Date of planing : 7/ 01/ 2017

Date of teaching: 9,10 /01/2017.

Week : 19

Period: 73

**Unit 11: WHAT’S THE MATTER WITH YOU?**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Use the words and phrases related to the topics *Common health problems*. Ask and answer questions about Common health problems, using *What’s the matter with you? I have ...*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up:** Play slap the board  **1. Look, listen and repeat.**  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the structure  **2. Point and say**  - Teach vocabulary:  Check vocab: what & where  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  **3. Let’s Talk**  - Give tasks.  - Correct their  pronunciation and mistake.  **4. Consolidation**  Summary the lesson  **5. Homework**  - Give homework to Ss. | - The class play: using the pictures and names of characters that they have learnt in unit 1-10.  - Look at the pictures in the book, identify the characters in the picture on page 6 and what they are saying.  - Listen to Tony and mother’s Tony.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Tony’s part, the other repeats mother’s part of Tony.  - Ss give new structure sentence:  - What’s the matter with you? I have ...  - Note write down new words and read after T.  Play game: What and where ( Whole class)  - Pupils guess and complete the speech bubbles.  - Look and find out the model sentences  - Point the pictures and practise asking and answering question about one’s address.  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Ss work in pairs to practise asking and answering question about one’s address.  - Practise in pairs  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 7/ 01/ 2017

Date of teaching: 9,10 /01/2017.

Week : 19

Period: 74

**Unit 11: WHAT’S THE MATTER WITH YOU?**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Use the words and phrases related to the topics *Common health problems*. Ask and answer questions about Common health problems, using *What’s the matter with you? I have ...*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up:**  - Revising the story in Activity 1 by inviting three pupils to act out thestory.  **4. Listen and tick:**  - Tell pupils that they are going to listen to the recording and tick the problem of each character.  - 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. Give explanations for answers which pupils find difficult. Play the recording again to confirm the answers.  **5. Read and complete:**  - Tell the class that they are going to read the text and fill the gaps with *earache, sore throat,* *stomach ache, fever* and *toothache.* Remind them to focus on the context to select theappropriate words from the box.  - Get pupils to swap and compare their answers in pairs before checking as a class.  **6. Let’s sing:**  - Tell the class that they are going to sing *What’s the matter with you?* Have them read the lyrics. Check their comprehension.  - Play the recording all the way through for pupils to listen and follow in their books.  - Play it again for them to repeat line by line. When they are familiar with the melody, ask them to sing along with the music before practising doing actions.  - Invite one or two groups to sing the song and do actions in front of the class.  **5. Homework**  - Give homework to Ss. | - Act out the story.  - Listen to the teacher  - Listen to the recording and do the task.  - Compare the answers with a partner.  **Key:** **Nam:** toothache  **Peter:** stomach ache  **Linda:** headache  **Tony:** sore throat  - Listen to the teacher.  - Swap and compare the answers in pairs  **Key:** **1.** toothache **2.** fever  **3.** earache **4.** stomach ache  **5.** sore throat  - Read the lyrics.  - Listen to the recording  - Liste and repeat line by line.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 7/ 01/ 2017

Date of teaching: 10, 12 /01/2017.

Week : 19

Period: 75

**Unit 11: WHAT’S THE MATTER WITH YOU?**

**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 *Common health problems*. Give and respond to advivce to common health problems, using *You should/shouldn’t ... Yes, I will./OK, I won’t.*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up:**  - Revising the previous lesson by having the class sing*What’s the**matter with you?*  **1. Look, listen and repeat:**  - Tell the class that they are going to read a story. Check their comprehension by pointing at each picture to elicit their answers to these questions: *Who’s this? Who’s he/she talking with?* *What’s the matter with him? Where’s he? Who’s with him?* (Mai, Quan and Nam are at the gym.In Picture a, Mai asks Quan where Nam is. In Picture b, Nam says *I don’t feel well. I have a* *backache*. In Picture c, Mai says *You should go to the doctor now, Nam*. and Nam replies *OK, I will. Thanks, Mai*. In Picture d, Nam is at the doctor’s and the doctor says to him *You should take a rest and shouldn’t play sports for a few days* and Nam replies *Thank you, doctor.*)  - Play the recording all the way through for them to listen and follow in their books.  - Play it again for them to repeat the lines in the bubbles.  - Point at each bubble and ask the class to say the words aloud.  **2. Point and say:**  - Tell the class that they are going to practise giving advice on common health problems and responding, using *You should/shouldn’t ... Yes, I will./OK, I won’t.*  - Have them practise giving advice. Point at each picture and say the words under it for pupils to repeat once or twice. Then have them practise giving advice and responding with *Yes, I will.* *Thanks.* or *OK, I won’t. Thanks.*  - Ask them to work in pairs. Monitor the activity and offer help, if necessary.  - Invite one or two pairs to perform the task.  **3. Let’s talk:**  - Tell the class that they are going to practise further by giving advice on health problems and responding. Get them to act out different illnesses and use the phrases in their books.  - Set a time limit for them to practise. Monitor the activity and offer help, if necessary.  - Invite two or three pairs to act out their conversations. Then give feedback.  **4. Homework**  - Give homework to Ss. | - Sing the song.  - Listen to the teacher  - Listen to the recording.  - Listen and repeat the lines in bubbles.  - Say the words aloud.  - Listen to the teacher.  - Repeat the words.  - Practise in pairs.  - Perform the task.  - Practise further in pairs.  - Act out their conversations.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 7/ 01/ 2017

Date of teaching: 10, 12 /01/2017.

Week : 19

Period: 76

**Unit 11: WHAT’S THE MATTER WITH YOU?**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Use the words and phrases related to the topics *Common health problems*. Give and respond to advivce to common health problems, using *You should/shouldn’t ... Yes, I will./OK, I won’t.*

- Develop Ss speaking and listening skills.

- Ss look after, solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up:**  - Having the class revise the story in Activity 1. Invite four pupils to actout the story.  **4. Listen and complete:**  - Tell the class that they are going to listen and complete the table. Ask them to read the information and guess the advice.  - Play the recording all the way through for them to listen. Play it again for them to complete the table.  - Get them to compare their answers before checking as a class.  **5. Read and complete. Then say aloud:**  - Tell the class that they are going to read the text and complete the conversations. Tell them to read and guess the words to fill the blanks.  - Set a time limit for them to do the task independently.  - Get them to read what their partner has written before inviting two or three pupils to read their answers aloud.  - Give feedback.  **6. Let’s play:**  - Tell the class that they are going to play *Charades*. Follow the instructions in *Games* in *Introduction*.  - Revise the names of the body parts before starting the game.  - Have the class play the game in groups of six. Pupils in each group take turns to mime the illness while the others guess. The quickest pupil to guess the illness correctly gets one point. Set a time limit for them to play the game. Those with the most points at the end of the game are the winners..  **5. Homework**  - Give homework to Ss. | - Act out the story.  - Listen to the teacher  - Listen to the recording and complete the table.  - Compare the answers with a partner.  **Key:** **1.** Quan: should go to the doctor  **2.** Tony: shouldn’t go to school  **3.** Phong: shouldn’t eat ice cream  **4.** Mrs Green: shouldn’t carry heavy things  - Listen to the teacher.  - Do the task independently.  - Read their partner’s writing.  - Read their answers aloud.  **Key:** **1.** matter **2.** has  **3.** doctor **4.** stomach **5.** rest  - Listen to the teacher.  - Say aloud the names of the body parts.  - Play the game in gruops.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 13/ 01/ 2017

Date of teaching: 16,17 /01/2017.

Week : 20

Period: 77

**Unit 11: WHAT’S THE MATTER WITH YOU?**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Say questions and answers with the correct intonation*.*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up:**  - Revising the previous lesson by inviting some pupils to role-play theconversations in Lesson 2, Activity 5.  **1. Listen and repeat:**  - Tell the class that they are going to practise saying questions and answers with the correct intonation.  - 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.  **\* Note:** *Wh-questions*usually have a falling intonation, which can be markedwith an arrow like this  at the end.  **2. Listen and cirle a or b. Then ask and answer:**  - Tell the class that they are going to listen 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.  - Get pupils to compare their answers in pairs before checking as a class.  - Tell them to ask and answer the questions in pairs.  **3. Let’s chant:**  - Tell the class that they are going to say the chant *What’s the matter with you?*  - Have them read it and check their comprehension.  - Play the recording all the way through for them to listen and follow in their books. Then play it again for them to repeat each line.  - Have them practise the chant and do actions in groups.  - Invite two groups to say the chant and do actions. One group says the questions and gives advice. The other gives the answers.  **5. Homework**  - Give homework to Ss. | - Role-play theconversations in Lesson 2, Activity 5..  - Listen to the teacher  - Listen to the recording and and follow in their books.  - Listen and repeat the sentences.  - Listen to  - Listen to the teacher.  - Read the sentences in silence. Then listen to the recording and do the task.  - Compare their answers in pairs  - Ask and answer in pairs.  **Key:** **1** b **2** b **3** a **4** a  - Read the chant.  - Listen and repeat.  - Practise the chant and do actions in groups.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 13/ 01/ 2017

Date of teaching: 16,17 /01/2017.

Week : 20

Period: 78

**Unit 11: WHAT’S THE MATTER WITH YOU?**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Say questions and answers with the correct intonation*.*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up:**  - Having the class say the chant*What’s the matter with you?*  **4. Read and match. Then say:**  - Tell the class that they are going to read the text and match the sentence halves.  - Get pupils to read the sentence halves. Explain the unfamiliar words, if necessary.  - 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.  - Ask them to work in pairs and tell each other how to stay healthy.  **5. Write your advice:**  - Tell the class that they are going to write some advice for the characters.  - Give them time to read the health problems of the characters in the book.  - Set a time limit for them to write the answers. Monitor the activity and offer help, if necessary.  - Remind them about punctuation and when to use capital letters.  - Get them to read their advice in pairs before inviting two or three pupils to read their answers aloud.  **6. Project:**  - Tell the class that they are going to talk about two common health problems and give advice.  - Get pupils to work in groups to decide which health problems to talk about and what advice to give.  - Remind them to use information from this unit and write their advice on paper.  - Select a few groups to give their advice.  **7. Colour the stars:**  - 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.  **\* Homework:**  - Give homework to Ss. | - Say the chant.  - Listen to te teacher  - Read the sentences halves  - Do the task independently.  - Swap and compare their answers  - Work in pairs and tell each other how to stay healthy  **Key:** **1** f **2** d **3** e **4** a **5** c **6** b  - Listen to the teacher.  - Read the health problems of the characters in the book.  - Write the answers.  - Read their advice in pairs.  - Read their answers aloud.  **\* Suggested answers:**  **1.** Tony should brush his teeth after meals. He shouldn’t eat ice  **2.** Quan should keep warm. He shouldn’t go out.  **3.** Phong should eat healthy foods. He shouldn’t eat too much chocolate.  **4.** Phong should keep warm. He shouldn’t talk too much or eat ice cream.  - Listen to the teacher.  - Work in groups  - Give their advice.  - Read the statements and check their comprehension.  - Colour the stars.  - Listen to.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 13/ 01/ 2017

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

Week : 20

Period: 79

**Unit 12: DON’T RIDE YOUR BIKE TOO FAST!**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Use the words and phrases related to the topic *Preventing accidents at home*. Express and repond to concerns about possible accident at home, using *Don’t ...! OK, I won’t.*

- Develop Ss’ speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up:**  - Have the class report the results of the class health survey from Unit 11, Lesson 3,Activity 6. Introduce the new lesson by writing the unit title on the board and have pupils repeat it twice.  **1. Loo, listen and repeat:**  - Have the class look at the pictures. Point at each character and elicit the answers to these questions: *Who’s he/she? What’s she doing with the knife? What’s she doing with the stove? What* *does he say to her? What does she answer?* (Tom and Mary are in the kitchen. In Picture a, Tomasks Mary what she’s doing and Mary says she’s cutting the cabbage. In Picture b, Tom says to Mary *Don’t play with the knife! You may cut yourself.* and Mary says *OK*. In Picture c, Tom asks what she’s doing with the stove and she answers that she wants to cook the cabbage. In Picture d, Tom warns her again and says *Don’t touch the stove! You may get a burn.* and she replies *OK, I won’t.*)  - 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.  **2. Point and say:**  - Tell the class that they are going to practise expressing and responding to concerns about possible accidents at home, using *Don’t ...! OK, I won’t.* Give the meanings of *matches* and *run* *down the stairs*.  - Have them look at the pictures and repeat the phrases once or twice.  - Point at each picture and have pupils practise saying sentences with *Don’t ...*, using the information under each picture.  - Get them to practise in pairs. Monitor the activity and offer help, if necessary.  - Invite one or two pairs to say the sentences to check how well they have practised.  **3. Let’s talk:**  - Tell the class that they are going to practise further by talking about accidents at home.  - Get them to work in pairs and use the sentences 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.  **\* Homework:**  - Give homework to Ss. | - Report the results of the class health survey.  - Look at the pictures and answer the questions.  - Listen to the elicitting  - Look at the book and listen to the recording.  - Listen and repeat line by line.  - Listen to the teacher.  - Look at the pictures and repeat the phrases  - Practise saying sentences with *Don’t ...*, using the information under each picture.  - Practise in pairs.  - Listen to the teacher.  - Work in pairs.  - Act out their conversations in front of the class.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 13/ 01/ 2017

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

Week : 20

Period: 80

**Unit 12: DON’T RIDE YOUR BIKE TOO FAST!**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Use the words and phrases related to the topic *Preventing accidents at home*. Express and repond to concerns about possible accident at home, using *Don’t ...! OK, I won’t.*

- Develop Ss’ speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Warm up:**  - Revising the previous lesson by inviting one or two pairs of pupils totalk about accidents at home and give advice in front of the class, using *Don’t ...!* and *OK, I won’t*.  **4. Listen and tick:**  - Tell the class that they are going to listen to the recording and tick the correct pictures.  - Play the recording all the way through for pupils to listen.  - Play it again for them to do the task. Monitor the activity and offer help, if necessary.  - Get them to compare their answers before checking as a class.  - Play the recording a third time for them to listen again, if necessary.  **5. Read and complete:**  - Tell the class that they are going to read the text and fill the gaps with the words in the box.  - Give them a few seconds to read the text and the words in the box. Remind them to focus on the context to select the appropriate words. Give the meaning of *heard him running down*.  - Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.  - Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed text aloud.  **6. Let’s sing:**  - Tell the class that they are going to sing *Don’t do that!* Have them read the lyrics. Check their comprehension.  - Play the recording all the way through for pupils to listen and follow in their books.  - Play it again for them to do choral repetition line by line.  - When pupils are familiar with the melody, ask them to sing along with the music before having them practise singing and doing actions in groups.  - Invite a group to sing the song and do actions in front of the class.  **\* Homework:**  - Give homework to Ss. | - Talk about accidents at home and give advice in front of the class, using *Don’t ...!* and *OK, I won’t*.  - Listen to the teacher.  - Listen to the recording.  - Listen and do the task.  - Compare their answers with a partner.  - Listen and check the answers.  **Key:** **1** b **2** c **3** a **4** b  - Listen to the teacher.  - Read the text and the words in the box.  - Do the task independently  - Compare their answers in pairs  **Key:** **1.** room **2.** cooking  **3.** answered **4.** run **5.** won’t  - Listen to the teacher.  - Listen to the recording.  - Listen and repeat in chorus line byline.  - Practise singing and doing actions in groups.  - Sing the song and do actions in front of the class.  - Do exercises in workbook, learn by heart the new words. |

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**NHẬN XÉT KIỂM TRA CHÉO TUẦN 20**

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Date of planing : 13/ 01/ 2017

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

Week : 21

Period: 81

**Unit 12: DON’T RIDE YOUR BIKE TOO FAST!**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

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

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **\* Warm up:**  - Revising the previous lesson by having the class sing*Don’t do that!*  **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’s he/she? What are these children doing? What’s the* *boy doing? Should he do that? Why shouldn’t he climb the tree?* (The teacher is showing somepictures to Mai and Nam. In Pictures a and b, they talk about what the children are doing. In Picture c, the teacher asks *Should he do that?* and Mai answers *No, he shouldn’t*. In Picture d, the teacher asks *Why shouldn’t he climb the tree?* and Nam replies *Because he may fall and break his* *leg.*)  - 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.  - Point to each picture for them to say the words in each bubble.  **2. Point and say:**  - Tell the class that they are going to practise asking and answering questions about accident prevention, using *Why shouldn’t I ...? Because you may ...*  - Point at the pictures and give the meanings of *cut yourself, get a burn, fall off your bike* and *break your arm*.  - Have pupils practise saying the question *Why shouldn’t I ...?*, using the firstparts of the prompts under the pictures. Then have them practise saying the answers *Because* *you may ...* with the second parts of the prompts.  - Ask them to work in pairs: one asks the questions and the other gives the answers.  - Invite one or two pairs to act out their conversations.  **3. Let’s talk:**  - Tell the class that they are going to practise further by talking about accident prevention.  - Get pupils to work in pairs and use the questions in their books.  - Set a time limit for them to practise. Monitor the activity and offer help, if necessary.  - Invite one or two pairs to act out their conversations. Then give feedback.  **\* Homework:**  - Give homework to Ss. | - Sing the song.  - Look at the pictures and guess what the story is about.  - Answer the questions.  - Listen to  - Listen to the recording.  - Listen and repeat the lines in the bubble.  - Say the words in each bubble.  - Listen to the teacher.  - Write down  - Practice.  - Practice in pairs.  - Act out their conversations.  - Work in pairs.  - Act out their conversations.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 13/ 01/ 2017

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

Week : 21

Period: 82

**Unit 12: DON’T RIDE YOUR BIKE TOO FAST!**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

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

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **\* Warm up:**  - Revising the previous lesson by inviting a few pairs of pupils to act outthe story in Activity 1.  **4. Listen and complete with one word:**  - Tell the class that they are going to listen and complete each sentence with one word.  - Ask them to read the sentences and try to guess the word to fill each gap.  - Play the recording all the way through for pupils to listen.  - Play it again for them to do the task.  - Get them to compare their answers before checking as a class.  - Play the recording a third time for them to listen again, if necessary.  **5. Read and complete:**  - Tell the class that they are going to read and complete the conversation between Tom and Phong.  - Have them read the words given and the conversation.  - Set a time limit for them to do the task independently. Monitor the activity and offer help, if necessary.  - Get them to compare their answers in pairs before checking as a class. If there is enough time, have the class read the completed conversation aloud.  **6. Let’s play:**  - Tell the class that they are going to play a matching game*.* Tell them that the aim of the game is to review vocabulary on accident prevention.  - Explain how to play the game: ask pupils to work in groups of five. One pupil is the leader and each of the other four holds a word card with part of a sentence, such as: *Don’t/play with* *matches/ride too fast/run down the stairs/You may/get a burn/fall off your bike/break your leg*.  - The leader says aloud two sentences and the other four have to stand in a line, holding the word cards to make the two sentences. For example, *Don’t play with matches. You may get a* *burn.*  - Set a time limit for the groups to play the game. Monitor the activity.  - Call on two groups to play the game in front of the class. Remember to praise pupils who do well.  **\* Homework:**  - Give homework to Ss. | - Act outthe story in Activity 1.  - Listen to the teacher.  - Read and guess the word to fill each gap.  - Listen to the recording.  - Listen and do the task.  - Compare their answers with a partner.  - Listen again to check.  **Key:** **1.** sharp **2.** wall  **3.** burn **4.** arm  - Listen to the teacher.  - Read the words given and the conversation.  - Do the task independently.  - Compare their answers in pairs.  **Key:** **1.** knife **2.** Don’t  **3.** Why **4 .**yourself **5.** see  - Do exercises in workbook, learn by heart the new words.  - Listen to the teacher.  - Listen to the teacher.  - Play the game in groups.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 13/ 01/ 2017

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

Week : 21

Period: 83

**Unit 12: DON’T RIDE YOUR BIKE TOO FAST!**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Say sentences with the correct intornation*.*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

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

*Why shouldn’t I play with the kinfe? Because you may cut yourself.*

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **\* Warm up:**  - Revising the previous lesson by having the class play*Spelling bee*withwords such as: *don’t, play, ride, knife, stove, should, shouldn’t, because, may* and *fall*. At the end of the game, have them make sentences with *Don’t ...* and *Because ...*  **1. Listen and repeat:**  - Tell the class that they are going to practise saying sentences with falling intonation.  - Explain that a negative command or a *wh-*question is pronounced with a falling tone. For example,  *Don’t play with the knife!* and  *Why shouldn’t I play with the stove?*  - Play the recording all the way through for them to listen and follow in their books.  - Play it again for them to repeat the sentences twice.  **2. Listen and circle a or b. Then say the sentences:**  - Tell the class that they are going to listen and circle *a* or *b* to complete the sentences.  - Give them a few seconds to read the sentences in silence.  - Play the recording for them to listen. Play it again for them to do the task.  - Get them to compare their answers in pairs before checking as a class.  - Have them read the completed sentences aloud.  **3. Let’s chant:**  - Tell the class that they are going to say the chant *Why shouldn’t he do that?* Have them read the chant and check their comprehension.  - Play the recording all the way through for them to listen and follow in their books.  - Play it again for them to repeat line by line.  - Put the class into two groups to practise chanting the questions and the answers respectively.  - Have them practise chanting and doing actions in groups.  - Invite two groups to the front of the class to say the chant and do actions. The rest of the class claps along to the rhythm.  **\* Homework:**  - Give homework to Ss. | - Play *Spellng bee* with words.  - Make sentences.  - Listen to the teacher.  - Listen to the recording.  - Listen and repeat.  - Listen to the teacher.  - Read the sentences in silence.  - Listen to the recording and do the task.  - Compare their answers in pairs.  - Read the completed sentences aloud.  **Key:** **1** a **2** a **3** b **4** b  - Read the chant.  - Listen to the recording and follow in the book.  - Listen and repeat line by line.  - Practice chanting in groups.  - Practise chanting and doing actions in groups.  - Say the chant and do actions in front of the class.  - Do exercises in workbook, learn by heart the new words. |

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Date of planing : 13/ 01/ 2017

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

Week : 21

Period: 84

**Unit 12: DON’T RIDE YOUR BIKE TOO FAST!**

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

**I. OBJECTIVES:**

By the end of this unit pupils can

- Say sentences with the correct intornation*.*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. PREPARATIONS:**

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

2. Students: books, notebooks, workbooks.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **\* Warm up:**  - Having the class say the chant*Why shouldn’t he do that?*  **4. Read and do the task:**  **4.1. Circle the best title.**  - Tell the class that they are going to read the text and circle the best title.  - Give them time to read the text and check their comprehension. Give the meanings of *common, accidents, sofa* and *tips*, if necessary.  - Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.  **4**.**2. Tick True (T) or False (F).**  - Ask pupils to read the text again and tick the boxes.  - Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.  **5. Write what may happen:**  - Tell the class that they are going to write sentences about accidents that may happen to Tony, Linda and Quan.  - Give them time to read and do the task.  - Set a time limit for them to write sentences independently. Monitor the activity and offer help, if necessary.  - Get them to read their sentences in pairs before inviting some pupils to read their answers aloud.  **6. Project:**  - Tell the class that they are going to make a poster about accidents at home and how to avoid them.  - Have them work in groups. They should decide which accidents to select and discuss how to avoid them. Ask pupils to copy the table below and write notes in it. Then ask them to illustrate their ideas on a poster.   |  |  | | --- | --- | | **Accidents** | **How to avoid the accidents** | |  |  |   - Set a time limit for them to do the task.  - Select a few groups to present the results of their discussions.  - If there is not enough time, give the project as homework.  **7. Colour the stars:**  - 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.  **\* Homework:**  - Give homework to Ss. | - Say the chant.  - Listen to the teacher.  - Read the text and check comprehension.  - Do the task.  **Key:** b  - Read the text again and tick the boxes.  **Key:** **1** T **2** F **3** T **4** F **5** F  - Listen to the teacher.  - Read and do the task.  - Write sentences independently.  - Read their sentences in pairs.  **Key:** *Answers vary*  - Listen to the teacher.  - Work in groups.  - Present the results of their discussions.  - Read the statements and check their comprehension.  - Colour the stars.  - Listen to.  - Do exercises in workbook, learn by heart the new words. |

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***Week 22*** *Date of planing* *: 22/ 9/ 2016*

*Period 43 Date of teaching: 26-27 /9/2016*

Unit13: WHAT DO YOU DO IN YOUR FREE TIME?

*Lesson 1: Part 1-2-3*

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

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

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Sentence Pattners: *What do you do in your free time? – I ....*

- Vocabulary: free time, karate, surf the internet, clean,....

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* play *bingo* game.  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the structure  *2. Point and say*  - Teach vocabulary: free time, karate, surf the internet, clean,....  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class play Bingo game with phrases such as: play badminton, play chess, go fishing...then get to make the sentences with the phrases in game.  - Look at the pictures to identify the characters(Tom and Nam) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions.  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Tom’s part, the other repeats Nam’part.  - Ss give new structure sentence:  *What do you do in your free time? – I ....*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Say phrases under the pictures.  - Look and find out the model sentences.  - Point the pictures and practise asking and answering question:  *What do you do in your free time? – I ....*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about where someone went on his/her last holiday, using:  *What do you do in your free time? – I ....*  - Ss work in pairs.  - Pupils practise answering the questions with information about themselves.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 22*** *Date of planing* *: 22/ 9/ 2016*

*Period 44 Date of teaching: 27-28 /9/2016*

Unit13: WHAT DO YOU DO IN YOUR FREE TIME?

*Lesson 2: Part 1-2-3*

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

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

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Sentence Pattners: *What does your ... do in his/her free time? He/She ...*

- Vocabulary: go camping, go shopping...

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Chatting with ss.  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the structure  *2. Point and say*  - Teach vocabulary:  go camping, go shopping...  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class chatting about what they do in their free time.  - Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Tony’s part, the other repeats Akiko’spart.  - Ss give new structure sentence:  *- What does your ... do in his/her free time? He/She ...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Look and find out the model sentences.  - Point the pictures & practise asking & answering question:  *- What does your ... do in his/her free time? He/She ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about means of transport, using:  *What does your ...do in his/her free time?He/She...*  *- How often does he/she....? - ... every day/ once...*  - Ss work in pairs.  - Pupils practise further asking and answering the questions about *Free time activities*.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 23*** *Date of planing* *: 29/ 9/ 2016*

*Period 45 Date of teaching: 3-4 /10/2016*

Unit13: WHAT DO YOU DO IN YOUR FREE TIME?

*Lesson 3: Part 1-2-3*

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

- Say questions and answers with the correct intornation*.*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Phonetic: *What do you do in your free time? – I surf the internet.*

*What do they do in their free time? – They go camping.*

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up: Sing a song*  *1. Look, listen and repeat.*  - Introduce the sentences with falling intornation.  - Guide Ss produce the sound of the sentences.  - Check and corect.  *2. Listen and circle a or b. Then say the sentences..*  - Give tasks.  - Play the recording.  - Check and correct.  *1.a 2.a 3. b 4.b*  *3. Let’s chant*  - Introduce the Chant :  *Why should he do that?*  -Teacher reinforce their pronunciation  ***4.Consolidation***  ***5.Homework*** | - The class sing *What do you do in your free time?*  - Look at the questions and answwers with falling intornation.  - Listen follow in their book.  - Ss learn to produce the sound of the sentences: *What do you do in your free time?*  *– I surf the internet.*  *What do they do in their free time?*  *They go camping.*  - Listen the CD and repeat the words & sentences in chorus( do choral)  - Read in groups/ in pairs.  - Give out and check.  - Read the sentences in silence before listening the recording to do the task.  - Pupils listen the recording 2 times and circle a or b to complete sentences.  - Compare the answers each other before checking as a class.  - 3- 4 pupils give the keys. The rest of the class observe and give comments.  - Ps listen to the tape & read the chant line by line.  - Ps practise chanting: one chants the questions and the other chants the answers.  - Ps practise chanting and doing actions.  - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.  Summary the lesson  - Ss to do exercises in C, D (WB) . |

***Week 23*** *Date of planing* *: 29/ 9/ 2016*

*Period 46 Date of teaching: 4-5 /10/2016*

Unit 14: WHAT HAPPENED IN THE STORY?

*Lesson 1: Part 1-2-3*

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

- Use the words and phrases related to the topics *talk about stories*. Ask and answer questions about *what happened in a story,* using *What happened in the*

*story? First,/Then/Next,/In the end, ...*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Sentence Pattners: *What happened in the story? First,/Then/Next,/In the end, ...*

- Vocabulary: first, then, next, in the end, order, far, away,...

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* play game  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the structure  *2. Point and say*  - Teach vocabulary:  *first, then, next, in the end,...*  - Model sentence.  - Monitor the activity & offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity & offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class play game: slap the board, using go fishing, go skating, go swimming, go shopping....  - Look at the pictures to identify the characters(Linda and Phong) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions.  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Phong’s part, the other repeats Linda’part.  - Ss give new structure sentence:  *What happened in the story? First,/Then/Next,/In the end, ...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Say phrases under the pictures.  - Look and find out the model sentences.  - Point the pictures and practise asking and answering question *What happened in the story? First,/Then/Next,/In theend,* using the prompts under the pictures.  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about *what happened in a story*, using *What happened in the story? First,/Then/Next,/In the end,...*  - Ss work in pairs.  - Pupils practise answering the questions with information about themselves.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe & give comments  - Do exercises in workbook, learn by heart the new words. |

***Week 24*** *Date of planing* *: 29/ 9/ 2016*

*Period 47 Date of teaching: 10-11 /10/2016*

Unit 14: WHAT HAPPENED IN THE STORY?

*Lesson 2: Part 1-2-3*

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

- Use the words & phrases related to the topics *talk about stories*. Ask and answer questions about someone’s opinions of a book/story/character, using *What do you think of ... ? I think ...*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Sentence Pattners: *What do you think of ... ? I think ...*

- Vocabulary: mouse, intelligent, hard- working, greedy, kind....

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Sing a song  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the structure  *2. Point and say*  - Teach vocabulary:    - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class sing *One upon a time* song.  - Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Nam’s part, the other repeats Linda’part.  - Ss give new sentence:  *- What do you think of ... ? I think ...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Look and find out the model sentences.  - Point the pictures & practise asking & answering question: *- What do you think of ... ? I think ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about about someone’s opinions of a book/story/character, using:  *What did you do at the party? We ...*  - Ss work in pairs.  - Pupils practise further asking and answering the questions about someone’s opinions of a book/story/character.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 24*** *Date of planing* *: 29/ 9/ 2016*

*Period 48 Date of teaching: 11-12 /10/2016*

Unit 14: WHAT HAPPENED IN THE STORY?

*Lesson 3: Part 1-2-3*

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

- Say questions and answers with the correct intornation*.*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Phonetic: *What happened in the story? First King Hung ordered Mai An Tiem and his family to live on an island.*

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* play Bingo game  *1. Look, listen and repeat.*  - Introduce the sentences with falling intornation.  - Guide Ss produce the sound of the sentences.  - Check and corect.  *2. Listen and circle a or b. Then say the sentences..*  - Give tasks.  - Play the recording.  - Check and correct.  *1.a 2.a 3. b 4.b*  *3Listen the story*  - Introduce the Chant :  *Why should he do that?*  -Teacher reinforce their pronunciation  ***4.Consolidation***  ***5.Homework*** | -The class play Bingo game, using words: mouse, intelligent, hard- working, greedy, kind.... then get to make the sentences with the phrases in game.  - Look at the questions and answwers with falling intornation.  - Listen follow in their book.  - Ss learn to produce the sound of the sentences: *What happened in the story? First King Hung ordered Mai An Tiem and his family to live on an island.*  - Listen the CD and repeat the words & sentences in chorus( do choral)  - Read in groups/ in pairs.  - Give out and check.  - Read the sentences in silence before listening the recording to do the task.  - Pupils listen the recording 2 times and circle a or b to complete sentences.  - Compare the answers each other before checking as a class.  - 3- 4 pupils give the keys. The rest of the class observe and give comments.  - Ps listen to the tape & read the chant line by line.  - Ps practise chanting: one chants the questions and the other chants the answers.  - Ps practise chanting and doing actions.  - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.  Summary the lesson  - Ss to do exercises in C, D (WB) . |

***Week 25*** *Date of planing* *: 12/ 10/ 2016*

*Period 49 Date of teaching: 17-18 /10/2016*

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

*Lesson 1: Part 1-2-3*

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

- Use the words and phrases related to the topics *future plan*. Ask and answer questions about *what someone* *would like to be in the future,* using *What would you like to be in the future? I’d like to be a/an ...*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Sentence Pattners: *What would you like to be in the future? I’d like to be a/an ...*

- Vocabulary: pilot, writer, architect, patient, astronaut,....

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:*  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the structure  *2. Point and say*  - Teach vocabulary:  *- Teach the future simlpe forms of verb.*  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class retell the story The fox and crow. Then get them to talk about their future job.  - Look at the pictures to identify the characters(Tony, Mai ) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions.  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Tony’s part, the other repeats Mai’s part .  - Ss give new structure sentence:  *What would you like to be in the future? I’d like to be a/an ...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Say phrases under the pictures.  - Look and find out the model sentences.  - Point the pictures and practise asking and answering question *What would you like to be in the future? I’d like to be a/an ...*  Using the prompts under the pictures.  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about *what someone* *would like to be in the future*, using *What would you like to be in the future? I’d like to be a/an ...*  - Ss work in pairs.  - Pupils practise answering the questions with information about themselves.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 25*** *Date of planing* *: 12/ 10/ 2016*

*Period 50 Date of teaching: 18-19 /10/2016*

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

*Lesson 2: Part 1-2-3*

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

- Use the words and phrases related to the topics *future plan.* Ask for and give reasons*,* using *Why would you like to be ...? Because I’d like to ...*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Sentence Pattners*: Why would you like to be ...? Because I’d like to ...*

- Vocabulary: look after, design, building...

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* listen a song.  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the structure  *2. Point and say*  - Teach vocabulary:    - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class listen *What would you like to be in the future? Song*  - Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Mai’s part, the other repeats Linda’s part and Tony’s part.  - Ss give new sentence:  *Why would you like to be ...? Because I’d like to...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Look and find out the model sentences.  - Point the pictures & practise asking & answering question  *Why would you like to be ...? Because I’d like to ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about *what someone will do*, using  1. *What would you like to be....? I’d like to be...*  2.*Why would you like to be ...?Because I’d like to..*  - Ss work in pairs.  - Pupils practise further asking and answering the questions about *what someone would like to be in the future.*  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 26*** *Date of planing* *: 20/ 10/ 2016*

*Period 51 Date of teaching: 24-25 /10/2016*

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

*Lesson 3: Part 1-2-3*

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

- Say questions and answers with the correct intornation*.*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

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

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* play Bingo game  *1. Look, listen and repeat.*  - Introduce the sentences with falling intornation.  - Guide Ss produce the sound of the sentences.  - Check and corect.  *2. Listen and the sentences intonation ( ) .*  - Give tasks.  - Play the recording.  - Check and correct.  *1.a 2.a 3. b 4.b*  *3. Let’s chant*  - Introduce the Chant :  *What would you like to be in the future?*  -Teacher reinforce their pronunciation  ***4.Consolidation***  ***5.Homework*** | -The class play Bingo game, using words: pilot, writer, architect, patient, astronaut,... Then get to make the sentences with the phrases in game.  - Look at the questions and answwers with falling intornation.  - Listen follow in their book.  - Ss learn to produce the sound of the sentences: *What would you like to be in the future?*  *I’d like to be a nurse.*  - Listen the CD and repeat the words & sentences in chorus( do choral)  - Read in groups/ in pairs.  - Give out and check.  - Read the sentences in silence before listening the recording to do the task.  - Pupils listen the recording 2 times and circle a or b to complete sentences.  - Compare the answers each other before checking as a class.  - 3- 4 pupils give the keys. The rest of the class observe and give comments.  - Ps listen to the tape & read the chant line by line.  - Ps practise chanting: one chants the questions and the other chants the answers.  - Ps practise chanting and doing actions.  - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.  Summary the lesson  - Ss to do exercises in C, D (WB) . |

***Week 26*** *Date of planning:22/10/2016*

*Period 52 Date of teaching: 25-26/10/2016*

REVIEW 2

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

- Listen and identify specific information related to the theme *Me and my family*.

- Read and identify specific information related to the theme *Me and my family*.

- Use simple sentences to write about themsheves.

- Ss look after , solve problems and study themselves.

- Studious and obedient students and love their friends.

**II. Language focus:**

**-** Vocabulary: Unit 11 - 15

**-** Sentence patterns: Unit 11 - 15

**III. Teaching aids:**

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

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

**IV. Procedures**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up: Let’s chant*  - Check some groups.  **Revision**.  1. Listen and tick  - Ask some questions to ensure pupils’ comprehension of the listening text.  2. Listen and number.  - Give tasks.    - Correct.  3. Listen and write one word in the blank.  - Give tasks.    - Monitor the activity & offer help, if necessary.  - Correct.  4. Read and complete.  - Give tasks.    - Check and correct  5. Write about you  - Give tasks.  - Monitor the activity & offer help, if necessary.  - Correct.  **Reinforcement and homelink** | - Whole class chant: *What would you like to be in the future?*  - Ss look at the pitures and indentify the charaters in the pictures. Guess the answer.  - Listen to the recording twice and tick the pictures they hear. Compare the answer with the partner before checking as a class. Key: 1b; 2c  - Ss listen to the recording again and check their answers, if necessary.  - Ss look at the pitures and indentify the charaters in the pictures. Guess the answer.  - Ss listen to four dailogues and number them.  - Listen to the recording twice and number the pictures. Compare the answer with the partner before checking as a class.  - 3- 4 Ss give the key: 2a; 1b; 4c; 3d  - Ss listen to the recording again and check their answers, if necessary.  - Read the sentences in silence in the book.  - Ss listen to the dailogues and follow their book.  - Listen to the recording twice and write one word in the blank.  - Compare the answer with the partner before checking as a class.  - 3- 4 Ss give the key.  - Ss listen to the recording again and check their answers, if necessary.  - Ss read the text in silence .Then complete the table in individual.  - Ss trade their answers in pairs for correction  - Ss read the answers aloud to the class. The others listen and give comments.  - Work in individual.  - Ss read the questions in silence. Then complete the sentences about themselves.  - Trade and check each other before checking as a class.  - 3- 4 Ss read the answers aloud to the class. The others listen and give comments.  - Do at home: review the lesson and prepare the test. |

***Week 27*** *Date of planning: 28/10/2016*

*Period 53 Date of teaching: 31/10-1/11/2016*

**THE MID - SECOND TERM EXAM**

Subject : English – grade 5

Time : 35 minutes

Full name: ………………………....Class: ...........School: Viet Lap Primary school

|  |  |
| --- | --- |
| *point* | *comments* |

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

✓

X

|  |
| --- |
| 1. He has a stomach ache |

|  |
| --- |
| 2.He has a fever. |

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

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

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

|  |
| --- |
| 6. I’d like to be a teacher. |

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

Example:

|  |
| --- |
| **0.** He has a ***toothache***. |



**1.** Don’t \_\_\_\_\_\_\_\_\_the tree!  **2.** She \_\_\_\_\_\_\_the internet .

 **3.** I think An Tiem is \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

 **4.** I’d like to be an \_\_\_\_\_\_\_\_\_\_\_ in the future.

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

**Example:** \_\_\_\_\_\_play with a sharp tool such as a knife or a pair of scissors.

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

1. \_\_\_\_would you like to be in the future? a. What b. Why c. When d. Who

2. Trung had a \_\_\_\_\_ last week. He couldn’t speak.

a. toothache b.sore throat c.backache d. headache 3. 3.What do you \_\_\_\_\_\_\_of *Mai An Tiem*?

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

4. What do you do in your free time? I \_\_\_\_\_\_\_\_\_\_\_.

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

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

|  |
| --- |
| **watch free songs go twice** |

Hoa: What do you do in your (1)\_\_\_\_\_\_\_\_\_\_\_\_ time, Quan?

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

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

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

Hoa: (4)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a week.

Quan: What do you do there?

Hoa: I dance and sing (5)\_\_\_\_\_\_\_\_\_\_\_\_\_ .

**Question 5. Write about your family( 2 pts)**

1. What do you do in your free time?

...................................................................................................................................

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

***Week 27*** *Date of planning: 28/10/2016*

*Period 54 Date of teaching: 4/11/2016*

Unit 16: WHERE THE POST OFFICE?

Lesson 1: part 1.2.3

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

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

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

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Sentence Pattners: *Excuse me, where’s the ...? It’s ...*

- Vocabulary: bus stop, post office, theatre, museum, ....

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Sing a song  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the structure  *2. Point and say*  - Teach vocabulary: bus stop, post office, theatre, museum, ....  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class listen and sing to *Where will you be? Song.*  - Look at the pictures to identify the characters( Akiko, a man and a woman) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions.  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Akiko’s part, the other repeats a woman’spart.  - Ss give new structure sentence:  *Excuse me, where’s the ...? It’s ...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Say phrases under the pictures.  - Look and find out the model sentences.  - Point the pictures and practise asking and answering question  *Excuse me, where’s the ...? It’s ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about *directions*, using:  *Where’s the ...? It’s ...*  - Ss work in pairs.  - Pupils practise answering the questions with information about themselves.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 28*** *Date of planing* *: 2/ 11/ 2016*

*Period 55 Date of teaching: 11/11/2016*

Unit 16: WHERE THE POST OFFICE?

*Lesson 2: Part 1-2-3*

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

- Use the words & phrases related to the topics *Asking for and giving directions*. Ask and answer questions about *means of transport*, using *How can I get to ...? You can ...*

- Develop Ss speaking 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: *How can I get to ...? You can ....*

- Vocabulary: walk, take a bus, take a boat/coach.

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* bingo game.  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence  *2. Point and say*  - Teach vocabulary:    - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class play *bingo game*: using the words for School lessons learnt. At the end of the game, ps ask & answer questions in the game.  - Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Akiko’s part, one repeat Tony’s part, the other repeats Nam’spart.  - Ss give new sentence:  *How can I get to ...? You can ....*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Look and find out the model sentences.  - Point the pictures & practise asking & answering question  *How can I get to ...? You can ....*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about directions, using *How can I get to ...? You can ....*  - Ss work in pairs.  - Pupils practise further asking and answering the questions about directions.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 28*** *Date of planing* *: 6/ 11/ 2016*

*Period 56 Date of teaching: 11/11/2016*

Unit 16: WHERE THE POST OFFICE?

*Lesson 3: Part 1-2-3*

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

- Say questions and answers with the correct internation.

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Phonetic: *Where’s the post office? - It’s opposite the stadium.*

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Chatting with ps  *1. Look, listen and repeat.*  - Introduce the sentences with falling intornation.  - Guide Ss produce the sound of the sentences.  - Check and corect.  *2. Listen and circle a or b. Then ask and answer.*  - Give tasks.  - Play the recording.  - Check and correct.  *1.a 2.a 3. b*  *3. Let’s chant*  - Introduce the Chant :  *How can we get there?*  -Teacher reinforce their pronunciation  ***4.Consolidation***  ***5.Homework*** | - The class chattingabout directions.  - Look at the questions and answers with falling intornation.  - Listen follow in their book.  - Ss learn to produce the sound of the sentences: *Where’s the post office?*  *- It’s opposite the stadium.*  - Listen the CD and repeat the words & sentences in chorus.  - Read in groups/ in pairs.  - Give out and check.  - Read the sentences in silence before listening the recording to do the task.  - Pupils listen the recording 2 times and circle a or b to complete sentences.  - Compare the answers each other before checking as a class.  - 3- 4 pupils give the keys. The rest of the class observe and give comments.  - Read in groups/ in pairs:One asks & one answers  - Ps listen to the tape & read the chant line by line.  - Ps practise chanting: one chants the questions and the other chants the answers.  - Ps practise chanting and doing actions.  - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.  Summary the lesson  - Ss to do exercises in C, D (WB) . |

***Week 29*** *Date of planning: 12/11/2016*

*Period 57 Date of teaching: 15/11/2016*

Unit 17: WHAT WOULD YOU LIKE TO EAT?

Lesson 1: Part 1.2.3

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

- Use the words and phrases related to the topics *Healthy food and drink*. Ask and answer questions about *What someone would like to eat or drink*, using *What would you like to eat/drink? I’d like ..., please.*

- 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 would you like to eat/drink? I’d like ..., please.*

- Vocabulary: packet, biscuits, bowl, carton, bar, chocolate, glass, orange juice, ...

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:*  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence  *2. Point and say*  - Teach vocabulary:  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class talk about directions from unit16 to give directions from school to some places such as: the post office, the market, their home...  - Look at the pictures to identify the characters(Mai and Nam) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions.  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Mai’s part, the other repeats Peter’spart and the lady’s part.  - Ss give new sentence:*What would you like to eat/drink? I’d like ..., please.*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Say phrases under the pictures.  - Look and find out the model sentences.  - Point the pictures and practise asking and answering question: *What would you like to eat/drink? I’d like ..., please.*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about *What someone would like to eat or drink*, using: *What would you like to eat/drink? I’d like ..., please.*  - Ss work in pairs.  - Pupils practise answering the questions with information about themselves.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 29*** *Date of planing* *: 12/ 11/ 2016*

*Period 58 Date of teaching: 18/11/2016*

Unit 17: WHAT WOULD YOU LIKE TO EAT?

*Lesson 2: Part 1-2-3*

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

- Use the words & phrases related to the topics *Healthy food and drink* . Ask and answer questions about *the quantity of food and drink*, using *How many/much ... do you eat/drink every day? I eat/drink ...*

- Develop Ss speaking 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: *How many/much ... do you eat/drink every day? I eat/drink ...*

- Vocabulary: banana, sausages, water, bottle....

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* bingo game.  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence  *. Point and say*  - Teach vocabulary:    - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class play *bingo game*: using the words for lesson 1 learnt. At the end of the game, ps ask & answer questions in the game.  - Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Linda’s part, the other repeats Mai’s part.  - Ss give new sentence:  *How many/much ... do you eat/drink every day? I eat/drink ...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Look and find out the model sentences.  - Point the pictures & practise asking & answering question:  *How many/much ... do you eat/drink every day? I eat/drink ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about shool lessons, using:  *How many/much ... do you eat/drink every day? I eat/drink ...*  - Ss work in pairs.  - Pupils practise further asking and answering the questions about *the quantity of food and drink*.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 30*** *Date of planing* *: 16/ 11/ 2016*

*Period 59 Date of teaching: 22/11/2016*

Unit 17: WHAT WOULD YOU LIKE TO EAT?

*Lesson 3: Part 1-2-3*

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

- Say questions and answers with the correct intonation.

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Phonetic: *What would you like to eat? - I like banana, please.*

*How much rice do you eat evere day? - I eat four bowls of rice every day.*

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Chatting with ps  *1. Look, listen and repeat.*  - Introduce the questions and answers with the correct falling intornation..  - Guide Ss produce the sound of the sentences.  - Check and corect.  *2. Listen and circle a or b. Then say sentences aloud.*  - Give tasks.  - Play the recording.  - Check and correct.  *Key: 1.b 2.a 3.a 4.b*  *3. Let’s chant*  - Introduce the Chant :  *Healthy food and drink*  -Teacher reinforce their pronunciation  ***4.Consolidation***  ***5.Homework*** | - The class chattingabout their daily rountines.  - Look at the questions and answers with falling intornation.  - Listen follow in their book.  - Ss learn to produce the sound of the sentences: *What would you like to eat? - I like banana, please.*  *How much rice do you eat evere day? - I eat four bowls of rice every day.*  - Listen the CD and repeat the words & sentences in chorus.  - Read in groups/ in pairs.  - Give out and check.  - Read the sentences in silence before listening the recording to do the task.  - Pupils listen the recording 2 times and circle a or b to complete sentences.  - Compare the answers each other before checking as a class.  - 3- 4 pupils give the keys. The rest of the class observe and give comments.  - Ps listen to the tape & read the chant line by line.  - Ps practise chanting: one chants the questions and the other chants the answers.  - Ps practise chanting and doing actions.  - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.  Summary the lesson  - Ss to do exercises in C, D (WB) . |

***Week 30*** *Date of planning: 22/11/2016*

*Period 60 Date of teaching: 25/11/2016*

Unit18: WHAT WILL THE WEATHER BE LIKE TOMORROW?

Lesson 1: 1.2.3

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

- Use the words and phrases related to the topics *Weather and seasons.* Ask and answer questions about *the weather*, using *What will the weather be like tomorrow? - It will be ... and ...*

- 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 will the weather be like tomorrow? - It will be ... and ...*

- Vocabulary: snowy, foggy, warm, cool, cold, hot, stormy. forecast

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:*  Play game  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence  *2. Point and say*  - Teach vocabulary:  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class play game: Slap the board, using the words: *rainy, sunny, cloudy, windy, weather, sun, cloud....* Then make sentences with the words.  - Look at the pictures to identify the characters(Linda and the broadcaster) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions.  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats the question’s part, the other repeats the answer’s part.  - Ss give new sentence: *What will the weather be like tomorrow? - It will be ... and ...*  Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Say phrases under the pictures.  - Look and find out the model sentences.  - Point the pictures, practise asking and answering question *What will the weather be like tomorrow? - It will be ... and ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  Talking about *the weather* using: *What will the weather be like tomorrow? - It will be ... and ...*  - Ss work in pairs.  - Pupils practise answering the questions with information about themselves.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 31*** *Date of planing* *: 25/ 11/ 2016*

*Period 61 Date of teaching: 29/11/2016*

Unit18: WHAT WILL THE WEATHER BE LIKE TOMORROW?

*Lesson 2: Part 1-2-3*

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

- Use the words & phrases related to the topics *weather*. Ask and answer questions about the *seasons*, using *What’s ...like in your country? It’s usually...There is/are...*

- Develop Ss speaking 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 ...like in your country? It’s usually...There is/are...*

- Vocabulary: spring, summer, autunm, winter, wind, rain, ...

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* bingo game.  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence  *. Point and say*  - Teach vocabulary:    - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class play *bingo game*: using the words for lesson 1 learnt. At the end of the game, ps ask & answer questions in the game.  - Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Nam’s part, the other repeats Peter’s part.  - Ss give new sentence:  *What’s ...like in your country? It’s usually...There is/are...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Look and find out the model sentences.  - Point the pictures & practise asking & answering question:  *What’s ...like in your country? It’s usually...There is/are*  2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about shool lessons, using:  1. *How many seasons are there? – There are ...*  2. *What’s spring/ summer... like? It’s usually ....*  - Ss work in pairs.  - Pupils practise further asking and answering the questions about the seasons.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 31*** *Date of planing* *: 26/ 11/ 2016*

*Period 62 Date of teaching: 2/12/2016*

Unit18: WHAT WILL THE WEATHER BE LIKE TOMORROW?

*Lesson 3: Part 1-2-3*

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

- Say questions and answers with the correct intonation.

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Phonetic: *What will the weather be like tomorrow? It will be hot and sunny.*

*What’s spring like in your country? It’s usually cold and windy.*

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Let’s sing  *1. Look, listen and repeat.*  - Introduce the questions and answers with the correct falling intornation  Guide Ss produce the sound of the sentences.  - Check and corect.  *2. Listen and circle a or b. Then say sentences aloud.*  - Give tasks.  Play the recording.  - Check and correct.  *Key: 1.a 2.b 3.b 4.a*  *3. Let’s chant*  - Introduce the Chant :  *What will the weather be like tomorrow?*  -Teacher reinforce their pronunciation  ***4.Consolidation***  ***5.Homework*** | The class sing to the recorrding: *The weather song*  - Look at the questions and answers with falling intornation.  - Listen follow in their book.  - Ss learn to produce the sound of the sentences: *What will the weather be like tomorrow? It will be hot and sunny.*  - Listen the CD and repeat the words & sentences in chorus.  - Read in groups/ in pairs.  - Give out and check.  - Read the sentences in silence before listening the recording to do the task.  - Pupils listen the recording 2 times and circle a or b to complete sentences.  - Compare the answers each other before checking as a class.  - 3- 4 pupils give the keys. The rest of the class observe and give comments.  - Ps listen to the tape & read the chant line by line.  - Ps practise chanting: one chants the questions and the other chants the answers.  - Ps practise chanting and doing actions.  - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.  Summary the lesson  - Ss to do exercises in C, D (WB) . |

***Week 32*** *Date of planning: 2/12/2016*

*Period 63 Date of teaching: 6/12/2016*

Unit 19: WHICH PLACE WOULD YOU LIKE TO VISIT?

Lesson 1: 1.2.3

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

- Use the words, phrases related to the topics *Places to visit*. Ask and answer questions about *which place someone would like to visit*, using *Which place*

*would you like to visit, ... or ...? I’d like to visit ...*

- 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: *Which place would you like to visit, ... or ...? I’d like to visit ...*

- Vocabulary: museum, pogoda, bridge, temple, park, market, history, theatre....

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:*  Let’s chant  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence.  *2. Point and say*  - Teach vocabulary:  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class chant: *What will the weather be like tomorrow?*  - Look at the pictures to identify the characters (Nam and Tom) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions.  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Nam’s part, the other repeats Tom’s part.  - Ss give new sentence: *Which place would you like to visit, ... or ...? I’d like to visit ....*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Say phrases under the pictures.  - Look and find out the model sentences.  - Point the pictures, practise asking and answering question: *Which place would you like to visit, ... or ...? I’d like to visit ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  Talking about *which place someone would like to visit* using:  1. *Which place would you like to visit, ... or ...? I’d like to visit ....*  2. *How can I get there? – You can....*  - Ss work in pairs.  - Pupils practise answering the questions with information about themselves.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 32*** *Date of planing* *: 5/ 12/ 2016*

*Period 64 Date of teaching: 9/12/2016*

Unit 19: WHICH PLACE WOULD YOU LIKE TO VISIT?

*Lesson 2: Part 1-2-3*

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

- Use the words & phrases related to the topics *Places to visit & Opinions on places*. Ask and answer questions about *someone’s opinions about a place*, using *What do you think of ...? It’s more ... than I expected.*

- Develop Ss speaking 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 do you think of ...? It’s more ... than I expected.*

- Vocabulary: expected, attractive, exciting, interesting, delicious...

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* bingo game.  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence  *2. Point and say*  - Teach vocabulary:    - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class play *bingo game*: using the words for lesson 1 learnt. At the end of the game, ps ask & answer questions in the game.  - Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Tom’s part, the other repeats Linda’s part.  - Ss give new sentence: *What do you think of ...? It’s more ... than I expected*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Look and find out the model sentences.  - Point the pictures and practise asking and answering question: *What do you think of ...? It’s more ... than I expected.*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Talking about *someone’s opinions about a place*, using:  1. *Where did you go? – I went ...*  2. *What do you think of ...? It’s more ... than I expected.*  - Ss work in pairs.  - Pupils practise further asking and answering the questions about *What animals did in the zoo*.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 33*** *Date of planing* *: 10/ 12/ 2016*

*Period 65 Date of teaching: 13/12/2016*

Unit 19: WHICH PLACE WOULD YOU LIKE TO VISIT?

*Lesson 3: Part 1-2-3*

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

- Say questions and answers with the correct intonation.

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Phonetic:

*Which place would you like to visit, Trang Tien Bridge or Thien Mu Pagoda.*

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Let’s sing  *1. Look, listen and repeat.*  - Introduce the questions and answers with the correct falling intonation.  - Guide Ss produce the correct falling intonation.  - Check and corect.  *2. Listen and mark the sentence intonation. Then say sentences aloud.*  - Give tasks.  - Play the recording.  - Check and correct.  *3. Let’s chant*  - Introduce the Chant :  *What do you think of it?*  -Teacher reinforce their pronunciation  ***4.Consolidation***  ***5.Homework*** | - The class sing to the recorrding: *Snow White and Aladdin song.*  - Look at the questions and answers with the falling intonation.  - Listen follow in their book.  - Ss learn to produce the sound of the sentences: *Which place would you like to visit, Trang Tien Bridge or Thien Mu Pagoda.*  *What do you think of Thien Mu Pagda?*  *It’s more beautiful than I expected.*  - Listen the CD and repeat the words & sentences in chorus.  - Read in groups/ in pairs.  - Give out and check.  - Read the sentences in silence before listening the recording to do the task.  - Pupils listen the recording 2 times and mark the sentence intonation in each sentence.  - Compare the answers each other before checking as a class.  - 3- 4 pupils give the keys. The rest of the class observe and give comments.  - Ss read the sentences aloud.  - Ps listen to the tape & read the chant line by line.  - Ps practise chanting: one chants the questions and the other chants the answers.  - Ps practise chanting and doing actions.  - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.  Summary the lesson  - Ss to do exercises in C, D (WB) . |

***Week 33*** *Date of planning: 12/12/2016*

*Period 66 Date of teaching: 16/12/2016*

Unit 20: Wh ICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?

Lesson 1: part 1.2.3

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

- Use the words, phrases related to the topics *Comparing places*. Ask and answer questions to compare places( adjectives with one or two syllables), using *Which one is ..., ... or ...? I think ...*

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Sentence Pattners: *Which one is ..., ... or ...? I think ...*

- Vocabulary: big – bigger, small – smaller, large – larger, noisy – noisier....

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Let’s Chant  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence  *2. Point and say*  - Teach vocabulary:  - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  ***5.Homework*** | The class to do the chant: *What do you think of it?*  - Look at the pictures to identify the characters(Mai and Tom) and the context in the book guess what the story is about and point at each picture to elicit their answers to these questions.  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Mai’s part, the other repeats Tom’s part.  - Ss give new sentence:  *Which one is ..., ... or ...? I think ...*  - Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Say phrases under the pictures.  - Look and find out the model sentences.  - Point the pictures, practise asking and answering question *Which one is ..., ... or ...? I think ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  Talking about *Comparing places* using:  *Which one is ..., ... or ...? I think ...*  - Ss work in pairs.  - Pupils practise answering the questions with information about themselves.  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  Summary the lesson  - Do exercises in workbook, learn by heart the new words. |

***Week 34*** *Date of planing* *: 15/ 12/ 2016*

*Period 67 Date of teaching: 20/12/2016*

Unit 20: Wh ICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?

*Lesson 2: Part 1-2-3*

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

- Use the words & phrases related to the topics *Comparing places*. Ask and answer questions to compare places( adjectives with three syllables), using *Which one is more ..., ... or ...? I think ...*

- Develop Ss speaking 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: *Which one is more ..., ... or ...? I think ...*

Vocabulary: expensive – more expensive, beautiful – more beautiful, ....

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:** - Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Sing a song.  *1. Look, listen and repeat.*  - Introduce the dialogue.  - Play the recording  - Check and corect.  - Elicits the new sentence  *2. Point and say*  - Teach vocabulary:    - Model sentence.  - Monitor the activity and offer help, if necessary.  - Check and correct.  *3. Let’s Talk*  - Give tasks.  - Monitor the activity and offer help, if necessary.  - Correct their  pronunciation and mistake.  ***4.Consolidation***  Summary the lesson  ***5.Homework*** | - The class listen to the recorrding and sing follow *Which one is ...?* Song.  - Look at the pictures in the book guess what the story is about and point at each picture to elicit their answers to these questions .  - Listen follow in their book.  - Ss listen and repeat in chorus two times.  - Read in group/ pair: One repeats Linda’s part, the other repeats Mai’spart.  - Ss give new sentence:  *Which one is more ..., ... or ...? I think ...*  Note write down new words and read after T.  Play game: *What and where* ( Whole class)  - Look and find out the model sentences.  - Point the pictures and practise asking and answering question:  *Which one is more ..., ... or ...? I think ...*  - 2 - 3 pairs perform their task at the front of the class. The rest of the class observe and give comments.  -Talking about *comparing places*, using:  1. *Which one is ..., ... or ...? I think ...*  2. *Which one is more ..., ... or ...? I think ...*  - Ss work in pairs.  - Pupils practise further asking and answering the questions about *comparing places*  - 6-7 pairs perform their task at the front of the class. The rest of the class observe and give comments.  - Do exercises in workbook, learn by heart the new words. |

***Week 34*** *Date of planing* *: 19/ 12/ 2016*

*Period 68 Date of teaching: 23/12/2016*

Unit 20: Wh ICH ONE IS MORE EXCITING, LIFE IN THE CITY OR LIFE IN THE COUNTRYSIDE?

*Lesson 3: Part 1-2-3*

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

- Say questions and answers with the correct intonation.

- Develop Ss speaking and listening skills.

- Ss look after , solve problems and study themselves.

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

**II. Languages focus**:

- Phonetic: *Which one is bigger, London or Hue? I think London is.*

**III. Teaching aids:**

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

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

**IV. Teaching processes:**

***1. Class organization*:**

- Greeting. Checking for the students' attendance.

***2. New lesson***

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up:* Play game.  *1. Look, listen and repeat.*  - Introduce the questions and answers with the correct sentence stress.  - Guide Ss produce the correct falling intonation.  - Check and corect.  *2. Listen mark the sentences intonation. Then say sentences aloud.*  - Give tasks.  - Play the recording.  - Check and correct.  *3. Let’s chant*  - Introduce the Chant :  *Which one is more...?*  -Teacher reinforce their pronunciation  ***4.Consolidation***  ***5.Homework*** | - Play noughts and crosses game: 2 groups  Using the words that Ss have learnt in the previous lessons to make sentences.  - Look at the questions and answers with the sentence stress.  - Listen follow in their book.  - Ss learn to produce the falling intonation: *Which one is bigger, London or Hue?*  *I think London is.*  *Which one is more bautiful, Halong City or Nha Trang? I think London is.*  - Listen the CD and repeat the words & sentences in chorus.  - Read in groups/ in pairs.  - Give out and check.  - Read the sentences in silence before listening the recording to do the task.  - Pupils listen the recording 2 times and mark the sentences intonation.  - Compare the answers each other before checking as a class.  - 3- 4 pupils give the keys. The rest of the class observe and give comments.  - Ss read the sentences aloud.  - Ps listen to the tape & read the chant line by line.  - Ps practise chanting: one chants the questions and the other chants the answers.  - Ps practise chanting and doing actions.  - 2 groups to say the chant and do actions. The rest of the class claps along to the rhythm.  Summary the lesson  - Ss to do exercises in C, D (WB) . |

***Week 35*** *Date of planning:22/12/2016*

*Period 69 Date of teaching:27/12/2016*

REVIEW 4

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

- Listen, read and identify specific information related to the theme *Me and the world around*.

- Use simple sentences to write about themsheves.

- Ss look after , solve problems and study themselves.

- Studious and obedient students and love their friends.

**II. Language focus:**

**-** Vocabulary: Unit 15 - 20

**-** Sentence patterns: Unit 16 - 20

**III. Teaching aids:**

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

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

**IV. Procedures**

|  |  |
| --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** |
| *Warm up: Let’s chant*  - Check some groups.  **Revision**.  *1. Listen and tick*  - Play the recording  - Ask some questions to ensure pupils’ comprehension of the listening text.  *2. Listen and number.*  - Give tasks.  - Play the recording  - Ask some questions to ensure pupils’ comprehension of the listening text.  - Correct.  *3. Listen and complete*  - Give tasks.    - Monitor the activity & offer help, if necessary.  - Correct.  *4. Read and complete*  - Give tasks.  - Monitor the activity & offer help, if necessary.  - Check and correct  *5. Write about you*  - Give tasks.  - Monitor the activity & offer help, if necessary.  - Correct.  **Reinforcement and homelink** | - Whole class chant: *Which one is more...?*  -2-3 groups to the front of the class to chant *Which one is more...?* The rest of the class clap their hands along to the rhythm.  - Ss look at the pitures & indentify quantity of things in the part 1 the places the in part 2. Guess the answer.  - Listen to the recording twice and tick the pictures they hear. Compare the answer with the partner before checking as a class. Key: 1b; 2c  - Ss listen to the recording again to confirm the correct answers., if necessary.  - Ss look at the pitures and indentify the places in the pictures and weather. Guess the answer.  - Listen to the recording twice and number the pictures. Compare the answer with the partner before checking as a class.  - 3- 4 Ss give the key: 3a; 4b; 1c; 2d  - Ss listen to the recording again and check their answers, if necessary.  - Read the sentences in silence in the book.  - Ss listen to two sentences all the way through.  - Listen to the recording twice and complete. Compare the answer with the partner before checking as a class.  - 3- 4 Ss give the key.  - Ss listen to the recording again and check their answers, if necessary.  - Ss read the passage in silence .Then write the answers in individual.  - Ss trade their answers in pairs before checking as a class.  - Ss read the answers aloud to the class. The others listen and give comments.  - Work in individual.  - Ss read the questions in silence. Then complete the sentences about themselves.  - Trade and check each other before checking as a class.  - 3- 4 Ss read the answers aloud to the class. The others listen and give comments.  - Do at home: review the lesson and prepare the test. |

***Week 35*** *Date of planning:22/12/2016*

*Period 70 Date of teaching:30/12/2016*

WRITING TEST 4

A. LISTENING

**Question 1. Listen and circle(U15- l 2-p4)**

**1. Trung would like to be \_\_\_\_\_\_\_\_\_\_\_.**

**a.** an engineer **b.** an artist **c.** an architect

**2. Mai would like to be \_\_\_\_\_\_\_\_\_\_\_.**

**a.** a nurse **b.** a teacher **c.** a singer

**3. Tony would like to \_\_\_\_\_\_\_\_\_\_\_.**

**a.** drive a car **b.** fly a plane **c.** work in a factory

**4. Tom would like to \_\_\_\_\_\_\_\_\_\_\_.**

**a.** grow vegetables **b.** look after flowers **c.** work on a farm

**Question 2. Listen and write one word in the blank(U18 - l 2 – p4)**

|  |  |  |
| --- | --- | --- |
| **Name** | **Season** | **Weather** |
| Tony | winter | cold, a lot of **(1)** **wind** |
| Akiko | (**2) \_\_\_\_\_\_\_\_\_** | cold, a lot of **(3)\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Mai | summer | **(4) \_\_\_\_\_\_\_\_\_\_\_\_\_** , a lot of **(5)** \_\_\_\_\_\_\_\_\_\_ |

B. READING AND WRITING

**I. Mark the sentence intonation ( , ) ( 1 point)**

Example: What will the weather be like tomorrow?

1. What’s autunm like in your country?

2. Which one is big, London or Hai Phong?

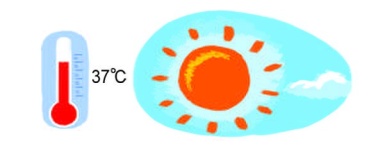
3. What would you like to drink?

4. I like to be an architect.

**II. Look and write( 2pts):**

 1. My father \_\_\_\_\_\_\_ fishing in the free time  2. She is \_\_\_\_\_\_\_\_\_\_ a book.

 3. Don’t \_\_\_\_\_\_your \_\_\_\_\_\_ too fast.

 4. It will be \_\_\_\_\_\_ and \_\_\_\_\_\_\_ tomorrow.

**III. Read and match the questions and the answers** **( 2 points)**

|  |  |  |
| --- | --- | --- |
| A | B | Answer |
| 1. What’s winter like in your country?  2. What do you do in winter?  3. What does she do in your free time?  4. What would you like to eat?  5. What would you like to drink? | a. She read books.  b. It’s usually cold and windy.  c. I’d like a carton of milk.  d. I go fishing  e. I’d like a bowl of noodle. | **1. b**  2.........  3...........  4...........  5............ |

**IV. Read and tick (√) true(T) or false(F) ( 2 points)**

My name is David. I’d like to be an astronaut in the future. I’d like to fly in space and work with other people in a spaceship. It’s important work and very exciting. I’d like to get out of the spaceship and walk in space. I’d also like to visit other planets. I’m studying hard at school. I hope my dream will come true one day.

|  |  |  |
| --- | --- | --- |
|  | **True** | **False** |
| 1.David would like to be an astronaut.  2.He would like to work with other people.  3.He would like to travel around the world.  4.He would like to walk in space.  5.He would like to visit other planets. | **√** |  |

**V. Put the words in order to make sentences. ( 1 point)**

1. to /The/ went/ by/ zoo/ children/ the/ bus

.....................................................................................................................................

2. lessons / how/ you/ do/ today/ many/ have/ ?

.....................................................................................................................................

***Week: 36*** *Planning date: /1/2017*

*Period: 71 Teaching date: /1/2017* THE FIRST TERM TEST

( Đề chung Phòng - Sở Giáo Dục và Đào tạo Bắc Giang)

***Week 36:*** *Planning date: /1/2017*

*Period:72 Teaching date: /1/2017*

MARK AND CORRECT THE FIRST TERM TEST