Week: 23 Date: 15-16 /02/2021

Period: 90

**THEME 6: TIME**

**Lesson 1 (Part A, B)**

**A. Objectives**

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

+ remember some vocabularies about time.

+ ask and answer about time.

**B.** **Language content:**

1. Vocabulary: *nine (o’clock), half past (senven), morning, afternoon, evening*

2. Sentence pattern: *What time is your* ***music lesson****?*

*It’s at* ***ten o’clock*** *in the* ***morning.***

**C. Aids:**

- CD3 track 59-62, flashcards, posters and power point

**D. Techniques:**  PPP (Look, listen and repeat (Presentation); Point and say + Talk (Practice); Drills (Production))

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| Time | Teacher’s activities | Students’ activities |
| 3ms | **I. Warm up**  - Play the “ what time is it? song | Sing the song and dance |
| 15ms | **II. New lesson**  ***A. Presentation***  ***\** Teaching vocabulary**  **\* Set the context:**  **- T draws a circle and asks Ss what it is.**  **- T answers: It’s a clock. Let’s learn about time. T draws the time and put a flascard of the subject next to it and ask sts what time is your..............?**  - Arrange the flashcards on the board  - Play audio and have students listen, repeat several times and point to the pictures in their books  - Change the order of the flashcards, point them individually and have students say the words  - correct pronunciation when needed  **Activity1 : *“Heads up. What’s missing?”***  - Show sports on the board  - Remove one by one picture and ask Ss “What’s missing?”. One student from each team calls out the missing flashcard.  **Activity 2*: “Guessing”***  - T shows each picture with a sport on TV but it is covered a part of picture.  - Ask Ss guess the number behind if they are right, get one point.  - T shows the others and asks other students to guess. The team, which is a winner, has got more points.  ***\* Set context***  **Introduce the situation “It’s a busy weekend...” . Have students call out the objects and people they can see. Have students listen and read.**  - Play the audio the 1st time for Ss to listen  - Ask Ss to listen: “Now. Let’s listen and follow what T says.”  - Play the audio the 2st time for Ss to listen and read.  **Activity 3:**  -Play audio again, demonstrate the activity using the example  - Play audio for Ss listen and choose the answer  - Play audio last one to check answer  - T shows the answer on the slide | ***1. Listen, point and say***  - Look at the board  - Listen, repeat and point  - Look and answer.  - Look at the board  - Answer the questions  - Look at the TV  - Raise their hands and answer.,  - Look and answer  ***2. Listen and read***  - Look at the picture and answer the questions  *-* Look and listen to the T  - Listen to the audio  - Listen to the T  - Listen and read to the audio for the second time  ***3. Listen and put tick.***  - Listen and look  - Listen and put tick or cross  - Listen to the audio and check  - Look and correct |
| 10ms | ***B. Practice***  - Show the picture on the board and elicit structure from Ss   * Show the structure on the TV.  |  | | --- | | *A:What time is your* ***music lesson****?*  *B: It’s at* ***ten o’clock*** *in the* ***morning.*** |   **Activity 4: Practice the structure**  - Ask Ss to listen and repeat the structure  - Ask Ss ask and answer each other  - Ask Ss to practice with missing words  - Call some closed pairs and opened pairs to practice | ***4. Practice the structure***  - Listen to T  - Look at the board  - Listen and repeat  - Practice in pair  - Do the task  - Practice  - Listen to the teacher  - Read the sentence aloud  - Write answers on the board. |
| 5ms | ***C. Production:***  **Activity 5*: Stand Up Game***  - Give each S a verb word from the song. Play the song. Each time Ss hear their word on their card, they quickly stand up and sit down. | - Play the game |

Week: 23 Date: 16-17/02/2021

Period: 91

**THEME 6: TIME**

**Lesson 1 (Part C, D, E)**

**A. Objectives**

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

+ remember some vocabularies about time.

+ ask and answer about time.

**B.** **Language content:**

1. Vocabulary: *nine (o’clock), half past (senven), morning, afternoon, evening*

2. Sentence pattern: *What time is your* ***music lesson****?*

*It’s at* ***ten o’clock*** *in the* ***morning.***

**C. Aids:**

- CD3 track 63-64, flashcards, posters and power point

**D. Techniques:**  PPP (Look, listen and repeat (Presentation); Point and say + Talk (Practice); Drills (Production))

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| Time | Teacher’s activities | Students’ activities |
| 5ms | **I/ Warm up**  **Lucky number game**  **-** Divide class into 2 teams  *-* Set the rule: each team has to choose one number and answer the vocabulary related to time. They will have 1 point for 1 right answer. If they choose number containing bomb they will lose all their point. If they choose number containing money they will have 2 more points.  - Have students play game . | ***1. Sing a song***  ***-*** Listen to the song, sing and do action  ***2. Play game***  - Listen to teacher  - Play the game |
| 15ms | **II. New lesson**  ***A. Presentation***  **Activity 1: Sing song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in teams  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback | ***3. Listen. sing along***  - Listen to the chant  - Practice following T  - Chant with T  - Practice in teams |
| 10ms | ***B. Practice***  **Activity 4: Point, ask and answer**  - Ask Ss to open their book page 67  - Show the pictures on the slide and ask Ss to answer the question that they can see from the picture  - Guide Ss how to do the activity  - Show the first picture, ask and answer about the picture using the structure with one student as model  - Call one pair of Ss to do picture number 2  - Ask Ss to work in pairs, ask and answer about the pictures  - Afterwards, have some pairs demonstrate the activity in front of the class.  \* Divide the class into group A and group B. T: I say “art class/half past ten/morning”. Group A, you say, “What time is your art class?” Group B, you say, “It’s at half past ten in the morning.  T: I say “music class/4 o’clock/evening". Group A, you say, “What time is your music class?” Group B, you say, “It’s at 4 o’clock in the evening.” OK?  T: "art class/half past ten/morning".  Group A: What time is your art class?  Group B: It’s at half past ten in the morning. T: music class/4 o’clock/evening Continue whole class/group/individual drills with:  • band practice/6:30/evening  • math test/10:00/morning  • birthday party/4:00/afternoon  • Vietnamese test/5:00/evening Ask and answer.  2. Demonstrate the activity using the example | ***4. Practice. Point, ask and answer.***  - Open books page 67  - -Listen and answer  - Ask and answer about the picture  - Work in pairs  - Do the exercise in front of the class |
| 5ms | ***C. Production***  **Activity 5: Game: Guessing**  **-** Choose six Ss by counting from 1 to 3, Ss who raise hand first have chance to take part in this game  - Call the six Ss come in front of the class, ask them to choose the flashcards they like .  -Have them hide their flashcards and number them from one to six  - The other Ss of two teams take turn to choose the number they like and guess: what time is....................... . Then they use the structure and ask their partners  *What time is your* ***music lesson****?*  *It’s at* ***ten o’clock*** *in the* ***morning.***  - He/ she will get one star for their team if having a good guess  - Count all stars of two teams, congratulate the team won | ***5. Play game***  - Listen and raise hand  **-** Play the game  - Clap hands  - Listen  - Sing the song |

Week: 23 Date: 18/02/2021

Period: 92

**THEME 6: TIME**

**Lesson 1: Workbook**

**A. Objectives**

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

+ remember some vocabularies about time.

+ ask and answer about time.

**B.** **Language content:**

1. Vocabulary: *nine (o’clock), half past (seven), morning, afternoon, evening*

2. Sentence pattern: *What time is your* ***music lesson****?*

*It’s at* ***ten o’clock*** *in the* ***morning.***

**C. Aids:**

- workbook, flashcards, posters and power point

**D. Techniques:**  PPP (Look, listen and repeat (Presentation); Point and say + Talk (Practice); Drills (Production))

**V. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher's activities** | **Student's activities** |
| 3ms  8ms  7ms  7ms  10ms | **Warm up**  **Play the “What time is it?” song**.  **A. Write and match.**  - Guessing Game: Divide the class into groups. Stick the flashcards on the board and then give students the clue to guess the word  Ex: This word has 6 letters. The first is O and the last is K. O\_\_ \_\_ \_\_ \_\_ K  Can you guess what it is?  - Students race to the board, getting the correct picture then say it aloud. The group that has the most cards is the winner.  **B. Circle**  1. Arrange the flashcards on the board, point and have student say along.  2. Demonstrate the activity using the example.  3. Have students circle the right answers in the Workbooks.  4. Check answers as a whole class.  5. Afterwards, have some students write the correct word on the board.  **C. Write the words**  - Game: Guessing  - Divide the class into 2 or 4 teams  - T invites one volunteer to stand up.  - T shows the volunteer a picture. S/he must use the body to demonstrate the word.  - Which team can guess the answer and write it correctly on the board will be the winner.  - After the game, have Ss write down the answers in their workbook.  **D. Look and write.**  1. Arrange the flashcards on the board, point and have student say along.  2. Demonstrate the activity using the example.  3. Have students complete the sentences and write them down in the Workbooks.  4. Check answers as a whole class.  5. Afterwards, have some students read aloud their complete sentences in front of the class. | Sing and dance to the song  - Play game  Look at the flashcards on the board  Students circle the right answers in the Workbooks.  Correct mistakes  Play game.  Write the answers down  Look at the flashcards on the board  Students complete the sentences and write them down in the Workbooks.  Correct mistakes |

Week: 24 Date: 01-02/03/2021

Period: 93

**THEME 6: TIME**

**Lesson 2 (Part A, B)**

**A. Objectives**

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

+ remember some ordinal number.

+ talk about date.

**B.** **Language content:**

1. Vocabulary: *first, second, third, fouth, fifth*

2. Sentence pattern: *When’s* ***the next band practice****? – It’s on* ***June 23rd****.*

*When’s* ***the first day of school****? – It’s on* ***September 5th.***

**C. Aids:** Flashcards, CD 2 tracks 65-68, PowerPoint

**D. Techniques:**  PPP (Look, listen and repeat (Presentation); Point and say + Talk (Practice); Drills (Production)

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| Time | Teacher’s activities | Students’ activities |
| 5ms | 1. **Warm up**   ***\*Review:***  Guessing Game: Divide the class into groups. Stick the flashcards on the board and then give students the clue to guess the word  Ex: This word has 5 letters. The first is D and the last is S. D \_\_ \_\_ E  Can you guess what it is?  Students race to the board, getting the correct picture then say it aloud. The group that  has the most cards is the winner. | - Play game |
| 12ms | **II. New lesson**  ***A. Presentation***  ***\**  Teaching vocabulary**  - Arrange the flashcards on the board.  - Play audio and have students listen, repeat several times, ask Ss to point to the pictures in their books.  - Change the order of the flashcards, point them individually and have students say the words  - Correct pronunciation when needed.  **Activity 1: Game** “Draw It Relay” .  -Divide the students into two teams.  -Whisper a verb to the first member of both teams and have them run to the board and do the action as fast as possible.  -Award points to the fastest and most correct team.  ***\* Set context***  **Set context: It’s busy day, The brown arrive home after band night....... They say what they do…Let’s listen to know it.**  - Play the audio the 1st time for Ss to listen  - Ask Ss to listen: “Now. Let’s listen and circle the letter  - Play the audio the 2st time for Ss to listen  - Show the picture on the TV and elicit structure from Ss   * Show the structure on the board.  |  | | --- | | *\*When’s* ***the next band practice****? – It’s on* ***June 23rd****.*  *\*When’s* ***the first day of school****? – It’s on* ***September 5th.*** |   -Play audio, demonstrate the activity using the example.  - Ask students listen and write the numbers. - Afterwards, check answers as a whole class. | ***1. Listen, point and say.***  - Look at the board  - Listen, point and repeat  - Look and say  - Listen to T  - Play game  ***2. Listen and read:***  Listen to T  - Listen to the audio  - Listen to the T  - Listen to the audio for the second time  - Look , listen and repeat  ***3. Listen and tick.***  - Listen to the audio  - Listen and circle  - Check their answer |
| 12ms | **B. Practice**  - Come back to the structure  - Write the structure on the board.   |  | | --- | | **A:** When’s **the next band practice?**  **B:** It’s on **June 23rd.**  **A:** When’s **the first day of school?**  **B:** It’s on **September 5th.** |   Activity 2: Practice the structure  - Ask Ss to listen and repeat the structure  - Ask Ss to practice in teams  - Ask Ss to practice with missing words  - Call some closed pairs and opened pairs to practice  Activity 3: Game “Where is the monster?  - Show 10 numbers on the screen, ask Ss choose a number. If the number is a question, Ss have to answer about their favorite subjects. If the number is a monster, they will lose their points.  - Do it with other team. And practice sentences \*When’s the next band practice? – It’s on June 23rd.  \*When’s the first day of school? – It’s on September 5th. | ***4.Practice the structure***  - Listen and repeat  - Practice in teams  - Practice  - Volunteer  Play game |
| 5ms | ***C. Production***  **Activity 4: *Role play***  **-** Ask Ss to work in pairs, one is Teacher and another is Student. The teacher can point to each *\*When’s* ***the next band practice****? – It’s on* ***June 23rd****.*  *\*When’s* ***the first day of school****? – It’s on* ***September 5th.***  - Call some pairs to practice in front of the class  - Give comment. | - Listen to T  - Practice  - Listen to T |

Week: 24 Date: 01- 02/03/2021

Period: 94

**THEME 6: TIME**

**Lesson 2 (Part C, D, E)**

**A. Objectives**

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

+ remember some ordinal number.

+ talk about date.

**B.** **Language content:**

1. Vocabulary: *first, second, third, fouth, fifth*

2. Sentence pattern: *When’s* ***the next band practice****? – It’s on* ***June 23rd****.*

*When’s* ***the first day of school****? – It’s on* ***September 5th.***

**C. Aids:** Flashcards, CD 2 tracks 65-68, PowerPoint

**D. Techniques:**  PPP (Look, listen and repeat (Presentation); Point and say + Talk (Practice); Drills (Production)

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| Time | Teacher’s activities | Students’ activities |
| 5ms | 1. **Warm up**   ***Review:***  Chant the "Mingle" to make Ss gather in groups of 4 or 5. While singing the "mingle chant", the Ss move around, mingling with each other.  “Mingle! Mingle! Mingle! Mingle! Mingle! Mingle!”  - Students ask teacher a question that teacher can answer with a number e.g. "What time is your..........?". Teacher answers and the Ss get into groups of that number e.g. Teacher says: "It’s at..............." then Ss get into groups of four.  - Give one set of picture cards and one set of words to each group and place them face down in random order on the desk. Ss turn over two cards, look and say the words.  If the cards match, Ss keep them and get points | ***-*** Play game |
| 12ms | **II. New lesson**  **Activity 1: Sing song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in teams  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  - Attention to the pronunciation feature: Sound /th/  - Play audio and have students listen and repeat with a focus on the feature.  **Activity 2**: **Stand - up game**  - Give each student a number word from the song. Play the song.  - Each time students hear their word on their card; they quickly stand up and sit down. | ***1. Listen, sing a long.***  - Look at the board  - Listen and repeat  - Open their books  - Listen, point and say  - Repeat  - Listen to T  - Play game  ***1. practice, ask and answer.*** |
| 12ms | ***B. Practice***  -Demonstrate the activity using the example.  - Divide students into pairs.  - Have student A point and ask  Practice.  1. Divide the class into group A and group B. T: I say “first day of school/September 1st”. Group A, you say, “When's the first day of school?” Group B, you say, “ It's on September 1st.  T: I say “Children's Day/ June 1st”. Group A, you say, “When’s Children's Day?” Group B, you say, “It’s on June 1st.” OK? T: first day of school/September 1st. Group A: When’s the first day of school? Group B: It’s on September 1st. T: Children's Day/ June 1st Continue whole class/group/individual drills with: • Alfie's birthday/June 14th • Last day of school/May 31st • Math test/March 15th • English test/December 19th • Tom's birthday/February 17th • Mom's birthday/April 11th Ask and answer. 2. Demonstrate the activity using the | ***3.Practice the structure***  - Listen and repeat  - Practice in teams  - Practice  - Volunteer  - Play game |
| 5ms | ***C. Production***  **Activity 4: *Play “Guessing who” game:***  - Have one student face away from the class and ask “When’s your birthday?” 2. Have another student answer “It’s on \_\_\_\_\_\_\_." 3. Have the student facing the board turn around and guess who said the sentence. 4. Choose another student to take a turn | Play game |

Week: 24 Date: 02-03/03/2021

Period: 95

**THEME 6: TIME**

**Lesson 2: Workbook**

**A. Objectives**

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

+ remember some ordinal number.

+ talk about date.

**B.** **Language content:**

1. Vocabulary: *first, second, third, fourth, fifth*

2. Sentence pattern: *When’s* ***the next band practice****? – It’s on* ***June 23rd****.*

*When’s* ***the first day of school****? – It’s on* ***September 5th.***

**C. Aids:** Flashcards, workbook, PowerPoint

**D. Techniques:**  PPP (Look, listen and repeat (Presentation); Point and say + Talk (Practice); Drills (Production)

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher's activities** | **Student's activities** |
| 5ms  7ms  7ms  6ms  10ms | **Warm up**  **Game: Guessing**  **-** Choose six Ss by counting from 1 to 3, Ss who raise hand first have chance to take part in this game  - Call the six Ss come in front of the class, ask them to choose the flashcards they like.  -Have them hide their flashcards and number them from one to six  - The other Ss of two teams take turn to choose the number they like and guess: when’s (the) ....................... . Then they use the structure and ask their partners  *When’s your* ***birthday****?*  *It’s on* ***September the fifteenth.***  - He/ she will get one star for their team if having a good guess  - Count all stars of two teams, congratulate the team won  **A. Draw lines.**  - Game: Unscramble words.  - T divides the class into 2 or 3 teams, gives each team a set of letters.  - T invites 2 Ss from each team come to the board.  - T shows the whole class the FC, asks Ss to say the word aloud so that their friends can hear and hurry reorder the word on the board.  - The fastest team that arrange right word is the winner.  **B. Write the words.**  - Demonstrate the activity using the example.  - Have students look at the pictures and complete the words.  - Divide the class into pairs and have them check the answers with each other.  - Check answers as a whole class.  **C. Draw lines.**  - T sticks the FC on the board.  - divide class into 2 or 4 teams  - T points to a FC: a team reads the question, the other team has to says the answer.  - Afterwards, check answers as a whole class.  **✔D. Look and write.**  - Have students look at the picture and call out activities they can see.  - Demonstrate the activity using the example.  - Have students complete the sentences and write them down in the Workbooks.  - Check answers as a whole class.  - Afterwards, have some students read aloud their complete sentences in front of the class. | - Play the game  - Play game in teams  - Ss look at the pictures and complete the words  - Look at the flashcards on the board  - Read the questions and answers in teams.  - Look at the pictures and say what they can see  - Ss write the sentences in their workbook  - Ss read aloud their complete sentences in front of the class |

Week: 24 Date: 04/03/2020

Period: 96

**THEME 6: TIME**

**Lesson 3 (A+ B)**

**A. Objectives**

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

+ remember some verbs in the past.

+ talk what they did in the past.

**B.** **Language content:**

1. Vocabulary: *yesterday, last weekend, last week, last month, last year.*

2. Sentence pattern: *I went to* ***a farm yesterday****?*

*How was it?*

*It was* ***awsome****.*

**C. Aids:** Flashcards, CD 2 tracks 71-74, PowerPoint

**D. Techniques:**  PPP (Look, listen and repeat (Presentation); Point and say + Talk (Practice); Drills (Production)

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| Time | Teacher’s activities | Students’ activities |
| 5ms | **I/ Warm up**  ***\*Review: Guessing game***.  Write some dates on the board for example: on June 1st, on semtember 9th,. Split the students into teams. Tell the teams to guess the question for each  time which is true for you. For example ‘9pm – when is the first day.........?’.  The question must be factually and grammatically correct to win one point. | ***-*** Play game |
| 12ms | **II. New lesson**  ***A. Presentation***  ***\**  Teaching vocabulary**  - Arrange the flashcards on the board.  - Play audio and have students listen, repeat several times  - Ask Ss to open their book and point to the pictures in their books.  - Change the order of the flashcards, point them individually and have students say the words.  - Correct pronunciation when needed.  **Activity 1: Game “**Heads up. What’s missing?**”**  - Divide class in to two teams.  - Ask Ss put their heads up  - Clean one number on the board when students are not looking and ask “What’s missing?”  - One student from each team calls out the missing flashcard.  ***\* Set context***  **Set context: The kids are looking at the photos... Let’s listen to know it.**  - Play the audio the 1st time for Ss to listen  - Ask Ss to listen: “Now. Let’s listen and number  - Play the audio the 2st time for Ss to listen  - Show the picture on the TV and elicit structure from Ss   * Show the structure on the board.  |  | | --- | | *A: I went to* ***a farm yesterday****?*  *B: How was it?*  *A: It was* ***awsome****.* |   - Play audio 44, demonstrate the activity using the example.  - Have students listen and circle.  - Play the audio second time and ask Ss check answer  - Ask Ss to exchange their books and correct their friend’s answer  - Correct the mistake on the board  - Give feedback | ***1. Listen, point and say.***  - Look at the board  - Listen and repeat  - Open their books  - Listen, point and say  - Repeat  - Listen to T  - Play game  ***2. Listen and read.***  - Listen to the audio  - Listen to the T  - Listen to the audio for the second time  - Look, listen and repeat  ***2. Listen and circle.***  - Listen  - Listen and circle  - Listen and check  - Exchange their books  - Look at the board  - Listen to T |
| 12ms | ***B. Practice***  - Come back to the structure   |  | | --- | | *A: I went to* ***a farm yesterday****?*  *B: How was it?*  *A: It was* ***awsome****.* |   **Activity 2: Practice the structure**  - Ask Ss to listen and repeat the structure  - Ask Ss to practice in teams  - Ask Ss to practice with missing words  - Call some closed pairs and opened pairs to practice  **Activity 3: Game “Pokemon go”**  - T shows 6 leisure activities on the board. Ss have to look and answer the question  *I went to* ***a farm yesterday****?*  *How was it?*  *It was* ***awsome****.*  If they have correct answer they will get a Pikachu. At the end, the team that gets more Pikachu is winner. | ***3.Practice the structure***  - Listen and repeat  - Practice in teams  - Practice  - Volunteer  - Play game |
| 5ms | ***C. Production***  **Activity 4: *Play “Pointing” game:***  - Put flashcards in different places around the room. Call out one word.  - Ask students to listen to the teacher and point to the correct flashcard as fast as possible then repeat it loudly. | - Play game |