



**Week 6 – Period 23**

Date of planing : 30/ 9

Date of teaching: 5a1,5a2(03/10),5a3,5a4(05/10), 5a5(04/10)

**UNIT 4: DID YOU GO TO THE PARTY?**

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

**I. Objectives:**

**1.Knowledge:** By the end of the lesson, pupils can:

- pronounce two-syllable words with the stress on different syllables: 'party, 'Sunday, en'joyed and in'vite.

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: Review
- - Phonics : stress on different syllables: 'party, 'Sunday, en'joyed and in'vite.

**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><b>I. Warm up:</b> Play game: <i>Pass the secret!</i></p> <p><b>II. New lesson:</b></p> <p><b><i>1 Listen and repeat</i></b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to practise saying two-syllable words with the stress on different syllables: 'party, 'Sunday, en'joyed and in'vite.</li><li>- Play the recording for pupils to repeat each word and sentence twice</li></ul> <p><b><i>2. Mark the word stress. Then say aloud</i></b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to read and mark the word stress. Then say the words aloud.</li><li>• Give pupils a few seconds to read the words in silence and do the task.</li><li>• Get them to swap and compare their answers in pairs before checking as a class.</li><li>• Invite some pupils to read out all the words.</li><li>• If time allows, ask the class to make sentences with</li></ul>	<ul style="list-style-type: none"><li>- Play the game</li><li>- Listen to the teacher</li><li>- Listen to the tape</li><li>- Listen and repeat in choral, groups and individual</li><li>- Listen to the teacher</li><li>- Look at the books and guess</li><li>- Listen and write</li><li>- Listen and check</li><li>- Read aloud</li></ul>

the words.

Key: 1 'water	2 'party	3	4
5 in'vite	6	7	8 'picnic
9	10	11	12

### 3. *Let's chant*

- Tell the class that they are going to say the chant *When was your birthday?* Follow the procedure in *Teaching the unit components* in the *Introduction*.
- Have pupils repeat each line of the chant. Divide the class into two halves: one says the questions and the other says the answers. The two halves swap their roles after the first round.
- Ask pupils to work in groups. Set a time limit for them to practise the chant and do 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

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**Week 6 – Period 24**

Date of planing : 30/ 9

Date of teaching: 5a1,5a2,5a3,5a4, 5a5(06/10)

**UNIT 4: DID YOU GO TO THE PARTY?**

**Lesson 3: Part 4-5-6-7**

**I. Objectives:**

**1. Knowledge:**

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

**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><b>II. Warm up:</b> Spend a few minutes having the class read the chant <i>When was your birthday?</i></p> <p><b>II. New lesson:</b></p> <p><b>4. Read and answer</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to read a passage and answer the questions.</li><li>• Get pupils to read the questions and underline the key words. Then tell them to read the passage and look for the information needed to answer the questions. If necessary, get them to work in pairs or groups.</li><li>• Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.</li><li>• Have pupils swap and compare their answers before checking as a class. Give explanations for the answers, if necessary.</li></ul> <p><b>Key:</b> <b>1</b> It was last Sunday.</p> <p><b>2</b> Some of his classmates went to the birthday party.</p> <p><b>3</b> He played the guitar.</p>	<ul style="list-style-type: none"><li>- Read the chant</li><li>- Listen to the teacher</li><li>- Read the paragraph</li><li>- Individually</li><li>- Work in pairs</li><li>- Some Ps</li><li>- Answer the T's question</li><li>- The whole class</li></ul>

4 She played the piano.

**5. Write about your birthday party**

- Tell the class that they are going to write about their own birthday parties.
- Give them time to read the questions and write the first draft of their answers in the notebooks.
- Set a time limit for pupils to do the writing individually. Monitor the activity and offer help, if necessary.
- Remind them to use capital letters for the first letter of the word at the beginning of each sentence and the names of people, and to put a comma or full stop in the appropriate places.
- Get them to read their writing in pairs before inviting two or three pupils to read their answers aloud.

**Key:** *Answers vary*

**6. Project**

- Tell the class that they are going to think about what present to give a classmate for his/her birthday.
- Get pupils to work in groups of four. Ask them to choose a classmate who does not belong to their group and discuss what birthday present will suit him/her and why.
- Set a time limit for them to do the task.
- Invite one or two groups to present their ideas.

**7 Colour the star**

- 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.

**III. Consolidation**

- Summary the lesson

**IV. Homework**

- Do exercises in workbook, prepare the next period.

- 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 7 – Period 25**

Date of planing : 07/ 9

Date of teaching: 5a1,5a2(09/10),5a3,5a4, 5a5(10/10)

**UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**

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

**I. Objectives:**

**1. Knowledge:**

- By the end of the lesson Ps will be able to :
- use the words and phrases related to the topic *Future activities*.
- ask and answer questions about where someone will be, using *Where will you be ...? I think I'll be ...*

**2. Skills:**

- Develop Ps speaking and listening skills

**3. Language focus:**

- - Sentence Partners: *Where will you be ...? I think I'll be ...*
- Vocabulary: cave, explore, island, hope...

**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><b>Warm up:</b> Get the class to say the chant <i>When was your birthday?</i> Then invite some pupils to work in pairs, asking and answering questions like <i>Where were you yesterday? What did you do?</i></p> <p><b>II. New lesson:</b></p> <p><b>1. Look, listen and repeat.</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to read and listen to a story about where someone will be.</li><li>• Have pupils look at the four pictures to discuss the context in which the language is used. Ask them questions such as <i>Who are the pupils? Where are they? What are they talking about?</i> (Check their comprehension.</li><li>• Play the recording once or twice for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.</li></ul>	<ul style="list-style-type: none"><li>- Say the chant</li><li>- Answer T's questions</li></ul> <ul style="list-style-type: none"><li>- Look at the pictures and answer the T's questions: In Picture a, Tony asks Mai <i>What will you do this weekend?</i> and Mai answers <i>I think my family and I will go for a picnic.</i> In Picture b, Mai asks Tony <i>Where will you be on Saturday?</i> and he answers <i>I think I'll be in</i></li></ul>

## 2. Point and say

- Tell the class that they are going to practise asking and answering questions about where someone will be, using *Where will you be...? I think I'll be...*
- Have pupils look at the pictures and teach the new phrases under the pictures: *in the countryside, on the beach* and *by the sea*. Ask the question *Where will you be this weekend?* for pupils to answer, using the prompts.
- Get pupils to practise in pairs. Monitor the activity and offer help, if necessary. Invite a few pairs to act out the exchanges in front of the class.

## 3. Let's talk

- Tell pupils that they are going to practise further by asking and answering questions about where they will be this weekend.
- Ask pupils to work in pairs: one pupil asks *Where will you be this weekend?* and the other answers *I think I'll be ...* Monitor the activity and offer help, if necessary.
- Invite a pair to act out what they have practised. Then give feedback.

## III. Reinforcement:

- Recall the main content.

## V. Homework:

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

*the mountains.*

In Pictures c and d, Tony asks Phong the same question and he answers *I'll be at home* and explains the reason.

- Listen and copy
- + Listen and repeat
- + Groups, individuals
- Listen and repeat

- Do as directed

- Listen to the teacher

- Work in pairs

- Listen to the teacher
- Do the task

- Recall

- Remember

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**Week 7 – Period 26**

Date of planing : 07/ 9

Date of teaching: 5a1,5a2(09/10),5a3,5a4(12/10), 5a5(11/10)

**UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**

**Lesson 1: 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 topic *Future activities*.
- ask and answer questions about where someone will be, using *Where will you be ...? I think I'll be ...*

**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:**

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play the game “<i>jumbled letters</i>”</p> <p><b>II. New lesson:</b></p> <p><b>4. Listen and tick</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to listen and tick the correct pictures.</li><li>• Have them look at the pictures to identify where the characters are. Check their understanding.</li><li>• Play the recording all the way through for pupils to listen. Play it again for them to tick the correct pictures.</li><li>• Get pupils to swap their answers before checking as a class. Go around and offer help, if necessary.</li></ul> <p><b>Key: 1 c 2 a 3 b</b></p> <p><b>5. Read and match</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to match the questions with the answers.</li><li>• Give pupils a few seconds to look at the</li></ul>	<ul style="list-style-type: none"><li>- Play the game</li><li>- Listen</li><li>- Listen to the tape</li><li>- Listen and do the task</li><li>- Answer the question.</li><li>- Listen to the teacher</li><li>- Do as directed.</li></ul>

questions first. Remind them to focus on the people in the questions and the pronouns in the answers (*you, Mai, Phong, and Peter and Linda, He, They, I and She*). Get pupils to work in pairs and do the task. Go around and offer help, if necessary.

- Get pupils to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.

**Key: 1 c 2 d 3 a 4 b**

### **6Let's sing**

- Tell the class that they are going to sing the song *Where will you be?* Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Play the recording for pupils to do choral and individual repetition of the song line by line.
- When they are familiar with the tune, ask two groups of four to go to the front. One group sings the questions and the other sings the answers.
- Have the class sing the song again and clap their hands to reinforce the activity.

### **III. Consolidation**

- Retell the content of the lesson.

### **IV. Homework**

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

- Individually
- Work in pairs
- The whole class read aloud

- Listen to the teacher

- Practice in groups
- The whole class

- Retell
- Remember

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**Week 7 – Period 27**

Date of planing : 07/ 9

Date of teaching: 5a1,5a2(10/10),5a3,5a4(12/10), 5a5(11/10)

**UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**

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

**I. Objectives:**

**1. Knowledge:**

- - By the end of the lesson, Ps will be able to :
  - use the words and phrases related to the topic Future activities.
  - ask and answer questions about what someone will do, using *What will you do ...?*  
*I think I'll .../ I don't know. I may ...*

**2. Skills:**

- Develop Ps speaking and listening skills.

**3. Language focus:**

- Vocabulary: *explore, landscape, trip...*
- Structures: *What will you do ...? I think I'll .../ I don't know. I may ...*

**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><b>I. Warm up:</b> Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing <i>Where will you be?</i> Ask the rest of the class to sing along and clap their hands.</p> <p><b>II. New lesson:</b></p> <p><b>1. Look, listen and repeat</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to read the story about Mai's picnic at the weekend.</li><li>• Have pupils look at the pictures and elicit their answers to these questions: <i>Who are they? Where are they? What are they doing</i> Check comprehension.</li><li>• Play the recording for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.</li></ul> <p><b>2 Point and say</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to practise asking and answering questions about what</li></ul>	<ul style="list-style-type: none"><li>- Sing a song</li> <li>- Listen</li><li>- Look at the pictures and answer: In Picture a, Mai and Tony are talking at school and Mai says <i>I'll go for a picnic this weekend.</i> In Pictures b and c, Tony asks about Mai's plans, using <i>Where will you go?</i> and <i>What will you do there?</i> and</li></ul>

someone will do, using *What will you do ...? I think I'll... or I don't know. I may...*

- Teach the new phrases: *explore the caves, take a boat trip around the islands and build sandcastles on the beach*. Have pupils practise saying *I think I'll.../I don't know. I may ...*, using the prompts.
- Point to the first picture and ask the question *What will you do at Ha Long Bay?* Pupils should answer *I think I'll explore the caves or I don't know. I may explore the caves*. Ask them to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.
- Invite a few pairs to act out the exchanges in front of the class. Correct their pronunciation, if necessary.

### 3Let's talk:

- Tell the class that they are going to practise further what they have learnt in Lesson 1 and Lesson 2 by asking and answering the questions in their books.
- Have pupils work in pairs: one asks the questions *Where will you be next week? What will you do?* and the other answers.
- Select some pairs to role-play the exchanges in front of the class. Correct the pronunciation, if necessary.
- If there is enough time, ask some pupils to talk about their future activities, using the language they have learnt.

### III. Consolidation:

- Summary the lesson

### IV. Homework:

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

Mai answers with *I think I'll ...*

In Picture d, Tony asks *Will you visit Tuan Chau Island?* and Mai answers *I don't know. I may explore the caves.*)

- 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

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**Week 7 – Period 28**

Date of planing : 07/ 9

Date of teaching: 5a1,5a2,5a3,5a4, 5a5(13/10)

**UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**

**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 topic *Future activities*.
- ask and answer questions about what someone will do, using *What will you do ...? I think I'll .../ I don't know. I may ...*

**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><b>I. Warm up:</b> Play the game: <i>Order the words</i></p> <p><b>II. New lesson:</b></p> <p><b>4. Listen and number</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to listen and number the pictures.</li><li>• Ask them to look at the pictures and identify the place and the activities. Check their understanding.</li><li>• Play the recording all the way through for pupils to listen. Play it again for them to number the pictures.</li><li>• Get pupils to swap their answers before checking as a class.</li></ul> <p><b>Key: a 2   b 3   c 4   d 1</b></p> <p><b>5. Write about you</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to write about themselves.</li><li>• Ask pupils to read the questions and write the answers. Get them to work in pairs, if necessary.</li></ul>	<ul style="list-style-type: none"><li>- Play game</li><li>- Listen to the teacher</li><li>- Listen to the tape</li><li>- Listen and do the task</li><li>- Listen</li><li>- Do the task</li><li>- Individually</li></ul>

- Get them to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.

**Key:** *Answers vary*

### **6Let's play:**

- Tell the class that they are going to play *Questions and answers*.
- Prepare pieces of paper on which some places are written (e.g. *in the mountains, by the sea, on the beach*) and put them into a box.
- Put pupils into groups of three. Invite two groups to the front of the class. Group 1 should draw a piece of paper from the box and say *We'll be in/at/by ...* Group 2 should ask *What will you do there?* Group 1 then answers *We'll ...* After that, the two groups swap their roles. When they finish, invite other groups to continue the game. The group that cannot answer the question correctly is out. The game ends when only one group is left and they're the winners.

### **III. Consolidation**

- Summary the lesson

### **IV. Homework**

- Do exercises in workbook, prepare the next period.

- Work in pairs
- Some Ps
- The whole class

- Listen

- Do as directed

- Listen

- Play in groups

- Listen

- Remember

Date of preparation:

## UNIT 5: WHERE WILL YOU BE THIS WEEKEND?

### Lesson 3: Part 1-2-3

#### **I. Objectives:**

**1. Knowledge:** By the end of the lesson, pupils can:

- use the words and phrases related to the topic *Future activities*.
- pronounce two- and three-syllable words with the stress on the first syllable: 'seaside, 'islands and 'countryside.

#### **2. Skills:**

- Develop Ps writing and listening skills

#### **3. Language focus:**

- Vocabulary and structures: Review
- - Phonics : stress on different syllables: 'party, 'Sunday, en'joyed and in'vite.

#### **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><b>I. Warm up:</b> Play game: <i>Pass the secret!</i></p> <p><b>II. New lesson:</b></p> <p><b>1. Listen and repeat</b></p> <ul style="list-style-type: none"><li>• Tell pupils that they are going to practise pronouncing two- and three-syllable words with the stress on the first syllable: 'seaside, 'islands and 'countryside.</li><li>• Put the words 'seaside, 'islands and 'countryside on the board. Play the recording for pupils to listen. Then play the recording again for them to repeat the sentences.</li><li>• Do choral and individual repetition of the words and sentences until they feel confident.</li><li>• Get some pupils to say the words and sentences. Correct the pronunciation, if necessary.</li></ul> <p><b>2. Listen and circle a or b. Then say aloud</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to listen to the recording and circle <i>a</i> or <i>b</i> to complete the sentences.</li><li>• Give pupils a few seconds to read the sentences in silence before playing the recording for them to do the task.</li><li>• Have them listen to the recording and do the task</li></ul>	<ul style="list-style-type: none"><li>- Play the game</li><li>- Listen to the teacher</li><li>- Listen to the tape</li><li>- Listen and repeat in choral, groups and individual</li><li>- Listen to the teacher</li><li>- Look at the books and guess</li><li>- Listen and write</li></ul>



independently. Go around and offer help, if necessary.

- Have pupils swap their answers before checking as a class. Then ask them to read the completed sentences aloud.

**Key: 1 b 2 a 3 b**

### **3. Let's chant**

- Tell the class that they are going to say the chant *Where will you be this weekend?* Follow the procedure in *Teaching the unit components* in *Introduction*.
- Have pupils read the chant and check comprehension.
- Play the recording all the way through for pupils to do choral and individual repetition. Show them how to chant and do actions. Invite two groups of four to give a demonstration. One group chants the questions and the other chants the answers.
- Call two groups to the front of the class to chant and do actions. The rest of the class claps their hands along to the rhythm.

### **III. Consolidation**

- Summary the lesson

### **IV. Homework**

- Do exercises in workbook, prepare the next period.

- Listen and check
- Read aloud

- Listen to the teacher

- Read the chant
- Do as directed

- Practice in groups

- Work in pairs
- The whole class

- Listen
- Remember

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Date of preparation:  
**UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**  
*Lesson 3: Part 4-5-6-7*

**I. Objectives:**

**1. Knowledge:**

- By the end of the lesson, Ps will be able to use words and phrases related to the topic future activities.

**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><b>Warm up:</b> Spend a few minutes revising the previous lesson. Get two groups of pupils to go to the front of the class to say the chant <i>Where will you be this weekend?</i> and do actions. Ask the rest of the class to chant with them.</p> <p><b>II. New lesson:</b></p> <p><b>4. Read and complete</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to read the text about Mai and complete the table.</li> <li>• Get them to read the text and find appropriate information to complete the table, paying attention to what Mai and her family will do in the morning, afternoon and evening. Ask pupils to work in pairs or in small groups.</li> <li>• Give them time to do the task independently. Go around and offer help, if necessary.</li> <li>• Get pupils to swap their answers before checking as a class. If time allows, ask some pupils to report Mai and her family's activities at Ha Long Bay. (E.g. <i>Mai's parents will swim in the sea in the morning. They will sunbathe in the afternoon.</i>)</li> </ul> <p><i>Key:</i></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th><b>Morni</b></th> <th><b>After</b></th> <th><b>Evenin</b></th> </tr> </thead> <tbody> <tr> <td><b>Mai's parents</b></td> <td><i>will swim in the sea</i></td> <td><i>will sunbathe</i></td> <td><i>will have dinner on</i></td> </tr> </tbody> </table>		<b>Morni</b>	<b>After</b>	<b>Evenin</b>	<b>Mai's parents</b>	<i>will swim in the sea</i>	<i>will sunbathe</i>	<i>will have dinner on</i>	<ul style="list-style-type: none"> <li>- Read the chant</li> <li>- Listen to the teacher</li> <li>- Read the paragraph</li> <li>- Individually</li> <li>- Work in pairs</li> <li>- Some Ps</li> <li>- Answer the T's question</li> <li>- The whole class</li> </ul>
	<b>Morni</b>	<b>After</b>	<b>Evenin</b>						
<b>Mai's parents</b>	<i>will swim in the sea</i>	<i>will sunbathe</i>	<i>will have dinner on</i>						

<b>Mai and</b>	<i>will build sandcastles</i>	<i>will play badminto</i>	<i>will have dinner on</i>	<ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Do as directed</li> <li>- Write</li> <li>- Work in pairs</li> <li>- The whole class</li> <li>- Listen</li> <li>- Work in groups</li> <li>- Do the task</li> <li>- Read the statements</li> <li>- Colour the stars</li> <li>- Listen</li> <li>- Remember</li> </ul>
<p><b>5. Write about you</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to write about themselves.</li> <li>• Have pupils work in pairs or in groups to discuss what they will do next Sunday.</li> <li>• Give pupils time to do the task independently. Go around and offer help, if necessary.</li> <li>• Get them to swap their answers before checking as a class.</li> </ul> <p><b>Key:</b> <i>Answers vary</i></p>				
<p><b>6. Project</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to interview their classmates about where they will go and what they will do next weekend.</li> <li>• Each pupil selects three classmates to interview and takes notes.</li> <li>• When they finish interviewing, select three or four pupils to report the results of their interviews to the class. (E.g. <i>Xuan will be in the mountains this weekend. She'll go there by bus. She'll play games, sing songs and have lunch with her classmates. It'll be a lot of fun.</i>)</li> </ul>				
<p><b>7 Colour the star</b></p> <ul style="list-style-type: none"> <li>• Have the class read the statements and check their comprehension.</li> <li>• Give them time to colour the stars and invite a few pupils to read the statements aloud.</li> <li>• Give further support to pupils who find it difficult to achieve certain objectives.</li> </ul>				
<p><b>III. Consolidation</b> - Summary the lesson</p> <p><b>IV. Homework</b> - Do exercises in workbook, prepare the next period.</p>				

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Date of preparation:

## UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?

### Lesson 1: Part 1-2-3

#### I. Objectives:

#### 4. Knowledge:

By the end of this unit, pupils can

- use the words and phrases related to the topic *School lessons*.
- ask and answer questions about school lessons, using *How many lessons do you have today? I have ...*

#### 2. Skills:

- Develop Ps speaking and listening skills

#### 3. Language focus:

- - Sentence Pattern: *How many lessons do you have today? I have ...*
- Vocabulary: trip, on holiday, still....

#### II. Teaching aids:

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

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

#### III. Teaching processes:

#### 4. Class organization:

#### 5. Oral test:

#### 6. New lesson:

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play “jumbled letters” game</p> <p><b>II. New lesson:</b></p> <p><b>1. Look, listen and repeat.</b></p> <ul style="list-style-type: none"><li>• - Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to these questions: <i>Who's this? Who is he/she talking with? What are they talking about?</i></li><li>• 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. Finally, point to each picture for the class to say the words in each bubble.</li></ul>	<ul style="list-style-type: none"><li>- Play the game</li><li>- Listen</li><li>- Look at the pictures and answer:<ul style="list-style-type: none"><li>• Mai is talking to Long on the Internet.</li><li>• In Picture a, Mai asks Long about his trip home. In Picture b, Mai says she has school today.</li><li>• In Picture c, Long asks <i>How many lessons do you have today?</i> and Mai answers <i>I have four: Maths, Vietnamese, Music and PE.</i></li><li>• In Picture d, Long</li></ul></li></ul>

<p><b>2. Point and say</b></p> <ul style="list-style-type: none"> <li>• - Tell the class that they are going to practise asking and answering questions about lessons, using <i>How many lessons do you have today? I have ...</i></li> <li>• Review the names of the lessons with the class.</li> <li>• Get them to practise the answers before introducing the questions. Point to the timetable for the class to say <i>I have ...</i> (E.g. <i>I have Maths, IT, Science, Vietnamese and English.</i>)</li> <li>• Ask the question <i>How many lessons do you have today?</i> for the class to answer chorally.</li> <li>• Have pupils practise the question and answers in pairs. Monitor the activity and offer help, if necessary.</li> <li>• Invite one or two pairs to speak to check their performance. Correct their pronunciation, if necessary.</li> </ul> <p><b>3. Let's talk</b></p> <ul style="list-style-type: none"> <li>• - Tell the class that they are going to practise further by asking and answering questions about lessons.</li> <li>• Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.</li> <li>• Invite two or three pairs to act out their conversations. They can make up the number of lessons they have so that each pair will have different answers. Then give feedback.</li> </ul> <p><b>III. Reinforcement:</b></p> <ul style="list-style-type: none"> <li>- Recall the main content.</li> </ul> <p><b>V. Homework:</b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, learn by heart the new words</li> </ul>	<p>says he doesn't have school today.)</p> <ul style="list-style-type: none"> <li>- Listen and copy</li> <li>+ Listen and repeat</li> <li>+ Groups, individuals</li> </ul> <ul style="list-style-type: none"> <li>- Do as directed</li> </ul> <ul style="list-style-type: none"> <li>- Listen</li> </ul> <ul style="list-style-type: none"> <li>- Listen and copy</li> </ul> <ul style="list-style-type: none"> <li>- Do as directed</li> </ul> <ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Work in pairs to do the task</li> </ul> <ul style="list-style-type: none"> <li>- Recall</li> </ul> <ul style="list-style-type: none"> <li>- Remember</li> </ul>
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Date of preparation:

## UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?

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

#### I. Objectives:

##### 1. Knowledge:

- use the words and phrases related to the topic School lessons.
- ask and answer questions about school lessons, using How many lessons do you have today? I have ...

##### 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:

Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play the game “<i>jumbled letters</i>”</p> <p><b>II. New lesson:</b></p> <p><b>4. Listen and tick</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to listen to the recording and tick the timetable in their books.</li><li>• Ask them to read the names and lessons in the timetable. Then play the recording all the way through for them to listen. Play it again for them to do the task.</li><li>• Get pupils to compare their answers before checking as a class. Give explanations for answers which pupils find difficult. Play the recording again to confirm the answers.</li></ul> <p><b>Key: Long:</b> Maths, IT and Science</p> <p><b>Minh:</b> Science, Music, Art and IT</p> <p><b>Lan:</b> Vietnamese, English, Maths, IT and PE</p> <p><b>5. Read and complete</b></p> <ul style="list-style-type: none"><li>• Tell the class that they are going to read the text and fill the gaps with Art, four, lessons, Wednesday and Tuesday. Give them a few seconds to read. Remind them to focus on the context to select the appropriate words from the box.</li><li>• Set a time limit for them to do the task</li></ul>	<ul style="list-style-type: none"><li>- Play the game</li><li>- Listen to the tape</li><li>- Listen and do the task</li><li>- Answer the question.</li><li>- Listen to the teacher</li><li>- Do as directed.</li><li>- Individually</li><li>- Work in pairs</li></ul>

<p>independently.</p> <ul style="list-style-type: none"> <li>• Get pupils to compare their answers in pairs before checking as a class.</li> <li>• Key: 1 Tuesday 2 lessons 3 Wednesday 4 four 5 Art</li> </ul> <p><b>6Let's sing</b></p> <ul style="list-style-type: none"> <li>• - Tell the class that they are going to sing <i>How many lessons do you have today?</i> Have them read the lyrics and teach the unfamiliar words. Check their comprehension.</li> <li>• 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. When pupils are familiar with the melody, ask them to sing along with the music before having them practise doing actions.</li> <li>• Invite a group to sing the song and do actions in front of the class.</li> <li>•</li> </ul> <p><b>III. Consolidation</b></p> <ul style="list-style-type: none"> <li>- Retell the content of the lesson.</li> </ul> <p><b>IV. Homework</b></p> <ul style="list-style-type: none"> <li>- Do exercises in the workbook. Prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <li>- The whole class read aloud</li> <li>- Listen to the teacher</li> <li>- Read each line of the lyrics</li> <li>- Listen to the tape</li> <li>- Listen and repeat each line</li> <li>- The whole class</li> <li>- Practice in groups</li> <li>- The whole class</li> <li>- Retell</li> <li>- Remember</li> </ul>
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Date of preparation:

**UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**  
**Lesson 2: Part 1-2-3**

**I. Objectives:**

**1. Knowledge:**

- use the words and phrases related to the topic *School lessons*.
- ask and answer questions about how often someone has a subject, using *How often do you have ...? I have it + frequency expression*.

**2. Skills:**

- Develop Ps speaking and listening skills.

**3. Language focus:**

- Vocabulary: *break, once, twice...*
- - Structures: *How often do you have ...? I have it + frequency expression*.

**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><b>I. Warm up:</b> Spend a few minutes having the class sing <i>How many lessons do you have today?</i> Then ask them to spell these words: <i>Akiko, Nam, school, class, have, lessons, today, week, once, twice</i> and <i>times</i>. Have pupils make sentences with the words.</p> <p><b>II. New lesson:</b></p> <p><b>1. Look, listen and repeat</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to read a story. Check comprehension by pointing at each picture to elicit their answers to these questions: <i>What's his/her name? Who is he/she talking with? What are they talking about</i></li> <li>• 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 the class to say the words in each bubble.</li> </ul> <p><b>2Point and say</b></p> <ul style="list-style-type: none"> <li>• - Tell the class that they are going to practise asking and answering questions about how many times they have a lesson in a week, using <i>How often do you have ...? I have it ...</i></li> <li>• Have them practise the questions, using a substitution drill. Point at each picture for them to say the question. Explain the words under each picture and have pupils repeat them once or twice before practising the answers. Finally, point to each picture and say the question for the class to answer.</li> <li>• Ask pupils to work in pairs. Monitor the activity and offer help, if necessary.</li> <li>• Invite one or two pairs to perform the activity.</li> </ul> <p><b>3Let's talk:</b></p> <ul style="list-style-type: none"> <li>• - Tell the class that they are going to practise further by asking and answering the questions in their books. If you want to add variety, you can invite them to imagine they are in different schools and give different answers. Tell them to make their own</li> </ul>	<ul style="list-style-type: none"> <li>- Sing the song</li> <li>- Listen</li> <li>- Look at the pictures and answer: <ul style="list-style-type: none"> <li>• In Picture a, Akiko is talking to Nam on the Internet.</li> <li>• In Picture b, Nam says he's at school and it's break time.</li> <li>• In Picture c, Akiko says she's at home and studying for her English lesson.</li> <li>• In Picture d, Nam asks <i>How often do you have English?</i> and Akiko answers <i>I have it four times a week.</i></li> </ul> </li> <li>- Listen</li> <li>- Listen and repeat</li> <li>- Do as directed</li> <li>- Listen</li> <li>- Listen and copy</li> <li>+ Listen and repeat</li> <li>+ Groups, individuals</li> <li>- Listen and copy</li> <li>- Do as directed</li> <li>- Listen</li> <li>- Work in pairs</li> </ul>



<p>timetables before practising.</p> <ul style="list-style-type: none"> <li>• Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.</li> <li>• Invite two or three pairs to act out their conversations. Then give feedback.</li> </ul> <p><b>III. Consolidation:</b></p> <ul style="list-style-type: none"> <li>- Summary the lesson</li> </ul> <p><b>IV. Homework:</b></p> <ul style="list-style-type: none"> <li>- Do exercises in workbook, learn by heart the new words</li> </ul>	<ul style="list-style-type: none"> <li>- Some pairs perform in front of class</li> <li>- Listen to the teacher</li> <li>- Remember</li> </ul>
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Date of preparation:

**UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

***Lesson 2: Part 4-5-6***

**I. Objectives:**

**1. Knowledge:**

- use the words and phrases related to the topic *School lessons*.
- ask and answer questions about how often someone has a subject, using *How often do you have ...? I have it + frequency expression*.

**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><b>I. Warm up:</b> Play the game: <i>Order the words</i></p> <p><b>II. New lesson:</b></p> <p><b>4. Listen and circle a or b.</b></p> <ul style="list-style-type: none"> <li>• 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 answers.</li> <li>• Play the recording all the way through for pupils to listen. Play it again for them to do the task.</li> <li>• Get pupils to compare their answers before checking as a class.</li> </ul> <p><b>Key:</b> 1 a   2 a   3 b   4 a</p>	<ul style="list-style-type: none"> <li>- Play game</li> <li>- Listen to the teacher</li> <li>- Listen to the tape</li> <li>- Listen and do the task</li> </ul>