

Unit13: WHAT DO YOU DO IN YOUR FREE TIME?

Lesson 3: Part 1-2-3

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

- Say questions and answers 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. Languages focus:

- Phonetic: *What do you do in your free time?* – *I surf the internet.*
What do they do in their free time? – *They go camping.*

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: Sing a song</i> <i>1. Look, listen and repeat.</i> - Introduce the sentences with falling	- The class sing <i>What do you do in your free time?</i> - Look at the questions and answers with falling intonation.

information.

- Guide Ss produce the sound of the sentences.

- Check and correct.

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

- Give tasks.

- Play the recording.

- Check and correct.

1.a 2.a 3. b
4.b

3. Let's chant

- Introduce the Chant :

Why should he do that?

-Teacher reinforce

- Listen follow in their book.

- Ss learn to produce the sound of the sentences: *What do you do in your free time?*

- *I surf the internet.*

What do they do in their free time?

They go camping.

- Listen the CD and repeat the words & sentences in chorus(do choral)

- Read in groups/ in pairs.

- Give out and check.

- Read the sentences in silence before listening the recording to do the task.

- Pupils listen the recording 2 times and circle a or b to complete sentences.

- Compare the answers each other before checking as a class.

- 3- 4 pupils give the keys. The rest of the class observe and give comments.

- Ps listen to the tape & read the chant line by line.

- Ps practise chanting: one chants the questions and the other chants the answers.

- Ps practise chanting and doing actions.

- 2 groups to say the chant and do actions. The rest of the class claps along to the

their pronunciation	rhythm.
	Summary the lesson
	- Ss to do exercises in C, D (WB) .
4.Consolidation	
5.Homework	

Week 23

Date of planing : 29/ 9/ 2016

Period 46

Date of teaching: 4-5 /10/2016

Unit 14: WHAT HAPPENED IN THE STORY?

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 *talk about stories*. Ask and answer questions about *what happened in a story*, using *What happened in the story? First,/Then/Next,/In the end, ...*
- 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 happened in the story? First,/Then/Next,/In the end, ...*
- Vocabulary: first, then, next, in the end, order, far, away,...

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> play game	- The class play game: slap the board, using go fishing, go skating, go swimming, go shopping....
1. <i>Look, listen and repeat.</i>	- Look at the pictures to identify the characters(Linda and Phong) and the context 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 Phong's part, the other repeats Linda's part.
- Elicits the structure	- Ss give new structure sentence: <i>What happened in the story? First,/Then/Next,/In the end, ...</i>
2. <i>Point and say</i>	- Note write down new words and read after T.
- Teach vocabulary:	Play game: <i>What and where</i> (Whole class)
	- Say phrases under the pictures.

first, then, next, in the end,...

- Model sentence.

- Monitor the activity & offer help, if necessary.

- Check and correct.

3. Let's Talk

- Give tasks.

- Monitor the activity & offer help, if necessary.

- Correct their pronunciation and mistake.

4. Consolidation

Summary the lesson

5. Homework

- Look and find out the model sentences.

- Point the pictures and practise asking and answering question *What happened in the story? First,/Then/Next,/In the end,* using the prompts under the pictures.

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

- Talking about *what happened in a story*, using *What happened in the story? First,/Then/Next,/In the end,...*

- 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 & give comments

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

Week 24

Date of planing : 29/ 9/ 2016

Period 47

Date of teaching: 10-11 /10/2016

Unit 14: WHAT HAPPENED IN THE STORY?

Lesson 2: Part 1-2-3

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

- Use the words & phrases related to the topics *talk about stories*. Ask and answer questions about someone's opinions of a book/story/character, using *What do you think of ... ? I think ...*
- 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 think of ... ? I think ...*
- Vocabulary: mouse, intelligent, hard- working, greedy, kind....

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> Sing a song	- The class sing <i>One upon a time</i> song.
1. <i>Look, listen and repeat.</i>	- Look at the pictures in the book guess what

- Introduce the dialogue.

- Play the recording

- Check and correct.

- Elicits the structure

2. Point and say

- Teach vocabulary:

- 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.

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 Nam's part, the other repeats Linda's part.

- Ss give new sentence:

- *What do you think of ... ? I think ...*

- Note write down new words and read after T.

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

- Look and find out the model sentences.

- Point the pictures & practise asking & answering question: - *What do you think of ... ? I think ...*

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

- Talking about about someone's opinions of a book/story/character, using:

What did you do at the party? We ...

- Ss work in pairs.

- Pupils practise further asking and answering the questions about someone's opinions of a book/story/character.

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

<p>- Correct their pronunciation and mistake.</p> <p>4.Consolidation</p> <p>Summary the lesson</p> <p>5.Homework</p>	<p>give comments.</p> <p>- Do exercises in workbook, learn by heart the new words.</p>
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Week 24

Date of planing : 29/ 9/ 2016

Period 48

Date of teaching: 11-12 /10/2016

Unit 14: WHAT HAPPENED IN THE STORY?

Lesson 3: Part 1-2-3

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

- Say questions and answers 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. Languages focus:

- Phonetic: *What happened in the story?*
family to live on an island. →

First King Hung ordered Mai An Tiem and his

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>	<ul style="list-style-type: none">- The class play Bingo game, using words: mouse, intelligent, hard-working, greedy, kind.... then get to make the sentences with the phrases in game.
<p>1. <i>Look, listen and repeat.</i></p>	<ul style="list-style-type: none">- Look at the questions and answers with falling intonation.
<ul style="list-style-type: none">- Introduce the sentences with falling intonation.	<ul style="list-style-type: none">- Listen follow in their book.
<ul style="list-style-type: none">- Guide Ss produce the sound of the sentences.	<ul style="list-style-type: none">- Ss learn to produce the sound of the sentences: <i>What happened in the story? First King Hung ordered Mai An Tiem and his family to live on an island.</i>
	<ul style="list-style-type: none">- Listen the CD and repeat the words & sentences in chorus(do choral)
	<ul style="list-style-type: none">- Read in groups/ in pairs.
	<ul style="list-style-type: none">- Give out and check.
	<ul style="list-style-type: none">- Read the sentences in silence before listening the recording to do the task.
	<ul style="list-style-type: none">- Pupils listen the recording 2 times and circle a or b to complete sentences.
<ul style="list-style-type: none">- Check and correct.	

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

- Give tasks.

- Play the recording.

- Check and correct.

1.a 2.a 3. b
4.b

3 Listen the story

- Introduce the Chant :

Why should he do that?

-Teacher reinforce their pronunciation

4.Consolidation

5.Homework

- Compare the answers each other before checking as a class.

- 3- 4 pupils give the keys. The rest of the class observe and give comments.

- Ps listen to the tape & read the chant line by line.

- Ps practise chanting: one chants the questions and the other chants the answers.

- Ps practise chanting and doing actions.

- 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.

Summary the lesson

- Ss to do exercises in C, D (WB) .

Week 25

Date of planing : 12/ 10/ 2016

Period 49

Date of teaching: 17-18 /10/2016

Unit 15: WHAT WOULD YOU LIKE TO BE IN THE FUTURE?

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 *future plan*. Ask and answer questions about *what someone would like to be in the future*, using *What would you like to be in the future? I'd like to be a/an ...*
- 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 would you like to be in the future? I'd like to be a/an ...*
- Vocabulary: pilot, writer, architect, patient, astronaut,....

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></p> <p>1. <i>Look, listen and repeat.</i></p> <p>- Introduce the dialogue.</p>	<ul style="list-style-type: none">- The class retell the story The fox and crow. Then get them to talk about their future job.- Look at the pictures to identify the characters(Tony, Mai) and the context in the book guess what the story is about and point at each picture to elicit their answers to these

- Play the recording

- Check and correct.

- Elicits the structure

2. Point and say

- Teach vocabulary:

- *Teach the future simple forms of verb.*

- 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

questions.

- Listen follow in their book.

- Ss listen and repeat in chorus two times.

- Read in group/ pair: One repeats Tony's part, the other repeats Mai's part .

- Ss give new structure sentence:

What would you like to be in the future? I'd like to be a/an ...

- 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 would you like to be in the future? I'd like to be a/an ...*

Using the prompts under the pictures.

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

- Talking about *what someone would like to be in the future*, using *What would you like to be in the future? I'd like to be a/an ...*

- Ss work in pairs.

- Pupils practise answering the questions with information about themselves.

<p>necessary.</p> <p>- Correct their pronunciation and mistake.</p> <p>4.Consolidation</p> <p>Summary the lesson</p> <p>5.Homework</p>	<p>- 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.</p> <p>- Do exercises in workbook, learn by heart the new words.</p>
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Week 25

Date of planing : 12/ 10/ 2016

Period 50

Date of teaching: 18-19 /10/2016

Unit 15: WHAT WOULD YOU LIKE TO BE IN THE FUTURE?

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 *future plan*. Ask for and give reasons, using *Why would you like to be ...? Because I'd like to ...*
- 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: *Why would you like to be ...? Because I'd like to ...*
- Vocabulary: look after, design, building...

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>: listen a song.</p> <p>1. <i>Look, listen and repeat.</i></p> <ul style="list-style-type: none"> - Introduce the dialogue. - Play the recording - Check and correct. - Elicits the structure 	<ul style="list-style-type: none"> - The class listen <i>What would you like to be in the future? Song</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 . - Listen follow in their book. - Ss listen and repeat in chorus two times. <ul style="list-style-type: none"> - Read in group/ pair: One repeats Mai's part, the other repeats Linda's part and Tony's part. - Ss give new sentence: <p><i>Why would you like to be ...? Because I'd like to...</i></p> - Note write down new words and read after T.

2. *Point and say*

- Teach vocabulary:
- 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

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

- Look and find out the model sentences.
- Point the pictures & practise asking & answering question *Why would you like to be ...? Because I'd like to ...*
- 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.
- Talking about *what someone will do*, using
 1. *What would you like to be....? I'd like to be...*
 2. *Why would you like to be ...? Because I'd like to..*
- Ss work in pairs.
- Pupils practise further asking and answering the questions about *what someone would like to be in the future*.
- 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.

5.Homework

Week 26

Date of planing : 20/ 10/ 2016

Period 51

Date of teaching: 24-25 /10/2016

Unit 15: WHAT WOULD YOU LIKE TO BE IN THE FUTURE?

Lesson 3: Part 1-2-3

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

- Say questions and answers 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. Languages focus:

- Phonetic: *What would you like to be in the future? I'd like to be a nurse.*

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: play Bingo</i>	-The class play Bingo game, using words:

game

1. *Look, listen and repeat.*

- Introduce the sentences with falling intonation.
- Guide Ss produce the sound of the sentences.

- Check and correct.

2. *Listen and the sentences intonation ()*.

- Give tasks.
- Play the recording.
- Check and correct.

1.a 2.a 3. b
4.b

pilot, writer, architect, patient, astronaut,...
Then get to make the sentences with the phrases in game.

- Look at the questions and answers with falling intonation.
- Listen follow in their book.
 - Ss learn to produce the sound of the sentences: *What would you like to be in the future?*
I'd like to be a nurse.
 - Listen the CD and repeat the words & sentences in chorus(do choral)
 - Read in groups/ in pairs.
- Give out and check.
 - Read the sentences in silence before listening the recording to do the task.
 - Pupils listen the recording 2 times and circle a or b to complete sentences.
 - Compare the answers each other before checking as a class.
 - 3- 4 pupils give the keys. The rest of the class observe and give comments.
- Ps listen to the tape & read the chant line by line.
 - Ps practise chanting: one chants the questions and the other chants the answers.

<p><i>3. Let's chant</i></p> <ul style="list-style-type: none"> - Introduce the Chant : <p><i>What would you like to be in the future?</i></p> <ul style="list-style-type: none"> -Teacher reinforce their pronunciation <p>4.Consolidation</p> <p>5.Homework</p>	<ul style="list-style-type: none"> - Ps practise chanting and doing actions. - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm. <p>Summary the lesson</p> <ul style="list-style-type: none"> - Ss to do exercises in C, D (WB) .
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Week 26

Date of planning:22/10/2016

Period 52

Date of teaching: 25-26/10/2016

REVIEW 2

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

- Listen and identify specific information related to the theme *Me and my family*.
- Read and identify specific information related to the theme *Me and my family*.
- Use simple sentences to write about themselves.
- Ss look after , solve problems and study themselves.
- Studious and obedient students and love their friends.

II. Language focus:

- Vocabulary: Unit 11 - 15

- Sentence patterns: Unit 11 - 15

III. Teaching aids:

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

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

IV. Procedures

<i>Teacher's activities</i>	<i>Students' activities</i>
<p><i>Warm up: Let's chant</i></p> <p>- Check some groups.</p> <p>Revision.</p> <p>1. Listen and tick</p> <p>- Ask some questions to ensure pupils' comprehension of the listening text.</p> <p>2. Listen and number.</p> <p>- Give tasks.</p>	<p>- Whole class chant: <i>What would you like to be in the future?</i></p> <p>- Ss look at the pictures and identify the characters in the pictures. Guess the answer.</p> <p>- Listen to the recording twice and tick the pictures they hear. Compare the answer with the partner before checking as a class. Key: 1b; 2c</p> <p>- Ss listen to the recording again and check their answers, if necessary.</p> <p>- Ss look at the pictures and identify the characters in the pictures. Guess the answer.</p> <p>- Ss listen to four dialogues and number them.</p> <p>- Listen to the recording twice and number the pictures. Compare the answer with the partner before checking as a class.</p> <p>- 3- 4 Ss give the key: 2a; 1b; 4c; 3d</p> <p>- Ss listen to the recording again and check their</p>

<p>- Correct.</p> <p>3. Listen and write one word in the blank. - Give tasks.</p> <p>- Monitor the activity & offer help, if necessary.</p> <p>- Correct.</p> <p>4. Read and complete. - Give tasks.</p> <p>- Check and correct</p> <p>5. Write about you - Give tasks.</p> <p>- Monitor the activity & offer help, if necessary.</p>	<p>answers, if necessary.</p> <ul style="list-style-type: none"> - Read the sentences in silence in the book. - Ss listen to the dialogues and follow their book. - Listen to the recording twice and write one word in the blank. - Compare the answer with the partner before checking as a class. - 3- 4 Ss give the key. - Ss listen to the recording again and check their answers, if necessary. - Ss read the text in silence .Then complete the table in individual. - Ss trade their answers in pairs for correction - Ss read the answers aloud to the class. The others listen and give comments. - Work in individual. - Ss read the questions in silence. Then complete the sentences about themselves. - Trade and check each other before checking as a class. - 3- 4 Ss read the answers aloud to the class. The others listen and give comments. - Do at home: review the lesson and prepare the test.
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<p>- Correct.</p> <p>Reinforcement and homelink</p>	
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Week 27

Date of planning: 28/10/2016

Period 53

Date of teaching: 31/10-1/11/2016

THE MID - SECOND TERM EXAM

Subject : English – grade 5

Time : 35 minutes

Full name:Class:School: Viet Lap Primary school

<i>point</i>	<i>comments</i>

Question 1. Look and read. Put a tick (✓) or a cross (X) in the box (2pt).



1. He has a stomach ache



2. He has a fever.



3. You shouldn't ride your bike too fast because you may fall off it.



4. I often clean the house in my free time.



5. She goes to the zoo in the free time.



6. I'd like to be a teacher.

Question 2. Read and write the missing words to complete the sentences. (2pt)

Example:



0. He has a toothache.



1. Don't _____ the tree!



2. She _____ the internet .



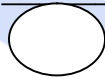
3. I think An Tiem is _____.



4. I'd like to be an _____ in the future.

Question 3. Circle the best answer. (2points)

Example: _____ play with a sharp tool such as a knife or a pair of scissors.



a. Does not . Do not c. Did not d. are not

1. _____ would you like to be in the future? a. What b. Why c. When d. Who

2. Trung had a _____ last week. He couldn't speak.

a. toothache b. sore throat c. backache d. headache 3. 3. What do

you _____ of *Mai An Tiem*?

a. like b. think c. do d. likes

4. What do you do in your free time? I _____.

a. watch cartoons b. reading books c. swimming d. watches TV

Question 4. Fill in the blank with a suitable word. (2pt)

twice	watch	free	songs	go
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Hoa: What do you do in your (1)_____ time, Quan?

Quan: I often (2)_____ sports programmes on TV. What about you, Hoa?

Hoa: I (3)_____ to the music club with my friends.

Quan: How often do you go to the music club?

Hoa: (4)_____ a week.

Quan: What do you do there?

Hoa: I dance and sing (5)_____ .

Question 5. Write about your family(2 pts)

1. What do you do in your free time?

2. what would you like to be in the future?.....

Week 27

Date of planning: 28/10/2016

Period 54

Date of teaching: 4/11/2016

Unit 16: WHERE THE POST OFFICE?

Lesson 1: part 1.2.3

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

- Use the words, phrases related to the topics *Asking for and giving directions.*

Ask, answer questions about *directions*, using *Excuse me, where's the ...? It's ...*

- Develop Ss speaking and listening skills.