

<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 their lessons. Have pupils read the questions and check their understanding.</li> <li>• Set a time limit for them to do the writing independently. Monitor the activity and offer help, if necessary.</li> <li>• Get pupils to swap and read their writing before inviting two or three pupils to read their answers aloud.</li> <li>• Key: Answers vary</li> </ul> <p><b>6Let's play:</b></p> <ul style="list-style-type: none"> <li>• • Tell the class that they are going to play <i>Slap the board</i>. Practise the names of the subjects and the frequency expressions with them first. Display the pictures on the board as in the Student's Book. Then ask two groups of four pupils to stand at the board. Call out the subjects or frequency expressions for the groups to slap. The slower group is out and the quicker group will play against a new group. The team that stays in the game until the end is the winner.</li> <li>• Have the class make sentences with the names of the subjects and the frequency expressions.</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, prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- Do the task</li> <li>- Individually</li> <li>- Work in pairs</li> <li>- Some Ps</li> <li>- The whole class</li> </ul> <ul style="list-style-type: none"> <li>- Listen</li> <li>- Do as directed</li> <li>- Listen</li> <li>- Play in groups</li> <li>- Listen</li> <li>- Remember</li> </ul>
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Date of preparation:

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

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

**I. Objectives:**

**1Knowledge:** By the end of this lesson. Pupils can:

- say questions and answers with the correct sentence stress.

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: Review

- - Phonics: stress on questions and answers

## **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 the class that they are going to practise saying questions and answers with the correct sentence stress.</li> <li>• Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat the sentences twice.</li> </ul> <p><b>2. Listen and circle. Then say aloud</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.</li> <li>• Give them a few seconds to read the sentences in silence before playing the recording twice for them to do the task.</li> <li>• Get them to compare their answers in pairs before checking as a class.</li> </ul> <p><b>Key:</b> 1 a, b 2 b, a</p> <p><b>3. Let's chant</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to say the chant <i>How often do you have ...?</i> Have them read the chant and check their comprehension.</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 each line.</li> <li>• Put the class into two groups to practise chanting the questions and answers respectively.</li> <li>• Have them practise saying the chants and doing actions in groups.</li> <li>• Invite two or three groups to say the chant and do actions.</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>- 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> <li>- Listen to the teacher</li> <li>- Read the chant</li> <li>- Do as directed</li> <li>- Practice in groups</li> <li>- Work in pairs</li> <li>- The whole class</li> </ul>

- Do exercises in workbook, prepare the next period.	- Listen - Remember
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Date of preparation:

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

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

**I. Objectives:**

**6. 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><b>I. Warm up:</b> Spend a few minutes having the class say the chant <i>Where do you live?</i> chant</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 passage and complete the sentences.</li> <li>• Get them to read the sentences and guess the answers before looking for the relevant information in the reading passage.</li> <li>• Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.</li> <li>• Have pupils compare their answers before checking as a class.</li> </ul> <p><b>Key:</b> 1 August 2 Saturday and Sunday 3 four 4 Maths, Vietnamese, Music and English</p> <p><b>5. Write about your school and lesson</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to write about their</li> </ul>	<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>

school and lessons.

- Give them time to read the gapped text and write the first draft.
  - Set a time limit for them to do the writing independently. Monitor the activity and offer help, if necessary.
  - Remind them about punctuation and when to use capital letters.
  - Get them to work in pairs and swap to read what they have written before inviting two or three pupils to read their writing aloud.

**Key:** *Answers vary*

### **6. Project**

- Tell the class that they are going to write a letter to a pen friend to talk about their timetables.
- Get pupils to work in pairs or groups to discuss what they should include in their letters.
- Set a time limit for them to do the task.
- Invite a few pairs/groups to read their letters to the class and give feedback.
- Suggested answer:
  - Dear Yumi,
  - Thanks for your beautiful photo of Tokyo. You look great in the photo. Today is Friday. I have three lessons: Maths, Vietnamese and English. I have Maths and Vietnamese every school day. I have English four times a week. I like English very much because I can use it to write to you!
  - Tell me about your timetable and your favourite lesson.

### **8. 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**

- 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

- Do exercises in workbook, prepare the next period.

Date of preparation:

## UNIT 7: HOW DO YOU LEARN ENGLISH?

### 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 topic *How do you learn English?*
- ask and answer questions about how someone learns English, using *How do you practise...? I...*

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

- Develop Ps speaking and listening skills

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

- - Sentence Pattern: *How do you practise...? I...*
- Vocabulary: comics, notebook, practice...

#### **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><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 are they? What are they talking about? How often does Mai have English? Does she have English today? How does she practise reading?</i></li><li>• Play the recording all the way through for the class to listen and follow in their books. Play it again for them to repeat line by line.</li><li>• Check their understanding of the story.</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>• - In Picture a, Tom asks Mai how often she has English and she says she has it four times a week.</li><li>• In Picture b, Mai says she has English today.</li><li>• In Picture c, Tom asks <i>How do you practise reading?</i> and Mai answers <i>I read English comic</i></li></ul></li></ul>

## 2. Point and say

- Tell the class that they are going to practise asking and answering questions about how someone learns English, using *How do you practise ...? I ...*
- Have pupils look at the pictures and read aloud the phrases under each picture.
- Remind them of the use of *practise reading/speaking/listening/writing*.
- Point at each picture and introduce the question *How do you practise ...?* for pupils to practise saying the complete question, using the information under each picture. Then point at each picture, asking the question for the class to answer.
- Have pupils practise asking and answering the questions in pairs. Then invite one or two pairs to speak to check what they have done.

## 3. Let's talk

- Tell the class that they are going to practise further by asking and answering questions about how someone learns English.
- Get pupils to work in pairs to ask and answer the questions 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 in front of the class. Then give feedback.

## III. Reinforcement:

- Recall the main content.

## V. Homework:

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

*books.*

- In Picture d, Tom continues to ask *How do you learn vocabulary?* and Mai answers *I write new words in my notebook and read them aloud.*)

- 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

Date of preparation:

**UNIT 7: HOW DO YOU LEARN ENGLISH?**  
*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 topic *How do you learn English?*
- ask and answer questions about how someone learns English, using *How do you practise...? I...*

**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><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 correct pictures.</li> <li>• Ask them to look at the pictures to identify the characters and what they do to practise English.</li> <li>• Play the recording all the way through for pupils to listen and tick the pictures. Play it again for them to complete the task. Monitor the activity and offer help, if necessary.</li> <li>• Get them to compare their answers before checking as a class. Play the recording again to confirm the answers.</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> </ul>

Key: 1 b 2 c 3 a 4 b

### 5. Read and complete

- Tell the class that they are going to read the text and fill the gaps with hobby, singing, writes, because and speaks.
- 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 newcomer.
- 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.
- Key: 1 because 2 speaks 3 writes 4 singing 5 hobby

### 6 Let's sing

- - Tell the class that they are going to sing *How do you learn English?* Have them read each line of the lyrics. 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

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Date of preparation:

## UNIT 7: HOW DO YOU LEARN ENGLISH?

### 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 *How do you learn English?*
- ask and answer questions about the importance of learning English, using *Why do you learn English? Because I want to ...*



## **2. Skills:**

- Develop Ps speaking and listening skills.

## **3. Language focus:**

- Vocabulary: *understand, vocabulary, email...*

• - Structures: *Why do you learn English? Because I want to ...*

## **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> Sing the song <i>How do you learn English?</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 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 are they? What are they talking about? What foreign language does Hoa study at school? Does she like English? Why does she learn English?</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 line by line chorally.</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 the importance of learning English, using <i>Why do you learn English? Because I want to ...</i></li> <li>• Point at each picture and ask the class <i>Why do you learn English?</i> for them to answer, using the prompts under each picture.</li> <li>• Ask pupils to work in pairs: one asks the question and the other answers it.</li> <li>• Invite one or two pairs to perform the activity. Invite one or two pairs to perform the activity. Then give feedback</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 talking about how and why they learn English, using <i>How do you learn English?</i> and <i>Why do you learn English?</i></li> <li>• Get pupils to work in pairs. Remind them to use the questions in their books.</li> <li>• Set a time limit for them to practise. Monitor the activity and offer help, if necessary.</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>• Akiko and Hoa are talking in the library.</li> <li>• In Pictures a and b, Hoa says she has English at school and Akiko says she has French.</li> <li>• In Picture c, Hoa says English is her favourite subject.</li> <li>• In Picture d, Akiko asks <i>Why do you learn English?</i> and Hoa answers <i>Because I want to sing English songs.</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>

- Invite a few pairs to ask and answer questions about how and why they learn English in front of the class. Then give feedback.

**III. Consolidation:**

- Summary the lesson

**IV. Homework:**

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

- Some pairs perform in front of class

- Listen to the teacher

- Remember

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Date of preparation:

**UNIT 7: HOW DO YOU LEARN ENGLISH?**

**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 *How do you learn English?*
- ask and answer questions about the importance of learning English, using *Why do you learn English? Because I want to ...*

**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 characters and their activities.</li> <li>• Play the recording all the way through for them to listen and number the pictures. Play it again for them to check their answers.</li> <li>• Get them to compare their answers before checking as a class.</li> <li>• Play the recording a third time to confirm the answers.</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> </ul>

Key: a 2 b 4 c 1 d 3

### 5. Write about you

- - 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 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 *How do I learn English?* Remind them how to play *Charades*, a guessing game using movements and facial expressions to indicate words. Call on one or two pupils to demonstrate the game. Make sure pupils understand how to play it.
- Divide the class into two teams. Show the first team a word. One pupil of this team must act it out. If the second team guesses the word correctly, they get a point. Then let the second team act out a word while the first team guesses. Put all the words used in the game on the board.
- Set a time limit for pupils to play the game. The team with more points at the end of the game wins.
- Have the class make sentences with the words on the board.

### III. Consolidation

- Summary the lesson

### IV. Homework

- Do exercises in workbook, prepare the next period.

- Listen
- Do the task
- Individually
- Work in pairs
- Some Ps
- The whole class

- Listen
- Do as directed
- Listen
- Play in groups

- Listen

- Remember

Date of preparation:

## UNIT 7: HOW DO YOU LEARN ENGLISH?

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

### I. Objectives:

#### 1 Knowledge:

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

- ask and answer questions about the importance of learning English, using *Why do you learn English? Because I want to ...*
- say questions and answers with the correct sentence stress.

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: Review
- - Phonics: say questions and answers with the correct sentence stress.

**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 the class that they are going to practise saying the sentences, paying attention to sentence stress.</li> <li>• Play the recording all the way through for pupils to listen first. Play the recording again for them to repeat the sentences twice.</li> </ul> <p><b>2. Listen and circle. 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 them a few seconds to read the sentences in silence.</li> <li>• Play the recording for pupils to listen and do the task. Then play it again for them to check the answers.</li> <li>• Get them to compare their answers in pairs before checking as a class.</li> <li>• Ask the class to read the completed sentences aloud.</li> </ul> <p><b>Key: 1 b 2 a 3 a 4. b</b></p> <p><b>3. Let's chant</b></p> <ul style="list-style-type: none"> <li>• - Tell the class that they are going to say the chant <i>How do you learn English?</i> Have them read the chant and check their comprehension.</li> <li>• Play the recording all the way through for pupils to listen and follow in their books. Then play it again</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> <li>- Listen to the teacher</li> </ul>

<p>for them to repeat line by line.</p> <ul style="list-style-type: none"> <li>Put the class into two groups to practise chanting: one chants the questions and the other chants the answers.</li> <li>Have them practise chanting and doing actions in groups.</li> <li>Invite two or three groups to say the chant and do actions.</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, prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <li>Read the chant</li> <li>Do as directed</li> </ul> <ul style="list-style-type: none"> <li>Practice in groups</li> </ul> <ul style="list-style-type: none"> <li>Work in pairs</li> </ul> <ul style="list-style-type: none"> <li>The whole class</li> </ul> <ul style="list-style-type: none"> <li>Listen</li> <li>Remember</li> </ul>
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Date of preparation:

**UNIT 7: HOW DO YOU LEARN ENGLISH?**

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

**I. Objectives:**

**7. Knowledge:**

- By the end of the lesson, Ps will be able to use words and phrases related to the topic how and why someone learns English.

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: review

**II. Teaching aids:**

- Teacher's: student's and teacher's book, pictures, cassette.
- 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 say the chant <i>How do you learn English?</i> chant</p> <p><b>II. New lesson:</b></p> <p><b>4. Read and tick T/F</b></p> <ul style="list-style-type: none"> <li>Tell the class that they are going to read the text about how and why Mai and Akiko learn English, and tick <i>T</i> or <i>F</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Say the chant</li> <li>Listen to the teacher</li> <li>Read the paragraph</li> </ul>

- Give them a few seconds to look at the picture and ask: *Who's this? What's she doing? How does she learn English?*
- Explain the meaning of *understand each other*.
- Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.
- Have pupils compare their answers before checking as a class.

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

### 5. Write about your friend learn English

- - Tell the class that they are going to write about how their friends learn English.
- Give them time to read and complete the gapped sentences, using information about their friends.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Remind pupils to use the structure *learn ... by -ing ...* in their writing.
- Get them to read their writing in pairs before inviting some pupils to read their answers aloud.

**Key:** *Answers vary*

### 6. Project

- Tell the class that they are going to work in groups of three and discuss how they practise listening, speaking, reading and writing English.
- Ask pupils to copy the table below and then take notes.

Name	How we	How we	How we	How we
1.				
2.				
3.				

- Get one or two pupils to report their results to the class.
- If there is not enough time, give the activity as homework. Have pupils report their results in the next class.

- Individually
- Work in pairs
- Some Ps
- Answer the T's question
- The whole class

- Listen to the teacher

- Do as directed

- Write

- Work in pairs

- The whole class

- Listen

- Work in groups

- Do the task

### 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.

- Read the statements
- Colour the stars

- Listen

- Remember

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Date of preparation:

## UNIT 8: WHAT ARE YOU DOING?

### 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 topic *Favourite books*.
- ask and answer questions about what story/book someone is reading, using *What are you reading? I'm reading...*

#### 2. Skills:

- Develop Ps speaking and listening skills

#### 3. Language focus:

- Sentence Pattern: *What are you reading? I'm reading...*
- Vocabulary: *ghost, scare, brave....*

### II. Teaching aids:

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

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

### III. Teaching processes:

#### 7. Class organization:

#### 8. Oral test:

#### 9. New lesson:

Teacher's activities	Students' activities
I. <i>Warm up</i> : Play "jumbled letters" game II. <i>New lesson</i> :	- Play the game



### 1. Look, listen and repeat.

- Tell the class that they are going to read a story about Tony and Peter.
- Ask pupils to look at the pictures to identify the characters and the language in the bubbles. Ask them questions such as *Who are they? Where are they? What are they doing?*
- Explain the meaning of the new words.
- Play the recording all the way through for the class to listen and follow in their books. Play it again for them to do choral and individual repetition, pointing to the characters speaking.
- Check their understanding of the story.

### 2. Point and say

- Tell the class that they are going to practise asking and answering questions about what book someone is reading, using *What are you reading? I'm reading...*
- Have pupils look at the pictures to identify the books/stories. Teach them how to say the titles of the books/stories. Explain the meaning of the new words. Ask them if they have read these stories. If not, briefly tell them the main points of the stories.
- Get the class to practise saying what they are reading, using the titles under the pictures.
- Point to the first picture and introduce the question *What are you reading?* for the class to answer *I'm reading The Fox and the Crow*. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary. Select some pairs to role-play the dialogues in front of the class.

### 3. Let's talk

- Tell the class that they are going to practise asking and answering questions

- Listen
- Look at the pictures and answer:  
Tony and Peter are in their classroom.
- In Picture a, Tony asks Peter to play chess with him.
- In Pictures b and c, Tony and Peter talk about the book that Peter's reading.
- In Picture d, a black cat is standing on the window sill and the boys are frightened.
- Listen and copy
- + Listen and repeat
- + Groups, individuals

- Do as directed

- Listen

- Listen and copy

- Do as directed



Teacher's activities	Students' activities
<p><b>I. Warm up:</b> Play the game “jumbled letters”</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 answers.</li> <li>• Ask them to identify the characters and the titles of the stories. Check their understanding.</li> <li>• Play the recording all the way through for the class to listen. Play it again for them to do the task.</li> <li>• Get them to compare their answers in pairs before checking as a class.</li> </ul> <p><b>Key:</b> <b>Nam:</b> <i>The Fox and the Crow</i>      <b>Mai:</b> <i>Aladdin and the Magic Lamp</i></p> <p><b>Linda:</b> <i>Snow White and the Seven Dwarfs</i>      <b>Tom:</b> <i>The Story of Mai An Tiem</i></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 <i>snow, like, reading, free</i> and <i>seven</i>. Give them a few seconds to read the text.</li> <li>• Set a time limit for them to do the task independently.</li> <li>• 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.</li> </ul> <p><b>Key:</b> 1 free 2 reading 3 Snow 4 Seven 5 like</p> <p><b>6 Let's play</b></p> <ul style="list-style-type: none"> <li>• - Tell pupils that they are going to play <i>The Guessing Game</i> to find out the titles of some famous books/stories for children. Follow the procedure in <i>Games in Introduction</i>.</li> <li>• Divide the class into two groups. One group says three to five sentences (one by one) about a story as clues to help the other group guess what story it is. The group gets one point if they can guess the story correctly with one sentence, and two points with two sentences, and so on. The group with the fewest points at the end of the game wins.</li> <li>• Each group takes turns giving the clues or</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> <li>- The whole class read aloud</li> <li>- Listen to the teacher</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> </ul>

guessing. The one that gets more points wins.

### III. Consolidation

- Retell the content of the lesson.

### IV. Homework

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

- Retell

- Remember

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## UNIT 8: WHAT ARE YOU READING?

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

#### I. Objectives:

##### 1. Knowledge:

By the end of this unit, pupils can

- use the words and phrases related to the topic *Favourite books*.
- ask and answer questions about what the character in a story is like, using *What's ... like? He's/She's ...*

##### 2. Skills:

- Develop Ps speaking and listening skills.

##### 3. Language focus:

- Vocabulary: *clever, detective, fairy tale....*
- Structures: *What's ... like? He's/She's ...*

#### II. Teaching aids:

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

#### III. Teaching processes:

	Students' activities
<p><b>I. Warm up:</b> Spend a few minutes having the class play <i>Bingo</i>, using the titles of books/stories learnt in Lesson 1. Then ask pupils to ask and answer questions about what they are reading, using <i>What are you reading? I'm reading ...</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 about Mai and Quan. Ask them to look at the pictures, listen and repeat the lines in the bubbles.</li> <li>• Point to the pictures and ask these questions: <i>Who are they? Where are they? What are they doing</i></li> <li>• Play the recording all the way through for the class to listen and follow in their books. Play it again for them to repeat line by line.</li> <li>• Check their understanding of the story.</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 the character of a book/story is like, using <i>What's ... like? He's/She's ...</i></li> <li>• Have pupils look at the pictures and teach them to say the words under each picture. Get them to practise the question <i>What's ... like?</i> using the names under the pictures. Then have them practise saying the answers, using the given adjectives.</li> <li>• Point to the first picture and ask <i>What's An Tiem like?</i> for the class to answer <i>He's hard-working</i>. Repeat the same procedure with the rest of the pictures.</li> <li>• Ask them to practise in pairs. Monitor the activity and offer help, if necessary.</li> <li>• Select some pairs to act out the exchanges.</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</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 and Quan are at school.</li> <li>• In Picture a, Mai asks Quan what he's reading and he answers <i>Aladdin and the Magic Lamp</i>.</li> <li>• In Picture b, Quan says the main character is a boy called Aladdin.</li> <li>• In Picture c, Mai continues to ask <i>What's he like?</i> and Quan answers <i>I think he's generous</i>.</li> <li>• In Picture d, Quan says Mai can borrow the book when he finishes it.)</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>further by asking and answering questions about books/stories they like reading.</p> <ul style="list-style-type: none"> <li>• Get them to work in pairs, using the questions and answers in their books.</li> <li>• Set a time limit for them to practise. Monitor the activity and offer help, if necessary.</li> <li>• Select some pairs to act out their exchanges in front of the class. 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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**UNIT 8: WHAT ARE YOU READING?**

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

**I. Objectives:**

**1. Knowledge:**

By the end of this unit, pupils can

- use the words and phrases related to the topic *Favourite books*.
- ask and answer questions about what the character in a story is like, using *What's ... like? He's/She'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><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 write one word in blank</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to listen to Hoa, Phong, Mai and Tony talking about their favourite books/stories. Get pupils to pay attention to the</li> </ul>	<ul style="list-style-type: none"> <li>- Play game</li> <li>- Listen to the teacher</li> </ul>

main characters of the books/stories.

- Ask pupils to read the gapped sentences and guess the answers.
- Play the recording for them to listen and complete the sentences.
- Play it again for the class to check their answers. Monitor the activity and offer help, if necessary.
- Get pupils to swap and read their answers in pairs before checking as a class.

**Key:** 1 kind 2 clever 3 hard-working 4 generous

### **5. Number the sentences in the correct number**

- Tell the class that they are going to number the sentences in the correct order.
- Have them read the sentences and check their understanding.
- Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.
- Get them to swap and read their answers before inviting one or two pupils to read the sentences aloud in the correct order.

**Key:** 1 Minh's my classmate.

2 She likes reading fairy tales in her free time.

3 Her favourite fairy tale is *The Story of Tam and Cam*.

4 It's a Vietnamese story about two girls.

5 Their names are Tam and Cam.

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

- Tell the class that they are going to sing *Snow White and Aladdin*. Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through for pupils to listen and follow in their books. Play it again for the class to do choral and individual repetition until they get familiar with the melody of the song.
- Play the recording again and get pupils to sing along with the music.

- Listen to the tape
- Listen and do the task

- Listen
- Do the task
- Individually
- Work in pairs
- Some Ps
- The whole class

- Listen
- Do as directed
- Listen
- Play in groups

<ul style="list-style-type: none"> <li>• Divide the class into two groups: one sings the first four lines and the other sings the rest.</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, prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- Remember</li> </ul>
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Date of preparation:

**UNIT 8: WHAT ARE YOU READING?**

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

**I. Objectives:**

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

- ask and answer questions about what the character in a story is like, using *What's ... like? He's/She's...*
- say questions and answers with the correct sentence stress.

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: Review
- Phonics: stress on questions and answers

**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 questions and answers with the correct sentence stress.</li> <li>• Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat the sentences twice.</li> </ul> <p><b><i>2. Listen and circle. Then say aloud</i></b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to listen and circle <i>a</i></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> </ul>



<p>or <i>b</i> to complete the sentences.</p> <ul style="list-style-type: none"> <li>• Give them a few seconds to read the sentences in silence before playing the recording twice for them to do the task.</li> <li>• Get them to compare their answers in pairs before checking as a class.</li> </ul> <p><b>Key:</b> 1 a 2 b 3 a 4 b</p> <p><b>3. Let's chant</b></p> <ul style="list-style-type: none"> <li>• Tell the class that they are going to do the chant What are you reading? Follow the procedure in Teaching the unit components in Introduction - Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat each line.</li> <li>• Put the class into two groups to practise chanting the questions and answers respectively.</li> <li>• Have them practise saying the chants and doing actions in groups.</li> <li>• Invite two or three groups to say the chant and do actions.</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, prepare the next period.</li> </ul>	<ul style="list-style-type: none"> <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> <li>- Listen to the teacher</li> <li>- Read the chant</li> <li>- Do as directed</li> <li>- Practice in groups</li> <li>- Work in pairs</li> <li>- The whole class</li> <li>- Listen</li> <li>- Remember</li> </ul>
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Date of preparation:  
**UNIT 8: WHAT ARE YOU READING?**  
*Lesson 3: Part 4-5-6-7*

**I. Objectives:**

**8. Knowledge:**

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

**2. Skills:**

- Develop Ps writing and listening skills

**3. Language focus:**

- Vocabulary and structures: review

**II. Teaching aids:**