

- Play the recording a third time for them to listen again, if necessary.

5. Read and complete:

- Tell the class that they are going to read the text and fill the gaps with the words in the box.

- 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. Give the meaning of *heard him running down*.

- Set a time limit for them 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. If there is enough time, have the class read the completed text aloud.

6. Let's sing:

- Tell the class that they are going to sing *Don't do that!* Have them read the lyrics. Check their comprehension.

- Play the recording all the way through for pupils to listen and follow in their books.

- Play it again for them to do choral

- Compare their answers with a partner.

- Listen and check the answers.

Key: 1 b 2 c 3 a 4 b

- Listen to the teacher.

- Read the text and the words in the box.

- Do the task independently

- Compare their answers in pairs

<p>repetition line by line.</p> <ul style="list-style-type: none"> - When pupils are familiar with the melody, ask them 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. <p>* Homework:</p> <ul style="list-style-type: none"> - Give homework to Ss. 	<p>Key: 1. room 2. cooking</p> <p>3. answered 4. run 5. won't</p> <ul style="list-style-type: none"> - Listen to the teacher. - Listen to the recording. - Listen and repeat in chorus line byline. - Practise singing and doing actions in groups. - Sing the song and do actions in front of the class. - Do exercises in workbook, learn by heart the new words.
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NHẬN XÉT KIỂM TRA CHÉO TUẦN 20

- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their hometown, family and friends.

II. PREPARATIONS:

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

III. PROCEDURES:

Teacher's activities	Students' activities
<p>* Warm up:</p> <p>- Revising the previous lesson by having the class sing <i>Don't do that!</i></p> <p>1. Look, listen and repeat:</p> <p>- 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 and eliciting their answers to these questions: <i>Who's he/she? What are these children doing? What's the boy doing? Should he do that? Why shouldn't he climb the tree?</i> (The teacher is showing some pictures to Mai and Nam. In Pictures a and b, they talk about what the children are doing. In Picture c, the teacher asks <i>Should he do that?</i> and Mai answers <i>No, he shouldn't.</i> In Picture d, the teacher asks <i>Why shouldn't he climb the tree?</i> and Nam replies <i>Because he may fall and break his leg.</i>)</p> <p>- Play the recording all the way through for pupils to listen and follow in their</p>	<p>- Sing the song.</p> <p>- Look at the pictures and guess what the story is about.</p> <p>- Answer the questions.</p> <p>- Listen to</p>

books.

- Play it again for them to repeat the lines in the bubbles.
- Point to each picture for them to say the words in each bubble.

2. Point and say:

- Tell the class that they are going to practise asking and answering questions about accident prevention, using *Why shouldn't I ...? Because you may ...*

- Point at the pictures and give the meanings of *cut yourself, get a burn, fall off your bike* and *break your arm*.

- Have pupils practise saying the question *Why shouldn't I ...?*, using the first parts of the prompts under the pictures. Then have them practise saying the answers *Because you may ...* with the second parts of the prompts.

- Ask them to work in pairs: one asks the questions and the other gives the answers.

- Invite one or two pairs to act out their conversations.

3. Let's talk:

- Tell the class that they are going to practise further by talking about accident prevention.

- Listen to the recording.

- Listen and repeat the lines in the bubble.

- Say the words in each bubble.

- Listen to the teacher.

- Write down

- Practice.

- Practice in pairs.

- Get pupils to work in pairs and use the questions in their books.

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

- Invite one or two pairs to act out their conversations. Then give feedback.

*** Homework:**

- Give homework to Ss.

- Act out their conversations.

- Work in pairs.

- Act out their conversations.

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

Date of planing : 13/ 01/ 2017

Date of teaching: 17,19 /01/2017.

Week : 21

Period: 82

Unit 12: DON'T RIDE YOUR BIKE TOO FAST!

Lesson 2: Part 4-5-6

I. OBJECTIVES:

By the end of this unit pupils can

- Ask and answer questions about accident prevention, using *Why shouldn't I ...?*
Because you may ...
- 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. PREPARATIONS:

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

2. Students: books, notebooks, workbooks.

III. PROCEDURES:

Teacher's activities	Students' activities
<p>* Warm up:</p> <ul style="list-style-type: none">- Revising the previous lesson by inviting a few pairs of pupils to act out the story in Activity 1. <p>4. Listen and complete with one word:</p> <ul style="list-style-type: none">- Tell the class that they are going to listen and complete each sentence with one word.- Ask them to read the sentences and try to guess the word to fill each gap.- 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 a third time for them to listen again, if necessary. <p>5. Read and complete:</p> <ul style="list-style-type: none">- Tell the class that they are going to read and complete the conversation	<ul style="list-style-type: none">- Act out the story in Activity 1.- Listen to the teacher.- Read and guess the word to fill each gap.- Listen to the recording.- Listen and do the task.- Compare their answers with a partner.- Listen again to check. <p>Key: 1. sharp 2. wall</p> <p>3. burn 4. arm</p>

between Tom and Phong.

- Have them read the words given and the conversation.

- Set a time limit for them 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. If there is enough time, have the class read the completed conversation aloud.

6. Let's play:

- Tell the class that they are going to play a matching game. Tell them that the aim of the game is to review vocabulary on accident prevention.

- Explain how to play the game: ask pupils to work in groups of five. One pupil is the leader and each of the other four holds a word card with part of a sentence, such as: *Don't/play with matches/ride too fast/run down the stairs/You may/get a burn/fall off your bike/break your leg.*

- The leader says aloud two sentences and the other four have to stand in a line, holding the word cards to make the two sentences. For example, *Don't play with*

- Listen to the teacher.

- Read the words given and the conversation.

- Do the task independently.

- Compare their answers in pairs.

Key: 1. knife 2. Don't

3. Why 4. yourself 5. see

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

- Listen to the teacher.

- Listen to the teacher.

matches. You may get a burn.

- Set a time limit for the groups to play the game. Monitor the activity.

- Call on two groups to play the game in front of the class. Remember to praise pupils who do well.

*** Homework:**

- Give homework to Ss.

- Play the game in groups.

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

Date of planing : 13/ 01/ 2017

Date of teaching: 17,19 /01/2017.

Week : 21

Period: 83



Unit 12: DON'T RIDE YOUR BIKE TOO FAST!

Lesson 3: Part 1-2-3

I. OBJECTIVES:

By the end of this unit pupils can

- Say sentences with the correct intonation.
- 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.

* Phonetic: *Don't play with the knife!* *Ok, I won't*

Why shouldn't I play with the knife? *Because you may cut yourself.*

II. PREPARATIONS:

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

III. PROCEDURES:

Teacher's activities	Students' activities
<p>* Warm up:</p> <p>- Revising the previous lesson by having the class play <i>Spelling bee</i> with words such as: <i>don't, play, ride, knife, stove, should, shouldn't, because, may</i> and <i>fall</i>. At the end of the game, have them make sentences with <i>Don't ...</i> and <i>Because ...</i></p> <p>1. Listen and repeat:</p> <p>- Tell the class that they are going to practise saying sentences with falling intonation.</p> <p>- Explain that a negative command or a <i>wh</i>-question is pronounced with a falling tone. For example,</p> <p><i>Don't play with the knife!</i> and <i>Why shouldn't I play with the stove?</i></p> <p>- Play the recording all the way through for them to listen and follow in their books.</p> <p>- Play it again for them to repeat the sentences twice.</p>	<p>- Play <i>Spelling bee</i> with words.</p> <p>- Make sentences.</p> <p>- Listen to the teacher.</p>

2. Listen and circle a or b. Then say the sentences:

- Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.
- Give them a few seconds to read the sentences in silence.
- Play the recording for them to listen. Play it again for them to do the task.
- Get them to compare their answers in pairs before checking as a class.
- Have them read the completed sentences aloud.

3. Let's chant:

- Tell the class that they are going to say the chant *Why shouldn't he do that?* Have them 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

- Listen to the recording.
 - Listen and repeat.
 - Listen to the teacher.
 - Read the sentences in silence.
 - Listen to the recording and do the task.
 - Compare their answers in pairs.
 - Read the completed sentences aloud.
- Key: 1 a 2 a 3 b 4 b**
- Read the chant.

practise chanting the questions and the answers respectively.

- Have them practise chanting and doing 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.

*** Homework:**

- Give homework to Ss.

- Listen to the recording and follow in the book.

- Listen and repeat line by line.

- Practice chanting in groups.

- Practise chanting and doing actions in groups.

- Say the chant and do actions in front of the class.

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



Date of planing : 13/ 01/ 2017

Date of teaching: 17,19 /01/2017.

Week : 21

Period: 84

Unit 12: DON'T RIDE YOUR BIKE TOO FAST!

Lesson 3: Part 4-5-6-7

I. OBJECTIVES:

By the end of this unit pupils can

- Say sentences with the correct intonation.

- 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. PREPARATIONS:

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

III. PROCEDURES:

Teacher's activities	Students' activities
<p>* Warm up:</p> <p>- Having the class say the chant <i>Why shouldn't he do that?</i></p> <p>4. Read and do the task:</p> <p>4.1. Circle the best title.</p> <p>- Tell the class that they are going to read the text and circle the best title.</p> <p>- Give them time to read the text and check their comprehension. Give the meanings of <i>common, accidents, sofa</i> and <i>tips</i>, if necessary.</p> <p>- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.</p> <p>4.2. Tick True (T) or False (F).</p> <p>- Ask pupils to read the text again and tick the boxes.</p>	<p>- Say the chant.</p> <p>- Listen to the teacher.</p> <p>- Read the text and check comprehension.</p> <p>- Do the task.</p> <p>Key: b</p>

- Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.

5. Write what may happen:

- Tell the class that they are going to write sentences about accidents that may happen to Tony, Linda and Quan.

- Give them time to read and do the task.

- Set a time limit for them to write sentences independently. Monitor the activity and offer help, if necessary.

- Get them to read their sentences in pairs before inviting some pupils to read their answers aloud.

6. Project:

- Tell the class that they are going to make a poster about accidents at home and how to avoid them.

- Have them work in groups. They should decide which accidents to select and discuss how to avoid them. Ask pupils to copy the table below and write notes in it. Then ask them to illustrate their ideas on a poster.

Accidents	How to avoid the accidents

- Read the text again and tick the boxes.

Key: 1 T 2 F 3 T 4 F
5 F

- Listen to the teacher.

- Read and do the task.

- Write sentences independently.

- Read their sentences in pairs.

Key: *Answers vary*

- Listen to the teacher.

		<ul style="list-style-type: none"> - Work in groups.
<ul style="list-style-type: none"> - Set a time limit for them to do the task. - Select a few groups to present the results of their discussions. - If there is not enough time, give the project as homework. <p>7. Colour the stars:</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>* Homework:</p> <ul style="list-style-type: none"> - Give homework to Ss. 		<ul style="list-style-type: none"> - Present the results of their discussions. - Read the statements and check their comprehension. - Colour the stars. - Listen to. - Do exercises in workbook,

	learn by heart the new words.
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Week 22

Period 43

Date of planing : 22/ 9/ 2016

Date of teaching: 26-27 /9/2016

Unit13: WHAT DO YOU DO IN YOUR FREE TIME?

Lesson 1: Part 1-2-3

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

- Use the words and phrases related to the topics *Free time activities*. Ask and answer questions about *What someone does in his/her free time*, using *What do you do in your free time? – I*
- 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 Patterns: *What do you do in your free time? – I*
- Vocabulary: free time, karate, surf the internet, clean,....

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. New lesson

<i>Teacher's activities</i>	<i>Students' activities</i>
<p><i>Warm up</i>: play bingo game.</p> <p>1. <i>Look, listen and repeat.</i></p> <ul style="list-style-type: none"> - Introduce the dialogue. <p>- Play the recording</p>	<ul style="list-style-type: none"> - The class play Bingo game with phrases such as: play badminton, play chess, go fishing... then get to make the sentences with the phrases in game. - Look at the pictures to identify the characters(Tom and Nam) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions. - Listen follow in their book. - Ss listen and repeat in chorus two times. - Read in group/ pair: One repeats Tom's part, the other repeats Nam's part.

- Check and correct.

- Elicits the structure

2. Point and say

- Teach vocabulary:
free time, karate, surf
the internet, clean,....

- Model sentence.

- Monitor the activity
and offer help, if
necessary.

- Check and correct.

3. Let's Talk

- Give tasks.

- Monitor the activity
and offer help, if
necessary.

- Correct their
pronunciation and
mistake.

- Ss give new structure sentence:

What do you do in your free time? – I

- Note write down new words and read after
T.

Play game: *What and where* (Whole class)

- Say phrases under the pictures.

- Look and find out the model sentences.

- Point the pictures and practise asking and
answering question:

What do you do in your free time? – I

- 2 - 3 pairs perform their task at the front of
the class. The rest of the class observe and
give comments.

- Talking about where someone went on
his/her last holiday, using:

What do you do in your free time? – I

- Ss work in pairs.

- Pupils practise answering the questions
with information about themselves.

- 6-7 pairs perform their task at the front of
the class. The rest of the class observe and
give comments.

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

4. Consolidation

Summary the lesson

5. Homework

Week 22

Date of planing : 22/ 9/ 2016

Period 44

Date of teaching: 27-28 /9/2016

Unit13: WHAT DO YOU DO IN YOUR FREE TIME?

Lesson 2: Part 1-2-3

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

- Use the words & phrases related to the topics *Free time activities*. Ask and answer questions about what a family member does in his/her free time, using *What does your ... do in his/her free time? He/She ...*
- 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 does your ... do in his/her free time? He/She ...*
- Vocabulary: go camping, go shopping...

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. *New lesson*

<i>Teacher's activities</i>	<i>Students' activities</i>
<i>Warm up:</i> Chatting with ss.	- The class chatting about what they do in their free time.
1. <i>Look, listen and repeat.</i>	- Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .
- Introduce the dialogue.	- Listen follow in their book.
- Play the recording	- Ss listen and repeat in chorus two times.
- Check and correct.	- Read in group/ pair: One repeats Tony's part, the other repeats Akiko's part.
- Elicits the structure	- Ss give new structure sentence:
2. <i>Point and say</i>	- <i>What does your ... do in his/her free time? He/She ...</i>
- Teach vocabulary: go camping, go shopping...	- Note write down new words and read after T.
	Play game: <i>What and where</i> (Whole class)
	- Look and find out the model sentences.
	- Point the pictures & practise asking & answering question: - <i>What does your ... do in his/her free time? He/She ...</i>
	- 2 - 3 pairs perform their task at the front of

- Model sentence.
- Monitor the activity and offer help, if necessary.

- Check and correct.

3. Let's Talk

- Give tasks.

- Monitor the activity and offer help, if necessary.

- Correct their pronunciation and mistake.

4. Consolidation

Summary the lesson

5. Homework

the class. The rest of the class observe and give comments.

- Talking about means of transport, using:

What does your ...do in his/her free time?He/She...

- *How often does he/she....? - ... every day/ once...*

- Ss work in pairs.

- Pupils practise further asking and answering the questions about *Free time activities*.

- 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.

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

Week 23

Period 45

Date of planing : 29/ 9/ 2016

Date of teaching: 3-4 /10/2016