

WEEK 14

Date of preparing: 30/11/2023

Date of teaching: 04/12-08/12//2023

Period: 49

UNIT 6: I HAVE A NEW FRIEND.

Lesson 1 - Words / Part 1 (page 44)

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

1. Core competences

- Identify adjectives for describing hair.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about friends' appearance.
- *Problem-solving and creativity:* guess who friends are.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* long, short, black, curly, straight
- *Extra vocabulary:* over there, hair, new, friend

2. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 49
- Audio tracks 77
- Teacher's Guide
- Computer, projector,

*Culture note: Appearance

- Show their love to their appearance.
- Be good friends!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/Review	<p>*Review the last story. Say the name.</p> <ul style="list-style-type: none"> - Elicit what students can remember about the last story. - Tell students that today's story is about friends. Ask several students to tell the name of one of their friends. 	<ul style="list-style-type: none"> - Remember about the last story. Answer some questions. <p><i>E.X. What are the names of the two girls?</i></p> <p><i>What are they talking about?</i></p> <p><i>Does Giang like ice cream?</i></p> <p><i>Does Thu like apple juice?</i></p>

	<ul style="list-style-type: none"> - Praise students if they have done well. 	<p><i>Who likes bananas, Giang or Thu?</i></p> <ul style="list-style-type: none"> - Tell the name of one of their friends.
Presentation	<p>*Lead-in: Use Flashcards 48–52 to present the vocabulary.</p> <ul style="list-style-type: none"> - Point to the hair of one of the students. Say the word hair and write it on the board. - Use the flashcards to present the words to describe hair. - Remark on students' pronunciation. <p>*Listen and point. Repeat. (Track 68)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. The students point to the correct words. - Play the recording again. Ask students to repeat each word after they hear it. - Ask some students to read the words aloud. - Check students' pronunciation. 	<ul style="list-style-type: none"> - Look at the word <i>hair</i> on the board. - Look at the flashcards. Follow the teacher. - Repeat the words. - Listen to the recording. Point to the correct words. - Listen to the recording. Repeat each word after they hear it. - Read the words aloud. <i>Long ; short; curly; straight.</i>
Practice	<p>*Listen and chant. (Track 69)</p> <ul style="list-style-type: none"> - Play the recording for students to listen to the chant. - Play the chant a second time for students to say the words. This time they can point to the correct flashcards when they hear the words. - Repeat (more than once if necessary). - Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm of the chant. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the chant. - Listen to the chant again to say the words. Point to the correct flashcards when they hear the words. - Chant and do the actions in two groups. The rest of the class claps along to the rhythm of the chant.
Production	<p>*Game: "Matching" <i>Flashcards (long, short, black, curly, straight)</i></p>	

	<ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into four groups. - Have students in each team stand in a line. - Write the vocabulary on the board. - Give students flashcards. - Have students hold the flashcards to match the vocabulary on the board and call out the vocabulary. - The first student to match the vocabulary correctly gets one point for his/her team. - The team that gets the most points wins. - Praise the winner. Give feedback. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Work in groups. - Stand in a line. - Look at the vocabulary on the board. - Hold the flashcards. - Hold the flashcards to match the vocabulary on the board and call out the vocabulary. - The first student to match the vocabulary correctly gets one point for his/her team. - The team that gets the most points wins.
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 42. - Prepare for the next lesson (Unit 6 - Lesson 1/Part 2). 	

WEEK 14

Date of preparing: 30/11/2023

Date of teaching: 04/12-08/12//2023

Period: 50

UNIT 6: I HAVE A NEW FRIEND.

Lesson 1 - Words / Part 2 (page 44)

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

1. Core competences

- Identify adjectives for describing hair.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about friends' appearance.
- *Problem-solving and creativity:* guess who friends are.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* long, short, black, curly, straight
- *Extra vocabulary:* over there, hair, new, friend

2. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 44
- Audio tracks 68-70
- Teacher's Guide
- Flashcards 63-67
- Computer, projector,

*Culture note: Appearance

- Show their love to their appearance.
- Be good friends!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Game: "Pass the card"</p> <p><i>Picture cards (long, short, black, curly, straight)</i></p> <ul style="list-style-type: none"> - Divide the class into four groups. - Have students from each team stand in a line. - Give the first student of each 	<ul style="list-style-type: none"> - Work in four groups. - Stand in a line. - Hold the card.

	<p>team a card and say “Go.”</p> <ul style="list-style-type: none"> - Ask these students to say the corresponding words and pass the cards over their heads to the ones behind them. - Have teams continue the game until their card reaches the last person. - Have the last student in each line race to hand their card to the teacher and says the word. Give the first team to name their card correctly one point. - The group that gets the most points wins. - Praise the winner. 	<ul style="list-style-type: none"> - Say the corresponding words and pass the cards over their heads to the ones behind them. <p><i>long, short, black, curly, straight</i></p> <ul style="list-style-type: none"> - Continue the game until their card reaches the last person. - Race to hand their card to the teacher and says the word. - The group that gets the most points wins.
Presentation	<p>*Listen and point. Repeat. (Track 68)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. Have students point to the correct words. - Ask students to repeat each word after they hear it. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it.
Practice	<p>*Listen and read. (Track 70)</p> <ul style="list-style-type: none"> - Ask students to name as many things in the pictures as they can. - Look at each character in the story and ask students to describe that person’s hair. - Talk about each frame with the class. Ask <i>What’s happening?</i> - Encourage predictions from different members of the class. - Ask students to look at the story while playing the recording for them to listen. Point to each speech bubble while hearing the text. - Ask comprehension questions. Here’s Rosy.? - Ask students to open their books. Tell them to listen and follow the 	<ul style="list-style-type: none"> - Name as many things in the pictures as they can. - Describe that person’s hair. - Answer the questions. - Listen the recording. - Answer the questions. <i>Who’s her new friend?</i> <i>Who is Tim’s new friend?</i> - Open their books. Listen and follow the words in the

	<p>words in the story as the students listen to the recording again.</p> <ul style="list-style-type: none"> - Ask students to find and point to the words from exercise 1 that appear in the story. <p>*Role-play:</p> <ul style="list-style-type: none"> - Ask students to practice the conversation in pairs. - Observe students' pronunciation and help if necessary. Then, correct the mistakes. - Call some pairs perform the conversation in front of the class. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. 	<p>story as the students listen to the recording again.</p> <ul style="list-style-type: none"> - Find and point to the words from exercise 1 that appear in the story.
Production	<p>*Game: "Describe your friend"</p> <ul style="list-style-type: none"> - Set up the activity. - Have students sit with a partner and take turns describing what their partner's hair and eyes. When they have finished, change and find another partner. - Model the activity. - Monitor and help students with the additional language they might need. - Call some students to perform in the front of the class. - Praise the students if they have done well. 	<ul style="list-style-type: none"> - Sit with a partner and take turns describing what their partner's hair. When they have finished, change and find another partner. - Follow the teacher. <p><i>He has curly hair.</i></p> <p><i>She has brown eyes.</i></p> <ul style="list-style-type: none"> - Perform in the front of the class.
Homework	<ul style="list-style-type: none"> - Revise the words by heart. - Do the exercises in Workbook page 42. - Prepare for the next lesson (Unit 6 - Lesson 2). 	

WEEK 14

Date of preparing: 30/11/2023

Date of teaching: 04/12-08/12/2023

Period: 51

UNIT 6: I HAVE A NEW FRIEND.**Lesson 2 - Grammar (page 45)****I. DESIRED OBJECTIVES.** By the end of the lesson, students will be able to:**1. Core competences**

- Use *I have/ don't have* and *has to* to describe appearance.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about friends' appearance.
- *Problem-solving and creativity*: guess who friends are.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS**1. Patterns:**

- She / He has blue eyes.
- I have/ don't have curly hair.
- They have short hair.
- They don't have long hair.

2. Skills: Listening, Speaking and Writing.**III. RESOURCES AND MATERIALS**

- Student book - page 45
- Audio tracks 70-71
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 63-67
- Computer, projector,

***Culture note: Appearance**

- Show their love to their appearance.
- Be good friends!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	*Game: "Musical cards" - Ask students if they can remember any of the words (<i>long, short, black, curly,</i>	- Say the words.

	<p><i>straight</i>).</p> <ul style="list-style-type: none"> - Play the song <i>Drink your milk!</i> from page 40 (Track 63). - Hand out the flashcards to different students around the class. Ask students pass the cards to the students next to them while the music is playing. - Stop the music suddenly. Ask the students who are holding the flashcards, <i>What's this?</i> Ask them to say the words aloud. - Play the music again and repeat the activity. - Ask students to check their friends' pronunciation. Give feedback. 	<ul style="list-style-type: none"> - Look at the flashcards. Pass the cards to the students next to them while the music is playing. - Say the words aloud. <p><i>long, short, black, curly, straight</i></p> <ul style="list-style-type: none"> - Continue playing the game. - Check their friends' pronunciation.
Presentation	<p>*Lead-in: Use pictures (part 3) on page 44</p> <ul style="list-style-type: none"> - Elicit what students remember about the story. - Ask students questions about the story. <p>*Listen to the story again. (Track 70)</p> <ul style="list-style-type: none"> - Ask students to turn to the story in their books. Check how many words they remembered. - Play the recording, pausing for children to repeat. - Divide the class into groups to play the roles in the story. - Ask students to look at the different actions that the characters do in the story. Elicit a set of actions to use when acting out the story. - Let students practice acting the story. Ask pairs to come to the front to act for the class. - Praise students. Give comments. 	<ul style="list-style-type: none"> - Follow the teacher. - Answer the questions about the story. <ul style="list-style-type: none"> - Turn to the story in their books. Say the words they remembered. - Listen to the recording and repeat. - Play the roles in the story in groups. - Look at the different actions that the characters do in the story. Follow the teacher. - Practice acting the story. Come to the front to act for the class. <p>Story actions.</p> <p><i>Pictures 1 and 2: Rosy holds up a photo (the child could use a piece of paper or a book). Tim looks at it.</i></p>

		<p><i>Picture 3:</i> Tim points to Adam. The other children all wave at each other.</p> <p><i>Picture 4:</i> Adam smiles and puts his hand in front of his mouth to show he is laughing</p>
Practice	<p>*Listen and say. (Track 71)</p> <ul style="list-style-type: none"> - Ask students to look at each picture. Elicit the type of hair and eye color for each. - Direct students' attention to the sentences below each picture. Read the sentences for students to repeat. - Point out the box showing the full and contracted forms of do not have. Show students how to make the contracted form don't by writing the words separately and then together on the board. - Play the recording through for students to listen. - Play the recording again, pausing for students to repeat. - Check students' pronunciation. <p>*Look and say (page 45)</p> <ul style="list-style-type: none"> - Model the example with a student in the class. - Put students in pairs to take turns to choose a picture and say what each has. Their partner says the number. - Call on pairs to perform for the class. - Remark on students' pronunciation. Praise them.s 	<ul style="list-style-type: none"> - Look at each picture. Identify the type of hair and eye color for each. - Say the sentences. - Look at the box showing the full and contracted forms of do not have. Follow the teacher. - Listen to the recording. - Listen to the recording again. Repeat. - Model the example with the teacher in the class. - Work in pairs. Take turns to choose a picture and say what each has. Their partner says the number. <ul style="list-style-type: none"> - Perform for the class.
Production	<p>*Write (page 45)</p> <ul style="list-style-type: none"> - Put three hair flashcards on the board. Write an incomplete sentence next to each, <i>e.g. She ___ long hair. He ___ black hair. I ___ long hair.</i> - Point to each sentence for students to tell what goes in the blank: has or have. - Ask students to look at the 	<ul style="list-style-type: none"> - Look at three hair flashcards on the board and an incomplete sentence next to each. - Tell what goes in the blank: has or have. - Look at the pictures in exercise 3. Read the example sentence in

	<p>pictures in exercise 3. Ask a student to read the example sentence in exercise 4 out loud.</p> <ul style="list-style-type: none"> - Ask students to write the missing words for the other sentences in their notebooks. - Call on some students to give the answers. - Remark students' writing skills. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Ask a student to read the sentence I don't have blue eyes. - Put students in pairs to take turns saying the sentence. Tell them to use other vocabulary words on the page. - Check students' speaking skills. 	<p>exercise 4 out loud.</p> <ul style="list-style-type: none"> - Write the missing words for the other sentences in their notebooks. - Give the answers. <p>Answer: He has curly hair. I have straight hair. She has blue eyes. I have black hair.</p> <ul style="list-style-type: none"> - Look at the picture and speech bubble. - Read the sentence I don't have blue eyes. - Work in pairs. Take turns saying the sentence. Use other vocabulary words on the page.
Homework	<ul style="list-style-type: none"> - Learn the pattern by heart. - Do the exercises in Workbook page 43. - Prepare for the next lesson (Unit 6 - Lesson 3). 	

WEEK 14

Date of preparing: 30/11/2023

Date of teaching: 04/12-08/12/2023

Period: 52

UNIT 6: I HAVE A NEW FRIEND.

Lesson 3 - Song (page 46)

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

1. Core competences

- Describe people.
- Use adjectives in the context of a song.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about friends' appearance.
- *Problem-solving and creativity*: guess who friends are.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: tall, short, thin

2. Skills: Listening and Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 46
- Audio tracks 72-73
- Teacher's Guide
- Flashcards 68-70
- Computer, projector,

*Culture note: Appearance

- Show their love to their appearance.
- Be good friends!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Let's sing: "<i>Drink your milk!</i>" (Track 63)</p> <ul style="list-style-type: none"> - Ask students if they remember the last song of unit 5. Let them say the name of the song. - Play the recording for students to listen. 	<ul style="list-style-type: none"> - Say the name of the song. - Listen to the song.

	<ul style="list-style-type: none"> - Play the recording a second time. Ask students to sing the song with music. - Call on some students to perform the song for the class. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the song again. Sing the song with music. - Perform the song for the class.
Presentation	<p>*Lead-in: Use Flashcards 68-70 to introduce the new words.</p> <ul style="list-style-type: none"> - Use the flashcards to introduce the new words. Hold up the flashcards and say the words for students to repeat. - Put the flashcards on the board and point to them in a different order for students to repeat again. - Praise students if they have done well. <p>*Listen and point. Repeat (Track 72)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. - Play the first part of the recording, while pointing to the pictures in time with the audio. - Play the audio again for students to listen and point to the pictures. - Play the second part of the recording, pausing after each word for students to repeat. - Play the recording all the way through for students to listen, point, and then say the word. - Hold the flashcards up in random order and ask the class to say the words. - Ask some students to read out the words. - Remark on students' pronunciation. 	<ul style="list-style-type: none"> - Repeat the words. <p>Tall; short ; thin</p> <ul style="list-style-type: none"> - Look at the flashcards on the board and repeat the words. <ul style="list-style-type: none"> - Look at the pictures. - Listen to the recording. Point to the pictures in time with the audio. - Listen to the recording. Point to the pictures. - Listen to the recording. Repeat each word. - Listen to the recording all the way. Point, and then say the word. - Look at the flashcards. Say the words. - Read out the words.
Practice	<p>*Listen and sing. (Track 73)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Point to the different people and ask <i>Who's this?</i> - Play the recording for students to listen and point to the pictures when they hear the new words. - Then, play it again as students follow 	<ul style="list-style-type: none"> - Look at the pictures. Answer the questions. - Listen to the recording and point to the pictures when they hear the new words.

	<p>the words in their books.</p> <ul style="list-style-type: none"> - Recite the words of the song with the class, without the recording. Say each line and ask students to repeat. - Play the recording again for students to sing along. - Check students' pronunciation. Praise students if they have done well. <p>*Sing and do</p> <ul style="list-style-type: none"> - Ask students to look at the pictures and decide together on what the actions should be. - Practice the actions with the class. - Play the recording for students to sing and do their actions. - Call some pairs to do their actions in front of the class. - Give feedback. 	<ul style="list-style-type: none"> - Listen to the recording again and follow the words in their books. - Repeat each line of the song. - Listen to the recording again and sing along. <ul style="list-style-type: none"> - Look at the pictures and decide together on what the actions should be. - Practice the actions with the teacher. - Listen and do their actions. - Do their actions in front of the class. <p>Song actions</p> <p><i>She / He has blue/brown eyes:</i> point to eyes.</p> <p><i>She / He has curly hair:</i> move finger in a spiral movement.</p> <p><i>She / He has short/long hair:</i> move hands close together/move hands further apart.</p>
Production	<p>*Game: "Play the Chain game"</p> <ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into groups of six. - Model the activity. - Have the students stand up. - Have Student A turn to Student B and say an adjective, then have Student B make a sentence with that adjective. - Next, have Student B turn to Student C and say an adjective, then have Student C make a sentence with that adjective. - Continue until all students have practiced. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Work in groups. - Follow the teacher. <p><i>E.g. Student A: thin</i> <i>Student B: He's thin.</i> <i>Student B: short</i> <i>Student C: She's short</i></p> <ul style="list-style-type: none"> - Stand up. - Student A turn to Student B and say an adjective, then Student

	<ul style="list-style-type: none">- Have some groups demonstrate the activity in front of the class.- Praise students if they have done well.	<ul style="list-style-type: none">- B make a sentence with that adjective.- Student B turn to Student C and say an adjective, then Student C make a sentence with that adjective.- Continue until all students have practiced.- Demonstrate the activity in front of the class.
Homework	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 44.- Prepare for the next lesson (Unit 6 - Lesson 4).	

Kiểm tra ngày 02/12/2023
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 15

Date of preparing: 30/11/2023

Date of teaching: 11/12-15/12/2023

Period: 53

UNIT 6: I HAVE A NEW FRIEND.

Lesson 4 - Phonics (page 47)

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

1. Core competences

- Recognize the uppercase and lowercase forms of the letters *k*, *l* and *m*, and associate them with their corresponding sounds.
- To pronounce the sounds /k/, /l/ and /m/ on their own and at the beginning of words.
- Learn the names of the letters *k*, *l* and *m*.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about words beginning with sounds/letters the teacher asks.
- *Problem-solving and creativity*: find out words beginning with sounds/letters *k*, *l* and *m*.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: kite, lion, mom

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 47, Audio tracks 74-75, Teacher's Guide, Phonics cards 21-23
- Computer, projector,

*Culture note: Appearance

- Show their love to their appearance.
- Be good friends!

IV. LEARNING EXPERIENCES.

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Game: "Slap the board" Flashcards (<i>a, b, c, d, e, f, g, h</i>)</p> <ul style="list-style-type: none"> - Stick the flashcards of with these letters on the board. Tell students to look at the board. 	<ul style="list-style-type: none"> - Look at the flashcards of with these letters on the board.

	<ul style="list-style-type: none"> - Tell students how the game is played. - Ask students to listen to the letters and slap the flashcards as correctly and quickly as possible. The teacher may start saying from any of the letters on the board and note the score. - Repeat the procedure if there is time. - The student who gets the highest score will be the winner. Praise the winner. - Ask students to read all the letters aloud. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Listen to the letters and slap the flashcards as correctly and quickly as possible. - Continue playing the game. - The student who gets the highest score will be the winner. - Read all the letters aloud.
Presentation	<p>*Lead-in: Use Flashcards to introduce the letters and the words.</p> <p><i>Flashcards</i> (Write <i>Ll</i>, <i>Mm</i> and <i>Nn</i> on the board. Point to each and say the letter name and sound for students to repeat.)</p> <ul style="list-style-type: none"> - Stand with your back to students and draw the letters in the air as you say the sound for each. - Say the sounds again as students draw the uppercase and then the lowercase letters in the air. - Present the words on the phonics cards. Say the letter names, sounds, and then the words for students to repeat. <p>*Listen and point. Repeat (Track 74)</p> <ul style="list-style-type: none"> - Write the words <i>kite</i>, <i>lion</i>, <i>mom</i> next to the letters on the board. Circle the first letter of each word. Point to the word. Say only the beginning sound for students to repeat. - Hold up Phonics cards, one at a time. Say the words for students to repeat. Hold up the cards in a 	<ul style="list-style-type: none"> - Repeat the letter name and sound. <i>Kk, kite, Ll, lion, Mm, mom</i> - Follow the teacher. - Draw the uppercase and then the lowercase letters in the air. - Repeat the letter names, sounds, and then the words. - Look at the words <i>kite</i>, <i>lion</i>, <i>mom</i> next to the letters on the board. Repeat the sound. - Repeat the words. <i>kite, lion, mom</i>

	<p>different order.</p> <ul style="list-style-type: none"> - Ask students to look at the letters in their books. - Play the first part of the recording for students to listen and point to the letters. - Play the second part of the recording for students to repeat the letter names, sounds, and words in chorus. Play the recording as many times as necessary. - Play the recording all the way through for students to point to the words and then repeat them. - Check students' pronunciation. Praise students if they have done well. 	<ul style="list-style-type: none"> - Look at the letters in their books. - Listen to the first part of the recording and point to the letters. - Listen to the second part of the recording and say the letter names, sounds, and words in chorus. - Point to the words and then repeat them.
Practice	<p>*Point and say the words (page 47)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit what they see. - As students identify the pictures, put that flashcard on the board. Write the word under it. - Say the sound /k/. Ask students to point to the flashcard of the things beginning with that sound (<i>kite</i>). Then, underline the letter <i>k</i> at the beginning of the words. - Repeat with /l/ and /m/. - Check students' pronunciation. Give feedback. 	<ul style="list-style-type: none"> - Look at the pictures. Tell the teacher what they can see. - Follow the teacher. - Point to the flashcard of the things beginning with that sound (<i>kite</i>). Then, underline the letter <i>k</i> at the beginning of the words. - Repeat with /l/ and /m/.
Production	<p>*Listen and circle. (Track 75)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in the first row. Ask them to say each word as they point to it. - Tell students they are going to listen and circle in pencil the word that begins with the letter sound they hear. - Play the recording, pausing after the first item. 	<ul style="list-style-type: none"> - Look at the pictures in the first row. Say each word as they point to it. - Listen and circle in pencil the word that begins with the letter sound they hear. - Answer what they heard. <p>Answers: 1. kite 2. lion 3. kite</p>

	<ul style="list-style-type: none"> - Ask students what they heard (<i>kite</i>). Elicit that kite begins with the sound /k/. - Repeat the procedures row by row, pausing the recording. - Ask students to give the answer for each sentence. - Check their friends' answers. Praise students if they have done well. *Let's talk - Ask students to look at the picture and speech bubble. Say <i>This is my kite.</i> - Have a student repeat the sentence. Prompt them to point to the jelly on their books. - Have students work in pairs and to ask and answer the question. - Encourage students to use other vocabulary words on the previous pages. - Call some pairs practice in front of the class. - Check students' pronunciation. Give feedback. 	<p>4. mom 5. lion 6. kite</p> <ul style="list-style-type: none"> - Continue doing the task. - Give the answer for each sentence. - Check their friends' answers. - Look at the picture and speech bubble. - Repeat the sentence. Prompt them to point to the jelly on their books. - Work in pairs to ask and answer the question. - Use other vocabulary words on the previous pages. - Practice in front of the class.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 45. - Prepare for the next lesson (Unit 6 - Lesson 5). 	

WEEK 15

Date of preparing: 30/11/2023

Date of teaching: 11/12-15/12/2023

Period: 54

UNIT 6: I HAVE A NEW FRIEND.**Lesson 5 - Skills Time! / Part 1 (page 48)****I. DESIRED OBJECTIVES.** By the end of the lesson, students will be able to:**1. Core competences**

- Read and understand a descriptive letter.
- Read and match children to their descriptions.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about friends' appearance.
- *Problem-solving and creativity*: guess who friends are.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS**1. Vocabulary**

- *Vocabulary*: review appearance words
- *Extra vocabulary*: dear, picture, from

2. Patterns: review the previous patterns**3. Skills**: Listening, Speaking and Reading.**III. RESOURCES AND MATERIALS**

- Student book - page 48; Audio tracks 76; Teacher's Guide
- Computer, projector,

***Culture note: Appearance**

- Show their love to their appearance.
- Be good friends!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Slow reveal"</p> <p><i>Flashcards (curly, long, short, black, red, brown, hair, eyes)</i></p> <ul style="list-style-type: none"> - Use Flashcards from the previous lessons. - 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, little by 	<ul style="list-style-type: none"> - Look at the flashcards on the board. - Follow the teacher.

	<p>little.</p> <ul style="list-style-type: none"> - Ask <i>What's this?</i> The first student to guess correctly comes to the front to choose the next card. - Continue until practicing all the vocabulary in the set. - Give comments. Praise students. 	<ul style="list-style-type: none"> - Answer the question. The first student to guess correctly comes to the front to choose the next card. - Continue playing the game. (<i>curly, long, short, black, red, brown, hair, eyes</i>)
Presentation	<p>*Lead-in: Use the picture on page 48</p> <ul style="list-style-type: none"> - Ask students to look at the page and tell what they can see (a letter and a picture). Ask students to look at the bottom of the letter to see who wrote it (<i>Oanh</i>). - Ask students to look at the picture and tell you what they can see. Ask <i>Where are the dolls? What are they wearing?</i> - Ask students to predict what they think the letter is about (<i>Oanh is describing her dolls</i>). - Ask students if they have a toy collection at home. <p>*How many dolls can you see. (Page 48)</p> <ul style="list-style-type: none"> - Ask students to look at the picture and count the dolls. - Call some students to give the answer. - Confirm the correct answer. Give feedback. 	<ul style="list-style-type: none"> - Look at the page and tell you what they can see (a letter and a picture). Look at the bottom of the letter to see who wrote it (<i>Oanh</i>). - Look at the picture and tell you what they can see. Answer the questions. <i>Where are the dolls? What are they wearing?</i> - Predict what they think the letter is about (<i>Oanh is describing her dolls</i>). - Tell their toy collection at home. Answer: There are three dolls. - Look at the picture and count the dolls. - Give the answer.
Practice	<p>*Listen and read. (Track 76)</p> <ul style="list-style-type: none"> - Explain that students are going to listen to Oanh reading her letter. Play the recording for students to listen and follow silently in their books. - Play the recording again. Answer any questions. - Ask questions for individual students to reply to, Ask some volunteers to read the descriptive letter. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. Listen to the recording and follow silently in their books. - Listen to the recording again and Ask any questions. Reply the questions individually. - EX:

	<ul style="list-style-type: none"> - Check students' pronunciation. Give feedback. 	<p><i>Who is the letter to / from?</i> <i>Which doll has long, red hair?</i> <i>Which doll has short hair?</i></p> <ul style="list-style-type: none"> - Read a descriptive letter.
Production	<p>*Free talking</p> <ul style="list-style-type: none"> - Ask students to prepare some dolls. - Tell students they are going to describe their dolls. - Model the activity. Have students work in pairs and describe their dolls. - Call some students to perform for the class. - Remark on students' pronunciation. Give feedback. <p>*Game: "Pass the ball"</p> <ul style="list-style-type: none"> - Stick some pieces of paper with descriptive sentences around the class. - Divide the class into groups of four. - Have three students run and find the piece of paper around them, then turn back to their group and tell what they have read. - Have the other student write down what they have heard. ○ The winner is the group that has the most correct sentences. - Praise students if they have done well. Give feedback. 	<ul style="list-style-type: none"> - Prepare some dolls or toys. - Listen to the teacher's instruction. - Follow the teacher. <p><i>EX: This is my doll.</i> <i>Her name's An.</i> <i>She has long, black hair and black eyes.</i></p> <ul style="list-style-type: none"> - Work in pairs and describe their dolls or other toys. - Perform for the class. - Listen to the teacher. <p><i>E.g. This is my doll. Her name's Thi. She has a long, black hair. She has blue eyes. I love her very much.</i></p> <ul style="list-style-type: none"> - Work in groups of four. - Run and find the pictures around them, then turn back to their group and tell what they have read. - Write down what they have heard.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 46. - Prepare for the next lesson (Unit 6 - Lesson 5/Part 2). 	

WEEK 15

Date of preparing: 30/11/2023

Date of teaching: 11/12-15/12/2023

Period: 55

UNIT 6: I HAVE A NEW FRIEND.

Lesson 5- Skills Time! / Part 2 (page 48)

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

1. Core competences

- Read and understand a descriptive letter.
- Read and match children to their descriptions.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about friends' appearance.
- *Problem-solving and creativity*: guess who friends are.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review appearance words
- *Extra vocabulary*: dear, picture, from

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 48; Audio tracks 76; Teacher's Guide
- Computer, projector,

*Culture note: Appearance

- Show their love to their appearance.
- Be good friends!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Lucky numbers" <i>Cards:</i> 1. he/short/brown 2. he/short/black 3. she/ long/black 4. she/long/curly</p> <ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into two 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in two groups. - Stand in a line.

	<p>groups.</p> <ul style="list-style-type: none"> - Have each groups stand in a line. - Prepare some cards with points on their backs from 1 to 20 and put them in a box. - Have each student pick a card from the box and talk about the content of it. <i>E.g. "He has short and brown hair."</i> - Get corresponding points for his/her team. - Continue with the other students. - The group that gets the most points win. Praise the winner. Give feedback. 	<ul style="list-style-type: none"> - Pick a card from the box and talk about the content of it. - Continue playing the game. - The group that gets the most points win.
<p>Presentation</p>	<p>*Lead-in: "Listen and read" (page 48)</p> <ul style="list-style-type: none"> - Ask students to look at the letter with pictures. - Play the recording (Track 76) for students to listen and follow silently in their books. - Play the recording again and ask students to repeat. - Pick some volunteers to read the letter in the front of the class. <ul style="list-style-type: none"> - Give comments and praise. <p>*Read again. Write the names. (Page 48)</p> <ul style="list-style-type: none"> - Ask students to look at the first picture in exercise 3. Ask them to describe this doll's hair (curly and brown). - Ask students to find the name of the doll by finding the sentence in the letter about the doll with curly, brown hair. Elicit the name of the doll (Nam). - Have students read the letter again and write the names of the other dolls in their 	<ul style="list-style-type: none"> - Look at the letter with pictures. - Listen to the recording and follow silently in their books. - Listen to the recording and repeat. - Read the letter in the front of the class. - Look at the first picture in exercise 3. describe this doll's hair (curly and brown). - Find the name of the doll by finding the sentence in the letter about the doll with curly, brown hair. - Read the letter again and write the names of the other dolls in their notebooks.

	<p>notebooks.</p> <ul style="list-style-type: none"> - Go over the answers with the class. - Ask students to share their answers with their friends. Call some students to give their answers. - Confirm the correct answers. Give feedback. 	<ul style="list-style-type: none"> - Share their answers with their friends. Give their answers. <p>Answer:</p> <ol style="list-style-type: none"> 1. Nam 2. Oanh 3. Khoa 4. Thi
Practice	<p>*Do you like dolls? What's your favorite toy? (page 48)</p> <ul style="list-style-type: none"> - People collect many different things, like dolls, toys, stamps, erasers, etc. They like to meet with other people who have similar collections. - Ask the students if they collect anything. Do they have a friend who also collects the same thing? - Talk as a whole class, or in pairs. - Put students in pairs. Ask them to ask and answer the questions about their favorite toy. Call some pairs to perform for the class. - Check students' pronunciation. Praise students if they have done well. 	<ul style="list-style-type: none"> - Follow the teacher. - Talk with the teacher. - Work in pairs. Ask and answer the questions about their favorite toy. <p><i>E.g. Do you like dolls? What's your favorite toy?</i></p> <ul style="list-style-type: none"> - Perform for the class.
Production	<p>*Game: "Ball circle"</p> <ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into two groups. Each group sits in a circle. Give each group a ball. - One student throws the ball to another student who answers. This student then asks, "<i>What's your favorite toy?</i>" and throws the ball to another student who answers "<i>I like cars.</i>". - Continue until every student has had a turn. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Work in two groups. Sits in a circle. Hold a ball. - One student throws the ball to another student who answers. This student then asks, "What's your favorite toy?" and throws the ball to another student. - Continue playing the

	- Praise students if they have done well.	game.
Homework	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 46.- Prepare for the next lesson (Unit 6 - Lesson 6).	

WEEK 15

Date of preparing: 30/11/2023

Date of teaching: 11/12-15/12/2023

Period: 56

UNIT 6: I HAVE A NEW FRIEND.

Lesson 6 - Skills Time! (page 49)

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

1. Core competences

- Listen for number items in the correct order.
- Ask and answer questions about appearance.
- Match full and contracted forms with the contraction *n't*.
- Write sentences with *don't/ doesn't have*.
- Write about friends.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about friends' appearance.
- *Problem-solving and creativity*: guess who friends are.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review adjectives for describing hair

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 49; Audio tracks 77; Teacher's Guide
- Computer, projector,

*Culture note: Appearance

- Show their love to their appearance.
- Be good friends!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "Musical chairs"</p> <ul style="list-style-type: none"> - Set up the activity. - Have students sit on their seats. - Play music and ask them to move around. - Take away two chairs and suddenly stop music. 	<ul style="list-style-type: none"> - Sit on their seats. - Move around. - Follow the teacher.

	<ul style="list-style-type: none"> - Have students sit on any chairs. - The two students who have no chairs to sit on will make a sentence to describe their friend's hair. - Swap roles and continue the game in the same way. - Praise if students have done well. Give feedback. 	<ul style="list-style-type: none"> - Sit on any chairs. - The two students who have no chairs to sit on will make a sentence to describe their friend's hair. <p><i>E.g. Nam has short and black hair.</i></p> <p><i>Linh has long and curly hair.</i></p> <ul style="list-style-type: none"> - Continue the game in the same way.
Presentation	<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask students what they can remember from the letter in the previous lesson. Allow students to look back to check. Write their answers, or draw the dolls, on the board. - Ask students to look at the picture on page 49. Point to the different students for the class to describe them. <p>*Listen and number. (Track 77)</p> <ul style="list-style-type: none"> - Tell students they are going to hear a recording describing the people in the picture. Tell them to write the numbers 1-4 next to the letters as they hear the recording. - Play the recording the whole way through once. - Play the recording again, pausing after the first description to show the example answer. Continue, pausing after each description for students to find and number the person. - Go over the answers with the class. - Check students' answers. Praise students if they have done well. 	<ul style="list-style-type: none"> - Answer what they can remember from the letter in the previous lesson. Look at the answers, or the dolls, on the board. - Look at the picture on page 49. Describe their friends. - Follow the teacher. Write the numbers 1-4 next to the letters as they hear the recording. - Listen the recording the whole way through once. - Listen to the recording again. Find and number the person. - Give the answers. <p style="text-align: center;">Answers: 1. c 2. b 3. d 4. a</p>
Practice	<p>*Look at the picture again. Ask and answer. (page 49)</p> <ul style="list-style-type: none"> - Ask students to look at the question and answer in the speech bubbles. Read the first 	<ul style="list-style-type: none"> - Look at the question and answer in the speech bubbles.

	<p>speech bubble out loud for students to repeat, and then the second.</p> <ul style="list-style-type: none"> - Ask a pair of students to read the dialogue out loud. - Put students in pairs to take turns asking and answering similar questions about the people in exercise 1. Monitor the activity and help where necessary. - Ask some pairs to ask and answer questions for the class. - Call some pairs to perform in front of the class. - Check students' pronunciation. Give feedback. <p>*Talk about your friend. (page 49)</p> <ul style="list-style-type: none"> - Ask students to choose a friend and talk about them using the speech bubble as a model. - Call some students perform for the class. - Praise them. Give comments. - 	<ul style="list-style-type: none"> - Repeat the sentences. - Read the dialogue out loud. - Work in pairs. - Perform in front of the class. Take turns asking and answering similar questions about the people in exercise 1. - Ask and answer questions for the class. - Perform in front of the class. - Choose a friend and talk about them using the speech bubble as a model. - Perform for the class.
Production	<p>*Copy the sentences. Find and circle <i>n't</i>. (Page 42)</p> <ul style="list-style-type: none"> - Have students copy the sentences in their notebooks while the teacher writes them on the board. - Have a student come up to circle the <i>n't</i> in <i>don't</i>. - Let students circle <i>n't</i> in the sentences in their notebooks. - Check students' answers. Praise students if they have done well. <p>*Write about you and your friend. (page 49)</p> <ul style="list-style-type: none"> - Write <i>I don't have ____</i>. on the board. Point to your eye and say <i>I have black eyes</i>. Then ask <i>Do I have blue eyes?</i> (<i>No</i>) Write <i>blue eyes</i> in the blank. - Ask students to look at the exercise in their books. Tell 	<ul style="list-style-type: none"> - Copy the sentences in their notebooks while the teacher writes them on the board. - Come up to circle the <i>n't</i> in <i>don't</i>. - Circle <i>n't</i> in the sentences in their notebooks.

	<p>them they are going to write and complete the sentences about themselves and their friend, in their notebooks. Help with any words if needed.</p> <ul style="list-style-type: none">- Have students share their work with a partner.- Ask students to give their answers for the class.- Check students' answer. Praise students if they have done well.	<ul style="list-style-type: none">- Look at the sentences on the board- Look at the exercise in their books. Follow the teacher.<ul style="list-style-type: none">- Share their work with a partner.- Give their answers for the class.
Homework	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 47.- Prepare for the next lesson (Review 2).	

Kiểm tra ngày 02/12/2023
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 16

Date of preparing: 30/11/2023

Date of teaching: 18/12-22/12/2023

Period: 57

REVIEW 2 - Part 1 (page 50)

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

1. Core competences: Review target language from units 4, 5 and 6.

2. General competences

- *Communication and collaboration:* work in pairs/groups.
- *Problem-solving and creativity:* complete tasks given.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary: review animal words, food words, adjectives for describing hair

2. Language:

- *Reading:* 1, 4 (animals, contracted forms isn't/ don't/ aren't)
- *Writing:* 2, 5 (like/ don't like + animals/ food + using statement + yes/no Q and A)
- *Listening:* 3 (descriptions)
- *Speaking:* 6 (descriptions and possession using she/he has)

3. Skills: Listening, Speaking, Reading and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 50; Audio tracks 78
- Teacher's Guide
- *Flashcards units 4, 5, 6*
- Computer, projector,

***Culture note:**

- Be kind to animals!
- Be friendly!
- Love appearance!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Revision: <i>Put the words in the correct boxes.</i></p> <p>bird long short monkey banana rice elephant bread curly dog ice cream straight</p>	<ul style="list-style-type: none"> - Look at the words and the boxes. Read them aloud. - Listen to the teacher.

	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><i>Animals</i></th> <th style="text-align: center;"><i>Food</i></th> <th style="text-align: center;"><i>Adjectives</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">bird</td> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> </tr> <tr> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> </tr> <tr> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> </tr> <tr> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> </tr> <tr> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> <td style="text-align: center;">.....</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - Set up the activity. - Have students look at the words and the boxes. Point to the words, ask students to read them aloud. - Tell students they are going to put these words in the correct boxes. Give an example. - Ask students to work in four groups. Ask them to put these words in the correct boxes. - Call students to give the answers for each box. - Check the answers of each group. The group that has the most correct words is the winner. - Praise the winner. 	<i>Animals</i>	<i>Food</i>	<i>Adjectives</i>	bird	<ul style="list-style-type: none"> - Work in four groups. Put these words in the correct boxes. - Give the answers for each box. <p style="text-align: center;">Answers:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Animals</th> <th style="text-align: center;">Food</th> <th style="text-align: center;">Adjectives</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">bird</td> <td style="text-align: center;">banana</td> <td style="text-align: center;">straight</td> </tr> <tr> <td style="text-align: center;">elephant</td> <td style="text-align: center;">bread</td> <td style="text-align: center;">long</td> </tr> <tr> <td style="text-align: center;">monkey</td> <td style="text-align: center;">rice</td> <td style="text-align: center;">short</td> </tr> <tr> <td style="text-align: center;">dog</td> <td style="text-align: center;">ice cream</td> <td style="text-align: center;">curly</td> </tr> </tbody> </table>	Animals	Food	Adjectives	bird	banana	straight	elephant	bread	long	monkey	rice	short	dog	ice cream	curly
<i>Animals</i>	<i>Food</i>	<i>Adjectives</i>																																	
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monkey	rice	short																																	
dog	ice cream	curly																																	
<p>Presentation</p>	<p>*Match (Track 50)</p> <ul style="list-style-type: none"> - Ask the students to look at activity 1. Show them the example. - Explain that they will match the animal and the word, and write the correct letter in the box in pencil. - Give the students time to complete the activity. - Call on students to give the answers for the class. - Confirm the correct answers. Give comments. 	<ul style="list-style-type: none"> - Look at activity 1. Show them the example. - Follow the teacher. Match the animal and the word, and write the correct letter in the box in pencil. - Complete the activity. - Give the answers for the class. <p style="text-align: center;">Answers:</p> <p style="text-align: center;">1. e 2. d 3. f 4. c 5. b 6. a</p>																																	
<p>Practice</p>	<p>*Look at the chart and complete the sentences. (Page 50)</p> <ul style="list-style-type: none"> - Ask the students to look at activity 2. - Pretend to be Alex. Say <i>I like elephants.</i> with a smile, and point to the correct box and sentence. Say <i>I don't like cats.</i> with a frown and point to the correct box and sentence. 	<ul style="list-style-type: none"> - Look at activity 2. - Follow the teacher - Write the sentences for Ruby and Mary. - Complete the activity. 																																	

	<ul style="list-style-type: none"> - Ask the students write the sentences for Ruby and Mary. - Give the students time to complete the activity. - Ask some students to come to the board and write their answers. - Check students' answers. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Come to the board and write their answers. - Check the answers. <p>Answers: <i>Ruby:</i> I like fish. I don't like rice. <i>Mary:</i> I like dogs. I don't like lions.</p>
Production	<p>*Listen and circle the correct words. (Track 78)</p> <ul style="list-style-type: none"> - Tell the students they will hear some short descriptions. - Ask the students to say the words in activity 3. - Listen to the first sentence. The students can see that <i>curly</i> should be circled. - Play the full recording. Pause after each sentence if necessary. - Have the students circle the correct words with a pencil. - Ask students to give the answers for the class. - Confirm the correct answers. Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the teacher. - Say the words in activity 3. - Listen to the first sentence. See that <i>curly</i> should be circled. - Listen to the full recording. - Circle the correct words with a pencil. - Give the answers for the class. <p>Answers: 1. She has curly hair. 2. He has short hair. 3. She is tall. 4. He has black eyes.</p> <ul style="list-style-type: none"> - Read the three contracted and full verb forms at the beginning of the exercise. - Follow the teacher. Match the sentences with contractions to the ones with full forms. - Say the corresponding sentence on the right in chorus.
Homework	<ul style="list-style-type: none"> - Revise the words of units 4, 5, and 6. - Do the exercises in Workbook page 48. - Prepare for the next lesson (Review 2 - Part 2). 	

WEEK 16

Date of preparing: 30/11/2023

Date of teaching: 18/12-22/12/2023

Period: 58

REVIEW 2 - Part 2 (page 29)

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

1. Core competences: Review target language from units 4, 5 and 6.

2. General competences

- *Communication and collaboration:* work in pairs/groups.
- *Problem-solving and creativity:* complete tasks given.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary: review toy words, food words

2. Language:

- *Reading:* 1, 4 (animals, contracted forms isn't/ don't/ aren't)
- *Writing:* 2, 5 (like/ don't like + animals/ food + using statement + yes/no Q and A)
- *Listening:* 3 (descriptions)
- *Speaking:* 6 (descriptions and possession using she/he has)

3. Skills: Listening, Speaking, Reading and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 50; Teacher's Guide; A real bag; *Flashcards units 4, 5, 6*
- Computer, projector,

***Culture note:**

- Be kind to animals!
- Be friendly!
- Love appearance!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Mysterious bag" <i>Flashcards (carrots, bread, meat, rice, kite, teddy bear, ball, book)</i> - Prepare some flashcards of food and toys and a real bag. Ask students to say the names of food and toys.</p>	<p>- Say the names of food and toys.</p>

	<ul style="list-style-type: none"> - Put the flashcards into a bag. - Call each student to put his/her hand in the bag and pick up one flashcard. Ask them to look at the flashcard and say the name of the food or the toy. - The student names the correct one is the winner. - Praise the winner. 	<ul style="list-style-type: none"> - Put his/her hand in the bag and pick up one flashcard. Look at the flashcard and say the name of the food or the toy. - The student names the correct one is the winner.
Presentation	<p>*Lead-in: Use the pictures of food</p> <ul style="list-style-type: none"> - Point to different pictures in the book and ask the students <i>What's this?</i> - Put students in pairs and have students ask and answer what food they like. <p><i>E.g. A: Do you like bread? B: Yes, I do.</i></p> <ul style="list-style-type: none"> - Call some pairs to perform for the class. - Give feedback. <p>*Look. Write the question and the answer. (page 51)</p> <ul style="list-style-type: none"> - Ask the students to look at activity 5. - Encourage them to ask the first question and answer in pairs. - Point out the face at the end of each question. <i>Smile = like; frown = don't like.</i> - Elicit the two possible answers from the students. - The students will write the questions and answers. - Give the students time to complete the activity. - Ask students to come to the board and write their answers. - Confirm the correct answers. Give comments. 	<ul style="list-style-type: none"> - Answer the question. - Work in pairs. Ask and answer what food they like. - Perform for the class. - Look at activity 5. - Ask the first question and answer in pairs. - Look at the face at the end of each question. - Listen to the teacher. - Write the questions and answers. - Complete the activity. - Come to the board and write their answers. <p>Answers:</p> <ol style="list-style-type: none"> 2. Do you like meat? Yes, I do. 3. Do you like bread? No, I don't. 4. Do you like rice?

<p>Practice</p>	<p>*Look and talk about the boy and the girl. What about you? (Page 51)</p> <ul style="list-style-type: none"> - Point to the picture in activity 6. - Ask the students <i>Who do you see?</i> (a boy / a girl) - Ask the students to describe the boy and girl in pairs, and say what they have. - Give the students time to complete the activity. While the students are speaking, walk around listening to them. - Call some students to perform for the class. - Do not interrupt them, but make notes. You can use these to give feedback later. <ul style="list-style-type: none"> - Ask the students to think about how well they did, and fill out the box. 	<p>No, I don't.</p> <ul style="list-style-type: none"> - Look at the picture in activity 6. - Answer the questions. - Describe the boy and girl in pairs, and say what they have. - Complete the activity. - Perform for the class. <p>Answers: Students' own answers. The teacher should listen for the students using the target language of <i>she / he has...</i> and <i>she / he is....</i>. You may also hear e.g. <i>there's a ball on the chair</i> - this shows great recall!</p> <p>Self-assessment box</p> <ul style="list-style-type: none"> - Think about how well they did, and fill out the box.
<p>Production</p>	<p>*Game: "Pass the teddy bear"</p> <ul style="list-style-type: none"> - Explain how the game is played. - Give a teddy bear to one student. - Have students listen to music and pass the teddy bear. - Stop music suddenly. - Have the student with the teddy bear make a question (e.g. <i>Do you like meat?</i>) and invite any student to answer the question (<i>Yes, I do. / No, I don't.</i>). - Continue the game until the time's out. - Check students' pronunciation. Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Hold the teddy bear. - Listen to music and pass the teddy bear. - Ask the question and answer the question. - Continue playing the game.

Homework	<ul style="list-style-type: none">- Revise the words of units 4, 5, and 6- Do the exercises in Workbook page 49.- Prepare for the next lesson (Fluency time! 2 - Part 1).	

WEEK 16

Date of preparing: 30/11/2023

Date of teaching: 18/12-22/12/2023

Period: 59

FLUENCY TIME! 2

Lesson One - Everyday English (page 52)

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

1. Core competences. Learn some useful language for the dinner table.

2. General competences

- *Communication and collaboration:* work in pairs/groups to act out their dialogues.
- *Problem-solving and creativity:* make some dialogues of students' own.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary: review food words

2. Language:

- Would you like (salad)?
- Yes, please. No, thanks.

3. Skills: Listening, Speaking, Reading and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 52; Audio Tracks 79–80 ; Flashcards 55–62 ; Four bags
- Computer, projector,

***Culture note:**

- Raise students' awareness of healthy food and drink.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ Review	<p>*Game: "Inside my bag" <i>Cards (yogurt, carrots, rice, juice, milk, salad, fries)</i> - Prepare some cards. Write out some food and drink on the back,</p>	- Hold a bag with some cards.

	<p>then, put them in four bags. Give each group a bag.</p> <ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into four groups. - Have each student come to the front of the class and choose a card from the bag. Then, write out a word, <i>e.g. yogurt</i>. - Continue with other students. - The first team to finish writing with all the cards correctly wins. Praise the winner. Give feedback. - Tell students they are going to learn some useful language for the dinner table. Ask them what they usually have for dinner. Elicit the food words they know. - Call some students to answer for the class. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Work in four groups. - Come to the front of the class and choose a card from the bag. Then, write out a word. - Continue playing the game. - The first team to finish writing with all the cards correctly wins. - Learn some useful language for the dinner table. Answer what they usually have for dinner. - Answer for the class.
Presentation	<p>*Listen. Read and say. (Track 79)</p> <ul style="list-style-type: none"> - Focus on the pictures. Ask students to say where the people are (<i>at home / at the dinner table</i>) and what food items they can see. - Play the recording for students to listen and follow the dialogue in their books. - Play the recording again, pausing if necessary, for students to say the dialogue along with the recording. - Have students practice the dialogue in pairs. - Invite groups to act out the conversation for the class. - Remark on students' pronunciation. Praise students if they have done well. 	<ul style="list-style-type: none"> - Say where the people are (<i>at home / at the dinner table</i>) and what food items they can see. - Listen to the recording and follow the dialogue in their books. - Listen to the recording again. Say the dialogue along with the recording. - Practice the dialogue in groups of three. - Act out the conversation for the class.
Practice	<p>*Listen and number. (Track 80)</p> <ul style="list-style-type: none"> - Explain to the students that they are going to listen to a conversation and number pictures a-d in the correct order in pencil. - Show them the pictures and 	<ul style="list-style-type: none"> - Listen to the teacher's explanation. Listen to a conversation and number pictures a-d in the correct order in pencil.

	<p>example, checking that they understand the instructions.</p> <ul style="list-style-type: none"> - Play the recording for students to listen and write numbers next to the letter of the correct picture. - Ask students to share their answer with their partner. - Call some students to give their answers. - Confirm the correct answers. 	<p>Follow the teacher.</p> <p>Listen to the recording and write numbers next to the letter of the correct picture.</p> <p>Share their answer with their partner.</p> <p>Give their answers.</p> <p>Answers: 1. a 2. b 3. d 4. c</p>
Production	<p>*Look at the food words. Ask and answer. (page 52)</p> <ul style="list-style-type: none"> - Ask students to work in pairs to make some dialogues of their own. - Ask two students to read out the example dialogue. - In pairs, students read the example dialogue, then choose food words from the box to ask and answer. - Extend this activity by asking students to think of their own food words to ask and answer about. - Monitor students' performance. Ask some pairs to act out their dialogues. - Check students' pronunciation. Praise them. 	<ul style="list-style-type: none"> - Work in pairs to make some dialogues of their own. - Read out the example dialogue. - Work in pairs, read the example dialogue, then choose food words from the box to ask and answer. - Think of their own food words to ask and answer about. - Act out their dialogues.
Homework	<ul style="list-style-type: none"> - Practicing asking and answering the questions about food. - Prepare for the next lesson (Fluency time! 2 - Lesson 2). 	

WEEK 16

Date of preparing: 30/11/2023

Date of teaching: 18/12-22/12/2023

Period: 60

FLUENCY TIME! 2

Lesson Two - CLIL: Science (page 53)

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

1. Core competences: Learn some useful content and language about animals.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about thing's colors.
- *Problem-solving and creativity:* find out new colors.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* insect, feather, wing
- *Extra vocabulary:* bee, bird, body, legs

2. Skills: Listening, Speaking, Reading and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 53; Audio tracks 81-82; Teacher's Guide
- Flashcards 71-73
- Computer, projector,

***Culture note: Animals**

- Raise students' awareness of loving animals.
- Be kind to animals!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ Review	<p>*Game: "Rock, paper, scissors"</p> <ul style="list-style-type: none"> - Explain how the game is played. - Put students into pairs. Have each pair prepare a pencil and a paper. - Encourage the students to play <i>rock, paper, scissors</i>. The loser names an animal they know and write the words on the paper. 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in pairs. Prepare a pencil and a paper. - Play <i>rock, paper, scissors</i>. The loser names an animal they know and write the words on the paper.

	<ul style="list-style-type: none"> - Call some pairs to perform for the class. - Monitor and help students. 	<ul style="list-style-type: none"> - Perform for the class. - Look at the flashcard.
Presentation	<p>*Lead-in: Use Flashcards 71-73 to present the vocabulary.</p> <ul style="list-style-type: none"> - Introduce the new vocabulary using the flashcards. Hold them up and say the words for students to repeat. - Shuffle the flashcards and hold them up in a different order for students to say the words in chorus. <p>*Listen and point. Repeat. (Track 81)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. Ask students to listen and point to the correct words. - Have students repeat each word after they hear it. - Put students in pairs. One student point to the picture, other students say the words. - Call some pairs to perform in front of the class. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Look at the flashcards and repeat the words. - Look at the flashcards. Say the words in chorus. - Look at the pictures and repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it. - Work in pairs. One student point to the picture, other students say the words. - Perform in front of the class.
Practice	<p>*Listen and read. (Track 82)</p> <ul style="list-style-type: none"> - Play the recording for students to follow in their books. - Play the recording again. Ask comprehension questions, e.g. <i>Is the bee an insect? Does the bird have feathers?</i> - Ask students to point to the bee, and the bird. Ask them to point to the insect, feathers, and wings. - Ask volunteers to read the text for the class. - Ask students to check their friend's pronunciation. Praise students. 	<ul style="list-style-type: none"> - Listen to the recording to follow in their books. - Listen to the recording again. Answer the questions. - Point to the bee, and the bird. Point to the insect, feathers, and wings. - Read the text for the class. - Check their friend's pronunciation.

<p>Production</p>	<p>*Read again and write the numbers. (page 53)</p> <ul style="list-style-type: none"> - Put students into pairs. Explain they are going to work together to record information from the text. Explain they are going to write the answers in their notebooks. - Copy the table on the board by writing the name of each animal on the board and the words <i>legs</i> and <i>wings</i> in two rows under each of the animal names. Ask students to copy this into their notebooks. - Read and complete the first item together and check understanding. Tell students to write the answer in their notebooks. Tell students to continue the exercise, looking back at the text and writing the number of legs and wings for each animal in their notebooks. - Check answers with the class. Call some students to give their answers. - Praise students if they have done well. <p>*Make information cards for your favorite insect and bird. (page 53)</p> <ul style="list-style-type: none"> - Write the words <i>insect</i> and <i>bird</i> on the board. - Elicit which insects are students' favorites. If students don't know the English words, provide them. Write the words on the board. If possible, draw a simple picture next to the word to reinforce meaning. Repeat with the birds. - Ask students to look at the information cards for bee and bird. Elicit the information on the cards (legs, wings). 	<ul style="list-style-type: none"> - Work in pairs. Follow the teacher. Write the answers in their notebooks. - Look at the board. Copy into their notebooks. - Write the answer in their notebooks. Continue the exercise, looking back at the text and writing the number of legs and wings for each animal in their notebooks. - Check answers with the teacher. give their answers. <p>Answers: Bee: legs - 6, wings - 2 Bird: legs - 2, wings - 2</p> <ul style="list-style-type: none"> - Look at the words <i>insect</i> and <i>bird</i> on the board. - Say the favorite insects. Follow the teacher. - Look at the information cards for bee and bird. - Make two information cards, one for their favorite insect and the
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	<ul style="list-style-type: none"> - Tell students to make two information cards, one for their favorite insect and the other for their favorite bird. Have them draw the insect or bird at the top and then write <i>legs</i> and <i>wings</i> below it, following the models in their books. - If some students share the favorite insect, put them in groups to complete the cards. Repeat with favorite bird. - Ask some students to present their cards for the class. - Praise students if they have done well. 	<p>other for their favorite bird. Draw the insect or bird at the top and then write <i>legs</i> and <i>wings</i> below it, following the models in their books.</p> <ul style="list-style-type: none"> - If some students share the favorite insect, put them in groups to complete the cards. Repeat with favorite bird. - Present their cards for the class.
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 48, 49. 	

Kiểm tra ngày 02/12/2023
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 17

Date of preparing: 30/11/2023

Date of teaching: 25/12-29/12/2023

Period: 61

REVIEW

LISTENING SKILL AND SPEAKING SKILL (part 1)

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

- Do exercises in listening skill.
- Can be use vocabularies in Unit 1 – 3 to communicate.

II. LANGUAGE FOCUS AND SKILLS

1.Vocabulary:

- Can listening about the words from unit 1 – unit 3.
- Can say about the words from unit 1 – unit 3.

2. Language:

- Listen about the sentences or words.
- Can use some form to communicate to their friends.

3. Skills: Listening, Speaking.

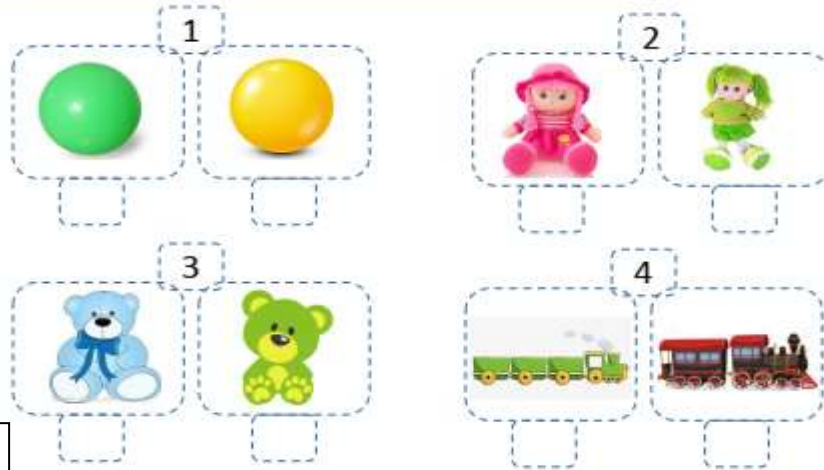
III. RESOURCES AND MATERIALS

- Student book; Flashcards .
- Computer, projector,

IV. TEST LISTENING SKILL:

(Unit1)Exercise

12. Listen then tick (✓) the correct picture.



(Unit 1) Exercise 2:

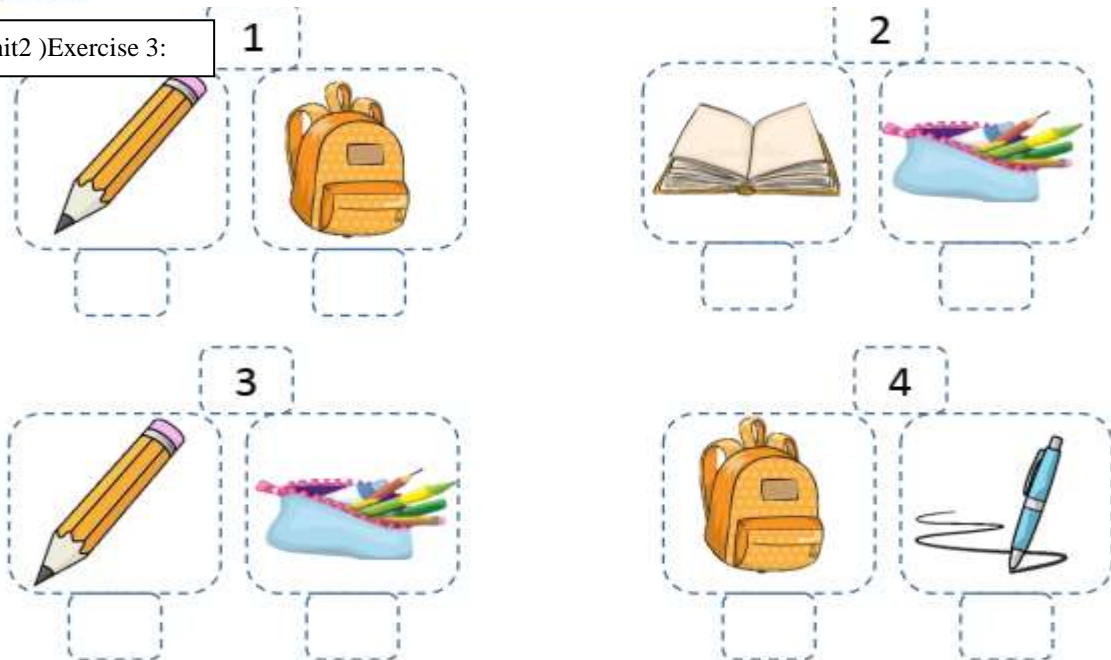
13. Listen and write the number.



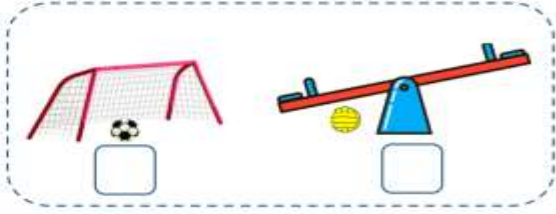
(unit 3) Exercise 4:

1

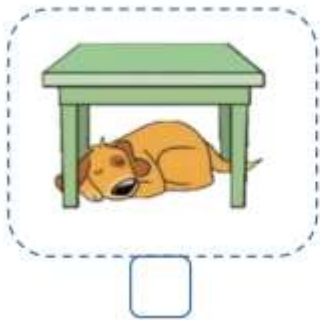
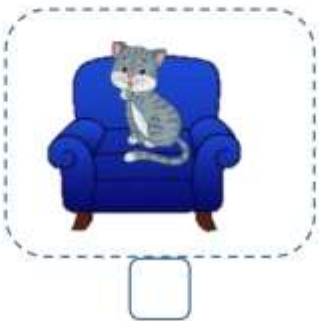
(unit2) Exercise 3:



7. Listen then tick (✓) the correct picture.



(unit 3)Exercise 5: Match and number.



WEEK 17

Date of preparing: 30/11/2023

Date of teaching: 25/12-29/12/2023

Period: 62

REVIEW

LISTENING SKILL AND SPEAKING SKILL (part 2)

II. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

- Do exercises in listening skill.
- Can be use vocabularies in Unit 4 – 6 to communicate.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

- Can listening about the words from unit 4 – unit 6.
- Can say about the words from unit 4 – unit 6.

2. Language:

- Listen about the sentences or words.
- Can use some form to communicate to their friends.

3. Skills: Listening, Speaking.

III. RESOURCES AND MATERIALS

- Student book; Flashcards .
- Computer, projector,

IV. TEST SPEAKING SKILL:



1. Where is that?.....
2. What did you see at the zoo?.....
3. What animals did you like?.....
4. What animals you don't like?.....

V. TEST LISTENING SKILL:

(Unit 4)Exercise 1:

10. Listen and write: like/ don't like.



Imonkeys.



Igiraffes.



Ielephants.



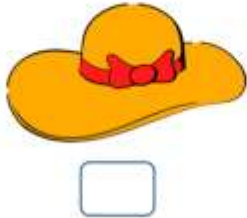
Ibirds.



Idogs.

(unit 4)Exercise 2:

11. Listen and write number.



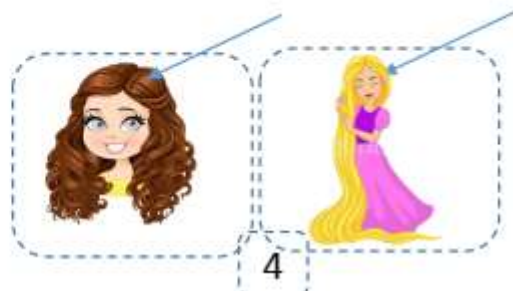
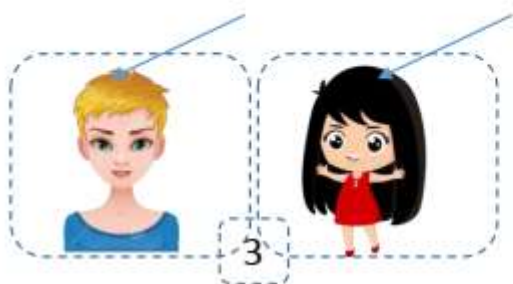
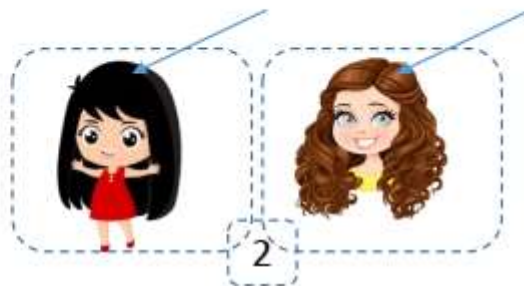
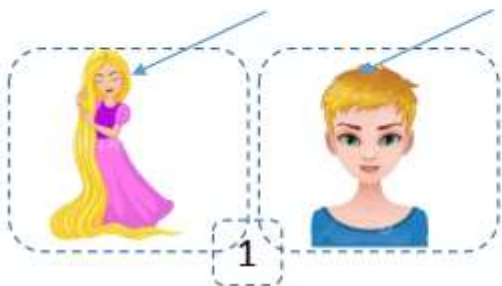
(Unit 5) Exercise 3:

8. Listen and draw face.



(unit 6)Exercise 4:

7. Listen and choose the correct picture.



WEEK 17

Date of preparing: 30/11/2023

Date of teaching: 25/12-29/12/2023

Period: 63

REVIEW

READING SKILL AND WRITING SKILL (part 1)

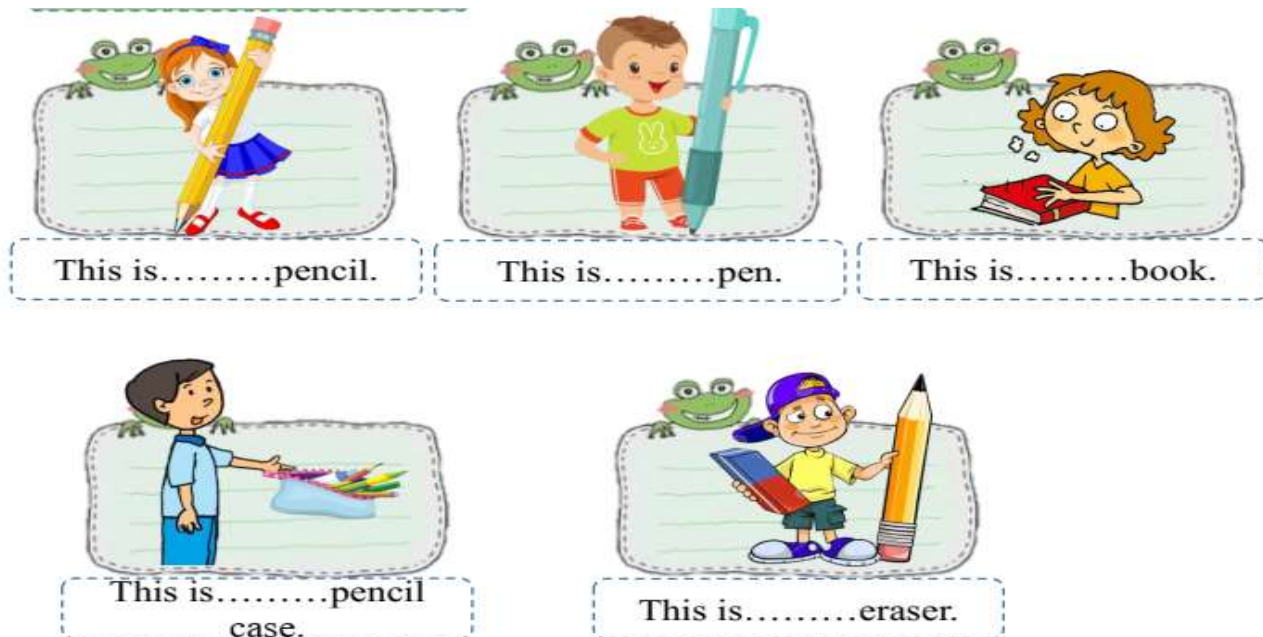
- Give the test about reading and writing skill for Ss do.

Test

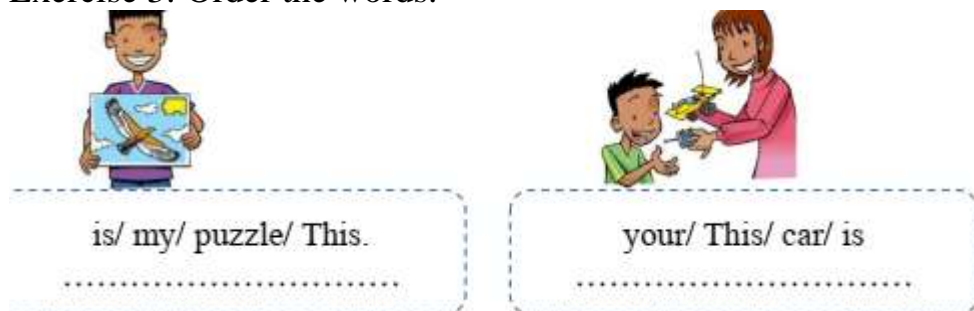
Exercise 1: Write *my* or *your*



Exercise 2: Write *his* or *her*



Exercise 3: Order the words.





is/ It/ a window.



It/ bag./ a/ is



pencil case./ It/ a/
is

Exercise 4: Write “in, on, under”



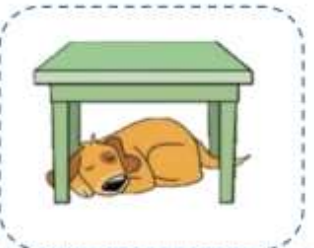
The pen is.....the
armchair.



The cat is..... the
armchair.



The dog is.....the
house.



The dog is.....the
table.



The tiger is.....the
tree.



The mouse is.....the
box.

Exercise 5: Read and tick the correct answers:

a. What is.....name? My name is Lisa.

your his her

b. Iten years old.

is are am

c. Is it a book? Yes, it.....

is are am

d. this..... My ball.

is are am

WEEK 17

Date of preparing: 30/11/2023

Date of teaching: 25/12-29/12/2023

Period: 64

REVIEW

READING SKILL AND WRITING SKILL (part 2)

A.WRITE:

name you I'm Goodbye Hello Tim

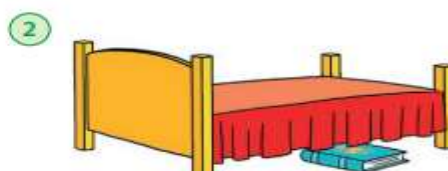


B.MAKE THE SENTENCES:



1. _____ 2. _____ 3. _____ 4. _____

C.MAKE THE SENTENCES.



1. _____ 2. _____

D. LOOK AND WRITE ABOUT HER SCHOOL THINGS.

- ① _____
- ② _____
- ③ _____
- ④ _____



Total: _____ / 22

E. READ AND WRITE ABOUT YOURSELF



Hello! I'm Rosy.
 What's your name?
 How old are you?
 What's your favorite toy?
 What's your favorite color?
 Tell me about you.

- ① _____
- ② _____
- ③ _____
- ④ _____

Tot

F. WRITE THE WORDS WITH CORRECT ORDERS.

- 1 This bike. is my
- 2 doll. your This is
- 3 my This kite. is
- 4 your is This train.
- 5 ball. is my This
- 6 This your bag. is
- 7 eraser. his That is
- 8 That bag. his is
- 9 is pencil. That her
- 10 pen. her is That
- is That book. his

This is my bike.

That is his eraser.

Duyệt ngày 07/12/2023
PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/12/2023
Tổ trưởng



Huỳnh Thị Yến Trang