen to the teacher

- Work in pairs to do the task

- Recall

- Remember



Week 1 – Period 2

Date of planing : 26/ 8

Date of teaching: 5a1,5a2(28/8), 5a3,5a4(31/8) 5a5(30/8)

UNIT 1: WHAT’S YOUR ADDRESS?

Lesson 1: Part 4-5-6

I. Objectives:

1. Knowledge:

By the end of this unit, pupils can:

- use the words and phrases related to the topics Addresses and hometown.
- ask and answer questions about one’s address, using *What’s your address? It’s*

...

2. Skills:

- Develop Ps speaking and listening skills

3. Language focus:

- Vocabulary and structures: review

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

2. Oral test:

3. New lesson:

Teacher’s activities	Students’ activities
<p>I. Warm up: Play the game “<i>jumbled letters</i>”</p> <p>II. New lesson:</p> <p>4. Listen and complete</p> <ul style="list-style-type: none"> • Tell pupils that they are going to listen to the recording and complete the addresses. • Play the recording all the way through for pupils to listen. Play it again for them to do the task. • Get them to compare their answers before checking as a class. Play the recording again to confirm the answers. Give explanations for answers which pupils find difficult. <p>Key: 1 .208 2 .321 3. White Street 4 .the second floor</p> <p>5. Read and complete</p> <ul style="list-style-type: none"> • - Tell the class that they are going to read and fill the gaps with <i>street, address, lives</i> and <i>from</i>. Give them a 	<ul style="list-style-type: none"> - Play the game - Listen - Listen to the tape - Listen and do the task - Answer the question. - Listen to the teacher

few seconds to read the sentences. Remind them to focus on the context to select the appropriate words from the box.

- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to compare their answers in pairs before checking as a class.

Key: 1. from 2. lives 3. address 4. Street

6. Let's sing

- Tell Ps that they are going to sing the song "*The wheels on the bus.*"
- Have Ps read each line of the lyrics. Check comprehension.
- Open the tape and have the Ss listen the sound of the words.
- Play the tape again for Ps to do choral and individual repetition of the song by line.
- Ask Ps to sing in choral
- Have Ps practice singing in groups.
- Have class sing the song again to reinforce their pronunciation.

III. Consolidation

- Retell the content of the lesson.

IV. Homework

- Do exercises in the workbook. Prepare the next period.

- Do as directed.
- Individually
- Work in pairs

- The whole class read aloud

- Listen to the teacher

- Read each line of the lyrics

- Listen to the tape

- Listen and repeat each line

- The whole class

- Practice in groups

- The whole class

- Retell

- Remember

Week 1 – Period 3

Date of planing : 26/ 8

Date of teaching: 5a1,5a2(29/8), 5a3,5a4(31/8) 5a5(30/8)

UNIT 1: WHAT’S YOUR ADDRESS?

Lesson 2: Part 1-2-3

I. Objectives: By the end of this unit pupils can

- Use the words and phrases related to the topics *addresses* and *hometown*. Ask and answer questions about what a village/town/city is like, using *What’s the ... like? – It’s...*
- Develop Ss speaking and listening skills.
- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. Languages focus:

- Sentence Pattners: *What’s the ... like? – It’s...*
- Vocabulary: crowded, lane, quiet, busy...

III. Teaching aids:

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

IV. Teaching processes:

1. Class organization:

- Greeting. Checking for the students' attendance.

2. Oral test: - chating with pupils describe things in the house.

3. New lesson

Teacher’s activities

I. Warm up: Sing the song “*The wheel on the bus?*”

II. New lesson:

1. Look, listen and repeat

- Tell the class that they are going to read a story.
- Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions: *What’s his name? Who’s he talking with? Where does he live? What’s the village like?* (
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Finally, point to each picture for them to say the words in each bubble.
 - Instruct Ps to translate the dialogue into Vietnamese.

Students’ activities

- Sing the song

- Listen

- Look at the pictures and answer:

- Nam is talking to Trung. In Picture a, Nam asks what Trung’s hometown is and Trung says it’s Da Nang.
- In Picture b, Nam asks about where Trung lived and Trung says he lived in a village.
- In Picture c, Nam asks *What’s your village like?* and Trung answers *It’s*

small and quiet.

- In Picture d, Nam asks if it's beautiful and Trung says it is.)

- Listen

- Listen and repeat

- Do as directed

- Listen

- Listen and copy

+ Listen and repeat

+ Groups, individuals

- Listen and copy

- Do as directed

- Listen

- Work in pairs

- Some pairs perform in front of class

- Listen to the teacher

- Remember

2. Point and say

- - Tell the class that they are going to practise the questions and answers describing a place, using *What's the ... like? It's ...*
- Revise the adjectives *big, far, large* and *small* and teach the new ones: *busy, quiet, crowded* and *pretty*. Have the class repeat all the adjectives twice before asking them to practise saying sentences. (E.g. *My city is big and busy. My village is far and quiet.*)
- Point at the pictures and ask *What's the ... like?* for the class to answer, using the prompts.
- Ask them to work in pairs. Monitor the activity and offer help, if necessary.

Invite one or two pairs to perform the activity.

Then give feedback

3. Let's talk:

- Tell Ps that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves.
- Ask them to work in pairs and ask and answer the questions:
What time is it? What time do you + activity?
- Call on a few pairs to role-play in front of the class. Correct pronunciation, if necessary.

III. Consolidation:

- Summary the lesson

IV. Homework:

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

Week 1 – Period 4

Date of planing : 26/ 8

Date of teaching: 5a1,5a2, 5a3,5a4, 5a5(01/9)

UNIT 1: WHAT’S YOUR ADDRESS?

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

By the end of the lesson, Ps will be able to :

- use the words and phrases related to the topics Addresses and hometown.
- ask and answer questions about what a village/town/city is like, using What’s the ... like? It’s ...

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Vocabulary: Review

II. Teaching aids:

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

III. Teaching processes:

Teacher’s activities	Students’ activities
<p>I. Warm up: Play the game: <i>Order the words</i></p> <p>II. New lesson:</p> <p>4. Listen and circle a or b.</p> <ul style="list-style-type: none">• - Tell the class that they are going to listen and circle <i>a</i> or <i>b</i> to complete the sentences. Ask them to read the sentences and guess the correct answers.• Play the recording all the way through for them to listen. Play it again for them to do the task.• Get them to compare their answers before giving feedback. <p>Key: 1 a 2 b 3 b 4 a</p> <p>5. Write about you</p> <ul style="list-style-type: none">• - Tell the class that they are going to write about where they live and who they live with. Have them read the questions and check their understanding.• Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.• Get them to swap and read their writing before	<ul style="list-style-type: none">- Play game- Listen to the teacher- Listen to the tape- Listen and do the task- Listen- Do the task- Individually- Work in pairs

inviting one or two pupils to read their answers aloud and give feedback.

Key: *Answers vary*

6. Let's play:

- Tell the class that they are going to play Spot the difference. Tell them that they have to compare the two pictures and find out the five details which are different. The first pupil who finds out all the different details is the winner.

Key: Picture b is different from Picture a in the following ways:

- There is one more car in the road.
- There is a woman in front of the yellow building.
- The sign next to the yellow building is blue, and it reads BUS STOP.
- There is no logo of pills on the pharmacy.
- There is a boy behind the father and daughter.

III. Consolidation

- Summary the lesson

IV. Homework

- Do exercises in workbook, prepare the next period.

- Some Ps
- The whole class

- Listen

- Do as directed

- Listen

- Play in groups

- Listen

- Remember

Week 2 – Period 5

Date of planing : 02/ 9

Date of teaching: 5a1,5a2(04/9), 5a3,5a4,5a5(05/9)

UNIT 1: WHAT’S YOUR ADDRESS?

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge:

- By the end of the lesson, Ps will be able to pronounce two-syllable words with the stress on the first syllable: 'city, 'village, 'mountains and 'tower.

2. Skills:

- Develop Ps writing and listening skills

3. Language focus:

- Vocabulary and structures: Review
- Phonics: stress on the first syllable: 'city, 'village, 'mountains and 'tower.

II. Teaching aids:

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

III. Teaching processes:

Teacher’s activities	Students’ activities
<p>I. Warm up: Play game: <i>Pass the secret!</i></p> <p>II. New lesson:</p> <p>1. Listen and repeat</p> <ul style="list-style-type: none">• Tell the class that they are going to practise saying two-syllable words with the stress on the first syllable. Explain that in a word with more than one syllable, one of the syllables is usually said with more emphasis than the rest (e.g. 'city, 'village, 'mountains and 'tower).• Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat all the words and sentences twice. <p>2. Listen and circle. Then say aloud</p> <ul style="list-style-type: none">• - Tell the class that they are going to listen and circle <i>a</i> or <i>b</i> to complete the sentences.• Give them a few seconds to read the sentences in silence before playing the recording for them to do the task.• Get them to compare their answers in pairs before checking as a class. <p>Key: 1 b 2 a 3 a</p> <p>3. Let’s chant</p>	<ul style="list-style-type: none">- Play the game- Listen to the teacher- Listen to the tape- Listen and repeat in choral, groups and individual- Listen to the teacher- Look at the books and guess- Listen and write- Listen and check- Read aloud

- - Tell the class that they are going to say the chant *Where do you live?* Have them read the chant and check their comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat line by line.
- Put the class into two groups to practise chanting: one chants the questions and the other chants the answers.
- Have them practise chanting and doing actions in groups.
- Invite two or three groups to say the chant and do actions.

III. Consolidation

- Summary the lesson

IV. Homework

- Do exercises in workbook, prepare the next period.

- Listen to the teacher

- Read the chant
- Do as directed

- Practice in groups

- Work in pairs

- The whole class

- Listen

- Remember



Week 2 – Period 6

Date of planing : 02/9

Date of teaching: 5a1,5a2(04/9), 5a3,5a4, (07/9) 5a5(06/9)

UNIT 1: WHAT’S YOUR ADDRESS?

Lesson 3: Part 4-5-6-7

I. Objectives:

2. Knowledge:

- By the end of the lesson, Ps will be able to use words and phrases related to the topic about addresses and hometowns.

2. Skills:

- Develop Ps writing and listening skills

3. Language focus:

- Vocabulary and structures: review

II. Teaching aids:

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

III. Teaching processes:

Teacher’s activities	Students’ activities
<p>I. Warm up: Spend a few minutes having the class say the chant <i>Where do you live?</i>chant</p> <p>II. New lesson:</p> <p>4. Read and tick Y/N</p> <ul style="list-style-type: none"> • Tell the class that they are going to read the text and tick <i>Yes</i> or <i>No</i>. • Get them to read the sentences and underline the key words/phrases before reading the passage to find the relevant information. Give them an example: In Sentence 1, <i>Trung lives with his <u>parents</u> in ha Noi</i>. But in the passage, the information is: <i>Trung lives with his <u>grandparents</u> in ha Noi</i>. So pupils should tick the box <i>No</i>. • Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary. • Have them compare their answers before checking as a class. <p>Key: 1 N 2 Y 3 N 4 Y 5 Y</p> <p>5. Write about your friend</p> <ul style="list-style-type: none"> • - Tell the class that they are going to write about one 	<ul style="list-style-type: none"> - Read the chant - Listen to the teacher - Read the paragraph - Individually - Work in pairs - Some Ps - Answer the T’s question - The whole class

<p>of their friends.</p> <ul style="list-style-type: none"> • Give them time to read the questions and write the first draft of their answers in their notebooks. <ul style="list-style-type: none"> • Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary. • Remind them to write the first letter of each sentence and the name of their friend in capital letters, and put commas and full stops at the appropriate places. • Get them to swap and read their writing in pairs before inviting two or three pupils to read their answers aloud. <p>Key: <i>Answers vary</i></p> <p>6. Project</p> <ul style="list-style-type: none"> • Tell the class that they are going to do a drawing project. They should work in groups to discuss the house they are going to draw, and its address. Then ask them to draw it on a piece of paper. • Set a time limit for them to do the task. • Invite a few groups to present their drawings to the class and talk about them. • If there is not enough time, give the activity as homework and talk about the drawings in the next lesson as a warm-up activity. • Display their drawings in the classroom if you wish. <p>7. Colour the star</p> <ul style="list-style-type: none"> • Have the class read the statements and check their comprehension. • Give them time to colour the stars and invite a few pupils to read the statements aloud. • Give further support to pupils who find it difficult to achieve certain objectives. <p>III. Consolidation</p> <ul style="list-style-type: none"> - Summary the lesson <p>IV. Homework</p> <ul style="list-style-type: none"> - Do exercises in workbook, prepare the next period. 	<ul style="list-style-type: none"> - Listen to the teacher - Do as directed - Write - Work in pairs - The whole class - Listen - Work in groups - Do the task - Read the statements - Colour the stars - Listen - Remember
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Week 2 – Period 7

Date of planing : 02/ 9

Date of teaching: 5a1,5a2(05/9), 5a3,5a4, (07/9) 5a5(06/9)

UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?

Lesson 1: Part 1-2-3

I. Objectives:

3. Knowledge:

- By the end of the lesson Ps will be able to :
- ask and answer questions about someone’s daily routine, using *What do you do ...?*
I always/usually/often/sometimes...
- ask and answer questions about frequency, using *How often ...? I... every day/once/twice ... a week/a month.*
- pronounce two-syllable words with the stress on the first syllable: *'always, 'usually, 'often* and *'sometimes.*

2. Skills:

- Develop Ps speaking and listening skills

3. Language focus:

- Sentence Partners: *What do you do ...? I always/usually/often/sometimes ...*
- Vocabulary: Always, breakfast, late, get up..

II. Teaching aids:

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

III. Teaching processes:

Teacher’s activities	Students’ activities
<p>I. Warm up: Play “jumbled letters” game</p> <p>II. New lesson:</p> <p>1. Look, listen and repeat.</p> <ul style="list-style-type: none"> - Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to the questions: <i>Who’s this? What’s he doing? Who’s he talking with online? What does he do in the morning? What does he do after school/in the afternoon?</i> - <i>Teach some new words:</i> <ul style="list-style-type: none"> + <i>brush one teeth: đánh răng..</i> + <i>do morning exercise: tập thể dục</i> + <i>talk: nói chuyện</i> • Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat line by line. 	<ul style="list-style-type: none"> - Play the game - Listen - Look at the pictures and answer the T’s questions - Listen and copy + Listen and repeat + Groups, individuals - Listen - Listen and repeat

- Check their understanding of the story.
- Instruct Ps to translate the dialogue into Vietnamese.

2.Point and say

- - Tell the class that they are going to practise asking and answering questions about someone's daily routines, using *What do you do in the morning/afternoon/evening? I always/usually/often/sometimes ...*
- Have pupils look at the pictures. Teach them how to read the words and phrases under each picture.
- Ask them to pay attention to the pronunciation of the words: *'always, 'usually, 'often* and *'sometimes*.
 - Point at each picture and ask the question *What do you do ...?* for pupils to answer chorally, using the information under the picture.
 - Have them practise asking and answering the questions in pairs. Then invite one or two pairs to speak to check their performance.

3.Let's talk

- Tell the class that they are going to practise further by asking and answering questions about someone's daily routines. Get pupils to work in pairs. Remind them to use the questions and answers in their books.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out their conversations. Then give feedback.

III. Reinforcement:

- Recall the main content.

V. Homework:

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

- Do as directed
- Listen to the teacher
- Work in pairs

- Listen to the teacher
- Do the task

- Recall
- Remember

Week 2 – Period 8

Date of planing : 02/ 9

Date of teaching: 5a1,5a2, 5a3,5a4, 5a5(08/9)

UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?

Lesson 1: Part 4-5-6

I. Objectives:

3. Knowledge:

By the end of the lesson Ps will be able to :

- ask and answer questions about someone’s daily routine, using *What do you do ...?*

I always/usually/often/sometimes...

2. Skills:

- Develop Ps speaking and listening skills

3. Language focus:

- Vocabulary and structures: review

II. Teaching aids:

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

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

III. Teaching processes:

1. Class organization:

2. Oral test:

3. New lesson:

Teacher’s activities	Students’ activities
<p>I. Warm up: Play the game “<i>jumbled letters</i>”</p> <p>II. New lesson:</p> <p>4. Listen and tick</p> <ul style="list-style-type: none">• Tell the class that they are going to listen to the recording and tick the correct pictures.• Ask them to look at the pictures to identify the characters and their activities.• Play the recording all the way through for pupils to listen and tick the pictures. Play it again for them to check their answers. Monitor the activity and offer help, if necessary.• Get pupils to compare their answers before checking as a class. Play the recording a third time to confirm the answers. <p>Key: 1 c 2 b 3 b 4 a</p>	<ul style="list-style-type: none">- Play the game - Listen - Listen to the tape- Listen and do the task- Answer the question.

5. Read and complete

- Tell the class that they are going to read and fill the gaps with like, do, TV, play and usually.
- Give them a few seconds to read the text and the words in the box. Remind them to focus on the context to select the appropriate words.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Get pupils to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.
- Key: 1 do 2 usually 3 play 4 TV 5 like

6Let's sing

- - Tell the class that they are going to sing the song *This is the way we do things*. Have pupils read each line of the lyrics and teach the unfamiliar words. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again and ask pupils to do choral repetition line by line.
- When pupils are familiar with the melody, ask the class to sing along with the music before having them practise singing and doing actions in groups.
- Invite a group to sing the song and do actions in front of the class.

III. Consolidation

- Retell the content of the lesson.

IV. Homework

- Do exercises in the workbook. Prepare the next period.

- Listen to the teacher
- Do as directed.
- Individually
- Work in pairs
- The whole class read aloud

- Listen to the teacher

- Read each line of the lyrics
- Listen to the tape

- Listen and repeat each line
- The whole class
- Practice in groups
- The whole class

- Retell
- Remember

Week 3 – Period 9

Date of planing : 09/ 9

Date of teaching: 5a1,5a2(11/9), 5a3,5a4, 5a5(12/9)

UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?

Lesson 2: Part 1-2-3

I. Objectives:

1. Knowledge:

- - By the end of the lesson, Ps will be able to :
- ask and answer questions about frequency, using *How often ...? I... every day/once/twice ... a week/a month.*
- pronounce two-syllable words with the stress on the first syllable: *'always, 'usually, 'often* and *'sometimes.*

2. Skills:

- Develop Ps speaking and listening skills.

3. Language focus:

- Vocabulary: *usually, study, go fishing, once..*
- - Structures: *How often ...? I... every day/once/twice ... a week/a month.*

II. Teaching aids:

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

III. Teaching processes:

Teacher's activities	Students' activities
<p>I. Warm up: Spend a few minutes revising the previous lesson by having the class sing the song <i>This is the way we do things.</i></p> <p>II. New lesson:</p> <p>1. Look, listen and repeat</p> <ul style="list-style-type: none">• Tell the class that they are going to read a story. Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions: <i>What's his/her name? What's he/she talking about? What kind of information is Linda looking for? How often does she come to the library?</i>• Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Then point to each picture for them to say the words in each bubble. <p>2 Point and say</p>	<ul style="list-style-type: none">- Sing the song - Listen- Look at the pictures and answer- Listen - Listen and repeat

- Tell the class that they are going to practise asking and answering questions about frequency, using How often ...? I ... every day/once/twice ... a week/a month.
- Point at each picture and ask How oftendoyou...? to get the class to answer, using the prompts under each picture.
- Ask pupils to work in pairs: one asks the question and the other answers the question. (E.g.
- A: How often do you go to the library? B: I go to the library once a week.)
- Invite one or two pairs to perform the activity.

Then give feedback

3. Let's talk:

- - Tell the class that they are going to practise talking about their daily routines and how often they do something, using *What do you do ...? I usually ...* and *How often ...? I ... once/twice ... a week/a month.*
- Get pupils to work in pairs. Remind them to use the questions in their books and any other questions they can think of.
- Set a time limit for them to practise. Monitor the activity and offer help, if necessary.
- Invite a few pairs to ask and answer questions about their daily routines and how often they do something. Then give feedback.

III. Consolidation:

- Summary the lesson

IV. Homework:

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

- Do as directed
- Listen
- Listen and copy
- + Listen and repeat
- + Groups, individuals
- Listen and copy

- Do as directed
- Listen
- Work in pairs
- Some pairs perform in front of class

- Listen to the teacher
- Remember

Week 3 – Period 10

Date of planing : 09/ 9

Date of teaching: 5a1,5a2(11/9), 5a3,5a4(14/9), 5a5(13/9)

UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?

Lesson 2: Part 4-5-6

I. Objectives:

1. Knowledge:

- - By the end of the lesson, Ps will be able to :
- ask and answer questions about frequency, using *How often ...? I... every day/once/twice ... a week/a month.*

2. Skills:

- Develop Ss reading, writing and listening skills

3. Language focus:

- Vocabulary: Review

II. Teaching aids:

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

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

III. Teaching processes:

Teacher's activities	Students' activities
<p>I. Warm up: Play the game: <i>Order the words</i></p> <p>II. New lesson:</p> <p>4. Listen and number</p> <ul style="list-style-type: none">• Tell the class that they are going to listen and number the pictures.• Ask pupils to look at the pictures and identify the characters and their activities.• Play the recording all the way through for them to listen and number the pictures. Play it again for them to check their answers.• Get pupils to compare their answers before checking as a class.• Play the recording a third time to confirm the answers. <p>Key: a 4 b 1 c 2 d 3</p> <p>5. Write about your daily routines</p> <ul style="list-style-type: none">• Tell the class that they are going to write about their daily routines.• Have them read the questions and check their understanding.• Set a time limit for them to write the answers in their	<ul style="list-style-type: none">- Play game- Listen to the teacher- Listen to the tape- Listen and do the task- Listen- Do the task- Individually

<p>notebooks. Monitor the activity and offer help, if necessary.</p> <ul style="list-style-type: none"> • Get them to swap and read each other's answers before inviting one or two pupils to read their answers aloud. • Key: Answers vary <p>6Let's play:</p> <ul style="list-style-type: none"> • • Tell the class that they are going to complete a crossword puzzle. Remind them how to do it: they should look at each picture and complete the corresponding word, using the given letters as hints. • Get them to look at the crossword puzzle and the pictures. Start with Picture 1 and ask them to think of a verb that describes it. Then tell them to check whether the spelling fits the letters/boxes in the puzzle. Repeat the procedure for the rest of the pictures. The first pupil who completes the puzzle correctly is the winner. • Ask pupils to work independently. Monitor the activity. • Meanwhile, copy the crossword puzzle on the board and invite one or two pupils to complete it. Ask them to read out the words for the class to repeat. Ask the class to compare their answers to those on the board. • Have the class make sentences with the words and phrases from the puzzle. <p>Key: 1 get dressed 2 cook dinner 6 go to bed 7 listen to music 8 get up 9 go to school</p> <p>III. Consolidation - Summary the lesson</p> <p>IV. Homework - Do exercises in workbook, prepare the next period.</p>	<ul style="list-style-type: none"> - Work in pairs - Some Ps - The whole class <ul style="list-style-type: none"> - Listen - Do as directed - Listen - Play in groups <ul style="list-style-type: none"> - Listen - Remember
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Week 3 – Period 11

Date of planing : 09/ 9

Date of teaching: 5a1,5a2(12/9), 5a3,5a4(14/9), 5a5(13/9)

UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?

Lesson 3: Part 1-2-3

I. Objectives:

1. Knowledge:

- - pronounce two-syllable words with the stress on the first syllable: 'always, 'usually, 'often and 'sometimes.

2. Skills:

- Develop Ps writing and listening skills

3. Language focus:

- Vocabulary and structures: Review
- - Phonics stress on the first syllable: 'always, 'usually, 'often and 'sometimes.

II. Teaching aids:

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

III. Teaching processes:

Teacher's activities	Students' activities
<p>I. Warm up: Play game: <i>Pass the secret!</i></p> <p>II. New lesson:</p> <p>2. Listen and repeat</p> <ul style="list-style-type: none">• Tell the class that they are going to practise saying two-syllable words with the stress on the first syllable: 'always, 'usually, 'often and 'sometimes.• Play the recording all the way through for pupils to listen first. Play the recording again for them to repeat the words and the sentences twice. <p>2. Listen and circle. Then say aloud</p> <ul style="list-style-type: none">• - Tell the class that they are going to listen and circle <i>a</i> or <i>b</i> to complete the sentences.• Give them a few seconds to read the sentences in silence before playing the recording for them to do the task.• Get them to compare their answers in pairs before checking as a class. <p>Key: 1 a 2 b 3 a 4 b</p> <p>3. Let's chant</p> <ul style="list-style-type: none">• Tell the class that they are going to say the chant <i>What do you do in the morning?</i> Have pupils	<ul style="list-style-type: none">- Play the game- Listen to the teacher- Listen to the tape- Listen and repeat in choral, groups and individual- Listen to the teacher- Look at the books and guess- Listen and write- Listen and check- Read aloud

read the chant and check their comprehension.

- Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat line by line.
- Put the class into two groups to practise chanting the questions and the answers respectively.
- Have them practise saying the chant and do actions in groups.
- Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps along to the rhythm.

III. Consolidation

- Summary the lesson

IV. Homework

- Do exercises in workbook, prepare the next period.

- Listen to the teacher

- Read the chant
- Do as directed

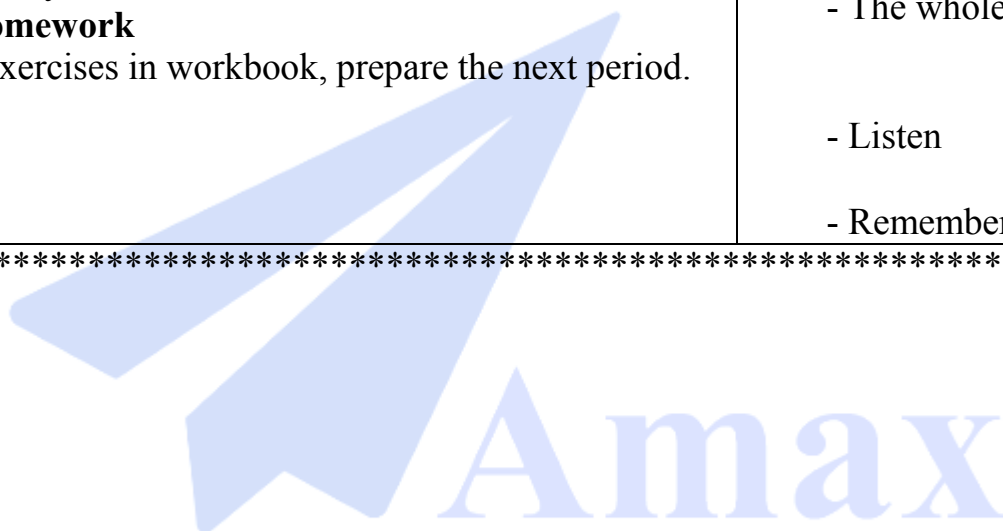
- Practice in groups

- Work in pairs

- The whole class

- Listen

- Remember



Week 3 – Period 12

Date of planing : 09/ 9

Date of teaching: 5a1,5a2, 5a3,5a4, 5a5(15/9)

UNIT 2: I ALWAYS GET UP EARLY. HOW ABOUT YOU?

Lesson 3: Part 4-5-6-7

I. Objectives:

4. Knowledge:

- By the end of the lesson, Ps will be able to use words and phrases related to the topic Daily routines

2. Skills:

- Develop Ps writing and listening skills

3. Language focus:

- Vocabulary and structures: review

II. Teaching aids:

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

III. Teaching processes:

Teacher's activities	Students' activities
<p>I. Warm up: Spend a few minutes having the class say the chant <i>What do you do in the morning?</i></p> <p>II. New lesson:</p> <p>4. Read and answer</p> <ul style="list-style-type: none">• Tell the class that they are going to read the text and answer the questions.• Give them a few seconds to look at the picture and ask: <i>Who's this? What's she doing? What's she watching?</i>• Explain the meanings of the new words: <i>go jogging, programme.</i><ul style="list-style-type: none">• Set a time limit for them to read the text and do the task independently. Monitor the activity and offer help, if necessary.• Have pupils compare their answers before checking as a class. <p>Key: 1 She gets up early and usually goes jogging.</p> <p>2 She usually does her homework. Then she often plays badminton and</p>	<ul style="list-style-type: none">- Read the chant- Listen to the teacher- Read the paragraph- Individually- Work in pairs- Some Ps- Answer the T's question- The whole class