Week 1 Date: 7- 11/09/2020.

**THEME 1: HELLO**

**LESSON 1**

**PERIOD 1**

**I. Objectives:** By the end of the lesson, students will be able to:

- follow and give classroom command.

**II. Teaching aids and materials:**

- Class book, CD, flashcards, body language …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 7 ms  23 ms  5 ms | **I. Introduction**  **✔A. Listen, point and say (CD1 - Track 02):**  **-** Use the body language to describe 6 word phrases of actions and ask Ss what T is doing.  - Invites Ss to name the actions and write them on the board.  - Play audio and have Ss listen and repeat the words they have named.  - Point to the words along with the audio and ask Ss to repeat several times.  - Play audio again and have students listen, repeat and point to the pictures in their books.  - Describe the word phrases by acting and have Ss say the words, correct pronunciation when needed.  - Let Ss write new words in their notebooks.  **II. Development**  **✔ B1. Listen and read (CD1 – Track 03):**  - Introduce the situation “The class is playing the ‘Teacher says’ game...” and ask Ss to look at the pictures in their books.  *→ T asks: “How many pictures are there?” → Ss’ answer: “4”*  - Have students call out the actions and people they can see.  - Have students listen and read.  **✔B2. Listen and follow (CD1 – Track 04):**  - Play audio and demonstrate the activity using the example.  - Play audio and have students listen and do the actions.  **✔B3. Practice the structure (CD1 – Track 05):**  Structure:  *(Stand up), please.*  - T draws students’ attention to the structure box.  - T plays audio and has Ss listen.  - T plays audio again and has Ss listen and repeat.  - T lets Ss write the structure in their notebooks.  **III. Consolidation**  - T divides the class into two teams. T lets Ss play the game “What's missing?”.  - T writes the new words on the board and removes one letter. One student from each team will go to the board and fill the missing letter in the blank. After that, T checks Ss’ answer and inform the winner.   |  |  |  | | --- | --- | --- | | 1. m…ke a line | 2. sta…d up | 3. h…nds up | | 4. st…nd down | 5. ha…ds down | 4. be …uiet |   *Expected answers:*   |  |  |  | | --- | --- | --- | | 1. m**a**ke a line | 2. sta**n**d up | 3. h**a**nds up | | 4. st**a**nd down | 5. ha**n**ds down | 4. be **q**uiet | | -Listen to T’s description and guess the word phrases.  - Follow T’s instruction.  - Listen to and answer T’s questions.  - Follow T’s command.  - Listen to T’s explanation.  - Write in their notebooks.  - Listen to T’s instruction.  - Play the game. |

Week 1 Date: 7-11/09/2020.

**THEME 1: HELLO**

**LESSON 1**

**PERIOD 2**

**I. Objectives:** By the end of the lesson, students will be able to:

- follow and give classroom command.

- have an opportunity to practice speaking skills.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 4 ms  20 ms  5 ms  6 ms | **I. Review new words**  - Describe the words by using body language and ask the class about the name of the action.  - Invite some Ss to read aloud the word and write the words on the board.  - Let Ss read again.  **II. New lesson**  **✔C. Listen. Sing along (CD1 – Track 06):**  - Play audio and ask Ss to listen.  - Play audio and have Ss point to the pictures in Part A.  - Play audio and have Ss sing the song as a whole class and do the actions.  - Divide the class into two groups, group A sings the commands, group B does the actions.  - Swap roles and repeat.  **✔Pronunciation tip (CD1 – Track 07):**  - Focus on the example sentence and briefly explain the focus.  - Ask Ss to listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Ask Ss to listen and repeat with a focus on the feature.  - Invite some Ss to read aloud with the intonation.  **III. Consolidation**  **✔D. Draw lines. Practice, point and say.**  **Draw lines.**  - Explain and demonstrate the activity using the example.  - Ask Ss to draw lines.  - Monitor the class and explain gain if needed.  - Check answers as a whole class through practicing:  **Practice.**  - T: I say, “hands up”. You say, “hands up, please.”  T (to class): Hands up.  Class: Hands up, please.  **Continue whole class/group/individual drills, with:**  Number 2: sit down  Number 3: make a line  Number 4: hands down  Number 5: stand up  Number 6: be quiet  - Let Ss read aloud the matched word phrases.  **✔E. Play the “Teacher says” game:**  \* T gives the class instruction with the game called “Teacher says”.  - T invites the monitor of the class to direct the game with T.  - T divides the class into 2 teams (Team A and Team B).  - When T says: “Teacher says: stand up, please.” → All Ss must do the command or they are "out" and must sit down.  - When the monitor says: “Stand up, please.” → Ss mustn’t do the command. If someone does the command, he/she must sit down. | - Follow T’s command.  - Listen to T’s instruction.  - Listen to the audio.  - Listen to T’s instruction.  - Practice the example with the proper intonation.  - Listen and practice.  - Listen to the rule of the game.  - Play game. |

Week 1 Date: 7-11/09/2020

**THEME 1: HELLO**

**LESSON 1**

**PERIOD 3**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 5 ms  30 ms | - Review the word phrases before doing Lesson 1’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 4 exercises:  **A. Read and circle.**  *Answer key*:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2. hands up | 3. sit down | 4. hands down | 5. make a line | 6. be quiet |   **B. Complete the words and draw lines.**  *Answer key*:   |  |  | | --- | --- | | 2. Sit down, please. | 3. Be quiet, please. |   **C. Look and read. Put a tick or a across in the box.**  *Answer key*:   |  |  |  | | --- | --- | --- | | 2. Stand up, please.  (cross) | 3. Make a line, please.  (tick) | 4. Be quiet, please.  (tick) |   **D. Look, trace, and write.**  Ss write as examples.  - Monitor the whole class and check if Ss do or not.  - Ask Ss to hand in their workbooks and corrects them.  - Give Ss’ workbooks back to Ss.  - Consolidate all exercises that Ss have done. | - Listen to T’s instruction.  - Do 4 exercises. |

Week 1 Date: 7-11/09/2020

**THEME 1: HELLO**

**LESSON 2**

**PERIOD 4**

**I. Objectives:** By the end of the lesson, students will be able to:

- learn by heart the alphabet by singing along the alphabet song with the audio.

- have an opportunity to practice speaking skills by asking and answering the question about letters.

**II. Teaching aids and materials:**

- Class book, CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE** (T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 10 ms  20 ms  5 ms | **I. Introduction**  **✔A. Listen, point and say (CD1 - Track** **08):**  - Write the word “alphabet” on the board. Have Ss open their books and look at the alphabet.  - Write 26 letters of the alphabet on the board and ask Ss to write in their notebooks.  - Play audio and have students listen. Play audio again, have Ss point and say along with the audio.  - Write a letter on the board and have Ss call out the letter. Have Ss find the letter in their books.  - Let Ss write the alphabet in their notebook.  **II. Development**  **✔B1. Listen and read (CD1 – Track 09):**  - Review the story from the previous lesson "The class was playing the 'Teacher says' game."  - Then, introduce the situation “The children are learning the alphabet...” and ask Ss to look at the pictures in their books.  *→ T asks: “How many pictures are there?” → Ss’ answer: “4”*  -. Ask Ss to call out the letters they can see.  - Have Ss listen and read.  - Ask Ss to look at the pictures and read aloud.  **✔B2. Listen and circle (CD1 – Track 10):**  - Play audio and demonstrate the activity using the example.  - Play audio and have Ss listen and circle.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD1 – Track 11):**  STRUCTURE  *What letter is this?*  *It’s letter (E).*  - Draw Ss’ attention to the structure box.  - Play audio and have students listen.  - Play audio again and have Ss listen and repeat.  - Let Ss write the structure in their notebooks.  **III. Consolidation**  - Write 5 random letters on the board for Ss to work in pair to ask and answer the questions.  *Question: What letter is this?*  *Answer: It’s letter (A).*  - Invites 6 Ss in proportion to 3 pairs to ask and answer.  - Give comments to each pair. | - Listen to T’s explanation.  - Listen and say along with the audio.  - Read aloud the letters.  - Write in their notebooks.  - Listen to T’s instruction.  - Look at the pictures and catch the content of the lesson.  - Listen and read.  - Do the activity B2.  - Listen to the audio and practice the structure.  - Write in their notebooks.  - Practice speaking skills. |

Week 2 Date: 14- 18/09/2020

**THEME 1: HELLO**

**LESSON 2**

**PERIOD 5**

**I. Objectives:** By the end of the lesson, students will be able to:

- follow and give classroom command.

- have an opportunity to practice speaking skills.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 3 ms  24 ms  8 ms | **I. Review new words**  - Write some letters on the board and invite some Ss to answer the question “What letter is this?”.  - Invite some Ss to read aloud the letters.  - Let Ss read again.  **II. New lesson**  **✔C. Listen. Sing along (CD1 – Track 12):**  - Play audio and have Ss listen.  - Play audio and have Ss point to the pictures in Part A.  - Ask Ss to look at the alphabet to sing along.  - Play audio and have Ss sing the song as a whole class and do the actions.  - Divide the class into two groups, group A sings the commands, group B does the actions.  - Swap roles and repeat.  **✔Pronunciation tips (CD1 – Track 13):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  - Invite some Ss to read aloud with the intonation.  **III. Consolidation**  **✔D. Write the letters. Practice. Point, ask and answer.**  - Have Ss call out the letters they can see.  - Demonstrate the activity using the example.  - Have Ss write the letters.  - Check answers as a whole class.  - Divide the class into pairs, and have them practice asking and answering.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **✔E. Say your name. Spell your name. Write your name.**  - Have Ss say their names.  - Have Ss spell their names.  - Have Ss write their names in the space provided.  - Invite some Ss to go to the board to write and spell their names. | - Give the correct answers.  - Listen to the audio and sing along.  - Listen to T’s instruction.  - Practice the example with the proper intonation.  - Listen to T’s instruction.  - Practice asking and answering.  - Listen to T’s instruction.  - Spell their names. |

Week 2 Date: 14-18/09/2020

**THEME 1: HELLO**

**LESSON 2**

**PERIOD 6**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 5 ms  30 ms | \* Review the word phrases before doing Lesson 1’s exercises.  \* Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 3 exercises:  **A. Rewrite the letters in order.**  *Answer key*:   |  |  |  |  | | --- | --- | --- | --- | | 2. F G H I J | 3. K L M N O | 4. P Q R S T | 5. U V W X Y Z |   **B. Write the missing letters to complete the alphabet.**  **C. Look and write.**  Ss write as examples.  - Monitor the whole class and check if Ss do or not.  - Ask Ss to hand in their workbooks and corrects them.  - Give Ss’ workbooks back to Ss.  - Consolidate all exercises that Ss have done. | - Listen to T’s instruction.  - Do 4 exercises.   * Writing * Writing |

Week 2 Date: 14-18/09/2020

**THEME 1: HELLO**

**LESSON 3**

**PERIOD 7**

**I. Objectives:** By the end of the lesson, students will be able to:

- get knowledge of greeting someone in a friendly way and ask for their names.

**II. Teaching aids and materials:**

- Class book, CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 6 ms  23 ms  6 ms | **I. Introduction**  **✔A. Listen, point and say (CD1 – Track14):**  - Ask Ss to open their book on page 3 to introduce characters to Ss before moving to new lesson.  - Ask Ss to look at 4 pictures in their book and ask them a question: *“Who is this?”.*  - After listening to Ss’ answers, T asks them to read aloud the name of each character again.  - Play audio and let Ss say along with the audio.  - Play audio again and have students listen, repeat and point to the pictures in their books.  - Invite some Ss to read aloud the name, correct pronunciation when needed.  - Let Ss write new words on their notebook.  **II. Development**  **✔B1. Listen and read (CD1 – Track 15):**  - Review the story from the previous lesson "The children were learning the alphabet."  - Then introduce the situation "Tom and his friends meet an alien in the playground…".  - Ask Ss to look at the pictures on their books and ask a question: *“How many pictures are there?” → 5*  - Have students call out the names of the people they can see.  - Play audio and have students listen and read.  - Help Ss read sentences correctly in proportion to pictures and follow the content.  **✔B2. Listen and number (CD1 – Track 16):**  - Play audio and demonstrate the activity using the example.  - Play audio and have students listen and number.  - Ask Ss to listen quietly.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD1 – Track 17):**  - Draw students’ attention to the structure box.  - Explain to help Ss understand the structure.  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to write the structure on their notebooks.  **III. Consolidation**  - Draw 4 characters on the board and let Ss think in 1 minute to realize their names.  *→ T says: “Who is this?”*  *→ Ss answer: This is …*  - Invites some Ss to answer basing on the pictures.  - After that, T invites some pairs to practice greeting counterparts.  *A: Hello, what’s your name?*  *B: My name’s B.*  - Invites some pairs to ask and answer.  - Give comments to each pairs. | - Listen to T’s instruction.  - Answer T’s question.  - Read aloud the names.  - Listen to T’s instruction.  - Read aloud the story.  - Answer  - Listen and follow T’s instruction.  - Write on their notebook.  - Ask and answer. |

Week 2 Date: 14- 18/09/2020

**THEME 1: HELLO**

**LESSON 3**

**PERIOD 8**

**I. Objectives:** By the end of the lesson, students will be able to:

- get knowledge of greeting someone in a friendly way and ask for their names.

- have an opportunity to practice speaking skills.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 2 ms  15 ms  18 ms | **I. Review the new words**  - Ask any Ss in the class the question *“What’s your name?”* to make Ss answer.  - Review the structure before going to the new lesson.  - Let Ss listen and repeat after T.  **II. New lesson**  **✔C. Listen. Sing along (CD1 – Track 18):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the questions, group B: sing the answers.  - Swap roles and repeat.  **✔Pronunciation tips (CD1 – Track 19):**  - Focus on the example sentence and briefly explain the focus.  - Tell students they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have students listen and repeat with a focus on the feature.  **Consolidation**  **✔D. Listen and tick the box. Practice. Ask and answer (CD1 – Track 20)**  **Listen and tick the box.**  1. Help Ss to realize characters by asking Ss a question: *“What is his/ her name?”*  2. Demonstrate the activity using the example.  3. Play audio and have students listen and tick the box.  4. Play audio again and check answers as a whole class.  **Practice.**  5. Divide the class into Group A and Group B  T: I say, "your name/Tom", group A, you say, "Hello. What's your name?", group B, you say, "My name's Tom.” OK?  T: I say, "your name/Alfie", group A, you say, "Hello. What's his name?", group B, you say, "His name's Alfie.”  T: I say, "your name/Mai", group A, you say, "Hello. What's her name?", group B, you say, "Her name's Mai.”  T: your name/Tom  Group A: Hello. What's your name?  Group B: My name's Tom.  T: his name/Alfie  **Continue whole class/group/individual drills, with:**  • his name/Nick.  • your name/Mai.  • her name/Kim.  **Ask and answer.**  6. Divide the students into pairs.  7. Have Student A ask and Student B answer.  8. Swap roles and repeat.  9. Afterwards, have some pairs demonstrate the activity in front of the class.  **✔E. Play the “Chain” game.**  1. Have the students stand up.  2. Student 1 turns to Student 2 and they ask and answer.  3. Student 2 turns to Student 3 and they ask and answer.  4. Continue until all students have practiced.  *Student 1: Hello, my name’s Tom. What’s your name?*  *Student 2: My name’s Harry.*  *Student 3: Hello, my name’s Harry. What’s your name?*  *Student 2: My name’s Nick.* | - Answer the question.  - Listen and sing along.  - Listen to T’s explanation.  - Listen to T’s explanation.  - Listen to the audio to do part D.  - Follow T’s instruction.  - Listen to T’s instruction about the rule of game.  - Play game. |

Week 3 Date: 21- 25/09/2020.

**THEME 1: HELLO**

**LESSON 3**

**PERIOD 9**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **T’s activities** | **Ss’ activities** |
| 6 mins | * Warm up * Greet Ss * Revision: Stick all the flash card on the board * Ask all Ss to stand up * Point at a certain Ss to read aloud one flashcard. If he is right, he can sit down, if no, he still stands up and waits for next turn * Continue until all the Ss has called out the words | Greet T  Look and tell the names |
| 7 mins | Practice  1. Divide the class into Group A and Group B  T: I say, "your name/Tom", group A, you say, "Hello. What's your name?", group B, you say, "My name's Tom.” OK?  T: I say, "his name/Alfie", group A, you say, "Hello. What's his name?", group B, you say, "His name's Alfie.”  T: I say, "her name/Mai", group A, you say, "Hello. What's her name?", group B, you say, "Her name's Mai.”  T: your name/Tom  Group A: Hello. What's your name?  Group B: My name's Tom.  T: his name/Alfie  Continue whole class/group/individual drills, with:  • his name/Nick.  • your name/Mai.  • her name/Kim. | Listen to T’s explanation  Say the questions/answers |
| Ask and answer.  8 mins | 6. Divide the Ss into pairs.  7. Have Ss A ask and Student B answer.  8. Swap roles and repeat. Ss  9. Afterwards, have some pairs demonstrate in front of the class. | Listen to T’s explanation |
| “Chain” game.  9 mins | 1. Have the Ss stand up.  2. Ss 1 turns to Ss 2 and they ask the question : “what’s your name?”.  3. Ss 2 answer and turns to Ss 3 and ask 4. Continue until all Ss have practiced. | Listen to T’s explanation  **Practice ask and answer** |
| Exercise in workbook  10 mins | Exercise C  + ask Ss how many numbers there are  + ask Ss how many people there are for each number  + ask Ss what they are doing  +ask Ss to fill in the gap with the right names and words | * Listen to T’s explanation * Answer T’s questions * Do the task |

Week 3 Date: 21-25/9/2020

**THEME 1: HELLO**

**LESSON 4**

**PERIOD 10**

**I. Objectives:** By the end of the lesson, students will be able to:

- get knowledge of greeting someone in a friendly way and ask for their names.

- have an opportunity to practice speaking skills.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **4 mins** | Warm up  Greeting  Revision: Stick all the flash card on the board  Ask all Ss to stand up  Point at a certain Ss to read aloud one flashcard. If he is right, he can sit down, if no, he still stands up and waits for next turn  Continue until all the Ss has called out the words | Greet T  Look and tell the names |
| 1. **mins** | **Listen, point and say .(Track 21)**   * Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times. * Play audio again and have Ss listen, repeat and point to the pictures in their books. * Have Ss say the words, correct pronunciation when needed. | Listen and repeat |
|  | heads up, heads down” game”  1. Arrange the flashcards on the board  2. Tell Ss to head down on the table  3. Arrange the flashcards on the board and remove one card   * 4. Ask Ss what is missing | * Play “heads up, heads down”   game |
| **7 mins** | **Listen and read .CD1 – Track 22**  Review the story from the previous lesson "Tom and his friends met an alien in the playground."  2. Now introduce the situation "Tom is asking Alfie where he is from…"  3. Have students call out the places they can see.  Picture 1: alpha  Picture 2: greenwood  Picture 3: river town  4. Have students listen and read. |  |
| **5mins** | **Listen and draw lines. CD1 – Track 23**  1. Play audio and demonstrate the first example  2. Play audio and have students listen and draw lines.  3. Play audio again and check answers as a whole class. | Listen to T’s explanation  Listen and draw lines. |
| **5mins** | **Practice the structure CD1 – Track 24**  Draw students’ attention to the structure box.  2. Play audio and have students listen.  3. Play audio again and have students listen and repeat. |  |

Week 3 Date: 21-25/09/2020

**THEME 1: HELLO**

**LESSON 4**

**PERIOD 11**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask and answer about personal information.

**II. Teaching aids and materials:**

- Class book, CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **6 mins** | \* Warm up  1. Stick flashcard from the previous lesson on the board.  2. Have Ss read the words on the board.  3. Write the structure from the previous lesson on the board.  4. Have Ss read the sentences on the board.  5. Have some Ss come to the front and practice using the vocabulary and structure in front of the class. | * Look at the flashcard * Read the words * Read the sentences |
| **6mins** | **Listen. Sing along** **Track 25**  1. Play audio and have students listen.  2. T and Ss sing without music  3. Play audio and have students sing the song as a whole class.  4. Divide the class into two groups, group A: sing the questions, group B: sing the answers.  6. Swap roles and repeat. | Listen and sing |
| **7mins** | **Pronun. tips CD1 – Track 26**  1. . Focus on the example sentence and explain  2. Tell students they must listen and notice the pronunciation feature.  3. Play the audio once and draw attention to the pronunciation feature.  4. Play the audio again. Have students listen and repeat with a focus on the feature. | Listen to T’s explanation  Listen and repeat the structure |
| **7 mins** | **D. Listen and circle.CD1 – Track 27**  1. Have students call out the places they can see.  2. Play audio and demonstrate the activity using the example.  3. Play audio again and have students listen and circle.  4. Play audio again and check answers as a whole class. | Tell the places they can see.  Listen and circle. |
| **10 mins** | **Practice**  1. T: I say, "you." You say, "Where are you from?"  T: I say, "he." You say, "Where's he from?" OK?  T(to class): You  Class: Where are you from?  T(to class): He  Class: Where's he from?  **Continue whole class**  T: I say "you/Alpha", group A, you say, "Where are you from?", group B, you say, "I'm from Alpha.”  T: I say "he/Greenwood", group A, you say, "Where's he from?", group B, you say, "He's from Greenwood". OK?  T (to class): You/Alpha  Group A: Where are you from?  Group B: I'm from Alpha.  T (to class): He/Greenwood  Continue whole class/group/individual drills, with:  • They/River Town • She/Maple City | Listen to T’s explanation  Practice the structure |
| **5 mins** | **Exercise**  Exercise 1 – work book  + ask Ss how many pictures there are  + ask Ss how many names there are  + ask Ss to fill in the gap with the name provided | Answer T’s question  Do the task |

Week 3 Date: 21-25/09/2020

**THEME 1: HELLO**

**LESSON 4**

**PERIOD 12**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Activity** | **T’s activities** | **Ss’ activities** |
| **Warm up**  **6 mins** | Greeting  Revision: Stick all the flash card on the board  Ask all Ss to stand up  Point at a certain Ss to read aloud one flashcard. If he is right, he can sit down, if no, he still stands up and waits for next turn  Continue until all the Ss has called out the words | Greet T  Look and tell the names |
| **Exercise**  **5 mins** | Exercise B : read and put a tick or cross  + ask Ss how many numbers there are  + ask Ss how many pictures there are  + ask Ss to put a tick if the answer matches the picture and a cross if the answer doesn’t match the picture | Answer T’s questions  Do the task |
| **“Follow the lines” game**  **9 mins** | 1. Divide the students into pairs.  2. Demonstrate the activity using the example.  3. Have students trace lines, ask e.g. “Where's she from?”, and answer e.g. “She's from Greenwood.”  4. Have students fill in the blank for where they and their friends are from.  5. Swap roles and repeat. | Listen to T’s explanation  Answer T’s questions  Do the task |
| **Exercise**  **5 mins** | Exercise C: Read and circle  + ask Ss how many pictures there are  + ask Ss how many answers there are for each picture  + ask Ss to circle the right name of each picture | Answer T’s questions  Do the task |
| **Exercise**  **10 mins** | Exercise D: trace, write and draw  Demonstrate with 1 examples  Ask Ss to trace, write and draw | Listen to T’s explanation  Do the task |

Week 4 Date: 28/09-2/10/2020.

**THEME 1: HELLO**

**LESSON 5**

**PERIOD 13**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask and answer about age.

- fill in a simple school form.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| Activity | T’s activities | Ss’ activities |
| **Warm up**  **6minutes** | Greeting  Review old words | Greet |
| **New words:**  **Listen, point & say**  **CD1 – track 28**  **8 mins** | 1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  2. Play audio again and have students listen, repeat and point to the pictures in their books.  3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  4. Divide the class into two teams. Play the game “Heads up. What's missing?”. Arrange the flashcards on the board and remove one card when the students are not looking. One student from each team calls out the missing flashcard. | Listen to T’s instruction carefully and follow. |
| **Listen and circle CD1 – Track 29**  **8mins** | 1. Introduce the situation "A visitor is coming to Vinh's school…"  2. Have students call out the numbers they can see.  3. Play audio and demonstrate the activity using the example.  4. Play audio and have students listen and circle.  5. Play audio again and check answers as a whole class.  6. Play audio again and have students listen and repeat. | Listen and do |
| **Useful language CD1 – Track 30**  **7 mins** | 1. Have students look at the useful language box.  2. Have students listen to the audio and repeat. |  |
| **Exercise** | Exercise A – workbook | Do exercises. |

Week 4 Date:28 /9-02/10/2020.

**THEME 1: HELLO**

**LESSON 5**

**PERIOD 14**

**I. Objectives:** By the end of the lesson, students will be able to:

- practice reading skills.

**II. Teaching aids and materials:**

- Class book.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **ACTIVITY** | **T’S ACTIVITIES** | **SS’ ACTIVITIES** |
| **Warm up**  **10 mins** | - Greeting  - Review old words :  + stick all numbers on the board  + Have Ss look and read  + Have Ss sing numbers song  - Review structure  + stick the structure on the board  + have Ss to read aloud  + call some Ss and ask | - Listen to T’s instruction and follow. |
| **Exercise**  **7 mins** | Exercise B – workbook | Do exercise. |
| **Read and circle “True” or “False”.**   1. **mins** | - Have students look at the text.  - ask Ss how many people there are  - read the text as a whole class.  - demonstrate the activity using the example.  - have students read individually and circle "True" or "False".  - Check answers as a whole class. |  |
| **Speaking: Practice. Point, ask and answer.**  **Practice.**  **7 mins** | 1. Divide the class into Group A and Group B.  T: I say, "How old/eight.", group A, you say, "How old are you?", group B, you say, "I'm eight."  T: I say, "How old/four", group A, you say, "How old are you?", group B, you say, "I'm four." OK?  T: How old/eight.  Group A: How old are you?  Group B: I'm eight.  T: How old/four.  **Continue whole class/group/individual drills, with:**  • Numbers 1-10.  2. Demonstrate the activity using the example.  3. Divide the class into pairs.  4. Have Student A point and ask, have Student B answer.  5. Swap roles and repeat for the next pictures.  6. Afterwards, have some pairs emonstrate the activity in front of the class. | Listen to T’s instruction. |
| **Chain game**  **4 mins** | Give question :”how old are you?”  Call 1st Ss answers  Call 2nd Ss to repeat 1st S’s answer and give a new answer  Call 3rd Ss to repeat 1st and 2nd Ss’ answers and give a new answer  The game continues until there is 1 unable to repeat | Play game. |

Week 4 Date: 28/9-2/10/2020.

**THEME 1: HELLO**

**LESSON 5**

**PERIOD 15**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **ACTIVITY** | **T’S ACTIVITIES** | **SS’ ACTIVITIES** |
| **Warm up**  **7 mins** | - Greeting  - Review old words :  + stick all numbers on the board  + Have Ss look and read  + Have Ss sing numbers song  - Review structure  + stick the structure on the board  + have Ss to read aloud  + call some Ss and ask | Listen to T’s instruction and do. |
| **Exercise**  **10 mins** | Exercise C – workbook  - Have students look at the text.  - ask Ss how many people there are  - read the text as a whole class.  - demonstrate the activity using the example.  - have students read individually and circle "True" or "False".  - Check answers as a whole class. | Listen to T’s instruction and do.  Do exercises |
| **Writing: Look and write sentences.**  **8 mins** | 1. Demonstrate the activity using the example.  2. Have students look at the school form and write down their personal information.  3. Check answers as a whole class. | Listen to T’s instruction and do. |
| **Exercise**  **10 mins** | Exercise D – workbook  - Give instruction to Ss carefully to help Ss understand what they are going to write.  - Ask Ss to write their information in part D. | Listen to T’s instruction and do. |

Week 4 Date: 28/9-2/10/2020.

**THEME 1: HELLO**

**LESSON 6**

**PERIOD 16**

**I. Objectives:** By the end of the lesson, students will be able to:

- review what they have learn.

**II. Teaching aids and materials:**

- Class book , CD, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | T’s a**ctivities** | SS’ **Activities** |
| **Review**  **12 mins** | - Greeting  - Review old words :  + Stick all old flashcards on the board  + Have Ss look and read  - Review structure  + stick the structure on the board  + have Ss to read aloud  + call some Ss and ask | Listen to T’s instruction and follow. |
| **Listen and draw lines**  **track 31**  **10 mins** | - Play example audio and demonstrate drawing lines from the people to the names.  - Give Ss instruction carefully to make them understand.  - Play audio and have students draw lines.  - Play audio again.  - Play audio again and check answers as a whole class. | Listen to T’s instruction and follow.  Listen and do. |
| **Look and read. Put a tick or a cross in the box.**  **13 mins** | - Illustrate the activity using the example.  - Ask Ss to look at the pictures, read the statements and put a tick in the box if the statement is true or a cross in the box if the statement is false.  - Give instruction carefully to make them understand what they’re going to do.  - Invite some Ss to give their answers.  - Check answers as a whole class.  - Afterwards, have students give a new true statement for each of the false statements. | Listen to T’s instruction and follow.  Listen and do. |

Week 5 Date: 5/10-9/10/2020.

**THEME 1: HELLO**

**LESSON 6**

**PERIOD 17**

**I. Objectives:** By the end of the lesson, students will be able to:

- sing a song of Theme 1.

- review lessons through the “Connect three” game.

**II. Teaching aids and materials:**

- Class book.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | Teacher’s a**ctivities** | Students’ **Activities** |
| **20 ms** | **Listen. Sing along (CD1 – Track 32)**  Ask Ss to turn their Student’s Book to page102.  - Read the lyrics as a whole class and provide some hard word.  + spaceship : tàu vũ trụ  + planet : hành tinh  + flying : bay  - Ask Ss to listen and repeat.  - Invite some Ss to read aloud these words.  - Play audio and have students listen.  - Play audio again and have students listen and sing along.  - Invite each group to stand up and sing. | Listen to T’s instruction and follow.  Listen and sing along. |
| **15 ms** | **Play the “Connect three” game.**  - Divide the class in groups of four. Divide the groups into pairs. Have each pair use a different color pen.  - Have students play rock, paper, and scissors. The winners will go first.  - Student A from the first team points to a space on the board where they wish to put a mark and asks the related question.  Student B answers. If correct, then that team can put a mark on the space. If incorrect, the next team takes their turn.  - The winners are the team that can get three of their own marks in a row, horizontally, vertically or diagonally.  Note: Swap students roles after each turn. | Listen to T’s instruction and follow.  Play game. |

Week 5 Date: 5/10- 9/10/2020.

**THEME 1: HELLO**

**LESSON 6**

**PERIOD 18**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  30 ms | - Review the word phrases before doing Lesson 1’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 4 exercises:  **A. Look at the pictures. Look at the letters. Write the words.**  *Answer key*:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2. home | 3. Alfie | 4. Greenwood | 5.  stand up | 6.  River Town |   **B. Look and read. Complete the sentences.**  *Answer key*:   |  | | --- | | 1. Sit down, please. | | 2. I’m from River Town. | | 3. I’m 8. | | 4. It’s letter N. | | 5. Make a line, please. | | 6. I’m from Alpha. | | - Listen to T’s instruction.  - Do 2 exercises. |

Week 5 Date: 5/10-9/10/2020.

**THEME 2: SCHOOL**

**LESSON 1**

**PERIOD 19**

**I. Objectives:** By the end of the lesson, students will be able to:

- identify classroom object.

- pronounce the objects’ names correctly and fluently.

**II. Teaching aids and materials:**

- Class book , CD, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| ***time*** | **Teacher’s activities** | **Students’ activities** |
| **6 ms** | **Revision**  - Greet Ss and ask old questions:  What your name?  How are you?  How old are you?  Where are you from?  - Have Ss to show their books, notebooks and workbooks on the tables  - Show old cards turn by turn and have Ss one by one read aloud the cards | - greet T  - answer T’s questions  - show notebooks, books, and workbooks on the tables  - read aloud the cards |
| **6 mins** | **Listen, point and say**  **CD1 – T. 33**  - Show flashcards one by one, ask Ss to say if they know.  - For each word: pronounce and have Ss repeat then stick it on the board  - Play audio twice and have Ss listen and repeat.  - Play audio, point to the flashcards along with the audio. Repeat several times.  - Play audio again and ask Ss to listen, repeat and point to the pictures in their books.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed. | look at cards  -listen to T and repeat  - listen to the audio and repeat  - listen, repeat and point to the pictures in the books  - say the words |
| 1. **ms** | **Miming” game**  - Point at the cards one by one, say and mime.  - Ask Ss to stand up, pronounce and mime with T  - Tell Ss to listen and do as what T says, do not imitate what T does  - Pronounce a word and mime another one  - Ask Ss who mimes incorrectly to say the word and mime again | - look at T miming  - stand up, pronounce and imitate T  - mime what T says |
| **7 ms** | **B1. Listen and read**  **CD1 – T34**  - Ask Ss to call out the objects  - Ask Ss to call out the people  - Introduce and explain the situation “Tom is showing Alfie his classroom...”  - Play the audio twice and have Ss listen and read. | - call out the objects  - call out the people  - listen to T’s explanation  - listen to the audio and read. |
| **4 ms** | **B2. Listen and number**  **CD1 – T35**  - Point at the side task and ask Ss how many pictures there are.  - Give instruction: listen and number things mentioned.  - Play audio and explain the example:  What’s this?  It’s a desk  => desk is number 1  - Play audio twice and have Ss listen and number.  - Ask Ss’ answers, play audio again and check answers as a whole class.  \* Expected answers:  1. desk  2. chair  3. cupboard | - answer T’s question  - listen to T’s instruction  - listen to T’s demonstration  - listen and number.  - give answer and check |
| **7 ms** | **B3. Practice the structure**  **CD1 – T 36**  - Write the structure box on the board  - Explain the structure:  What’s this is used for asking the name of objects  - Play audio twice and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Have Ss to say the structure.  - Call out open pairs to ask and answer using the structure | - pay attention to the structure box  - listen to T’s explanation  - listen to the audio  - listen and repeat.  - say the structure.  - ask and answer |

Week 5 Date: 5/10-9/10/2020.

**THEME 2: SCHOOL**

**LESSON 1**

**PERIOD 20**

**I. Objectives:** By the end of the lesson, students will be able to:

- remember classroom objects.

- develop listening, speaking and reading skills.

- improve soft skills: pair work

**II. Teaching aids and materials:**

- Class book.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Activity** | **T’s activities** | **Ss’ activities** |
| **Review**  **7 ms** | - Greet Ss and ask old questions:  What your name?  How are you?  How old are you?  Where are you from?  - Show flashcard from the previous lesson one by one  - Have Ss read the words  - Write the structure from the previous lesson on the board.  - Have Ss read the sentences on the board.  - Have some Ss come to the front and practice using the vocabulary and structure in front of the class. | * Greet T and answer questions * Look at the flashcard * Read the words * Read the sentences |
| **C. Listen. Sing along**  **Track 37**  **7ms** | - Have Ss read aloud the structure  - Stick the flashcards on the board  - Play audio and have Ss listen.  - Play audio and point to the flashcards on the board  - T sing without music and Ss repeat  - Play audio and have Ss sing the song as a whole class.  - Divide the class into two groups.  Group A: sing the questions;  Group B: sing the answers.  - Swap roles and repeat. | - Read aloud the structure  - Listen to audio  - Listen to audio and point to the pictures  - Sing with T  - Sing with audio  - Sing with group |
| **Pronunciation tips**  **( Track 38):**  **5 ms** | - Write the sentence “**It’s a desk”** and emphasize the connected sound.  It’s a => **It sa**  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and explain the pronunciation feature: connected speech  - Play the audio again. Have Ss listen and repeat with a focus on the feature. | Listen to T’s explanation  Listen and repeat the structure |
| **D. Draw lines. Practice. Point, ask and answer.**  **Draw lines.**  **11 ms** | **Draw lines.**  - Ask Ss how many pictures there are  - Ask Ss how many words there are  - Have Ss call out the objects they can see.  - Have Ss individually draw lines in 3 minutes  - Check answers as a whole class.  \*Expected answers:  1. camera  2. desk  3. chair  4. cupboard  5. board  6. door  **Practice.**  - Divide class into Group A and Group B  - Give instruction:  “ I say “**what/camera**” then A say question with **What**  and B answer with  **camera**  - T: “what/camera.",  T: "what/door.",    T: what/ cupboard  T: what/ board  T: what/ chair  T: what/ desk   * Swap the roles of A and B   **Point, ask and answer.**  - Divide class into pairs and number 1 , 2 for each pair  - in each pair, S1 say “What's this?” and S2 respond with “It's a \_\_\_\_\_.”  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class. | - ask T’s questions  - call out the objects  - Read and draw lines.  - Give answers  - say the question/ answer  Gr. A: "What's this?"  Gr. B say, "It's a camera."  Gr. A: "What's this?",  Gr. B : "It's a door."  Gr. A: "What's this?",  Gr.B: "It's a cupboard”.  Gr. A: "What's this?",  Gr.B: "It's a board”.  Gr. A: "What's this?",  Gr.B: "It's a chair”.  Gr. A: "What's this?",  Gr.B: "It's a desk”.  Say structure with friends |
| **Facing game**  **5 ms** | - Have Ss stand in a round  - Instruct: “each Ss has 5 seconds to read out loud 1 word learned. Who can’t give will be eliminate. Winner is the last one in the circle”  - Check instruction  - Play the game  - Announce the winner  - Give feedback | - stand in a round  - Listen to T’s explanation  - each gives a word |

Week 6 Date:12/10-16/10/2020.

**THEME 2: SCHOOL**

**LESSON 1**

**PERIOD 21**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Activity** | **T’s activities** | **Ss’ activities** |
| **Warm up**  **6 ms** | Greet Ss and ask old questions:  What your name?  How are you?  How old are you?  Where are you from?  - Show flashcard from the previous lesson one by one  - Have Ss read the words  - Write the structure from the previous lesson on the board.  - Have Ss read the sentences on the board.  - Have some Ss come to the front and practice using the vocabulary and structure in front of the class. | * Greet T and answer questions * Look at the flashcard * Read the words   Read the sentences |
| **E. Play the “Memory” game:**  **6 ms** | - Divide the students into pairs.  - Have S A look at objects in part A while s B counts to 10.  - Have S A call out as many objects as possible.  - Swap roles and repeat. | Work in pairs  Remember Objects then list |
| **Exercise** A Workbook  **5 ms** | * Ask Ss how many numbers there are (6) * Ask Ss how many words there are (6) * Ask Ss how many pictures there are in each number (4) * Ask Ss what is special in each number (1 picture stands out) * Explain: circle the odd and write the name below. All the names are provided. * Have Ss circle and write the names in 3 minutes * Check answers as the whole class   \*Expected answers:  1. board  2. camera  3. desk  4. cupboard  5. chair  6. door | * Ask T’s questions * Listen to T’s explanation * circle and write the names * give answers |
| **Exercise** B Workbook  **6 ms** | * Ask Ss how many pictures there are(6) * Ask Ss how many words there are (6) * Ask Ss to fill the names of objects based on the pictures provided in 3 minutes * Check answers as the whole class   \*Expected answers:  1. door  2. camera  3. chair  4. board  5. desk  6. cupboard | * Ask T’s questions * fill the names of objects based on the pictures * give answers |
| **Exercise** C Workbook  **5 ms** | * Ask Ss how many numbers there are (6) * Ask Ss how many pictures there are(6) * Point at the first picture and ask “**What’s this? “**( it’s a chair) * Explain that if the answer is correct with the picture, then put a tick, if not, put a cross * Have Ss do individually in 3 ms * Check answers as the whole class   \*Expected answers:  1. Cross  2. Tick  3. Cross  4. Tick | give answers |
| **Exercise** D Workbook  **7 ms** | * Have Ss practice the structure again;   What’s this ?  It’s a (desk)   * Ask Ss how many numbers there are (6) * Ask Ss how many lines there are for each picture (2) * Give instruction: Write the question then write the answer with name of objects provided * Have Ss do individually in 4 ms * Check answers as the whole class   \*Expected answers  2. what’s this?  It’s a camera.  3. What’s this?  It’s a door  4. . What’s this?  It’s a desk |  |

Week 6 Date: 12/10-16/10/2020.

**THEME 2: SCHOOL**

**LESSON 2**

**PERIOD 22**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask and answer about objects in the classroom.

**II. Teaching aids and materials:**

- Class book , CD, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **time** | **T’s activities** | **Ss’ activities** |
| **Warm up**  **5 mins** | Greet Ss  Ask Ss to show book, workbook and notebook on the table  Show old flashcard and ask SS to read out loud | Greet T  Put book, workbook and notebook on the table  Look at pictures and read out loud |
| **Introduction**  **A. Listen, point and say**  **T 39**  **7 ms**  **“show it” game**  **Ms**  **4 ms** | 1. Show flashcards one by one, ask Ss to say if they know.  2. pronounce each word twice and have Ss repeat  3. Arrange all flashcards on the board, play audio twice and have Ss listen and repeat. Point to the flashcards along with the audio. Repeat several times.  4. Play audio again and ask Ss to listen, repeat and point to the pictures in their books.  5. Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed. | - look at cards  -listen to T and repeat  - listen to the audio and repeat  - listen, repeat and point to the pictures in the books  - say the words |
| 1. point at the cards one by one, say and show the things.  2. ask Ss to stand up, pronounce and show their things with T  3. tell Ss to listen and show as what T says, do not show what T does  4. pronounce a word and show a different thing  5. ask Ss who show incorrectly to say the word and show again | - look at T showing things  - stand up, pronounce and show things as T  - show what T says |
| **Development**  **✔B1. Listen and read**  **T40**  **7 ms**  **B2. Listen and number**  **T41**  **4 ms**  **✔B3. Practice the structure**  **T 42**  **7 ms** | 1. Ask Ss to call out the objects  2. Ask Ss to call out the people  3. Introduce and explain the situation “Tom is showing Alfie his classroom...”  4. Play the audio twice and have Ss listen and read. | - call out the objects  - call out the people  - listen to T’s explanation  - listen to the audio and read. |
| 1. ask Ss how many pictures there are  2. give instruction: listen and number things mentioned.  3. Play audio and demonstrate the example.  4. Play audio twice and have Ss listen and number.  5. Ask Ss’ answers, play audio again and check answers as a whole class. | - listen to T’s instruction  - listen to T’s demonstration  - listen and number.  - give answer and check |
| 1. Write the structure box on the board and have Ss focus on it  2. Explain the structure  3. Play audio twice and have Ss listen.  4. Play audio again and have students listen and repeat.  5. practice the structure with different things and have Ss repeat  6. Invite Ss to say the structure. | - pay attention to the structure box  - listen to the audio  - listen and repeat.  - say the structure. |
|  |  |  |

Week 6 Date: 12/10-16/10/2020.

**THEME 2: SCHOOL**

**LESSON 2**

**PERIOD 23**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask and answer about objects in the classroom.

**II. Teaching aids and materials:**

- Class book, CD.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Activity** | **T’s activities** | **Ss’ activities** |
| **Review**  **7 ms** | - Stick flashcard from the previous lesson on the board.  - Have Ss read the words on the board.  - Write the structure from the previous lesson on the board.  - Ask Ss to read aloud.  - Have Ss read the sentences on the board.  - Have some Ss come to the front and practice using the vocabulary and structure in front of the class. | * Look at the flashcard      * Read the words * Read the sentences |
| **C. Listen. Sing along Track 43**  **6 ms** | - Play audio twice and have Ss listen.  - T and Ss sing without music  - Play audio twice and have Ss sing the song as a whole class.  - Divide the class into two groups. Group A: sing the questions;  Group B: sing the answers.  - Give instruction to Ss to help you understand.  - Swap roles and repeat. | - Listen to audio  - Sing with T  - Sing with audio  - Sing with group |
| **Pronun. tips**  **Track 44**  **5 ms** | - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature. | Listen to T’s explanation  Listen and repeat the structure |
| **Listen and tick in the box.**  **Track 45**  **5 mins** | - Ask Ss how many numbers there are  - Ask Ss how many the picture there are for each number  - Ask Ss to call out the objects in each number  - Play audio once and demonstrate the answer  - Play audio twice and have Ss tick the box.  - Play audio again and check answers as a whole class. | - Answer T’s questions  - Call out the objects in each number  - Listen to T’s explanation  - Listen to audio and tick the box. |
| **Practice.**  **8 mins** | Divide the class into Group A and Group B  T: I say, "bag/yes", group A, you say, "Is it a bag?", group B, you say, "Yes, it is."  T: I say, "eraser/no/book", group A, you say, "Is it an eraser?", group B, you say, "No, it isn't. It's a book."  T: bag/yes.  Group A: Is this a bag?  Group B: Yes, it is.  T: eraser/no/book.  Continue whole class/group/individual drills, with:  • book/yes  • chair/no/desk  • pen/no/crayon  Point. Ask and answer.  6. Divide the students into pairs.  7. Have Student A point and ask, have Student B answer.  8. Swap roles and repeat.  9. Afterwards, have some pairs demonstrate the activity in front of the class.  ✔E. Play the “Read my lips” game:  1. Divide the Ss into pairs or small groups.  2. Have one S mouth a sentence silently, e.g. “Is this a ruler?”  3. Have the other S take turns to guess what was said.  4. Swap roles and repeat. | Listen to T’s questions and explanation  Practice structure in groups |
| **Exercise**  **4ms** | Exercise A  1. Ask Ss how many number there are  2. ask Ss how many pictures in each number  3. Ask Ss to circle the odd one out in the number  4. ask Ss to write the name of the object  5. check answers  6. give feedback | Tell the numbers  Tell the numbers of pictures  Circle the odd one out  Write the name of the object |

Week 6 Date: 12/10-16/10/2020.

**THEME 2: SCHOOL**

**LESSON 2**

**PERIOD 24**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **time** | **Teacher’s Activities** | **Ss’ Activities** |
| **2ms** | **Warm up**   * Greet Ss * Stick flashcard from the previous lesson on the board. * Have Ss read the words on the board. * Write the structure from the previous lesson on the board. * Have Ss read the sentences on the board. * Have some Ss come to the front and practice using the vocabulary and structure in front of the class. | Greet T  Look at the flashcard  Read the words  Read the sentences |
| **8ms** | **show me game + Exercise A**   * Ask Ss to prepare book, pen, pencils, erasers, crayons, bags on the table. * Give instruction: show I what say , do not show what I show. Who show wrong has to repeat the word 5 times * Play the game: Say : show me your pens while showing picture of another object   - Do the exercise 1. | Put book, pen, pencils, erasers, crayons, bags on the table.  Listen to T’ instruction  Show what T says |
| **8 ms** | **Exercise B**   * Ask Ss how many pictures there are * Ask Ss how many words there are * Ask Ss to fill the gaps with appropriate pictures * Check answers as the whole class * Give feedback | Answer T’s questions  Do the task  Check answers |
| **8 ms** | **Exercise C**   * Ask Ss how many numbers there are * Ask Ss what are under each picture * Have Ss practice the structure again * Have Ss to fill the gaps under each picture * Check answers as the whole class * Give feedback | Answer T’s questions  Practice the structure  Do the task  Check answers |
| **9ms** | - **Exercise D**  Ask Ss how many numbers there are.  - Ask Ss what are under each picture.  - Have Ss practice the structure again.  - Have Ss to fill the question and give answer. appropriate with the tick or cross.  - Check answers as the whole class, give feedback. | Answer T’s questions  Practice the structure  Do the task  Check answers |

Week 7 Date: 19/10-23/10/2020.

**THEME 2: SCHOOL**

**LESSON 3**

**PERIOD 25**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask and answer about objects in the classroom.

**II. Teaching aids and materials:**

- Class book , CD, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **Warm up**  **3 mins** | Greet Ss  Ask Ss to show book, workbook and notebook on the table  Show old flashcard and ask SS to read out loud | Greet T  Put book, workbook and notebook on the table  Look at pictures and read out loud |
| **Introduction**  **A. Listen, point and say**  **Track 46**  **6 ms** | - Show flashcards one by one, ask Ss to say if they know.  - pronounce each word twice and have Ss repeat  - Arrange all flashcards on the board, play audio twice and have Ss listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and ask Ss to listen, repeat and point to the pictures in their books.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed. | - look at cards  -listen to T and repeat  - listen to the audio and repeat  - listen, repeat and point to the pictures in the books  - say the words |
| **Touching game**  **5 ms** | * Stick cards on the board * Divide Ss into 2 groups * From each group, invite 7 members to stand in a line. 2 line stay away from the board with same distance * Give instruction: Say a word and Ss run to touch the right picture * Check instruction * Play the game * Announce the winner * Give feedback | * Join the lines * Listen to T’s instruction * Play the game |
| **Development**  **✔B1. Listen and read**  **T47**  **6 ms** | * Ask Ss to call out the objects * Ask Ss to call out the people * Introduce and explain the situation ““Mai joins Tom and Alfie...” * Play the audio twice and have Ss listen and read | - call out the objects  - call out the people  - listen to T’s explanation  - listen to the audio and read. |
| **✔B2. Listen and circle Track 48**  **6 ms** | * Ask Ss how many numbers there are * Ask Ss how many pictures there are in each number * Give instruction: listen and circle 1 out of 2 things mentioned. * Play audio and demonstrate the example. * Play audio twice and have Ss listen and circle. * Ask Ss’ answers, play audio again and check answers as a whole class | - answer T’s questions  - listen to T’s instruction  - listen to T’s demonstration  - listen and number.  - give answer and check |
| **✔B3. Practice the structure**  **T 42**  **9 ms** | 1. Write the structure box on the board and have Ss focus on it  2. Explain the structure  3. Play audio twice and have Ss listen.  4. Play audio again and have students listen and repeat.  5. practice the structure with different things and have Ss repeat  6. Invite Ss to say the structure. | - pay attention to the structure box  - listen to the audio  - listen and repeat.  - say the structure. |

Week 7 Date: 19/10-23/10/2020.

**THEME 2: SCHOOL**

**LESSON 3**

**PERIOD 26**

**I. Objectives:** By the end of the lesson, students will be able to:

- remember objects’ names.

- ask and answer about objects in the classroom.

- improve soft skills: group work, pair work

**II. Teaching aids and materials:**

- Class book, CD.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activity** | **Ss’ activities** |
| **Review**  **7 ms** | - Greet Ss and ask old questions:  What your name?  How are you?  How old are you?  Where are you from?  - Show flashcards from the previous lesson one by one  - Have Ss read the words  - Write the structure from the previous lesson on the board.  - Have Ss read the sentences on the board.  - Have some Ss come to the front and practice using the vocabulary and structure in front of the class. | * Greet T and answer questions * Look at the flashcard * Read the words * Read the sentences |
| **C. Listen. Sing along CD1 – Tr50**  **7 ms** | - Play audio twice and have Ss listen.  - T and Ss sing without music  - Play audio twice and have Ss sing the song as a whole class.  - Divide the class into two groups. Group A: sing the questions;  Group B: sing the answers.  - Swap roles and repeat. | - Listen to audio  - Sing with T  - Sing with audio  - Sing with group |
| **Pronunciation tips CD1 –**  **Tr 51**  **7 ms** | - Focus on the example sentence and briefly explain the focus.  - Get Ss listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  - Invite Ss to practice | Listen to T’s explanation  Listen and repeat the structure |
| Practice. Point, ask and answer.  14 ms | - Divide class into Group A and Group B.  T: I say, “picture/no", group A, you say “Is it a picture?”, group B, you say “No, it isn’t.”  T: I say, “what/fan”, group A, you say “What is it?”, group B, you say “It’s a fan.” OK?  T: picture/no  Group A: Is it a picture?  Group B: No, it isn’t.  T: what/fan   * Continue whole class/group/individual drills, with:   • letter/no/what/pencil  • pencil case/no/what/pen  • ruler/no/what/letter  - Divide students into pairs.  - Have S A point and ask, e.g. "Is it a letter?" and S B answer with "No, it isn't.".  - Have S A continue to ask "What is it?", and S B answer e.g. "It's a board."  - Swap roles and repeat.  - Invite some pairs demonstrate the activity in front of the class. | Listen to T’s questions and explanation  Practice structure in groups  Practice structure in pairs |

Week 7 Date: 19/10-23/10/2020.

**THEME 2: SCHOOL**

**LESSON 3**

**PERIOD 27**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s Activities** | **Ss’ Activities** |
| **Review**  **7 ms** | - Greet Ss and ask old questions:  What your name?  How are you?  How old are you?  Where are you from?  - Show flashcard from the previous lesson one by one  - Have Ss read the words  - Write the structure from the previous lesson on the board.  - Have Ss read the sentences on the board.  - Have some Ss come to the front and practice using the vocabulary and structure in front of the class. | * Greet T and answer questions * Look at the flashcard * Read the words * Read the sentences |
| **Ecercise**  **Matching**  **5 ms** | - Ask Ss how many pictures there are  - Ask Ss how many names there are  - Ask Ss to match the picture with the name in 4 ms  - check answers as the whole class | Answer T’s questions  Match  Give answers |
| **Gapfill**  **7 ms** | - Ask Ss how many pictures there are  - Ask Ss how many names there are  - Ask Ss to fill the names in 4 ms  - check answers as the whole class | Answer T’s questions  Fill the gaps  Give answers |
| **Fill the gaps**  **7ms** | - ask S what the green words ( Yes, it is ) means  - ask S what the red words ( No, it isn’t ) means  - Ask Ss if the picture matches and explain the answer  - Ask Ss to write the answer (Yes, it is / No, it isn’t ) in 5 ms  - Check answers as the whole class | Answer T’s questions   * Write the answer for each questions * Give the answers |
| **Fill the gaps**  **7 ms** | * Have Ss to practice the structure again:   **What is it?**  **It’s a …………….**   * Ask Ss how many pictures there are * Ask Ss to write the questions for each number   Then write the answer It’s a with the name of the object provided in 5 ms   * Check answers as the whole class |  |
| **Consoliation**  **2 ms** | * show flashcards and have Ss to read out loud * have Ss to read out loud the structure | * read out loud flashcards * read out loud the structure |

Week 7 Date: 19/10-23/10/2020.

**THEME 2: SCHOOL**

**LESSON 4**

**PERIOD 28**

**I. Objectives:** By the end of the lesson, students will be able to:

- follow simple class instruction.

**II. Teaching aids and materials:**

- Class book , CD, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **6 ms** | - **Revision**  Greet Ss and ask old questions:   * What your name? * How are you? * How old are you? * Where are you from?   - Have Ss to show their books, notebooks and workbooks on the tables  - Show old cards of objects turn by turn and ask Ss questions:   * What’s this? * Is this a …………...? * Is it a …………..? * What is it? | - greet T  - answer T’s questions  - show notebooks, books, and workbooks on the tables  - read aloud the cards |
| **6 ms** | **Introduction**  **A. Listen, point and say**  **Track 52**  - Show flashcards one by one, ask Ss to say if they know.  - For each word: pronounce and have Ss repeat then stick it on the board  - Play audio twice and have Ss listen and repeat.  - Play audio, point to the flashcards along with the audio. Repeat several times.  - Play audio again and ask Ss to listen, repeat and point to the pictures in their books.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed. | - look at cards  -listen to T and repeat  - listen to the audio and repeat  - listen, repeat and point to the pictures in the books  - say the words |
| 1. **ms** | **“Miming” game**  - Point at the cards one by one, say and mime.  - Ask Ss to stand up, pronounce and mime with T  - Tell Ss to listen and do as what T says, do not imitate what T does  - Pronounce a word and mime another one  - Ask Ss who mimes incorrectly to say the word and mime again | - look at T miming  - stand up, pronounce and imitate T  - mime what T says |
| **6 ms** | * **Development**   **✔B1. Listen and read. Track 53**  Ask Ss to call out the people ( teacher, Tom, Alfie, Sam)   * Ask Ss where the people are (in classroom) * Introduce and explain the situation ““The bell rings and class begins...” * Play the audio twice and have Ss listen and read * Says sentences and have Ss repeat:   Open your book, please | call out the people   * call out the place   - listen to T’s explanation  - listen to the audio and read. |
| **6 ms** | **✔B2. Listen and number .Track 54**   * Ask Ss how many numbers there are * Ask Ss to call out the actions ( draw, sing, open ) * Give instruction: listen and number the actions mentioned. * Play audio and demonstrate the example.   Tom, open your book, please   * Open is number 1 * Play audio twice and have Ss listen and number. * Ask Ss’ answers, play audio again and check answers as a whole class   **\***Expected answer:  1. open  2. draw  3. sing | - answer T’s questions  - listen to T’s instruction  - listen to T’s demonstration  - listen and number.  - give answers and check |
| **7 ms** | **✔B3. Practice the structure .Track 55**  - Write the structure box on the board and have Ss focus on it  - Explain the structure  (Close) your book, please? is used for giving instructions in class  When teacher says “………….. please?”, Ss answer “Yes, teacher” then do it.  - Play audio twice and have Ss listen.  - Play audio again and have call out the listen and repeat.  - Practice the structure with different actions and have Ss repeat  - Invite Ss to say the structure. | - pay attention to the structure box  - listen to T’s explanation  - listen to the audio  - listen and repeat.  - say the structure. |

Week 8 Date: 26/10-30/10/2020.

**THEME 2: SCHOOL**

**LESSON 4**

**PERIOD 29**

**I. Objectives:** By the end of the lesson, students will be able to:

- follow simple class instruction.

- pronounce instruction fluently.

**II. Teaching aids and materials:**

- Class book, CD.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **7 ms** | - **Revision**  Greet Ss and ask old questions:   * What your name? * How are you? * How old are you? * Where are you from?   - Have Ss to show their books, notebooks and workbooks on the tables  - Show old cards of objects turn by turn and ask Ss questions:   * What’s this? * Is this a …………...? * Is it a …………..? * What is it?   - Give instructions and have Ss to answer and follow   * Open your book, please?   Yes, teacher   * Close your book, please?   Yes, teacher   * Ask a question, please?   Yes, teacher   * Answer a question, please?   Yes, teacher   * Let’s sing, please   Yes, teacher   * Draw a picture, please   Yes, teacher | - greet T  - answer T’s questions  - show notebooks, books, and workbooks on the tables  - read aloud the cards |
| **5 ms** | **C. Listen. Sing along . Track 56**  - Have Ss read aloud the structure   * Open your book, please?   Yes, teacher  - Stick the flashcards on the board  - Play audio and have Ss listen.  - Play audio and point to the flashcards on the board  - T sing without music and Ss repeat  - Play audio and have Ss sing the song as a whole class.  - Divide the class into two groups.  Group A: sing the questions;  Group B: sing the answers.  - Swap roles and repeat. | - Read aloud the structure  - Listen to audio  - Listen to audio and point to the pictures  - Sing with T  - Sing with audio  - Sing with group |
| **5 ms** | **Pronunciation tips .Track 57**  - Write the sentence “**Open your book, please**?” and emphasize the unstressed sound.  Open your book, please  => **Open** your **book**, please  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and explain the pronunciation feature: the unstressed sound.  - Play the audio again. Have Ss listen and repeat with a focus on the feature. | Listen to T’s explanation  Listen and repeat the structure  - Listen and repeat |
| **5 ms**  8 ms | ✔**D. Listen and circle. Track 58**  - Ask Ss how many numbers there are (6)  - Have Ss call out the people they can see. ( teacher, Tom, Mai, Nick, Cody, Jane)  - Ask Ss how many pictures there are in each number  - Have Ss call out the actions they can see.  - Play audio and demonstrate an example: number 1   * Tom, draw a picture please! * number 1 : draw   - Play audio twice and have Ss listen and circle.  - Ask Ss’ answers, play audio again and check answers as a whole class.  - Give feedback  \* Expected answers:  1. draw  2. ask  3. sing  4. open  5. close  **Practice. Point and say**  - Divide class into pairs ( 1 and 2)  - model with 1 S  - have S1 point at pictures in part A, S2 answer and follow  - Swap role and repeat  - Invite open pairs to practice  - Give feedback | **-** Answer T’s question  **-** Call out the people  **-** Answer T’s question  - Call out the actions  - Listen to T’s demonstration  **- L**isten and circle.  **-** Give answer  - Work with partner  - pay attention to T  - point at pictures, answer and follow |
| 5 ms | “**Teacher commanding” game**.  - Have the class stand up.  - Give instruction: follow what I command, do not follow what I act  - Model “Teacher says…” with open, close.  - Invite Ss come to the board one by one, play the role of “Teacher”, and give commands to the class.  - Give feedback | **-** stand up.  **-** Listen to T’s instruction  - Follow T’s command  - come to the board one by one, play the role of “Teacher |

Week 8 Date: 26/10-30/10/2020.

**THEME 2: SCHOOL**

**LESSON 4**

**PERIOD 30**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the word phrases before doing Lesson 4’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 4 exercises:  **A. Read and circle.**  *Answer key*:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2. close | 3. draw | 4. sing | 5. open | 6. answer |   **B. Look at the pictures and complete the words.**  *Answer key*:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 2. s**in**g | 3. a**s**k | 4. d**raw** | 5. a**nswe**r | 6. c**lo**s**e** |   **C. Look and read. Put a tick or a across in the box.**  *Answer key*:   |  |  |  | | --- | --- | --- | | 2. Sing a song, please.  (tick) | 3. Draw a picture, please.  (cross) | 4. Ask a question, please.  (cross) |   **D. Draw lines and complete the sentences.**  Ss write as examples.  - Monitor the whole class and check if Ss do or not.  - Ask Ss to hand in their workbooks and corrects them.  - Give Ss’ workbooks back to Ss.  - Consolidate all exercises that Ss have done.  *Answer key:*   |  | | --- | | 2. Draw a picture, please. | | 3. Close your book, please. | | 4. Sing a song, please. | | - Listen to T’s instruction.  - Do 4 exercises. |

Week 8 Date: 26/10-30/10/2020.

**THEME 2: SCHOOL**

**LESSON 5**

**PERIOD 31**

**I. Objectives:** By the end of the lesson, students will be able to:

- give simple instructions.

- say farewell.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| 7 ms  23 ms  5 ms | **I. Introduction**  **✔A. Listen, point and say (CD1 - Track 59):**  - Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have students listen, repeat and point to the pictures in their books.  - Invite some Ss to stand up and read aloud the words.  - Give Ss instruction clearly to help them understand what they’re going to do.  - Check Ss’ understanding.  + “What do you do in this activity?” → *look at flashcards and read aloud.*  - Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation if needed.  **II. Development**  **Listening: Listen and number (CD1 – Track 60):**  - Introduce the situation “Vinh is going on a school trip...”  - Have students look at the pictures and call out what they can see.  - Demonstrate the activity using the example.  - Play audio and have students listen and number.  - Play audio again and check answers as a whole class.  - Check and correct Ss answers.  - Play audio again and have students listen and repeat.  **Useful language (CD1 – Track 61):**  *Remember your water bottle!*  Remember to say “Goodbye”!  - Have students look at the useful language box.  - Have students listen to audio and repeat.  - T plays audio again and has Ss listen and repeat.  - T lets Ss write the structure in their notebooks.  **III. Consolidation**  - T divides the class into two teams. T lets Ss play the game “What's missing?”.  - T writes the new words on the board and removes one letter. One student from each team will go to the board and fill the missing letter in the blank. After that, T checks Ss’ answer and inform the winner.   |  |  |  | | --- | --- | --- | | 1. sc…rf | 2. backp…ck | 3. sch…ol trip | | 4. wa…er bot…le | 5. s…acks |  |   *Expected answers:*   |  |  |  | | --- | --- | --- | | 1. sc**a**rf | 2. backp**a**ck | 3. sch**o**ol trip | | 4. wa**t**er bot**t**le | 5. s**n**acks |  | | -Listen to T’s description and guess the word phrases.  - Follow T’s instruction.  - Listen to the audio and number.  - Follow T’s instruction.  - Listen to T’s explanation.  - Write in their notebooks.  - Listen to T’s instruction.  - Play the game. |

Week 8 Date: 26/10-30/10/2020.

**THEME 2: SCHOOL**

**LESSON 5**

**PERIOD 32**

**I. Objectives:** By the end of the lesson, students will be able to:

- give simple instructions.

- say farewell.

- practice reading, speaking and writing skills.

**II. Teaching aids and materials:**

- Class book, CD.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **7 ms**  **28 ms** | **Reading: Read and circle.**  - Read the passage.  **-** Ask Ss to read the passage.  - Read the passage as a whole class.  - Demonstrate circling "True" or "False" using the example.  - Have students read the statements and circle "True" for a correct statement and "False" for an incorrect statement.  - Check Ss’ understanding.  + “What do you do in this activity?” → *read the passage and circle True or False.*  - Check answers as a whole class.  **Speaking: Practice, point and say.**  **Practice.**  T: show the flashcard of “backpack” and asks Ss to speak “Remember your backpack.”  T: show the flashcard of "snacks.” and speak “Remember your snacks.” OK?  T: backpack  Class: Remember your backpack.  T: snacks  Class: Remember your snacks.  **Continue whole class/group/individual drills, with:**  • backpack  • snacks  • water bottle  • scarf  • book  • pencil case  **Point and say.**  - Demonstrate the activity using the example.  - Divide the class into pairs.  - Have Student A point to a picture and have Student B say “Remember \_\_\_\_\_\_\_.”  - Swap roles and repeat.  - Afterwards, have some students demonstrate the activity in front of the class.  **Writing: Look at Speaking part, complete the checklist.**  - Explain the activity by using the example.  - Let students look at the pictures in the "Speaking" and complete the checklist.  - Invite some Ss to give their answers.  - Check answers as a whole class. | -Listen to T’s description and guess the word phrases.  - Follow T’s instruction.  - Listen to T’s instruction and speak.  - Follow T’s instruction.  - Listen to T’s explanation.  - Point and say.  - Listen to T’s instruction.  - Write. |

Week 9 Date:2/11-6/11/2020.

**THEME 2: SCHOOL**

**LESSON 5**

**PERIOD 33**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 5’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 4 exercises:  **A. Look at the pictures and complete the words.**  *Answer key*:   |  |  | | --- | --- | | 2. s**choo**l trip | 3. b**ack**p**ack** | | 4. s**c**a**rf** | 4. **s**n**ack**s |   **B. Read and draw lines.**  *Answer key*:   |  | | --- | | 2. Remember your backpack! | | 3. Remember your scarf! | | 4. Remember your snacks! |   **C. Complete the sentences.**  *Answer key*:   |  | | --- | | 2. Remember your **backpack**, Khang! | | 3. Remember your **snacks**, Vinh! |   **D. Complete the sentences.**  *Answer key:*   |  | | --- | | 2. Remember your **backpack**! | | 3. Remember **your snacks**! | | 4. **Remember your water bottle**! | | - Listen to T’s instruction.  - Do 4 exercises. |

Week 9 Date:2/11-6/11/2020.

**THEME 2: SCHOOL**

**LESSON 6**

**PERIOD 34**

**I. Objectives:** By the end of the lesson, students will be able to:

- review the knowledge that they learn in this theme through test practice.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **20 ms**  **15 ms** | **\* Listening**  **✔Listen and tick the box (CD1- Track 62):**  - Ask Ss to look at on page 28 and give instruction to Ss to help them understand what they are going to do.  - Point to each thing to help them catch things mentioned in each sentence to listen easily.  -Play example audio and demonstrate ticking the box.  - Checking instruction:  + “What do you do in this listening part?” → *listen and tick the correct answers.*  - Play audio and have students listen and tick the correct box.  - Play audio again.  - Invite some Ss to give their answers.  - Play audio again and check answers as a whole class.  **\* Reading and writing**  **✔Look and read. Put a tick or a cross in the box.**  - Ask Ss to look at Reading and writing part and give instruction to Ss to help them understand what they are going to do.  - Demonstrate the activity by using the example in the book and explain why it is.  - Ask Ss to look at the pictures, read the statements and put a tick in the box if the statement is true or a cross in the box if the statement is false.  - Checking instruction:  + “What do you do in this part?” → *look at the pictures, read the statements and decides if they are true or false.*  + “Tick for what?” → *true statements*  + “Cross for what?” → *false statements*  - Invite some Ss to give their answers.  - Check answers as a whole class.  - Afterwards, invite some Ss to give a new true statement for each of the false statements. | -Listen to T’s description and do this listening part.  - Follow T’s instruction.  - Listen to the audio and do.  - Follow T’s instruction.  - Listen to T’s explanation.  - Tick or cross. |

Week 9 Date: 14/10-18/10/2019.

**THEME 2: SCHOOL**

**LESSON 6**

**PERIOD 35**

**I. Objectives:** By the end of the lesson, students will be able to:

- review the knowledge that they learn in this theme through song on page 102.

- apply the lessons in playing game called “Tic, tac, toe”.

- practice reading, speaking and writing skills.

**II. Teaching aids and materials:**

- Class book, CD.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **20 ms**  **15 ms** | **Song**  **✔Listen. Sing along (CD1 – Track 63):**  - Ask Ss to turn their Student’s Book to page102.  - Stick an A0 paper that has available lyrics.  - Read lyrics as a whole class.  - Give Ss instruction to sing along.  - Explain the organ of this song.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and sing along.  **Game**  **✔Play the "Tic, tac, toe" game.**  - Demonstrate playing the game.  - Divide the class into groups of four, two Ss in each team.  - Have teams play rock, paper, scissors. The winning team chooses a square and asks and answers.  - Have the teams take turns.  - Swap roles and repeat until the game is finished. ("Rock, paper, scissors" is played each turn.)  - Before the end of the lesson, check the answers as a whole class.  **“I can” statements**  - Read the statements and give an example for each.  - In pairs, have students give a few more examples of each aim, then briefly practice.  - Ask students to color one, two or three stars, to show how well they can perform the tasks.  (3 stars = Great; 2 stars = Good; 1 star = Needs more study)  For students with two or fewer stars, recommend that they review the theme at home, or do the Workbook or Activity Multi-ROM (if they have it). | -Listen to T’s instruction.  - Follow and sing.  - Listen to T’s instruction and play. |

Week 9 Date: 2/11-6/11/2020.

**THEME 2: SCHOOL**

**LESSON 6**

**PERIOD 36**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 6’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 2 exercises:  **A. Look at the pictures. Look at the letters. Write the words.**  - Point to each picture in this exercise and ask them what it is.  - Then, ask Ss to Ss to order the letters to make a correct word (phrase).  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  |  | | --- | --- | | 1. cupboard | 2. crayon | | 3. pencil case | 4. fan | | 5. sing |  |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Look and read. Put a tick or a cross in the box.**  - Ask Ss to read aloud questions and answers in this part before doing this exercise.  - Give Ss instruction carefully.  *Answer key*:   |  |  |  | | --- | --- | --- | | 1. tick | 2. tick | 3. tick | | 4. tick | 5. cross | 6. cross |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 2 exercises. |

Week 10 Date:9/11-13/11/2020.

**THEME 3: FAMILY**

**LESSON 1**

**PERIOD 37**

**I. Objectives:** By the end of the lesson, students will be able to:

- identify family members.

- ask and answer about people in a family.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **7 ms**  **23 ms**  **5 ms** | **Introduction**  **✔A. Listen, point and say (CD1 – Track 64):**  - Arrange the flashcards on the board and ask Ss who they are in Vietnamese. Then, ask Ss to call family members in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD1 – Track 65):**  - Now introduce the situation “Tom takes Alfie home….” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 4*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and draw lines (CD1- Track 66):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many members are there in Tom’s album?” → 4*  - Play audio and have students listen and draw lines.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD1 – Track 67):**  *Who’s he? – He’s my father. He’s Sam.*  *Who’s she? – She’s Kim’s mother. She’s Lan.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Follow T’s instruction.  - listen and repeat  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  -play the game  - Listen to T’s explanation.  - Answer  - Listen to T’s explanation  -Answer  -Practice |

Week 10 Date: 9 /11-13/11/2020.

**THEME 3: FAMILY**

**LESSON 1**

**PERIOD 38**

**I. Objectives:** By the end of the lesson, students will be able to:

- identify family members.

- ask and answer about people in a family through images.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **6 ms** | **Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them who family members are.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD1- Track 68):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the questions, group B: sing the answers.  - Swap roles and repeat.  **✔Pronunciation tips (CD1 – Track 19):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **Consolidation**  **✔D. Practice. Point, ask and answer.**  **Practice.**  - Divide the class into group A and group B.  T: I say, "who/brother/Ben", group A, you say, "Who's he?, group B, you say, "He's my brother. He's Ben."  T: I say, "who/mother/Ann", group A, you say, "Who's she?, group B, you say, "She's my mother. She's Ann." OK?  T: who/brother/Ben  Group A: Who's he?  Group B: He's my brother. He's Ben.  T: who/mother/Ann  **Continue whole class/group/individual drills, with:**  • who/sister/Lucy  • who/baby brother/Alex  • who/father/Sam  T: I say, "who/Tom's brother/Ben", group A, you say, "Who's he?", group B, you say, "He's Tom's brother. He's Ben."  T: I say, "who/Tom's sister/Lucy", group A, you say, "Who's she?, group B, you say, "She's Tom's sister. She's Lucy." OK?  T: who/Tom's brother/Ben  Group A: Who's he?  Group B: He's Tom's brother. He's Ben.  T: who/Tom's sister/Lucy  **Continue whole class/group/individual drills, with:**  • who/Tom's mother/Ann  • who/Tom's father/Sam  **Point, ask and answer.**  - Divide the students into pairs.  - Have Student A ask and Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **✔E. Draw faces. Talk about your family.**  - Have students draw the face of their family members.  - Divide the students into pairs.  - Have Student A look at Student B's drawing and ask “Who's he/she?” and have Student B answer “He's/She's my \_\_\_\_\_\_\_.”  - Swap roles and repeat.  - Afterwards, have some students demonstrate the activity. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  -Listen  - Sing along.  - Listen to the audio and read.  -Listen and repeat  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Draw faces. |

Week 10 Date: 9/11-13/11/2020.

**THEME 3: FAMILY**

**LESSON 1**

**PERIOD 39**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 1’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - Explain Tom’s nuclear family to Ss.  - There are 3 exercises:  **A. Look and write about Tom’s family.**  - Point to each picture in this exercise and ask them who he/ she is.  - Ask Ss to choose the correct words to write them under the pictures.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  |  | | --- | --- | | 2. baby brother | 3. father | | 4. sister | 5. mother |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Look, read, and draw lines.**  - Ask Ss to read aloud questions and answers in this part before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to look at the pictures, match questions with their appropriate answers.  *Answer key*:   |  |  | | --- | --- | | 2. Who’s he? | He’s Tom’s brother. | | 3. Who’s she? | She’s Tom’s sister. | | 4. Who’s he? | He’s Tom’s father. | | 5. Who’s he? | He’s Tom’s baby brother. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Look and complete the sentences.**  - Ask Ss to look at the pictures and explain the way of completing the sentences in this part before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  | | --- | | 2. Who’s she?  He’s Tom’s mother. She’s Ann. | | 3. Who’s he?  He’s Tom’s father. He’s Sam |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 3 exercises.  -Look and write  -Choose and write  -Answer  -Look,read and write  -Complete the sentences |

Week 10 Date: 9/11-13/11/2020.

**THEME 3: FAMILY**

**LESSON 2**

**PERIOD 40**

**I. Objectives:** By the end of the lesson, students will be able to:

- identify family members.

- introduce family members and greet people politely.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **7 ms**  **23 ms**  **5 ms** | **Introduction**  **✔A. Listen, point and say (CD1 – Track 70):**  - Arrange the flashcards on the board and ask Ss who they are in Vietnamese. Then, ask Ss to call family members in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD1 – Track 71):**  - Now introduce the situation “Alfie is meeting more of Tom’s family” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 2*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and number (CD1- Track 72):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many members are there in Tom’s album?” → 5*  - Ask Ss to focus on 3 squares in 3 people and demonstrate the example.  - Play audio and have students listen and number the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD1 – Track 73):**  *Tom: This is my grandfather.*  *Alfie: Hi, I’m Alfie. Pleased to meet you.*  *Grandfather: Nice to meet you.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Follow T’s instruction.  - Listen and repeat  -Listen and repeat  -Copy down  -Play the game  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  -Answer  - Listen to T’s explanation.  - Write in their notebooks. |

Week 11 Date:16 - 20/11/2020.

**THEME 3: FAMILY**

**LESSON 2**

**PERIOD 41**

**I. Objectives:** By the end of the lesson, students will be able to:

- identify family members.

- practice introducing family members and greet people politely.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **6 ms** | **Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them who family members are.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD1- Track 74):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the introducing statements, group B: sing the greeting statements.  - Swap roles and repeat.  **✔Pronunciation tips (CD1 – Track 75):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **Consolidation**  **Practice**  - Divide class into group A & group B  T: I say, "my grandmother/pleased", group A, you say "This is my grandmother.", group B, you say "Pleased to meet you."  T: I say, "Tom's grandfather/pleased", group A, you say "This is Tom's grandfather", group B, you say "Pleased to meet you". OK?  T: my grandmother/pleased  Group A: This is my grandmother.  Group B: Pleased to meet you.  T: Tom's grandfather/ pleased  Group A: This is Tom's grandfather.  Group B: Pleased to meet you.  **Continue whole class/group/individual drills, with:**  • grandfather  • uncle  • aunt  • cousin  **Point and say.**  - Divide the students into pairs.  - Have Student A point and say a statement, e.g. "This is Tom's grandfather." Have Student B respond with "Pleased to meet you.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **✔E. Point. Introduce your family.**  - Divide the class into pairs.  - Have Student A point to a picture and say “This is my  \_\_\_\_\_\_\_.” and Student B respond with “Pleased to meet you.”  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Introduce their family. |

Week 11 Date:16-20/11/2020.

**THEME 3: FAMILY**

**LESSON 2**

**PERIOD 42**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 2’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - Explain Tom’s extended family to Ss.  - There are 3 exercises:  **A. Complete the words.**  - Point to each picture in this exercise and ask them who he/ she is.  - Ask Ss to remember correct words to fill in the gaps with the correct letters.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  |  | | --- | --- | | 2. g**rand**f**ather** | 3. c**ousin** | | 4. a**un**t | 5. u**ncle** |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Circle each word. Write the words.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they circle before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to remember the words that they have learnt to give the correct answers.  *Answer key*:   |  | | --- | | 2. aunt sister cousin | | 3. grandfather brother | | 4. mother sister father | | 5. cousin grandmother |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Look, trace and write.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  | | --- | | 2. This is Tom’s cousin. | | 3. This is Tom’s grandfather. | | 4. This is Tom’s grandmother. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 3 exercises. |

-

Week 11 Date:16-20/11/2020.

**THEME 3: FAMILY**

**LESSON 3**

**PERIOD 43**

**I. Objectives:** By the end of the lesson, students will be able to:

- describe people.

- ask and answer the questions about describing people.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **7 ms**  **23 ms**  **5 ms** | **Introduction**  **✔A. Listen, point and say (CD1 – Track 76):**  - Arrange the flashcards on the board and ask Ss what they look like in Vietnamese. Then, ask Ss to describe words in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD1 – Track 77):**  - Now introduce the situation “Alfie is meeting more of Tom’s family” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 5*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and number (CD1- Track 78):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many members are there in Tom’s album?” → 4*  - Ask Ss to focus on 3 squares in 3 people and demonstrate the example.  - Play audio and have students listen and number the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD1 – Track 79):**  *Is your brother tall? – Yes, he is.*  *Is your sister short? – No, she isn’t. She’s tall.*  *isn’t = is not*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  Copy down in notebook  Play the game  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  - Write in their notebooks |

Week 11 Date: 16-20/11/2020.

**THEME 3: FAMILY**

**LESSON 3**

**PERIOD 44**

**I. Objectives:** By the end of the lesson, students will be able to:

- describe people.

- ask and answer the questions about describing people.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **6 ms** | **Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them what people look like.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD1- Track 80):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the questions, group B: sing the answers.  - Swap roles and repeat.  **✔Pronunciation tips (CD1 – Track 81):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **Consolidation**  **✔D. Read and put a tick or a cross in the box. Practice. Point, ask and answer.**  **Read and put a tick or cross in the box.**  - Have Ss call out the people they can see.  - Demonstrate the activity using the example.  - Have Ss put a tick or a cross in the box.  **Practice.**  - Divide the class into Group A and Group B.  T: I say, "he/handsome/yes", group A, you say "Is he handsome?", group B, you say "Yes, he is."  T: I say, "short/no/tall", group A, you say "Is he short?", group B, you say "No, he isn't. He's tall. "OK?  T: handsome/yes  Group A: Is he handsome?  Group B: Yes, he is.  T: short/no/tall  Group A: Is he short?  Group B: No, he isn't. He's tall  **Continue whole class/group/individual drills, with:**  • young/yes  • young/no/old  • tall/yes  • tall/no/short  • pretty/yes  • old/no/young  **Ask and answer.**  - Divide the students into pairs.  - Have Student A ask and Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **✔E. Play the “Read my lips” game.**  - Divide the students into pairs or small groups.  - Have one student mouth a sentence silently e.g. “Is your mother tall?”  - Have the other students take turns to guess what was said.  - Swap roles and repeat. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Play game. |

Week 12 Date:23-27/11/2020.

**THEME 3: FAMILY**

**LESSON 3**

**PERIOD 45**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 3’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 4 exercises:  **A. Circle the odd one out and write.**  - Point to each part in this exercise and explain the rule of doing this one.  - Ask Ss to choose the images that are different from others and write the words in proportion to those images.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  |  | | --- | --- | | 2. young | 3. short | | 4. tall | 5. pretty | | 6. handsome |  |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Look and read. Tick the correct sentences.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they tick before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to tick the correct answers basing on the images.  *Answer key*:   |  | | --- | | 2. Is she young? – No, she isn’t. | | 3. Is he handsome? – Yes, he is. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Read and circle the correct words.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Remind Ss to focus on red arrows with the purpose of recognizing the people who need to be described and circle the correct words.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  |  |  | | --- | --- | --- | | 1. short | 2. tall | 3. young |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **D. Look and write.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask them to look at the example and demonstrate it to make Ss understand clearly.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  | | --- | | 2. Is she tall?  No, she isn’t. She’s tall. | | 3. Is she pretty?  Yes, she is. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 4 exercises. |

Week 12 Date: 23-27/11/2020.

**THEME 3: FAMILY**

**LESSON 4**

**PERIOD 46**

**I. Objectives:** By the end of the lesson, students will be able to:

- describe and identify people.

- ask and answer the questions about identifying people.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **7 ms**  **23 ms**  **5 ms** | **Introduction**  **✔A. Listen, point and say (CD1 – Track 82):**  - Arrange the flashcards on the board and ask Ss who they are and what they look like in Vietnamese. Then, ask Ss to describe words in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD1 – Track 83):**  - Review the situation in the previous lesson and remind some sentences.  - Now introduce the situation “The children are looking at Alfie’s family…” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 3*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and number (CD1- Track 84):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many members are there in Tom’s album?” → 5*  - Ask Ss to focus on 3 squares in 3 people and demonstrate the example.  - Play audio and have students listen and number the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD1 – Track 85):**  *Who’s the tall women? – She’s Tom’s mother.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  - Write in their notebooks. |

Week 12 Date: 23-27/11/2020.

**THEME 3: FAMILY**

**LESSON 4**

**PERIOD 47**

**I. Objectives:** By the end of the lesson, students will be able to:

- describe and identify people.

- ask and answer the questions about identifying people.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **6 ms** | **Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them what people look like.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD1- Track 86):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have Ss listen.  - Play audio and have Ss point to the pictures in Part A.  - Play audio and have Ss sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the questions, group B: sing the answers.  - Swap roles and repeat.  **✔Pronunciation tips (CD1 – Track 87):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **Consolidation**  **✔D. Practice. Ask and answer.**  - Divide class into Group A and Group B.  T: I say, “old man/grandfather”, group A, you say “Who’s the old man?”, group B, you say “He’s Tom’s grandfather.”  T: I say, “young girl/sister”, group A, you say “Who’s the young girl?”, group B, you say “She’s Tom’s sister.” OK?  T: old man/grandfather  Group A: Who’s the old man?  Group B: He’s Tom’s grandfather.  T: young girl/sister  **Continue whole class/group/individual drills, with:**  • short boy/brother  • fat baby/baby brother  • old woman/grandmother  • tall girl/cousin  • thin woman/aunt  **Ask and answer.**  - Demonstrate the activity using the example and interact with the class.  - Ask Ss to work in pairs.  - Ask Student A to ask and Student B to answer.  - Swap roles and repeat.  - Afterwards, invite some pairs to ask and answer in front of the class.  **✔E. Play the “Memory” game.**  - Model the rule of this game with the monitor: T will ask him/ her look at the pictures while T counts to 10. T asks him/ her to answer.  - Give instruction carefully.  - Ask Ss to work in pairs.  - Have Student A look at the pictures while Student B counts to 10.  - Have Student B ask “Who’s the \_\_\_\_\_\_\_?” and Student A call out the answers.  - Swap roles and repeat. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Play game. |

Week 12 Date: 23-27/11/2020.

**THEME 3: FAMILY**

**LESSON 4**

**PERIOD 48**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 3’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 3 exercises:  **A. Trace and draw lines.**  - Point to each picture in this exercise and explain the rule of doing this one.  - Ask Ss to look at the pictures and match the correct words after tracing them.  - Give instruction to Ss to help them understand what they are going to do.  - Let Ss trace and draw lines to match the correct answers.  - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Read and tick the correct sentences.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they tick before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to tick the correct answers basing on the pictures.  *Answer key*:   |  | | --- | | 2. She’s Tom’s grandmother. | | 3. He’s Tom’s uncle. | | 4. She’s Tom’s aunt. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **D. Look and write.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask them to look at the example and demonstrate it to make Ss understand clearly.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  | | --- | | 2. Alfie: Who’s the pretty girl?  Tom: She’s my sister. | | 3. Alfie: Who’s the young boy?  Tom: She’s my baby brother. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 3 exercises. |

Week 13 Date:30/11-04/12/2020.

**THEME 3: FAMILY**

**LESSON 5**

**PERIOD 49**

**I. Objectives:** By the end of the lesson, students will be able to:

- talk and write about my favorite pets.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **7 ms**  **23 ms**  **5 ms** | **Introduction**  **✔New words: Listen, point and say (CD1 – Track 88):**  - Arrange the flashcards on the board and ask Ss what animals they are and what they look like in. Then, ask Ss to describe words in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔Listening: Listen and circle (CD1 – Track 89):**  - Introduce the topic “Pets in Vietnam.” and ask Ss to talk about characteristics of each animal.  - Give instruction clearly to help them understand what they’re going to do.  - Play audio and demonstrate the activity by using the example.  - Play audio and have Ss listen and circle.  - Play audio again and check answers as a whole class.  **✔Useful language (CD1 – Track 90):**  *Dogs are my favorite pets.*  *Dogs are friendly.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks.  **Consolidation**  ***Dogs are my favorite pets.***  ***What about you?***  - Let Ss work in pairs to ask and answer about their favorite pets by using above-mentioned structures.  - Invite some pairs to present.  - Give comments and feedback. | -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  - Write on their notebooks.  - Listen to T’s explanation.  - Work in pairs. |

Week 13 Date: 30/11-04/12/2020.

**THEME 3: FAMILY**

**LESSON 5**

**PERIOD 50**

**I. Objectives:** By the end of the lesson, students will be able to:

- talk and write about my favorite pets.

**II. Teaching aids and materials:**

- Class book, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **2 ms**  **15**  **13 ms**  **5 ms** | **Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them what animals they are and what they look like.  - Review structure.  **New lesson**  **✔Reading: Read and circle “True” or “False”.**  - Have students read the text individually to catch the content.  - Ask Ss what words they don’t know and explain them.  - Read the text and ask Ss to repeat as a whole class.  - Give instruction to Ss clearly.  - Inivite some Ss to read some small sentences in the reading text to help them practice reading.  - Demonstrate the activity using the example.  - Have students read the questions and circle “True” or “False”.  - Invite some Ss to give their answers and ask them to correct these false sentences.  - Check answers as a whole class.  **Consolidation**  **✔Speaking: Point and say.**  - Write structures on the board to help Ss remember what they have learnt.  - Then Ss can apply structures to speak.  - Demonstrate the activity by using the example.  - Divide the class into pairs.  - Have student A point and student B talk about that animal.  - Swap roles and repeat.  - Afterwards, invite some Ss to demonstrate the activity in front of the class.  - Give comments and feedback about their pronunciation if needed.  **✔Writing: Write your answers down.**  - Demonstrate the activity.  - Have students write sentences about each pet and which pet is their favorite.  - Afterwards, have some students read their sentences in front of the class.  - Give comments and feedback | - Listen to T’s instruction.  - Read aloud the words.  - Listen to T’s instruction.  - Follow T’s instruction.  - Do the activity.  - Listen to T’s instruction.  - Follow T’s instruction.  - Speak.  - Listen to T’s explanation.  - Write on their class books. |

Week 13 Date: 30/11-04/12/2020.

**THEME 3: FAMILY**

**LESSON 4**

**PERIOD 51**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 5’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 5 exercises:  **A. Look at the pictures. Complete the words.**  - Point to each picture in this exercise and explain the rule of doing this one.  - Ask Ss to look at the pictures and complete the correct words from the available box of words to fill in the gaps.  - Give instruction to Ss to help them understand what they are going to do.  - Let Ss complete the words.  - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  *Answer key*:   |  |  |  | | --- | --- | --- | | 2. **c**a**t** | 3. r**abbi**t | 4. **s**o**ft** | | 5. **cu**t**e** | 6. **f**r**ien**d**ly** |  |   **B. Look and read. Tick the correct sentences.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they tick before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to tick the correct answers basing on the pictures.  *Answer key*:   |  |  |  | | --- | --- | --- | | 2. cat | 3. cute | 4. dog |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Read and circle True of False.**  - Have students read the text individually to catch the content.  - Ask Ss what words they don’t know and explain them.  - Read the text and ask Ss to repeat as a whole class.  - Inivite some Ss to read some small sentences in the reading text to help them practice reading.  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Demonstrate the activity by using the example.  - Ask them to look at the example and demonstrate it to make Ss understand clearly.  - Have students read the questions and circle “True” or “False”.  - Invite some Ss to give their answers and ask them to correct these false sentences.  - Let Ss do this exercise.  - Check answers as a whole class.  *Answer key:*   |  |  |  | | --- | --- | --- | | 1. False | 2. True | 3. False |   **D. Look and write.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask them to look at the example and demonstrate it to make Ss understand clearly.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  | | --- | | 2. **Dogs** are my favorite pets.  **Dogs** are **cute and friendly**. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **E. What about you? Write.**  - Let Ss wtite about their favorite pets and describe their ones.  - Invite some Ss to talk about their writing.  - Give comments to each student. | - Listen to T’s instruction.  - Do 5 exercises. |

Week 13 Date: 30/11-04/12/2020.

**THEME 3: FAMILY**

**LESSON 6**

**PERIOD 52**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt in theme 3.

- do the test practice well.

**II. Teaching aids and materials:**

- CD, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **10 ms**  **15 ms** | **Review**  - Review vocabulary before moving to the main lesson.  - Stick flashcards on the table and ask them about to write the words under each picture.  - Review structures.  **✔Listen and draw lines (CD1 – Track 91):**  - Point to each picture and ask them who they are.  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask them to look at the example, play example audio and demonstrate drawing lines from the names to the people.  - Give Ss instruction clearly.  - Play audio and have Ss draw lines.  - Play audio again for Ss to check their answers at the second time before giving their answers.  - Invite some Ss to give their answers.  - Play audio again and check answers as a whole class.  **Reading and Writing**  **✔Look at the pictures. Look at the letters. Write the words.**  - Demonstrate the example on the board. Write the mixed up letters on the board, then write the word next to the letters, cross out each letter once they have been put in the correct order.  - Have Ss individually look at the mixed up letters and the pictures. Have Ss spell the words in the spaces provided.  - Check answers as a whole class.  - Afterwards, have some Ss demonstrate spelling the words aloud in front of the class. | - Listen to T’s instruction.  - Review. |

Week 14 Date: 7-11/12/2020.

**THEME 3: FAMILY**

**LESSON 6**

**PERIOD 53**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt in theme 3.

- do the test practice well.

**II. Teaching aids and materials:**

- CD, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **10 ms**  **15 ms** | **Review**  - Review vocabulary before moving to the main lesson.  - Stick flashcards on the table and ask them about to write the words under each picture.  - Review structures.  **✔Listen and draw lines (CD1 – Track 91):**  - Point to each picture and ask them who they are.  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask them to look at the example, play example audio and demonstrate drawing lines from the names to the people.  - Give Ss instruction clearly.  - Play audio and have Ss draw lines.  - Play audio again for Ss to check their answers at the second time before giving their answers.  - Invite some Ss to give their answers.  - Play audio again and check answers as a whole class.  **Reading and Writing**  **✔Look at the pictures. Look at the letters. Write the words.**  - Demonstrate the example on the board. Write the mixed up letters on the board, then write the word next to the letters, cross out each letter once they have been put in the correct order.  - Have Ss individually look at the mixed up letters and the pictures. Have Ss spell the words in the spaces provided.  - Check answers as a whole class.  - Afterwards, have some Ss demonstrate spelling the words aloud in front of the class. | - Listen to T’s instruction.  - Review. |

Week 14 Date: 7-11/12/2020.

**THEME 3: FAMILY**

**LESSON 6**

**PERIOD 54**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt in theme 3.

- do the test practice well.

**II. Teaching aids and materials:**

- CD, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **10 ms**  **15 ms**  **10 ms** | **Review**  - Review vocabulary before moving to the main lesson.  - Stick flashcards on the table and ask them about to write the words under each picture.  - Review structures.  **✔Listen and draw lines (CD1 – Track 91):**  - Point to each picture and ask them who they are.  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask them to look at the example, play example audio and demonstrate drawing lines from the names to the people.  - Give Ss instruction clearly.  - Play audio and have Ss draw lines.  - Play audio again for Ss to check their answers at the second time before giving their answers.  - Invite some Ss to give their answers.  - Play audio again and check answers as a whole class.  **Reading and Writing**  **✔Look at the pictures. Look at the letters. Write the words.**  - Demonstrate the example on the board. Write the mixed up letters on the board, then write the word next to the letters, cross out each letter once they have been put in the correct order.  - Have Ss individually look at the mixed up letters and the pictures. Have Ss spell the words in the spaces provided.  - Check answers as a whole class.  - Afterwards, have some Ss demonstrate spelling the words aloud in front of the class. | - Listen to T’s instruction.  - Review. |

**Week 14: Date:7-11/12/2020.**

**Theme 4: Colors**

**Period 55: Lesson 1 (1st)**

**I. Objectives**

By the end of the lesson, students will be able to identify colors.

**II. Vocabulary:** *green, blue, red, yellow, color/colors*

**III. Structure:** *What color is this?*

*It’s (yellow).*

**IV. Teaching aids**

- CD2 tracks 1-4; CD player

- Flashcards *green, blue, red, yellow, color/colors*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5ms  10ms  5ms  5ms  5ms  5ms | **I.** **Warm up**  - Have students sing the Family song (CD1, Track 92) and do the actions  **II. Presentation and Practice**  **A. Listen, point and say (CD2 - Track 1)**  - Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have students listen, repeat and point to the pictures in their books.  - Check meaning and have students copy down the words in their notebooks.  - Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  - Play the “Word Tennis” game. Have one student come to the front and play "Tennis" with you.  - As you say a word hit it to the student and have the student respond with another word and hit it back to you.  - Divide the students into pairs and have them play with each other. Have some pairs demonstrate the activity in front of the class.  **B1. Listen and read (CD2 – Track 02)**  - Introduce the situation “The class is playing the ‘Teacher says’ game...”  - Have students call out the actions and people they can see.  - Have students listen and read.  **B2. Listen and number (CD1 – Track 03)**  - Play audio and demonstrate the activity using the example.  - Play audio and have students listen and number.  - Play audio again and check answers as a whole class.  **B3. Practice the structure (CD1 – Track 04)**  - Draw students’ attention to the structure box.  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  **III. Production**  **-** Have students act it out | - Sing and do  - Look, listen and repeat.  - Listen.  - Listen, repeat and point  - Copy in notebooks.  - Look and say.  - Play the game  - Work in pairs  - Look and listen  - Look and say.  - Listen and read.  - Look and listen  - Listen and number  - Check answer  - Look  - Listen  - Listen and repeat  - Act it out |

**Week 14: Date: 7-11/12/2020.**

**Theme 4: Colors**

**Period 56: Lesson 1 (2nd)**

**I. Objectives**

By the end of the lesson, students will be able to identify colors.

**II. Vocabulary:** *green, blue, red, yellow, color/colors*

**III. Structure:** *What color is this?*

*It’s (yellow).*

**IV. Teaching aids**

- CD2 tracks 5-7; CD player

- Flashcards *green, blue, red, yellow, color/colors*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5ms  10ms  5ms  10ms  5ms | **I.** **Warm up: Guessing game**  - Show the flashcards to have students look and say once.  - Uncover the flashcards slowly and have them to look and guess what it is.  **II. Presentation and Practice**  **C. Listen. Sing along (CD2 – Track 05):**  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - Divide the class into two groups, group A sings the questions, group B sings the answers.  - Swap roles and repeat.  **✔Pronunciation tip (CD2 – Track 06):**  - Focus on the example sentence and briefly explain the focus.  - Tell students they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have students listen and repeat with a focus on the feature.  **D. Listen and tick the box. Practice. Ask and answer (CD2 – Track 07)**  **Listen and tick the box.**  1. Have students call out the colors and objects they can see.  2. Play audio and demonstrate the activity using the example.  3. Play audio again and have students tick the correct answers.  4. Play audio again and check answers as a whole class.  **Practice.**  5. Divide the class into Group A and Group B.  T: I say "color/red.", group A, you say "What color is this?", group B, you say "It's red."  T: I say "color/green.", group A, you say "What color is this?", group B, you say "It's green." OK?  T: color/red.  Group A: What color is this?  Group B: It's red.  T: color/green.  **Continue whole class/group/individual drills, with:**  • color/blue.  • color/yellow.  **Ask and answer.**  6. Demonstrate the activity using the example.  7. Divide the students into pairs, and have them practice asking and answering.  8. Swap roles and repeat.  9. Afterwards, have some pairs demonstrate the activity in front of the class.  **III. Production**  **E. Play the “Guess the color” game.**  1. Divide the class into groups of four.  2. Have Student A stand up and face away from the group.  3. Have another student choose an object from the desk and ask “What color is this?”  4. Have Student A guess and answer the question, e.g. “It’s blue.”  5. Have Student A guess three times and if incorrect, have the other students answer.  6. Have students take turns. | - Look and say.  - Look and guess.  - Listen.  - Listen and point  - Sing and do  - Group A sings the questions, group B sings the answers; then swap.  - Listen.  - Listen and notice the pronunciation feature.  - Listen.  - Listen and repeat  - Look and say  - Look and listen  - Listen and tick.  - Check answers  - Work in groups  - Look  - Work in pairs  - Play the game |

**Week 15: Date: 14-18/12/2020.**

**Theme 4: Colors**

**Period 57: Lesson 1 (3rd)**

**I. Objectives**

By the end of the lesson, students will be able to identify colors.

**II. Vocabulary:** *green, blue, red, yellow, color/colors*

**III. Structure:** *What color is this?*

*It’s (yellow).*

**IV. Teaching aids**

- Workbook p.38-39

- Flashcards *green, blue, red, yellow, color/colors*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5ms  10ms  5ms  5 ms  10 ms | **I.** **Warm up:**  - Play track 05 and have students sing a song.  - Call some students to the front and perform.  **II. Revision and Practice**  **✔A. Circle the odd one out and write.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures, circle the odd one out and write.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answer as a whole class.  **✔B. Look at the pictures and complete the words.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures and complete the words.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  **✔C. Complete the words and draw lines.**  1. Have students look at the pictures and call out what they can see.  2. Demonstrate completing the sentence and draw line.  3. Have students look at the pictures, complete the sentences and draw lines.  4. Divide the class into pairs and have them check the answers with each other.  5. Check answers as a whole class.  **✔D. Look, trace and write.**  1. Arrange the flashcards on the board.  2. Demonstrate the activity using the example by pointing, asking the question then write down the answer.  3. Divide the class into pairs, have student A point to the picture and ask “What color is this?”, have student B answer “ It’s \_\_\_\_\_.”, have them both write down the answers in their Workbooks.  4. Swap roles and repeat.  5. Check answers as a whole class.  6. Afterwards, have some pairs demonstrate the activity in front of the class**.** | - Sing along.  - Some students perform.  - Look and listen  - Circle and write  - Check answers  - Look and listen  - Look and complete.  - Check answers  - Look and say  - Look and listen  - Complete the words and draw line  - Check answers  - Look  - Look and listen  - Work in pairs  - Check answers  - Some pairs perform. |

**Week 15: Date: 14-18/12/2020.**

**Theme 4: Colors**

**Period 58: Lesson 2 (1st)**

**I. Objectives**

By the end of the lesson, students will be able to talk about what color they want.

**II. Vocabulary:** *pink, gray, black, brown, paint/ paints*

**III. Structure:**

What color do you want?

(Pink), please!

**IV. Teaching aids**

- CD2 tracks 08-11; CD player

- Flashcards: *pink, gray, black, brown, paint/ paints*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5ms  5 ms  10 ms  5ms  5ms  5ms | **I.** **Warm up: Activity: Guessing game**  - Divide class into 2 teams.  - Call a student from each team to the front.  - Show a flashcard and have the rest of class do the actions for their friends to guess the word.  - The team which can say the words aloud first and correctly receives a point.  **II. Presentation and Practice**  **A. Listen, point and say (CD2 – Track 08):**  1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  2. Play audio again and have students listen, repeat and point to the pictures in their books.  3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  4. Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  5. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  6. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.  **B1. Listen and read (CD2 – Track 09):**  1. Review the story from the previous lesson “Alfie and the children were buying paint.”  2. Now introduce the situation “The children are painting…”  3. Have students call out the objects and people they can see.  4. Have students listen and read.  **✔B2. Listen and circle (CD2 – Track 10):**  1. Play audio and demonstrate the activity using the example.  2. Play audio and have students listen and circle.  3. Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD2 – Track 11):**  1. Draw students’ attention to the structure box.  2. Play audio and have students listen.  3. Play audio again and have students listen and repeat.  **III. Production**  **Activity: Which One is Missing**?  **-** Stick the flashcards on the board.  - Take out one flashcard when the students are not looking.  - Ask students for the missing one. | - Play in 2 teams of 5  - 2 students come to the front  - Do the actions, Look and guess  - Listen, point and repeat  - Look and say.  - Play in 2 teams  - Listen.  - Look and say.  - Listen and read.  - Look and listen  - Listen and circle  - Listen and check  - Look  - Listen  - Listen and repeat  - Say the missing one |

**Week 15: Date:14-18/12/2020.**

**Theme 4: Colors**

**Period 59: Lesson 2 (2nd)**

**I. Objectives**

By the end of the lesson, students will be able to talk about what color they want.

**II. Vocabulary:** *pink, gray, black, brown, paint/ paints*

**III. Structure:**

What color do you want?

(Pink), please!

**IV. Teaching aids**

- CD2 tracks 12-13; CD player

- Flashcards: *pink, gray, black, brown, paint/ paints*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5ms  10ms  5ms  10 ms  5 ms | **I.** **Warm up: Guessing game**  - Uncover the flashcards slowly.  - Ask students to look and guess.  **II. Presentation and Practice**  **C. Listen. Sing along (CD2 – Track 12):**  1. Play audio and have students listen.  2. Play audio and have students point to the pictures in Part A.  3. Play audio and have students sing the song as a whole class.  4. Divide the class into two groups, group A sings the questions, group B sings the answers.  5. Swap roles and repeat.  **✔Pronunciation tip (CD2 – Track 13):**  1. Focus on the example sentence and briefly explain the focus.  2. Tell students they must listen and notice the pronunciation feature.  3. Play the audio once and draw attention to the pronunciation feature.  4. Play the audio again. Have students listen and repeat with a focus on the feature.  **D. Practice. Point, ask and answer.**  **Practice.**  1. Divide the class into Group A and Group B  T: I say, "color/brown.", group A, you say "What color do you want?", group B, you say "Brown, please!"  T: I say, "color/blue.", group A, you say "What color do you want?", group B, you say "Blue, please!" OK?  T: color/brown.  Group A: What color do you want?  Group B: Brown, please.  T: color/blue.  **Continue whole class/group/individual drills, with:**  • color/pink  • color/gray  • color/black  **Point, ask and answer.**  2. Have students point to the picture of the paint and say the color.  3. Divide the students into pairs.  4. Have Student A point to a picture and ask “What color do you want?”, have Student B answer “\_\_\_\_\_ , please.”  5. Swap roles and repeat.  6. Afterwards, have some pairs demonstrate the activity in front of the class  **III. Production**  **E. Play the “Read my lips” game.**  1. Divide the students into pairs  2. Have one student mouth a sentence silently, e.g. “Brown, please!".  3. Have the other students take turns to guess what was said.  4. Swap roles and repeat.  5. Afterwards, have some students demonstrate the activity in front of the class. | - Look and guess.  - Listen.  - Listen and point  - Sing and do  - Group A sings the questions, group B sings the answers; then swap.  - Listen.  - Listen and notice the pronunciation feature.  - Listen.  - Listen and repeat  - Work in groups  - Practice saying  - Work in pairs  - Some pairs demonstrate  - Work in pairs  - Some ss demonstrate |

**Week 15: Date: 14-18/12/2020.**

**Theme 4: Colors**

**Period 60: Lesson 2 (3rd)**

**I. Objectives**

By the end of the lesson, students will be able to talk about what color they want.

**II. Vocabulary:** *pink, gray, black, brown, paint/ paints*

**III. Structure:**

What color do you want?

(Pink), please!

**IV. Teaching aids**

- Workbook p.40-41

- Flashcards: *pink, gray, black, brown, paint/ paints*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  10 ms  10 ms  5 ms | **I.** **Warm up: Writing game**  - Have the students play in two teams.  - Call 5 students from each team to the front.  - Say the words and have the students write on the board in turn.  **II. Revision and Practice**  **✔A. Circle the odd one out and write.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures, circle the odd one out and write.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answer as a whole class.  **✔B. Look at the pictures and complete the words.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures and complete the words.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  **✔C. Complete the words and draw lines.**  1. Have students look at the pictures and call out what they can see.  2. Demonstrate completing the sentence and draw line.  3. Have students look at the pictures, complete the sentences and draw lines.  4. Divide the class into pairs and have them check the answers with each other.  5. Check answers as a whole class.  **✔D. Look and write.**  1. Arrange the flashcards on the board.  2. Demonstrate the activity using the example by pointing, asking the question then write down the answer.  3. Divide the class into pairs, have student A point to the picture and ask “What color do you want?”, have student B answer “ \_\_\_\_\_, please!”, have them both write down the answers in their Workbooks.  4. Swap roles and repeat.  5. Check answers as a whole class.  6. Afterwards, have some pairs demonstrate the activity in front of the class. | - Play in 2 teams.  - Listen and write the words on the board.  - Look and listen  - Circle and write  - Check answers  - Look and listen  - Complete the words  - Check answers  - Look and say  - Look and listen  - Complete and draw lines  - Check answers  - Look and listen  - Work in pairs  - Check answers  - Some pairs demonstrate |

**Week 16: Date: 21-25/12/2020.**

**Theme 5: Colors**

**Period 61: Lesson 3 (1st)**

**I. Objectives:** By the end of the lesson, students will be able to describe the color of things around them.

**II. Vocabulary:** *flower, balloon, rock, leaf, butterfly*

**III. Structure:** *There's a (blue) (balloon).*

*There are (two) (pink) (flowers).*

**IV. Teaching aids**

- CD2 tracks 14-17, CD player

- Flashcards: *flower, balloon, rock, leaf, butterfly*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  10 ms  5 ms  5 ms  5 ms | **I.** **Warm up: Activity: Sit and Stand Game**  - Show the flashcards one by one. For example, show the card with *pink*, but incorrectly say *blue* or *green* the students will stand; if the words are correctly said, they will stay sitting.  - Do the same procedure for the other cards.  - Give feedback  **II. Presentation and Practice**  **A. Listen, point and say (CD2 – Track 14):**  1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  2. Play audio again and have students listen, repeat and point to the pictures in their books.  3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  4. Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  5. Have students look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  6. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.  **B1. Listen and read (CD2 – Track 15):**  1. Review the story from the previous lesson "The children were painting."  2. Now introduce the situation “The children are in the garden…”  3. Have students call out the objects and people they can see.  4. Have students listen and read.  **✔B2. Listen and number (CD2 – Track 16):**  1. Play audio and demonstrate the activity using the example.  2. Play audio and have students listen and number.  3. Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD2 – Track 17):**  1. Draw students’ attention to the structure box.  2. Play audio and have students listen.  3. Play audio again and have students listen and repeat.  **III. Production**  **Activity: Which One is Missing**?  **-** Stick four flashcards on the board.  - Take out one and have the students guess what is missing. | - Look, listen and sit or stand  - Look and listen.  - Listen, point and repeat  - Look and say.  - Look.  - Guess  - Look and listen  - Call out the objects and people.  - Listen and read  - Look and listen  - Listen and number  - Check the answers  - Look  - Listen  - Listen and repeat  - Look and guess |

**Week 16: Date: 21-25/12/2020.**

**Theme 4: Colors**

**Period 62: Lesson 3 (2nd)**

**I. Objectives:** By the end of the lesson, students will be able to describe the color of things around them.

**II. Vocabulary:** *flower, balloon, rock, leaf, butterfly*

**III. Structure:** *There's a (blue) (balloon).*

*There are (two) (pink) (flowers).*

**IV. Teaching aids**

- CD2 tracks 18-19, CD player

- Flashcards: *flower, balloon, rock, leaf, butterfly*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  10 ms  5 ms  10 ms  5 ms | **I.** **Warm up: Guessing game**  - Uncover the flashcards slowly.  - Ask students to look and guess.  **II. Presentation and Practice**  **C. Listen. Sing along (CD2 – Track 18):**  1. Play audio and have students listen.  2. Play audio and have students sing the song as a whole class.  3. Divide the class into two groups, group A and group B take turns singing the sentences.  4. Swap roles and repeat.  **✔Pronunciation tip (CD2 – Track 19):**  1. Focus on the example sentence and briefly explain the focus.  2. Tell students they must listen and notice the pronunciation feature.  3. Play the audio once and draw attention to the pronunciation feature.  4. Play the audio again. Have students listen and repeat with a focus on the feature.  **✔D. Practice. Point and say.**  **Practice.**  1. T: I say, “red/flower.” You say, “There’s a red flower.”  T: I say, “three/yellow/balloons.” You say, “There are three yellow balloons.” OK?  T: red/flower  Class: There’s a red flower.  T: three/yellow/balloons  Class: There are three yellow balloons.  **Continue whole class/group/individual drills, with:**  • gray/rock • green/leaf • two/blue/butterflies  **Point and say.**  2. Have students point to the pictures and say the colors.  3. Divide the students into pairs.  4. Have students take turn pointing to a picture and saying “There’s a \_\_\_\_\_\_\_\_\_\_\_.” or “There are \_\_\_\_\_\_\_\_\_\_\_\_\_”  5. Afterwards, have some students demonstrate the activity in front of the class.  **III. Production**  **E. Play the “Guessing” game.**  1. Divide the students into pairs.  2. Have Student A choose an object and hide it from student B while student B covers his/her eyes.  3. Have student A give a clue, e.g. "Book", and Student B guess a color and say a statement, e.g."There's a blue book."  4. Have student B continue guessing until they guess correctly. Then swap roles and repeat. | - Look and guess.  - Listen.  - Listen and point  - Sing  - Group A and group B take turns singing the sentences; then swap.  - Listen.  - Listen and notice the pronunciation feature.  - Listen.  - Listen and repeat  - Listen and say  - Point and say  - Work in pairs  - Some students demonstrate  - Work in pairs  - Practice asking and answering  - Some pairs demonstrate  - Listen and guess. |

**Week 16: Date: 21-25/12/2020.**

**Theme 4: Colors**

**Period 63: Lesson 3 (3rd)**

**I. Objectives:** By the end of the lesson, students will be able to describe the color of things around them.

**II. Vocabulary:** *flower, balloon, rock, leaf, butterfly*

**III. Structure:** *There's a (blue) (balloon).*

*There are (two) (pink) (flowers).*

**IV. Teaching aids**

- Workbook p.42-43

- Flashcards: *flower, balloon, rock, leaf, butterfly*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  5 ms  10 ms  5 ms  5 ms | **I.** **Warm up:**  - Have students sing the song in lesson 3 (Track 18), keep the rhythm by clapping their hands  **II. Revision and Practice**  **A. Complete the words.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures and complete the words.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  **B. Write and draw lines.**  1. Have students look at the pictures and call out what they can see.  2. Demonstrate writing the word and draw line.  3. Have students look at the pictures, write the words and draw lines.  4. Divide the class into pairs and have them check the answers with each other.  5. Check answers as a whole class.  **C. Read and circle.**  1. Have students read the text.  2. Read the text as a whole class.  3. Demonstrate circling “There’s” or “There are”.  4. Have students read the statements and circle “There’s” or “There are”.  5. Divide the class into pairs and have them check the answers with each other.  6. Check answers as a whole class.  **D. Complete the sentences.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures and complete the sentences.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  **III. Production: Activity: Ask and answer**  - Work in pairs, asking and answering.  - Have some pairs demonstrate the activity in front of the class. | - Sing the song  - Look and listen  - Check the answers  - Look and say  - Write the words and draw lines  - Check answers  - Read the text  - Look and listen  - Read statements  - Check answers  - Look and listen  - Complete the sentences  - Check answers  - Work in pairs  - Some pairs demonstrate |

**Week 16: Date: 21-25/12/2020.**

**Theme 4: Colors**

**Period 64: Lesson 4 (1st)**

**I. Objectives:**

By the end of the lesson, students will be able to talk about their favorite color.

**II. Vocabulary:** *white, purple, orange, light blue, dark blue*

**III. Structure:** *What’s your favorite color?- I like (orange).*

**IV. Teaching aids**

- CD2 tracks 20-23; CD player

- Flashcards: *white, purple, orange, light blue, dark blue*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  10 ms  5 ms  5 ms  5 ms | **I.** **Warm up:**  - Have students sing the song in lesson 3 (Track 18), keep the rhythm by clapping their hands.  **II. Presentation and Practice**  **A. Listen, point and say (CD2 – Track 20):**  1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  2. Play audio again and have students listen, repeat and point to the pictures in their books.  3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  4. Divide the class into two teams. Play the game “Heads up. What's missing?”. Arrange the flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.  **B1. Listen and read (CD2 – Track 21):**  1. Review the story from the previous lesson “The children were in the garden.”  2. Now introduce the situation “The children are talking about their favorite colors…”.  3. Have students call out the colors and people they can see.  4. Have students listen and read.  **✔B2. Listen and tick the box (CD2 – Track 22):**  1. Play audio and demonstrate the activity using the example.  2. Play audio and have students listen and tick the box.  3. Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD2 – Track 23):**  1. Draw students’ attention to the structure box.  2. Play audio and have students listen.  3. Play audio again and have students listen and repeat.  **III. Production**  **Activity: Which One is Missing**?  **-** Stick four flashcards on the board.  - Take out one and have the students guess what is missing. | - Sing the song  - Look, listen and repeat.  - Listen, point and repeat  - Look and say.  - Play the game  - Look and listen  - Look and say  - Listen and read  - Look and listen  - Listen and number  - Check answers  - Look  - Listen  - Listen and repeat  - Look and guess |

**Week 17: Date: 28/12-1/1/2021**

**Theme 4: Colors**

**Period 65: Lesson 4 (2nd)**

**I. Objectives:**

By the end of the lesson, students will be able to talk about their favorite color.

**II. Vocabulary:** *white, purple, orange, light blue, dark blue*

**III. Structure:** *What’s your favorite color?- I like (orange).*

**IV. Teaching aids**

- CD2 tracks 24-25; CD player

- Flashcards: *white, purple, orange, light blue, dark blue*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  5 ms  15 ms  5 ms | **I.** **Warm up: Guessing game**  - Uncover the flashcards slowly.  - Ask students to look and guess.  **II. Presentation and Practice**  **C. Listen. Sing along (CD2 – Track 24):**  1. Play audio and have students listen.  2. Play audio and have students point to the pictures in Part A.  3. Play audio and have students sing the song as a whole class.  4. Divide the class into two groups, group A sings the questions, group B sings the answers.  5. Swap roles and repeat.  **Pronunciation tip (CD2 – Track 25):**  1. Focus on the example sentence and briefly explain the focus.  2. Tell students they must listen and notice the pronunciation feature.  3. Play the audio once and draw attention to the pronunciation feature.  4. Play the audio again. Have students listen and repeat with a focus on the feature.  **D. Practice. Point, ask and answer.**  **Practice.**  1. Divide the class into Group A and Group B  T: I say, "favorite color/blue.", group A, you say, "What's your favorite color?", group B, you say, "I like blue."  T: I say, "favorite color/purple.", group A, you say, "What's your favorite color?", group B, you say, "I like purple." OK?  T: favorite color/blue.  Group A: What's your favorite color?  Group B: I like blue.  T: favorite color/purple.  **Continue whole class/group/individual drills, with:**  • orange • white • green • red • yellow  **Point, ask and answer.**  2. Divide the class into pairs.  3. Have Student A ask “What's your favorite color?”, have Student B point to a color and answer “I like \_\_\_\_\_\_\_.”  4. Swap roles and repeat.  5. Afterwards, have some pairs demonstrate the activity in front of the class.  **III. Production**  **E. Play the “Chain” game.**  1. Have the students stand up.  2. Student 1 turns to Student 2 and they ask and answer.  3. Student 2 turns to Student 3 and they ask and answer.  4. Continue until all students have practiced eat. | - Look and guess.  - Listen.  - Listen and point  - Sing  - Group A sings the questions, group B sings the answers; then swap.  - Listen.  - Listen and notice the pronunciation feature.  - Listen.  - Listen and repeat  - Practice asking and answering  - Work in pairs  - Some pairs perform  - Play the game |

**Week 17: Date: 28/12-1/1/2021.**

**Theme 4: Colors**

**Period 66: Lesson 4 (3rd)**

**I. Objectives:**

By the end of the lesson, students will be able to talk about their favorite color.

**II. Vocabulary:** *white, purple, orange, light blue, dark blue*

**III. Structure:** *What’s your favorite color?- I like (orange).*

**IV. Teaching aids**

- CD2 tracks 24-25; CD player

- Flashcards: *white, purple, orange, light blue, dark blue*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  7 ms  8 ms  5 ms  5 ms  5 ms | **I.** **Warm up:**  - Have students sing the song in lesson 4 (Track 24), keep the rhythm by clapping their hands  **II. Revision and Practice**  **A. Trace and draw lines.**  1. Have students look at the pictures and call out what they can see.  2. Demonstrate tracing the word on the board and drawing line to its matching picture.  3. Have students trace the words and draw lines to their matching pictures.  4. Divide the class into pairs and have them check the answers with each other.  5. Check answers as a whole class.  **✔B. Look and read. Tick the correct words.**  1. Demonstrate looking at the pictures, reading the statements and putting a tick or a cross in the boxes.  2. Have students look at the pictures, read the statements and put a tick in the box if the statement is true or a cross in the box if the statement is false.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  5. Afterwards, have students give a new true statement for each of the false statement.  **✔C. Look, read and write.**  1. Demonstrate looking at the chart, reading the name, finding the cross, then reading out the example question, complete the answer.  2. Have students look at the chart, read the questions and write the answers based on the information provided on the chart.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  **✔D. What about you? Trace and write.**  1. Have students trace the sentence.  2. Have students read out loud the question they just traced.  3. Have students answer the question using their own idea.  4. Afterwards, have some students read out loud their answers in front of the class.  **III. Production: Activity: Ask and answer**  - Work in pairs, asking and answering.  - Have some pairs demonstrate the activity in front of the class. | - Sing the song  - Look and say  - Look and listen  - Trace and draw lines  - Check answers  - Look and listen  - Tick the corect box  - Check answers  - Look and say  - Look and listen  - Look and write  - Check answers  - Trace the sentence  - Read aloud  - Answer the question  - Some students read out loud.  - Work in pairs  - Some pairs demonstrate |

**Week 17: Date: 28/12-/1/1/2021.**

**Theme 4: Colors**

**Period 67: Lesson 5 (1st)**

**I. Objectives:**

By the end of the lesson, students will be able to describe things by their color.

**II. Vocabulary:** *noodle, soup/ pho, lychee, sticky rice, papaya, coconut*

**III. Structure:** *What’s that (green) thing?*

*That’s a (coconut). Try it!*

**IV. Teaching aids**

- CD2 tracks 26-28; CD player

- Flashcards: *noodle, soup/ pho, lychee, sticky rice, papaya, coconut*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  15 ms  10 ms  5 ms | **I.** **Warm up:**  - Have students sing the song in lesson 4 (Track 24), keep the rhythm by clapping their hands.  **II. Presentation and Practice**  **A. New words: Listen, point and say (CD2 – Track 26):**  1. Arrange the flashcards on the board, play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  2. Play audio again and have students listen, repeat and point to the pictures in their books.  3. Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  4. Divide the class into two teams. Play the game “Heads up. What's missing?”. Arrange the flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard.  **✔Listening: Listen and tick the box (CD2 – Track 27):**  1. Introduce the situation: “Vinh and Kim are at the market...”.  2. Have students call out the colors they can see.  3. Demonstrate the activity using the example.  4. Play audio and have students listen and tick the box.  5. Play audio again and check answers as a whole class.  6. Play audio again and have students listen and repeat.  **✔Useful language (CD2 – Track 28):**  1. Have students look at the useful language box.  2. Have students listen to audio and repeat. | - Sing the song  - Look and listen.  - Listen, point and repeat  - Look and say.  - Call out the missing flashcard.  - Look and listen  - Look and say  - Listen and tick  - Check answers  - Listen and repeat  - Look  - Listen and repeat |

**Week 17: Date: 28/12-/1/1/2021.**

**Theme 4: Colors**

**Period 68: Lesson 5 (2nd)**

**I. Objectives:**

By the end of the lesson, students will be able to describe things by their color.

**II. Vocabulary:** *noodle, soup/ pho, lychee, sticky rice, papaya, coconut*

**III. Structure:** *What’s that (green) thing?*

*That’s a (coconut). Try it!*

**IV. Teaching aids**

- CD2 tracks 26-28; CD player

- Flashcards: *noodle, soup/ pho, lychee, sticky rice, papaya, coconut*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  15 ms  10 ms | **I.** **Warm up: Guessing game**  - Uncover the flashcards slowly.  - Ask students to look and guess.  **II. Presentation and Practice**  **✔Reading: Read and circle the correct words.**  1. Have students read the text individually.  2. Read the text as a whole class.  3. Demonstrate the activity using the example.  4. Have students look and circle the correct words.  5. Check answers as a whole class.  **✔Speaking: Practice. Point, ask and answer.**  **Practice.**  1. T: I say, “orange.” You say, “What's that orange thing?"  T: I say, “yellow.” You say, “What's that yellow thing?” OK?  T: orange  Class: What's that orange thing?  T: yellow  Class: What's that yellow thing  **Continue whole class/group/individual drills, with:**  • orange • yellow • purple • red • green  2. Divide the class into group A and group B  T: I say “orange/papaya".  Group A, you say, “What's that orange thing?”  Group B, you say, “That's a papaya. Try it.”  T: I say “white/noodle soup".  Group A, you say, “What's that white thing?”  Group B, you say, “That's a noodle soup. Try it.” OK?  T: orange/papaya  Group A: What's that orange thing?  Group B: That's a papaya. Try it.  T: white/noodle soup  **Continue whole class/group/individual drills, with:**  • orange/papaya • purple/sticky rice  • red/lychee • green/coconut  **Point, ask and answer.**  3. Demonstrate the activity using the example.  4. Divide the students into pairs.  5. Have student A point to a picture and ask “What's that \_\_\_\_\_ thing?” and student B answer “That's a \_\_\_\_\_\_\_\_. Try it.”  6. Swap roles and repeat.  7. Afterwards, have some students demonstrate the activity in front of the class.  **✔Writing: Look at Speaking and write the words.**  1. Demonstrate the activity by using the example.  2. Have students look at the pictures in "Speaking" and complete the sentences.  3. Check answers as a whole class. | - Look and guess.  - Read  - Look and listen  - Look and circle.  - Check answers.  - Listen and say  - Work in pairs  - Call some students to perform.  - Look and listen  - Look and complete  the sentences  - Check answers |

**Week 18: Date: 4-8/1/2021.**

**Theme 4: Colors**

**Period 69: Lesson 5 (3rd)**

**I. Objectives:**

By the end of the lesson, students will be able to describe things by their color.

**II. Vocabulary:** *noodle, soup/ pho, lychee, sticky rice, papaya, coconut*

**III. Structure:** *What’s that (green) thing?- That’s a (coconut). Try it!*

**IV. Teaching aids**

- Workbook p.46-47

- Flashcards: *noodle, soup/ pho, lychee, sticky rice, papaya, coconut*

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  5 ms  5 ms  10 ms  10 ms | **I.** **Warm up: Guessing game.**  - Uncover the flashcards slowly.  - Ask students to look and say what it is.  **II. Revision and Practice**  **✔A. Circle the odd one out and write.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures, circle the odd one out and write.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answer as a whole class.  **✔B. Read and circle.**  1. Demonstrate looking at the pictures, reading the words and circling the correct one.  2. Have students look at the pictures, read the words and circle the word that matches the picture.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  **✔C. Read and draw lines.**  1. Demonstrate looking at the pictures, reading the statements and drawing line.  2. Have students look at the pictures, read the statements and draw lines.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  **✔D. Look and write.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures and complete the sentences.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  5. Afterwards, have some pairs do the role play, practice asking and answering in front of the class. | - Look and say  - Look and listen  - Circle and write  - Check answers  - Look and listen  - Read and circle  - Check answers  - Look and listen  - Read and draw lines  - Check answers  - Look and listen  - Complete the sentences  - Work in pairs  - Check answers  - Some pairs perform |

**Week 18: Date: 4-8/1/2021.**

**Theme 4: Colors**

**Period 70: Lesson 6 (1st)**

**I. Objectives:** Review and practice

**II. Vocabulary:** All vocabulary from lessons 1-5

**III. Structure:** All structures from lessons 1-5

**IV. Teaching aids**

- CD2 tracks 29-30; CD player

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  10 ms  10 ms  10 ms | **I.** **Warm up: Guessing game.**  - Uncover the flashcards of family slowly.  - Ask students to look and guess what it is.  **II. Revision and Practice**  **1. Listening**  **✔Listen and draw lines (CD2 – Track 29):**  1. Play example audio and demonstrate drawing a line from the color to the objects.  2. Play audio and have students listen and draw lines.  3. Play audio again.  4. Play audio again and check answers as a whole class.  **2. Reading and Writing**  **✔Look and read. Put a tick or a cross in the box.**  1. Demonstrate the activity using the example.  2. Have students look at the pictures, read the statements and put a tick in the box if the statement is true or a cross in the box if the statement is false.  3. Check answers as a whole class.  4. Afterwards, have students give a new true statement for each of the false statements.  **3. Song**  **✔Listen. Sing along (CD2 – Track 30):**  1. Have students turn their Student’s Book to page102.  2. Read lyrics as a whole class.  3. Play audio and have students listen.  4. Play audio again and have students listen and sing along. | - Look and guess  - Look and listen.  - Listen and draw lines  - Listen again  - Check answers  - Look and listen.  - Read and put a tick or cross  - Check answers  - Some students demonstrate  - Open Ss’books  - Listen and repeat  - Look and listen  - Listen and sing along |

**Week 18: Date: 4-8/1/2021.**

**Theme 4: Colors**

**Period 71: Lesson 6 (2nd)**

**I. Objectives:** Review and practice

**II. Vocabulary:** All vocabulary from lessons 1-5

**III. Structure:** All structures from lessons 1-5

**IV. Teaching aids:**

- CD2 tracks 29-30; CD player

**VI. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  15 ms  15 ms | **I.** **Warm up:**  - Have students sing the song in lesson 6 (Track 30), keep the rhythm by clapping their hands.  **II. Revision and Practice**  **Play the “Connect three” game.**  1. Divide the class in groups of 4. Divide the groups into pairs. Have each pair use a different color pen.  2. Have students play rock, paper, and scissors. The winners will go first.  3. Student A from the first team points to space on the board where they wish to put a mark and asks the related question. Student B answers. If correct, then that team can put a mark on the space. If incorrect, the next team takes their turn.  4. The winners are the team that can get three of their own marks in a row, horizontally, vertically or diagonally.  Note: Swap students roles after each turn.  **“I can” statements**  1. Read the statements and give an example for each.  2. In pairs, have students give a few more examples of each aim, then briefly practice.  3. Ask students to color one, two or three stars, to show how well they can perform the tasks.  (3 stars = Great; 2 stars = Good; 1 star = Needs more study)  For students with two or fewer stars, recommend that they review the theme at home, or do the Workbook or Activity Multi-ROM (if they have it). | - Sing the song  - Play in groups of four  - Play rock, paper, and scissors  - Ask and answer in pairs  - Look and listen  - Work in pairs  - Color the stars |

**Week 18: Date: 4-8/1/2021.**

**Theme 4: Colors**

**Period 72: Lesson 6 (3rd)**

**I. Objectives:** Review and test practice

**II. Vocabulary:** All vocabulary from lessons 1-5

**III. Structure:** All structures from lessons 1-5

**IV. Teaching aids:** Workbook p.48-49

**VI. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| 5 ms  15 ms  15 ms | **I. Warm up**  - Have students sing the song (Track 30) and do the actions.  **II. Revision and Practice**  **A. Look at the pictures. Look at the letters. Write the words.**  1. Demonstrate the example on the board. Write the mixed up letters on the board, then write the word next to the letters, cross out each letter once they have been put in the correct order.  2. Have students individually look at the mixed up letters and pictures. Have students spell the words in the spaces provided.  3. Divide the class into pairs and have them check the answers with each other.  4. Check answers as a whole class.  5. Afterwards, have some students demonstrate spelling the words aloud in front of the class.  **✔B. Read, choose and write the correct words.**  1. Demonstrate the activity using the example by looking at the picture, reading the text, completing the sentence with the correct word from the box and cross it out.  2. Have students look at the pictures, read the text, complete sentences with correct words from the box and cross them out.  3. Check answers as a whole class. | - Sing and do  - Look and listen.  - Spell the words  - Check answers  - Some students demonstrate  - Look, listen and repeat  - Read and complete the sentences  - Check answers |

Week 19 Date: 11-15/1/2021

**THEME 5: TOYS**

**LESSON 1**

**PERIOD 73**

**I. Objectives:** By the end of the lesson, students will be able to:

- describe and identify toys.

- ask and answer the questions about identifying toys.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher ’s activities** | **Ss’ activities** |
| **5 ms**  **7 ms**  **18 ms**  **5 ms** | **Warm-up**  - Invite some Ss randomly and ask them a question “What’s your favorite toys?”.  - Those will answer T’s question about their favorite toys.  - After listening to Ss’ answers, T asks Ss what topic today it is.  - Move to the lesson.  **Introduction**  **✔A. Listen, point and say (CD2 – Track 31):**  - Arrange the flashcards on the board and ask Ss who they are and what they look like in Vietnamese. Then, ask Ss to describe words in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD2 – Track 32):**  - Review the situation in the previous lesson and remind some sentences.  - Now introduce the situation “The children are outside the toy shop…” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 4*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and number (CD2- Track 33):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many toys in the toy shop” → 8*  - Ask Ss to focus on 3 squares in 3 toys and demonstrate the example.  - Play audio and have students listen and number the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD1 – Track 85):**  *What can you see? – I can see a big robot.*  *What can you see? – I can see a small ball.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Answer.  -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  - Write in their notebooks. |

Week 19 Date: 11-15/1/2021

**THEME 5: TOYS**

**LESSON 1**

**PERIOD 74**

**I. Objectives:** By the end of the lesson, students will be able to:

- describe and identify toys.

- ask and answer the questions about identifying toys.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **5 ms** | **Warm-up: Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them what toys they are.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD2- Track 35):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have Ss listen.  - Play audio and have Ss point to the pictures in Part A.  - Play audio and have Ss sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the questions, group B: sing the answers.  - Swap roles and repeat.  **✔Pronunciation tips (CD1 – Track 87):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **New lesson**  **✔D. Listen and tick the box. Practice. Ask and answer.**  - Have students call out the objects they can see.  - Play audio and demonstrate the activity using the example.  - Play audio again and have students tick the correct answers.  - Play audio again and check answers as a whole class.  **Practice.**  - T: I say, "big ball." You say, "I can see a big ball."  T: I say, "small robot." You say, "I can see a small robot." OK?  T: big ball  Class: I can see a big ball.  T: small robot  Class: I can see a small robot.  **Continue whole class/group/individual drills, with:**  • big kite • small doll  **Ask and answer.**  - Divide the students into pairs.  - Have Student A ask and Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **Consolidation**  **✔E. Play the “Guess the word” game.**  - Divide the class into two groups.  - Write a sentence from the lesson on the board with several words missing, e.g.  “I \_\_\_\_ \_\_\_\_ a \_\_\_\_\_ ball.”  - Have each team take turns guessing a word.  - Add the missing word to the sentence if correctly guessed.  - Any team that can guess the whole sentence raise their hands and say it. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Play game. |

Week 19 Date:11-15/1/2021

**THEME 5: TOYS**

**LESSON 1**

**PERIOD 75**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | \* **Warm-up:**  - Review the words before doing Lesson 1’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - Explain Tom’s nuclear family to Ss.  - There are 3 exercises:  **A. Trace and draw lines.**  - Point to each picture in this exercise and ask them what the toys are.  - Ask Ss to trace and match the correct words with the appropriate pictures.  - Give instruction to Ss to help them understand what they are going to do.  - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Find and circle.**  - Ask Ss to read aloud questions the word phrases in the box and ask Ss to look at the picture of toys’ position.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to look at the pictures, find and circle the correct toys.  - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. What can you see? Look and circle.**  - Ask Ss to look at the pictures and explain the way of circling the words in this part before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  | | --- | | 2. small kite | | 3. small ball | | 4. big doll |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **D. Look and write.**  - Ask Ss to read aloud questions and answers in this part before doing this exercise.  - Give Ss instruction carefully.  *Answer key*:   |  | | --- | | 2. What can you see?  I can see a big **kite**. | | 3. What can **you see**?  **I can see a small robot**. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 4 exercises. |

Week 19 Date: 11-15/1/2021

**THEME 5: TOYS**

**LESSON 2**

**PERIOD 76**

**I. Objectives:** By the end of the lesson, students will be able to:

- identify toys.

- talk about possession.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **7 ms**  **18 ms**  **5 ms** | **Warm-up**  - Get some things on the Ss’ table and invite some Ss randomly and ask them a question “Whose toy is it?”.  - Those will answer T’s question about their friends’ possession.  - After listening to Ss’ answers, T asks Ss what topic today it is.  - Move to the lesson.  **Introduction**  **✔A. Listen, point and say (CD2 – Track 38):**  - Arrange the flashcards on the board and ask Ss who they are in Vietnamese. Then, ask Ss to call family members in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD2 – Track 39):**  - Now introduce the situation “The children are playing a game in the living room” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 5*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and number (CD2- Track 40):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many members are there in Tom’s album?” → 4*  - Ask Ss to focus on 3 members in this part and demonstrate the example.  - Play audio and have students listen and  number the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD2 – Track 41):**  *What’s this? – It’s Tom’s car.*    - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Answer.  -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  - Write in their notebooks. |

Week 20 Date: 18-22/1/2021

**THEME 5: TOYS**

**LESSON 2**

**PERIOD 77**

**I. Objectives:** By the end of the lesson, students will be able to:

- identify toys.

- practice talking about possession.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **6 ms** | **Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them who family members are.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD2- Track 42):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the introducing statements, group B: sing the greeting statements.  - Swap roles and repeat.  **✔Pronunciation tips (CD2 – Track 43):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **Development**  **Practice**  - T: I say, "Ben/robot". You say, "It's Ben's robot."  T: I say, "Tom/car". You say, "It's Tom's car." OK?  T: Ben/robot  Class: It's Ben's robot.  T: Tom/car  Class: It's Tom's car.  **Continue whole class/group/individual drills, with:**  • Jill/bike  • Alfie/train  • Lucy/monster  **Point, ask and answer.**  - Have students call out the objects and people they can see.  - Demonstrate the activity using the example.  - Divide the students into pairs.  - Have Student A ask and Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **Consolidation**  **✔E. Play the “guessing” game.**  - Divide the students into groups of four.  - Have Student A cover their eyes while one other student puts one of their own objects in the middle of the desk.  - Have one student point to the object and ask "What's this?"  - Have Student A guess whose object it is.  - Swap roles and repeat. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Introduce their family. |

Week 20 Date: 18-22/1/2021

**THEME 5: TOYS**

**LESSON 2**

**PERIOD 78**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher ’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 2’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - Explain Tom’s extended family to Ss.  - There are 4 exercises:  **A. Complete the words.**  - Point to each picture in this exercise and ask them what they are.  - Ask Ss to recognize the odd-one-out, circle and write correct words under each sentence.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  |  | | --- | --- | | 2. train | 3. bike | | 4. boat | 5. car |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Look, circle and write.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they circle before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to remember the words that they have learnt to give the correct answers.  *Answer key*:   |  | | --- | | 2. bike boat car | | 3. monster car train | | 4. boat train bike car | | 5. car bike monster train |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Read and circle.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  |  | | --- | --- | | 2. monster | 3. boat | | 4. car | 5. train |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **D. Look and write.**  - Ask Ss to read aloud questions and answers in this part before doing this exercise.  - Give Ss instruction carefully.  *Answer key*:   |  | | --- | | 2. What **is this**?  **It’s** Lucy’s **monster**. | | 3. **What’s this**?  **It’s** Sue’s **train**. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 4 exercises. |

Week 20 Date:18-22/1/2021

**THEME 5: TOYS**

**LESSON 3**

**PERIOD 79**

**I. Objectives:** By the end of the lesson, students will be able to:

- specify the location of toys.

- ask and answer the questions about the location of toys.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **7 ms**  **18 ms**  **5 ms** | **Warm-up**  - Get some things on the Ss’ table and invite some Ss randomly and ask them a question “Where are toys?”.  - Those will answer T’s question about their friends’ possession.  - After listening to Ss’ answers, T asks Ss what topic today it is.  - Move to the lesson.  **Introduction**  **✔A. Listen, point and say (CD2 – Track 44):**  - Arrange the flashcards on the board and ask Ss who they are in Vietnamese. Then, ask Ss to call family members in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD2 – Track 45):**  - Now introduce the situation “The children are playing…” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 5*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and number (CD2- Track 46):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many toys are there in the picture?” → 6*  - Ask Ss to focus on 3 questions with 3 things under pictures in this part and demonstrate the example.  - Play audio and have students listen and  number the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD2 – Track 47):**  *Where’s the plane? – It’s in the box.*  *The plane is in the box.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Answer.  -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  - Write in their notebooks. |

Week 20 Date: 18-22/1/2021

**THEME 5: TOYS**

**LESSON 3**

**PERIOD 80**

**I. Objectives:** By the end of the lesson, students will be able to:

- specify the location of toys.

- ask and answer the questions about the location of toys.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **6 ms** | **Warm-up: Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them what people look like.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD2- Track 48):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the questions, group B: sing the answers.  - Swap roles and repeat.  **✔Pronunciation tips (CD2 – Track 49):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **Development**  **✔D. Practice. Point, ask and answer.**  **Practice.**  - T: I say, "teddy bear." You say, "Where's the teddy bear?"  T: I say, "plane." You say, "Where's the plane." OK?  T: teddy bear  Class: Where's the teddy bear?  T: plane  Class: Where's the plane?  **Continue whole class/group/individual drills, with:**  • helicopter • truck • radio  - Divide the class into Group A and Group B  T: I say, "teddy bear/in the box", group A, you say, "Where's the teddy bear?", group B, you say, "It's in the box.”  T: I say, "plane/on the table", group A, you say, "Where's the plane?", group B, you say, "It's on the table". OK?  T: teddy bear/in the box  Group A: Where's the teddy bear?  Group B: It's in the box.  T: plane/on the table  **Continue whole class/group/individual drills, with:**  • fan/on the table • kite/in the bag • ball/on the table • robot/in the bag  • ruler/in the cupboard  **Point, ask and answer.**  - Have students look at the pictures and call out the objects they can see.  - Demonstrate the activity using the example.  - Divide the students into pairs.  - Have Student A point and ask, have Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **Consolidation**  **✔E. Play the “Read my lips” game.**  - Divide the students into pairs or small groups.  - Have one student mouth a sentence silently e.g. “Is your mother tall?”  - Have the other students take turns to guess what was said.  - Swap roles and repeat. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Play game. |

Week 21 Date: 25-29/1/2021

**THEME 5: TOYS**

**LESSON 3**

**PERIOD 81**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 3’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 4 exercises:  **A. Look and write.**  - Point to each part in this exercise and explain the rule of doing this one.  - Ask Ss to choose the images that are different from others and write the words in proportion to those images.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  |  | | --- | --- | | 2. helicopter | 3. truck | | 4. radio | 5. box | | 6. teddy bear |  |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Read and write “in” or “on”.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they tick before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to tick the correct answers basing on the images.  *Answer key*:   |  | | --- | | 2. Where’s the helicopter? – It’s **on** the box. | | 3. Where’s the teddy bear? – It’s **in** the cupboard. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Read and circle.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Remind Ss to focus on the pictures with the purpose of recognizing the toys and circle the correct words.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  |  |  |  | | --- | --- | --- | --- | | 2. helicopter | 3. truck | 4. radio | 5. teddy bear |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **D. Unscramble and write.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask them to look at the example and demonstrate it to make Ss understand clearly.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  | | --- | | 2. It’s in the cupboard. | | 3. It’s on the box. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 4 exercises.  -choose  -listen   * answer * tick   Give the answer |

Week 21 Date: 25-29/1/2021.

**THEME 5: TOYS**

**LESSON 4**

**PERIOD 82**

**I. Objectives:** By the end of the lesson, students will be able to:

- give commands to a tidy room.

- ask and answer the questions about the giving commands to a tidy room.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **7 ms**  **18 ms**  **5 ms** | **Warm-up**  - Get some things on the Ss’ table, make a mess and invite some Ss randomly and ask them a question “Is it tidy or not?”.  - Those will answer T’s question about their friends’ possession.  - After listening to Ss’ answers, T asks Ss what topic today it is.  - Move to the lesson.  **Introduction**  **✔A. Listen, point and say (CD2 – Track 50):**  - Arrange the flashcards on the board and ask Ss who they are in Vietnamese. Then, ask Ss to call family members in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD2 – Track 51):**  - Now introduce the situation “It’s time to clean up …” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 5*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and number (CD2- Track 52):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many things are there on the floor?” → 6*  - Ask Ss to focus on those things in this part and demonstrate the example.  - Play audio and have students listen and tick the box.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD2 – Track 53):**  *Put the basketball on the box.*  *Put the photo on the desk.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Answer.  -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  -listen and repeat  -copy down  -play game  -answer  -listen and read  Answer  Listen and tick  Give the answer  - Listen to the audio and read.  - Listen to T’s explanation.  - Write in their notebooks. |

Week 21 Date: 25-29/1/2021

**THEME 5: TOYS**

**LESSON 4**

**PERIOD 83**

**I. Objectives:** By the end of the lesson, students will be able to:

- give commands to a tidy room.

- ask and answer the questions about the giving commands to a tidy room.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **6 ms** | **Warm-up: Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them what people look like.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD2- Track 54):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the questions, group B: sing the answers.  - Swap roles and repeat.  **✔Pronunciation tips (CD2 – Track 55):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **Development**  **✔D. Practice. Point and say.**  **Practice.**  - T: I say, “basketball/on the desk.” You say, “Put the basketball  on the desk.”  T: I say, “soccer ball/in the box.” You say, “Put the soccer ball  in the box.” OK?  T: basketball/on the desk  Class: Put the basketball on the desk.  T: soccer ball/in the box  Class: Put the soccer ball in the box.  **Continue whole class/group/individual drills, with:**  • baseball/in the cupboard • ruler/on the desk • boat/in the bag • doll/in the box  **Point and say.**  - Divide students into pairs.  - Have Student A point and say, e.g. “Put the baseball on the desk.”  - Swap roles and repeat.  - Afterwards, have some students demonstrate the activity in front of the class.  **Consolidation**  **✔E. Play the “Teacher says” game.**  - Have the class stand up.  - Play the role of “Teacher”, and give commands to the class.  - Start some commands with the phrase “Teacher says…”  - If the command starts with “Teacher says” students do the action.  - If the command does not start with “Teacher says” students do not do the action.  - Have students take turns to be “Teacher”. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Play game. |

Week 21 Date: 25-29/1/2021.

**THEME 5: TOYS**

**LESSON 4**

**PERIOD 84**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 4’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 4 exercises:  **A. Circle the odd one out and write.**  - Point to each part in this exercise and explain the rule of doing this one.  - Ask Ss to choose the images that are different from others and write the words in proportion to those images.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  |  | | --- | --- | | 2. soccer ball | 3. photo | | 4. football | 5. basketball |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Read and circle.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they tick before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to tick the correct answers basing on the images.  *Answer key*:   |  |  | | --- | --- | | 2. in the box. | 4. in the bag. | | 3. in the cupboard. |  |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Unscramble, write and draw lines.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Remind Ss to focus on the pictures with the purpose of unscrambling the toys and write the correct words.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  |  |  |  | | --- | --- | --- | --- | | 2. soccer ball | 3. basketball | 4. baseball | 5. photo |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **D. Look and write.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask them to look at the example and demonstrate it to make Ss understand clearly.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  | | --- | | 2. Put the football in the cupboard. | | 3. Put the photo in the bag. | | 4. Put the basketball on the desk. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 4 exercises.  Listen to teacher  Give the answer  Tick the correct answer  Read again  Give the answer  Do exercise  Give the answer |

Week 22 Date: 1/2- 5/2/2021.

**THEME 5: TOYS**

**LESSON 5**

**PERIOD 85**

**I. Objectives:** By the end of the lesson, students will be able to:

- talk about quantities of toys and describe rooms in a house

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **7 ms**  **18 ms**  **5 ms** | **Warm-up**  - Get Ss to look at the picture on page 62 and point to any rooms in this house, then ask question “What room is it?”.  - Those will answer T’s question about their knowledge of rooms in the house.  - After listening to Ss’ answers, T asks Ss what topic today it is.  - Move to the lesson.  **Introduction**  **✔New words: Listen, point and say (CD2 – Track 56):**  - Arrange the flashcards on the board and ask Ss what animals they are and what they look like in. Then, ask Ss to describe words in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔Listening: Listen and circle (CD2 – Track 57):**  - Ask Ss to look at the picture and things, then ask them what rooms they are.  - Give instruction clearly to help them understand what they’re going to do.  - Play audio and demonstrate the activity by using the example.  - Play audio and have Ss listen and circle.  - Play audio again and check answers as a whole class.  **✔Useful language (CD2 – Track 58):**  *There’s 1 big living room and 3 big bedrooms.*  *There are 4 balls in the living room.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks.  **Consolidation**  ***In my house, there are 3 bedrooms. What about you?/ How many bathrooms are there?***  - Let Ss work in pairs to ask and answer about their favorite pets by using above-mentioned structures.  - Invite some pairs to present.  - Give comments and feedback. | - Look, listen and answer.  -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  - Listen to the audio and read.  - Write on the notebooks  -play game  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  - Write on the notebooks.  - Listen to T’s explanation.  - Work in pairs. |

Week 22 Date: 1- 5/2/2021.

**THEME 5: TOYS**

**LESSON 5**

**PERIOD 86**

**I. Objectives:** By the end of the lesson, students will be able to:

- talk about quantities of toys and describe rooms in a house

**II. Teaching aids and materials:**

- Class book, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **2 ms**  **15**  **13 ms**  **5 ms** | **Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them what animals they are and what they look like.  - Review structure.  **New lesson**  **✔Reading: Read and circle “True” or “False”.**  - Have students read the text individually to catch the content.  - Ask Ss what words they don’t know and explain them.  - Read the text and ask Ss to repeat as a whole class.  - Give instruction to Ss clearly.  - Inivite some Ss to read some small sentences in the reading text to help them practice reading.  - Demonstrate the activity using the example.  - Have students read the questions and circle “True” or “False”.  - Invite some Ss to give their answers and ask them to correct these false sentences.  - Check answers as a whole class.  **Development**  **✔Speaking: Point and say.**  - Write structures on the board to help Ss remember what they have learnt.  - Then Ss can apply structures to speak.  - Demonstrate the activity by using the example.  - Divide the class into pairs.  - Have student A point and student B talk to their friend about describing rooms.  - Swap roles and repeat.  - Afterwards, invite some Ss to demonstrate the activity in front of the class.  - Give comments and feedback about their pronunciation if needed.  **✔Writing: Write your answers down.**  - Demonstrate the activity.  - Have students write sentences about each pet and which pet is their favorite.  - Afterwards, have some students read their sentences in front of the class.  - Give comments and feedback | - Listen to T’s instruction.  - Read aloud the words.  - Listen to T’s instruction.  - Follow T’s instruction.  - Do the activity.  - Listen to T’s instruction.  - Follow T’s instruction.  - Speak.  - Listen to T’s explanation.  - Write on the class books. |

Week 22 Date: 1-5/2/2021.

**THEME 5: TOYS**

**LESSON 5**

**PERIOD 87**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 2’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - Explain Tom’s extended family to Ss.  - There are 5 exercises:  **A. Number the pictures.**  - Point to each picture in this exercise and ask them what they are.  - Ask Ss to recognize the odd-one-out, circle and write correct words under each sentence.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:  3 – 4 – 5 – 1 – 2  - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Complete the words.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they complete before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to remember the words that they have learnt to give the correct answers.  *Answer key*:   |  |  | | --- | --- | | 2. k**it**c**h**e**n** | 3. **bed**r**oo**m | | 4. **l**i**v**i**ng** r**oo**m | 4. b**ath**r**oo**m |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Read and circle True or False.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Ask Ss to listen and read aloud the text before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  *Answer key*:   |  |  |  | | --- | --- | --- | | 1. False | 2. True | 3. True |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **D. Look and write.**  - Ask Ss to read aloud questions and answers in this part before doing this exercise.  - Give Ss instruction carefully.  *Answer key*:   |  | | --- | | 2. There is a **doll** in the bedroom. | | 3. There **are three cars** in the living room. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **E. What about you?**  - T asks Ss to write about them. | - Listen to T’s instruction.  - Do 5 exercises.  -Circle and write correct word  -give the answer  -give the answer  -do exercise  -give the answer |

Week 22 Date: 1-5/2/2021.

**THEME 5: TOYS**

**LESSON 6**

**PERIOD 88**

**I. Objectives:** By the end of the lesson, students will be able to:

- review the knowledge that they learn in this theme through test practice.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **8 ms**  **10 ms**  **7 ms**  **5 ms** | **\* Warm-up:**  - Review vocabularies and invite some Ss to read aloud before going to the lesson.  **\* Listening**  **✔Listen and draw lines (CD2- Track 59):**  - Ask Ss to look at on page 52 and give instruction to Ss to help them understand what they are going to do.  - Point to each thing to help them catch things mentioned in each sentence to listen easily.  -Play example audio and demonstrate ticking the box.  - Checking instruction:  + “What do you do in this listening part?” → *listen and draw lines.*  - Play audio and have students listen and draw lines.  - Play audio again.  - Invite some Ss to give their answers.  - Play audio again and check answers as a whole class.  **\* Reading and writing**  **✔Look and read. Write Yes or No.**  - Ask Ss to look at Reading and writing part and give instruction to Ss to help them understand what they are going to do.  - Demonstrate the activity by using the example in the book and explain why it is.  - Ask Ss to look at the pictures, read the statements and write Yes if the statement is true or write No if the statement is false.  - Checking instruction:  + “What do you do in this part?” → *look at the pictures, read the statements and decides if they are true or false.*  + “Yes for what?” → *true statements*  + “No for what?” → *false statements*  - Invite some Ss to give their answers.  - Check answers as a whole class.  - Afterwards, invite some Ss to give a new true statement for each of the false statements.  **Song**  **✔Listen. Sing along (CD2 – Track 60):**  - Ask Ss to turn their Student’s Book to page102.  - Stick an A0 paper that has available lyrics.  - Read lyrics as a whole class.  - Give Ss instruction to sing along.  - Explain the organ of this song.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and sing along.  **Game**  **✔Play the “Tic, tac, toe” game.**  1. Demonstrate playing the game.  2. Divide the class into groups of four, two students in each team.  3. Have teams play rock, paper, scissors. The winning team chooses a square and asks and answers.  4. Have teams take turns.  5. Swap roles and repeat until the game is finished. ("Rock, paper, scissors" is played each turn.)  6. Before the end of the lesson, check the answers as a whole class.  **“I can” statements**  1. Read the statements and give an example for each.  2. In pairs, have students give a few more examples of each aim, then briefly practice.  3. Ask students to color one, two or three stars, to show how well they can perform the tasks.  (3 stars = Great; 2 stars = Good; 1 star = Needs more study)  For students with two or fewer stars, recommend that they review the theme at home, or do the Workbook or Activity Multi-ROM (if they have it). | -Listen to T’s description and do this listening part.  - Follow T’s instruction.  - Listen to the audio and do.  Listen and draw lines  Give the answer  - Follow T’s instruction.  - Listen to T’s explanation.  Write true or false  Give the answer  -Listen to T’s instruction.  - Follow and sing.  - Listen to T’s instruction play game |

Week 23 Date: 15-19/2/2021

**THEME 5: TOYS**

**LESSON 6**

**PERIOD 89**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | \* **Warm-up:**  - Review the words before doing Lesson 6’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - There are 3 exercises:  **A. Look and read. Put a tick or a cross in the box.**  - Point to each picture in this exercise and ask them what it is.  - Then, ask Ss to Ss to decide what sentences are true or false.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  | | --- | | 1. tick – 2. cross – 3. cross – 4. tick |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Look at the pictures and read the questions. Write the answer.**  - Ask Ss to read aloud questions and answers in this part before doing this exercise.  - Give Ss instruction carefully.  *Answer key*:   |  | | --- | | 1. What’s this?  It’s Lucy’s **monster***.* | | 2. What’s this?  It’s **Kim**’s **bike***.* | | 3. What’s this?  It’s **Tom**’s **robot***.* |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Look and read. Write Yes or No.**  - Ask Ss to look at Reading and writing part and give instruction to Ss to help them understand what they are going to do.  - Demonstrate the activity by using the example in the book and explain why it is.  - Ask Ss to look at the pictures, read the statements and write Yes if the statement is true or write No if the statement is false.  - Checking instruction:  + “What do you do in this part?” → *look at the pictures, read the statements and decides if they are true or false.*  + “Yes for what?” → *true statements*  + “No for what?” → *false statements*  - Invite some Ss to give their answers.  - Check answers as a whole class.  - Afterwards, invite some Ss to give a new true statement for each of the false statements.  *Answer key*: 2. Yes – 3. No | - Listen to T’s instruction.  - Do 3 exercises.  Answer true or false  Give the answer  Write the answer  Write yes or no  Give the answer |

Week 23 Date: 15-19/2/2021

**THEME 6: FOOD AND DRINK**

**LESSON 1**

**PERIOD 90**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask and answer about food.

- formally ask for permission.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **7 ms**  **18 ms**  **5 ms** | **Warm-up**  - Invite some Ss randomly and ask them a question “What’s your favorite toys?”.  - Those will answer T’s question about their favorite toys.  - After listening to Ss’ answers, T asks Ss what topic today it is.  - Move to the lesson.  **Introduction**  **✔A. Listen, point and say (CD2 – Track 61):**  - Arrange the flashcards on the board and ask Ss who they are and what they look like in Vietnamese. Then, ask Ss to describe words in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD2 – Track 62):**  - Review the situation in the previous lesson and remind some sentences.  - Now introduce the situation “It’s breakfast time in the Browns’ kitchen…” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 4*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and circle (CD2- Track 63):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many things in the each picture” → 8*  - Ask Ss to focus on 3 main pictures and demonstrate the example.  - Play audio and have students listen and number the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD1 – Track 64):**  *What do you want to eat? – May I have egg?*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Answer.  -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  Answer  Listen and do the task  - Write in the notebooks |

Week 23 Date: 15-19/2/2021

**THEME 6: FOOD AND DRINK**

**LESSON 1**

**PERIOD 91**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask and answer about food.

- formally ask for permission.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **5 ms** | **Warm-up: Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them what toys they are.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD2- Track 65):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have Ss listen.  - Play audio and have Ss point to the pictures in Part A.  - Play audio and have Ss sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the questions, group B: sing the answers.  - Swap roles and repeat.  **✔Pronunciation tips (CD2 – Track 66):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **New lesson**  **✔D. Listen and tick the box. Practice. Ask and answer. (CD2 – Track 67):**  - Have students call out the objects they can see.  - Play audio and demonstrate the activity using the example.  - Play audio again and have students tick the correct answers.  - Play audio again and check answers as a whole class.  **Practice.**  T: I say, "eggs." You say "May I have eggs?"  T: I say, "cereal." You say "May I have cereal?" OK?  T: eggs  Class: May I have eggs?  T: cereal  Class: May I have cereal?  **Continue whole class/group/individual drills, with:**  • rice • chicken • fish • bread  **Ask and answer.**  - Divide the students into pairs.  - Have Student A ask and Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **Consolidation**  **✔E. Play the “Guess who” game.**  - Have one student face away from the class.  - Have another student say a sentence, e.g. “May I have rice?.”  - Have the student facing the board turn around and guess who said the sentence.  - Choose another student to take a turn. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Play game. |

Week 23 Date: 15-19/2/2021

**THEME 6: FOOD AND DRINK**

**LESSON 1**

**PERIOD 92**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

(T: teacher; Ss: students)

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | \* **Warm-up:**  - Review the words before doing Lesson 1’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - Explain Tom’s nuclear family to Ss.  - There are 3 exercises:  **A. Unscramble, write, and draw lines.**  - Point to each picture in this exercise and ask them what the toys are.  - Ask Ss to trace and match the correct words with the appropriate pictures.  - Give instruction to Ss to help them understand what they are going to do.  - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Read and circle.**  - Ask Ss to read aloud questions the word phrases in the box and ask Ss to look at the picture of toys’ position.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to look at the pictures, find and circle the correct toys.  - Invite some Ss to give their answers and check.  - Ask Ss to read again.  *Answer key:*   |  |  |  | | --- | --- | --- | | 2. eggs | 3. cereal | 4. chicken |   **C. Trace, write, and circle.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 3 exercises.  Answer  Trace and match  Give the answer  Read and circle  Trace,write and circle. |

Week 24 Date: 1-5/3/2021.

**THEME 6: FOOD AND DRINK**

**LESSON 2**

**PERIOD 93**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask for permission.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **7 ms**  **18 ms**  **5 ms** | **Warm-up**  - Get some things on the Ss’ table and invite some Ss randomly and ask them a question “Whose toy is it?”.  - Those will answer T’s question about their friends’ possession.  - After listening to Ss’ answers, T asks Ss what topic today it is.  - Move to the lesson.  **Introduction**  **✔A. Listen, point and say (CD2 – Track 68):**  - Arrange the flashcards on the board and ask Ss who they are in Vietnamese. Then, ask Ss to call family members in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD2 – Track 69):**  - Now introduce the situation “The children are hungry after football” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 4*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and tick the box (CD2- Track 70):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many members are there in Tom’s album?” → 4*  - Ask Ss to focus on 3 sentences in this part and demonstrate the example.  - Play audio and have students listen and  tick the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD2 – Track 71):**  *Can I eat a cookie? – Yes, you can.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Answer.  -Listen to T’s instruction.  - Follow T’s instruction.  - Read aloud the words.  -listen and repeat.   * Play game   - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.   * answer   - Listen and do the task.  - Listen to T’s explanation.  - Write in the notebooks. |

Week 24 Date:1-5/3 /2021

**THEME 6: FOOD AND DRINK**

**LESSON 2**

**PERIOD 94**

**I. Objectives:** By the end of the lesson, students will be able to:

- ask for permission.

- practice asking for permission.

- sing along with the audio.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **3 ms**  **15 ms**  **12 ms**  **6 ms** | **Review**  - Review new words before moving to the main lesson.  - Stick flashcards on the table and ask them who family members are.  - Review structure.  **New lesson**  **✔C. Listen. Sing along (CD2- Track 72):**  - Ask Ss to focus on part C to listen and sing the song.  - Play audio and have students listen.  - Play audio and have students point to the pictures in Part A.  - Play audio and have students sing the song as a whole class.  - After that, divide the class into two groups, group A: sing the introducing statements, group B: sing the greeting statements.  - Swap roles and repeat.  **✔Pronunciation tips (CD2 – Track 73):**  - Focus on the example sentence and briefly explain the focus.  - Tell Ss they must listen and notice the pronunciation feature.  - Play the audio once and draw attention to the pronunciation feature.  - Play the audio again. Have Ss listen and repeat with a focus on the feature.  **✔D. Listen and circle. Practice. Ask and answer (CD2- Track 74):**  - Ask Ss to look at the picture, listen and circle.  - After that, let Ss ask and answer.  **Development**  **Practice**  - Divide the class into group A and group B  T: I say, “cookie".  Group A, you say, “Can I eat a cookie?”  Group B, you say, “Yes, you can.” OK?  T: I say, “cupcake".  Group A, you say, “Can I eat a cupcake?’”  Group B, you say, "Yes, you can.”  T: cookie  Group A: Can I eat a cookie?  Group B: Yes, you can.  T: cupcake  **Continue whole class/group/individual drills, with:**  • banana • sandwich • yogurt  **Ask and answer.**  - Divide the students into pairs.  - Have Student A ask and Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **Consolidation**  **✔E. Play the “Tic, tac, toe” game.**  - Divide the class into groups of four, two students in each team.  - Have teams play rock, paper, scissors. The winning team chooses a square and asks and answers.  - Have the teams take turns.  - Swap roles and repeat until the game is finished.  - Before the end of the lesson, check the answers as a whole class. | - Answer T’s questions about the previous lesson.  -Listen to T’s instruction.  - Follow T’s instruction.  - Sing along.  - Listen to the audio and read.  - Listen and repeat.  - Listen to T’s instruction.  - Follow T’s instruction.  - Practice speaking.  - Listen to T’s explanation.  - Introduce their family.  -swap roles and repeat.  -play game. |

Week 24 Date: 1-5/3/2021.

**THEME 6: FOOD AND DRINK**

**LESSON 2**

**PERIOD 95**

**I. Objectives:** By the end of the lesson, students will be able to:

- review knowledge that they have learnt through doing exercises in Workbook.

**II. Teaching aids and materials:**

- Workbook, flashcards.

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **30 ms** | - Review the words before doing Lesson 2’s exercises.  - Give the instruction for each exercise clearly to help Ss understand them and do correctly.  - Let Ss do the exercises in their workbooks.  - Explain Tom’s extended family to Ss.  - There are 4 exercises:  **A. Find and circle the words.**  - Point to each picture in this exercise and ask them what they are.  - Ask Ss to recognize the correct word in a series of letters, circle and write correct words.  - Give instruction to Ss to help them understand what they are going to do.  *Answer key*:   |  |  | | --- | --- | | 2. cookie | 3. yogurt | | 4. banana | 5. cupcake |   - Invite some Ss to give their answers.  - Check Ss’ answer.  - Ask Ss to read aloud these words.  **B. Look, and write.**  - Ask Ss to look at the example and demonstrate it to make Ss understand what they circle before doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Ask them to remember the words that they have learnt to give the correct answers.  *Answer key*:   |  |  |  |  | | --- | --- | --- | --- | | 2. cupcake | 3. cookie | 4. banana | 5. sandwich |   - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **C. Read and tick the correct answers.**  - Ask Ss to look at the pictures and explain the way of doing this exercise.  - Give Ss instruction carefully to help them understand what they are going to do.  - Let Ss do this exercise.  - Invite some Ss to give their answers and check.  - Ask Ss to read again.  **D. Look and write.**  - Ask Ss to read aloud questions and answers in this part before doing this exercise.  - Give Ss instruction carefully.  *Answer key*:   |  | | --- | | 2. Can I eat a **cookie**?  Yes, **you can**. | | 3. Can **I eat a yogurt**?  **Yes,** **you can**. |   - Invite some Ss to give their answers and check.  - Ask Ss to read again. | - Listen to T’s instruction.  - Do 4 exercises.   * give the answer. * Read aloud. * listen to teacher * give the answer * do exercise * read again |

Week 24 Date: 1-5/3/2021.

**THEME 6: FOOD AND DRINK**

**LESSON 3( period 96)**

**I. Objectives:** By the end of the lesson, students will be able to:

- make a request and say thanks.

**II. Teaching aids and materials:**

- Class book , CD, flashcards, …

**III.** **Anticipated problems:**

- Students may have difficulty in catching the content of the lesson because of some new words.

**IV. Solutions:**

- Teacher gives students instructions as clearly as possible and checks students’ understanding carefully.

- Teacher explains what students do not understand.

- T provides new words for students.

**PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Ss’ activities** |
| **5 ms**  **7 ms**  **18 ms**  **5 ms** | **Warm-up**  - Get some things on the Ss’ table and invite some Ss randomly and ask them a question “Where are toys?”.  - Those will answer T’s question about their friends’ possession.  - After listening to Ss’ answers, T asks Ss what topic today it is.  - Move to the lesson.  **Introduction**  **✔A. Listen, point and say (CD2 – Track 75):**  - Arrange the flashcards on the board and ask Ss who they are in Vietnamese. Then, ask Ss to call family members in English.  - Play audio and ask Ss to listen and repeat. Point to the flashcards along with the audio. Repeat several times.  - Play audio again and have Ss listen, repeat and point to the pictures in their books.  - Write new words on the board and ask Ss to copy down on their notebooks.  - Change the order of the flashcards, point to them individually and have Ss say the words, correct pronunciation when needed.  - Play the “Guess” game. Arrange the flashcards on the board and write a number under each card.  - Ask Ss to look at the flashcards for the count of ten. Turn the flashcards over to face the board when the students are not looking.  - Call out a number and have Ss take turns to guess the face down card. Turn the card over after each guess.  **Development**  **✔B1. Listen and read (CD2 – Track 76):**  - Now introduce the situation “It’s dinner time and Mr Brown is hungry…” and ask them to pay attention to each picture to catch the story’s content.  - Ask a question: *“How many pictures are there in this part?” → 5*  - Have Ss call out the people they can see.  - Have Ss listen and read.  **✔B2. Listen and number (CD2- Track 77):**  - Play audio and demonstrate the activity using the example.  - Give Ss instruction to help them understand the task clearly.  - Ask a question: *“How many things are there in the picture?” → 6*  - Ask Ss to focus on 3 questions with 6 things under pictures in this part and demonstrate the example.  - Play audio and have students listen and  number the rest.  - Invite Ss to give their answers.  - Play audio again and check answers as a whole class.  **✔B3. Practice the structure (CD2 – Track 78):**  *Can I have some peas and potatoes, please? – Yes, here you are.*  *- Thank you.*  - Draw Ss’ attention to the structure box.  - Explain the structure clearly to Ss.  - Play audio and have Ss listen.  - Play audio again and have Ss listen and repeat.  - Ask Ss to write down on their notebooks. | -Listen to T’s instruction.  - Answer.  -Listen to T’s instruction.  - Follow T’s instruction.  Listen and repeat.  Copy down  Play game  - Listen to the audio and read.  - Listen to T’s instruction.  - Follow T’s instruction.  - Listen and do the task.  - Listen to T’s explanation.  - Write in the notebooks. |