***Week 1 – Period 1***

*Date of planing* *: 26/ 8*

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

**UNIT 1: WHAT’S YOUR ADDRESS?**

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

**I. Objectives:**

1. ***Knowledge*:**

By the end of this unit, pupils can:

• use the words and phrases related to the topics Addresses and hometown.

• ask and answer questions about one’s address, using *What’s your address? It’s ...*

***2. Skills*:**

- Develop Ps speaking and listening skills

***3. Language focus*:**

- Sentence Pattern: *What’s your address? It’s ...*

- Vocabulary: address, village, tower

**II. Teaching aids:**

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

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

**III. Teaching processes:**

1. **Class organization:**
2. **Oral test:**
3. **New lesson:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **I. *Warm up***: Play “*jumbled letters*” game  **II. New lesson:**  **1. Look, listen and repeat.**  - Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to the questions:  *Who’s this?*  *What’s his/her name?*  *Is he/she a newcomer?*  *Where’s he/she from?*  *Where’s he/she living now?*.  *-* Teach some new words:  *Address: địa chỉ*  *Tower: tháp*  + Teacher read first as a model and ask the Ps to repeat  + Have the Ps repeat in groups and individuals  - Open the tape and have the Ps listen the sound of the words.  - Play the recording a few times for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking  - Instruct Ps to translate the dialogue into Vietnamese.   1. **Point and say**   - Tell the class that they are going to practise asking and answering questions about one’s address, using *What’s your address? It’s* ...  - Revise numbers 10 to 100 with the class.  - Point at each picture and ask the question *What’s your address?* for pupils to answer chorally.  - Have pupils practise asking and answering in pairs. Monitor the activity and offer help, if necessary.  - Invite one or two pairs to speak to check their performance.  **3. Let’s talk**  - Tell the class that they are going to practise further by asking and answering questions about addresses. Get pupils to work in groups of four to ask each other’s addresses. Remind them to use the questions and answers in their books.  - Set a time limit for the class to practise. Monitor the activity and offer help, if necessary.  - Invite a few pupils to repeat their interviews to the class. Then give feedback.  **III. Reinforcement:**  - Recall the main content.  **V. Homework:**  - Do exercises in workbook, learn by heart the new words | - Play the game  - Listen  - Look at the pictures and answer:  - In Picture a, Nam is greeting Mai and introducing her to Trung, a new pupil in their class.  - In Picture b, Mai and Trung greet each other. In Picture c, Trung says he’s from Da Nang and he lives in Ha Noi now.  - In Picture d, Mai asks him *What’s your address in ha Noi?* and he answers *It’s 81, Tran hung Dao Street.*)  - Listen and copy  + Listen and repeat  + Groups, individuals  - Do as directed  - Listen  - Listen and copy  - Do as directed  - Listen to the teacher  - Work in pairs to do the task  - Recall  - Remember |

***Week 1 – Period 2***

*Date of planing* *: 26/ 8*

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

**UNIT 1: WHAT’S YOUR ADDRESS?**

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

**I. Objectives:**

1. ***Knowledge*:**

By the end of this unit, pupils can:

* use the words and phrases related to the topics Addresses and hometown.

- ask and answer questions about one’s address, using *What’s your address? It’s ...*

***2. Skills*:**

- Develop Ps speaking and listening skills

***3. Language focus*:**

**-** Vocabulary and structures: review

**II. Teaching aids:**

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

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

**III. Teaching processes:**

**1. Class organization:**

**2. Oral test:**

**3. New leson:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and complete***   * + Tell pupils that they are going to listen to the recording and complete the addresses.   + Play the recording all the way through for pupils to listen. Play it again for them to do the task.   + Get them to compare their answers before checking as a class. Play the recording again to confirm the answers. Give explanations for answers which pupils find difficult.   **Key: 1 .**208 **2 .**321 **3.** White Street **4 .**the second floor  ***5. Read and complete***   * + - Tell the class that they are going to read and fill the gaps with *street, address, lives* and *from*. Give them a few seconds to read the sentences. Remind them to focus on the context to select the appropriate words from the box.   + Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.   + Get them to compare their answers in pairs before checking as a class.   **Key: 1.** from **2.** lives**3 .**address **4 .**Street   1. ***Let’s sing***   - Tell Ps that they are going to sing the song “*The wheels on the bus*.*”.*  *-* Have Ps read each line of the lyrics. Check comprehension.  - Open the tape and have the Ss listen the sound of the words.  - Play the tape again for Ps to do choral and individual repetition of the song by line.  - Ask Ps to sing in choral  - Have Ps practice singing in groups.  - Have class sing the song again to reinforce their pronunciation.  **III. Consolidation**  - Retell the content of the lesson.  **IV. Homework**  - Do exercises in the workbook. Prepare the next period. | - Play the game  - Listen  - Listen to the tape  - Listen and do the task  - Answer the question.  - 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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***Week 1 – Period 3***

*Date of planing* *: 26/ 8*

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

**UNIT 1: WHAT’S YOUR ADDRESS?**

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

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

- Use the words and phrases related to the topics *addresses* and *hometown*. Ask and answer questions about what a village/town/city is like, using *What’s the ... like? – It’s...*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

- Studious and obedient students and love their hometown, family and friends.

**II. Languages focus**:

- Sentence Pattners: *What’s the ... like? – It’s...*

- Vocabulary: crowded, lane, quiet, busy...

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

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

***3. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| **I. Warm up**: Sing the song “*The wheel on the bus?*”  **II. New lesson:**  ***1. Look, listen and repeat***   * + Tell the class that they are going to read a story.   + Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions: *What’s his name? Who’s he talking with? Where does he live? What’s the village like?* (   + Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Finally, point to each picture for them to say the words in each bubble.   - Instruct Ps to translate the dialogue into Vietnamese.   1. ***Point and say***    * - Tell the class that they are going to practise the questions and answers describing a place, using *What’s the ... like? It’s ...*    * Revise the adjectives *big, far, large* and *small* and teach the new ones: *busy, quiet, crowded* and *pretty*. Have the class repeat all the adjectives twice before asking them to practise saying sentences. (E.g. *My city is big and busy*. *My village is far* and *quiet*.)    * Point at the pictures and ask *What’s the ... like?* for the class to answer, using the prompts.    * Ask them to work in pairs. Monitor the activity and offer help, if necessary.   Invite one or two pairs to perform the activity. Then give feedback   1. ***Let’s talk:***   -Tell Ps that they are going to revise what they have learnt in Lessons 1 and 2, using facts about themselves.  - Ask them to work in pairs and ask and answer the questions:  *What time is it? What time do you + activity?*  **-** Call on a few pairs to role-play in front of the class. Correct pronunciation, if necessary.  **III. Consolidation:**  - Summary the lesson  **IV. Homework:**  - Do exercises in workbook, learn by heart the new words | - Sing the song  - Listen  - Look at the pictures and answer:   * + Nam is talking to Trung. In Picture a, Nam asks what Trung’s hometown is and Trung says it’s Da Nang.   + In Picture b, Nam asks about where Trung lived and Trung says he lived in a village.   + In Picture c, Nam asks *What’s your village like?* and Trung answers *It’s small and quiet*.   + In Picture d, Nam asks if it’s beautiful and Trung says it is.)   - Listen  - Listen and repeat  - Do as directed  - Listen  - Listen and copy  + Listen and repeat  + Groups, individuals  - Listen and copy  - Do as directed  - Listen  - Work in pairs  - Some pairs perform in front of class  - Listen to the teacher  - Remember |

***Week 1 – Period 4***

*Date of planing* *: 26/ 8*

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

**UNIT 1: WHAT’S YOUR ADDRESS?**

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

**I. Objectives:**

***1. Knowledge*:**

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

- use the words and phrases related to the topics Addresses and hometown.

- ask and answer questions about what a village/town/city is like, using What’s the ... like? It’s ...

***2. Skills*:**

- Develop Ss reading, writing and listening skills

***3. Language focus*:**

**-** Vocabulary: Review

**II. Teaching aids:**

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

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

**III. Teaching processes:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and circle a or b.***   * + - Tell the class that they are going to listen and circle *a* or *b* to complete the sentences. Ask them to read the sentences and guess the correct answers.   + Play the recording all the way through for them to listen. Play it again for them to do the task.   + Get them to compare their answers before giving feedback.   **Key: 1** a **2** b **3** b **4** a  ***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*   1. ***Let’s play:***   • Tell the class that they are going to play Spot the difference. Tell them that they have to compare the two pictures and find out the five details which are different. The first pupil who finds out all the different details is the winner.  Key: Picture b is different from Picture a in the following ways:  • There is one more car in the road.  • There is a woman in front of the yellow building.  • The sign next to the yellow building is blue, and it reads BUS STOP.  • There is no logo of pills on the pharmacy.  • There is a boy behind the father and daughter.  **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

***Week 2 – Period 5***

*Date of planing* *: 02/ 9*

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

**UNIT 1: WHAT’S YOUR ADDRESS?**

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

**I. Objectives:**

1. ***Knowledge*:**

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

***2. Skills*:**

- Develop Ps writing and listening skills

***3. Language focus*:**

**-** Vocabulary and structures: Review

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

**II. Teaching aids:**

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

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

**III. Teaching processes:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**   1. ***Listen and repeat***    * Tell the class that they are going to practise saying two-syllable words with the stress on the first syllable. Explain that in a word with more than one syllable, one of the syllables is usually said with more emphasis than the rest (e.g. 'city, 'village, 'mountains and 'tower).    * Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat all the words and sentences twice.   ***2. Listen and circle. Then say aloud***   * + - Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.   + Give them a few seconds to read the sentences in silence before playing the recording for them to do the task.   + Get them to compare their answers in pairs before checking as a class.   **Key: 1** b **2** a **3** a  ***3. Let’s chant***   * + - Tell the class that they are going to say the chant *Where do you live?* Have them read the chant and check their comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat line by line.   + Put the class into two groups to practise chanting: one chants the questions and the other chants the answers.   + Have them practise chanting and doing actions in groups.   + Invite two or three groups to say the chant and do actions.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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 2 – Period 6***

*Date of planing* *: 02/ 9*

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

**UNIT 1: WHAT’S YOUR ADDRESS?**

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

**I. Objectives:**

1. ***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 |
| **I. Warm up**: Spend a few minutes having the class say the chant *Where do you live?*chant  **II. New lesson:**  ***4. Read and tick Y/N***   * + - Tell the class that they are going to read the text and tick *Yes* or *No.*     - Get them to read the sentences and underline the key words/phrases before reading the passage to find the relevant information. Give them an example: In Sentence 1*, Trung lives with his parents in ha Noi*. But in the passage, the information is: *Trung lives with his grandparents in ha Noi*. So pupils should tick the box *No*.     - Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.     - Have them compare their answers before checking as a class.   **Key: 1** N **2** Y **3** N **4** Y **5** Y  ***5. Write about your friend***   * + - - Tell the class that they are going to write about one of their friends.     - Give them time to read the questions and write the first draft of their answers in their notebooks.     - Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.     - Remind them to write the first letter of each sentence and the name of their friend in capital letters, and put commas and full stops at the appropriate places.     - Get them to swap and read their writing in pairs before inviting two or three pupils to read their answers aloud.   **Key:** *Answers vary*  ***6. Project***   * + - Tell the class that they are going to do a drawing project. They should work in groups to discuss the house they are going to draw, and its address. Then ask them to draw it on a piece of paper.     - Set a time limit for them to do the task.     - Invite a few groups to present their drawings to the class and talk about them.     - If there is not enough time, give the activity as homework and talk about the drawings in the next lesson as a warm-up activity.     - Display their drawings in the classroom if you wish.  1. **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 chant  - Listen to the teacher  - Read the paragraph  - 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 * Read the statements * Colour the stars   - Listen  - Remember |

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***Week 2 – Period 7***

*Date of planing* *: 02/ 9*

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

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

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

**I. Objectives:**

1. ***Knowledge*:**

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

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

*I always/usually/often/sometimes...*

* ask and answer questions about frequency, using *How often ...? I ... every day/once/twice ... a week/a month.*
* pronounce two-syllable words with the stress on the first syllable: *'always, 'usually, 'often*

and *'sometimes.*

***2. Skills*:**

- Develop Ps speaking and listening skills

***3. Language focus*:**

- Sentence Partners: *What do you do ...? I always/usually/often/sometimes ...*

- Vocabulary: Always, breakfast, late, get up..

**II. Teaching aids:**

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

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

**III. Teaching processes:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **I. *Warm up***: Play “*jumbled letters*” game  **II. New lesson:**  **1. Look, listen and repeat.**  - Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to the questions: *Who’s this? What’s he doing? Who’s he talking with online? What does he do in the morning? What does he do after school/in the afternoon?*  *- Teach some new words:*  *+ brush one teeth: đánh răng..*  *+ do morning exercise: tập thể dục*  *+ talk: nói chuyện*   * + 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.   + Check their understanding of the story.   - Instruct Ps to translate the dialogue into Vietnamese.  **2.Point and say**   * + - Tell the class that they are going to practise asking and answering questions about someone’s daily routines, using *What do you do in the morning/afternoon/evening? I always/usually/often/ sometimes ...*   + Have pupils look at the pictures. Teach them how to read the words and phrases under each picture.   + Ask them to pay attention to the pronunciation of the words: *'always, 'usually, 'often* and   *'sometimes*.   * + Point at each picture and ask the question *What do you do ...?* for pupils to answer chorally, using the information under the picture.   + Have them practise asking and answering the questions in pairs. Then invite one or two pairs to speak to check their performance.   **3.Let’s talk**   * + Tell the class that they are going to practise further by asking and answering questions about someone’s daily routines. Get pupils to work in pairs. Remind them to use the questions and answers in their books.   + Set a time limit for them to practise. Monitor the activity and offer help, if necessary.   + Invite a few pairs to act out their conversations. Then give feedback.   **III. Reinforcement:**  - Recall the main content.  **V. Homework:**  - Do exercises in workbook, learn by heart the new words | - Play the game  - Listen  - Look at the pictures and answer the T’s questions  - Listen and copy  + Listen and repeat  + Groups, individuals  - Listen  - Listen and repeat  - Do as directed  - Listen to the teacher  - Work in pairs   * Listen to the teacher * Do the task   - Recall  - Remember |

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***Week 2 – Period 8***

*Date of planing* *: 02/ 9*

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

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

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

**I. Objectives:**

1. ***Knowledge*:**

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

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

*I always/usually/often/sometimes...*

***2. Skills*:**

- Develop Ps speaking and listening skills

***3. Language focus*:**

**-** Vocabulary and structures: review

**II. Teaching aids:**

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

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

**III. Teaching processes:**

**1.Class organization:**

**2.Oral test:**

**3.New leson:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and tick***   * + Tell the class that they are going to listen to the recording and tick the correct pictures.   + Ask them to look at the pictures to identify the characters and their activities.   + Play the recording all the way through for pupils to listen and tick the pictures. Play it again for them to check their answers. Monitor the activity and offer help, if necessary.   + Get pupils to compare their answers before checking as a class. Play the recording a third time to confirm the answers.   **Key: 1** c **2** b **3** b **4** a  ***5. Read and complete***   * + Tell the class that they are going to read and fill the gaps with like, do, TV, play and usually.   + Give them a few seconds to read the text and the words in the box. Remind them to focus on the context to select the appropriate words.   + Set a time limit for pupils to do the task independently. Monitor the activity and offer help, if necessary.   + Get pupils to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.   + Key: 1 do 2 usually 3 play 4 TV 5 like   ***6Let’s sing***   * + - Tell the class that they are going to sing the song *This is the way we do things*. Have pupils read each line of the lyrics and teach the unfamiliar words. Check comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Play it again and ask pupils to do choral repetition line by line.   + When pupils are familiar with the melody, ask the class to sing along with the music before having them practise singing and doing actions in groups.   + Invite a group to sing the song and do actions in front of the class.   **III. Consolidation**  - Retell the content of the lesson.  **IV. Homework**  - Do exercises in the workbook. Prepare the next period. | - Play the game  - Listen  - Listen to the tape  - Listen and do the task  - Answer the question.  - 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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***Week 3 – Period 9***

*Date of planing* *: 09/ 9*

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

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

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

**I. Objectives:**

***1. Knowledge*:**

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

***2. Skills*:**

- Develop Ps speaking and listening skills.

***3. Language focus*:**

**-** Vocabulary: *usually, study, go fishing, once..*

* - Structures: *How often ...? I ... every day/once/twice ... a week/a month.*

**II. Teaching aids:**

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

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

**III. Teaching processes:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up**: Spend a few minutes revising the previous lesson by having the class sing the song  *This is the way we do things*.  **II. New lesson:**  ***1. Look, listen and repeat***   * + Tell the class that they are going to read a story. Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture to elicit their answers to these questions: *What’s his/her name? What’s he/she talking about? What kind of information is Linda looking for? How often does she come to the library?*   + Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat the lines in the bubbles. Then point to each picture for them to say the words in each bubble.   ***2Point and say***   * + Tell the class that they are going to practise asking and answering questions about frequency, using How often ...? I ... every day/once/twice ... a week/a month.   + Point at each picture and ask Howoftendoyou...? to get the class to answer, using the prompts under each picture.   + Ask pupils to work in pairs: one asks the question and the other answers the question. (E.g.   + A: How often do you go to the library? B: I go to the library once a week.)   + Invite one or two pairs to perform the activity. Then give feedback   3.***Let’s talk:***   * + - Tell the class that they are going to practise talking about their daily routines and how often they do something, using *What do you do ...? I usually ...* and *How often ...? I ... once/twice ... a week/a month.*   + Get pupils to work in pairs. Remind them to use the questions in their books and any other questions they can think of.   + Set a time limit for them to practise. Monitor the activity and offer help, if necessary.   + Invite a few pairs to ask and answer questions about their daily routines and how often they do something. Then give feedback.   .  **III. Consolidation:**  - Summary the lesson  **IV. Homework:**  - Do exercises in workbook, learn by heart the new words | - Sing the song  - Listen  - Look at the pictures and answer  - Listen  - Listen and repeat  - Do as directed  - Listen  - Listen and copy  + Listen and repeat  + Groups, individuals  - Listen and copy  - Do as directed  - Listen  - Work in pairs  - Some pairs perform in front of class  - Listen to the teacher  - Remember |

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***Week 3 – Period 10***

*Date of planing* *: 09/ 9*

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

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

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

**I. Objectives:**

***1. Knowledge*:**

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

***2. Skills*:**

- Develop Ss reading, writing and listening skills

***3. Language focus*:**

**-** Vocabulary: Review

**II. Teaching aids:**

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

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

**III. Teaching processes:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and number***   * + Tell the class that they are going to listen and number the pictures.   + Ask pupils to look at the pictures and identify the characters and their activities.   + Play the recording all the way through for them to listen and number the pictures. Play it again for them to check their answers.   + Get pupils to compare their answers before checking as a class.   + Play the recording a third time to confirm the answers.   **Key: a** 4 **b** 1 **c** 2 **d** 3  ***5. Write about your daily routines***   * + Tell the class that they are going to write about their daily routines.   + Have them read the questions and check their understanding.   + Set a time limit for them to write the answers in their notebooks. Monitor the activity and offer help, if necessary.   + Get them to swap and read each other’s answers before inviting one or two pupils to read their answers aloud.   + Key: Answers vary   ***6Let’s play:***   * + • Tell the class that they are going to complete a crossword puzzle. Remind them how to do it: they should look at each picture and complete the corresponding word, using the given letters as hints.   + Get them to look at the crossword puzzle and the pictures. Start with Picture 1 and ask them to think of a verb that describes it. Then tell them to check whether the spelling fits the letters/boxes in the puzzle. Repeat the procedure for the rest of the pictures. The first pupil who completes the puzzle correctly is the winner.   + Ask pupils to work independently. Monitor the activity.   + Meanwhile, copy the crossword puzzle on the board and invite one or two pupils to complete it. Ask them to read out the words for the class to repeat. Ask the class to compare their answers to those on the board.   + Have the class make sentences with the words and phrases from the puzzle.   **Key: 1** get dressed **2** cook dinner **3** have lunch **4** do homework **5** go home  **6** go to bed **7** listen to music **8** get up **9** go to school  **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

***Week 3 – Period 11***

*Date of planing* *: 09/ 9*

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

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

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

**I. Objectives:**

***1Knowledge*:**

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

***2. Skills*:**

- Develop Ps writing and listening skills

***3. Language focus*:**

**-** Vocabulary and structures: Review

* - Phonics stress on the first syllable: *'always, 'usually, 'often* and *'sometimes.*
* **II. Teaching aids:**

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

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

**III. Teaching processes:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**   1. ***Listen and repeat***    * Tell the class that they are going to practise saying two-syllable words with the stress on the first syllable: 'always, 'usually, 'often and 'sometimes.    * Play the recording all the way through for pupils to listen first. Play the recording again for them to repeat the words and the sentences twice.    * .   ***2. Listen and circle. Then say aloud***   * + - Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.   + Give them a few seconds to read the sentences in silence before playing the recording for them to do the task.   + Get them to compare their answers in pairs before checking as a class.   **Key: 1 a 2 b 3 a 4 b**  ***3. Let’s chant***   * + Tell the class that they are going to say the chant *What do you do in the morning?* Have pupils   read the chant and check their comprehension.   * + Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat line by line.   + Put the class into two groups to practise chanting the questions and the answers respectively.   + Have them practise saying the chant and do actions in groups.   + Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps along to the rhythm.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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 3 – Period 12***

*Date of planing* *: 09/ 9*

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

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

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

**I. Objectives:**

1. ***Knowledge*:**

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

***2. Skills*:**

- Develop Ps writing and listening skills

***3. Language focus*:**

**-** Vocabulary and structures: review

**II. Teaching aids:**

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

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

**III. Teaching processes:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| 1. **Warm up**: Spend a few minutes having the class say the chant *What do you do in the morning?*   **II. New lesson:**  ***4. Read and answer***   * + Tell the class that they are going to read the text and answer the questions.   + Give them a few seconds to look at the picture and ask: *Who’s this? What’s she doing? What’s she watching?*   + Explain the meanings of the new words: *go jogging, programme.*   + Set a time limit for them to read the text and do the task independently. Monitor the activity and offer help, if necessary.   + Have pupils compare their answers before checking as a class.   **Key: 1** She gets up early and usually goes jogging.   1. She usually does her homework. Then she often plays badminton and sometimes cooks dinner. 2. She watches *English for Kids* (once a week). 3. She goes shopping twice a week.   ***5. Write about your day***   * + Tell the class that they are going to write a short paragraph about their daily routines.   + Give pupils time to read and complete the sentences, using information about themselves.   + Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.   + Remind pupils to use adverbs of frequency (*always, usually, ...*) and frequency phrases (*once, twice ... a week/a month*) in their writing.   + Get pupils 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 and interview two classmates about their daily routines.     - Ask pupils to copy the table below and take notes.  |  |  |  |  | | --- | --- | --- | --- | | *1DPH* | What does he/she do in the morning*?* | What does he/she do in the afternoon*?* | What does he/she do in the evening*?* | | 1*.* |  |  |  | | 2*.* |  |  |  |      * + - Get one or two pupils to report the results to the class.     - If there is not enough time, give the activity as homework.   **7Colour 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 chant  - Listen to the teacher  - Read the paragraph  - 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 * Read the statements * Colour the stars   - Listen  - Remember |

***Week 4 – Period 13***

*Date of planing* *: 16/ 9*

*Date of teaching: 5a1,5a2(18/9), 5a3,5a4, 5a5(19/9)*

**UNIT 3: WHERE DID YOU GO ON HOLIDAY?**

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

**I. Objectives:**

***1Knowledge*:**

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

* use the words and phrases related to the topics *Past holidays* and *Means of transport*.
* ask and answer questions about past holidays, using *Where did you go on holiday? I went to ...*

***2. Skills*:**

- Develop Ps speaking and listening skills

***3. Language focus*:**

* - Sentence Partners: *Where did you go on holiday? I went to ...*

- Vocabulary: railway, ancient town, enjoy, countryside…

**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** |
| **I. *Warm up***: Play “*jumbled letters*” game  **II. New lesson:**  **1. Look, listen and repeat.**   * + - Tell the class that they are going to read a story in which Mai and Peter talk about their last summer holiday.   + Ask them to look at the pictures to identify the characters (Mai and Peter) and the context in which the language is used.   + Ask them questions such as *Where are they? What are they doing?* (Explain the meaning of the question *Where did you go?*, if necessary*.*   + Play the recording once or twice for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.   + Play the recording again, if necessary.   - Instruct Ps to translate the dialogue into Vietnamese.  **2.Point and say**   * + Tell the class that they are going to practise asking and answering questions about where someone went on his/her last holiday, using *Where did you go on holiday? I went to ..*.   + Tell them how to say *Ha Long Bay, Phu Quoc Island, Hoi An Ancient Town, Hue Imperial City* and get them to practise talking about where they went on holiday, using the words under the pictures. (E.g. *I went to Ha Long Bay*.)   + Point to the first picture and ask the question *Where did you go on holiday?* for the class to answer *I went to Ha Long Bay*. Repeat the same procedure with the rest of the pictures.   + Ask the class to practise in pairs. Monitor the activity and offer help, if necessary. Select some pairs of pupils to act out the dialogues in front of the class.   **3.Let’s talk**   * + Tell the class that they are going to practise further by asking and answering questions about their classmates’ past holidays.   + Get them to work in groups of four and remind them to use the questions and answers in this   section.   * + Set a time limit for them to practise. Monitor the activity and offer help, if necessary.   + Select one or two pairs to act out their dialogues. Then give feedback.   **III. Reinforcement:**  - Recall the main content.  **V. Homework:**  - Do exercises in workbook, learn by heart the new words | - Play the game  - Listen  - Look at the pictures and answer the T’s questions:  Mai and Peter are talking on the phone about their holidays.  In Picture a, Peter says he went on a trip with his family.  In Picture b, Mai asks him *Where did you go?* and he answers *I went to Ha Long Bay*.  In Picture c, Mai continues to ask him about the trip.  In Picture d, Peter asks Mai *Where did you go?* and Mai answers *I went to Ho Chi Minh City.*)  - 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 4 – Period 14***

*Date of planing* *: 16/ 9*

*Date of teaching: 5a1,5a2(18/9), 5a3,5a4(21/9), 5a5(20/9)*

**UNIT 3: WHERE DID YOU GO ON HOLIDAY?**

***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 topics *Past holidays* and *Means of transport*.
* ask and answer questions about past holidays, using *Where did you go on holiday? I went to ...*

***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 |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and match***   * + Tell the class that they are going to listen and draw lines to match each character to the correct picture.   + Ask them to look at each picture to identify the character (Picture1: Tom, Picture 2: Quan, Picture 3: Linda, Picture 4: Nam) and the place (Picture a: Ho Chi Minh City, Picture b: Ha Noi, Picture c: Ha Long Bay, Picture d: Hue Imperial City). Check their understanding.   + Play the recording all the way through for pupils to listen and draw lines to match. Play it again for them to check their answers.   + Get them to compare their answers in pairs before checking as a class. Play the recording again to confirm the answers if necessary.   **Key: 1** c **2** d **3** b **4** a  ***5. Read and match***   * + Tell the class that they are going to read and match the questions with the answers.   + Set a time limit for them to do the task independently.   + Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the matched pairs of questions and answers aloud.   **Key: 1** c **2** d **3** a **4** e **5** b  ***6Let’s play***   * + Tell the class that they are going to play Find someone who ..., using names of famous places in Viet Nam.   + Give each of them a piece of paper with one of the names of the places in Activity 2. Then say Find someone who went to Ha Long Bay and they should ask each other Where did you go on holiday? to find out who went to Ha Long Bay. Continue with the rest of the places.   + Set a time limit for them to play the game.   **III. Consolidation**  - Retell the content of the lesson.  **IV. Homework**  - Do exercises in the workbook. Prepare the next period. | - Play the game  - Listen  - Listen to the tape  - Listen and do the task  - Answer the question.  - Listen to the teacher  - Do as directed.  - 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 4 – Period 15***

*Date of planing* *: 16/ 9*

*Date of teaching: 5a1,5a2(19/9), 5a3,5a4(21/9), 5a5(20/9)*

**UNIT 3: WHERE DID YOU GO ON HOLIDAY?**

***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 topics Past holidays and Means of transport.

ask and answer questions about past holidays, using Where did you go on

holiday? I went to ...

ask and answer questions about means of transport, using How did you get there? I went by ...

pronounce three-syllable words with the stress on the first syllable: 'motorbike, 'underground, 'holiday and 'family.

***2. Skills*:**

- Develop Ps speaking and listening skills.

***3. Language focus*:**

**-** Vocabulary: *usually, study, go fishing, once..*

* - Structures: *How often ...? I ... every day/once/twice ... a week/a month.*

**II. Teaching aids:**

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

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

**III. Teaching processes:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **I. Warm up**: Spend a few minutes having the class play *Bingo,* using the words for places and means of transport learnt in Lesson 1. At the end of the game, ask pupils to ask and answer questions, using the words in the game (e.g. *Where did you go on holiday? I went to Hue Imperial City. How did you get there? I went by plane.)*  **II. New lesson:**  ***1. Look, listen and repeat***   * + Tell the class that they are going to read a story in which Tony and Phong are talking about their holidays. Ask them to look at the pictures and guess where they went on holiday and what they did.   + Tell them to read the story and ask them questions such as *Where did Phong/Tony go on holiday? How did he get there?*   + 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.   + Check their understanding of the story.   ***2Point and say***   * + Tell the class that they are going to practise asking and answering questions about means of transport, using How did you get there? I went by ...   + Have them look at the pictures and teach the words: train, taxi, motorbike and underground. Have them practise the sentences with the words (i.e. I went by train/taxi/motorbike/ underground.)   + Point to the first picture and ask How did you get there? for the class to answer I went by train.   + Repeat the same procedure with other pictures.   + Ask pupils to practise in pairs, using the prompts under the pictures. Monitor the activity and offer help, if necessary.   + Select some pairs to act out the exchanges. Then give feedback.   ***3Let’s talk:***   * + - Tell the class that they are going to practise further by asking and answering questions about means of transport.   + Get them to work in pairs. Remind them to use the questions in their books.   + Set a time limit for them to practise. Monitor the activity and offer help, if necessary.   + Select some pairs to act out their exchanges. Then give feedback.   **III. Consolidation:**  - Summary the lesson | - Play the game  - Listen  - Look at the pictures and answer:   * + In Picture a, Phong says he went to his hometown on holiday.   + In Picture b, Tony asks How did you get there? and Phong answers I went by coach.   + In Picture c, Tony says he went back to Australia.   + In Picture d, Phong asks How did you get there? and Tony answers I went by plane.   - 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 4 – Period 16***

*Date of planing* *: 16/ 9*

*Date of teaching: 5a1,5a2, 5a3,5a4, 5a5(22/9)*

**UNIT 3: WHERE DID YOU GO ON HOLIDAY?**

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

**I. Objectives:**

***1. Knowledge*:**

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

ask and answer questions about means of transport, using How did you get there? I went by ...

***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 |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and write one word in blank***   * + Tell the class that they are going to listen to Mai, Linda, Nam and Trung talking about their past holidays. Get them to pay attention to the means of transport.   + Ask them to read the four gapped sentences and guess the words to complete them.   + Play the recording for them to listen and complete the sentences.   + Play it again for them to check their answers. Monitor the activity and offer help, if necessary.   + Get them to read their answers in pairs before checking as a class.   **Key: 1** motorbike **2** train **3** taxi **4** plane  ***5. Write about your last holiday***   * + Tell the class that they are going to write about their last holidays.   + Have them read the questions and check their understanding.   + Set a time limit for them to do the writing. 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. Then give feedback.   **Key:** *Answers vary*  ***6Let’s sing:***   * + • Tell the class that they are going to sing the song *How did you get there?* 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. Ask the class to do choral and individual repetition of the song line by line until they are familiar with the pronunciation, the stress, the rhythm and tune of the song.   + Play the recording again and get pupils to sing along with the recording.   + Divide the class into two groups: one group sings the first verse and the other sings the   second.  **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

***Week 5 – Period 17***

*Date of planing* *: 23/ 9*

*Date of teaching: 5a1,5a2(25/9), 5a3,5a4, 5a5(26/9)*

**UNIT 3: WHERE DID YOU GO ON HOLIDAY?**

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

**I. Objectives:**

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

* ask and answer questions about means of transport, using *How did you get there? I went by ...*
* pronounce three-syllable words with the stress on the first syllable: *'motorbike, 'underground, 'holiday* and *'family*.

***2. Skills*:**

- Develop Ps writing and listening skills

***3. Language focus*:**

**-** Vocabulary and structures: Review

* - Phonics : the stress on the first syllable: *'motorbike, 'underground, 'holiday* and *'family*
* **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 |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**  ***1Listen and repeat***   * + Tell the class that they are going to practise saying three-syllable words with the stress on the first syllable: 'motorbike, 'underground, 'holiday and 'family.   + Play the recording and ask pupils to repeat once or twice, paying attention to the stressed syllables.   + Do choral and individual repetition of the words and the sentences until pupils feel confident.   ***2. Listen and circle. Then say aloud***   * + Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.   + Give them a few seconds to read the sentences in silence before playing the recording for them to do the task.   + Play the recording for them to listen and circle the answers.   + Play the recording again for pupils to check their answers. Monitor the activity and offer help, if necessary.   + Get them to compare their answers in pairs before checking as a class.   **Key: 1** a **2** a **3** b **4** a  ***3. Let’s chant***   * + Tell the class that they are going to say the chant *Where did you go?* Follow the procedure in *Teaching the unit components* in *Introduction*. Have them read the chant and check their comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat line by line.   + Divide the class into two groups: one group says the questions and the other says the answers.   + Invite two groups of four to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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 5 – Period 18***

*Date of planing* *: 23/ 9*

*Date of teaching: 5a1,5a2(25/9), 5a3,5a4(28/9), 5a5(27/9)*

**UNIT 3: WHERE DID YOU GO ON HOLIDAY?**

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

**I. Objectives:**

***1Knowledge*:**

- By the end of the lesson, Ps will be able to use words and phrases related to the topic past holidays and means of transport.

***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 |
| **Warm up**: Spend a few minutes revising the chant *Where did you go?* by getting two groups of five to the front of the class to say the chant. Ask the rest of the class to listen and clap their hands.  **II. New lesson:**  ***4. Read and answer***   * + Tell the class that they are going to complete Nam’s letter to Tony, using the words in the box.   + Have them read the gapped sentences and guess the words to fill the gaps. Remind them to focus on the context to get the information needed.   + Have them work in pairs or groups to discuss the answers.   + Give pupils enough time to do the task.   + Get them to read their answers in pairs before checking as a class. If there is time, ask the class to read the completed sentences.   **Key: 1** Island **2** by **3** plane **4** badminton **5** swam  ***5. Read and write***   * + Tell the class that they are going to read Linda’s letter to Mai and write answers to the questions. Explain the meanings of the new words (e.g. *take a train, view* and *wonderful).*   + Tell them to read the questions first, then read the text and focus on the information needed to answer the questions. If necessary, get pupils to work in pairs or groups.   + Give pupils time to do the task independently. Go around and offer help, if necessary.   + Get them to compare their answers in pairs before giving the answers to the class. Give explanations, if necessary.   **Key: 1** It’s in the north of England. **2** She got there by underground.  **3** She got there by train. **4** Because she can enjoy the beautiful views on the way.  **5** Yes, she did.  ***6. Project***   * + - Tell the class that they are going to interview two classmates about their past holidays.     - Ask them to copy the table below to their notebooks and complete it.  |  |  |  |  | | --- | --- | --- | --- | | Names | Places | By ... | Activities | | 1. |  |  |  | | 2. |  |  |  |      * + - Ask them to work in groups to discuss and brainstorm what questions they should ask to get the information.     - Give them time to do the interviews in class and complete the table.     - Invite some pupils to the front of the class to repeat their interviews   **7Colour 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 chant  - Listen to the teacher  - Read the paragraph  - 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 * Read the statements * Colour the stars   - Listen  - Remember |

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***Week 5 – Period 19***

*Date of planing* *: 23/ 9*

*Date of teaching: 5a1,5a2(26/9), 5a3,5a4(28/9), 5a5(27/9)*

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

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

**I. Objectives:**

***1Knowledge*:**

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

* use the words and phrases related to the topic *Past activities*.
* ask and answer questions about whether someone did something, using *Did you ...? Yes, I did./ No, I didn’t*.

***2. Skills*:**

- Develop Ps speaking and listening skills

***3. Language focus*:**

- Sentence Partners: *Did you ...? Yes, I did./ No, I didn’t*.

- Vocabulary: a lot of, cartoon, chat….

**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** |
| 1. ***Warm up***: Have pupils play *Slap the board*, using pictures of these words: *motorbike, bike, train, bus, taxi, underground* and *plane*. When the game is over, get pupils to point at each picture to ask and answer questions about means of transport   **II. New lesson:**  **1. Look, listen and repeat.**   * + Have the class look at the four pictures. Introduce the story by pointing at each character and elicit their answers to the questions: *Who are the pupils? Where are they? What are they talking about*Check their comprehension.   + Play the recording once or twice for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking. Play the recording again for pupils to listen and repeat line by line.   - Instruct Ps to translate the dialogue into Vietnamese.  **2.Point and say**   * + Tell the class that they are going to practise asking and answering questions about past activities, using *Did you ...? Yes, I did./No, I didn’t.*   + Teach the past simple forms of the verbs (i.e. *went, enjoyed, joined* and *watched*).   + Have the class practise the questions, using the prompts under the pictures. Then point at each picture and ask the question for pupils to practise answering first with *Yes, I did*. then with *No, I didn’t*.   + Get pupils to work in groups. Monitor the activity and offer help, if necessary.   + Invite two pairs to ask and answer the questions to check their performance.   **3.Let’s talk**   * + Tell the class that they are going to practise further by asking and answering questions about whether someone did something.   + Get pupils to work in groups of four to ask and answer the questions in their books. Then give feedback.   **III. Reinforcement:**  - Recall the main content.  **V. Homework:**  - Do exercises in workbook, learn by heart the new words | - Play the game  - Listen  - Look at the pictures and answer the T’s questions:  In picture a, Mai, Linda and Phong are in the room and looking at Tony at the door. He’s holding a present and some flowers.  In picture b, Tony and Linda are talking about Nam’s birthday.  In picture c, Tony asks Mai *Didyougototheparty?*  In picture d, Tony asks *Didyouenjoy Nam’s party, Phong?* and Phong says *Yes! We had a lot of fun!*)  - 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 5 – Period 20***

*Date of planing* *: 23/ 9*

*Date of teaching: 5a1,5a2,5a3,5a4, 5a5(29/9)*

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

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

**I. Objectives:**

***1Knowledge*:**

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

* use the words and phrases related to the topic *Past activities*.
* ask and answer questions about whether someone did something, using *Did you ...? Yes, I did./ No, I didn’t*.

***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 |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and tick Y/N***   * + Tell the class that they are going to listen to the recording and tick *Yes* or *No*.   + Have them read the questions in their books. Check their understanding.   + Play the recording all the way through for them to listen and tick the boxes.   + Get pupils to compare their answers in pairs before checking as a class. Play the recording again to confirm the answers. Give explanations for answers which pupils find difficult.   **Key: 1** N **2** Y **3** N  ***5. Read and complete***   * + Tell the class that they are going to read the text and fill the gaps with *enjoyed, joined, festival, sports* and *went*.   + Set a time limit for them to do the task independently.   + Get pupils to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.   **Key: 1** went **2** Festival **3** joined **4** sports **5** enjoyed  ***6Let’s sing***   * + Tell the class that they are going to sing *What did you do on Teachers’ Day?* Have them read each line of the lyrics and teach the unfamiliar words. Check comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Play it again and ask them to do choral repetition line by line.   + When they are familiar with the melody, ask the class to sing along with the music before having them practise 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. | - Play the game  - Listen  - Listen to the tape  - Listen and do the task  - Answer the question.  - Listen to the teacher  - Do as directed.  - 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 6 – Period 21***

*Date of planing* *: 30/ 9*

*Date of teaching: 5a1,5a2(02/10),5a3,5a4, 5a5(03/10)*

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

***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 Past activities.

• ask and answer questions about what someone did at a party, using What did you do at the party? We ...'party, 'Sunday, en'joyed and in'vite.

***2. Skills*:**

- Develop Ps speaking and listening skills.

***3. Language focus*:**

**-** Vocabulary: *chat, hide-and-seek….*

* - Structures: *What did you do at the party? We….*

**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 |
| **I. Warm up**: Spend a few minutes revising the previous lesson by having the class sing the song *What did you do on Teachers’ Day?* Invite a group to do actions in front of the class while the rest are singing.  **II. New lesson:**  ***1. Look, listen and repeat***   * + Tell the class that they are going to read a story in which Quan and Peter are talking about Mai’s last birthday party.   + Have them look at the pictures and check their comprehension by pointing at the pictures and eliciting their answers to the questions: *What are their names? What are they talking about? Did Peter go to Mai’s birthday party? What did Peter do at the party*?   + Play the recording for pupils to listen to the story, pointing to the pictures. Play it again for them to repeat each line.   ***2Point and say***   * + Tell the class that they are going to practise asking and answering questions about activities   in the past.   * + Review the past simple forms of the verbs *have, play, chat* and *watch,* and have pupils practise saying the sentences: *We had nice food and drink. We played hide-and-seek. We chatted with friends. We watched cartoons.*   + Point at each picture and ask: *What did you do at the party?* for the class to answer, using the prompts under each picture.   + Ask them to work in pairs. Monitor the activity and offer help, if necessary.   + Invite one or two pairs to ask and answer the questions. Then give feedback.   ***3Let’s talk:***   * + Tell the class that they are going to practise further by asking and answering questions about what they did.   + Set a time limit for pupils to practise talking. Remind them to answer the questions with information about themselves.   + Check and correct   **III. Consolidation:**  - Summary the lesson  **IV. Homework:**  - Do exercises in workbook, learn by heart the new words | - Sing a song  - Listen  - Look at the pictures and answer:   * + Peter and Quan are talking at school.   + In Picture a, Quan asks Peter if he went to Mai’s birthday party and Peter says yes.   + In Picture b, Quan asks *What did you do there?* and Peter answers *I ate a lot of food*. I   + In Pictures c and d, they continue to talk about the party and Peter says they sang lots of songs and he had a good time.)   - 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 6 – Period 22***

*Date of planing* *: 30/ 9*

*Date of teaching: 5a1,5a2(02/10),5a3,5a4(05/10), 5a5(04/10)*

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

***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 Past activities.

• ask and answer questions about what someone did at a party, using What did you do at the party? We ...

***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 |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and circle a,b***   * Tell the class that they are going to listen and circle *a* or *b* to complete the sentences. Ask them to read the sentences and guess the answers. Check if they understand the text. * Play the recording all the way through for the class to listen. Play it again for them to circle the answers. Get them to compare their answers in pairs before checking as a class.   **Key: 1** a **2** b **3** b  ***5. Write about you***   * Tell the class that they are going to answer some questions about what they did. * Remind them that they should write about things that really happened to them. * Have pupils read the questions and check their understanding. * Set a time limit for them to do the writing independently. Monitor the activity and offer help, if necessary. * Get them to swap to read their writing in pairs before inviting one or two to read their answers   aloud.  **Key:** *Answers vary*  ***6Let’s play:***   * • Tell the class that they are going to play the game *Tic-tac-toe,* following the procedure in   *Games* in the *Introduction*.   * Explain how the game is played. Tell the class that they have to complete the sentence in order to mark a box with an X or O. * Set a time limit for the class to play the game in pairs. When time is over, invite a few pupils to read aloud their questions and put them on the board. Then invite some pairs to practise asking and answering the questions. Then give feedback.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

***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:**

***1Knowledge*:** 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 |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**  ***1Listen and repeat***   * + 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.*   - Play the recording for pupils to repeat each word and sentence twice  ***2. Mark the word stress. Then say aloud***   * + Tell the class that they are going to read and mark the word stress. Then say the words   aloud.   * + Give pupils a few seconds to read the words in silence and do the task.   + Get them to swap and compare their answers in pairs before checking as a class.   + Invite some pupils to read out all the words.   + If time allows, ask the class to make sentences with the words.  |  |  |  |  | | --- | --- | --- | --- | | **Key: 1** 'water | **2** 'party | **3** en'joy | **4** 'birthday | | **5** in'vite | **6** 'Monday | **7** 'comics | **8** 'picnic | | **9** car'toon | **10** 'Sunday | **11** re'peat | **12** com'plete |   ***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. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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:**

***1Knowledge*:**

- 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 |
| 1. **Warm up**: Spend a few minutes having the class read the chant *When was your birthday?*   **II. New lesson:**  ***4. Read and answer***   * + Tell the class that they are going to read a passage and answer the questions.   + 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.   + Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.   + Have pupils swap and compare their answers before checking as a class. Give explanations for the answers, if necessary.   **Key: 1** It was last Sunday.   1. Some of his classmates went to the birthday party. 2. He played the guitar. 3. 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.   **7Colour 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 chant  - Listen to the teacher  - Read the paragraph  - 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 * 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:**

***1Knowledge*:**

- 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** |
| ***Warm up***: Get the class to say the chant *When was your birthday?* Then invite some pupils to work in pairs, asking and answering questions like *Where were you yesterday? What did you do?***II. New lesson:**  **1. Look, listen and repeat.**   * + Tell the class that they are going to read and listen to a story about where someone will be.   + Have pupils look at the four pictures to discuss the context in which the language is used. Ask them questions such as *Who are the pupils? Where are they? What are they talking about?* (Check their comprehension.   + Play the recording once or twice for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the characters speaking.   **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 | - Say the chant  - Answer T’s questions  - Look at the pictures and answer the T’s questions:  In Picture a, Tony asks Mai *What will you do this weekend?* and Mai answers *I think my family and I will go for a picnic*.  In Picture b, Mai asks Tony *Where will you be on Saturday?* and he answers *I think I’ll be in 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:**

***1Knowledge*:**

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 |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and tick***   * + Tell the class that they are going to listen and tick the correct pictures.   + Have them look at the pictures to identify where the characters are. Check their understanding.   + Play the recording all the way through for pupils to listen. Play it again for them to tick the correct pictures.   + Get pupils to swap their answers before checking as a class. Go around and offer help, if necessary.   **Key: 1** c **2** a **3** b  ***5. Read and match***   * + Tell the class that they are going to match the questions with the answers.   + Give pupils a few seconds to look at the 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. | - Play the game  - Listen  - Listen to the tape  - Listen and do the task  - Answer the question.  - Listen to the teacher  - Do as directed.  - 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 |
| **I. Warm up**: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing *Where will you be?* Ask the rest of the class to sing along and clap their hands.  **II. New lesson:**  ***1. Look, listen and repeat***   * + Tell the class that they are going to read the story about Mai’s picnic at the weekend.   + Have pupils look at the pictures and elicit their answers to these questions: *Who are they? Where are they? What are they doing* Check comprehension.   + Play the recording for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.   ***2Point and say***   * + Tell the class that they are going to practise asking and answering questions about what 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 | - Sing a song  - Listen  - Look at the pictures and answer:  In Picture a, Mai and Tony are talking at school and Mai says *I’ll go for a picnic this weekend*.  In Pictures b and c, Tony asks about Mai’s plans, using *Where will you go?* and *What will you do there?* and 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 |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and number***   * + Tell the class that they are going to listen and number the pictures.   + Ask them to look at the pictures and identify the place and the activities. Check their understanding.   + Play the recording all the way through for pupils to listen. Play it again for them to number the pictures.   + Get pupils to swap their answers before checking as a class.   **Key: a** 2 **b** 3 **c** 4 **d** 1  ***5. Write about you***   * + Tell the class that they are going to write about themselves.   + Ask pupils to read the questions and write the answers. Get them to work in pairs, if necessary.   + 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. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

Date of preparation:

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

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

**I. Objectives:**

***1Knowledge*:** 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 |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**  ***1.Listen and repeat***   * + 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*.   + 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.   + Do choral and individual repetition of the words and sentences until they feel confident.   + Get some pupils to say the words and sentences. Correct the pronunciation, if necessary.   ***2. Listen and circle a or b. Then say aloud***   * + Tell the class that they are going to listen to the recording and circle *a* or *b* to complete the   sentences.   * + Give pupils a few seconds to read the sentences in silence before playing the recording for them to do the task.   + Have them listen to the recording and do the task 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. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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:**

***1Knowledge*:**

- 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 |
| **Warm up**: 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 *Where will you be this weekend?* and do actions. Ask the rest of the class to chant with them.  **II. New lesson:**  ***4. Read and complete***   * + Tell the class that they are going to read the text about Mai and complete the table.   + 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.   + Give them time to do the task independently. Go around and offer help, if necessary.   + 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. *Mai’s parents will swim in the sea in the morning. They will sunbathe in the afternoon.)*   Key:   |  |  |  |  | | --- | --- | --- | --- | |  | **Morning** | **Afternoon** | **Evening** | | **Mai’s parents** | *will swim in the sea* | *will sunbathe* | *will have dinner on Tuan Chau Island* | | **Mai and her brother** | *will build sandcastles (on the beach)* | *will play badminton* | *will have dinner on Tuan Chau Island* |   ***5. Write about you***   * + Tell the class that they are going to write about themselves.   + Have pupils work in pairs or in groups to discuss what they will do next Sunday.   + Give pupils time to do the task independently. Go around and offer help, if necessary.   + Get them to swap their answers before checking as a class.   **Key:** *Answers vary*  ***6. Project***   * + Tell the class that they are going to interview their classmates about where they will go and what they will do next weekend.   + Each pupil selects three classmates to interview and takes notes.   + When they finish interviewing, select three or four pupils to report the results of their interviews to the class. (E.g*. 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.)*   **7Colour 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 chant  - Listen to the teacher  - Read the paragraph  - 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 * Read the statements * Colour the stars   - Listen  - Remember |

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Date of preparation:

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

***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 *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:**

1. **Class organization:**
2. **Oral test:**
3. **New leson:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **I. *Warm up***: Play “*jumbled letters*” game  **II. New lesson:**  **1. Look, listen and repeat.**   * + - Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to these questions: *Who’s this? Who is he/she talking with? What are they talking about?*   + 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.   **2. Point and say**   * + - Tell the class that they are going to practise asking and answering questions about lessons, using *How many lessons do you have today? I have ...*   + Review the names of the lessons with the class.   + Get them to practise the answers before introducing the questions. Point to the timetable for   the class to say *I have* ... (E.g. *I have Maths, IT, Science, Vietnamese and English.*)   * + Ask the question *How many lessons do you have today?* for the class to answer chorally.   + Have pupils practise the question and answers in pairs. Monitor the activity and offer help, if necessary.   + Invite one or two pairs to speak to check their performance. Correct their pronunciation, if necessary.   **3. Let’s talk**   * + - Tell the class that they are going to practise further by asking and answering questions about   lessons.   * + Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.   + 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.   **III. Reinforcement:**  - Recall the main content.  **V. Homework:**  - Do exercises in workbook, learn by heart the new words | - Play the game  - Listen  - Look at the pictures and answer:   * + Mai is talking to Long on the Internet.   + In Picture a, Mai asks Long about his trip home. In Picture b, Mai says she has school today.   + In Picture c, Long asks *How many lessons do you have today?* and Mai answers *I have four: Maths, Vietnamese, Music and PE*.   + In Picture d, Long says he doesn’t have school today.)   - 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 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

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

**I. Objectives:**

***1Knowledge*:**

• 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 |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and tick***   * + Tell the class that they are going to listen to the recording and tick the timetable in their books.   + 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.   + 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.   **Key: Long:** Maths, IT and Science  **Minh:** Science, Music, Art and IT  **Lan:** Vietnamese, English, Maths, IT and PE  ***5. Read and complete***   * + 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.   + Set a time limit for them to do the task independently.   + Get pupils to compare their answers in pairs before checking as a class.   + Key: 1 Tuesday 2 lessons 3 Wednesday 4 four 5 Art   ***6Let’s sing***   * + - Tell the class that they are going to sing *How many lessons do you have today?* Have them read the lyrics and teach the unfamiliar words. Check their comprehension.   + Play the recording all the way through for them to listen and follow in their books. Play it again for them to repeat line by line. When pupils are familiar with the melody, ask them to sing along with the music before having them practise doing actions.   + 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. | - Play the game  - Listen to the tape  - Listen and do the task  - Answer the question.  - 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 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 |
| **I. Warm up**: Spend a few minutes having the class sing *How many lessons do you have today?* Then ask them to spell these words: *Akiko, Nam, school, class, have, lessons, today, week, once, twice* and *times.* Have pupils make sentences with the words.  **II. New lesson:**  ***1. Look, listen and repeat***   * + 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: *What’s his/her name? Who is he/she talking with? What are they talking about*   + 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.   ***2Point and say***   * + - 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 *How often do you have ...? I have it ...*   + 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.   + Ask pupils to work in pairs. Monitor the activity and offer help, if necessary.   + Invite one or two pairs to perform the activity.   ***3Let’s talk:***   * + - 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 timetables before practising.   + Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.   + Invite two or three pairs to act out their conversations. Then give feedback.   **III. Consolidation:**  - Summary the lesson  **IV. Homework:**  - Do exercises in workbook, learn by heart the new words | - Sing the song  - Listen  - Look at the pictures and answer:   * + In Picture a, Akiko is talking to Nam on the Internet.   + In Picture b, Nam says he’s at school and it’s break time.   + In Picture c, Akiko says she’s at home and studying for her English lesson.   + In Picture d, Nam asks *How often do you have English?* and Akiko answers *I have it four times a week.*   - Listen  - Listen and repeat  - Do as directed  - Listen  - Listen and copy  + Listen and repeat  + Groups, individuals  - Listen and copy  - Do as directed  - Listen  - Work in pairs  - Some pairs perform in front of class  - Listen to the teacher  - Remember | |

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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 |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and circle a or b.***   * + Tell the class that they are going to listen and circle *a* or *b* to complete the sentences. Ask them to read the sentences and guess the answers.   + Play the recording all the way through for pupils to listen. Play it again for them to do the task.   + Get pupils to compare their answers before checking as a class.   **Key: 1** a **2** a **3** b **4** a  ***5. Write about you***   * + Tell the class that they are going to write about their lessons. Have pupils read the questions and check their understanding.   + Set a time limit for them to do the writing independently. Monitor the activity and offer help, if necessary.   + Get pupils to swap and read their writing before inviting two or three pupils to read their answers aloud.   + Key: Answers vary   ***6Let’s play:***   * + • Tell the class that they are going to play *Slap the board*. 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.   + Have the class make sentences with the names of the subjects and the frequency expressions.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

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 |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**  ***1Listen and repeat***   * + Tell the class that they are going to practise saying questions and answers with the correct sentence stress.   + 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.   ***2. Listen and circle. Then say aloud***   * + Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.   + Give them a few seconds to read the sentences in silence before playing the recording twice for them to do the task.   + Get them to compare their answers in pairs before checking as a class.   **Key: 1** a, b **2** b, a  ***3. Let’s chant***   * + Tell the class that they are going to say the chant *How often do you have ...?* Have them read the chant and check their comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to repeat each line.   + Put the class into two groups to practise chanting the questions and answers respectively.   + Have them practise saying the chants and doing actions in groups.   + Invite two or three groups to say the chant and do actions.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

***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 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 |
| **I. Warm up**: Spend a few minutes having the class say the chant *Where do you live?*chant  **II. New lesson:**  ***4. Read and complete***   * + Tell the class that they are going to read the passage and complete the sentences.   + Get them to read the sentences and guess the answers before looking for the relevant information in the reading passage.   + 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** August **2** Saturday and Sunday **3** four  **4** Maths, Vietnamese, Music and English **5** once a week **6** four times a week  ***5. Write about your school and lesson***   * + Tell the class that they are going to write about their 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. Best wishes,  1. **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 chant  - Listen to the teacher  - Read the paragraph  - 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 * Read the statements * Colour the stars   - Listen  - Remember |

Date of preparation:

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

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

**I. Objectives:**

***1Knowledge*:**

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:**

**1Class organization:**

**2Oral test:**

**3New leson:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **I. *Warm up***: Play “*jumbled letters*” game  **II. New lesson:**  **1. Look, listen and repeat.**   * + - Have the class look at the pictures. Introduce the story by pointing at each character and elicit their answers to these questions: *Who are they? What are they talking about? How often does Mai have English? Does she have English today? How does she practise reading?*   + 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.   + Check their understanding of the story.   **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 | - Play the game  - Listen  - Look at the pictures and answer:   * + - In Picture a, Tom asks Mai how often she has English and she says she has it four times a week.   + In Picture b, Mai says she has English today.   + In Picture c, Tom asks *How do you practise reading?* and Mai answers *I read English comic 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:**

***1Knowledge*:**

* 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 leson:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and tick***   * + Tell the class that they are going to listen to the recording and tick the correct pictures.   + Ask them to look at the pictures to identify the characters and what they do to practise English.   + 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.   + Get them to compare their answers before checking as a class. Play the recording again to confirm the answers.   **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   ***6Let’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. | - Play the game  - Listen  - Listen to the tape  - Listen and do the task  - Answer the question.  - 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 |
| **I. Warm up**: Sing the song  *How do you learn English?*  **II. New lesson:**  ***1. Look, listen and repeat***   * + Tell the class that they are going to read a story. Have them look at the pictures and guess what the story is about. Check their comprehension by pointing at each picture and eliciting their answers to these questions: *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?*   + 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.   ***2Point and say***   * + - Tell the class that they are going to practise asking and answering questions about the importance of learning English, using *Why do you learn English? Because I want to ...*   + Point at each picture and ask the class *Why do you learn English?* for them to answer, using the prompts under each picture.   + Ask pupils to work in pairs: one asks the question and the other answers it.   + Invite one or two pairs to perform the activity.   Invite one or two pairs to perform the activity. Then give feedback  ***3Let’s talk:***   * + Tell the class that they are going to practise talking about how and why they learn English, using *How do you learn English?* and *Why do you learn English?*   + Get pupils to work in pairs. Remind them to use 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 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 | - Sing the song  - Listen  - Look at the pictures and answer:   * + Akiko and Hoa are talking in the library.   + In Pictures a and b, Hoa says she has English at school and Akiko says she has French.   + In Picture c, Hoa says English is her favourite subject.   + In Picture d, Akiko asks *Why do you learn English?* and Hoa answers *Because I want to sing English songs.*   - Listen  - Listen and repeat  - Do as directed  - Listen  - Listen and copy  + Listen and repeat  + Groups, individuals  - Listen and copy  - Do as directed  - Listen  - Work in pairs  - Some pairs perform in front of class  - Listen to the teacher  - Remember | |

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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 |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and number***   * + Tell the class that they are going to listen and number the pictures.   + Ask them to look at the pictures and identify the characters and their activities.   + Play the recording all the way through for them to listen and number the pictures. Play it again for them to check their answers.   + Get them to compare their answers before checking as a class.   + Play the recording a third time to confirm the answers.   **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*  ***6Let’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. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

Date of preparation:

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

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

**I. Objectives:**

***1Knowledge*:**

* **-** 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 |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**  ***1Listen and repeat***   * + Tell the class that they are going to practise saying the sentences, paying attention to sentence stress.   + Play the recording all the way through for pupils to listen first. Play the recording again for them to repeat the sentences twice.   ***2. Listen and circle. Then say aloud***   * + Tell the class that they are going to listen to the recording and circle *a* or *b* to complete the sentences.   + Give them a few seconds to read the sentences in silence.   + Play the recording for pupils to listen and do the task. Then play it again for them to check the answers.   + Get them to compare their answers in pairs before checking as a class.   + Ask the class to read the completed sentences aloud.   **Key: 1** b **2** a **3** a 4. b  ***3. Let’s chant***   * + - Tell the class that they are going to say the chant *How do you learn English?* Have them read the chant and check their comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Then play it again for them to repeat line by line.   + Put the class into two groups to practise chanting: one chants the questions and the other chants the answers.   + Have them practise chanting and doing actions in groups.   + Invite two or three groups to say the chant and do actions.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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 7: HOW DO YOU LEARN ENGLISH?**

***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 how and why someone learns English.

***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 |
| **I. Warm up**: Spend a few minutes having the class say the chant *How do you learn English?*chant  **II. New lesson:**  ***4. Read and tick T/F***   * + Tell the class that they are going to read the text about how and why Mai and Akiko learn English, and tick *T* or *F*.   + 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 learn  to listen | How we learn to speak | How we learn to read | How we learn to write | | 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.   **7Colour 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. | - Say the chant  - Listen to the teacher  - Read the paragraph  - 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 * 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:**

***1Knowledge*:**

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:**

1. **Class organization:**
2. **Oral test:**
3. **New leson:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **I. *Warm up***: Play “*jumbled letters*” game  **II. New lesson:**  **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 about what book they are reading.   + Get pupils to work in groups of four and use the questions and answers in their books.   + Set a time limit for them to practise. Monitor the activity and offer help, if necessary.   + Select some pairs to demonstrate their dialogues 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 | - Play the game  - 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  - Listen to the teacher  - Work in pairs to do the task  - Recall  - Remember |

Date of preparation:

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

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

**I. Objectives:**

***1Knowledge*:**

• 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*:**

**-** 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 leson:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and tick***   * + Tell the class that they are going to listen and tick the correct answers.   + Ask them to identify the characters and the titles of the stories. Check their understanding.   + Play the recording all the way through for the class to listen. Play it again for them to do the task.   + Get them to compare their answers in pairs before checking as a class.   **Key: Nam:** *The Fox and the Crow* **Mai:** *Aladdin and the Magic Lamp*  **Linda:** *Snow White and the Seven Dwarfs* **Tom:** *The Story of Mai An Tiem*  ***5. Read and complete***   * + Tell the class that they are going to read the text and fill the gaps with *snow, like, reading, free*   and *seven*. Give them a few seconds to read the text.   * + Set a time limit for them to do the task independently.   + 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.   **Key: 1** free **2** reading **3** Snow **4** Seven **5** like  ***6Let’s play***   * + - Tell pupils that they are going to play *The Guessing Game* to find out the titles of some famous books/stories for children. Follow the procedure in *Games* in *Introduction*.   + 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.   + Each group takes turns giving the clues or 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. | - Play the game  - Listen to the tape  - Listen and do the task  - Answer the question.  - Listen to the teacher  - Do as directed.  - Individually  - Work in pairs  - The whole class read aloud  - Listen to the teacher  - Listen to the tape  - Listen and repeat each line  - The whole class  - Practice in groups  - The whole class  - Retell  - Remember |

Date of preparation:

**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 |
| **I. Warm up**: Spend a few minutes having the class play *Bingo,* using the titles of books/stories learnt in Lesson 1. Then ask pupils to ask and answer questions about what they are reading, using *What are you reading? I’m reading ...*  **II. New lesson:**  ***1. Look, listen and repeat***   * + 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.   + Point to the pictures and ask these questions: *Who are they? Where are they? What are they doing*   + 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.   + Check their understanding of the story.   ***2Point and say***   * + - Tell the class that they are going to practise Tell the class that they are going to practise asking and answering questions about what the character of a book/story is like, using *What’s ... like? He’s/She’s ...*   + Have pupils look at the pictures and teach them to say the words under each picture. Get them to practise the question *What’s ... like?* using the names under the pictures. Then have them practise saying the answers, using the given adjectives.   + Point to the first picture and ask *What’s An Tiem like?* for the class to answer *He’s hard-working*. Repeat the same procedure with the rest of the pictures.   + Ask them to practise in pairs. Monitor the activity and offer help, if necessary.   + Select some pairs to act out the exchanges.   ***3Let’s talk:***   * + Tell the class that they are going to practise further by asking and answering questions about books/stories they like reading.   + Get them to work in pairs, using the questions and answers in their books.   + Set a time limit for them to practise. Monitor the activity and offer help, if necessary.   + Select some pairs to act out their exchanges 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 | -Play the game  - Listen  - Look at the pictures and answer:   * + Mai and Quan are at school.   + In Picture a, Mai asks Quan what he’s reading and he answers *Aladdin and the Magic Lamp*.   + In Picture b, Quan says the main character is a boy called Aladdin.   + In Picture c, Mai continues to ask *What’s he like?* and Quan answers *I think he’s generous*.   + In Picture d, Quan says Mai can borrow the book when he finishes it.)   - Listen  - Listen and repeat  - Do as directed  - Listen  - Listen and copy  + Listen and repeat  + Groups, individuals  - Listen and copy  - Do as directed  - Listen  - Work in pairs  - Some pairs perform in front of class  - Listen to the teacher  - Remember | |

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Date of preparation:

**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 |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and write one word in blank***   * + 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 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.   * + 1. She likes reading fairy tales in her free time.     2. Her favourite fairy tale is *The Story of Tam and Cam.*     3. It’s a Vietnamese story about two girls.     4. Their names are Tam and Cam.   ***6Let’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.   + Divide the class into two groups: one sings the first four lines and the other sings the rest.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

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 |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**  ***1Listen and repeat***   * + Tell the class that they are going to practise saying questions and answers with the correct sentence stress.   + 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.   ***2. Listen and circle. Then say aloud***   * + Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.   + Give them a few seconds to read the sentences in silence before playing the recording twice for them to do the task.   + Get them to compare their answers in pairs before checking as a class.   **Key: 1** a **2** b **3** a **4** b  ***3. Let’s chant***   * + 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.   * + Put the class into two groups to practise chanting the questions and answers respectively.   + Have them practise saying the chants and doing actions in groups.   + Invite two or three groups to say the chant and do actions.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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 8: WHAT ARE YOU READING?**

***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 texts about favourite books.

***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 |
| **I. Warm up**: Spend a few minutes having the class say the chant *Where do you live?*chant  **II. New lesson:**  ***4. Read and tick Y/N***   * + Tell the class that they are going to read about Tom’s favourite book and tick *Yes* or *No*. Explain the meanings of *schoolboy* and *police*.   + Tell pupils to read the five sentences first, then read the passage to look for the information needed. If necessary, get them to work in pairs or groups.   + Give pupils time to do the task. Go around and offer help, if necessary.   + Get them to swap and read their answers in pairs before giving the answers to the class.   **Key: 1** Y **2** N **3** Y **4** N **5** Y  ***5. Write about your favourite book***   * + Tell the class that they are going to write about their favourite books.   + Have them read the gapped sentences and think about the words to write. Give enough time for pupils to do the task.   + Get them to swap and read their writing in pairs before asking two or three pupils to read their answers aloud.   **Key:** *Answers vary*  ***6. Project***   * + - Tell the class that they are going to interview three of their classmates about their favourite books and characters. Ask them to copy the table below and take notes.  |  |  |  | | --- | --- | --- | | Name | Name of book | Main character(s) | |  |  |  | |  |  |  | |  |  |  |      * + - Give them time to do the interviews in class and complete the table.     - Invite some pupils to report their results to the class.   **7Colour 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 chant  - Listen to the teacher  - Read the paragraph  - 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 * Read the statements * Colour the stars   - Listen  - Remember |

Date of preparation:

**UNIT 9: WHAT DID YOU SEE AT THE ZOO?**

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

**I. Objectives:**

***1Knowledge*:**

By the end of this unit, pupils can

* use the words and phrases related to the topic *Animals at the zoo.*
* ask and answer questions about animals in a zoo, using *What did you see at the zoo? I saw ...*

***2. Skills*:**

- Develop Ps speaking and listening skills

***3. Language focus*:**

* - Sentence Pattern: *What did you see at the zoo? I saw ...*

- Vocabulary: python, crocodile, peacock

**II. Teaching aids:**

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

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

**III. Teaching processes:**

**1Class organization:**

**2Oral test:**

**3New leson:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **I. *Warm up***: Play “*jumbled letters*” game  **II. New lesson:**  **1. Look, listen and repeat.**   * + Have the class look at the pictures.   + Introduce the story by pointing at each character and elicit pupils’ answers to these questions: *Who are the pupils? Where are they? What are they talking about*Check their comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral and individual repetition, pointing to the characters speaking.   **2.Point and say**   * + Tell the class that they are going to practise asking and answering questions about the animals in a zoo, using *What did you see at the zoo? I saw ...*   + Teach the names of the animals and how to say them: *pythons, crocodiles, peacocks* and   *gorillas*. Ask pupils to practise saying the answer *I saw ...*, using the words under the pictures.   * + Point at each picture and ask the question for pupils to answer.   + Get pupils to practise asking and answering in pairs. Monitor the activity and offer help, if necessary.   + Invite two pairs to ask and answer the questions in this section.   **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 | - Play the game  - Listen  - Look at the pictures and answer:  - In Picture a, Linda and Peter are in the school canteen and talking about a school outing to the zoo.  - In Picture b, Peter asks Linda *What did you see at the zoo?* and Linda answers *I sawababyelephantandsomeotheranimals*.  - In Picture c, Linda is telling Peter about the noisy monkeys.  - In Picture d, Peter asks Linda if she saw any tigers.)  - 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 9: WHAT DID YOU SEE AT THE ZOO?**

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

**I. Objectives:**

***1Knowledge*:**

• By the end of this unit, pupils can

* use the words and phrases related to the topic *Animals at the zoo.*
* ask and answer questions about animals in a zoo, using *What did you see at the zoo? I saw ...*

***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 leson:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and tick***   * + Tell the class that they are going to listen to the recording and tick the timetable in their books.   + 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.   + 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.   **Key: 1.b 2.a 3.b**  ***5. Read and complete***   * + Tell the class that they are going to read and fill the gaps with *intelligent, gorillas, elephants, do*   and *like.*   * + Set a time limit for pupils to do the task independently.   + 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** like **2** gorillas **3** intelligent **4** do **5** elephants  ***6Let’s sing***   * + Tell pupils that they are going to sing What did you see at the zoo? Have them read each line of the lyrics and teach them any unfamiliar words. Check their comprehension.   + Play the recording all the way through for them to listen and follow in their books. Play it again for them to do choral repetition line by line.   + When they are familiar with the melody, ask the class to sing along with the music. Invite two groups to sing the song and do actions in front of the class: one group sings the questions and the other sings the answers. The rest of the class clap their hands along to the rhythm.   **III. Consolidation**  - Retell the content of the lesson.  **IV. Homework**  - Do exercises in the workbook. Prepare the next period. | - Play the game  - Listen to the tape  - Listen and do the task  - Answer the question.  - 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 9: WHAT DID YOU SEE AT THE ZOO?**

***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 *Animals at the zoo.*
* ask and answer questions about what animals did in the zoo, using *What did the ... do when you were there? They ...*

***2. Skills*:**

- Develop Ps speaking and listening skills.

***3. Language focus*:**

**-** Vocabulary: *quickly, quietly, roar, swan…*

* - Structures: *What did the ... do when you were there? They ...*

**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 |
| **I. Warm up**: Spend a few minutes revising the previous lesson by having the class sing the song  *What did you see at the zoo?* Invite a group to do actions in front of the class during the singing.  **II. New lesson:**  ***1. Look, listen and repeat***   * + Tell the class that they are going to read a story about Nam and Phong.   + Have them look at the pictures and check their comprehension by pointing at each picture and eliciting their answers to these questions: *What are they talking about? Guess what the pythons/the lions/the pandas did at the zoo.*   + 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.   ***2Point and say***   * + Tell the class that they are going to practise the question and answer *What did the ... do when you were there? They ...*   + Revise the past simple forms of the verbs: *roar (roared), move (moved)* and *eat (ate),* and teach the adverbs. Remind them that adverbs take an *-ly* ending. Have them practise saying the question *What did the ... do when you were there?* with the names of the animals under the pictures.   + Then point to each picture and ask the question for them to practise saying the answer with the verb phrase.   + Ask pupils to work in pairs. Monitor the activity and offer help, if necessary.   + Invite one or two pairs to ask and answer the questions.   ***3Let’s talk:***   * + - 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 timetables before practising.   + Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.   + Invite two or three pairs to act out their conversations. Then give feedback.   **III. Consolidation:**  - Summary the lesson  **IV. Homework:**  - Do exercises in workbook, learn by heart the new words | - Sing the song  - Listen  - Look at the pictures and answer:   * + Nam and Phong are talking at school.   + In Picture a, Phong says that he went to the zoo last week and it was great.   + In Picture b, Nam asks *What did the lions do when you were there?* and Phong answers *They roared loudly*.   + In Pictures c and d, Phong continues to talk about other animals and says *I saw a python too. It moved really quietly. And I saw two pandas. They were really cute and did things slowly.*)   - Listen  - Listen and repeat  - Do as directed  - Listen  - Listen and copy  + Listen and repeat  + Groups, individuals  - Listen and copy  - Do as directed  - Listen  - Work in pairs  - Some pairs perform in front of class  - Listen to the teacher  - Remember | |

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Date of preparation:

**UNIT 9: WHAT DID YOU SEE AT THE ZOO?**

***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 *Animals at the zoo.*
* ask and answer questions about what animals did in the zoo, using *What did the ... do when you were there? They ...*

***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 |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and circle a or b.***   * + Tell the class that they are going to listen and circle *a* or *b* to complete the sentences. Ask them to read the sentences and guess the answers.   + Play the recording all the way through for pupils to listen. Play it again for them to do the task.   + Get pupils to compare their answers before checking as a class.   **Key: 1** a **2** b **3** b  ***5. Write about your visit to the zoo***   * + Remind the class that they should write about things that really happened to them.   + Have pupils read the questions and check their understanding.   + Set a time limit for them to do the writing. Monitor the activity and offer help, if necessary.   + Get them to swap and read their writing in pairs before inviting one or two to read their answers aloud.   **Key:** *Answers vary*  ***6Let’s play:***   * + • Tell pupils that they are going to play *Charades*.   + Divide the class into Team A and Team B. Stick a large sheet of paper on the board with the following words written on it: *slowly, noisily, quickly, loudly, quietly* and *beautifully*. Explain how the game is played. One pupil of Team A mimes a zoo animal and asks *What did I see at the zoo?* The pupils of Team B answer the question. If the answer is correct, Team B wins one point. Another pupil from Team A mimes an action which that animal does and asks *What did they do there?* Team B gives the answer. If the answer is correct, Team B wins another point. Then it is Team B’s turn to mime and ask questions. Set a time limit. The two teams take turns to mime and ask questions. The team that gets more points wins.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

Date of preparation:

**UNIT 9: WHAT DID YOU SEE AT THE ZOO?**

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

**I. Objectives:**

***1Knowledge*:**

By the end of this unit, pupils can

* use the words and phrases related to the topic *Animals at the zoo.*
* 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 |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**  ***1.Listen and repeat***   * + Tell the class that they are going to practise saying questions and answers with the correct sentence stress.   + 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.   ***2. Listen and underline the stress words. Then say aloud***   * + Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.   + Give them a few seconds to read the sentences in silence before playing the recording twice for them to do the task.   + Get them to compare their answers in pairs before   **Audio script and key**   1. What did you see at the zoo? I saw lots of animals. 2. What did the peacocks do when you were there? They moved beautifully.    * ***3. Let’s chant***    * Tell the class that they are going to do the chant At the circus. Follow the procedure in Teaching the unit components in Introduction.    * Have them repeat each line of the chant. Divide the class into two groups: one group says the questions and the other says the answers. Then the two groups swap their roles after the first round.    * Set a time limit for pupils to practise saying the chant and doing actions in groups.    * Invite two groups to say the chant and do actions.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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 9: WHAT DID YOU SEE AT THE ZOO?**

***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 about animals at the zoo..

***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 |
| 1. **Warm up**: Spend a few minutes having the class say the chant in Activity 3.   **II. New lesson:**  ***4. Read and match***   * + Tell the class that they are going to read the text and match the sentences with *First, Then, Next* and *In the end*.   + Get them to read the sentences and then read the text to find out their order.   + Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.   + Have them swap and compare their answers before checking as a class. Give explanations for the answers, if necessary.   **Key: 1** b **2** d **3** a **4** c  ***5. Write about your last visit to the zoo***   * + Tell the class that they are going to write about their last visit to the zoo.   + Give them time to read and write their answers.   + Set a time limit for them to do the task individually. Monitor the activity and offer help, if necessary.   + Remind them to write the first letter of the word beginning each sentence and the names of people in capital letters, and put commas or full stops in the appropriate places.   + Get pupils to swap and 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 draw their dream zoos. Ask them to work in groups of five to discuss what animals to put in their dream zoos and who should draw which animal.     - Set a time limit for them to do the task.     - Have the class display their drawings. Invite one or two groups to talk to the class about their dream zoos.   **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 chant  - Listen to the teacher  - Read the paragraph  - 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 * Read the statements * Colour the stars   - Listen  - Remember |

Date of preparation:

**UNIT 10 : WHEN WILL SPORTS DAY BE?**

***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 *School events* and *Future activities.*
* ask and answer questions about school events, using *When will ... be? It’ll be on ...*

***2. Skills*:**

- Develop Ps speaking and listening skills

***3. Language focus*:**

- Sentence Pattern: *When will ... be? It’ll be on ...*

- Vocabulary: take part in, look for, independence….

**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 leson:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **I. *Warm up***: Play “*jumbled letters*” game  **II. New lesson:**  **1. Look, listen and repeat.**   * + - Tell the class that they are going to read and listen to a story. Have pupils look at the pictures. Ask them questions such as *Who are the pupils? Where are they? What are they talking about* Check their comprehension.   + Play the recording all the way through for pupils to listen and follow in the their books. Play it again for them to do choral repetition, pointing to the characters speaking.  1. **Point and say**    * - Tell the class that they are going to practise asking and answering questions about when school events will be, using *When will ... be? It’ll be on ...*    * Have them look at the pictures and read the names of the days: *Sports Day, Teachers’ Day, Independence Day* and *Children’s Day*. Get them to practise the question *When will ... be?* using the words under the pictures. Then have them practise the answer *It’ll be on ...* Point to the pictures and ask the questions for the class to answer, using the prompts.    * Have the class practise asking and answering in pairs. Monitor the activity and offer help, if necessary.    * Invite a few pairs to act out the dialogues in front of the class.   **3. Let’s talk**   * + - Tell the class that they are going to practise further by asking and answering the question in their books.   + Ask pupils to work in pairs: one pupil asks *When will ... be?* and the other answers *It’ll be on ...* Monitor the activity and offer help, if necessary.   + Invite one or two pairs to act out the exchanges in front of the class, then give feedback. Correct their pronunciation, if necessary.   **III. Reinforcement:**  - Recall the main content.  **V. Homework:**  - Do exercises in workbook, learn by heart the new words | - Play the game  - Listen  - Look at the pictures and answer:  - In Picture a, Mai asks Tony where Phong is and Tony answers Phong is in the gym.  - In Picture b, Mai asks what Phong is doing there and Tony says he is practising for Sports Day.  - In Picture c, Mai asks *When will Sports Day be?* and Tony answers *On Saturday*.  - In Picture d, Tony says he will take part in Sports Day.)  - 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 10 : WHEN WILL SPORTS DAY BE?**

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

**I. Objectives:**

***1Knowledge*:**

By the end of this unit, pupils can

* use the words and phrases related to the topic *School events* and *Future activities.*
* ask and answer questions about school events, using *When will ... be? It’ll be on ...*

***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 leson:**

|  |  |
| --- | --- |
| Teacher’s activities | Students’ activities |
| **I. Warm up:** Play the game “*jumbled letters*”  **II. New lesson:**  ***4. Listen and match***   * + Tell the class that they are going to listen and draw lines to match Pictures 1–3 with Pictures a–c.   + Have pupils look at the pictures to identify the people and activities (1. Mai’s singing.   2. Phong and Tony are playing table tennis. 3. Linda is playing the piano.), and the school events (a. Teachers’ Day. b. Children’s Day. c. Independence Day). Check their understanding.   * + Play the recording all the way through for pupils to listen. Play it again for them to do the task. Tell them that they should pay attention to the activities and the school events.   + Get them to swap and compare their answers before checking as a class. Go around and offer help, if necessary.   **Key: 1** c **2** a **3** b  ***5. Read and match***   * + Tell the class that they are going to read and match the questions with the answers.   + Give them a few seconds to read and do the task. If necessary, get them to work in pairs or in groups. Go around and offer help, if necessary.   + Get pupils to compare their answers before checking as a class. If there is enough time, invite some pairs to ask and answer the questions.   **Key: 1** b **2** c **3** e **4** a **5** d  ***6Let’s sing***   * + Tell the class that they are going to sing When will Sports Day be? Teach the song, following the procedure in Teaching the unit components in Introduction.   + Have pupils read the lyrics. Check their comprehension.   + Play the recording all the way through for pupils to do choral repetition of the song line by line. When they are familiar with the melody, ask two groups of four to go to the front of the class to sing the song: one group sings the questions and the other sings the answers.   + Ask the rest of the class to sing with them and clap their hands along to the rhythm.   **III. Consolidation**  - Retell the content of the lesson.  **IV. Homework**  - Do exercises in the workbook. Prepare the next period. | - Play the game  - Listen to the tape  - Listen and do the task  - Answer the question.  - 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 10 : WHEN WILL SPORTS DAY BE?**

***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 *School events* and *Future activities.*
* ask and answer questions about what someone is going to do/play on Sports Day, using

*What are you going to do on Sports Day? I’m going to ...*

***2. Skills*:**

- Develop Ps speaking and listening skills.

***3. Language focus*:**

**-** Vocabulary: *play, great…*

- Structures: *What are you going to do on Sports Day? I’m going 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 |
| **I. Warm up**: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing *When will Sports Day be?* Ask the rest of the class to sing with them and clap their hands along to the rhythm.  **II. New lesson:**  ***1. Look, listen and repeat***   * + Tell the class that they are going to read and listen to a story about what someone is going to do on Sports Day.   + Have pupils look at the pictures and ask them questions: *Who are the pupils? Where are they? What are they doing?* Check their comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition, pointing to the characters speaking.   + Play the recording again for pupils to listen and repeat.   ***2Point and say***   * + Tell the class that they are going to practise asking and answering questions about what someone is going to do on Sports Day, using *What are you going to do on Sports Day? I’m going to ...*   + Have pupils look at the pictures and read the phrases. Get pupils to practise saying *I’m going to ...*, using the prompts. Point to Picture a and ask *What are you going to do on Sports Day?* for the class to answer *I’m going to play basketball.* 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.   + 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 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 timetables before practising.   + Set a time limit for pupils to practise. Monitor the activity and offer help, if necessary.   + Invite two or three pairs to act out their conversations. Then give feedback.   **III. Consolidation:**  - Summary the lesson  **IV. Homework:**  - Do exercises in workbook, learn by heart the new words | - Sing the song  - Listen  - Look at the pictures and answer:  - In Picture a, Mai, Linda and Tony are at school and talking about Sports Day.  - In Picture b, Mai asks where Sports Day will be and Linda answers that it will be in the sports ground near their school.  - In Picture c, Linda asks *What are you going to do on Sports Day, Mai?* and Mai answers *I’m going to play table tennis*.  - In Picture d, Linda asks Tony the same question and he answers *Phong and I are going to play football*.)  - Listen  - Listen and repeat  - Do as directed  - Listen  - Listen and copy  + Listen and repeat  + Groups, individuals  - Listen and copy  - Do as directed  - Listen  - Work in pairs  - Some pairs perform in front of class  - Listen to the teacher  - Remember | |

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Date of preparation:

**UNIT 10 : WHEN WILL SPORTS DAY BE?**

***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 *School events* and *Future activities.*
* ask and answer questions about what someone is going to do/play on Sports Day, using

*What are you going to do on Sports Day? I’m going 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 |
| **I. Warm up**: Play the game: *Order the words*  **II. New lesson:**  ***4. Listen and number***   * + Tell the class that they are going to listen and number the pictures.   + Ask pupils to look at the pictures and help them to identify the meanings of the symbols in the pictures (a. Basketball. b. Badminton. c. Table tennis. d. Sports Day.) Check their understanding.   + Play the recording all the way through for pupils to listen. Play it again for them to do the task.   + Get them to swap and compare their answers before checking as a class.   **Key: a** 4 **b** 2 **c** 3 **d** 1  ***5. Write about you***   * + Tell the class that they are going to write the answers to the questions.   + Ask them to read the questions and think about the answers. Get pupils to work in pairs, if necessary.   + Give pupils time to do the task independently. Go around and offer help, if necessary.   + Get them to swap and read their answers before checking as a class. If there is enough time, invite some pairs to act out the dialogues.   **Key:** *Answers vary*  ***6.Let’s play:***   * + • Tell the class that they are going to play *Pass the secret!* Follow the procedure in *Games* in   *Introduction*.   * + Divide pupils into groups of seven. Ask them to line up in rows. Whisper a sentence to the first pupil in each row. (E.g. *We’re going to play table tennis on Sports Day*.) The first pupil then whispers the sentence to the second one, and so on. The last pupil in the row says aloud the sentence he/ she heard. If the sentence is correct, the team wins one point. The team with the most points at the end of the game is the winner.   + To make the game more competitive, select one pupil from each group to act as teachers. These pupils should say the sentences that the class has learnt from Lessons 1 and 2, and they have to whisper different sentences to the teams.   **III. Consolidation**  - Summary the lesson  **IV. Homework**  - Do exercises in workbook, prepare the next period. | - Play game  - Listen to the teacher  - 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    - Listen    - Remember |

Date of preparation:

**UNIT 10 : WHEN WILL SPORTS DAY BE?**

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

**I. Objectives:**

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

* use the words and phrases related to the topic *School events* and *Future activities.*
* 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 |
| **I. Warm up**: Play game: *Pass the secret!*  **II. New lesson:**  ***1Listen and repeat***   * + Tell the class that they are going to practise saying questions and answers with the correct sentence stress.   + 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.   ***2. Listen and underline the stress words. Then say aloud***   * + Tell the class that they are going to listen and underline the stressed words.   + Play the recording all the way through for them to listen and follow in their books. Play it again for them to do the task. Go around and offer help, if necessary.   + Have them swap and compare their answers before checking as a class. Then ask the class to read the sentences aloud.   **Audio script and key**   1. A: When will Sports Day be? B: It’ll be on Sunday. 2. A: What are you going to do on Sports Day? B: I’m going to play table tennis.   ***3. Let’s chant***   * + Tell the class that they are going to chant *What are they going to do?* Follow the procedure in   *Teaching the unit components* in *Introduction*.   * + Have them say the chant and check their comprehension.   + Play the recording all the way through for pupils to listen and follow in their books. Play it again for them to do choral repetition.   + Get pupils to practise chanting and doing actions in groups.   + Call two groups to the front of the class to chant and do actions: one group chants the questions and the other chants the answers. 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. | - Play the game  - Listen to the teacher  - Listen to the tape  - Listen and repeat in choral, groups and individual  - Listen to the teacher  - Look at the books and guess  - Listen and write  - Listen and check  - Read aloud  - 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 10 : WHEN WILL SPORTS DAY BE?**

***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 about school events and 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 |
| **I. Warm up**: Spend a few minutes revising the chant *What are they going to do?* by getting two groups of five to the front of the class to say the chant and do actions. Ask the rest of the class to listen and clap their hands along to the rhythm.  ***4. Read and stick***   * + Tell the class that they are going to read and tick the correct symbols.   + Get them to read the text and pay attention to what the characters are going to do on Sports Day. Ask pupils to work in pairs or small groups, if necessary.   + Give them time to do the task. Go around and offer help, if necessary.   ***5. Write about Sports Day***   * + Tell the class that they are going to write about Sports Day at their own school.   + Have pupils work in pairs or groups to discuss what they are going to write. Tell them to focus on what they are going to play/do in the event.   + Give them time to do the task independently. Go around and offer help, if necessary.   + Get them to swap and read what they have written before inviting two or three pupils to read their answers aloud.   **Key:** *Answers vary*  ***6. Project***   * + Tell the class that they are going to draw three sports.   + Ask them to work in groups of three to discuss and select three sports. Then they will decide who will do what: drawing symbols, writing sentences about the sports and telling the class about them.   + Give each group a piece of paper to draw the symbols and write the sentences. Encourage them to colour the symbols.   + Give them time to do the project.   + Invite one or two groups to present their drawings to the class and talk about the sports. (E.g.  *This is swimming. Ha and Lan in our group like swimming very much. They go swimming every week.*)   **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 chant  - Listen to the teacher  - Read the paragraph  - 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 * Read the statements * Colour the stars   - Listen  - Remember |