**Week 1** Teaching date: 7-11/9/2020

**Theme 1: Numbers**

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

**I. Objectives**

- By the end of the lesson students will be able to count from 1-10 and ask and answer for someone’s phone number.

**II. Vocabulary and structure**

- *Zero, one, two, three, four, five, six, seven, eight, nine, ten*

- *What’s your phone number? – It’s ( 0845-266-178)*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 2-5,flashcards, C.B page 6-7.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  - Say “Hello” to all students and encourage students to respond  - Encourage students to say “Hello” in pair  - Have 2 students stand up to model  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards from ***1-10*** to elicit the new words.  ***What number is this?***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: R. O. R**  - Rubbing out these words and asking students to rewrite these words on the board  - Correcting  **III. Practice**  **1. Listen and read**  - T shows the picture ( a teacher is holding a phone ) and ask Ss to guess “What is in her hand?”  Introduce the situation: *“After a school trip... you guess what the teacher will ask the students”*  - Play the audio the 1st time for Ss to listen  - Ask students: What are they talking about? Whose are phone numbers? ( What’s the teacher asking students?)  **2. Listen and circle**  - Ask Ss to guess the phone numbers of Cody, Nick, Jill and Tom  - Play audio and demonstrate the activity using the example.  - Play audio and have Ss listen and circle  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Practice the structure**  Show the structure on the board  ***What’s your phone number?***  ***It’s\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to ask and answer each other  **IV. Production**  ***Game “Who is faster?”***  - Divide the class into 2 teams, pick up one S for each team coming to the front  - Ask the class to read the sentence “What’s your phone number?”  - T says “It’s...” ( about 5 numbers)  - T gives a star for the first right answer.  - Do it again | Hello, teacher!  Say “Hello!” in pair  S1: Hello! S2: Hello!  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Going to the board and rewriting these words  Look at the picture and answer the questions  Listen to the audio  Answer: *They are talking about the phone numbers. - Cody, Nick, Jill and Tom* ***or*** (*The teacher is asking about their phone number)*  Guess  Listen  Listen and circle  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Practice in pair  Listen to the teacher  Read the sentence aloud  Write answers on the board.  Play the game |

**Week 1** Teaching date: 7-11/9/2020

**Theme 1: Numbers**

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

**I. Objectives**

- By the end of the lesson students will be able to sing a song and ask and answer for someone’s phone number.

**II. Vocabulary and structure**

- *Zero, one, two, three, four, five, six, seven, eight, nine, ten*

- *What’s your phone number? – It’s ( 0845-266-178)*

**III. Skill**

-Listening and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 6-8,flashcards, C.B page 6-7.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Snap the butterflies***  Set the rule of the game  T draws ten butterflies on the board and numbers (0-9) in each. Divide class into 2 teams and call one S from each team. T says any number, S will snap one butterflies which has the correct number. The S, who snaps the correct numbers first, gets 1 point.  **II. Presentation and practice**  **1. Listen. Sing a song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in groups  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **2. Pronunciation tip**  - 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.  **3. Listen and write . Ask and answer**  **Listen and write.**  - Have students call out the people and numbers they can see.  - Play audio and demonstrate the activity using the example.  - Play audio again and have students listen and write.  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **Ask and answer.**  - Divide the class into pairs.  - Have Student A point and ask, Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **IV. Production**  ***Magic finger***  - Divide class into pairs. Have student A write ten numbers (0-9) on student B’s back using their finger. Student B writes the numbers down. Then have the pair practice asking “What’s your phone number?” and answering “It’s \_\_\_\_\_.”.  - Afterwards, have some pairs demonstrate in front of the class. | Play the game  Listen to the teacher  Listen to the audio  Practice following the teacher  Listen to the teacher  Sing along  Practice in groups  Volunteer  Look  Listen and notice the pronunciation feature.  Listen  Listen and repeat  Call out the people and numbers  Listen  Listen and write  Listen and check  Check and correct mistakes  Work in pair  Swap roles  Practice in pair in front of the class.  Take part in the game |

**Week 1** Teaching date: 7-11/9/2020

**Theme 1: Numbers**

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

**I. Objectives**

- By the end of the lesson students will be able count from 1-10, ask and answer for someone’s phone number and can write number’s words

**II. Vocabulary and structure**

- *Zero, one, two, three, four, five, six, seven, eight, nine, ten*

- *What’s your phone number? – It’s ( 0845-266-178)*

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

W.B page 2-3.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***What is it?***  - Hold up the flashcards from ***zero*** to ***nine***  - Show one by one fashcard, partly hidden by a sheet of paper  - Slowly reveal the flashcard  - The students try to guess what the flashcard is  - Go on the other cards  - Remember to correct the students’ pronunciation  **II. Presentation and practice**  **A. Circle**  - Have Ss look at the numbers and circle the correct number words below.  - Get feed back  **B. Write the words**  - Have Ss look at the number and write the number words correctly by pencil  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes.  *1. 0 – zero 4. 4 - four*  *2. 6 – six 5. 9 - nine*  *3. 1 - one*  **C. Look and write:**  - Have Ss look at the crossword carefully and fill in the boxes with correct number words  - Check some pairs, ask them to write on the board  ***Across:*** *1) four, 2) eight, 3) one, 4) zero* ***Down:*** *5) two, 6) nine, 7) five, 8) three*  **D. Look and write.**  - Have Ss look at the phone numbers and use them to write the questions and answers about the phone numbers.  - Get feedback  - Have Ss ask and answer using those phone numbers.  - Check some pairs  **IV. Production**  ***Walk and Talk***  Have Ss walk around the room in pairs. When they hear the command *Stop!*, each pair must stop and ask each other question about their phone number.  Walk around the classroom, ask and answer. | Take part in the game  Listen to the instruction  Individual work  Compare with a partner  Write the number words in the gaps below.  Write the answers on the board  Compare the answers and correct mistakes  Work in pair, look the crossword carefully and fill in the boxes with correct number words  Check answer, correct mistakes  Look and write the question and answer about the phone numbers  Check answers.  Work in pair  Ask and answer  Take part in the game |

**Week 1** Teaching date: 7-11/9/2020

**Period 4**

**Theme 1: Numbers**

**Lesson 2(1st).**

**I. Objectives**

- By the end of the lesson students will be able to count from 11-20 and ask how old someone is

**II. Vocabulary and structure**

- *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

- *How old is she (he)? – She’s (He’s) ten years old.*

*How old are they? – They’re fourteen**years old*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 9-12,flashcards, C.B page 8-9.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***Who is faster?” game***  T prepares some phone numbers and shows on the board . T asks “What’s your phone number?”. The Ss raise the hand and answer “It’s\_\_\_”. If they have correct answer they will get one star.  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards from ***11-20*** to elicit the new words.  ***What number is this?***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: “Guess” game**  - Arrange the flashcards on the board and write a number under each card.  - 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.  - Call out a number and have students take turns to guess the face down card. Turn the flashcard over after each guess.  **III. Practice**  **1. Listen and read**  - T shows the picture and ask Ss “How many people are there in the picture?”  Introduce the situation: *“After a school trip... you guess what Tom will ask his friends”*  - Play audio the 1st time for Ss to listen  - Ask students: What are they talking about? What question dose Tom ask his friends?  **2. Listen and write the numbers**  - Ask Ss to guess the age of Mai’s cousin, Jill’s big brothers and Nick’s brother.  - Play audio and demonstrate the activity using the example.  - Play the audio and have Ss listen and write the number  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Practice the structure**  Show the structure on the board  ***- How old is she (he)?***  ***She’s(He’s )\_\_\_\_\_\_\_ years old***  ***- How old are they?***  ***They’re \_\_\_\_\_\_\_ years old***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to ask and answer each other  **IV. Production**  ***Role play***  - Ask SS to draw a picture about their family member quickly, and write the numbers of their age on it.  - Ask Ss to work in pairs, one is Teacher and another is Student. The teacher can point to each person and ask Student:  + How old is your mum(she)? T ask  + (She) (is)\_\_\_\_\_\_\_ years old. Ss answer  - Call some pairs to practice in front of the class  - Give comment. | Play the game  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Take part in the game  Look at the picture and answer the questions  Listen  Listen to the audio  Answer: *They are talking about the age. How old is she (he)?, How old are they?, How old is your sister?*  Guess  Listen  Listen and write  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Practice in pair  Draw  Listen to the teacher  Work in pair |

**Week 2** Teaching date: 14-18/9/2020

**Theme 1: Numbers**

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

**I. Objectives**

- By the end of the lesson students will be able to count from 11-20, sing a song and ask how old someone is

**II. Vocabulary and structure**

- *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

- *How old is she (he)? – She’s (He’s) ten years old.*

*How old are they? – They’re fourteen**years old*

**III. Skill**

-Listening and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 13-15,flashcards, C.B page 8-9.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Sumo Game***  To review numbers from, 10- 20  Set the rule of the game  T calls one S for each team, puts flashcard on the S’s back and asks them to try to look the other’s number. The S who says the correct number of the other S is winner **II. Presentation and practice**  **1. Listen. Sing a song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in groups  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **2. Pronunciation tip**  - 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.  **3. Listen and circle. Practice. Point, ask and answer**  **Listen and circle**  - Have students guess people’s age  - Play audio and demonstrate the activity using the example.  - Play audio again and have students listen and circle.  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **Ask and answer**  - Divide the class into pairs.  - Have Student A point and ask, Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **IV. Production**  ***Game” Tic, tac, toe”***  -Divide the class into groups of four, with two students in each team. Have teams play rock, paper, and scissors. The winning team chooses a square, asks and answers: *How old (are) (they)? (They’re) thirteen years old.*  - 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. | Play the game  Listen to the teacher  Listen to the audio  Practice following the teacher  Listen to the teacher  Sing along  Practice in groups  Volunteer  Look  Listen and notice the pronunciation feature.  Listen  Listen and repeat  Guess the age  Listen  Listen and circle  Listen and check  Check and correct mistakes  Work in pair  Swap roles  Practice in pair in front of the class.  Take part in the game |

**Week 2** Teaching date: 14-18/9/2020

**Theme 1: Numbers**

**Period 6: Lesson 2(3rd).**

**I. Objectives**

- By the end of the lesson students will be able to count from 11-20 and ask how old someone is

**II. Vocabulary and structure**

- *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*

- *How old is she (he)? – She’s (He’s) ten years old.*

*How old are they? – They’re fourteen**years old*

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

W.B page 4-5.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Which One Is Missing? Game***  - Put the flashcards face up on the table/stick them on the board.  - Give the students a minute to look at the cards.  - Have students close their eyes and then you take away one cards.  - Tell the students to open their eyes and name the missing cards  **II. Presentation and practice**  **A. Write the words**  - Have Ss look at the number and write the number words correctly by pencil  - Ask some Ss to complete the exercise on the board  - Get feedback correct their mistakes.  *10: ten, 11: eleven, 12: twelve,*  *13: thirteen, 14: fourteen, 15: fifteen,*  *16: sixteen, 17: seventeen, 18: eighteen, 19: nineteen, 20: twenty*  **B. Look and write**  - Ask Ss to complete the crossword  - Ask them to compare with a partner  - Correct  ***Across:*** *1)sixteen, 2)seventeen*  ***Down:*** *3) twenty, 4) eleven,*  *5) eighteen, 6) ten*  **C. Count and write**  - Have Ss count and write the right number words  - Get feedback  *1. fifteen 2. eighteen 3. nineteen 4. sixteen 5. thirteen*  **D. Look and write**  - Have Ss look at the pictures of the candles and answer the questions.  - Ask some Ss to complete the exercise on the board  - Get feedback correct their mistakes.  *1. How old is she?- She’s thirteen years old*  *2. How old is he?- He’s eleven years old*  *3. How old are they?- They’re fourteen years old*  *4. How old is she?- She’s nineteen years old*  **III. Production**  ***Role play***  - Ask PS to work in groups of 4. Ask and answer the How old question  Ex: S1: How old are you?  S2: I’m ten years old  S3: How old is she(he)?  S4: She’s(He’s) …..yers old  ……….  - Call some groups to act out. | Take part in the game  Write the number words in the gaps below.  Write the answers on the board  Compare the answers and correct mistakes  Complete the crossword.  Pair work. Compare the answers.  Look, count and write the right number words  Individual work  Correct mistakes  Look at the pictures of the candles and answer the questions  Write the answers on the board  Compare the answers and correct mistakes  Work in small groups  Act out |

**Week 2** Teaching date: 14-18/9/2020

**Theme 1: Numbers**

**Period 7: Lesson 3(1st).**

**I. Objectives**

- By the end of the lesson students will be able to count up to 100 and do simple math.

**II. Vocabulary and structure**

- *thirty, fourty, fifty, sixty, seventy, eighty, ninety, one hundred*

- *Eight plus twelve is twenty*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 16-19,flashcards, C.B page 10-11.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***Guessing game***   * Giving instruction.   - Calling a st to model, this student holds any numbers in the secret bag, asks the class: ***What number is this?.*** Other sts guess the number and say aloud the name of number. Who guess the right number will be a winner.  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards from ***30-100*** to elicit the new words.  ***What number is this?***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: “Heads up. What’s missing?”**  - Divide class in to two teams.  - Ask Ss put their heads up  - Clean one number on the board when students are not looking and ask “What’s missing?”  - One student from each team calls out the missing flashcard.  **III. Practice**  **1. Listen and read**  - T shows the picture and ask Ss to answer “Who are they?, Where are they”  Introduce the situation: *“The children are at the school fair... you guess what they want ”*  - Play the audio the 1st time for Ss to listen  - Ask students: What are they talking about? How many tickets do they need? Why do they want to have 30 tickits?  **2. Listen and write the numbers**  - Ask Ss to guess Elfie, Tom, Ben, Nick and Cody how many tickets there are.  - Play audio and demonstrate the activity using the example.  - Play audio and have Ss listen and write the numbers  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Practice the structure**  Show the structure on the board  ***Twenty-eight plus two is thirty***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  **IV. Production**  ***Game “You are clever!”***  - Divide class into 2 teams, each team picks up 1 person come in front. T says *“\_\_\_\_\_plus\_\_\_\_is\_\_\_”* and Ss have to write their answer on the board. The person who has the first , correct answer get 1 point | Take part in the game.  Clap their hands to congratulation the winner.  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Play the game  Look at the picture and answer the questions  Listen to the audio  Answer: *They are talking about the tickets. They need thirty tickets. Because they want to have a big bear for Lucy*  Guess  Listen  Listen and write  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Play the game |

**Week 2** Teaching date: 14-18/9/2020

**Theme 1: Numbers**

**Period 8: Lesson 3(2nd).**

**I. Objectives**

- By the end of the lesson students will be able to count up to 100 and do simple math.

**II. Vocabulary and structure**

- *thirty, fourty, fifty, sixty, seventy, eighty, ninety, one hundred*

- *Eight plus twelve is twenty*

**III. Skill**

-Listening and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 20-21,flashcards, C.B page 10-11.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Math is funny***  - Ask one student to come in front and say the sentence *“ \_\_\_\_\_ plus\_\_\_\_is\_\_\_\_\_”*  by themselves  - T calls another S in the class to answer. Each S can say correctly, he/she will get 1 point for their team.  **II. Presentation and practice**  **1. Listen. Sing a song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in groups  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **2. Pronunciation tip**  - 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.  **3. Practice. Point and say**  **Practice**  - Divide the class into Group A and Group B  - T: I say, ”twenty/thirty/is/fifty”. Group A, you say, “Twenty plus thirty is …”. Group B, you say, “Fifty.”OK?  T: twenty/thirty/is/fifty  Group A: Twenty plus thirty is …  Group B: Fifty.  T: Twenty-five/five/is/thirty  **Point and say.**  - Divide the class into pairs.  - Have Student A point and say a statement, e.g. "Twenty plus thirty is...". Have Student B say the result, e.g. "Fifty!".  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **IV. Production**  ***Snake race***  - Divide the class into groups of four, with two students in each team.  - Have teams play rock, paper and scissors. The winning team move forward two spaces and the losing team move forward one space.  - Have teams take turns asking and answering. Swap roles and repeat until the game is finished.  - Before the end of the lesson, check the answers as a whole class | Play the game  Listen to the teacher  Listen to the audio  Practice following the teacher  Listen to the teacher  Sing along  Practice in groups  Volunteer  Look  Listen and notice the pronunciation feature.  Listen  Listen and repeat  Listen  Practise with teacher  Work in pair  Swap roles  Practice in pair in front of the class.  Take part in the game |

**Week 3** Teaching date: 21-25/9/2020

**Theme 1: Numbers**

**Period 9: Lesson 3(3rd).**

**I. Objectives**

- By the end of the lesson students will be able to count up to 100 and do simple math.

**II. Vocabulary and structure**

- *thirty, fourty, fifty, sixty, seventy, eighty, ninety, one hundred*

- *Eight plus twelve is twenty*

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

W.B page 6-7.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Game “Who is faster?”***  - Show the word cards (eleven, twelve, thirty, twenty ...) and picture cards ( 11,12, 30, 20...) for class  - Stick the word cards and picture cards on the board  - Mix the word cards and picture cards together  - Ask 2 teams to connect the word cards with the correct picture cards as fast as possible with time setting. The faster team is the winner.  **II. Presentation and practice**  **A. Write the words**  - Have Ss look at the number and write the number words correctly by pencil  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes.  *30 – thirty, 40 – forty, 50 – fifty, 60 – sixty, 70 – sevebty, 80 – eighty, 90 – ninety, 100 – one hundred*  **B. Draw lines**  - Have Ss look at the number and draw lines to match the number words correctly by pencil  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes.  *32 – thirty-two, 51 – fifty-one, 100 – one hundred, 21– twenty-one, 44 – forty-four.*  **C. Read and write the answers**  - Have Ss look at the math and write the answer by numbers and the words  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes  *45 – forty-five, 82 – eighty-two, 91 – ninety-one*  **D. Look and write.**  - Have Ss look at the numbers and use it to do the simple math  - Get feedback  - Have Ss do the simple math using those numbers.  - Check some pairs  **IV. Production**  ***Walk and Talk***  Have Ss walk around the room in pairs. When they hear the command *Stop!*, each pair must stop and ask each other question about the simple maths  Walk around the classroom, ask and answer. | Take part in the game  Write the number words in the gaps below.  Write the answers on the board  Compare the answers and correct mistakes  Look and draw lines.  Draw lines on the board  Compare the answers and correct mistakes  Look the math and write the answer  Write the answers on the board  Compare the answers and correct mistakes  Look and write  Check answers.  Work in pair  Ask and answer  Take part in the game |

**Week 3** Teaching date: 21-25/9/2020

**Theme 1: Numbers**

**Period 10: Lesson 4(1st).**

**I. Objectives**

- By the end of the lesson students will be able to talk about the quantilies of different things around them

**II. Vocabulary and structure**

- *square, circle, triangle, rectangle, star, oval*

- *How many circle can you see? I can see six circle .*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 22-25,flashcards, C.B page 12-13.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***Game “Pass the ball”***  Ask Ss to make a big circle. T turns on the music and says a number and Ss who keeps the ball have to pass it to their friend near by. The S who hold the ball when the music’s off will answer the number next Teacher’s number.  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards about shapes to elicit the new words.  ***What shape is this(it)?***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: “Rub out”**  - Show 6 shapes with words on the board  - Remove one by one picture and ask Ss “What’s missing?”  - Remove one by one words and ask Ss “What’s missing?”  **III. Practice**  **1. Listen and read**  - T shows the picture and ask Ss “How many people are there in the picture? Where are they?”  Introduce the situation: *“The children visit Lucy’s art class... you guess what can they see”*  - Play audio the 1st time for Ss to listen  - Ask students: What are they talking about? How many circles can you see?  **2. Listen and write the numbers number**  - Ask Ss to guess how many shapes there are in the Art class  - Play audio and demonstrate the activity using the example.  - Play the audio and have Ss listen and write the number  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Practice the structure**  Show the structure on the board  ***How many circles can you see? I can see six circles***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to ask and answer each other  **IV. Production**  ***Game “Catch the eggs”***  - Show the images of the game on board  - Each turn, T point to the structure *“How many\_\_\_\_ can you see? I can see\_\_\_\_\_”* and call two Ss in each team to say aloud  - One egg will be catched if their team have correct answer  - The team who has more butter will be the winner | Play the game  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Take part in the game  Look at the picture and answer the questions  Listen  Listen to the audio  Answer: *They are talking about the shapes. I can see six circles*  Guess  Listen  Listen and write  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Practice in pair  Play the game |

**Week 3** Teaching date: 21-25/9/2020

**Theme 1: Numbers**

**Period 11: Lesson 4(2nd).**

**I. Objectives**

- By the end of the lesson students will be able to talk about the quantilies of different things around them

**II. Vocabulary and structure**

- *square, circle, triangle, rectangle, star, oval*

- *How many circle can you see? I can see six circle .*

**III. Skill**

-Listening and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 26-27,flashcards, C.B page 12-13.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Guessing game: What shape is it?***  - T shows pictures of shape but they are covered with some parts. Ask Ss to guess “What shape is it?. T calls one S to ask. The student has one correct answer, they will get one star for their team.  **II. Presentation and practice**  **1. Listen. Sing a song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in groups  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **2. Pronunciation tip**  - 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.  **3. Count. Practice. Ask and answer**  **Count.**  - Have students call out the shapes they can see.  - Demonstrate the activity using the example.  - Have students count the number of each shape they see in the picture.  - Check answers as a whole class.  **Practice.**  T: I say, “circles”. You say, "How many circles can you see?” OK?  T: squares  Class: How many squares can you see?  T: circles  - Divide the class into Group A and Group B  T: I say, “squares/four”.  Group A, you say, “How many squares can you see?”  Group B, you say, “I can see four squares.”  OK?  T: squares/four  Group A: How many squares can you see?  Group B: I can see four squares.  **Ask and answer.**  - Divide the class into pairs.  - Have Student A ask, Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **IV. Production**  ***“Memory” game***  - Demonstrate the game.  - Divide the class into pairs.  - Have Student A look at the picture in Part D while Student B counts to 10.  - Have Student B ask “How many\_\_\_\_\_\_\_ can you see?” Have Student A answer with  “I can see \_\_\_\_\_\_ \_\_\_\_\_\_.”  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class. | Play the game  Listen to the teacher  Listen to the audio  Practice following the teacher  Listen to the teacher  Sing along  Practice in groups  Volunteer  Look  Listen and notice the pronunciation feature.  Listen  Listen and repeat  Call out the shapes  Listen  Count  Check  Listen  Practice  Listen  Practice  Work in pairs  Practice in pairs in front of the class.  Take part in the game |

**Week 3** Teaching date: 21-25/9/2020

**Theme 1: Numbers**

**Period 12: Lesson 4(3rd).**

**I. Objectives**

- By the end of the lesson students will be able to talk about the quantilies of different things around them

**II. Vocabulary and structure**

- *square, circle, triangle, rectangle, star, oval*

- *How many circle can you see? I can see six circle .*

**III. Skill**

-Reading and Wring

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

W.B page 8-9.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Game “Quick hands”***  - T draws 6 shapes on the board  - Call one S in each team to go the board  - T say aloud a shape, Ss have to snap as fast as possible the shape which teacher has already said  - The faster team will be the winner  **II. Presentation and practice**  **A. Complete the word**  - Have Ss look at the pictures and write the words correctly by pencil  - Ask some Ss to complete the exercise on the board  - Get feedback correct their mistakes.  *1 - circle, 2 - square, 3 - star, 4 - triangle, 5 - rectangle, 6 - oval*  **B. Look and write**  - Ask Ss to complete the crossword  - Ask them to compare with a partner  - Correct  ***Down:*** *1)circle, 3) rectangle, 2) square,*  ***Across:*** *4) star, 5) triangle, 6) oval*  **C. Read and circle**  - Have Ss read the questions, look at the pictures and circle the correct answer below  - Get feedback  *1. five, 2. three, 3. six, 4. eight*  **D. Look and write**  - Have Ss look at the pictures of the shapes and answer the questions.  - Ask some Ss to complete the exercise on the board  - Get feedback correct their mistakes.  - Have Ss ask and answer using those shapes.  - Check some pairs  *1. How many squares can you see? – I can see four squares.*  *2. How many rectangles can you see? – I can see five rectangles.*  *3. How many triangles can you see? – I can see six triangles*  **III. Production**  ***“Who is faster?”***  - T shows one by one picture on the board and ask “How many \_\_\_\_ can you see? Have Ss to say STOP first, they will get turn to answer. If they have correct answer they will get one point for their team. | Take part in the game  Look and write  Write the answers on the board  Compare the answers and correct mistakes  Complete the crossword.  Pair work. Compare the answers.  Look, read and circle  Individual work  Correct mistakes  Look at the pictures of the shapes and answer the questions  Write the answers on the board  Look and correct mistakes  Work in pairs  Play the game |

**Week 4** Teaching date: 28/9-2/10/2020

**Theme 1: Numbers**

**Period 13: Lesson 5(1st).**

**I. Objectives**

- By the end of the lesson students will be able to say thank you, offer food and drink, accept/refuse an offer and talk about food and drink I like.

**II. Vocabulary and structure**

- *Milk, juice, water, chicken, beef, chocolate*

- *Would you like some chicken ? – Yes, a lot, please./ Yes, please./ Just a little, please./ No, thank you .*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 28-30,flashcards, C.B page 14-15.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***Game “Chinese whisper”***  - Divide students into four teams. Ask the whole class: How many circles can you see? And then whisper a number to the first student in each row.  - The last student runs to the board and draws the shapes with the number they heard.  - Ask sts to take turn and play a few times **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards about food to elicit the new words.  ***What is this?***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: Game “Who is right?”**  - Stick the flashcards on the board  - Divide class into 2 teams: teacher team and class team. T reads the picture on the board. Ask Ss to repeat the T if T says a true word. And Ss keep silent if T says a wrong word. If T or class says wrong word, it will be lost point.  - By the end, the team which loses all the point is loser.  **III. Practice**  **1. Listening: Listen and put a (V) or a (X) in the box**  - T shows the picture and ask Ss “How many people are there in the picture? Where are they? Who are they?”  Introduce the situation: “*They are at Vinh’s house and they are going to have dinner there.”*  - Ask students: What are they talking about? What food do they have?  - Ask Ss to guess what food(drink) Kim/ Vinh like or don’t like  - Play audio and demonstrate the activity using the example.  - Play the audio and have Ss listen and put a (v) or a (x)  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Useful language**  Show the structure on the board  ***Would you like some chicken? – Yes, a lot, please./ No, thank you.***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to ask and answer each other  **IV. Production**  ***Role play***  - Call 4 Ss come in front and stand in one line, T gives them flashcard of food, and ask Ss to listen to the T.  - T calls out one food, S who keep that food move in front and answer T's question  - Take turn, ask 1 S is a T | Play the game  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Take part in the game  Look at the picture and answer the questions  Listen  Answer: *They are talking about the food. They have chichen, beef juice, water.*  Guess  Listen  Listen and put a (v) or a (x)  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Practice in pair  Play the game |

**Week 4** Teaching date: 28/9-2/10/2020

**Theme 1: Numbers**

**Period 14: Lesson 5(2nd).**

**I. Objectives**

- By the end of the lesson students will be able to say thank you, offer food and drink, accept/refuse an offer and talk about food and drink I like.

**II. Vocabulary and structure**

- *Milk, juice, water, chicken, beef, chocolate*

- *Would you like some chicken ? – Yes, a lot, please./ Yes, please./ Just a little, please./ No, thank you .*

**III. Skill**

-Reading and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- Flashcards, C.B page 12-13.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Guessing game: What is this?***  - T shows pictures of food but they are covered with some parts. Ask Ss to guess “What ‘s this?. T calls one S to ask. The student has one correct answer, they will get one star for their team.  **II. Presentation and practice**  **1. Reading:Read and circle “True” or “False”**  - Tell Ss that they are going to read a text  - Have Ss read the text individually  - Read the text as a whole class.  - Call 3 Ss role play: Phong, Kim and Vinh to read the text.  - Have Ss to take turn  - Ask Ss to read and circle "True" or "Fasle"  - Ask Ss to exchange their books  - Correct the answer on the board  - Give feedback  **2. Speaking: Ask and answer**  - Demonstrate the activity using the example.  - Divide the class 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.  **3. Writing: Ask your friends and write their answer**  - Demonstrate the activity.  - Divide the class into pairs.  - Have Student A ask and Student B answer. Have students write the answers.  - Swap roles and repeat. Afterwards, have some students read their sentences in front of the class.  - Ask Ss "What is your favourite food?"  **IV. Production**  ***Game: Stop music***  - Have sts listen to music, and throw the ball, when the music stop, the st who keep the ball have to answer the question.  "Would you like some \_\_\_\_\_\_\_\_\_\_\_?" | Play the game  Listen  Read individually  Read in groups  Read in groups of three  Take turn  Read and circle  Exchange the books  Look and check  Listen  Work in pairs  Practice in pairs in front of the class.  Listen  Work in pairs  Practice in pairs in front of the class.  Answer  Take part in the game |

**Week 4** Teaching date: 28/9-2/10/2020

**Theme 1: Numbers**

**Period 15: Lesson 5(3rd).**

**I. Objectives**

- By the end of the lesson students will be able to say thank you, offer food and drink, accept/refuse an offer and talk about food and drink I like.

**II. Vocabulary and structure**

- *Milk, juice, water, chicken, beef, chocolate*

- *Would you like some chicken ? – Yes, a lot, please./ Yes, please./ Just a little, please./ No, thank you .*

**III. Skill**

-Reading and Wring

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

W.B page 10-11.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Game “Quick hands”***  - Show 6 food/drink on the board  - Call one S in each team to go the board  - T say aloud a food or drink , Ss have to snap as fast as possible the food or drink which teacher has already said  - The faster team will be the winner  **II. Presentation and practice**  **A. Look and write**  - Ask Ss to complete the crossword  - Ask them to compare with a partner  - Correct  ***Down:*** *1)milk, 2) water , 6) chicken,*  ***Across:*** *3) chocolate , 4) juice, 5) beef*  **B. Read and circle**  - Have Ss look at the words and circle the correct words about the food  - Get feedback  *milk, juice, water, beef, chicken, chocolate,*  **C. Look and write**  - Have Ss look at the pictures of food and answer the questions.  - Ask some Ss to complete the exercise on the board  - Get feedback correct their mistakes.  - Have Ss to ask and answer using those food.  - Check some pairs  *1. Would you like some beef? – No, thank you.*  *2. Would you like some water? – Sure, thank you.*  *3. Would you like some juice? – No, thank you.*  *4. Would you like some chicken? – Sure, thank you.*  *5.* *Would you like some milk? No, thank you.*  **III. Production**  ***“What about you?”***  - T shows one by one picture on the board and ask “Would you like some \_\_\_\_\_\_\_\_?” Have Ss to say STOP first, they will get turn to answer. If they have correct answer they will get one point for their team. | Take part in the game  Complete the crossword.  Pair work. Compare the answers.  Look and circle  Individual work  Correct mistakes  Look at the pictures of the food and answer the questions  Write the answers on the board  Look and correct mistakes  Work in pairs  Play the game |

**Week 4** Teaching date: 28/9-2/10/2020

**Theme 1: Numbers**

**Period 16: Lesson 6(1st).**

**I. Objectives**

- By the end of the lesson students will be able to review and practice about phone number, age, basic math.

**II. Vocabulary and structure**

**III. Skill**

-Listening, Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 31,flashcards, C.B page 16-17.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Play “I spy” game***  - Teacher model first. Think of something around the classroom but don’t tell the students.  -T: I spy with my little eye something has four sides.  - Ss guess what the object is. The object must be visible in a room or in a wall picture.  **II. Presentation & Practice**  **1. Listening: Listen and draw lines**  - T shows the picture and ask Ss “How many people are there in the picture? Who are they? What numbers can you see?”  - Ask Ss to guess the age of everyone  - Play audio and demonstrate the activity using the example.  - Play the audio and have Ss listen and draw lines  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **2. Reading and Writing**  - Demonstrate the activity using the example on the board. Write the mixed up letters on the board, then write the word “twelve” next to the letters, cross out each letter once they have been put in the correct order.  - Have students look at the mixed up letters and the pictures of numbers. Have students spell the numbers in the spaces provided.  - Check answers as a whole class.  - Afterwards, have some students demonstrate spelling and write the words in front of the class.  **3. Song**  - Have students turn their Student’s Book to page 102.  - Read lyrics as a whole class.  - Play audio and have students listen.  - Play audio again and have students listen and sing along.  **IV. Production**  ***Game: “Who is millionaire?”***  - T shows 10 questions about Math, one question has a different point, if Ss have the correct answer they will get that point. If Ss have the wrong answer they will lose that point. By the end, the team has more point is winner | Play the game  Look at the picture and answer the questions  Guess  Listen  Listen and draw lines  Listen and check.  Check and correct mistakes  Listen  Spell the number and write  Check  Practice in front of the class.  Turn the book to page 102  Read  Listen  Listen and sing along  Play the game |

**Week 5** Teaching date: 05-09/10/2020

**Theme 1: School**

**Period 17: Lesson 6(2nd).**

**I. Objectives dang sua**

- By the end of the lesson students will be able to review and practice about phone number, age, basic math.

**II. Vocabulary and structure**

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

-flashcards, W.B page 12-13.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Make a survey****:*  - Give sts handout to Ss, ask them to go around and ask their friends how old their family members are and their telephone numbers. Afterwards, have students report.  **II. Presentation and practice**  **A. Look at the pictures. Look at the letters. Write the words**  - Ask Ss to look at the pictures and order the letters to make a correct word  - Ask them to compare with a partner  - Correct  *rectangle, zero, twelve, triangle, one hundred*  **B. Look and read. Put a tick (v) or a cross (x) in the box**  - Have Ss look at the pictures, read the sentences below if right ask Ss to put a tick (v) if wrong put a cross (x) in the box.  - Ask them to compare with a partner  - Correct  - Get feedback  *1. (x), 2. (x), 3. (v), 4. (v), 5. ( x)*  **\*I can statements**  - Read out the statements and give an example for each.  - In pairs, have students give a few more examples of each function, then briefly practice.  - Ask students to color one, two or three stars to show how well they can perform the task. (3 stars = Great; 2 stars = Good; 1 star = Needs more study)  - Give Ss worksheet, ask Ss to write their names, phone numbers, ages of members family, do some basic math  **III. Production**  ***Play the board game.***  - Demonstrate playing the game.  - Divide the class into groups of four with two students in each team.  - Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.  - Have students match the symbol to the structure and ask and answer or practice (if the question or answer is incorrect, that team moves back one space).  - Before the end of the lesson, check the answers as a whole class. | Take part in the game  Complete the crossword.    Pair work. Compare the answers.  Look, read and put a(v) or a (x)  Individual work  Pair work. Compare the answers  Correct mistakes  Listen  Work in pair  Color stars  Receive handout and write do the task.  Play the game |

**Week 5** Teaching date: 05-09/10/2020

**Theme 2: School**

**Period 18: Lesson 1(1st).**

**I. Objectives**

- By the end of the lesson students will be able to identify and talk about the location of school objects.

**II. Vocabulary and structure**

- *under, behind, next to, between, in front of,*

- *Put the box* next to *the cupboard, please*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 33-35,flashcards, C.B page 18-19.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***Play game: Spelling bee***  - Divide class into 2 teams, call one S from each team. T says a number and asks Ss to write the word of that number. The student who writes the correct answer first, gets one star.  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards about the preposition of location to elicit the new words.  ***Where is the ball?***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: Guessing game**  - Arrange the flashcard on the board and write a number under each card.  - Have students look at the flashcards for the count of ten, then turn them over when the students are not looking. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess.  **III. Practice**  **1. Listen and read**  - T shows the picture and ask Ss to guess “Who can you see? Where are they? What are they doing?”  Introduce the situation: *“Tom and Alfie tidy up the classroom ... you guess what are in the classroom ”*  - Play the audio the 1st time for Ss to listen  - Ask students: What are they talking about? What does Alfie do?  **2. Listen and number**  - Ask Ss to guess the location of school objects  - Play audio and demonstrate the activity using the example.  - Play audio and have Ss listen and number  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Practice the structure**  Show the structure on the board  ***Put the box next to the cupboard***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to ask and answer each other  **IV. Production**  ***Memory game***  - T shows a picture of classroom and ask Ss to look in 2 minutes  - Divide the class into 2 teams, call one student for each to make sentences *:*  *Put the ……under/behind/between/ in front of/ the\_\_\_\_\_\_.*  If Ss have a correct answer they will get one point for their team. | Play the game  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Take part in the game  Look at the picture and answer the questions  Listen to the audio  Answer: *They are talking about tidying the classroom. He put the box next to the cupboard*  Guess  Listen  Listen and number  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Practice in pair  Play the game |

**Week 5** Teaching date: 05-09/10/2020

**Theme 2: School**

**Period 19: Lesson 1(2nd).**

**I. Objectives**

- By the end of the lesson students will be able to identify and talk about the location of school objects.

**II. Vocabulary and structure**

- *under, behind, next to, between, in front of,*

- *Put the box* next to *the cupboard, please*

**III. Skill**

-Listening and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 37-39,flashcards, C.B page 18-19.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Matching***  - T sticks 6 pictures of school things and 6 words of them disorderly. Ask Ss to match them correctly, calls one student for each turn. If they have a correct matching they will get one for their team.  **II. Presentation and practice**  **1. Listen. Sing a song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in groups  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **2. Pronunciation tip**  - 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.  **3. Listen and draw lines. Practice. Point and say**  **Listen and draw lines.**  - Have students call out the school objects they can see.  - Play audio and demonstrate the activity using the example.  - Play audio again and have students listen and draw lines.  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **Practice.**  T: I say, “backpack/under the desk”. You say, “Put the backpack under the desk, please.” OK?  T: box/next to the cupboard  Class: Put the box next to the cupboard, please.  **Point and say**  - Demonstrate saying the statements.  - Divide the class into pairs, have Student A point and Student B say.  - Swap roles and repeat for next pictures.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **IV. Production**  ***Game “ Tic, tac, toe”***  - Demonstrate playing the game.  - Divide the class into groups of four, with two students in each team.  - Have the teams play rock, paper, scissors. The winning team chooses a square and says.  - 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. | Play the game  Listen to the teacher  Listen to the audio  Practice following the teacher  Listen to the teacher  Sing along  Practice in groups  Volunteer  Look  Listen and notice the pronunciation feature.  Listen  Listen and repeat  Call out the school objects  Listen  Listen and draw lines  Listen and check  Check and correct mistakes  Listen  Practce with teacher  Listen  Work in pairs  Swap roles  Practice in pair in front of the class.  Take part in the game |

**Week 5** Teaching date: 05-09/10/2020

**Theme 2: School**

**Period 20: Lesson 1(3rd).**

**I. Objectives**

- By the end of the lesson students will be able to identify and talk about the location of school objects.

**II. Vocabulary and structure**

- *under, behind, next to, between, in front of,*

- *Put the box* next to *the cupboard, please*

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

W.B page 14-15.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***What is it?***  - Hold up the flashcards about the preposition of location  - Show one by one phonics card, partly hidden by a sheet of paper  - Slowly reveal the phonics card  - The students try to guess what the phonics card is  - Go on the other cards  - Remember to correct the students’ pronunciation  **II. Presentation and practice**  **A. Trace and draw lines**  - Have Ss look at the crossword carefully  - Find and circle the correct words.  - Get feed back  **B. Look and read. Put a tick (v) and a cross (x)in the box**  - Have Ss look at the picture and read the description sentences if right put a tick (v) if wrong put a cross (x) in the box  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes.  *1. (v), 2. (x), 3. (x)*  **C. Read and circle**  - Have Ss look at the picture and read the description sentences to circle the correct answer  - Get feedback  - Have Ss read the sentences with the correct answer aloudly  **D. Look and write.**  - Have Ss look at the pictures and write the correct preposition of objects  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes.  *1. Put the backpack under the desk, please.*  *2. Put the box in front of the cupboard, please.*  *3. Put the box next to the cupboard, please* **IV. Production**  ***Game* *Memory***  -T shows a picture of classroom and ask  Ss to look in 2 minutes  - Divide the class into 2 teams, call one student for each to make sentences *:*  *Put the ……under/behind/between/ in front of/ the\_\_\_\_\_\_.*  If Ss have a correct answer they will get one point for their team. | Take part in the game  Listen to the instruction  Individual work  Compare with a partner  Look, read put a tick or a cross .  Write the answers on the board  Compare the answers and correct mistakes  Look, read and circle    Check answers.  Read aloud  Look and write  Write the answers on the board  Compare the answers and correct mistakes  Take part in the game |

**Week 6** Teaching date: 12/10-16/10/2020

**Theme 2: School**

**Period 21: Lesson 2(1st).**

**I. Objectives**

- By the end of the lesson students will be able to identify school subjects and talk about my favorite school subject.

**II. Vocabulary and structure**

- *Math, Enghlish, Physical Education(PE), Vietnamese, Art*

- *What’s your favorite subject? – I like math*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 40-43,flashcards, C.B page 20-21.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***Bag circle***  - While the music is playing. When the music stops, the student who has a bag will pick up a thing in the bag and make a sentence with that vocabulary:  *Ex*: Put the pencil next to the book  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards about the school subjects to elicit the new words.  ***What subject is this?***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: “Guess” game**  - Arrange the flashcards on the board and write a number under each card.  - 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.  - Call out a number and have students take turns to guess the face down card. Turn the flashcard over after each guess.  **III. Practice**  **1. Listen and read**  - T shows the picture and ask Ss “How many people are there in the picture? Where are they”  Introduce the situation: *“They are in the school ... you guess what they are talking about”*  - Play audio the 1st time for Ss to listen  - Ask students: What are they talking about? What subject does Tom like?  **2. Listen and circle**  - Ask Ss to guess the subject that Tom, Nick, Mai and Eflie like.  - Play audio and demonstrate the activity using the example.  - Play the audio and have Ss listen and circle  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Practice the structure**  Show the structure on the board  ***- What’s your favorite subjects? – I like math.***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to ask and answer each other  **IV. Production**  ***Role play***  - Ask Ss to work in pairs, one is Teacher and another is Student. The teacher can point to each subject and ask Student *“What’s your favorite subject?”*. Ss have to answer *“ I like\_\_\_”*  - Call some pairs to practice in front of the class  - Give comment. | Play the game  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Take part in the game  Look at the picture and answer the questions  Listen  Listen to the audio  Answer: *They are talking about the favorite subjects. He like art*  Guess  Listen  Listen and circle  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Practice in pair  Listen to the teacher  Practice in pairs  Practice in front of the class |

**Week 6** Teaching date: 12/10-16/10/2020

**Theme 2: School**

**Period 22: Lesson 2(2nd).**

**I. Objectives**

- By the end of the lesson students will be able to identify school subjects and talk about my favorite school subject.

**II. Vocabulary and structure**

- *Math, Enghlish, Physical Education(PE), Vietnamese, Art*

- *What’s your favorite subject? – I like math*

**III. Skill**

-Listening and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 44-46,flashcards, C.B page 20-21.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Game “Where is the monster?***  - Show 10 numbers on the board, ask Ss choose a number. If the number is a question, Ss have to answer about their favorite subjects. If the number is a monster, they will lose their points.  - Do it with other team. And practice sentences *“What’s your favorite subject? I like \_\_\_”.*  **II. Presentation and practice**  **1. Listen. Sing a song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in groups  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **2. Pronunciation tip**  - 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.  **3. Listen and draw lines. Practice. Point, ask and answer**  **Listen and draw lines.**  - Have students call out the subjects they can see.  - Ask Ss to guess the subjects that Bill, Ben, Jill, Cody and Tom like.  - Play audio and demonstrate the activity using the example.  - Play audio again and have students listen and draw lines.  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **Ask and answer.**  - Divide the class into pairs.  - Have Student A point and ask, Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **IV. Production**  ***Play the “Chain” game.***  - Have the students stand up.  - Student 1 turns to Student 2, ask and answer.  - Student 2 turns to Student 3, ask and answer.  - Continue until all students have practiced. | Play the game  Listen to the teacher  Listen to the audio  Practice following the teacher  Listen to the teacher  Sing along  Practice in groups  Volunteer  Look  Listen and notice the pronunciation feature.  Listen  Listen and repeat  Call out the subjects  Guess  Listen  Listen and draw lines  Listen and check  Check and correct mistakes  Work in pair  Swap roles  Practice in pair in front of the class.  Take part in the game |

**Week 6** Teaching date: 12/10-16/10/2020

**Theme 2: School**

**Period 23: Lesson 2(3rd).**

**I. Objectives**

- By the end of the lesson students will be able to identify school subjects and talk about my favorite school subject.

**II. Vocabulary and structure**

- *Math, Enghlish, Physical Education(PE), Vietnamese, Art*

- *What’s your favorite subject? – I like math*

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- WB 16-17.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Which One Is Missing? Game***  - Put the flashcards face up on the table/stick them on the board.  - Give the students a minute to look at the cards.  - Have students close their eyes and then you take away one cards.  - Tell the students to open their eyes and name the missing cards  **II. Presentation and practice**  **A. Look and write**  - Ask Ss to complete the crossword  - Ask them to compare with a partner  - Correct  ***Down:*** *1) art, 2) music, 3) PE,*  ***Across:*** *4) English, 5) math*  **B. Look and Read. Circle the correct words**  - Have Ss look at the pictures and circle the correct name of the subjects  - Ask them to compare with a partner  - Correct  *1. English, 2. math, 3. art,*  *4.music, 5. PE, 6. Vietnamese*  **C. Look and read. Tick (v) the correct box**  - Have Ss look at the pictures and read the question below then choose the correct answer to put a tick (v) n the box.  - Ask them to compare with a partner  - Correct  - Get feedback  *1. I like art (v), 2. I like PE (v), 3. I like English (v), 4. I like math (v)*  **D. Look and write**  - Have Ss look at the pictures of the subjects and answer the questions.  - Ask some Ss to complete the exercise on the board  - Get feedback correct their mistakes.  *1. What’s your favorite subject? I like music*  *2. What’s your favorite subject? I like art*  *3. What’s your favorite subject? I like English*  **III. Production**  ***Interview***  - Have students look at the school form and write their own information.  - Divide the class into pairs. Have student A ask and student B answer. Have student A write student B's answers on the form.  - Swap roles and repeat.  - Check answers as a whole class.  - Call some groups to act out. | Take part in the game  Complete the crossword.  Pair work. Compare the answers.    Look and circle  Pair work. Compare the answers.  Look, read and put a (v)  Individual work  Pair work. Compare the answers  Correct mistakes  Look at the pictures of the subjects and answer the questions  Write the answers on the board  Compare the answers and correct mistakes  Work in pairs  Act out |

**Week 6** Teaching date: 12/10-16/10/2020

**Theme 2: School**

**Period 24: Lesson 3(1st).**

**I. Objectives**

- By the end of the lesson students will be able to identify days of the week and talk about school timetables

**II. Vocabulary and structure**

- *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

- *When do you have math? I have math on Monday*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 47-50,flashcards, C.B page 22-23.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***Pass the ball***  - T plays the BINGO song and T passes the ball first, then Ss pass the ball together. When T stops the song, the St who keeps the ball has to answer the question (What’s your name? What’s your favorite subject?......)  - T plays the song continuously and asks other S who keeps the ball.  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards about 7 days in a week to elicit the new words.  ***What day is it today?***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: “Heads up. What’s missing?”**  - Divide class in to two teams.  - Ask Ss put their heads up  - Clean one number on the board when students are not looking and ask “What’s missing?”  - One student from each team calls out the missing flashcard.  **III. Practice**  **1. Listen and read**  - T shows the picture and ask Ss to answer “Who can you see?, Where are they”  Introduce the situation: *“The children are in the school... you guess what they are talking about ”*  - Play the audio the 1st time for Ss to listen  - Ask students: What are they talking about?  **2. Listen and circle**  - Ask Ss to guess Tom and Lucy when they have math, art and music.  - Play audio and demonstrate the activity using the example.  - Play audio and have Ss listen and circle the correct day  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Practice the structure**  Show the structure on the board  ***When do you have math?***  ***I have math on Monday***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  **IV. Production**  “***Your timetable”***  - T gives Ss a timetable form in English and ask they write their subjects on days of week.  - Then ask Ss to ask and answer “***When do you have \_\_\_? I have \_\_\_ on \_\_\_.”*** Ss work in pair.  - Calls a pair to do in front of class  - T gives feedback | Take part in the game.  Clap their hands to congratulation the winner.  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Play the game  Look at the picture and answer the questions  Listen to the audio  Answer: *They are talking about the school timetables*  Guess  Listen  Listen and circle  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Play the game |

**Week 7** Teaching date: 19/10-22/10/2020

**Theme 2: School**

**Period 25: Lesson 3(2nd).**

**I. Objectives**

- By the end of the lesson students will be able to identify days of the week and talk about school timetables

**II. Vocabulary and structure**

- *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

- *When do you have math? I have math on Monday*

**III. Skill**

-Listening and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 47-50,flashcards, C.B page 22-23.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. *Warm up***  ***Game “Pokemon go”***  - T shows a timetable on the board. Ss have to look and answer the question “ When do you have\_\_\_?”. If they have correct answer they will get a Pikachu. At the end, the team that gets more Pikachu is winner.  **II. Presentation and practice**  **1. Listen. Sing a song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in groups  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **2. Pronunciation tip**  - 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.  **3. Listen and draw lines. Practice. Point, ask and answer**  **Listen and draw lines.**  - Have students call out the subjects they can see.  - Ask Ss to guess the subjects in 7 days of a week.  - Play audio and demonstrate the activity using the example.  - Play audio again and have students listen and draw lines.  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **Ask and answer.**  - Divide the class into pairs.  - Have Student A point and ask, Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **IV. Production**  ***Ask your friends and fill in the timetable***  - Divide the class into groups of three.  - Have students fill in the timetable with their own answers.  - Have students take turns asking and filling in the timetables with their friends' answers.  - Afterwards, have some students demonstrate the activity in front of the class. | Play the game  Listen to the teacher  Listen to the audio  Practice following the teacher  Listen to the teacher  Sing along  Practice in groups  Volunteer  Look  Listen and notice the pronunciation feature.  Listen  Listen and repeat  Call out the subjects  Guess  Listen  Listen and draw lines  Listen and check  Check and correct mistakes  Work in pair  Swap roles  Practice in pair in front of the class.  Ask their friends and fill in the timetable  Practice in pair in front of the class. |

**Week 7** Teaching date: 19/10-22/10/2020

**Theme 2: School**

**Period 26: Lesson 3(3rd).**

**I. Objectives**

- By the end of the lesson students will be able to identify days of the week and talk about school timetables

**II. Vocabulary and structure**

- *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*

- *When do you have math? I have math on Monday*

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- WB 18-19.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Musical cards:***  - Play lively music, hand the days of the week flashcards out to different Ss around the class. Ss pass the cards to Ss next to them around the class while the music is playing.  - Stop the music suddenly. Ask Ss who are holding cards to elicit the words.  - Play the music and continue in this way.  **II. Presentation and practice**  **A. Which day comes next? Write**  - Ask students to look at the dates on the carriages and write the next day  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes.  *1- Wednesday , 2- Saturday, 3- Tuesday, 4- Friday*  **B. Unscramble and wite.**  - Have Ss look at the letters and order the letters to make the correct words  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes.  *Wednesday, Thursday, Friday, Saturday*  **C. Look and read. Complete the sentences**  - Have Ss look at the Tom’s timetable and complete the sentences  - Ask some Ss to complete the exercise on the board  - Check up their answers and correct their mistakes  *2- when do you have English?- I have English on Friday*  *3- When do you have art? – I have art on Thursday*  *4- When do you have music? – I have music on Wednesday*  **D. What about you. Look and write.**  - Have Ss look at the pictures and use it to answer the questions  - Get feedback  - Have Ss ask and answer using those pictures  - Check some pairs  **IV. Production**  ***Walk and Talk***  Have Ss walk around the room in pairs. When they hear the command Stop!, each pair must stop and ask each other question about when they have subjects as math, English, music, art, ...  Walk around the classroom, ask and answer. | Take part in the game  Look and write  Write the answers on the board  Compare the answers and correct mistakes  Look and order the letters  Write the correct words on the board  Compare the answers and correct mistakes  Look and complete  Write the answers on the board  Compare the answers and correct mistakes  Look and answer  Check answers.  Work in pair  Ask and answer  Take part in the game |

**Week 7** Teaching date: 19/10-22/10/2020

**Theme 2: School**

**Period 27: Lesson 4(1st).**

**I. Objectives**

- By the end of the lesson students will be able to talk about activities in different subjects

**II. Vocabulary and structure**

- *draw pictures, read book, spell words, take tests, listen to music, do exercise*

- *What do you do in PE ? – I do exercise in PE*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 54-57,flashcards, C.B page 24-25.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***Game “Pass the ball”***  Ask Ss to make a big circle. T turns on the music and says a subject and Ss who keeps the ball have to pass it to their friend near by. The S who hold the ball when the music’s off will say the subject next Teacher’s subject.  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards about the activities to elicit the new words.  ***What am I doing?(What do I do?)***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: *Play the “Word Tennis” game.***  - Have one student come to the front and play “Tennis” with you. As you say a verb hit it to the student and have the student respond with another verb and hit it back to you. Divide students into pairs and have them play with each other. Have some pairs demonstrate in front of the class  \* Remember to use 6 phrase verbs in part A  **III. Practice**  **1. Listen and read**  - T shows the picture and ask Ss “How many people are there in the picture? Where are they?”  Introduce the situation: *“The children in the class... you guess what they do in different subjects ”*  - Play audio the 1st time for Ss to listen  - Ask students: What are they talking about? How many subjects do you hear ?    **2. Listen and (v) or (x)**  - Ask Ss to call out the activities they can see  - Play audio and demonstrate the activity using the example.  - Play the audio and have Ss listen and put a (v) or a (x)  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Practice the structure**  Show the structure on the board  ***What do you do in English?- I spell words***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to ask and answer each other  **IV. Production**  ***Game “Car race”***  - Divide class into 4 teams with 4 cars  - T shows subjects and *asks “What do you do in\_\_\_?”* Calls one S in team one to answer. If he/she has the correct answer *“I\_\_\_”*, the car of team will move a step. Take turn with the other teams.  - At the end, the car which comes to destination first is winner. | Play the game  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Take part in the game  Look at the picture and answer the questions  Listen  Listen to the audio  Answer: *They are talking about the school. 4 subjects: English, art, music and PE*  Call out the activities  Listen  Listen and put a (v) or a (x)  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Practice in pair  Play the game |

**Week 7** Teaching date: 19/10-22/10/2020

**Theme 2: School**

**Period 28: Lesson 4(2nd).**

**I. Objectives**

- By the end of the lesson students will be able to talk about activities in different subjects

**II. Vocabulary and structure**

- *draw pictures, read book, spell words, take tests, listen to music, do exercise*

- *What do you do in PE ? – I do exercise in PE*

**III. Skill**

-Listening and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 54-57,flashcards, C.B page 24-25.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***“Find honey”***  - Divide class into 2 teams, show 10 honey jars  - T asks “What do you do in\_\_\_?”  - Call a St to answer, if he/she have correct answer, will choose a jar. T opens it: a jar with honey, get 1 star; a jar with insect, lose 1 star.  - Take turn with the other team.  **II. Presentation and practice**  **1. Listen. Sing a song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in groups  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **2. Pronunciation tip**  - 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.  **3. Listen and tick (v) the box. Practice. Point, ask and answer**  **Listen and tick (v) the box**  - Have students call out the activities they can see  - Play audio and demonstrate the activity using the example.  - Play audio again and have students listen and tick (v) the box.  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **Ask and answer.**  - Divide the class into pairs.  - Have Student A ask, Student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **IV. Production**  ***Snake race***  - Divide the class into groups of four, with two students in each team.  - Have teams play rock, paper and scissors. The winning team move forward two spaces and the losing team move forward one space.  - Have teams take turns asking and answering. Swap roles and repeat until the game is finished.  - Before the end of the lesson, check the answers as a whole class | Play the game  Listen to the teacher  Listen to the audio  Practice following the teacher  Listen to the teacher  Sing along  Practice in groups  Volunteer  Look  Listen and notice the pronunciation feature.  Listen  Listen and repeat  Call out the activities  Listen  Listen and tick  Listen and check  Check and correct mistakes  Work in pairs  Practice in pairs in front of the class.  Take part in the game |

**Week 8** Teaching date: 26/10-30/10/2020

**Theme 2: School**

**Period 29: Lesson 4(3rd).**

**I. Objectives**

- By the end of the lesson students will be able to talk about activities in different subjects

**II. Vocabulary and structure**

- *draw pictures, read book, spell words, take tests, listen to music, do exercise*

- *What do you do in PE ? – I do exercise in PE*

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

W.B page 20-21.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Game “Snap the board”***  -T sticks 6 subjects on the board  - Call one S in each team to go the board  - T say aloud an activity of a subject, Ss have to snap as fast as possible the correct subject.  - The faster team will be the winner  **II. Presentation and practice**  **A. Draw lines**  - Have Ss look at the pictures and draw lines to match the verb with the correct noun  - Ask some Ss to complete the exercise on the board  - Get feedback correct their mistakes.  *1. draw-pictures 2. read-books*  *3. spell-words 4. take-tets*  *5. listen to-music 6. Do-exercise*  **B. Look and read. Tick (v) the correct box**  - Have Ss look at the pictures and read the question below then choose the correct answer to put a tick (v) n the box.  - Ask them to compare with a partner  - Correct  - Get feedback  *1. I take tets (v), 2. I listen to music (v)*  *3. I read book (v)*  **C. Look and write**  - Have Ss look at the pictures and use it to answer the questions  - Get feedback  - Have Ss ask and answer using those pictures  - Check some pairs  **III. Production**  ***Game “Three guesses”***  - Divide the class into two teams. Have a student from team A stand in front of the class facing away from the board. Stick a flashcard on the board. Have another student ask a question. Have the student from team A try to guess the answer. The student has three guesses before the other students tell them the answer. Have students from each team take turns | Take part in the game  Look and draw  Write the answers on the board  Compare the answers and correct mistakes  Look, read and put a (v)  Individual work  Pair work. Compare the answers  Correct mistakes  .  Look and answer  Check answers.  Work in pair  Ask and answer  Play the game |

**Week 8** Teaching date: 26/10-30/10/2020

**Theme 2: School**

**Period 30: Lesson 5(1st).**

**I. Objectives**

- By the end of the lesson students will be able talk about a popular holiday and respond to thanks

**II. Vocabulary and structure**

- *give a gift, buy flowers, make a card, sing a song, buy a cake*

- *What do you want to do for Teacher’s day? – I want to make a card*

**III. Skill**

-Listening, Speaking and Reading

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 61-63,flashcards, C.B page 26-27.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **10ms**  **15ms**  **5ms** | **I. Warm up**  ***“Fly swatting game”***  - Puts flashcards in a circle on the floor or stick them on the walls of the classroom.  - Make a sentence using one of the words on the cards. Students have to run to the word or card and slam it with their flyswatters. A student has to hit the word with the flyswatter and make the sentence.  **II. Presentation**  **1. Listen, point and say**  \* Use the flashcards about the activities to elicit the new words.  ***What am I doing?(What do I do?)***  ***Models***  ***What does it mean in English ?***  - Run through  - Asking students to copy these words into their notebook  \* Stick the cards on board and have students repeat the words chorally several times (in the correct order and then in any order).  \* Call some students to say the words out loud and correct their mistakes (if any)  **2. Checking vocabulary: Game “Who is right?”**  - Stick the flashcards on the board  - Divide class into 2 teams: teacher team and class team. T reads the picture on the board. Ask Ss to repeat the T if T says a true word. And Ss keep silent if T says a wrong word. If T or class says wrong word, it will be lost point.  - By the end, the team which loses all the point is loser.  **III. Practice**  **1. Listening: Listen and number**  - T shows the picture and ask Ss “How many people are there in the picture? Where are they? Who are they?” you guess What day is this?  Introduce the situation: “*It’s Teachers’ Day, now let’s listen to know what are they talking.”*  - Have students call out the activities and people they can see.  - Ask Ss to guess the order of works that Ss want to do for their teacher.  - Play audio and demonstrate the activity using the example.  - Play the audio and have Ss listen and number  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **3. Useful language**  Show the structure on the board  ***What do you want to do for Teachers’ Day? - I want to give a gift***  - Play audio and have students listen.  - Play audio again and have students listen and repeat.  - Ask Ss to ask and answer each other  **IV. Production**  ***Role play***  - Call 4 Ss come in front and stand in one line, T gives them flashcard of activities, and ask Ss to listen to the T.  - T calls out one activity, S who keep that activity move in front and answer T's question  - Take turn, ask 1 S is a T | Play the game  Listen  Answer  Repeat in chorus and individual  Say the word in Vietnamese  Repeat all the words in chorus.  Copy down  Repeat in chorus  Read individual ( from 8 to 10 students )  Take part in the game  Look at the picture and answer the questions  Listen  Call out the activities  Guess  Listen  Listen and number  Listen and check.  Check and correct mistakes  Look at the board  Listen  Listen and repeat  Practice in pair  Play the game |

**Week 8** Teaching date: 26/10-30/10/2020

**Theme 2: School**

**Period 31: Lesson 5(2nd).**

**I. Objectives**

- By the end of the lesson students will be able talk about a popular holiday and respond to thanks

**II. Vocabulary and structure**

- *give a gift, buy flowers, make a card, sing a song, buy a cake*

- *What do you want to do for Teacher’s day? – I want to make a card*

**III. Skill**

-Reading and Speaking

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- Flashcards, C.B page 26-27.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Guessing game: What activity is this?***  - T shows pictures of activities but they are covered with some parts. Ask Ss to guess “What activity is this?”. T calls one S to ask. The student has one correct answer, they will get one star for their team.  **II. Presentation and practice**  **1. Reading: Read and write the words**  - Tell Ss that they are going to read a text  - Have Ss read the text individually  - Read the text as a whole class.  - T makes multiple choice question and asks sts to choose the right answer and fill in the blank.  - Ask Ss to do exercise  - Ask Ss to exchange their books  - Correct the answer on the board  - Give feedback  **2. Speaking: Ask and answer**  - Demonstrate the activity using the example.  - Divide the class 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.  **3. Writing: Look at Reading part and write paragraph**  - Demonstrate the activity.  - Have students look at the picture in "speaking" and write the answers related to the pictures.  - Afterwards, have some students read their answers in front of the class.  - T gives feedback  *\* Value: be thankful: T helps sts more knowledges and hopes sts always be nice and study well that is the biggest present to teacher*  **IV. Production**  ***Game “Find gold”***  - Divide class into 2 teams. T shows 8 bags on the board, asks S to choose a bag. Each bags is a disorder sentence, Ss have to reorder it. If they have correct answer T will open that bag with gold. At the end, the team has more gold is winner. | Play the game  Listen  Read individually  Read in groups  Choose the answer and fill in the blank  Do the task  Exchange the books  Look and check  Listen  Work in pairs  Practice in pairs in front of the class.  Listen  Do the task  Say answer  Listen to T and correct answer  Take part in the game |

**Week 8** Teaching date: 26/10-30/10/2020

**Theme 2: School**

**Period 32: Lesson 5(3rd).**

**I. Objectives**

By the end of the lesson students will be able talk about a popular holiday and respond to thanks

**II. Vocabulary and structure**

- *give a gift, buy flowers, make a card, sing a song, buy a cake*

- *What do you want to do for Teacher’s day? – I want to make a card*

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

W.B page 22-23.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Game “Quick hands”***  - Show 6 activities on the board  - Call one S in each team to go the board  - T say aloud activity , Ss have to snap as fast as possible the activity which teacher has already said  - The faster team will be the winner  **II. Presentation and practice**  **A. Circle the odd one out and write**  - Ask Ss to look at the pictures and circle the odd one out, then write the correct answer .  - Ask them to compare with a partner  - Correct  *1. buy flowers, 2. sing a song, 3. give a gift, 4. make a card, 5. buy a cake*  **B. Read and draw lines**  - Have Ss look at the pictures of the activities and read the questions & answers, then draw lines to match with the correct pictures  - Get feedback  *1.- I want sing a song, 2.- I want make a cake, 3.- I want to a gift, 4.- I want to buy flowers*  **C. Look and write**  - Have Ss look at the pictures of the activities and write the correct question & answer .  - Ask some Ss to complete the exercise on the board  - Get feedback correct their mistakes.  - Have Ss to ask and answer using those food.  - Check some pairs  *1. What do you want to for Teachers’ Day?*  *I want to buy flowers.*  *2. What do you want to for Teachers’ Day?*  *I want to make a card.*  *3. What do you want to for Teachers’ Day?*  *I want to buy a cake.*  **III. Production**  ***“What about you?”***  - T shows one by one picture of the activities on the board and ask *“What do you want to for Teachers’ Day?”* Have Ss to say STOP first, they will get turn to answer. If they have correct answer they will get one point for their team. | Take part in the game  Look, circle and write  Pair work. Compare the answers.  Look, read and draw lines  Individual work  Correct mistakes  Look and write the correct answer & question  Write the answers on the board  Look and correct mistakes  Work in pairs  Play the game |

**Week 9** Teaching date: 02/11-06/11/2020

**Theme 2: School**

**Period 33: Lesson 6(1st).**

**I. Objectives**

- By the end of the lesson students will be able to review and practice about school things, subjects, activities in school, timetable and preposition.

**II. Vocabulary and structure**

**III. Skill**

-Listening, Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

- CD tracks 64,flashcards, C.B page 28-29.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **5ms**  **25ms**  **5ms** | **I. Warm up**  ***Play game: Stop the bus***  ***-*** Divide class into 2 teams  - T shows the bus which carries one picture, and T shows it very fast, if Ss know the picture clap your hand and say “ stop the bus” to answer. If they answer the right picture they can get 1 star, if it isn’t true, the other team will answer,  - Continue with another picture  **II. Presentation & Practice**  **1. Listening: Listen and write**  - T shows the picture and ask Ss “How many people are there in the picture? Who are they? What subjects can you see?”  - Ask Ss to guess when Lucy and Tom have the favorite subjects.  - Play audio and demonstrate the activity using the example.  - Play the audio and have Ss listen and write  - Play audio again for the students to check their answer.  - Play audio again and pause each sentence to check answers as a whole class.  **2. Reading and Writing**  - Have students look at the picture, demonstrate writing "Yes" or "No" using the examples.  - Have students look at the picture and read the statements, then write "Yes" or "No" depending on whether the statement is true or false.  - Check answers as a whole class.  - Afterwards, have students look at the picture and say new true statements for all of the false statements.  **3. Song**  - Have students turn their Student’s Book to page 102.  - Read lyrics as a whole class.  - Play audio and have students listen.  - Play audio again and have students listen and sing along.  **IV. Production**  ***Play the “Connect three” game.***  - Divide the class into groups of four. Divide the groups into pairs. Have each pair use a different color pen.  - Have students play rock, paper, and scissors. The winner 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 the answer is correct, that team can put a mark on the space. If incorrect, the next team takes their turn.  - The winning team is the team that can get three of their own marks in a row, horizontally, vertically or diagonally.  Note: swap roles after each turn. | Play the game  Look at the picture and answer the questions  Guess  Listen  Listen and wite  Listen and check.  Check and correct mistakes  Listen and look  Look, read and write  Check answer and say.  Turn the book to page 102  Read  Listen  Listen and sing along  Play the game |

**Week 9** Teaching date: 02/11-06/11/2020

**Theme 2: School**

**Period 34: Lesson 6(2nd).**

**I. Objectives dang sua**

- By the end of the lesson students will be able to review and practice about school things, subjects, activities in school, timetable and preposition.

**II. Vocabulary and structure**

**III. Skill**

-Reading and Writing

**IV. Method**

- Teacher-whole class, groups, individuals.

**V.Teaching aids**

-Flashcards, W.B page 24-25.

**VI. Procedure**

|  |  |  |
| --- | --- | --- |
| **Time** | **Teacher’s activities** | **Students’ activities** |
| **7ms**  **20ms**  **8ms** | **I. Warm up**  ***Play game: “Go fishing”***  - T shows 10 numbers, each number is a question about sentences in lesson 1,2,3,4. Each number has a fish or a net. T calls one S to choose a number and answer if Ss have the correct answer T will open that number. If they get fish they will get one point. If they get a net, they will lose a point. By the end, the team has more point is winner.  **II. Presentation and practice**  **A. Look and read. Put a tick (v) and a cross (x) in the box**  - Ask Ss to look at the pictures and put a tick (v) and a cross (x) in the box with the correct description.  - Ask them to compare with a partner  - Correct  *1. in front of (x), 2. spell words (v), 3. next to (v), 4. read book (x), 5. take tets (x), 6. Physical Education (x), 7. Do exercise (x), 8. Listen to music (x)*  **B. Look at the pictures. Read and write the answers.**  - Have Ss look at the pictures and read the question then write the correct answer.  - Ask them to compare with a partner  - Correct  - Get feedback  *1. put the box next to the cupboard*  *2. I like art, 3. I spell words, 4. I do exercise*  **\*I can statements**  - Read out the statements and give an example for each.  - In pairs, have students give a few more examples of each function, then briefly practice.  - Ask students to color one, two or three stars to show how well they can perform the task. (3 stars = Great; 2 stars = Good; 1 star = Needs more study)  - Give Ss worksheet, ask Ss to write their names, phone numbers, ages, favorite subjects, activities for Teachers’ Day  **III. Production**  ***Play game “Pass the ball”***  T throws a ball to one student and asks about school things, subjects or timetable or activities. Ss have to catch the ball and answer. Then pass the ball to other students and make a question | Take part in the game  Look at the pictures and put a tick (v) and a cross (x) in the box.  Pair work. Compare the answers.  Look, read and put a(v) or a (x)  Individual work  Pair work. Compare the answers  Correct mistakes  Listen  Work in pair  Color stars  Receive handout and write do the task.  Play the game |

Week 10 Period 40 Date: 09-13/11/2020

**THEME 3: BODY and FACE.**

**LESSON 2**

**PERIOD 1**

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

- Describe her/ his friends.

**\*Moral lesson:** Describe the character of a person when you meet.

**II. Teaching aids and materials:**

- CD2 track 7

- Flash cards : *hair, nose, eye/eyes, ear/ears, mouth.*

**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** | **T’s activity** | **Ss’ activities** |
| **5 ms**  **20 ms**  **10’** | 1. **Warmer:**   **Game ‘*Word chain’***  - Play a game of using flashcards in previous lesson.  - Energize the class and revise the vocabulary from the previous lesson.   1. **Presentation:**   **-**Elicit the new vocabulary one by one by using flash cards and build up them into a list on the board.  -After eliciting each word, T models 3 times and gets Ss to do chorally. Then, T calls Ss to repeat individually.  -Write Vietnamese meanings on the board and ask Ss to copy down into their notebooks.  *“hair, nose, eye/eyes, ear/ears, mouth”*  **Task 1 :Listen and read (track CD2 8 )**   * Using the picture and ask some questions : *+ How many people are there? ( 7 )*   *+ Where are they? ( living room )*  *+ Is grandma old?(Yes)*  3. **Practice**  **Task 2: Listen and circle. ( CD2 track 9)**   * Play audio and demonstrate the activity using the example. * Play audio and have students listen and circle. * Play audio again and check answers as a whole class.   **Task 3: Listen and repeat.( CD2 track 10 )**   * Draw students’ attention to the structure box. * Play audio and have students listen. * Play audio again and have students listen and repeat.   **4.Production**  **Task 4: describing a student**  -Call on a student to go to the board.  -Have another student stand up and describe him/ her.  -Check and give feedback . | * Play game   -Read chorally.  -Repeat individually  -Copy down  - Listen and read.  - Listen and circle.  - Listen and repeat.  -Describe a friend. |

Week 11 Period 41 Date:16-20/11/2020

**THEME 3: BODY and FACE.**

**LESSON 2**

**PERIOD 2**

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

- Describe her/ his friends.

**\*Moral lesson:** Describe the character of a person when you meet.

**II. Teaching aids and materials:**

- CD2 track 7

- Flash cards : *face, tongue, chin, tooth/teeth, cheek/cheeks, lip/lips*

**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** | **T’s activity** | **Ss’ activities** |
| **5’**  **5’**  **20’**  **5’** | **1.Warmer :Jump up**  - Hold up the flashcards and say the words (from previous lesson)  - If the picture and the word correctly match, students jump.  - If not, they say ***No*** and say the correct word.  **2. Presentation.**  **-**Elicit the new vocabulary one by one pointing to T’s part of the body and build them up into a list on the board.  -After eliciting each word, T models 3 times and gets Ss to do chorally. Then, T calls Ss to repeat individually.  -Write Vietnamese meanings on the board and ask Ss to copy down into their notebooks.  *“face, tongue, chin, tooth/teeth, cheek/cheeks, lip/lips”*  **Task 1: Matching**  -Hang a picture on the board.  - Ask students to go to the board and stick some things in the pictures.  **3.Practice**  **Task 2: Listen and sing along (CD2 track 11 )**  -Play the audio and students listen carefully.  - Clap the hands with the tune.  - Sing along to the song. ( group/ pair )  **Task 3: Listen and reapeat.**  - Focus on the example sentence and briefly explain the focus.  - Tell students they must listen and notice the pronunciation feature.  - Play the audio again. Have students listen and repeat with a focus on the feature.  **Task 4: Point,ask and answer.**  -Divide the class into pairs.  - Have Student A point,ask  - Student B look and answer  Ex:*What does she/ he look like?*  *She/ He has blue eyes.*    - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **Listen and repeat.**  - Arrange the flashcards on the board: *face, tongue, chin, tooth/teeth, cheek/cheeks, lip/lips*  - Play audio and have students listen and repeat.  - Point to the flashcards along with the audio. Repeat several times.  **4.Production**  **Task 5: Game “Memory” game.**  -Demonstrate the game.  - Divide the class into pairs.  - Have Student A look at the pictures in Part D while Student B counts to 10.  - Have Student B choose a picture and say if it is a boy or a girl.  - Student A asks “What does he/she look like?” and Student B answer.  - Student A has to guess who it is.  - Swap roles and repeat. | * Play game   -Read chorally.  -Repeat individually  -Copy down  -Match  - Listen and sing  -Listen and repeat  -Describe a person  -Play game |

Week 11 Period 42 Date:16-20/11/2020

**THEME 3: BODY and FACE.**

**LESSON 2**

**PERIOD 3**

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

- Give simple commands

**II. Teaching aids and materials:**

-WB

**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** | **T’s activity** | **Ss’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer:Slow Reveal.**  **-**Put a flashcard on the board and cover it with a piece of paper or card. very slowly move the paper to reveal the picture, bit by bit.  - Ask *What’s this?* The first child to guess correctly comes to the front to choose the next card.  **2. Do exercise**  -Get Ss to open their WB and do exercises.  - Go around and help Ss if they need.  - After each exercise, call on some Ss to go to the board and write their answers.  - Have other Ss check the answers and give feedback.  **Task 1: Write D/ WB/15**   * Get Ss to look at the pictures and make questions. * Have them answer and write. * Correct mistakes.   **Task 2: Look at the letters, write the words.**  -Get Ss to look at the pictures.  -Get them to arrange the letters to make a correct word.  **Task 3:Read and draw the lines: C /WB/ 29**   * Get Ss to look at the pictures. * Have them choose the right sentences then draw the lines. * Pair correction.   **Task 4:Look and write: D /WB/ 29**  - Get Ss to look at the pictures, write sentences.  - Pair correction.  **4. Production**  **Play game “ Kim’s game ”**  - Show the words to students.  - After 3 minutes they have to write all the words they’ve seen.  - Correct. | -Play game  -Do exercises  -Play game |

Week 11 Period 43 Date:16-20/11/2020

**THEME 3: BODY and FACE.**

**LESSON 3**

**PERIOD 1**

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

- Give simple commands

**II. Language contents:**

**1. Vocabulary :***face, tongue, chin, tooth/teeth, cheek/cheeks, lip/lips*

**2. Sentence pattern:***Touch your (cheek )*

**III. Teaching Aids:**

- CD2 track 17-18.

- Flash cards : *face, tongue, chin, tooth/teeth, cheek/cheeks, lip/lips*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **8’**  **15’**  **7’** | **1.Warmer : Game “ Slap the board”**  - Have students look at the board with some words on it.  - Divide the class into 2 groups  - get Ss to listen carefully then run to the board and slap the word.  - The winner is the group listen and do well.  **2.Presentation**  **-** Elicit the new vocabulary one by one pointing to T’s part of the body and build them up into a list on the board.  -After eliciting each word, T models 3 times and gets Ss to do chorally. Then, T calls Ss to repeat individually.  -Write Vietnamese meanings on the board and ask Ss to copy down into their notebooks.  *“face, tongue, chin, tooth/teeth, cheek/cheeks, lip/lips’’*  **Task 1: Matching**  -Hang a picture on the board.  - Ask students to go to the board and stick some things in the pictures.  Ex: *Put the bag on the table / put the chair next to the cupboard…*  **3.Practice**  **Task 2: Listen and sing along ( CD2 track 17 )**  -Play the audio and have students listen carefully.  - Clap the hands with the tune.  - Sing along to the song. ( group/ pair )  **Task 3: Listen and repeat.**  - 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.  **Task 4: Point and say.**  - Divide the class into pairs.  - Have Student A point - Student B say.  *“Touch your (cheek )”*  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **4.Production**  **Task 5: Game “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 must follow the command or they are 'out' and must sit down. If the command does NOT start with “Teacher says…”, students who do the command must sit down. The last student standing becomes “Teacher” for the next round.  - Divide the class into groups. Have one student in each group be “Teacher”.  - If there is no winner after 2 minutes, another student will become “Teacher”. | **-**Play game  -Read chorally.  -Repeat individually  - Copy down  **-**Match  -Sing the song  - Listen and repeat  -Point and say  -Play game |

Week 11 Period 44 Date:16-20/11/2020

**THEME 3: BODY and FACE.**

**LESSON 3**

**PERIOD 2**

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

- Describe friends.

**II. Language contents:**

**1. Vocabulary :***taller, shorter, bigger, smaller, thinner*

**2. Sentence pattern:**

**III. Teaching Aids:**

- CD2 track 19.

- Flash cards : *taller, shorter, bigger, smaller, thinner*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **5’**  **15’**  **5’** | **1.Warmer: Jump up**  - Hold up the flashcards and say the words ( from previous lesson )  - If the picture and the word correctly match, students jump.  - If not, they say ***No*** and say the correct word.  **2. Presentation.**  **Task 1 :Listen and read (CD2 track 14 )**  -Review the story from the previous lesson "The children were playing hide-and-seek."  - Now introduce the situation “The boys watch someone play a video game…”  - Have students call out the objects and people they can see.  - Listen and read.  **3.Practice**  **Task 2: Listen and number (CD2 track 15)**  - 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.  **Task 3: Ask and answer**  - Say the structure : ***Touch its chin. Touch your chin***  ***I have*** *Math* ***on*** *Monday.*  - Pair work : Correction  **4.Production**  **Task 4: Game “Memory” game.**  -Demonstrate the game.  - Divide the class into pairs.  - Have Student A look at the pictures in Part D while Student B counts to 10.  - Have Student B choose a picture and say if it is a boy or a girl.  - Student A asks “What does he/she look like?” and Student B answer.  - Student A has to guess who it is.  - Swap roles and repeat. | -Play game.  -listen and read.  -Listen and number.  -Play game. |

Week 12 Period 45 Date:23-27/11/2020

**THEME 3: BODY and FACE.**

**LESSON 3**

**PERIOD 3**

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

- Describe friends.

**II. Language contents:**

**1. Vocabulary :***taller, shorter, bigger, smaller, thinner*

**2. Sentence pattern:***She’s shorter than me.*

*You’re taller than me.*

**III. Teaching Aids:**

- CD2 track 20-22.

- Flash cards : *taller, shorter, bigger, smaller, thinner*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer : Play the “Pretend” game.**  - Divide the class into pairs or small groups.  - Have one student ask “What’s he/she?” and have another student make actions to show the job.  - Have the other students take turns to guess the answer, e.g. “He’s Tom./ grandpa..”  - Swap roles and repeat.  **2. Do exercise**  Have students do exercises in their workbook.  **Task 1: Look and write.**  - Get Ss to look at the pictures and write correct words in the box.  **Task 2: Read and draw lines.**  - Get Ss to look at the pictures and match with correct sentences.  - Pair correction.  **Task3: Put a tick or a cross.**  - Get Ss to look at the pictures and the sentences, them put a tick or a cross.  - Pair correction.  **Task 4: Look and write**  - Get Ss to look at the pictures, write sentences.  - Pair correction.  **3.Production**  **Game: “ Line-up”**  - Demonstrate the game.  - Divide the class into groups of four or five.  - Have students line up by a simple command, e.g. “From short to tall, please.”  - Have students take turn to say, e.g. “Tom’s taller than me.”  - Have them line up again by a different command, e.g. “From big to small, please.”  - Have some students give commands to the class. | -Play game  - Do exercises in their workbook.  -Play game. |

Week 12 Period 46 Date:23-27/11/2020

**THEME 3: BODY and FACE.**

**LESSON 4**

**PERIOD 1**

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

- Describe friends.

**II. Language contents:**

**1. Vocabulary :***taller, shorter, bigger, smaller, thinner*

**2. Sentence pattern:***She’s shorter than me.*

*You’re taller than me.*

**III. Teaching Aids:**

- CD2 track 20-22.

- Flash cards : *taller, shorter, bigger, smaller, thinner*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **15’**  **15’**  **5’** | **1.Warmer: Slow Reveal.**  **-** Put a flashcard on the board and cover it with a piece of paper or card.  - Very slowly move the paper to reveal the picture, bit by bit.  - Ask *What’s this?* The first child to guess correctly comes to the front to choose the next card.  **2. Presentation**  **Task 1: Listen and repeat.**  - Arrange the flashcards on the board: *taller, shorter, bigger, smaller, thinner*  - Play audio and have students listen and repeat.  - Point to the flashcards along with the audio. Repeat several times.  **Task 2: Listen , point and say.**  - Play audio again and have students listen, repeat and point to the pictures in their books.  - Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  **3. Practice**  **Task 3: Pair and group work**   * Group work :   + Group leader stand up and say the word  + The member listen and point.   * Pair work: One say and one point then change.   **4. Production**  **Task 4: Play game “ Bingo game ”**  - Show the words to students.  - After 1 minutes they write the words they’ve learn.  - Read the words and if students have enough the words, they’ll win. | **-**Guess and say aloud.  -Listen and repeat.  - Say the words.  -Work in group.  -Play game. |

Week 12 Period 47 Date:23-27/11/2020

**THEME 3: BODY and FACE.**

**LESSON 4**

**PERIOD 2**

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

- Describe friends.

**II. Language contents:**

**1. Vocabulary :***taller, shorter, bigger, smaller, thinner*

**2. Sentence pattern:***She’s shorter than me.*

*You’re taller than me.*

**III. Teaching Aids:**

- CD2 track 20-22.

- Flash cards : *taller, shorter, bigger, smaller, thinner*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Sing a song**  **2.Pre- listening:**  **Task 1: Listen and read (CD2- Track 20)**  - Now introduce the situation “The family are helping Alfie find a costume…”  - Have students call out the objects and people they can see.  - Have students listen and read.  **Task 2: Introduce structures**  - Have students look at the pictures then ask:  *Who is he? / Is Lucy taller than Tom? / Where are they?*  - Give structure: *You’re taller than me.*  *He’s shorter than me.*  - Draw students’ attention to the structure box.  - Play audio and have students listen. **(CD2- track 22)**  - Play audio again and have students listen and repeat.  *-* Students practice in pairs.  **3. While – listening:**  **Task 3: Listen and number (CD2- Track 21)**  - 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  **4. Post - listening:**  **Task 4: Practice. Point and say.**  - Have students look at the pictures.  - Make a sentence.  - Correction. | **-**Sing a song.  - Listen and read.  -Listen and practice.  - Listen and number.  -Say aloud**.** |

Week 12 Period 48 Date:23-27/11/2020

**THEME 3: BODY and FACE.**

**LESSON 4**

**PERIOD 3**

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

- Describe friends.

**II. Language contents:**

**1. Vocabulary :***taller, shorter, bigger, smaller, thinner*

**2. Sentence pattern:***She’s shorter than me.*

*You’re taller than me.*

**III. Teaching Aids:**

- Flash cards : *taller, shorter, bigger, smaller, thinner*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer : Play the “Pretend” game.**  - Divide the class into pairs or small groups.  - Have one student ask “What’s he/she?” and have another student make actions to show the job.  - Have the other students take turns to guess the answer, e.g. “He’s Tom./ grandpa..”  - Swap roles and repeat.  **2. Do exercise.**  **Task 1: Look and write the words. A/WB/32.**  - Look at the pictures  - Compare and write.  - Pairs correction.  **Task 2: Read and draw lines.B/WB/32**   * Get Ss to look at the pictures. * Have them choose the right sentences then draw the lines. * Pair correction.   **Task3: Put a tick or a cross.C/WB/33**  - Get Ss to look at the pictures and the sentences, them put a tick or a cross.  - Pair correction.  **Task 4:Look and write. D/WB/33**  - Get Ss to look at the pictures, write sentences.  - Pair correction.  **4.Production**  **Task 6: Game “ Line-up”**  - Demonstrate the game.  - Divide the class into groups of four or five.  - Have students line up by a simple command, e.g. “From short to tall, please.”  - Have students take turn to say, e.g. “Tom’s taller than me.”  - Have them line up again by a different command, e.g. “From big to small, please.”  - Have some students give commands to the class. | **-**Play game.  -Do exercises.  -Play game. |

Week 13 Period 49 Date: 30/11-04/12/2020

**THEME 3: BODY and FACE.**

**LESSON 5**

**PERIOD 1**

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

- Name and describe zoo animals

**II. Language contents:**

**1. Vocabulary :***bear, monkey, tiger, elephant, tapir, spider.*

**2. Sentence pattern:**

**III. Teaching Aids:**

- CD2 track 25.

- Flash cards : *bear, monkey, tiger, elephant, tapir, spider.*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **5’**  **20’**  **5’** | **1.Warmer: Sing a song**  **2. Presentation**  **Task 1: Introduce new words**  Arrange the flashcards on the board: *bear, monkey, tiger, elephant, tapir,spider.*  Play audio and have students listen and repeat. Point to the flashcards along with the audio. Repeat several times.  **3. Practice:**  **Task 2: Listen, point and say (CD 2- track 25)**  - Play audio again and have students listen, repeat and point to the pictures in their books.  - Change the order of the flashcards, point to them individually and have students say the words, correct pronunciation when needed.  **Task 3: Point and say**  - Ask the children to practice the words in pairs.  - Have some pairs of students say the words in front of the class.  **Pre-reading.**  **1. Task 4: Guessing**  Which animal?  *- It has 4 legs.*  *- It’s big and grey.*  *- Its ears are big.*  *- It lives in the forest.*  *- Its nose is long.*  **3. While -reading**  **Task 5: Fill in the blanks**  - Have students read the text individually.  - Read the text as a whole class.  - Demonstrate the activity using the example.  - Have students read the text again and write the correct words on the lines.  - Check answers as a whole class.  **Task 6. Answer the questions.**  *- Where is Asian elephant?*  *- Is it big?*  *- Is it smaller than Africa elephant?*  *- What does Asian elephant like?*  *- Can it swim?*  **4. Production:**  **Task 7: 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 class into pairs and have them play with each other. Have some pairs demonstrate the activity in front of the class. | -Sing  -Read chorally.  -Repeat individually  - Copy down  - Listen and repeat.  **-**Work in pairs  -Guess and say aloud  **-** Read the text  -Answer the questions.  -Play game. |

Week 13 Period 50 Date: 30/11-04/12/2020

**THEME 3: BODY and FACE.**

**LESSON 5**

**PERIOD 2**

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

- Name and describe zoo animals

**II. Language contents:**

**1. Vocabulary :***bear, monkey, tiger, elephant, tapir, spider.*

**2. Sentence pattern:***What does it look like?*

*- It’s (big) and (black).*

*- It has (four legs).*

**III. Teaching Aids:**

- CD2 track 26-27.

- Flash cards : *bear, monkey, tiger, elephant, tapir, spider.*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer : “Slap the board” game.**  - Have students look at the board with some words on it.  - Divide class into 2 groups  - Listen carefully then run to the board and slap the word.  - The winner is the group listen and do well.  **2.Pre-Listening**  **Task 1: Discussion**  - How many animals do you know?  - List the name of them?  - Where does it live? *In the forest? In the sea? On the tree?*  **Task 2:Network**  Fish  Seal  Octopus  Crocodile  Monkey  Tiger  Elephant  Bear  Monkey  **3.While- listening:**  **Task 3: Listen and circle. (CD2- 26)**  - Play audio and demonstrate the activity using the example.  - Play audio and have students listen and draw write the number.  - Play audio again and check answers as a whole class.  - Play audio again and have students listen and repeat.  **Task 4: Useful language (CD4 – Track 27)**  - Have students look at the useful language box.  *What does it look like?*  *It’s big and grey. It has two ears.*  - Have students listen to audio and repeat.  - Have students ask and answer in pairs.  **4. Post-listening**  **Task 5: Memory Game**  - Ask SS to work in groups of 4. Give each group a set of the memory cards cut up.  - SS place the cards face down and take it in turns to turn over 2 cards. If the word and the picture match, they keep the cards, if they don’t match, they put them back down. The winner is the child with the most cards. | -Play game.  -Answer the questions.  **-**Fill in the network**.**  -Listen and circle.  Work in pairs.  -Play game. |

Week 13 Period 51 Date: 30/11-04/12/2020

**THEME 3: BODY and FACE.**

**LESSON 5**

**PERIOD 3**

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

- Name and describe zoo animals

**II. Language contents:**

**1. Vocabulary :***bear, monkey, tiger, elephant, tapir,spider.*

**2. Sentence pattern:***What does it look like?*

*- It’s (big) and (black).*

*- It has (four legs).*

**III. Teaching Aids:**

- Flash cards : *bear, monkey, tiger, elephant, tapir,spider.*

**IV. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| 5’  25’  5’ | **1.Warmer:**  - Sing a song.  - Write about the animals they remember.  **play “jump”**  - Have students stand up.  - Hold up a flashcard and read a word.  - If the word is correct students will jump up, if the word is wrong student will stand.  **2. Do exercise**  Have students do exercises in their workbook.  **Task 1: Look and write**  - Get Ss to look at the pictures, write sentences.  - Pair correction.  **Task 2: Read and circle T/ F**  - Get Ss to read the text and circle the T if the sentence is correct, and F if the sentence is incorrect.  - Pair correction.  **Task 3: Read and draw lines.**   * Get Ss to look at the pictures. * Have them choose the right sentences then draw the lines. * Pair correction.   **Task 4: Look at the picture and write.**  - Get Ss to look at the pictures.   * Have them answer and write. * Correct mistakes.   **3. Production:**  **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 class into pairs and have them play with each other. Have some pairs demonstrate the activity in front of the class. |  |

Week 13 Period 52 Date:30/11-04/12/2020

**THEME 3: BODY and FACE.**

**LESSON 6**

**PERIOD 1**

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

- Review and practice all the vocabs and structures.

**II. Language contents:**

**1. Vocabulary :***al vocabs from lesson 1-5.l*

**2. Sentence pattern:***All structures from 1-5.*

**III. Teaching Aids:** CD1 tracks 28

**IV.Procedure**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Game “Bingo”**  - Have students write the words they learned.  - Read the words.  - Who has 3 or 4 words is the winner.  **2.Pre- listening**  **Task 1**: **Look and say**  - Look at the pictures and say some parts of the body.  - Review all the new words.  - Read new words.  **Task 2: Review structures**  *- What’s this? It’s my head.*  *- What does she look like? She has black hair.*  *- Touch his chin. Touch your chin.*  *- You’re taller than me. He’s shorter than me.*  *- What does she look like? It’s big and grey.It has two big ears.*  **3. While-listening**  **Task 3Listen and tick (🗸)the box.**  - Play example audio and demonstrate the activity using the example.  - Play audio and have students listen and tick the box.  - Play audio again.  - Play audio again and check answers as a whole class.  **4. Post-listening**  **Task 4:Look and write the words**  -Look at the pictures.  - Write the words which are suitable with the pictures. | **-Play game.**  **-** Read new words.  -listen and repeat.  -Listen and tick.  -Write correct words. |

Week 14 Period 53 Date: 07-11/12/2020

**THEME 3: BODY and FACE.**

**LESSON 6**

**PERIOD 2**

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

- Review and practice all the vocabs and structures.

**II. Language contents:**

**1. Vocabulary :***al vocabs from lesson 1-5.l*

**2. Sentence pattern:***All structures from 1-5.*

**III. Teaching Aids:** CD1 tracks 29.

**IV.Procedure**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **10’**  **15’**  **5’** | **1.Warmer:**  Sing a song.  **2. Presentation**  **Task 1: Review vocabulary.**  - Have students review all vocabs by playing game **“Slap the board”:** vocabs from lessons 1-5.  - Read all the words.  - Some students say the words in front of the class.  **Task 2: Review structures**  *- What’s this? It’s my head.*  *- What does she look like? She has black hair.*  *- Touch his chin. Touch your chin.*  *- You’re taller than me. He’s shorter than me.*  *- What does she look like? It’s big and grey.It has two big ears.*  **3.Practice**  **Task 3: Listen. Sing along (CD2 – Track 29)**  - Have students turn their Student’s Book to page 41.  - Read lyrics as a whole class.  - Play audio and have students listen.  - Play audio again and have students listen and sing along.  - Practice the song in groups of four.  - Some groups sing in front of the class.  **Task 4: Look. Put a tick (🗸) or (🗴) in the box.**  **-** Demonstrate the activity using the example.  - Have students look at the pictures, read the statements and put a tick or a cross in the box.  **-** Check answers as a whole class.  - Afterwards, have students give a new true statement for each of the false statements.  **4.Production**  **“ Kim’s game”**  **-** Write all the new words from lesson 1 to lesson 5.  - Show students to look at them carefully.  - Write the words they’ve seen in 5 minutes | **-** Sing a song.  **-**Play game.  - Review structures.  -Practice the song.  -Tick the box.- Play game. |

Week 14 Period 54 Date: 07-11/12/2020

**THEME 3: BODY and FACE.**

**LESSON 6**

**PERIOD 3**

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

- Review and practice all the vocabs and structures.

**II. Language contents:**

**1. Vocabulary :***al vocabs from lesson 1-5.l*

**2. Sentence pattern:***All structures from 1-5.*

**III. Teaching Aids:**

**IV.Procedure**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **5’**  **20’**  **5’** | **1.Warmer: Game “Jump up”**  - Hold up the flashcards and say the words ( from previous lesson )  - If the picture and the word correctly match, students jump.  - If not, they say ***No*** and say the correct word.  **2. Presentation**  **Task 1:Review all structures**  *What’s this? It’s my head.*  *- What does she look like? She has black hair.*  *- Touch his chin. Touch your chin.*  *- You’re taller than me. He’s shorter than me.*  *- What does she look like? It’s big and grey.It has two big ears*  **3.Do exercise**  **Task 1: Look at the letters, write the words.**  -Get Ss to look at the pictures.  -Get them to arrange the letters to make a correct word.  **Task 2: Look at the picture and write.**  - Get Ss to look at the pictures.   * Have them answer and write. * Correct mistakes.   **4.Production**  **Task 3: Game “board”**  - Divide the class into groups of four with two students in each team.  - Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.  - Have students match the symbol to the structure and ask and answer or practice (if the question or answer is incorrect, that team moves back one space).  - 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. | **-**Play game**.**  -Review structures. |

Week 14 Period 55 Date:7-11/12/2020

**THEME 4: CLOTHES**

**LESSON 1**

**PERIOD 1**

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

- Identify the clothes.

- Develop Listening and speaking skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** shirt, skirt, short , blouse, dress, clothes

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD track 30

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **7’**  **18’**  **5’** | **1.Warmer: Play the game “ Do what I say, not do what I do”**  - Teacher or the group leader says: “Touch your hand”, “Touch your cheek”…..  - Students do what teacher say, not do what teacher does.  **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce 5 clothes:  **- Gives the new words:**   |  | | --- | | 1. shirt 4. skirt  2. short 5. blouse  3. dress 6. clothes |   -Have Ss listen to the CD – 30 and repeat ( in choral / individual)  **3. Practice:**  **Task 2: Listen, point and say**  - Have Ss look at part A on page 43- SB to listen and repeat.( twice)  - Ss work in group: one says the words – others point to correct pictures  - Ss work in pairs: one points and one says.  - T shows flash card by flash card - Ss say the words.  **Task 3: Match:**  Have SS to match the words with the right pictures ( use the pictures part A)  **4. Production**  **Task 6: Who draw well?**  -Have Ss to draw the clothes which Ss like.  -Ss draw  -Who finish first with the beautiful picture will be winner. | -Play game.  -Read chorally.  -Repeat individually  - Copy down  -Listen and repeat.  -Match.  -Draw. |

Week 14 Period 56 Date:7-11/12/2020

**THEME 4: CLOTHES**

**LESSON 1**

**PERIOD 2**

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

- Identify and describe clothes.

- Develop listening and speaking skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

|  |
| --- |
| **What color (is) your (shirt)?**  **( It’s) ( blue)**  **What color (are) your (shorts)?**  **They’re (blue)** |

**III. TEACHING AIDS:**

-CD2 track 31-33.

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **5’**  **20’**  **5’** | **1.Warmer: Play the game: Bingo**  - Play Bingo withthe words about colors and clothes.  **2. Presentation:**  **Task 1: Listen and read:**  - Have Ss to call out the clothes and the people in the pictures  -T introduce the situation  **-** Have Ss listen to the CD2 – 31 and read ( choral )  **3. Practice:**  **Task 2: Listen and tick:**  -Guide Ss to do the task.  **-** Have Ss listen to the CD – 32 and tick.  - Check the answer (pairs)  **Task 3: Practice the structure:**  -Explain the structure  **-** Have Ss listen to the CD2 – 33 and repeat. (Choral –pairs)  - Have Ss to practice with the structure and the words in part A.( pairs)  - Correct  **Task 4: Listen . Sing along**  T: guide SS to listen the song.  T: ask about colors in part A -SS: answer  SS: work in pairs again  -have students point to the pictures in Part A.  - Play CD track 34 and have students sing the song as the whole class  T: Divide class into two groups (group A sings the questions, group B sings the answers.)  SS: sing in groups  **\*\*\*\*Pronunciation tip (CD -Track 35):**  -Explain and notice the pronunciation feature.  -Play the CD – track 35 once and draw attention to the pronunciation feature.  -Play the CD – track 35 again. Have students listen and repeat with a focus on the feature.  **4. Production**  **Task 6: Play the “ Lost and found” game:**  -Guide Ss to play the game  Ss use the school things to play the game.  One ask – one answer using the structure above. | -Play game.  -Listen and read.  - Listen and tick.  -Repeat.  -Sing the song.  -Play game. |

Week 15 Period 57 Date:14-18/12/2020

**THEME 4: CLOTHES**

**LESSON 1**

**PERIOD 3**

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

- Identify and describe clothes.

- Develop listening and writing skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Play the game: “ Who color quickly?”**  - Give Ss the pictures to color ( groups of four)  **2. Do exercise**  - Guides SS how to do the following tasks:  **Task 1: Look at the pictures and complete the words:** ( Part A - page 38/ WB)  - Have SS to point to picture by picture and say  - Have SS to complete the words  - Have them change the books and check  **Task 2: Find and circle.** ( Part B - page 38/ WB)  - Have Ss to look at the pictures  - Have them to find the words related to clothes and circle.  -Pair correction .  **Task3: Put a tick or a cross.** ( Part c - page 39/ WB)  - Get Ss to look at the pictures and the sentences, them put a tick or a cross.  - Pair correction.  **Task 4:Look and write.** ( Part d - page 39/ WB)  - Get Ss to look at the pictures, write sentences.  - Pair correction.  **3. Production:**  **Task 5: Perform**  - Pairs of SSperform in front of the class (one ask – one answer) | -Play game.  -Do exercises.  -Work in pairs. |

Week 15 Period 58 Date: 14-18/12/2020

**THEME 4: CLOTHES**

**LESSON 2**

**PERIOD 1**

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

- Identify more clothes.

- Develop Listening and speaking skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** pants, socks, T-shirt, shoes, sneakers, cap.

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD2 track 37

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **7’**  **18’**  **5’** | **1.Warmer: Play the game “ Puzzle words”**  - Have Ss to puzzle the words about clothes( Part A – Lesson 1)  **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce 6 clothes:  **- Gives the new words:**   |  | | --- | | 1. pants 4. shoes  2. socks 5. sneakers  3. T-shirt 6. cap |   -Have Ss listen to the CD2 – 37 and repeat ( choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part A on page 44- SB to listen and repeat.( twice)  - Ss work in group: one says the words – others point to correct pictures  - Ss work in pairs: one points and one says.  - T shows flash card by flash card - Ss say the words.  **3.Practice**  **Task 3: Match:**  Have SS to match the words with the right pictures( use the pictures part A)  **4. Production**  **Task 6: Play the game “ Jump up”**  - Ss Jump up high if the plural nouns, stand till if the singular nouns.  - T or leader read the words | -Play game.  -Read chorally.  -Repeat individually.  -Copy down.  -Listen and say aloud.  -Match.  -Play game. |

Week 15 Period 59 Date: 14-18/12/2020

**THEME 4: CLOTHES**

**LESSON 2**

**PERIOD 2**

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

- Identify and describe clothes.

-Talk about clothes people are wearing.

- Develop listening and speaking skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

|  |
| --- |
| **What are you wearing?**  **I’m wearing ( a blue cap)**  **What’s ( he) wearing?**  **(He’s) wearing ( green socks)** |

**III. TEACHING AIDS:**

-CD2 track 38-39 - 40.

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **5’**  **20’**  **5’** | **1.Warmer: Play the game: Bingo**  - Play Bingo withthe words about clothes.  **2. Presentation:**  **Task 1: Listen and read:**  - Have Ss to call out the clothes and the people in the pictures  -T introduce the situation  **-** Have Ss listen to the CD2 – track 38 and read ( choral )  **3. Practice:**  **Task 2: Listen and tick:**  -Guide Ss to do the task.  **-** Have Ss listen to the CD2 – track 39 and tick.  - Check the answer (pairs)  **Task 3: Practice the structure:**  -Explain the structure  **-** Have Ss listen to the CD2 – track 40 and repeat. (Choral –pairs)  - Have Ss to practice with the structure and the words in part A.( pairs)  - Correct  **Task 2:Listen . Sing along**  T: guide SS to listen the song.  -Have Ss to point the pictures in Part A.  - Play CD2- track 41 and have Ss sing the song as the whole class  T: Divide class into two groups (group A sing the questions, group B sing the answers.)  SS: sing in groups  **\*\*\*\*Pronunciation tip (CD2 -Track 42):**  -Explain and notice the pronunciation feature.  -Play the CD – track 42 once and draw attention to the pronunciation feature.  -Play the CD – track 42 again. Have students listen and repeat with a focus on the feature.  **4. Production**  **Task 6: Play the “ Tic, tac, toe” game:**  -Guide Ss to play the game  Ss use the picture in Part E- page 45/ SB to play the game.  One ask – one answer using the words of clothes and the structure above. | -Play game.  -Listen and read.  -Listen and tick.  -Listen and repeat.  -Sing along.  -Play game. |

Week 15 Period 60 Date:14-18/12/2020

**THEME 4: CLOTHES**

**LESSON 2**

**PERIOD 3**

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

- Identify and describe clothes.

-Talk about clothes people are wearing.

- Develop listening and writing skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD track 41,42.

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Play the game: “ Guessing who are they”**  -T: He’s ( She’s) wearing ………………….Who’s that?  - Ss guess.  **2. Do exercises.**  -Guide Ss how to do the tasks:  **Task 1: Write the words:** ( Part A - page 40/ WB)  -Have SS to point to picture by picture and say.  -Have SS to write the words.  Have them change the books and check.  **Task 2: Circle**(Part B - page 40/ WB)  - Have Ss look at the pictures and the words again  -Have Ss circle the correct one.  -Have them change the books to check.  **Task 3: Look and read. Put the tick** 🗹**or cross⌧ in the box:**( Part C - page 41/ WB)  - Get Ss to look at the pictures and the sentences, them put a tick or a cross.  - Pair correction.  **Task 4: Look and write:**(Part D - page 41/ WB)  - Get Ss to look at the pictures, write sentences.  - Pair correction.  **3. Production:**  **Task 5: Perform**  - Pairs of SSperform in front of the class (one ask – one answer) | -Play game.  -Do exercises.  -Work in pairs. |

Week 16 Period 61 Date:21-25/12/2020

**THEME 4: CLOTHES**

**LESSON 3**

**PERIOD 1**

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

- Identify more clothes.

- Develop Listening and speaking skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** jeans, jacket, hat, scarf, sweater, pajamas.

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD2 track 43

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **7’**  **18’**  **5’** | **1.Warmer: Play the game “ magic bag”**  - Have Ss to guess the things in the magic bag (groups)  **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce 6 clothes:  **- Gives the new words:**   |  | | --- | | jeans, jacket, hat, scarf, sweater, pajamas. |   -Have Ss listen to the CD2 – 43 and repeat ( choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part A on page 46- SB to listen and repeat.( twice)  - Ss work in group: one says the words – others point to correct pictures  - Ss work in pairs: one points and one says.  - T shows flash card by flash card - Ss say the words.  **3.Practice**  **Task 3: Match:**  Have SS to match the words with the right pictures ( use the pictures part A)  **Task 4: Listen . Sing along**  T: guide SS to listen the song.  -Have Ss to point the pictures in Part A.  - Play CD2- track 47 and have Ss sing the song as the whole class  T: Divide class into two groups (group A sing the questions, group B sing the answers.)  SS: sing in groups  **\*\*\*\*Pronunciation tip (CD2 -Track 48):**  -Explain and notice the pronunciation feature.  -Play the CD – track 48 once and draw attention to the pronunciation feature.  -Play the CD – track 48 again. Have students listen and repeat with a focus on the feature.  **4. Production**  **Task 5: Play the “ Guess” game**  - T arrange the flashcards on the board and write a number under each card.  -Ss look at the flashcards for the count of ten. Turn the flashcards over to face the board when the Ss 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. | -Play game.  -Read chorally.  -Repeat individually  -Copy down.  -Listen and repeat.  -Match.  -Sing along.  -Play game. |

Week 16 Period 62 Date:21-25/12/2020

**THEME 4: CLOTHES**

**LESSON 3**

**PERIOD 2**

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

- Ask and answer about possession

- Develop listening and speaking skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

|  |
| --- |
| **Is this your (jacket)?**  **Yes, it is. /No, it isn't.**  **Are these your (jeans)?**  **Yes, they are. /No, they aren't.** |

**III. TEACHING AIDS:**

-CD2 track 44,45,46.

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **5’**  **20’**  **5’** | **1.Warmer: Play the game: Bingo**  - Play Bingo withthe words about clothes.  **2. Presentation:**  **Task 1: Listen and read:**  - Have Ss to call out the clothes and the people in the pictures  -T introduce the situation  **-** Have Ss listen to the CD2 – track 44 and read ( choral )  **3. Practice:**  **Task 2: Listen and tick** 🗹**or cross⌧**  -Guide Ss to do the task.  **-** Have Ss listen to the CD2 – track 45 then tick 🗹or cross⌧  - Check the answer (pairs)  **Task 3: Practice the structure:**  -Explain the structure  **-** Have Ss listen to the CD2 – track 46 and repeat. (Choral –pairs)  - Have Ss to practice with the structure and the words in part A.( pairs)  - Correct  **Task 4: Circle three items. Ask and answer with your partner. ( Part E- page 47/ SB)**  - Have Ss circle 3 items that they like.  -One ask – One answer  **4. Production**  **Task 5: Who draw well?**  -Have Ss to draw the clothes which Ss like.  -Ss draw  -Who finish first with the beautiful picture will be winner. | **-**Play game.  -Listen and read.  -Listen and tick.  -Practice  **-**Circle correct answers.  -Draw. |

Week 16 Period 63 Date:21-25/12/2020

**THEME 4: CLOTHES**

**LESSON 3**

**PERIOD 3**

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

- Ask and answer about possession.

- Develop listening and writing skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1. Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD track 47, 48

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Play the game: “ Guessing who are they”**  -T: He’s ( She’s) wearing ……….Who’s that?  - Ss guess.  **2.Do exercise**  - Guides SS how to do the following tasks:  **Task 1: Circle the odd one out and write:** ( Part A - page 42/ WB)  -Have SS look at the picture and say  -Have SS circle the odd one out and write.  - Have them change the books and check  **Task 2: Circle** (Part B - page 42/ WB)  -Have Ss read the words again (pairs)  -Have Ss do the task  -Change the books to check  **Task 3: Look and read. Put the tick** 🗹**the correct answers:** ( Part C - page 43/ WB)  - Get Ss to look at the pictures and the sentences, them put a tick or a cross.  - Pair correction.  **Task 4: Look and write:** (Part D - page 43/ WB)  **-**- Get Ss to look at the pictures, write sentences.  - Pair correction.  **4. Production:**  **Task 7: 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 class into pairs and have them play with each other. Have some pairs demonstrate the activity in front of the class. | -Play game.  -Do exercises.  -Play game. |

Week 16 Period 64 Date:21-25/12/2020

**THEME 4: CLOTHES**

**LESSON 4**

**PERIOD 1**

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

- Identify more clothes.

- Develop Listening and speaking skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** glasses, watch, handbag, boots, gloves.

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD2 track 49

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **7’**  **18’**  **5’** | **1.Warmer: Play the game: “ puzzle the picture”**  - Have Ss to puzzle the picture of clothes ( groups)  **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce 5 clothes:  **- Gives the new words:**   |  | | --- | | glasses, watch, handbag, boots, gloves. |   -Have Ss listen to the CD2 – 49 and repeat ( choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part A on page 49- SB to listen and repeat.( twice)  - Ss work in group: one says the words – others point to correct pictures  - Ss work in pairs: one points and one says.  - T shows flash card by flash card - Ss say the words.  **3.Practice**  **Task 3: Match:**  Have SS to match the words with the right pictures ( use the pictures part A)  **Task 4:Listen and draw lines (CD2 – Track 51):**  1. Play audio and demonstrate the activity using the example.  2. Play audio and have students listen and draw lines.  3. Play audio again and check answers as a whole class.  **Task 5: Listen. Sing along (CD2 – Track 53):**  1. Play audio and have students listen.  2. Play audio and have students point to the pictures in Activity A.  3. Play audio and have students sing the song as a whole class.  4. Divide the students into two groups, group A sings the questions, group B sings the answers.  5. Swap roles and repeat.  **✔Pronunciation tip (CD2 – Track 54):**  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.  **4. Production**  **Task 6: Play the “ Guess” game**  - T arrange the flashcards on the board and write a number under each card.  -Ss look at the flashcards for the count of ten. Turn the flashcards over to face the board when the Ss 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. | **-**Play game.  -Read chorally.  -Repeat individually  - Copy down  -Listen and repeat.  -Draw lines.  -Sing along.  -Play game. |

Week 17 Period 65 Date:28/12/2020-01/01/2021

**THEME 4: CLOTHES**

**LESSON 4**

**PERIOD 2**

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

- Ask and answer about possession

- Develop listening and speaking skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

|  |
| --- |
| **Whose handbag is this?**  **It’s Lucy’s handbag**  **Whose gloves are these?**  **They’re my gloves** |

**III. TEACHING AIDS:**

-CD2 track 50,51,52

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **5’**  **20’**  **5’** | **1.Warmer: Play the game: Bingo**  - Play Bingo withthe words about clothes.  **2. Presentation:**  **Task 1: Listen and read:**  - Have Ss to call out things and the people in the pictures  -T introduce the situation  **-** Have Ss listen to the CD2 – track 50 and read ( choral )  **3. Practice:**  **Task 2: Practice the structure (CD2 – Track 52):**  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.  **Task 3: Practice.**  1. T: I say, “watch”. You say, “Whose watch is this?”  T: I say, “glasses”. You say, “Whose glasses are these?” OK?  T: watch  Class: Whose watch is this?  T: glasses  Class: Whose glasses are these?  2. Divide the class into Group A and Group B.  T: I say, “watch/Lucy”.  Group A, you say, “Whose watch is this?”  Group B, you say, “It’s Lucy’s watch.”  T: I say, “glasses/Tom”.  Group A, you say, “Whose glasses are these?”  Group B, you say, “They’re Tom’s glasses.” OK?  T: watch/Lucy  Group A: Whose watch is this?  Group B: It’s Lucy’s watch.  T: glasses/Tom  **Task 4: Point, ask and answer.**  3. Demonstrate the activity using the example.  4. Divide the class into pairs.  5. Have Student A point, ask and Student B answer.  6. Swap roles and repeat.  7. Afterwards, have some pairs demonstrate the activity in front of the class.  **4. Production**  **Task 5:Play the “ Guess Whose ” game ( Part E- page 47/ SB)**  - Divide the class into groups of four.  - Have Student A covers their eyes while the rest of the group place one of their own objects on the desk (glasses/watch/handbag).  - Have one student points to an object and ask “Whose watch is this/are these?”  - Have Student A guess whose object it is and say “It’s/They’re \_\_\_\_\_\_\_ \_\_\_\_\_\_\_.” | **-**Play game.  -Listen and read.  -Listen and repeat.  -Practice.  -Play game. |

Week 17 Period 66 Date:28/12/2020-01/01/2021

**THEME 4: CLOTHES**

**LESSON 4**

**PERIOD 3**

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

- Ask and answer about possession.

- Develop listening and writing skills.

\* Moral lesson: Students should be aware of keeping clothes tidy, careful and clean.

**II. LANGUAGE CONTENTS:**

**1. Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD track 53,54

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Game “board”**  - Divide the class into groups of four with two students in each team.  - Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.  - Have students match the symbol to the structure and ask and answer or practice (if the question or answer is incorrect, that team moves back one space).  - 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.  **2.Do exercise**  **Task1: Write the words:** ( Part A - page 44/ WB)  - Have SS to look at the picture and say  - Have SS to write the words.  - Have the change the books and check  **Task 2: Look and write** (Part B - page 44/ WB)  - Get Ss to look at the pictures, write sentences.  - Pair correction.  **Task 3: Complete the questions:** ( Part C - page 45/ WB)  - Have Ss look at the pictures and the answers.  - Write the questions.  - Pair correction.  **Task 4. Look and write:** (Part D - page 45/ WB)  - Get Ss to look at the pictures, write sentences.  - Pair correction.  **4. Production:**  **“Guess Whose” game.**  1. Divide the class into groups of four.  2. Have Student A covers their eyes while the rest of the group place one of their own objects on the desk (glasses/watch/handbag).  3. Have one student points to an object and ask “Whose watch is this/are these?”  4. Have Student A guess whose object it is and say “It’s/They’re \_\_\_\_\_\_\_ \_\_\_\_\_\_\_.”  5. Swap roles and repeat. | -Play game.  -Do exercises.  -Play game. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | ***B. Practice( 12mins)***  - Come back to the structure   |  | | --- | | *What do you want to do in the \_\_\_\_\_?*  *I want to \_\_\_\_\_.* |   **Activity 2: Practice the structure**  - Ask Ss to listen and repeat the structure  - Ask Ss to practice in teams  - Ask Ss to practice with missing words  - Call some closed pairs and opened pairs to practice | ***3.Practice the structure***  - Listen and repeat  - Practice in teams  - Practice  - Volunteer |
|  | ***C. Production (5mins)***  **Activity 3: *“ Find the cards”***  - T calls 4 students in front and asks to say “ What do you want to do in the morning?”. Then asks them close their eyes. T hides flashcards and answer “ I want to…”. Ss have to find that cards. The S who finds correct card first will get one star. Other Ss have to make the sentence: “ I want to …” with that card. | **- Play game** |

Week 17 Period 67 Date:28/12/2020-01/01/2021

**THEME 4: CLOTHES**

**LESSON FIVE**

**PERIOD 1**

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

- Identify someone’s state

- Develop Listening and speaking skills.

\* Moral lesson: Students should take care of their selves and others.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** hungry, thirsty, hot, cold.

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD2 track 55

- Flashcards

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer:**  -Using the things of SS.  - one ask – one answer  **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce 4 words:  **- Gives the new words:***hungry, thirsty, hot, cold*.  -Have Ss listen to the CD2 – 55 and repeat (choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part New words on page 50- SB to listen and repeat.( twice)  - HaveSs work in group: one says the words – others point to correct pictures  - Ss work in pairs: one points and one says.  - T shows flash card by flash card  **3.Practice**  **Task 3: Guess:**  Have SS to guess the states.  **Task 4: Reading**  - Guide SS to read the story.  - Have Ss read the text individually.  - Demonstrate the activity using the example.  - Have Ss read and write the correct words to complete the story.  **4. Production**  **Task 5: Perform**  - Pairs of SS perform in front of the class (one ask – one answer) | -Ask and answer.  - Repeat chorally  -Say the words.  **-**Guess.  -Read the story.  -Ask and answer. |

Week 17 Period 68 Date:28/12/2020-01/01/2021

**THEME 4: CLOTHES**

**LESSON FIVE**

**PERIOD 2**

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

- Identify someone’s state

- Ask and answer about possession.

- Develop listening, speaking, reading and writing skills.

\* Moral lesson: Students should take care of their selves and others.

**II. LANGUAGE CONTENTS:**

**1. Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Game “board”**  - Divide the class into groups of four with two students in each team.  - Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.  - Have students match the symbol to the structure and ask and answer or practice (if the question or answer is incorrect, that team moves back one space).  - 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.  **2. Presentation:**  **Task 1: Ask and answer:**  -Using the structures:  *What’s the matter,….? – I’m ………..*  *Do you want ……….? – Yes, please.*  - One ask – one answer  **Task 2: Speaking:**  - Guide SS to do the task.  - T ask – Ss: answer  - One point and ask – one answer  - Check  **Task 3: Writing:**  - Have Ss look at the Speaking section.  - Have Ss write sentences using the pictures in Speaking.  - Check answers  - Have the pairs practice the conversation in front of the class.  **Task 4: Listening:**  - Guide SS to listen.  - Have Ss listen to (CD2 – Track 57) and draw lines.  - Check  **4. Production:**  **“ Kim’s game”**  **-** Write all the new words from lesson 1 to lesson 5.  - Show students to look at them carefully.  - Write the words they’ve seen in 5 minutes.  - Correct. | -Play game.  -Ask and answer.  -Ask and answer.  -Write  -Listen and draw lines.  -Play game. |

Week 18 Period 69 Date:04-08/01/2021

**THEME 4: CLOTHES**

**LESSON FIVE**

**PERIOD 3**

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

- Identify someone’s state

- Ask and answer about possession.

- Develop listening, speaking, reading and writing skills.

\* Moral lesson: Students should take care of their selves and others.

**II. LANGUAGE CONTENTS:**

**1. Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Sing**  -Have SS sing along part C –page 49/SB ( Whole class)  **2. Practice**  **Task1: Circle the correct words:** ( Part A - page 46/ WB)  T guides SS how to do the task  Have SS to look at the picture and the words then say all the words.  Have SS to circle the correct words.  Change the books and check  **Task 2:Look and Circle** (Part B - page 46/WB)  -Ss read the words again (pairs)  -Have Ss do the task  -Change the books to check  **Task 3: Read and put a tick** 🗹 in the box.( Part C - page 47/ WB)  -Guide Ss to do the task.  - Check the answer (pairs)  **Task 4: Look and write:** (Part D - page 47/ WB)  **-**Guide Ss to do the task.  - Do and exchange the books to correct. ( pairs)  **3. Production:**  **Game “board”**  - Divide the class into groups of four with two students in each team.  - Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.  - Have students match the symbol to the structure and ask and answer or practice (if the question or answer is incorrect, that team moves back one space).  - 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. | -Sing  -Do exercises in their workbook.  -Play game. |

Week 18 Period 70 Date: 04-08/01/2021

**THEME 4: CLOTHES**

**Lesson 6**

**PERIOD 1**

**A. Objectives**

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

+ review all kinds of clothes

+ practice all sentences

**B.Language content:**

**C. Aids:**Flashcards, Workbook p.48, PowerPoint, CD2 tracks 58

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **(5mins)** | **I. Warm up**  ***\* Play a game: Word Beetles***  -Divide the class into two teams. Each team assigns a writer who has to compete with the other team by writing as many words as she / he can.  - Give a topic, e.g. Food, Clothes, Rooms in a house, etc.  - Set a time limit. The winner is the writer who can write more words (legs) than the other. (Ask: How many legs does Team A’s beetle have?)  - The game continues with another member of the group**.** | ***-***Play game |
| ***(15mins)*** | **II. New lesson**  ***A. Presentation***  **Activity 1:Listening**  - Tell Ss that they are going to listen and draw lines  - Model the first sentence on TV  - Play the audio the first time  - Play the audio the second time  - Ask Ss to xchange their books  - Correct the answer on TV  - Give feedback | ***1. Read and draw lines***  - Listen to T  - Look at the TV  - Listen to the audio  - Draw the lines  - Exchange their books  - Look at the TV  - Listen to T  - check and correct |
| ***( 10mins)*** | ***B. Practice***  **Reading and writing:**  **-** Ask Ss to do Reading and writing  - Model the first sentence on TV  - Play the audio the first time  - Play the audio the second time  - Ask Ss to xchange their books  - Correct the answer on TV  - Give feedback | ***2. Look and the picture. Look at the letters. Write the word***  **-** Listen to T  - Look at the TV  - Listen to the audio  - Exchange their books  - Look at the TV  - Listen to T  - Play game |
|  | ***C. Production (5mins)***  **Play game: “Who is millionaire?”**  - T shows 10 questions about clothes, one question has a different point, if Ss have the correct answer they will get that point. If Ss have the wrong answer they will lose that point. By the end, the team has more point is winner |  |

Week 18 Period 71 Date: 04-08/01/2021

**THEME 4: CLOTHES**

**Lesson 6**

**PERIOD 2**

**A. Objectives**

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

+ review all kinds of clothes

+ practice all sentences

**B.Language content:**

**C. Aids:**Flashcards, Workbook p.48-49, PowerPoint, CD tracks 59

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **(5mins)** | **I. Warm up**  \* Review  **Make a survey**: Ask students to go around and ask their friends about *what clothes do you like? What are you wearing?* | - Do the survey |
| ***(8mins)*** | **II. New lesson**  ***A. Presentation***  **Activity 1: Sing song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in teams  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback | ***1. Song: Turn to page 126. Listen. Sing along.***  - Listen to T  - Listen to the song  - Practice  - Sing together  - Practice the song  - Practice in teams  - Volunteer  -Listen to T |
| ***( 10mins)*** | ***B. Practice***  **Activity 2: *Game “Connect three”***  - Demonstrate the activity playing the game.  - Divide the class into groups of four, with two students in each team.  - Have teams play rock, paper and 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. | ***2. Play the “ Connect three” game.***  **Play game** |
| ***(12mins)*** | ***C. Production***  **Activity 3: I can**  - Read out the statements and give an example for each.  - In pairs, have students give a few more examples of each function, then briefly practice.  - Ask students to color one, two or three stars to show how well they can perform the task. (3 stars = Great; 2 stars = Good; 1 star = Needs more study)  - Give Ss worksheet, ask Ss to write their names, phone numbers, ages of members family, do some basic math  **\* Correct the workbook** | - Listen to T  -Work in pair  - Color stars  - Receive handout and write do the task. |

Week 18 Period 72 Date: 04-08/01/2021

**THEME 4: CLOTHES**

**Lesson 6**

**PERIOD 3**

**A. Objectives**

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

+ review all kinds of clothes

+ practice all sentences

**B.Language content:**

**C. Aids:**Flashcards, Workbook p.48, PowerPoint, CD2 tracks 58

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Sing**  -Have SS sing along part C –page 49/SB ( Whole class)  **2. Practice**  **Task1: Look at the pictures. Look at the letters. Write the words :** ( Part A - page 48/ WB)  T guides SS how to do the task  Have SS to look at the picture and the words then say all the words.  Have SS to write the correct words.  Change the books and check  **Task 2:Look and read. Complete the questions**(Part B - page 49/WB)  -Ss read the example (pairs)  -Have Ss do the task  -Change the books to check  **3. Production:**  **Game “board”**  - Divide the class into groups of four with two students in each team.  - Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.  - Have students match the symbol to the structure and ask and answer or practice (if the question or answer is incorrect, that team moves back one space).  - 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. | -Sing  -Do exercises in their workbook.  -Play game. |

Week: 19 Period 73 Date: 11-15/01/2021

**THEME 5: Time**

**Lesson 1**

**PERIOD 1**

**A. Objectives**

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

+ remember the way to say time.

+ ask and answer about what time it is.

**B.Language content:**

1. Vocabulary: *a.m., p.m., half past, o’clock*

2. Sentence pattern: *What time is it?*

*It’s \_\_\_\_\_.*

**C. Aids:**

-CD3 track 1-4, flashcards, posters and power point

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | Teacher’s activities | Students’ activities |
| **(5 mins)** | 1. **Warm up**   **Lucky number game**  **-** Divide class into 2 teams  *-* Set the rule: each team has to choose one number and answer the vocabulary related to clothes. They will have 1 point for 1 right answer. If they choose number containing bomb they will lose all their point. If they choose number containing money they will have 2 more points.  - Have students play game | - Play game |
| ***(15 mins)*** | **II. New lesson**  ***A. Presentation***  ***\** Teaching vocabulary**  **\* Set the context:**  **- T draws a circle and asks Ss what it is.**  **- T answers: It’s a clock. Let’s learn about time.**  - Arrange the flashcards on the board  - Play audio and have students listen, repeat several times and point to the pictures in their books  - Change the order of the flashcards, point them individually and have students say the words  - correct pronunciation when needed  **Activity1 : *“Heads up. What’s missing?”***  - Stick flashcards on the board  - Remove one by one picture and ask Ss “What’s missing?”. One student from each team calls out the missing flashcard.  **Activity 2*Play Slap Game***:  - Sing the "mingle chant" to divide Ss into small groups. Give each group a set of the student cards and face them up on the desk. Call out the word.  - The first Ss in each group who slaps the correct card and produces the word.  - The Ss in each group holding the most cards is the winner.  ***\* Set context***  - T shows the picture ( a wardrobe and a bag ) and ask Ss guess “What is this?”  ***Set context: Today Dan’s train to Greenwood is at 3 p.m. But what happened? Let’s listen to know it.***  - Play the audio the 1st time for Ss to listen  - Ask Ss to listen: “Now. Let’s listen and follow what T says.”  - Play the audio the 2st time for Ss to listen and read.  **Activity 3:**  -Play audio again, demonstrate the activity using the example  - Play audio for Ss listen and choose the answer  - Play audio last one to check answer  - T shows the answer on the slide | ***1. Listen, point and say***   * Answer the question * Listen   - Look at the board  - Listen, repeat and point  - Look and answer.  - Look at the board  - Answer the questions   * Play the game   ***2. Listen and read***  - Look at the picture and answer the questions  *-* Look and listen to the T  - Listen to the audio  - Listen to the T  - Listen and read to the audio for the second time  ***3. Listen and circle:***  - Listen and look  - Listen and circle  - Listen to the audio and check  - Look and correct |
| ***( 10 mins)*** | ***B. Practice***  - Show the picture on the TV and elicit structure from Ss   * Show the structure on the TV.  |  | | --- | | ***What time is it?***  ***It’s \_\_\_\_\_.*** |   **Activity 4: Practice the structure**  - Ask Ss to listen and repeat the structure  - Ask Ss ask and answer each other  - Ask Ss to practice with missing words  - Call some closed pairs and opened pairs to practice | ***4. Practice the structure***  - Listen to T  - Look at the TV  - Listen and repeat  - Practice in pair  - Do the task  - Practice |
| ***(5 mins)*** | ***C. Production:***  **Activity 5: Game “Who is faster?”**  **-** Divide the class into 2 teams, pick up one S for each team coming to the front  - T draws 6-8 clocks on the board  - Ask the class to read the sentence “*What time is it?* - T says “It’s…..” The S claps the correct clock and says answer first.  - T gives a star for the first right answer.  - Do it again | - Listen to the teacher  - Read the sentence aloud  - Write answers on the board.  - Play the game. |

Week: 19 Period 74 Date: 11-15/01/2021

**THEME 5: Time**

**Lesson 1**

**PERIOD 2**

**A. Objectives**

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

+ remember the way to say time.

+ ask and answer about what time it is.

**B.Language content:**

1. Vocabulary: *a.m., p.m., half past, o’clock*

2. Sentence pattern: *What time is it?*

*It’s \_\_\_\_\_.*

**C. Aids:**

-CD3 5-7, flashcards, posters and power point, workbook 50-51

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | Teacher’s activities | Students’ activities |
| **(5mins)** | **I. Warm up**  *\*Game: Human clock*  - Show children how they can become clocks using their bodies, with their arms being the hands of the clock. Say different times. Students make the time using their bodies. Then in pairs, one student makes the time, and asks their partner ‘What time is it?. Their partner guesses the time. | ***-*** Play the game |
| ***(15mins)*** | **II. New lesson**  ***A. Presentation***  **Activity 1: Sing song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in teams  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback | ***1. Listen. Sing along***  - Listen to T  - Listen to the audio  - Practice following T  - Listen to T  - Sing along  - Practice in teams  - Volunteer  - Listen to the audio and repeat |
| ***( 10mins)*** | ***B. Practice***  **\*Activity 2: Pronunciation tip**  **-** Play the audio and focus on the pronunciation feature: sound “What time is it?”  \* Practice:  - Divide the class into group A and group B.  T: I say, “time/3 a.m.”  Group A, you say, “What time is it?”  Group B, you say, “It’s 3 a.m.” OK?  T: I say, “time/half past three”.  Group A, you say, “What time is it?”  Group B, you say, “It’s half past 3”.  T: time/3 a.m.  Group A: What time is it?  Group B: It’s 3 a.m.  T: time/half past three  Continue whole class/group/individual drills, with:  • time/4 o’clock  • time/5 p.m.  Point, ask and answer.  - Demonstrate the activity using the example.  - Divide the class into pairs.  - Have student A point and ask and student B answer.  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate the activity in front of the class.  **Activity 3*: Get lollipop***  - T draws 6-8 clocks on the board, calls one S for each time.  - Asks S to say “What time is it?”. T says the time of one clock. The S who throw sticky ball on the correct clock will get a lollipop. | ***2. Practice. Point, ask and answer.***  - Look, listen and repeat  **-** Ask the question aloud  - Point, ask and answer  - Ask and answer  - Listen to T  - Ask and answer |
| ***(5mins)*** | ***C. Production***  **Acticity 4:*“Tic, tac, toe” game:***  - Divide the class into groups of four, with two students in each team. Have teams play rock, paper and 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. | ***3. Play the “ Tic, tac, toe” game.***  - Play game |

Week: 19 Period 75 Date: 11-15/01/2021

**THEME 5: Time**

**Lesson 1**

**PERIOD 3**

**A. Objectives**

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

+ remember the way to say time.

+ ask and answer about what time it is.

**B.Language content:**

1. Vocabulary: *a.m., p.m., half past, o’clock*

2. Sentence pattern: *What time is it?*

*It’s \_\_\_\_\_.*

**C. Aids:**

-CD3 5-7, flashcards, posters and power point, workbook 50-51

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’**  **25’**  **5’** | **1.Warmer: Sing**  -Have SS sing along part C –page 55/SB ( Whole class)  **2. Practice**  **Task1: Draw lines :** ( Part A - page 50/ WB)  T guides SS how to do the task  Have SS to look at the picture and the clocks then say the time.  Have SS to draw lines.  Change the books and check  **Task 2: Look and write**(Part B - page 51/WB)  -Ss read the example (pairs)  -Have Ss do the task  -Change the books to check  **3. Production:**  **Task 3: Perform**  - Pairs of SSperform in front of the class (one ask – one answer) | -Sing  -Do exercises in their workbook.  -Play game. |

Week: 19 Period 76 Date: 11-15/01/2021

**THEME 5: Time**

**Lesson 2**

**PERIOD 1**

**A. Objectives**

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

+ remember daily activities

+ ask and answer about when I do daily activities

**B.Language content:**

1. Vocabulary: *get up, eat breakfast, eat lunch, eat dinner, do homework, go to bed*

2. Sentence pattern: *What time do you \_\_\_\_\_?*

*I \_\_\_\_\_ at \_\_\_\_\_*

**C. Aids:**Flashcards, CD 3 tracks 7-9, PowerPoint

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | Teacher’s activities | Students’ activities |
| **(5 mins)** | **I. Warm up**  ***\*Review:***  Chant the "Mingle" to make Ss gather in groups of 4 or 5. While singing the "mingle chant", the Ss move around, mingling with each other.  “Mingle! Mingle! Mingle! Mingle! Mingle! Mingle!”  - Students ask teacher a question that teacher can answer with a number e.g. "What time is it?". Teacher answers and the Ss get into groups of that number e.g. Teacher says: "It’s 4 o’clock" then Ss get into groups of four.  - Give one set of picture cards and one set of words to each group and place them face down in random order on the desk. Ss turn over two cards, look and say the words.  If the cards match, Ss keep them and get points. | - Play game |
| ***(12mins)*** | **II. New lesson**  ***A. Presentation***  ***\**  Teaching vocabulary**  - Show daily activities on the TV one by one, click to the number with sound several times  - Ask Ss to open their books, point to the pictures and repeat  **Activity 1: Game “ Who is right?”**  - Divide class into 2 teams: teacher and class. T sticks flashcard on the board. Ask Ss repeat to the T if T says a true card which on the board. And Ss keep silent if T says a wrong card. If T or class says wrong card, it will be lost point.  - By the end, the team losing all the point is loser.  ***\* Set context***  - Show the picture on slide and ask Ss  + How many people are there in the picture?  +Where is this?  ***Set context: Today, parents have to go out and grandpa is babysitting the children. Let’s listen to know what happened.***  - Play the audio the 1st time for Ss to listen  - Ask Ss to listen: “Now. Let’s listen and circle the letter  - Play the audio the 2st time for Ss to listen  - Show the picture on the TV and elicit structure from Ss   * Show the structure on the board.  |  | | --- | | *What time do you \_\_\_\_\_?*  *I \_\_\_\_\_ at \_\_\_\_\_.* |   -Play audio, demonstrate the activity using the example.  - Ask students listen and write the numbers. - Afterwards, check answers as a whole class. | ***1. Listen, point and say.***  - Look, listen and repeat  - Play game  ***2. Listen and read:***  - Answer  - Listen to the audio  - Listen to the T  - Listen to the audio for the second time  - Look , listen and repeat  ***3. Listen and circle.***  - Listen to the audio  - Listen and circle  - Check their answer |
| ***( 12mins)*** | ***B. Practice***  - Come back to the structure   * Write the structure on the board.  |  | | --- | | *What time do you \_\_\_\_\_?*  *I \_\_\_\_\_ at \_\_\_\_\_.* |   **Activity 2: Practice the structure**  - Ask Ss to listen and repeat the structure  - Ask Ss to practice in teams  - Ask Ss to practice with missing words  - Call some closed pairs and opened pairs to practice  **Activity 3: Game “Catch pokemon?”**  - Show the picture of clothes on TV but this picture is covered a part. And T asks “*What time do you…?”*  - A student from each team has to guess the time with answer A, B, C*.*  - T shows the time, the team which has the correct answer will get a pikachu.  - Finally, the team which has more pikachu is winner. | ***4.Practice the structure***  - Listen and repeat  - Practice in teams  - Practice  - Volunteer  **Play game** |
| ***(5mins)*** | ***C. Production***  **Activity 4: *Play the Guess game***.  Arrange the flashcard on the board and write a number under each card. Have students look at the flashcards for the count of ten, then turn them over when the students are not looking. Call out a number and have students take turns to guess the face down card. Turn the card over after each guess. | Play the game. |

Week: 20 Period 77 Date: 18-22/01/2021

**THEME 5: Time**

**Lesson 2**

**PERIOD 2**

**A. Objectives**

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

+ remember daily activities

+ ask and answer about when I do daily activities

**B.Language content:**

1. Vocabulary: *get up, eat breakfast, eat lunch, eat dinner, do homework, go to bed*

2. Sentence pattern: *What time do you \_\_\_\_\_?*

*I \_\_\_\_\_ at \_\_\_\_\_.*

**C. Aids:**Flashcards, Workbook p. 52-53, CD 3 tracks 12, 13, PowerPoint

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **(5mins)** | **I. Warm up**   * Play “Sumo Game” to review kinds of clothes   T calls one S for each team, puts flashcard on the S’s back and asks them to try to look the other’s cloth. The S who says the correct cloth of the other S is winner. | ***-*** Play game |
| ***(15mins)*** | **II. New lesson**  ***A. Presentation***  **Activity 1: Sing song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in teams  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  - Attention to the pronunciation feature: Sound /z/  - Play audio and have students listen and repeat with a focus on the feature.  **Activity 2**: **Stand - up game**  - Give each student a number word from the song. Play the song.  - Each time students hear their word on their card; they quickly stand up and sit down. | ***1. Listen. Sing along***  - Listen to T  - Listen to the audio  - Practice following T  - Listen to T  - Sing along  - Practice in teams  - Volunteer  - Listen to T  - Listen and repeat  - Play game |
| ***( 10mins)*** | ***B. Practice***  **-** Demonstrate the activity using the example.  - Divide students into pairs.  - Have student A point and ask “What time do you \_\_\_?” have student B answer “I \_\_\_ at \_\_\_.”  -Swap roles and repeat. | ***2. Practice. Point, ask and answer.***  - Practice  - Work in pairs  - Point, ask and answer |
| ***(5mins)*** | ***C. Production***  ***Game” Tic, tac, toe”***  **Activity 3: Game “Magic finger”**  - Divide the class into groups of four, with two students in each team.  - Have teams play rock, paper and scissors. The winning team chooses a square, 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 | ***3. Play the “ Magic finger” game:***   * Play game |

Week: 20 Period 78 Date: 18-22/01/2021

**THEME 5: Time**

**Lesson 2**

**PERIOD 3**

**A. Objectives**

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

+ remember daily activities

+ ask and answer about when I do daily activities

**B.Language content:**

1. Vocabulary: *get up, eat breakfast, eat lunch, eat dinner, do homework, go to bed*

2. Sentence pattern: *What time do you \_\_\_\_\_?*

*I \_\_\_\_\_ at \_\_\_\_\_.*

**C. Aids:**Flashcards, Workbook p. 52-53, CD 3 tracks 12, 13, PowerPoint

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| 5’  25’  5’ | **1.Warmer:**  - Sing a song.  - Write about the animals they remember.  **play “jump”**  - Have students stand up.  - Hold up a flashcard and read a word.  - If the word is correct students will jump up, if the word is wrong student will stand.  **2. Do exercise**  Have students do exercises in their workbook.  **Task 1: Look and write**  - Get Ss to look at the pictures, write the words.  - Pair correction.  **Task 2: Draw lines**  - Get Ss to look at the pictures and draw lines  - Pair correction.  **Task 3: Read and draw lines.**   * Get Ss to look at the pictures. * Have them choose the right sentences then draw the lines. * Pair correction.   **Task 4: Look and complete the sentences.**  - Get Ss to look at the box.   * Have them answer and write. * Correct mistakes.   **Task 5: What about you? Read and write the anwsers**  - Get Ss to look at the questions  - Answer the questions  **3. Production:**  **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 class into pairs and have them play with each other. Have some pairs demonstrate the activity in front of the class. |  |

Week: 20 Period 79 Date: 18-22/01/2021

**THEME 5: Time**

**Lesson 3**

**PERIOD 1**

**A. Objectives**

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

+ remember moments of a day, daily activities

+ ask and answer about when people do daily activities

**B.Language content:**

1. Vocabulary: *morning, afternoon, evening, go to the movies, go to the playground, go to the party*

2. Sentence pattern: *What do you want to do in the \_\_\_\_\_?*

*I want to \_\_\_\_\_.*

**C. Aids:**Flashcards, CD 3 tracks 14-17, PowerPoint

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | Teacher’s activities | Students’ activities |
| **(5mins)** | **I.Warm up**  ***\*Review: Guessing game***.  Write some times on the board for example 6am, 9pm, 11pm. Split the students into teams. Tell the teams to guess the question for each  time which is true for you. For example ‘9pm – what time do you go to bed?’.  The question must be factually and grammatically correct to win one point. | ***-***Play game |
| ***(12mins)*** | **II. New lesson**  ***A. Presentation***  ***\**  Teaching vocabulary**  - Ask Ss if they want to know more activities  - Stick flashcard on the board  - Tell Ss to day they are going to learn more  - Have Ss listen and repeat each picture  - Have Ss open their class book  - Ask children to look at the pictures and play the recording as Ss point to the words.  - Play again for Ss to repeat the words after the audio.  **Activity 1: Game “**Heads up. What’s missing?**”**  - Divide class in to two teams.  - Ask Ss put their heads up  - Move one card on the board when students are not looking and ask “What’s missing?”  - One student from each team calls out the missing flashcard.  ***\* Set context***  - Show the picture on slide and ask Ss  + Who are they?  + Where are they?  **Set context: Grandma has plans for the next day… Let’s listen to know what plan is**  - Play the audio the 1st time for Ss to listen  - Ask Ss to listen: “Now. Let’s listen and number  - Play the audio the 2st time for Ss to listen  - Show the picture on the TV and elicit structure from Ss   * Show the structure on the board.  |  | | --- | | *What do you want to do in the \_\_\_\_\_? I want to \_\_\_\_\_.* |   - Play the audio CD16 and ask Ss write the numbers in their books  - Play the audio second time and ask Ss check answer  - Ask Ss to exchange their books and correct their friend’s answer  - Correct the mistake on the TV  - Give feedback | ***1. Listen, point and say***  - Answer the question  - Look at the board  - Listen to T  - Listen and repeat  - Open their books  - Do the task  - Repeat  **- Play game**  ***2. Listen and read***  - Answer the questions  - Listen to the audio  - Listen to the T  - Listen to the audio for the second time  - Look, listen and repeat  ***2. Listen and put a tick in the box.***  - Listen and write numbers  - Listen and check  - Exchange their books  - Look at the TV  - Listen to T |
| ***( 12mins)*** | ***B. Practice***  - Come back to the structure   |  | | --- | | *What do you want to do in the \_\_\_\_\_?*  *I want to \_\_\_\_\_.* |   **Activity 2: Practice the structure**  - Ask Ss to listen and repeat the structure  - Ask Ss to practice in teams  - Ask Ss to practice with missing words  - Call some closed pairs and opened pairs to practice | ***3.Practice the structure***  - Listen and repeat  - Practice in teams  - Practice  - Volunteer |
| ***(5mins)*** | ***C. Production***  **Activity 3: *“ Find the cards”***  - T calls 4 students in front and asks to say “ What do you want to do in the morning?”. Then asks them close their eyes. T hides flashcards and answer “ I want to…”. Ss have to find that cards. The S who finds correct card first will get one star. Other Ss have to make the sentence: “ I want to …” with that card. | **- Play game** |

Week: 20 Period 80 Date: 18-22/01/2021

**THEME 5: Time**

**Lesson 3**

**PERIOD 2**

**A. Objectives**

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

+ remember moments of a day, daily activities

+ ask and answer about when people do daily activities

**B.Language content:**

1. Vocabulary: *morning, afternoon, evening, go to the movies, go to the playground, go to the party*

2. Sentence pattern: *What do you want to do in the \_\_\_\_\_?*

*I want to \_\_\_\_\_*

**C. Aids:**Flashcards, CD 3 tracks 18, 19, PowerPoint

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

**E. Procedure:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | Teacher’s activities | Students’ activities |
| **(5mins)** | **I. Warm up**   * *Play “Draw it relay” game.*   Divide the students into two teams. Whisper a word to the first member of both teams and have them run to the board and draw a picture of the word as fast as possible. Award points to the fastest and most correct team. | ***-*** Play game |
| ***(15mins)*** | **II. New lesson**  ***A. Presentation***  **Activity 1: Sing song**  - Tell Ss that they are going to sing a new song  - Play the audio the 1st time for Ss to listen  - Help Ss to practice the lyrics  - Ask Ss to listen: “Now. Let’s listen and sing together”  - Play the audio the 2st time for Ss to sing along  - Have Ss sing song in teams  - Call some volunteer S to come to the front of the board and sing aloud  - Give feedback  **Activity 2:**Song actions  -Divide the class into four groups to do actions as follows:  Group 1: What do you want to do in the morning / afternoon / evening? - mime a  ticking clock with hands.  Group 2: I want to go to the playground – acting out playing  Group 3: I want to eat breakfast – eating  Group 4: I want to swimming - swimming movement | ***1. Listen. Sing along***  - Listen to T  - Listen to the audio  - Practice following T  - Listen to T  - Sing along  - Practice in teams  - Volunteer  - Listen to T  **Do actions**  -Play game |
| ***( 10mins)*** | ***B. Practice***  - Draw attention to the pronunciation feature. Play audio. Have students listen and repeat with a focus on the feature “ … want to…”  **Activity 3: *Matching game***  Put flashcards on the board. Give flashcards to five different students. They come to the front of the class and put their activity below the appropriate time of the day, e.g. I want to eat breakfast in the morning. the student with the flashcard eat breakfast puts their flashcard below in the morning  \* Practice:  - Controlled speaking practice: Demonstrate the activity using the example.  - Divide class into pairs. Have student A point to a picture and ask “Are these/Is this your \_\_\_?”, have student B answer with “Yes/No, they are/aren’t. or “Yes/No, it is/isn’t.”  - Swap roles and repeat.  - Afterwards, have some pairs demonstrate in front of the class. | ***2. Practice. Point, ask and answer.***  - Listen  - Work in pairs  - Practice  - Point, ask and answer |
| ***(5mins)*** | ***C. Production***  **Activity 3:Game *“Chain”***  -Demonstrate the game.  - Have the students stand up. Student 1 turns to student 2 and they ask and answer. Student 2 turns to student 3 and they ask and answer.  - Continue until all students have practiced. (Have students alternate between morning, afternoon and evening.)  - Ask each child to make a diary by writing morning, afternoon and evening down one side of a piece of paper. Tell children to write in each space what they want to do. You can give some examples ‘I do homework, play tennis, watch TV, read a book, help my mom etc. When students have completed their diary elicit the sentence ‘What do you want to do in the……?’. Students mingle and ask each other questions about their diary using the prompt sentence. Listen and help with pronunciation | ***3. Play the “ Chain” game”***  - Play game  - Listen to T and do action  Listen to T |

Week 21 Period 81 Date: 25-29/01/2021

**THEME 5: TIME**

**LESSON 3**

**PERIOD 3**

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

- Talk about future plans

- Develop listening, speaking and writing skills.

\* Moral lesson: Students should make future plans.

**II. LANGUAGE CONTENTS:**

**1. Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD3- track 18,19

- Flashcards.

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Play the “ Chain” game.**  - Have the Ss stand up.  - Get Student 1 to turn to Student 2, ask and answer.  - Get Student 2 to turn to Student 3, ask and answer. | -Play game. |
| **25’** | **2. Practice**  **Task 1: Draw lines:** ( Part A - page 54/ WB)  T guides SS how to do the task  Have SS to look at the picture and say  Have SS draw lines.  Change the books and check  **Task 2: Look and write:** ( Part B - page 55/ WB)  -Guide Ss to do the task.  - Have Ss look and write.  - Exchange the books to correct. (pairs )  **Task 3: What about you? Write the answers:** (Part C - page 55/ WB)  **-**Guide Ss to do the task.  - Ss write the answers  - Exchange the books to correct. ( pairs) | **-** Draw lines.  - Look and write.  - Write the answers. |
| **5’** | **4.Production**  **“ Kim’s game”**  **-** Write all the new words from lesson 1 to lesson 5.  - Show students to look at them carefully.  - Write the words they’ve seen in 5 minutes.  - Correct. | -Play game. |

Week 21 Date:25-29/01/2021

Period 82

**THEME 5: TIME**

**LESSON 4**

**PERIOD 1**

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

- Tell about the months in a year.

- Develop Listening and speaking skills.

\* Moral lesson: Students should know about the moths.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** January, February, March, April, May, June, July, August, September, October, November, December

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD3- track 20

- Flashcards – Months

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Game “Jump up”**  - Hold up the flashcards and say the words ( from previous lesson )  - If the picture and the word correctly match, students jump.  - If not, they say ***No*** and say the correct word | -Play game. |
| **25’** | **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce the words about the moths:  **- Gives the new words:**   |  | | --- | | January, February, March, April, May, June, July, August, September, October, November, December |   -Have Ss listen the CD3 – 20 and repeat ( choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part A on page 60- SB to listen and repeat.( twice)  - Have Ss work in group: one says the words – others point to correct pictures  - Have Ss work in pairs: one points and one says.  - Show flash card by flash card.  **3.Practice**  **Task 3: Match:**  Have SS to match the words with the right pictures( use the pictures part A) | -Listen and repeat individually and chorally.  -Take notes.  **-**Listen and repeat.  **-**Work in pairs.  **-** Say the words.  **-**Match. |
| **5’** | **4. Production**  **Task 4: Play the “ Guess” game**  - Arrange the flashcards on the board and write a number under each card.  - Have Ss look at the flashcards for the count of ten. Turn the flashcards over to face the board when the Ss 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 | -Play game. |

Week 21 Date: 25-29/01/2021

Period 83

**THEME 5: TIME**

**LESSON 4**

**PERIOD 2**

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

- Ask when someone’s birthday is, wish someone happy birthday

- Develop listening and speaking skills.

\* Moral lesson: Students should wish someone happy birthdaywhen they know about someone’s birthday.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

|  |
| --- |
| **When’s your birthday?**  **It’s in May** |

**III. TEACHING AIDS:**

-CD3- track 21,22,23

- Flashcards – Clothes

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Play the game: Bingo**  - Play Bingo withthe words about the months. | **-**Play game. |
| **25’** | **2. Presentation:**  **Task 1: Listen and read:**  - Have Ss to call out the people in the pictures  -T introduce the situation  **-** Have Ss listen to the CD3 – track 21 and read ( choral )  **3. Practice:**  **Task 2: Listen and circle:**  -Guide Ss to do the task.  **-** Have Ss listen to the CD3 – track 22 then draw circle.  - Check the answer (pairs)  **Task 3: Practice the structure:**  -Explain the structure  **-** Have Ss listen to the CD3 – track 23 and repeat. (Choral –pairs)  - Have Ss to practice with the structure and the words in part A.( pairs)  - Correct  **\*\*\*\*Pronunciation tip (CD3 -Track 25):**  -Explain and notice the pronunciation feature.  -Play the CD3 – track 25 once and draw attention to the pronunciation feature.  -Play the CD3 – track 25 again. Have students listen and repeat with a focus on the feature.  **Task 4:Practice. ( Part D- page 61/ SB)**  -T ask – Ss answer  - Group 1: ask – group 2: answer  - S1 ask – S2 answer. | **-**Listen and read chorally.  -Listen and circle.  -Practice in pairs.  **-**Ask and answer. |
| **5’** | **4. Production**  **Task 5:Write a birthday card for your friend.( Part E- page 47/ SB)**  - Have Ss look at the example birthday card.  - Guide Ss write a birthday card.  - Have Student A ask “When’s your birthday?”, have Student B answer “It’s in \_\_\_\_\_." Then have Student A ask “How do you spell your name?”, have Student B answer.  - Afterwards, have some students read their cards in front of the class. | **-**Make a birthday card. |

Week 21 Date: 25-29/01/2021

Period 84

**THEME 5: TIME**

**LESSON 4**

**PERIOD 3**

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

- Ask when someone’s birthday is, wish someone happy birthday

- Develop listening and speaking skills.

\* Moral lesson: Students should wish someone happy birthdaywhen they know about someone’s birthday.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD3- track 24,25

- Flashcards

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **Game “board”**  - Divide the class into groups of four with two students in each team.  - Have teams play rock, paper, scissors. The winning team goes forward two spaces and the losing team goes forward one space.  - Have students match the symbol to the structure and ask and answer or practice (if the question or answer is incorrect, that team moves back one space).  - 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. | -Play game. |
| **25’** | **2. Practice**  **Task 1: Write the words:** ( Part A - page 56/ WB)  -T guides SS how to do the task  -Have SS to look at the picture and say  -Have SS to write the words.  -Change the books and check  **Task 2: Put the words in the correct order:**( Part B - page 57/ WB)  -Guide Ss to do the task.  - Have Ss put the words in the correct order.( individual)  - Exchange the books to correct. (pairs )  **Task 3: What about you? Write your answer:**(Part C - page 57/ WB)  **-**Guide Ss to do the task.  - Do and exchange the books to correct. ( pairs) | **-** Look at the pictures and write the words.  - Order the words.  -Write the answers. |
| **5’** | **4.Production**  **“ Kim’s game”**  **-** Write all the new words from lesson 1 to lesson 5.  - Show students to look at them carefully.  - Write the words they’ve seen in 5 minutes.  - Correct. | **-**Play game. |

Week 22 Date: 01-05/02/2021

Period 85

**THEME 5: TIME**

**LESSON 5**

**PERIOD 1**

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

- Identify popular holidays

- Develop Listening and speaking skills.

\* Moral lesson: Students should proud of the Lunar New Year ( Tet) in Vietnam

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** eat Tet cake, visit my family, get lucky money, watch a lion dance, watch the fireworks

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD3- track 26

- Flashcards

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer:**  -Have Ss sing along ( Part C – page 61/ SB)( whole class) | **-**Sing the song |
| **25’** | **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce some activities in popular holidays  **- Gives the new words:**   |  | | --- | | eat Tet cake, visit my family, get lucky money, watch a lion dance, watch the fireworks |   -Have Ss listen to the CD3 – 26 and repeat ( choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part A on page 68/ SB to listen and repeat.( twice)  - Have Ss work in group: one says the words – others point to correct pictures  - Have Ss work in pairs: one points and one says.  - Show flash card by flash card.  **3.Practice**  **Task 3: Matching:**  Have SS match the words with the right pictures. ( groups) | -Listen and repeatindividually and chorally.  -Take notes.  **-**Listen and repeat.  **-**Work in pairs.  **-** Say the words.  **-**Match. |
| **5’** | **Task 4: Color the pictures:**  Have SS to color the pictures about activities in popular holidays | **-**Color |

Week 22 Date: 01-05/02/2021

Period 86

**THEME 5: TIME**

**LESSON 5**

**PERIOD 2**

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

- Identify popular holidays and talk about future plans

- Develop listening and speaking skills.

\* Moral lesson: Students should proud of the Lunar New Year (Tet) in Vietnam

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

|  |
| --- |
| **What are you going to do in the Lunar New Year?**  **I’m going to (eat Tet cake)** |

**III. TEACHING AIDS:**

-CD3- track 27,28

- Flashcards

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Matching:**  Have SS match the words with the right pictures. ( groups) | -Match |
| **25’** | **2. Presentation:**  **Task 1: Listen and number:**  - T guides SS how to do the task  **-** Have Ss listen to the CD3 – track 27 and number.  - Have Ss check answers as a whole class.  **3. Practice:**  **Task 2:Useful language: (CD3 – Track 28):**  - Have Ss look at the useful language box.  - Have Ss listen to (CD3 – Track 28) and repeat.  - Have Ss read the useful language ( pairs)  **Task 3: Ask and answer:**  -Have Ss use the pictures in part B to make questions and answers using the structures( pairs)  *What are you going to do in the Lunar New Year?*  *I’m going to eat Tet cake*  **Task 4:Reading**  - Guide SS to read the text.  - Have Ss read the text individually.  - Demonstrate the activity using the example.  - Have Ss read and circle “True” or “False”.  - Exchange the books and correct.  **Task 5: Speaking:**  - Guide SS to do the task.  - T ask – Ss: answer  - One point and ask – one answer  - Check | **-**Listen and number.  -Listen and repeat.  **-**Make questions.  **-**Read and circle.  -Ask and answer. |
| **5’** | **4. Production**  **Task 6: Perform**  - Pairs of SSperform in front of the class (one ask – one answer) | **-**Work in pairs. |

Week 22 Date: 01-05/02/2021

Period 87

**THEME 5: TIME**

**LESSON 5**

**PERIOD 3**

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

- Identify popular holidays and talk about future plans

- Develop listening, speaking, reading and writing skills.

\* Moral lesson: Students should proud of the Lunar New Year (Tet) in Vietnam

**II. LANGUAGE CONTENTS:**

**1. Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Play the “ puzzle pictures” game**  -Have SS puzzle pictures in groups of four.( using some pictures of popular holidays | **-**Play game. |
| **25’** | **2. Practice**  **Task 1: Read and number:** ( Part A - page 58/ WB)  **-**Guide Ss to do the task.  - Have SS look at the picture and the words then say all the words.  - Have SS to read and number .  - Have ss change the books and check  **Task 2: Look and write:**(Part B - page 59/ WB)  **-**Guide Ss to do the task.  - Have ss change the books to correct. ( pairs)  **Task 3: What about you? Write your answer:**(Part C - page 59/ WB)  **-**Guide Ss to do the task.  - Have ss change the books to correct. ( pairs) | **-** read and number  -Write the words.  **-**Write the answers. |
| **5’** | **4.Production**  **Task 4: Game “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 must follow the command or they are 'out' and must sit down. If the command does NOT start with “Teacher says…”, students who do the command must sit down. The last student standing becomes “Teacher” for the next round.  - Divide the class into groups. Have one student in each group be “Teacher”.  - If there is no winner after 2 minutes, another student will become “Teacher”. | **-**Play game. |

Week 22 Date: 01-05/02/2021

Period 88

**THEME 5: TIME**

**LESSON 6**

**PERIOD 1**

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

- Tell the time

- Identify popular holidays

- Identify popular holidays and talk about future plans

- Develop listening, reading and writing skills.

**\* Moral lesson:** Students should have daily routine.

**II. LANGUAGE CONTENTS:**

**1. Vocabulary: Review**

**2. Sentence pattern: Review**

**III. TEACHING AIDS:**

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Sing**  -Have SS sing along part C –page 61/SB ( Whole class) | -Sing the song |
| **25’** | **2. Presentation:**  **Task 1: Ask and answer:**  -T asks: What time is it?  Ss answer: It’s……………….  - Look at the teacher’s flashcards.  - Answer the questions  *What do you do in the morning?/ afternoon/ evening?*  **3. Practice.**  **Task 2:Listening:**  - Guide SS to listen.  - Have Ss listen to (CD3 – Track 64) and tick 🗹 the box.  - Check  **Task 3: Reading and writing:**  - Guide SS to do the task.  -Have Ss read the sentences. Choose a word from the box. Write the corrects words next to the letter A-D.( individual)  - Check( pairs) | **-**Answer in pairs.  -Listen and tick.  -Read and write. |
| **5’** | **4. Production:**  **Game: “ Line up ”**  - Demonstrate the game.  - Divide the class into groups of four or five.  - Have students line up by a simple command, e.g. “From short to tall, please.”  - Have students take turn to say, e.g. “Tom’s taller than me.”  - Have them line up again by a different command, e.g. “From big to small, please.”  - Have some students give commands to the class. | **-**Play game |

Week 23 period 89 Date: 15-19/02/2021

**THEME 5: TIME**

**LESSON 6**

**PERIOD 2**

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

- Tell the time

- Identify popular holidays

- Identify popular holidays and talk about future plans

- Develop listening, speaking, reading and writing skills.

**\* Moral lesson:** Students should wish someone happy birthdaywhen they know about someone’s birthday.

**II. LANGUAGE CONTENTS:**

**1. Vocabulary: Review**

**2. Sentence pattern: Review**

**III. TEACHING AIDS:**

-CD3 – Track 30

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1. Warmer:Play the “Puzzle the pictures” game.**  -Have SS puzzle the pictures about the sports (groups of six) | **-**Play game |
| **25’** | **2. Practice.**  **Task 1: Look and read. Put a tick 🗹or cross⌧ in the box ( Part A- page 60/ WB)**  - Guide SS to do the task.  - Have SsLook and read. Put a tick 🗹or cross⌧ in the box  - Have the pairs check.  **Task 2: Look at the pictures and read the questions. Write the answer.**  - Guide SS to do the task.  - Have SsLook and read.  -Have Ss write the answer.  - Have the pairs check. | -Tick or cross.  -Look and read.  -Write. |
| **5’** | **3. Production:**  **Task 3:Play the “ Connect three” game:**  - Divide the class into 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 the answer is correct, that team can put a mark on the space. If incorrect, the next team takes their turn.  - The winning team is the team that can get three of their own marks in a row horizontally, vertically or diagonally. | **-**Play game |

Week 23 Date: 15-19/02/2021

Period 90

**THEME 6: SPORTS AND LEISURE**

**LESSON 1**

**PERIOD 1**

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

- Talk about abilities

- Develop Listening and speaking skills.

**\* Moral lesson:** Students should take care of their health by playing sports.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** badminton, hockey, tennis, table tennis, volleyball, basketball.

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD3- track 31

- Flashcards – Sports

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1. Warmer:Play the “Puzzle the pictures” game.**  -Have SS puzzle the pictures about the sports ( groups of six) | **-**Play game |
| **25’** | **2. Presentation:**  **Task 1. Introduce new words:**  - Use flash cards to introduce the sports  **- Gives the new words:**   |  | | --- | | **badminton, hockey, tennis, table tennis, volleyball, basketball.** |   -Have Ss listen to the CD3 – 31 and repeat ( choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part A on page 56- SB to listen and repeat.( twice)  - Have Ss work in group: one says the words – others point to correct pictures  - Have Ss work in pairs: one points and one says.  - Show flash card by flash card.  **3.Practice:**  **Task 3: Match:**  Have SS to match the words with the right pictures( use the pictures part A) | -Listen and repeat individually and chorally.  -Take notes.  **-**Listen and repeat.  **-**Work in pairs.  **-** Say the words.  **-**Match. |
| **5’** | **4. Production**  **Task 4: Who act well?**  -Tor the lead: act  -Have Ss say the word | **-**Act and say the word. |

Week 23 Date: 15-19/02/2021

Period 91

**THEME 6: SPORTS AND LEISURE**

**LESSON 1**

**PERIOD 2**

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

- Talk about abilities

- Develop listening and speaking skills.

**\* Moral lesson:** Students should take care of their health by playing sports.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

|  |
| --- |
| **Can you play ( tennis)?**  **Yes, I can/ No, I can’t** |

**III. TEACHING AIDS:**

-CD3- track 32,33,34

- Flashcards – sports

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Sing along**  -Guide SS to listen the song.  - Play CD3- track 35 and have SS sing the song as the whole class  - Divide class into two groups (group A sings the questions, group B sings the answers.) | - Sing in groups |
| **25’** | **2. Presentation:**  **Task 1: Listen and read:**  - Have Ss to call out name of sports and the people in the pictures  -Introduce the situation  **-** Have Ss listen to the CD3 – track 32 and read ( choral )  **3. Practice:**  **Task 2: Listen and tick 🗹or cross⌧**  -Guide Ss to do the task.  **-** Have Ss listen to the CD3 – track 33 and circle.  - Check the answer (pairs)  **Task 3: Practice the structure:**  -Explain the structure  **-** Have Ss listen to the CD3 – track 34 and repeat. (Choral –pairs)  - Have Ss practice with the structure and the words in part A.( pairs)  - Correct  **\*\*\*\*Pronunciation tip (CD3 -Track 36):**  -Explain and notice the pronunciation feature.  -Play the CD3 – track 36 once and draw attention to the pronunciation feature.  -Play the CD3 – track 36 again. Have students listen and repeat with a focus on the feature.  **Task 4: Talk:**  -Have SS talk about their abilities.  **Task 5:Practice.**  -T ask – Ss answer  - Group 1: ask – group 2: answer | **-**Listen and read chorally.  -Listen and tick.  -Practice in pairs.  **-W**ork in pairs.  -Ask and answer. |
| **5’** | **4. Production**  **Task 6: Play the “Chain” game:( Part E- page 67/ SB)**  Guide Ss to play the game:  - Have the Ss stand up.  - Student 1 turns to Student 2, ask and answer.  - Student 2 turns to Student 3, ask and answer. | -Play game |

Week 23 Date: 15-19/02/2021

Period 92

**THEME 6: SPORTS AND LEISURE**

**LESSON 1**

**PERIOD 3**

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer : “Slap the board” game.**  - Have students look at the board with some words on it.  - Divide class into 2 groups  - Listen carefully then run to the board and slap the word.  - The winner is the group that listens and does well. | **-**Slap the word. |
| **25’** | **2. Practice**  **Task 1: Circle the odd one out and write** ( Part A - page 62/ WB)  -Guides SS how to do the task  -Have SS read the words in the box.  -Have SS circle the odd one out and write.  - Have SS exchange the books and check  **Task 2: Match and write**(Part B - page 62/ WB)  - Have Ss look at the pictures and the missing words.  -Have Ss match and write.  - Have SS exchange the books to check  **Task 3: Look and read. Tick 🗹 in the correct box:**( Part C - page 63/ WB)  -Guide Ss to do the task.  - Have SS exchange the books to correct. (pairs )  **Task 4: Look and write:**(Part D - page 63/ WB)  **-**Guide Ss to do the task.  - Have SS exchange the books to correct. ( pairs) | **-** Circle the odd one out.  -Write.  **-** Match and write.  -Look and tick.  -Write |
| **5’** | **3. Production:**  **“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 class into pairs and have them play with each other. Have some pairs demonstrate the activity in front of the class. | **-**Play game. |

Week 24 Date: 01-05/03/2021

Period 93

**THEME 6: SPORTS AND LEISURE**

**LESSON 2**

**PERIOD 1**

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

- Talk about different abilities

- Develop Listening and speaking skills.

**\* Moral lesson:** Students should take care of their health by playing sports.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:** run, jump, hit, kick, throw, catch

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD3 - track 37

- Flashcards

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer:**  -Ask and answer about abilities. | -Work in pairs. |
| **25’** | **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce the new words.  **- Gives the new words:**   |  | | --- | | run, jump, hit, kick, throw, catch |   -Have Ss listen to the CD3 – track 37 and repeat ( choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part A on page 68/ SB to listen and repeat.( twice)  - Have Ss work in group: one says the words – others point to correct pictures  - Have Ss work in pairs: one points and one says.  - Show flash card by flash card.  **3.Practice**  **Task 3: Match:**  -Have SS match the words with the right pictures ( use the pictures part A) | -Listen and repeatindividually and chorally.  -Take notes.  **-**Listen and repeat.  **-**Work in pairs.  **-** Say the words.  **-**Match. |
| **5’** | **4. Production**  **Task 4: Play the “ Guess ”game**  - T or the lead: act | -Act and answer. |

Week 24 Date: 01-05/03/2021

Period 94

**THEME 6: SPORTS AND LEISURE**

**LESSON 2**

**PERIOD 2**

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

- Talk about different abilities

- Develop listening and speaking skills.

**\* Moral lesson:** Students should take care of their health by playing sports.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

|  |
| --- |
| **What can you do?**  **I can jump** |

**III. TEACHING AIDS:**

-CD3 - track 38,39,40

- Flashcards **IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Play the “ Matching” game:**  - Have Ss match the words with the right picture. | **-Match** |
| **25’** | **2. Presentation:**  **Task 1: Listen and read:**  - Have Ss call out the people in the pictures  -Introduce the situation  **-** Have Ss listen to the CD3 – track 38 and read ( choral )  **3. Practice:**  **Task 2: Listen and draw lines:**  -Guide Ss to do the task.  **-** Have Ss listen to the CD3 – track 39 and draw lines.  - Check the answer (pairs)  **Task 3: Practice the structure:**  -Explain the structure  **-** Have Ss listen to the CD3 – track 40 and repeat. (Choral –pairs)  - Have Ss practice with the structure and the words in part A.( pairs)  - Correct  **\*\*\*\*Pronunciation tip (CD3 -Track 42):**  -Explain and notice the pronunciation feature.  -Play the CD3 – track 42 once and draw attention to the pronunciation feature.  -Play the CD3 – track 42 again. Have students listen and repeat with a focus on the feature.  **Task 4:Point, ask and answer..( Part D- page 69/ SB)**  - Have Ss ask and answer( pairs): one point and ask – one answer | **-**Listen and read chorally.  -Listen and draw lines.  -Practice in pairs.  **-**Work in pairs. |
| **5’** | **4. Production**  **Task 5: Play the “Three guesses” game.**  -. Divide the class into two teams.  - Have a SS from Team A stand in front of the class facing away from the board.  - Stick a flashcard on the board.  - . Have another Sask a question relating to the flashcard.  - Have the student from Team A try to guess the answer.  - The student has three guesses before the other students tell them the answer.  - Have students from each team take turns. | **-**Play game. |

Week 24 Date: 01-05/03/2021

Period 95

**THEME 6: SPORTS AND LEISURE**

**LESSON 2**

**PERIOD 3**

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

- Talk about different abilities

- Develop listening, speaking and writing skills.

**\* Moral lesson:** Students should take care of their health by playing sports.

**II. LANGUAGE CONTENTS:**

**1.Vocabulary:**

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD3- track 41,42

- Flashcards

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | 1. **Warmer: Sing along**   -Guide SS to listen the song.  - Play CD3- track 41 and have Ss sing the song as the whole class  - Divide class into two groups (group A sing the questions, group B sing the answers.) | -Sing in groups |
| **25’** | 1. **Practice:**   **Task 1:What’s next? Look and write:** ( Part A - page 64/ WB)  **-**Guide Ss to do the task.  -Have SS look at pictures  -Have SS write the words  - Have SS change the books and check  **Task 2: Read and circle:**( Part B - page 65/ WB)  -Guide Ss to do the task.  -Have Ss read and circle  - Have Ss do and exchange the books to correct. (pairs )  **Task 3: Look and write:**(Part C - page 65/ WB)  **-**Guide Ss to do the task.  - Have Ss look and write.  - Have Ss do and exchange the books to correct. ( pairs) | **-W**rite the words.  **-** Read and circle.  **-** Look and write. |
| **5’** | 1. **Production:**   **Task 4: Memory Game**  - Ask SS to work in groups of 4. Give each group a set of the memory cards cut up.  - SS place the cards face down and take it in turns to turn over 2 cards. If the word and the picture match, they keep the cards, if they don’t match, they put them back down. The winner is the child with the most cards. | -Play game. |

Week 24 Date: 01-05/03/2021

Period 96

**THEME 6: SPORTS AND LEISURE**

**LESSON 3**

**PERIOD 1**

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

- Talk about abilities

- Develop Listening and speaking skills.

\* Moral lesson: Students should take care of their health by playing sports.

**II. LANGUAGE CONTENTS:**

**1. Vocabulary:** play guitar, play piano, play chess, paint, dance

**2. Sentence pattern:**

**III. TEACHING AIDS:**

-CD3- track 43

- Flashcards

**IV. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Time allotted** | **Teacher’s activities** | **Students’ activities** |
| **5’** | **1.Warmer: Sing along**  - Have Ss to sing along Part C page 69/SB | **-**Sing along. |
| **25’** | **2. Presentation:**  **Task 1. Introduce new words**  - Use flash cards to introduce:  **- Gives the new words:**   |  | | --- | | play guitar, play piano, play chess, paint, dance |   -Have Ss listen to the CD3 – track 43 and repeat ( choral / individual)  **Task 2: Listen, point and say**  - Have Ss look at part A on page 56- SB to listen and repeat.( twice)  - Have Ss work in group: one says the words – others point to correct pictures  - Have Ss work in pairs: one points and one says.  - Show flash card by flash card.  **3.Practice**  **Task 3: Match:**  Have SS to match the words with the right pictures ( use the pictures part A) | -Listen and repeatindividually and chorally.  -Take notes.  **-** Listen and repeat.  **-**Work in pairs.  **-** Say the words.  **-**Match. |
| **5’** | **4. Production**  **Task 4: Play the “ Guessing ” game:**  -T or the leader tells the words whisper | **-**Guess. |