

**Week 10<sup>th</sup>**  
**Period: 19, 20**

**UNIT 2 HE'S HAPPY!**

**LESSON 4: Numbers**

**A.DESIRED OBJECTIVES**

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

**1.Core Competences**

**Cognition:**

- Identify and say the numbers 13 and 14.
- Learn the number words “thirteen” and “fourteen”.

**Skill:**

- Listening: listen to the numbers.
- Speaking: count and say numbers.
- Reading: count the things to answer some questions.
- Writing: write the words “thirteen” and “fourteen”

**2.General Competence**

- Self-control and independent learning: perform speaking and listening tasks.
- Communication and collaboration: work in pairs or group to say the words.
- Problem solving and creativity: count the things from 1 to 14.

**3.Attributes**

- Patriotism: love Vietnam and Binh Duong
- Kindness: love people and be friendly with others
- Diligence: learn English to communicate with people around the world

**B. LANGUAGE FOCUS****1.Pronunciation:**

- Pronounce the numbers thirteen and fourteen correctly.
- Stress word: communicate naturally.

**2.Vocabulary:**

- thirteen, fourteen

**3.Sentence pattern:**

- Let’s count one, two, three,...fourteen.

**C. INSTRUCTIONAL RESOURCES**

- Reference teaching materials: Textbook, teacher’s book, activity book,...
- Teaching aids: laptop, projector, audio files...

**LEARNING EXPERIENCES**

<b>TEACHER’S ACTIVITIES</b>	<b>STUDENTS’ ACTIVITIES</b>
<b>Warm up (4 minutes)</b>	
<i>Aim: Help students to review the vocabulary.</i>	
<ul style="list-style-type: none"> <li>- Sing the song <i>If you’re happy</i>.</li> <li>- Let students play the game “Who’s faster?”</li> <li>- Give instructions to students.</li> <li>- Show the picture on the screen.</li> <li>- Pick team to answer and note the scores.</li> <li>- Remark on students’ pronunciation.</li> <li>- Praise the winning team.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing the song.</li> <li>- Listen to the instruction.</li> <li>- Perform the activity.</li> <li>- Throw the ball to the picture on the screen when they hear the word.</li> <li>- Answers: one, two, three, four, five, six, seven eight, nine, ten, eleven, twelve.</li> </ul>
<b>Presentation (8 minutes)</b>	
<i>Aim: Help students to recognize the numbers thirteen and fourteen.</i>	
<ul style="list-style-type: none"> <li>- Show numbers 1-12 on the board, ask students to count.</li> <li>- Add numbers 13, 14 to your list, point to each number and model the word.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the board and count.</li> <li>- Following teacher’s instruction.</li> </ul>

<ul style="list-style-type: none"> <li>- Demonstrate how to write for students following.</li> <li>- Draw numbers in the air, read and ask students to repeat.</li> <li>- Draw dotted outlines of the numbers on the board, ask some students to go to the board and connect the dots.</li> </ul>	<ul style="list-style-type: none"> <li>- Dray numbers in the air and repeat.</li> <li>- Go to the board and connect the dots.</li> </ul>
<p><b>Practice (12 minutes)</b>  <i>Aim: Help students to recognize and count the numbers thirteen and fourteen.</i></p>	
<p><b>Act 1: Listen, point, and repeat. Write</b></p> <ul style="list-style-type: none"> <li>- Play track 36, ask students to listen.</li> <li>- Play track again, ask students to listen and point.</li> <li>- Play track again, ask students to listen and repeat.</li> <li>- Model the writing activity.</li> <li>- Show the picture of <i>13 and 14</i>, ask students to trace and write the numbers.</li> <li>- Point to the picture on page 19 and count.</li> <li>- Ask students to repeat.</li> </ul> <p><b>Act 2: Point and sing</b></p> <ul style="list-style-type: none"> <li>- Read the lyric of the song, ask students to repeat.</li> <li>- Play all of the song.</li> <li>- Ask students to listen and point to the pictures as they hear the words.</li> <li>- Play the song again for students to sing along.</li> </ul> <p><b>Act 3: Count and say</b></p> <ul style="list-style-type: none"> <li>- Point to the picture on page 19 and ask <b>“How many?” (eggs, sandwiches, apples, drinks).</b></li> <li>- Encourage students to count and say.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the track.</li> <li>- Listen and point.</li> <li>- Listen and repeat.</li> <li>- Look at the picture, trace and write the numbers.</li> <li>- Repeat the numbers.</li> <li>- Repeat the lyric.</li> <li>- Listen to the song.</li> <li>- Listen and point to the picture when they hear the words.</li> <li>- Listen and sing.</li> <li>- Look at the picture and count (eggs, sandwiches, apples, drinks)</li> </ul>
<p><b>Production (8 minutes)</b>  <i>Aim: Help students to count the things.</i></p>	
<ul style="list-style-type: none"> <li>- Play game: <b>Picking apples.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Play game, choose and read aloud the word.</li> </ul>

<ul style="list-style-type: none"> <li>- Say the number, ask students to choose and read aloud the word.</li> <li>- Let students watch a video and ask them to answer the question “<b>How many?</b>”</li> <li>- Ask other groups to give remarks.</li> <li>- Give remarks and praise their effort.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch the video. Work in pair and answer the questions.</li> <li>- Come to front of the class and present.</li> <li>- Give friends remarks.</li> </ul>
<b>Consolidation (3 minutes)</b>	
<ul style="list-style-type: none"> <li>- Ask students to count from one to fourteen in a rock rhythm.</li> <li>- Ask each student to stand up and say their number with the rhythm. Repeat for the whole class.</li> <li>- Play <b>Simon says</b>. Ask students to clap their hands when they hear the number.</li> <li>- Give remarks and praise their effort.</li> </ul>	<ul style="list-style-type: none"> <li>- Count from one to fourteen with the rhythm.</li> <li>- Stand up and say the number one by one until the final student.</li> <li>- Play game <b>Simon says</b>.</li> <li>- Listen to the teacher’s remarks.</li> </ul>

**Ngày 01/11/2024**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

**Week 11<sup>th</sup>**

**Period: 21**

**From 11/11 to 15/11/2024**

**Unit 2: He's happy!**

**Lesson 5: Sounds and letters (Page 20)**

**A. DESIRED OBJECTIVES.**

By the end of the lesson, students will be able to:

**1. Core competences.**

**Cognition:**

- Recognize the uppercase and lowercase form of the letter “S” and associate it with the sound /s/.
- Learn the name of the letter “S”.

**Skill:**

- Pronounce the sound /s/ correctly.
- Listen and identify the sound made by the consonant blend sound.
- Write the correct words in the lesson.

**2. General Competence.**

- Self-control and independent learning: Perform speaking and listening tasks.
- Communication and collaboration: Work in pairs or groups to practice.
- Problem solving and creativity: Add more words that begin with the sound /s/.

**3. Attributes.**

- Kindness: Be friendly to the classmates.
- Diligence: Complete learning tasks.
- Competence: Hard-working and self-studying.

**B. LANGUAGE FOCUS:**

**1. Pronunciation:**

- Pronunciation: /s/
- Intonation: communicate naturally

**2. Vocabulary:**

- Vocabulary: *sofa, sock.*
- Extra vocabulary: *sad, snake, sister....*

**3. Sentence structure:**

There's a sock on the sofa.

**C. INSTRUCTION RESOURCES.**

- Reference teaching materials: Teacher's book, Student Book p. 20, Workbook p. 20, Audio track 37–39, Phonics Cards 30–31...
- Teaching aids: Laptop, projector, audio files, real things...

**LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>Warm-up. (5 minutes).</b> <i>Aim: Help students to review the previous words and sentences.</i>	
<p><b>Act.1: Song:</b> Who's hungry? , Who's thirsty? (Track 37)</p> <ul style="list-style-type: none"> <li>- Help students remember the old lesson.</li> <li>- Correct and give comments.</li> </ul> <p><b>Act.2: Game "Guessing"</b></p> <ul style="list-style-type: none"> <li>- Tell the instructions to students.</li> <li>- Ask a volunteer to mime a feeling, use "She's.../ He's..."</li> <li>- Pick students to answer and note the scores.</li> <li>- Remark on a student's pronunciation.</li> <li>- Praise the winning students.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing the song.</li> <li>- Listen.</li> <li>- Listen to the teacher's instructions.</li> <li>- Say the sentences.</li> <li>- Give their remarks to the others.</li> <li>- Listen.</li> </ul> <p><b>Keys:</b> Feelings  "happy, sad, hungry, thirsty, hot, cold"  Ex: He's <u>happy</u>.  She's <u>sad</u>.</p>
<b>Presentation. (7 minutes).</b> <i>Aim: Help students to identify and pronounce correctly the sound and the words beginning with the sound /s/</i>	
<ul style="list-style-type: none"> <li>- Introduce the lesson about the sound and the letter "S, s".</li> <li>- Draw the uppercase "S" and lowercase "s" on the board.</li> <li>- Say the sound /s/.</li> <li>- Draw dotted outlines of the uppercase "S" and lowercase "s" on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen.</li> <li>- Observe.</li> <li>- Listen and say.</li> <li>- Pay attention.</li> </ul>

<ul style="list-style-type: none"> <li>- Ask different students to come to the board and connect the dots.</li> <li>- Correct and give comments.</li> <li>- Use phonics card 30 to introduce the new vocabulary for this lesson: “sock”</li> <li>- Hold the phonics card up one at a time and say the word for students to repeat in chorus.</li> <li>- Write the word on the board and say: “sock”.</li> <li>- Do the same steps to teach the other word: “sofa”.</li> <li>- Put the phonics cards 30 - 31 in different places around the classroom. Say a word.</li> <li>- Give comments and praise the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Come to the board and connect the dots.</li> <li>- Give their remarks to the others.</li> <li>- Observe.</li> <li>- Listen and repeat.</li> <li>- Look and say.</li> <li>- Observe, listen and repeat.</li> <li>- Look, listen and point to the correct phonics card.</li> <li>- Pay attention.</li> </ul>
<p><b>Practice. (13 minutes)</b></p> <p><i><b>Aim:</b> Check students’ pronunciation, help student to find out the correct sound /s/ to clap their hands, and help students to expand the sound /s/.</i></p>	
<p><b>1. Listen, point and repeat. Write.</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their books and play track 38, listen and point.</li> </ul> <p>Track 38: S,/s/: sofa, sock</p> <ul style="list-style-type: none"> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> <li>- Show the phonics cards and call some students to say the sound and words, remark on students’ pronunciation.</li> <li>- Model the writing activity.</li> <li>- Check the writing.</li> <li>- Give comments and praise the students.</li> </ul> <p><b>2. Listen and chant.</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and say: “There’s a sock on the sofa.”</li> <li>- Play the recording - track 39, ask students to listen to the chant.</li> </ul> <p>Track 39: There’s a sock on the sofa, sock on the sofa, sock on the sofa. /s/, /s/, /s/</p>	<ul style="list-style-type: none"> <li>- Listen and point to the appropriate picture.</li> <li>- Listen and repeat chorally.</li> <li>- Observe and call out the sound and words.</li> <li>- Write on their small boards.</li> <li>- Give their remarks to the others.</li> <li>- Pay attention.</li> <li>- Look and say.</li> <li>- Listen to the chant.</li> </ul>

<p>There’s a sock on the sofa, sock on the sofa, sock on the sofa. /s/, /s/, /s/</p> <ul style="list-style-type: none"> <li>- Put Phonics cards 30–31 in different places around the room and play the chant again.</li> <li>- Play the chant again, pause for students to repeat.</li> <li>- Divide the class into two groups: “sofa” and “sock” and play the chant again. Each group should stand up or sit down when they hear their words.</li> <li>- Give comments and praise.</li> </ul> <p><b>3. Stick and say.</b></p> <ul style="list-style-type: none"> <li>- Point to the picture and elicit the words: <i>sofa</i>, <i>sock</i>. Point to the letters, say “s” – <i>sock</i>, then “s” – <i>sofa</i>. Encourage students to say the sounds, words and the sentence.</li> <li>- Say: “<i>Let’s stick!</i>”, hold up the “s” sticker and model placing it in the correct position while saying the sound /s/.</li> </ul> <p>“There’s a sock on the sofa.”</p> <ul style="list-style-type: none"> <li>- Ask students to work in pairs to say and stick. Go around to help and encourage students.</li> <li>- Observe and correct students’ mistakes.</li> <li>- Give comments and praise the students.</li> </ul> <p><b>Act.3: Game: Who’s the fastest?</b></p> <ul style="list-style-type: none"> <li>- Give instructions to the students: find out the words beginning with the sounds /s/ and read aloud the words.</li> <li>- Pick up some volunteers to say out their answers.</li> <li>- Listen carefully and take notes.</li> <li>- Give comments and praise the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Chant and point to the cards.</li> <li>- Listen and repeat.</li> <li>- Listen and do the actions.</li> <li>- Pay attention.</li> <li>- Listen and say.</li> <li>- Observe.</li> <li>- Work in pairs to say and stick.</li> <li>- Students present their results.</li> <li>- Students listen.</li> <li>- Listen to the teacher’s instructions.</li> <li>- Give their answers.</li> </ul> <p><b>Keys:</b> sad, snake, sister, six, seven...</p> <ul style="list-style-type: none"> <li>- Give their remarks to the others.</li> <li>- Pay attention.</li> </ul>
<p><b>Production. (7 minutes)</b></p> <p><i>Aim: Remind the letter “S” and the sound /s/ and help students to practice more words.</i></p>	
<p><b>4. Point to the words that begin with s.</b></p> <ul style="list-style-type: none"> <li>- Give instructions to the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen.</li> </ul>



<ul style="list-style-type: none"> <li>- Point to the words that begin with /s/ and read the words aloud.</li> <li>- Read again and ask students to hand up when they hear the sounds /s/</li> <li>- Show phonics cards quickly and ask students to call out the words.</li> <li>- Observe the students' perform.</li> <li>- Give comments and praise the students.</li> </ul> <p><b>Act.4: Let's talk.</b></p> <ul style="list-style-type: none"> <li>- Ask students to point to the words and speech bubble.</li> <li>- Have one student demonstrate the words for the class.</li> <li>- Have students work in pairs to take turns saying the words. Tell them to use other words.</li> <li>- Pick up some pairs to stand up and practice.</li> <li>- Listen and correct mistakes.</li> <li>- Give comments and praise the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and repeat.</li> <li>- Listen again and hand up when they hear the sounds /s/</li> <li>- Look and say the words.</li> <li>- Pay attention.</li> <li>- Point and say.</li> <li>- Observe and say loudly.</li> <li>- Work in pairs to take turns saying the words.</li> <li>- Practice.</li> <li>- Pay attention.</li> </ul>
<b>Consolidation. (3 minutes)</b>	
<p><b>Act.5: Look and say.</b></p> <ul style="list-style-type: none"> <li>- Give each student a card that contain the sound /s/.</li> <li>- Ask students to go around the class and say their sound. Observe and correct students' mistakes.</li> <li>- Pick up some volunteers to practice in the front.</li> <li>- Give comments and praise the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Receive the cards.</li> <li>- Go around the class and say their sound.</li> <li>- Practice in front of the class.</li> <li>- Give their remarks to the others.</li> <li>- Listen.</li> </ul>

**Week 11**

**Period: 22**

**From 11/11 to 15/11/2024**

**Unit 2: He's happy!**

**Lesson 6: Story (page 21)**

**A. DESIRED OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences.**

**Cognition:**

- To understand a short story about people's feelings.
- Ask and answer about people's feelings
- Read and understand that it is good to respect other people's feelings.
- Listen to identify about people's feelings. .

**2. General Competence**

- Self-control and independent learning: Perform speaking and listening tasks.
- Communication and collaboration: Work individually or groups to say the feelings.
- Problem solving & creativity: Add more vocabulary items about feelings.

**3. Attributes**

- Kindness: Be friendly to the classmates.
- Diligence: To complete learning tasks.
- Competence: hard-working and self-studying.

**B. LANGUAGE FOCUS**

- Vocabulary: happy, sad, hungry, thirsty, hot, cold,...
- Sentence pattern:

He's .....

She's.....

I'm .....

**C. INSTRUCTIONAL RESOURCES**

- Reference teaching materials: Textbook, teacher's book, activity book,...

- Teaching aids: laptop, projector, audio files ...

### LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>Warm up(4ms)</b>	
<i>Aim: Help students to review the vocabulary.</i>	
<p><b>Act 1: Sing a song: Hello Song</b></p> <ul style="list-style-type: none"> <li>- Place flash cards on the board.</li> <li>- Play the song track 33. to review the vocabulary.</li> <li>- Ask students to sing aloud and point to the correct flash cards.</li> <li>- Checks the answers with other students in class.</li> <li>- Give comments and praise the students.</li> </ul> <p><b>Act 2: Game: Yes / No.</b></p> <ul style="list-style-type: none"> <li>- Give instructions to students.</li> <li>- Show each picture on the screen.</li> <li>- Say a sentence. Ex: <i>He's happy.</i></li> <li>- Ask students listen and say: Yes/ No</li> <li>- Checks the answers with other students in class.</li> <li>- Praise the winning students.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing the song.</li> <li>- Look at the flash cards.</li> <li>- Listen to music.</li> <li>- Sing aloud and point to the correct flash cards.</li> <li>- Check their answers.</li> <li>- Pay attention.</li> <li>- Listen to the instructions.</li> <li>- Perform the activity.</li> <li>- Listen.</li> <li>- Look at the picture and say Yes/ No.</li> <li>- Check the answers with teacher.</li> <li>- Listen.</li> </ul>
<b>Presentation(8ms)</b>	
<i>Aim: Help students to understand the story.</i>	
<p><b>Act1: Introduce the story.</b></p> <ul style="list-style-type: none"> <li>- Show the pictures in the story and ask students say the name of characters.</li> <li>- Remark on students' pronunciation.</li> <li>- Ask students to look at the girl and Billy.</li> <li>- Ask: <i>Is Billy good?</i></li> <li>- Ask them to tell you why in Vietnamese.</li> <li>- Give comments and praise the students.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures.</li> <li>- Say the name of characters.</li> <li>- Look at the picture.</li> <li>- Answer the question.</li> <li>- Say.</li> <li>- Give their remarks to others.</li> <li>- Listen.</li> </ul>

**Practice(12ms)**

**Aim:** help students to be able to use vocabulary of feelings in sentence pattern.

**1. Listen to the story.**

- Show the pictures in the story and ask students to say the names of characters and feelings.
  - Remark on students' pronunciation.
  - Play the recording (Track 40).
  - Ask students to say somethings they hear.
  - Remark on students' pronunciation.
  - Play the recording in the second time and ask students to repeat.
  - Correct mistakes.
- Give comments and praise the students.

**2. Read and say.****a. Substitution drill:**

- Write: **She's.....** on the board
- Hold up flashcards 15-20, one by one
- Ask students to repeat.
- Remark on students' pronunciation.

**b. Point and read:**

- Point and read in chorus.
- Students read individually.
- Give comments and praise the students

**3. Listen again and repeat. Act. Track 40**

- Play the audio.
- Play the audio again and ask Ss to repeat.
- Give instructions Ss to role – play the story.
- Divide the class into groups of four to play the parts of Rosy, Tim, Billy and Mom.
- Observe students' speaking and help if necessary. Then, correct mistakes.
- Ask some groups to act out the story with the help of the recording.
- Correct students' pronunciation.
- Give comments and praise the students

- Answer: Mom, Tim, Rosy, Billy, happy, sad, hungry,...

- Give their remarks to others.
- Listen to the story.
- Say what they hear.

- Remarks to others.
- Correct mistakes.
- Listen and repeat.

-Pay attention.

- Write answer: She's happy.  
She's sad.  
She's hungry.

- Repeat.
- Remarks to others.

- Point and read.

- Pay attention.
- Listen
- Listen and repeat.


- Listen to the instructions.

- Practice in groups.

- Act out the story.

- Correct pronunciation with teacher.
- Listen.

<b>Production (8ms)</b>	
<b>Aim:</b> help students to practice more words.	
<b>Game: Who's faster?</b> -Give instructions to the students: find out the words feelings and the read aloud the words. -Pick up some volunteers to say out their answers. -Listen carefully and take notes. -Give comments and praise the students.	- Listen to the teacher's instructions.  -Give their answers.  - Give their remarks to the others. - Pay attention
<b>Consolidation(4ms)</b>	
<b>Look and say.</b> - Show the pictures and ask students to look at the pictures and say their feelings chorus and individually. -Listen and correct mistakes. -Give comments and praise the students.	- Look and say. " I'm....."  - Give their remarks to the others. - Pay attention.

<b>Ngày 01/11/2024</b>
<b>Tổ trưởng</b>

<b>Huỳnh Thị Yến Trang</b>

**Week 12<sup>th</sup>**

**Period: 23 & 24**

**From 18/11 to 22/11/2024**

**Unit 2: He's happy!**

**Consolidation for unit 2**

**A. DESIRED OBJECTIVES**

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

**1. Core competences**

**Cognition:**

- Say 6 feeling words.
- Say He's happy./ She's hungry.
- recognize Q, R and pronounce /kw/, /r/
- learn the number words thirteen, fourteen
- recognize S and pronounce /s/

**Skills:**

- Listening: listen and understand the six feelings.
- Speaking: talk about someone's feeling.
- Writing: review vocabularies: queen, quiet, river, rainbow, sofa, sock.

**2. General Competence**

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to say about someone's feeling.
- Problem solving and creativity: add more vocabulary items about feelings.

**3. Attributes**

- Patriotism: love people around us.
- Kindness: Be friendly and good to everyone.
- Diligence: learn English to communicate with people around the world.

**B. LANGUAGE FOCUS**

**1. Pronunciation:**

- Pronounce the feelings correctly.
- Intonation: communicate naturally.

**2. Vocabulary:**

happy, sad, hungry, thirsty, hot, cold

number words: thirteen, fourteen  
queen, quiet, river, rainbow, sofa, sock.

### 3. Sentence pattern:

- He's happy.
- She's thirsty.

### C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* Textbook, teacher's book, activity book,...
- *Teaching aids:* laptop, projector, audio files ...

### LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p><b>Warm up (4 minutes)</b></p> <p><i>Aim: help students to review the vocabulary.</i></p>	
<ul style="list-style-type: none"> <li>- Let students play the game “<b>Guessing game?</b>”</li> <li>- Give instructions to students.</li> <li>- Call some students to go to the board.</li> <li>- Pick teams to answer and note the scores.</li> <li>- Remark on students' pronunciation.</li> <li>- Praise the winning team.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the instructions.</li> <li>- Perform the activity.</li> <li>- Express their feelings.</li> <li>- Say the feelings when they know the answer.</li> <li>- <b>Answers:</b> happy, sad, hungry, thirsty, hot, cold.</li> </ul>
<p><b>Presentation (8 minutes)</b></p> <p><i>Aim: help students to express someone's feeling with He's...../She's.....</i></p>	
<ul style="list-style-type: none"> <li>- Show students some pictures of feelings.</li> <li>- Elicit the answer: He's happy/ She's thirsty.</li> <li>- Call some students to use facial expression for the others to guess.</li> <li>- Observe students' communication and help if necessary. Then, correct the mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures and think about the answers.</li> <li>- Listen to the explanation and do the task.</li> <li>- Practice in pairs.</li> <li>- Correct the mistakes.</li> </ul>

<ul style="list-style-type: none"> <li>- Pick some students to come to the front for drilling.</li> <li>- Ask students to give their feedback on their friends’ presentation, then teacher gives feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Volunteer to come to the front and practice.</li> <li>- Comment on their classmates’ presentation.</li> </ul>
<p><b>Practice (12 minutes)</b></p> <p><i>Aim: recognize Q, R and pronounce /kw/, /r/ and say the number words thirteen, fourteen.</i></p>	
<p><b>Telephone game:</b></p> <ul style="list-style-type: none"> <li>- Make two groups of five students.</li> <li>- Whisper a word (rainbow, river, quiet, queen) into the ears of the first students in each row.</li> <li>- Control the game.</li> <li>- Check the answers.</li> <li>- Give compliments for the winning team.</li> </ul> <p><b>Numbers 13-14</b></p> <ul style="list-style-type: none"> <li>- Show pictures on the screen and ask students to count the objects in the pictures.</li> <li>- Ask with How many.....? Elicit the answer.</li> <li>- Go through the questions and answers with the class.</li> <li>- Let’s students practice ask and answer freely with their pictures.</li> <li>- Let’s students to practice by their own.</li> <li>- Check students’ answers and correct</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher’s instruction.</li> <li>- Whisper the word into the next student’s ear in their row until the whisper gets to the last student in the row.</li> <li>- The last student in the row has to say out the word.</li> <li>- Check their answers.</li> <li>- Look at the pictures and count the objects.</li> <li>- Practice in pairs.</li> <li>- Draw their own pictures.</li> <li>- Practice in pairs.</li> <li>- Volunteer to do the task.</li> <li>- Check their work.</li> <li>- Correct the mistakes.</li> <li>- Repeat the sentences.</li> <li>- Give comments for the other pairs.</li> </ul>



mistakes.	
<b>Production (8 minutes)</b>	
<i>Aim: recognize S and pronounce /s/</i>	
<p><b>Guessing game:</b></p> <ul style="list-style-type: none"> <li>- Ask 1 student to stand in the front.</li> <li>- Show other students a flashcard (sock, sofa)</li> <li>- They must give their classmates clues by making the sound or drawing.</li> <li>- Ask students work in groups to find more words that begin with S.</li> <li>- Observe and correct students' mistakes. <ul style="list-style-type: none"> <li>- Pick some volunteers to practice in the front.</li> </ul> </li> <li>- Check students' answers and correct mistakes.</li> <li>- Give comments and praise.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the instruction.</li> <li>- Listen to their classmates.</li> <li>- Say the correct words.</li> <li>- Find more words begin with S.</li> <li>- Practice in front of the class.</li> <li>- Give comments for the other pairs.</li> </ul>
<b>Consolidation (3 minutes)</b>	
<p><b>Let's Practice!</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and the speech bubble. Say <i>He's happy./ She's hungry.</i></li> <li>- Have some students read the sentence aloud.</li> <li>- Have students work in pairs and take turns to say the words. Tell them to use their own sentences.</li> <li>- Pick some pairs to stand up and practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and say the sentence.</li> <li>- Work in pairs.</li> <li>- Take turns to say the words.</li> <li>- (The chosen pairs) stand up and practice.</li> </ul>

**Ngày 01/11/2024**

**Tổ trưởng**



**Huỳnh Thị Yên Trang**

**Week 13**

**Period: 25**

**From 25/11 to 29/11/2024**

**Unit 3: Are these his pants?**

**Lesson 1: Words (page 22)**

**A. DESIRED OBJECTIVES**

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

**1. Core competences**

**Cognition:**

- Identify different clothes.
- Practice different clothes in the form of a chant.

**Skills:**

- Listening: listen to identify about different clothes.
- Speaking: say the clothes in context correctly.
- Reading: read and understand the clothes in singular and plural form
- Writing: write the name of clothes with correct spelling

**2. General Competence**

- Self-control and independent learning: perform speaking and listening tasks.
- Communication and collaboration: work in pairs or groups to listen and stand up when they hear their group's clothing, stick, and play game.
- Problem solving and creativity: add more vocabulary items about names of other clothes.

**3. Attributes**

- Kindness: be helpful to others
- Diligence: complete learning tasks

**B. LANGUAGE FOCUS**

**1. Pronunciation:**

- Pronounce names of the clothes correctly.
- Stress.

**2. Vocabulary:**

- dress, socks, T-shirt, pants, shorts, shoes.

### C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* Textbook, teacher’s book, activity book,...
- *Teaching aids:* laptop, projector, audio files ...

### LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<b>Warm up (4 minutes)</b>	
<i>Aim: energize the class and review vocabulary.</i>	
- Let students watch and sing along the song “Numbers”	- Watch and sing along.
<b>Presentation (8 minutes)</b>	
<i>Aim: Help students to identify different clothes in English and how to pronounce them.</i>	
<ul style="list-style-type: none"> <li>• <b>Lead in</b></li> <li>- Ask students to watch a video clip about clothes.</li> <li>- Ask students to answer the question in Vietnamese : “What clothes can you see?”</li> <li>- Give comments on students’ answers and praise.</li> <li>- Use flashcards 21-26 to introduce the vocabulary for this lesson.</li> <li>- Say the words for students to repeat in chorus.</li> <li>- Put the flashcards in different places around the room, two students pick up the correct flashcards when teacher say the name of clothes</li> <li>- Hold the flashcards up one at a time and ask: <i>What’s this?/ What are these?</i></li> <li>- Remark on students’ pronunciation, stress.</li> <li>- Ask students to repeat for all pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- Watch the video clip.</li> <li>- Answer the question.</li> <li>- Give comments</li> <li>- Look at the flashcards and listen to the teacher</li> <li>- Listen and repeat in chorus.</li> <li>- Listen, look and pick up.</li> <li>- Answer questions.</li> <li>- Correct mistakes</li> <li>- Look and repeat.</li> </ul>

**Practice (12 minutes)**

*Aim: Check students' understanding through reading and listening tasks.*

**Exercise 1: Listen, point, and repeat.**

- Ask students to look at the pictures of the clothes
- Play the first part of recording for students to listen and point to the appropriate pictures.
- Play the second part of the recording for students to listen and repeat.
- Play the recording again for students to listen, point and repeat the words in chorus.
- Correct students' pronunciation.
- Call out clothes for students to point to the flashcards in the room
- Check students' answers and correct mistakes
- Reverse the activity. Point to different flashcards in the room for students to call out the clothes
- Remark on students' pronunciation, stress then correct the errors.

- Look at the pictures
- Listen and point.
- Listen and repeat in chorus.
- Listen, point, and repeat
- Correct mistakes.
- Listen and point.
- Correct mistakes.
- Look and say.
- Give their remarks to others.
- Correct the errors.

**Exercise 2: Listen and chant.**

- Divide the class into 6 groups.
- Give each group a flashcard.
- Play the chant for students to listen and stand up when they hear their group's clothing.
- Remark and praise.

- Be in 6 groups
- Take the flashcard.
- Listen and stand up.
- Give their remarks to others

**Production (8 minutes)**

*Aim: Help students to review all the names of the clothes.*

**Exercise 3: Point and say. Stick.**

- Ask students to look into their book.

- Look into the book.

<ul style="list-style-type: none"> <li>- Show students how to do the task:</li> <li>+ Point to each clothing, say the word to students.</li> <li>+ Say “<b><i>Let’s stick!</i></b>”</li> <li>+ Pick up the correct sticker, stick and say “<b>dress</b>”.</li> <li>- Let students work in pairs to say and stick.</li> <li>- Go around for help if necessary.</li> <li>- Give comments and praise.</li> </ul>	<ul style="list-style-type: none"> <li>- Look and listen.</li> <li>- Work in pairs to say and stick.</li> </ul>
<b>Consolidation (3 minutes)</b>	
<p><i>Spinner game</i></p> <ul style="list-style-type: none"> <li>- Divide the class into pairs.</li> <li>- Ask students to take turns spinning a pencil.</li> <li>- When the spinner stops, students look at the picture and say the word.</li> <li>- Remark and praise.</li> </ul>	<ul style="list-style-type: none"> <li>- Be in pairs.</li> <li>- Turn spinning a pencil.</li> <li>- Look at the picture and say the word.</li> <li>- Give their remarks to others.</li> </ul>
<ul style="list-style-type: none"> <li>- Learn the words by heart.</li> <li>- Prepare for the next lesson (Lesson two p.23).</li> <li>- Exercises: Workbook p. 22.</li> </ul>	

## **Week 13**

Period: 26

From 25/11 to 29/11/2024

### **Unit 3: ARE THESE HIS PANTS?**

#### **Lesson 2: Grammar and song (page 23)**

#### **A. DESIRED OBJECTIVES**

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

##### **1. Core competences**

##### **Cognition:**

- Ask the question “Are these her socks?” and answer “Yes, they are. / No, they aren’t.”.
- Sing a song.

##### **Skills:**

- Listening: listen and understand the “Yes / No” questions and answers, listen and understand the song.
- Speaking: ask and answer the “Yes / No” questions, sing the song.
- Reading: identify the forms of the “Yes / No” questions and answers.
- Writing: use the “Yes / No” questions and answers.

##### **2. General Competence**

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to ask and answer the “Yes / No” questions and answers.
- Problem solving and creativity: add more vocabulary items about names of other item.

##### **3. Attributes**

- Kindness: love friends and everyone.
- Diligence: learn English to communicate with people.

#### **B. LANGUAGE FOCUS**

##### **1. Pronunciation:**

- Pronounce names of clothes and the word “aren’t” correctly
- Intonation: communicate naturally

**2. Vocabulary:**

- blue, green, socks, pants, shoes

**3. Sentence pattern:**

- Are these her socks? Yes, they are.
- Are these his pants? No, they aren't.

**C. INSTRUCTIONAL RESOURCES**

- *Reference teaching materials:* Textbook, teacher's book, activity book,...
- *Teaching aids:* laptop, projector, audio files ...

**LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>Warm up (4 minutes)</b> <i>Aim: help students review the vocabulary</i>	
<b>Pictionary</b> <ul style="list-style-type: none"> <li>▪ Let students work in pairs, take out their picture (they drew their favorite clothes).</li> <li>▪ Give instructions to students.</li> <li>▪ Pick teams to answer and note the scores.</li> <li>▪ Remark on students' pronunciation.</li> <li>▪ Praise the winning team.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work in pairs</li> <li>▪ Listen to the instructions.</li> <li>▪ Perform the activity.</li> <li>▪ Ask and answer <b>What's this?/ What are these?.</b></li> <li>▪ <b>Answers:</b> dress, socks, T- shirt, pants, shorts, shoes.</li> </ul>
<b>Presentation (8 minutes)</b> <i>Aim: help students understand the sentence patterns and use the "Yes / No" questions.</i>	
<b>Lead in:</b> <ul style="list-style-type: none"> <li>- Put flashcards 22-26 in a bag.</li> <li>- Show the bag to the class so that they can't see what's inside.</li> </ul>	<ul style="list-style-type: none"> <li>- Observe.</li> </ul>



<ul style="list-style-type: none"> <li>- Turn to the class, look inside the bag, and take out a card.</li> <li>- Encourage students to ask you questions <i>Is it a ...?</i></li> <li>- Observe students' communication and help if necessary. Then, correct the mistakes.</li> <li>- Pick some pairs to come to the front for drilling.</li> <li>- Ask students to give their comments on their friends' presentation, then teacher gives feedback.</li> <li>- Show students two pictures of two children with some things in their hands and ask "<i>Are these her socks?</i>" "<i>Are these his pants?</i>"</li> <li>- Elicit the answer: Yes, they are. / No, they aren't.</li> <li>- Explain how to use these sentence patterns. <i>Are these her socks?</i></li> </ul> <p>Yes, they are. / No, they aren't.</p>	<ul style="list-style-type: none"> <li>- Make questions.</li> <li>- Correct the mistakes</li> <li>- Practice</li> <li>- Give comments on their friends' presentation.</li> <li>- Answer</li> <li>- Observe</li> </ul>
<p><b>Practice (12 minutes)</b></p> <p><i>Aim: Identify the "Yes / No" questions and answers, listen and understand the song.</i></p>	
<p><b>1. Listen and repeat (track 43).</b></p> <ul style="list-style-type: none"> <li>- Play track 43, listen and point.</li> <li>- Play again, ask students to listen and point.</li> <li>- Play again, ask students to listen and repeat.</li> <li>- Correct pronunciation.</li> </ul> <p><b>2. Listen and sing. (Track 44).</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures and elicit as much information as you can.</li> <li>- Place the flashcards around the room.</li> <li>- Play the song.</li> <li>- Ask students to listen and point to the flashcards as they hear the words.</li> <li>- Ask students to practice several times singing and doing the actions. Show the exercise on the screen.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and point.</li> <li>- Listen and repeat.</li> <li>- Correct pronunciation</li> <li>- Observe</li> <li>- Listen to the song.</li> <li>- Listen and point to the flashcards.</li> </ul>

<ul style="list-style-type: none"> <li>- Correct pronunciation.</li> <li><b>3. Ask and answer.</b></li> <li>- Ask students to look at the picture in their books.</li> <li>- Model the questions and answers with a student. <i>Are these his pants?</i> <i>No, they aren't.</i></li> <li>- Ask students to work in pairs and exchange the questions and answers.</li> <li>- Ask students to replace cloth words with others to make a new version.</li> <li>- Correct students' pronunciation</li> <li>- Give comments and praise</li> <li><b>4. Let's talk.</b></li> <li>- Ask students to look at the picture and speech bubble.</li> <li>- Ask students to demonstrate the questions and answers.</li> <li>- Have students work in pairs to ask and answer the question. Tell them to use other words on the page.</li> <li>- Give comments and praise.</li> </ul>	<ul style="list-style-type: none"> <li>- Practice</li> <li>- Look at the picture.</li> <li>- Observe.</li> <li>- Work in pairs and exchange the questions and answers.</li> <li>- Correct pronunciation</li> <li>- Look at the picture and speech bubble.</li> <li>- Do the task</li> <li>- Practice in pairs</li> </ul>
<p><b>Production (8 minutes)</b> <i>Aim: Ask and answer the "Yes / No" questions.</i></p>	
<ul style="list-style-type: none"> <li>- Give each pair a worksheet.</li> <li>- Ask students to work in pairs to ask and answer the questions.</li> <li>- Observe and correct students' mistakes.</li> <li>- Pick some volunteers to practice in the front.</li> <li>- Give comments and praise.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Receive the worksheet.</li> <li>▪ Work in pairs</li> <li>▪ Practice in front of the class.</li> <li>▪ Comment on their classmates' presentation.</li> </ul>
<p><b>Consolidation (3 minutes)</b></p>	
<p><b><i>Let's Practice!</i></b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and the speech bubble. Say <i>Are these .....</i>?</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and say the sentence.</li> </ul>

*Yes, they are. / No, they aren't.*

- Have students work in pairs and take turns to say the sentence. Tell them to use the other words.
- Pick some pairs to stand up and practice.
- Give comments and praise.

- Work in pairs
- Practice

**Ngày 01/11/2024**

**Tổ trưởng**



**Huỳnh Thị Yến Trang**

**Ngày 05/11/2024**

**P. Hiệu trưởng**

**Nguyễn Thị Thanh Hải**