

WEEK 9

Date of preparing: 27/10/2023

Date of teaching: 30/10-03/11/2023

Period: 33

REVIEW 1 - Part 1 (page 28)**I. DESIRED OBJECTIVES.** By the end of the lesson, students will be able to:**1. Core competences**

- Review target language from units Starter, 1, 2, and 3.

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**

- *Vocabulary*: review colors, toys and classroom items, numbers, prepositions

2. Language:

- Listening: 1, 4 (colors, toys and classroom items, Yes, it is. / No, it isn't.)
- Writing: 2 (numbers and number words)
- Reading: 3 (toys and classroom items, prepositions, Yes, it is. / No, it isn't.)
- Speaking: 5 (family members)

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

- Student book - page 28
- Audio tracks 42
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards from unit starter, 1, 2, 3
- Computer, projector,

***Culture note: Colors, toys, numbers, classroom items**

- Show their knowledge about colors, toys, numbers, classroom items.
- Share their things.

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
<p>Warm-up/ review</p>	<p>*Game: "Bingo"</p> <ul style="list-style-type: none"> - Introduce the game. - Write the following words on the board: <i>car, ball, teddy bear, kite, book, pink, orange, blue, yellow, seven, five, nine, eight, on, in, under.</i> - Have students make a 4 x 4 grid on a piece of paper. - Demonstrate how to fill in the grid with the words and write them in random order. - Call out the words from the board in any order. Keep a record of the words as you say them, so that you don't say the same word twice. Have students cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Praise the winner. - Ask students read all the words aloud. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Make a 4 x 4 grid on a piece of paper. - Fill in the grid with the words and write them in random order. - Listen to the words. Cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Read all words aloud.
<p>Presentation</p>	<p>*Lead-in: Use different items in the class.</p> <ul style="list-style-type: none"> - Point to different items in the class and ask the students <i>What color is it?</i> - Ask students <i>What's my favorite color?</i> Encourage students to guess your favorite color. - Put students in pairs and ask students to talk about their favorite colors. 	<ul style="list-style-type: none"> - Look at different items in the class. Answer the question <i>What color is it?</i> - Guess the teacher's favorite color. - Work in pairs. Talk about their favorite colors.

	<p>*Listen and check the box. (Track 42)</p> <ul style="list-style-type: none"> - Tell the students to look at the activity. - Play the first part of the recording and elicit that the students should check the box for pink car. - Play the rest of the recording, pausing for students to check the correct box in pencil. - Ask students the color of each toy. - Confirm the correct answers. Give comments. 	<ul style="list-style-type: none"> - Look at the activity. - Listen to the first part of the recording. Check the box for pink car. - Listen to the rest of the recording, check the correct box in pencil. - Answer the color of each toy. <p style="text-align: center;">Answers:</p> <p>1. pink 2. orange 3. blue 4. yellow</p>
Practice	<p>*Write the number or word. (Page 28)</p> <ul style="list-style-type: none"> - Begin counting to ten, and encourage the class to join in. - Ask students to look at the activity in their books. Show them the example, and explain that the answer is a word (not a number). - Then ask the class to complete the activity, writing either a word or a number in their notebooks. - Elicit the answers from the class. - Ask 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"> - Count to ten. - Look at the activity in their books. Follow the teacher. - Complete the activity, write either a word or a number in their notebooks. - Give the answers. - Come to the board and write their answers. - Check the answers. <p style="text-align: center;">Answers:</p> <p>2. 3 3. two 4. 5 5. nine 6. 8</p>
Production	<p>*Look, read, and write. (page 28)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit the objects. - Tell students to look at the 	<ul style="list-style-type: none"> - Look at the pictures. Say the names of the objects. - Look at the box. Say the prepositions, <i>in</i>, <i>on</i>, and

	<p>box. Point to the prepositions, <i>in</i>, <i>on</i>, and <i>under</i> for students to say them.</p> <ul style="list-style-type: none"> - Ask the students to look at the sentences in their books. Elicit the example sentences. - Tell students to complete the sentences in their notebooks. - Check the answers by having students say the sentences in chorus. - Ask individual students to read the sentences aloud. 	<p><i>under</i>.</p> <ul style="list-style-type: none"> - Look at the sentences in their books. - Complete the sentences in their notebooks. - Say the sentences in chorus. ○ Read the sentences aloud. <p>Answers: 2. in 3. on 4. under</p>
Homework	<ul style="list-style-type: none"> - Revise the words of units Starter, 1, 2, and 3. - Do the exercises in Workbook page 28. - Prepare for the next lesson (Review 1 - Part 2). 	

WEEK 9

Date of preparing: 27/10/2023

Date of teaching: 30/10-03/11/2023

Period: 34

REVIEW 1 - 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 Unit Starter, 1, 2, and 3.

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**

- *Vocabulary*: review colors, toys and classroom items, numbers, prepositions

2. Language:

- Listening: 1, 4 (colors, toys and classroom items, Yes, it is. / No, it isn't.)
- Writing: 2 (numbers and number words)
- Reading: 3 (toys and classroom items, prepositions, Yes, it is. / No, it isn't.)
- Speaking: 5 (family members)

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

- Student book - page 29
- Audio tracks 43
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards from unit starter, 1, 2, 3
- Computer, projector,

***Culture note: Colors, toys, numbers, classroom items**

- Show their knowledge about colors, toys, numbers, classroom items.
- Share their things.

IV. LEARNING EXPERIENCES.

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ Review	*Game: "Kim's game" <i>Flashcards (car, dog, ball, eraser, book, door, doll)</i>	

	<ul style="list-style-type: none"> - Explain how the game is played. Check comprehension. - Display both sets of cards face up on the board. Give students two minutes to memorize their set. - Divide the class into two groups. Do not allow students to write anything down. - Show the set of cards for 30 seconds. Then cover them again. In their groups, the students try to write down the name of as many words as they can remember. - Have the groups swap their answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points wins the game. Praise the winner. - Ask students to read all words aloud. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Look at the sets of cards face up on the board. Memorize them. - Work in groups. Do not write anything down. - Look at the set of cards for 30 seconds. Try to write down the name of as many words as they can remember. - Swap their answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points wins the game. Praise the winner. - Read all words aloud.
Presentation	<p>*Lead-in: Use pictures in activity 4</p> <ul style="list-style-type: none"> - Point to different items in the book and ask the students <i>What's this?</i> - Use some real items. Encourage students to guess what they are. - Put students in pairs and ask students to talk about their favorite toys. <p>*Listen and check (✓) the box. (Track 43)</p> <ul style="list-style-type: none"> - Ask students to look at activity 4. Draw their attention to the pictures, and elicit the words. - Play the first part of the recording and elicit the answer from the class. Show students the example answer. - Play the rest of the recording, pausing after each question. - Ask students to give their 	<ul style="list-style-type: none"> - Look at different items in the book. Answer the question <i>What's this?</i> - Look at some real items. Guess what they are. - Work in pairs. Talk about their favorite toys. - Look at the activity 4. Say the words. - Listen to the first part of the recording. Look at the example answer. - Listen to the rest of the recording, check the correct box in pencil. - Give their answer for each picture. <p>Answers:</p>

	<p>answer for each picture.</p> <ul style="list-style-type: none"> - Confirm the correct answers. Give comments. - 	<ol style="list-style-type: none"> 2. Yes, it is. 3. Yes, it is. 4. No, it isn't. 5. No, it isn't. 6. No, it isn't. 			
Practice	<p>*Look and say. Who is in the picture? (Page 29)</p> <ul style="list-style-type: none"> - Ask students to look at the picture. Point to the different family members and ask, <i>Who's this?</i> for the different people. - Tell students to draw a picture of their own family in the box. Give students two minutes. - Put students in pairs to take turns talking about their pictures. Encourage students to say <i>This is my (mom)</i>. - While they are speaking, walk around listening to the students. - Do not interrupt them, but make notes. Use these to give feedback later. <p>Answers: Students' own answers. The teacher should listen for family members, <i>this is my...</i>, and the question, <i>Who's this?</i></p> <p>Self assessment box</p> <ul style="list-style-type: none"> - Ask the students to think about how well they did, and fill out the box 	<ul style="list-style-type: none"> - Look at the picture. Answer the questions. - Draw a picture of their own family in the box. - Work in pairs to take turns talking about their pictures. Say <i>This is my (mom)</i>. - Think about how well they did, and fill out the box. 			
Production	<p>*Revision: Put the words in the correct boxes.</p> <p><i>doll mom book pencil kite train sister uncle ball eraser brother bag pen teddy bear dad</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;"><i>Toys</i></td> <td style="padding: 5px;"><i>School things</i></td> <td style="padding: 5px;"><i>Family</i></td> </tr> </table>	<i>Toys</i>	<i>School things</i>	<i>Family</i>	<ul style="list-style-type: none"> - Look at the words and the boxes. Read them aloud. - Listen to the teacher. - Work in four groups. Put these words in the correct boxes. - Give the answers for each box.
<i>Toys</i>	<i>School things</i>	<i>Family</i>			

	<table border="1"> <tr> <td>doll</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>...</td> <td>.....</td> <td>.....</td> </tr> <tr> <td>.....</td> <td>.....</td> <td>.....</td> </tr> </table>	doll	<p>Answers:</p> <table border="1"> <thead> <tr> <th><i>Toys</i></th> <th><i>School things</i></th> <th><i>Family</i></th> </tr> </thead> <tbody> <tr> <td>doll</td> <td>book</td> <td>mom</td> </tr> <tr> <td>kite</td> <td>pencil</td> <td>sister</td> </tr> <tr> <td>train</td> <td>eraser</td> <td>uncle</td> </tr> <tr> <td>ball</td> <td>bag</td> <td>broth</td> </tr> <tr> <td>teddy</td> <td>pen</td> <td>er</td> </tr> <tr> <td>bear</td> <td></td> <td>dad</td> </tr> </tbody> </table>	<i>Toys</i>	<i>School things</i>	<i>Family</i>	doll	book	mom	kite	pencil	sister	train	eraser	uncle	ball	bag	broth	teddy	pen	er	bear		dad
doll																																	
.....																																	
...																																	
.....																																	
<i>Toys</i>	<i>School things</i>	<i>Family</i>																																	
doll	book	mom																																	
kite	pencil	sister																																	
train	eraser	uncle																																	
ball	bag	broth																																	
teddy	pen	er																																	
bear		dad																																	
<p>Homework</p>	<ul style="list-style-type: none"> - Revise the words of units Starter, 1, 2, and 3. - Do the exercises in Workbook page 29. - Prepare for the next lesson (Fluency time! 1 - Part 1). 																																		

WEEK 9

Date of preparing: 27/10/2023

Date of teaching: 30/10-03/11/2023

Period: 35

FLUENCY TIME! 1**Lesson One - Everyday English (page 30)****I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:**1. Core competences**

- Learn how to make introduction.

2. General competences

- *Communication and collaboration:* work in pairs/groups to make introduction.
- *Problem-solving and creativity:* introduce friends.

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. Language:** This is (Kate). Nice to meet you. Nice to meet you, too.**2. Skills:** Listening, Speaking, Reading and Writing.**III. RESOURCES AND MATERIALS**

- Student book - page 30
- Audio tracks 44-45
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector,

***Culture note:**

- Raise students' awareness of greeting politely.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	*Greetings - Elicit what students remember about greeting others. Put students in a circle to greet	- Greet others. Make a circle to greet each other.

	<p>each other.</p> <ul style="list-style-type: none"> - Tell students they are going to learn how to make introductions. Ask if they know how to introduce themselves. Invite individual students to introduce themselves, 	<ul style="list-style-type: none"> - Follow the teacher. Introduce about themselves. <i>Hello / Hi! My name's / I'm (name).</i>
Presentation	<p>*Listen. Read and say. (Track 44)</p> <ul style="list-style-type: none"> - Focus on the pictures. Ask students to say where the people are (outside a school) and who they think the girl is talking to (<i>her dad and her teacher</i>). - 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. Check students' pronunciation. - Let students practice the dialogue in groups of three. - 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"> - Look at the pictures. Answer the questions. - Listen to the recording and follow the dialogue in their books. - Listen to the recording. 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 write. (Track 45)</p> <ul style="list-style-type: none"> - Tell students to get their notebooks and write numbers 1-3. - Explain that they are going to listen to a dialogue. They need to complete sentences 1-3 with the correct words from the box. - Read the words in the box out loud for students to repeat. Show them the pictures and example, checking that they understand the instructions. - Play the recording for students to listen to, and write the 	<ul style="list-style-type: none"> - Get their notebooks and write numbers 1-3. - Follow the teacher. - Repeat the words. Look at the example. - Listen to the recording and write the missing words next to the numbers in their notebooks.

	<p>missing words next to the numbers in their notebooks.</p> <ul style="list-style-type: none"> - Ask students what each of the people is saying. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Answer what each of the people is saying. <p>Answers:</p> <ol style="list-style-type: none"> 1. Her, name 2. Nice, meet 3. too
Production	<p>*Look at the people. Point and say. (page 30)</p> <ul style="list-style-type: none"> - Ask students to work in pairs to make some introductions of their own. - Ask two students to read out the example dialogue. - Put the students in pairs, ask students to read the example dialogue, then point to the people in the box and introduce them to their partner. - Ask some pairs to act out their dialogues. - Check students' pronunciation. 	<ul style="list-style-type: none"> - Work in pairs to make some introductions of their own. - Read out the example dialogue. - Work in pairs, read the example dialogue, then point to the people in the box and introduce them to their partner. - Act out their dialogues.
Homework	<ul style="list-style-type: none"> - Learn how to make introductions. - Prepare for the next lesson (Fluency time! 1 - Lesson 2). 	

WEEK 9

Date of preparing: 27/10/2023

Date of teaching: 30/10-03/11/2023

Period: 36

FLUENCY TIME! 1**Lesson Two - CLIL: Art (page 31)****I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:**1. Core competences**

- Learn some useful content and language about art.

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:* paint, light blue, dark blue, black, white
- *Extra vocabulary:* mix, yellow, green, red, orange

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

- Student book - page 31
- Audio tracks 46-47
- Teacher's Guide
- Website *sachso.edu.vn*
- Color flashcards
- One piece of paper per student, color pencils, pots of finger paints (optional)
- Computer, projector,

***Culture note: Art**

- Raise students' awareness of mixing colors.

- Be clean!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Musical dictation"</p> <ul style="list-style-type: none"> - Introduce the game. - Divide the class into four groups. - Have each groups take out a pencil and a piece of paper. - Play music and have groups pass their pencils from one student to the next within the group. - When the music stops, the teacher picks up one flashcard. <i>E.g. blue</i> - The student who has just received the pencil write down on their paper the word. - Give the first group to write the word correctly one point. - The team that gets the most points wins. - Praise the winner. Give feedback. 	<ul style="list-style-type: none"> - Listen to the teacher. <p><i>Flashcards (red, yellow, pink, green, orange, brown, black, blue)</i></p> <ul style="list-style-type: none"> - Work in four groups. - Take out a pencil and a piece of paper. - Listen to music. Pass their pencils from one student to the next within the group. - Look at the flashcard. - Write down on their paper the word. - The first group to write the word correctly one point.
Presentation	<p>*Lead-in: Use Flashcards 40–44 to present the vocabulary.</p> <ul style="list-style-type: none"> - Hold up the flashcards and say the words for students to repeat. - Shuffle all the flashcards. Then, hold them up in a different order for students to say the words chorally. <p>*Listen and point. Repeat. (Track 46)</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. 	<ul style="list-style-type: none"> - Look at the flashcards and repeat the words. - Look at the flashcards. Say the words chorally. - 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.

	<ul style="list-style-type: none"> - Call some pairs to perform in front of the class. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Perform in front of the class.
Practice	<p>*Listen and read. (Track 47)</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>What colors make green? What colors make light blue?</i> - Ask students to point to the green, yellow, blue, red, and orange paint in the picture. - Give time for students to read the text. Call some students 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 green, yellow, blue, red, and orange paint in the picture. - Read the text for the class. - Check their friend's pronunciation.
Production	<p>*Read again and complete. (page 31)</p> <ul style="list-style-type: none"> - Ask students to get their notebooks and write numbers 1-4. - Put students into pairs. Explain they are going to work together to complete the problems with information from the text. Explain they are going to write the answers in their notebooks. - Read the colors in the box. Complete the first item together and check understanding. Tell students to write the answer in their notebooks. - Monitor the activity, helping students as necessary. - Check answers with the class. - Praise students if they have done well. <p>*What things are light blue and dark blue? Draw and color a picture of these things.</p> <ul style="list-style-type: none"> - Explain that we want to find 	<ul style="list-style-type: none"> - Get their notebooks and write numbers 1-4. - Work in pairs. Follow the teacher. - Look at the first item. Write the answer in their notebooks. - Check answers. <p>Listen to the teacher.</p>

	<p>things that are light blue and dark blue.</p> <ul style="list-style-type: none"> - Put students in groups to look around the room or brainstorm some ideas. - Discuss students' ideas as a class. Give each student a piece of paper and a light and a dark blue pencil. Ask them to draw their ideas. - Call on volunteers to share their pictures with the class. - Give comments and praise students. 	<ul style="list-style-type: none"> - Work in groups. Look around the room or brainstorm some ideas. - Say their answers. - Hold a piece of paper and a light and a dark blue pencil. Draw their ideas. - Share their pictures with the class.
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 28, 29. - Prepare for the next lesson (Unit 4 - Lesson 1/Part 1). 	

Kiểm tra ngày 28 tháng 10 năm 2023

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 10

Date of preparing: 27/10/2023

Date of teaching: 06/11-10/11/2023

Period: 37

UNIT 4: I LIKE MONKEYS!

Lesson One - Words / Part 1 (page 32)

I. DESIRED OBJECTIVES

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

1. Core competences

- Identify zoo animals.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about animals.
- *Problem-solving and creativity*: guess what animals 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*: elephant, giraffe, monkey, big, tall, little
- *Extra vocabulary*: zoo, funny, over there

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 32
- Audio tracks 37, 48-50
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 45-50
- 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>*Let's Sing: Tell students they are going to sing <i>My family</i> song.</p> <ul style="list-style-type: none"> - Play the recording for students to sing in chorus. - Ask students to sing with music and clap their hands. - Invite two groups perform in the front of the class. - Check students' answer. Praise them. 	<ul style="list-style-type: none"> - Listen to the teacher. - Listen to the recording to sing in chorus. <p><i>Sing the song "My family" from Unit 3 (Track 37)</i></p> <ul style="list-style-type: none"> - Sing with music and clap their hands. - Perform in the front of the class.
Presentation	<p>*Lead-in: Use Flashcards 45–50 to present the animals words.</p> <ul style="list-style-type: none"> - Use the flashcards to present the zoo animals. Hold them up and say the words for students to repeat. - Present the adjectives with the flashcards in the same way. - Shuffle all the flashcards and hold them up in a different order for students to say the words in chorus. <p>*Listen and point. Repeat. (Track 48)</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. - 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 flashcard. Listen to the word. Repeat it. - Look at the adjectives. Listen to the word. Repeat it. - Look at each flashcard again. Say the words in chorus. <p><i>Elephant monkey giraffe</i> <i>Big tall little</i></p> <ul style="list-style-type: none"> - Look at the pictures. Repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it. - Read the words aloud.
Practice	<p>*Listen and chant. (Track 49)</p> <ul style="list-style-type: none"> - Play the recording for students to listen once through. 	<ul style="list-style-type: none"> - Listen to the chant once through.

	<ul style="list-style-type: none"> - Play the chant a second time for students to say the words. - Have students put the flashcards of family members on their tables. They point to the things when they hear them. - Repeat (more than once if necessary). - Call two groups to the front of the class to chant. 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 a second time to say the words. - Put the flashcards of family members on their tables. - Repeat (more than once if necessary). - Come to the front of the class to chant. The rest of the class claps along to the rhythm of the chant.
Production	<p>*Game: “Pass the cards”</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 groups a card and say “Go.” - Ask these students to say the corresponding words and pass the cards over their heads to the ones behind them. - Have groups 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 groups to name their card correctly one point. - The group that gets the most points wins. - Praise the winner. 	<ul style="list-style-type: none"> - Work in four groups. - Stand in a line. - Hold the card. <p><i>Picture cards (elephant, giraffe, monkey, big, tall, little)</i></p> <ul style="list-style-type: none"> - Say the corresponding words and pass the cards over their heads to the ones behind them. - 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.
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 30. - Prepare for the next lesson (Unit 4 - Lesson 1/Part 2). 	

WEEK 10

Date of preparing: 27/10/2023

Date of teaching: 06/11-10/11/2023

Period: 38

UNIT 4: I LIKE MONKEYS!**Lesson One - Words / Part 2 (page 32)****I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:**1. Core competences**

- Identify zoo animals.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about animals.
- *Problem-solving and creativity:* guess what animals 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:* elephant, giraffe, monkey, big, tall, little
- *Extra vocabulary:* zoo, funny, over there

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

- Student book - page 32
- Audio tracks 37, 48-50
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 45-50
- 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: “Read my lips”</p> <ul style="list-style-type: none"> - Explain how the game is played. - Divide the class into groups. - Model the activity first. <i>E.g. monkey.</i> - Says a word silently. - Have the students try to guess what the teacher said. Ask them to read the word aloud. Give the first groups one point if it’s a correct guess. - Ask students to check their friend’s pronunciation. - The group that gets the most points wins. - Praise the winner. Give feedback. 	<ul style="list-style-type: none"> - Listen to the teacher. - Work in groups. - Follow the teacher. - Look at the teacher’s mouth. - Try to guess what the teacher said. Read the word aloud. Get one point if it’s a correct guess. <p><i>Monkey elephant giraffe</i></p> <ul style="list-style-type: none"> - Check their friend’s pronunciation. - The group that gets the most points wins.
Presentation	<p>*Listen and point. Repeat. (Track 48)</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. - Ask students to repeat each word after they hear it. - Let students work in pairs. One student point to the picture, another one says the word. - Call some students to read all the words aloud. - 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. - Work in pairs. One student point to the picture, another one says the word. - Read all the words aloud.
Practice	<p>*Listen and read. (Track 50)</p> <ul style="list-style-type: none"> - Ask some questions about the story, <i>e.g. Who can you see? Where are they?</i> - Talk about each frame with the class. Ask students to name the animals in frames 1, 2, and 4. Ask <i>What’s happening?</i> Encourage predictions from different members of the class. - Ask students to look at the story while you play the recording for 	<ul style="list-style-type: none"> - Answer the questions. - Follow the teacher. Name the animals in frames 1, 2, and 4. - Listen to the recording and look at the story.

	<p>students to listen. Point to each speech bubble as you hear the text.</p> <ul style="list-style-type: none"> - Ask comprehension questions, e.g. Ask students to open their books. Tell them to listen and follow the words in the story as you play the recording again. - 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. 	<ul style="list-style-type: none"> - Answer the questions. <i>Where are Rosy and her family?</i> <i>Does Billy like elephants?</i> <i>Does Billy like giraffes?</i> <i>Does Billy like monkeys?</i> <i>Why? / Why not?</i> - Open their books. Listen to the recording and follow the words in the story. - Find and point to the words from exercise 1 that appear in the story. - Practice the conversation in pairs. - Perform the conversation in front of the class. - Give their feedback on their friends' presentation
Production	<p>*Game: "Who's faster?" <i>Pictures (elephant, giraffe, monkey, big, tall, little)</i></p> <ul style="list-style-type: none"> - Prepare sets of pictures on the board. - Ask students to work in groups. - Show a picture on the board and ring the bell. - Ask students to raise their hands as fast as they can to speak up the picture's name. - The student with the correct answer will get scores for their team. - Remark students' pronunciation. Praise the winner. 	<ul style="list-style-type: none"> - Look at sets of pictures on the board. - Work in groups. - Look at the pictures. - Raise their hands as fast as they can to speak up the picture's name. - The student with the correct answer will get scores for their team.
Homework	<ul style="list-style-type: none"> - Revise the words by heart. - Do the exercises in Workbook page 30. - Prepare for the next lesson (Unit 4 - Lesson 2). 	

WEEK 10

Date of preparing: 27/10/2023

Date of teaching: 06/11-10/11/2023

Period: 39

UNIT 4: I LIKE MONKEYS!

Lesson 2 - Grammar (page 33)

I. DESIRED OBJECTIVES

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

1. Core competences

- Make sentences with *like* and *don't like*.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about animals.
- *Problem-solving and creativity*: guess what animals 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 animal words
- *Extra vocabulary*: lion

2. Patterns:

- I like lions. I don't like elephants. They're big. I'm little.

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 33
- Audio tracks 50-51
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 45-50
- 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: "Running dictation" <i>Pictures (elephant, giraffe, monkey, big, tall, little)</i></p> <ul style="list-style-type: none"> - Introduce the game. - Stick some pictures around the class. - Divide the class into groups of five. - Ask four students run and find the pictures around them, then turn back to their group and tell what they have seen. <i>E.g. tall</i> - The other student writes down the words. - The winner is the group that has most correct words. - Check the correct words. Praise the winner. - Ask students to read the words aloud. 	<ul style="list-style-type: none"> - Listen to the teacher. - Look at the pictures around the class. - Work in groups of five. - Run and find the pictures around them, then turn back to their group and tell what they have seen. - The other student writes down the words. - The winner is the group that has most correct words. - Check the correct words with the teacher. - Read the words aloud.
Presentation	<p>*Lead-in: Use the story on page 33</p> <ul style="list-style-type: none"> - Ask students what happened in the story. - Ask students which animals appeared in the story. <p>*Listen to the story again. (Track 50)</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 students 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. 	<p>→ Tell what happened in the story.</p> <ul style="list-style-type: none"> - Answer which animals appeared in the story. - Turn to the story in their books. Say how many 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. - Practice acting the story.

	<ul style="list-style-type: none"> - Have students practice acting the story. Ask some pairs to come to the front to act for the class. - Remark students' pronunciation. Praise students if they have done well. - 	<p>Come to the front to act for the class.</p> <ul style="list-style-type: none"> - Story actions <p><i>Picture 1:</i> Rosy points to the elephant, smiling. The elephant swings its trunk. Billy uses his arms to show how big it is.</p> <p><i>Picture 2:</i> Dad points to the giraffes. The giraffes stand up tall and eat leaves from a tree. Billy puts his hand above his head to show how tall they are.</p> <p><i>Picture 3:</i> Mom shakes her head. Billy points to a place in the distance.</p> <p><i>Picture 4:</i> Rosy and Billy laugh at the monkey. The monkey plays in its cage.</p>
Practice	<p>*Listen and say. (Track 51)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Elicit the animals. Ask whether or not the boy looks happy. - Play the recording all the way through for students to listen. - Play the recording again, pausing for students to repeat. - Ask some volunteers to read the sentences. - Check students' pronunciation. Praise students if they have done well. <p>*Look and say. (page 33)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Point to the different animals for students to name them. Encourage students to say <i>a</i> 	<ul style="list-style-type: none"> - Look at the pictures. Answer whether or not the boy looks happy. - Listen to the recording all the way through. - Listen to the recording again and repeat. - Read the sentences. - Look at the pictures. Say the names of the animals. Say <i>a</i> or <i>an</i> with the name of the animal.

	<p>or <i>an</i> with the name of the animal.</p> <ul style="list-style-type: none"> - Read the words in the box for students to repeat. - Model the example dialogue with a student in the class. - Put students in pairs to take turns using the words in the box to describe the animals for their partner to say the name of the animal. - Ask volunteers to describe an animal for the class to say the word. - Remark students' writing skills. Give feedback. 	<ul style="list-style-type: none"> o Repeat the words. - Model the example dialogue with the teacher. o Work in pairs. Take turns using the words in the box to describe the animals for their partner to say the name of the animal. - Describe an animal for the class to say the word. - Look at <i>like</i> with a smiling face and <i>don't like</i> with a sad face on the board. o Look at the sentence on the board <i>I ... dogs</i>. - Follow the teacher. - Get their notebooks and write 1-4. - Look at the pictures in their books. Follow the teacher. - Write <i>like</i> next to 1. - Complete the exercise. - Give the answers.
Production	<p>*Write. (page 33)</p> <ul style="list-style-type: none"> - Write <i>like</i> with a smiling face and <i>don't like</i> with a sad face on the board. - Write the sentence on the board <i>I ... dogs</i>. - Next to the sentence, draw a smiley or a sad face. Say the complete sentence out loud. - Tell students to get their notebooks and write 1-4. - Ask students to look at the pictures in their books. Elicit the animals in each picture. In 1 and 3, ask how each student looks. - Do the model together. Have students write <i>like</i> next to 1. - Have students complete the exercise. 	<p>Answers:</p> <ol style="list-style-type: none"> 1. I like lions. 2. I don't like elephants. 3. I don't like giraffes. 4. I like monkeys. <ul style="list-style-type: none"> - Look at the picture and speech bubble. - Demonstrate the sentence for the class. - Work in pairs. Take turns saying the sentence. Use other vocabulary words on the page. - Perform in the front of the

	<ul style="list-style-type: none"> - Ask students to give the answers. - Confirm the correct answers. Praise students if they have done well. *Let's talk - Ask students to look at the picture and speech bubble. - Ask a student to demonstrate the sentence for the class. <i>E.g. I like elephants.</i> - Put students in pairs to take turns saying the sentence. Tell students to use other vocabulary words on the page. - Call some pairs to perform in front of the class. - Check students' speaking skills. 	class.
Homework	<ul style="list-style-type: none"> - Learn the patterns by heart. - Do the exercises in Workbook page 31. - Prepare for the next lesson (Unit 4 - Lesson 3). 	

WEEK 10

Date of preparing: 27/10/2023

Date of teaching: 06/11-10/11/2023

Period: 40

UNIT 4: I LIKE MONKEYS!**Lesson 3 - Song (page 34)****I. DESIRED OBJECTIVES**

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

1. Core competences

- Identify pets.
- Use pets in the context of a song.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about animals.
- *Problem-solving and creativity*: guess what animals 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*: bird, cat, dog, fish
- *Extra vocabulary*: hip, hip hooray, miaow, woof, tweet, splash
- Recycled vocabulary: colors

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

- Student book - page 34
- Audio tracks 52-53
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 51-54
- 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: "Guess the animal" <i>elephant, giraffe, monkey</i></p> <ul style="list-style-type: none"> - Review the vocabulary from the previous lesson. Describe animals for the class to guess, e.g. <i>It's big. It's gray. What is it? (It's an elephant.)</i>. - Start drawing an animal on the board, slowly. Ask students shout out its name when they think they know what animal it is. The first student to guess correctly is the winner. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the teacher's description. Guess the animal. - Look at the picture of an animal on the board. Shout out its name when they think they know what animal it is.
Presentation	<p>*Lead-in: Use Flashcards 51–54 to introduce the new words.</p> <ul style="list-style-type: none"> - Use the flashcards to introduce the new words. Hold up the cards one at a time 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 52)</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, 	<ul style="list-style-type: none"> - Look at the flashcards and repeat the words. - Look at the flashcards on the board. Repeat the words. - 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.

	<p>point, and then say the word.</p> <ul style="list-style-type: none"> - 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. 	<p>Repeat each word.</p> <ul style="list-style-type: none"> - 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 53)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Point to the different animals one at a time and ask <i>What is it?</i> - Play the recording for students to listen and point to the pictures when they hear the four new words. - Then play it again as they follow the words in their books. - Recite the words of the song with the class, without the recording. Say each line for students to repeat. - Play the recording again for students to sing along. - Ask some students/groups to perform the song in the front of the class. - Check students' pronunciation. Praise students if they have done well. <p>*Sing and do</p> <ul style="list-style-type: none"> - Tell students that they are going to sing the song again, but this time they are going to do some actions. - Practice the actions with the class. - Play the recording for students to sing and do the actions. - Call some students to sing and do the actions in front of the class. 	<ul style="list-style-type: none"> - Look at the pictures and say the names of the animals. - Listen to the recording and point to the pictures when they hear the four new words. - Listen to the recording again and follow the words in their books. - Listen to each line and repeat. - Listen to the recording again and sing along. - Perform the song in the front of the class. - Listen to the teacher explanation. - Practice the actions with the teacher. - Listen to the song and do their actions. - Sing and do the actions in

	<p>Song actions</p> <p><i>bird</i>: flap arms like wings</p> <p><i>cat</i>: hold fingers up to face like whiskers</p> <p><i>dog</i>: wiggle hands at head like ears</p> <p><i>fish</i>: make arms like fins at your side.</p>	front of the class.
Production	<p>*Game: “Chain drawings”</p> <ul style="list-style-type: none"> - Introduce the game. - Give each student a blank piece of paper. - Play some music and tell students to draw an animal. As the music is playing the students start to draw. - After 20 or 30 seconds, stop the music and tell the students to stop drawing and pass their piece of paper to the person to their left. - Play the music again and tell students to continue with the drawing the person next to them had started. - Stop the music again and tell students to pass on their pictures again. This continues until the end of the song. - Each student will now have a picture that several different people have contributed to. Play the music again and tell them to label the name of the animal in the picture. - In pairs or small groups, look at the pictures together and describe them. - Put up the pictures around the room and create an art gallery! - Praise students if they have done well. 	<p>Listen to the teacher. Hold a blank piece of paper.</p> <p>Listen to music and draw an animal.</p> <p>Stop drawing and pass their piece of paper to the person to their left.</p> <p>Listen to music again and continue with the drawing the person next to them had started.</p> <p>Pass on their pictures again. This continues until the end of the song.</p> <p>Label the name of the animal in the picture.</p> <p>Look at the pictures together and describe them. Observe their pictures.</p>
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 32. - Prepare for the next lesson (Unit 4 - Lesson 4). 	

Tổ trưởng
ngày 01 tháng 11 năm 2023



Huỳnh Thị Yến Trang

WEEK 11

Date of preparing: 27/10/2023

Date of teaching: 13/11-17/11/2023

Period: 41

UNIT 4: I LIKE MONKEYS!**Lesson 4 - Phonics (page 35)****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 *g* and *h*, and associate them with their corresponding sounds.
- To pronounce the sounds /g/ and /h/ on their own and at the beginning of words.
- Learn the names of the letters *g* and *h*.

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 *g* and *h*.

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*: gift, goat, hamster, hat

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

- Student book - page 35
- Audio tracks 54-55
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards 13-16
- 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	*Game: "Listen and clap" - Explain how to play the game. - Ask students to work	- Listen to the teacher's instruction.

	<p>individually.</p> <ul style="list-style-type: none"> - Have students stand up. - The student makes a mistake will have to sing and do actions for the class. - Checking students' pronunciation. - Hold up the phonic flashcards from the previous two units. Elicit letters and sounds students can remember. Prompt them to say any words they can remember that begin with those sounds. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Work individually. - Stand up. - Listen to the words. Clap when they hear the letter sound /e/, /f/. - Read any word of unit 3, e.g. <i>mom, egg, dad, sister, elephant, brother, aunt, fan, uncle, cousin, fig</i>. Have students clap when they hear the letter sound /e/, /f/. - The student makes a mistake will have to sing and do actions for the class. - Say any words they can remember that begin with those sounds.
Presentation	<p>*Lead-in: Use phonic cards 13-16 to introduce the letters and the words.</p> <p><i>Flashcards (Gg, gift, goat, Hh, hat, hamster)</i></p> <ul style="list-style-type: none"> - Write <i>Gg</i> and <i>Hh</i> on the board. Point to each and say the letter name and sound for students to repeat. - 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. - Remark students' pronunciation. <p>*Listen and point. Repeat (Track 54)</p> <ul style="list-style-type: none"> - Write the words <i>gift, goat, hamster, hat</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. 	<ul style="list-style-type: none"> - Look at the letters <i>Gg</i> and <i>Hh</i> on the board. Say the letter name and sound. - Look at the letters in the air. Listen to the sound. - Listen to the sound again. Draw the uppercase and then the lowercase letters in the air. - Repeat the words on the phonics cards. Say the letter names, sounds, and the words. - Look at the words next to the letters on the board. Say the beginning sound.

	<ul style="list-style-type: none"> - Hold up Phonics cards, one at a time. Say the words for students to repeat. Hold up the cards in a different order. - 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. - Call some students to say the letters and the words in front of the class. - Check students' pronunciation. Praise students if they have done well. 	<ul style="list-style-type: none"> - Repeat the words. - 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. - Listen to the recording all the way through and point to the words and then repeat them. - Say the letters and the words in front of the class.
Practice	<p>*Point and say the words (page 35)</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 /g/. Ask students to point to the flashcards of the things beginning with that sound (<i>gift, goat</i>). Then, underline the letter g at the beginning of the words. - Repeat with /h/. - Ask students to say all the words again. - Check students' pronunciation. Give feedback. 	<ul style="list-style-type: none"> - Look at the pictures. Tell the teacher what they can see. - Identify the pictures, look at flashcard on the board. Observe the word under it. - Point to the flashcards of the things beginning with that sound (<i>gift, goat</i>). - Repeat with /h/. - Say all the words again.
Production	<p>*Listen and circle. (Track 55)</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 	<ul style="list-style-type: none"> - Look at the pictures in the first row. Say each word as they point to it.

	<p>point to it.</p> <ul style="list-style-type: none"> - 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. - Ask students what they heard (hamster). Elicit that dog begins with the sound /h/. - Repeat the procedures row by row, pausing the recording. - Ask student to share their answers with their partner. Call some students to give the answers. - Confirm the correct answers. Praise students if they have done well. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask children to look at the picture and speech bubble. Say <i>This is my hat.</i> - Have a student repeat the sentence. Prompt them to point to the <i>hat</i>. - Put students in pairs to take turns saying the sentence. - Encourage them to use other vocabulary words on the page. - Call some pairs practice in front of the class. - Check students' pronunciation. Give feedback. 	<ul style="list-style-type: none"> - Listen and circle in pencil the word that begins with the letter sound they hear. - Listen to the recording. - Answer what they heard. - Continue doing the task. - Share their answers with their partner. Give the answers. - Check the answers. <p>Answers:</p> <p>1. hamster 2. goat 3. gift 4. hat 5. goat 6. hamster</p> <ul style="list-style-type: none"> - Look at the picture and speech bubble. - Repeat the sentence. Prompt them to point to the <i>hat</i>. - Work in pairs to take turns saying the sentence. - Use other vocabulary words on the page. - 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 33. - Prepare for the next lesson (Unit 4 - Lesson 5). 	

WEEK 11

Date of preparing: 27/10/2023

Date of teaching: 13/11-17/11/2023

Period: 42

UNIT 4: I LIKE MONKEYS!**Lesson 5 - Skills Time! / Part 1 (page 36)****I. DESIRED OBJECTIVES.** By the end of the lesson, students will be able to:**1. Core competences**

- Read and understand a poem.
- Read for specific information.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about animals.
- *Problem-solving and creativity*: guess what animals 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 animal words
- *Extra vocabulary*: big, gray, ears, nose, here, hello

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

- Student book - page 36
- Audio tracks 56
- Teacher's Guide
- Website *sachso.edu.vn*
- 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	*Game: "Mime the word" <ul style="list-style-type: none"> - Set up the activity. - Ask students to stand at their desk. - Say an animal, <i>e.g. monkey</i>. Ask students to mime the action of the monkey. - Continue with other words 	<ul style="list-style-type: none"> - Listen to the teacher. - Stand at their desk. - Mime the action of the monkey. - Continue playing the game.

	<p>related to the animals.</p> <ul style="list-style-type: none"> - In pairs, have students mime the action of the animals and their partner shouts out the word they are miming. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Work in pairs. Mime the action of the animals and their partner shouts out the word they are miming.
Presentation	<p>*Lead-in: Use the picture on page 36</p> <ul style="list-style-type: none"> - Ask students to look at the picture on page 36 of their books and tell what they can see (<i>an elephant</i>). - Ask students to try to predict what the text is about (<i>It's a poem about the elephant</i>). - Ask students to tell you about other poems about animals they know. - Present the color <i>gray</i> using the picture of the elephant. Say the word and have students repeat it. <p>*Look at the picture. Talk about the animal. (Page 36)</p> <ul style="list-style-type: none"> - Ask students to look at the picture on page 36 again. - Ask students to tell everything they can about the elephant in English, e.g. <i>It's an elephant. It's big. It's gray. It has four legs.</i> - Put students in pairs. Ask them to describe the animals they know. - Call some pairs to perform in the front of the class. - Give comments and praise them. 	<ul style="list-style-type: none"> - Look at the picture on page 36 of their books and tell what they can see (<i>an elephant</i>). - Try to predict what the text is about (<i>It's a poem about the elephant</i>). - Tell you about other poems about animals they know. - Listen to the word <i>gray</i> and repeat it. - Look at the picture on page 36 again. - Tell everything they can about the elephant in English, - Work in pairs. Describe the animals they know. - Perform in the front of the class.
Practice	<p>*Read and listen to the poem. (Track 56)</p> <ul style="list-style-type: none"> - Play the recording for students to listen to the poem. - Play the recording a second time while students read the poem in their books silently. 	<ul style="list-style-type: none"> - Listen to the poem. - Listen to the recording a second time and follow silently in their books.

	<p>Answer any questions students have.</p> <ul style="list-style-type: none"> - Ask simple comprehension questions about the poem, e.g. Have students read the poem in chorus. - Call some volunteers to read the poem for the class. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Answer the questions about the poem. <i>What color is the elephant?</i> <i>Is it big?</i> - Read the poem in chorus. - Read the poem for the class.
Production	<p>*Game: “Clap or stamp”</p> <ul style="list-style-type: none"> - Explain how the game is played. - Ask the students to stand at their desks. - Say a sentence about an animal. If the sentence is true, students clap their hands. If it is false, students stamp their feet. - Model the activity first. - Ask students to start the game. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the teacher’s instruction. - Stand at their desks. - Listen to a sentence. If the sentence is true, students clap their hands. If it is false, students stamp their feet. - Follow the teacher. - Start the game. <p>Sentences</p> <ol style="list-style-type: none"> 1. I’m a bird. I’m little. I can fly and sing. (Clap) 2. I’m a dog. I’m brown with pink stripes. I can run very fast. (Stamp) 3. I’m a giraffe. I’m tall. I have a long neck and small ears. (Clap) 4. I’m a monkey. I’m brown or black. I have a long tail. (Clap)
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 34. - Prepare for the next lesson (Unit 4 - Lesson 5/Part 2). 	

WEEK 11

Date of preparing: 27/10/2023

Date of teaching: 13/11-17/11/2023

Period: 43

UNIT 4: I LIKE MONKEYS!**Lesson 5 - Skills Time! / Part 2 (page 36)****I. DESIRED OBJECTIVES.** By the end of the lesson, students will be able to:**1. Core competences**

- Read and understand a poem.
- Read for specific information.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about animals.
- *Problem-solving and creativity*: guess what animals 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 animal words
- *Extra vocabulary*: big, gray, ears, nose, here, hello

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

- Student book - page 36
- Audio tracks 56
- Teacher's Guide
- Website *sachso.edu.vn*
- 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	*Game: "Whisper" <i>Flashcards (elephant, giraffe, monkey, hamster, bird, cat, dog, fish)</i> <ul style="list-style-type: none"> - Introduce the game. - Put students into two groups. - Secretly show a flashcard to the first student in each group. 	<ul style="list-style-type: none"> - Listen to the teacher's instruction. - Work in groups. - Look at the flashcard. Whisper the word to the

	<p>This student whispers the word to the student next to him/her.</p> <ul style="list-style-type: none"> - Ask students to continue whispering the word to the student next to them until the word reaches the final student. - Have the final student say the word out loud, and the first student holds up the flashcard to see whether the word is correct. - Praise the winner. - Stick the flashcards on the board. Point to each flashcard and let students read the word aloud. 	<p>student next to him/her.</p> <ul style="list-style-type: none"> - Continue whispering the word to the student next to them until the word reaches the final student. - The final student says the word out loud, and the first student holds up the flashcard to see whether the word is correct. - Look at the flashcards on the board. Read the word aloud.
Presentation	<p>*Read and listen to the poem. (Track 56)</p> <ul style="list-style-type: none"> - Play the recording for students to listen to the poem. - Play the recording a second time while students read the poem in their books silently. - Have students read the poem in chorus. - Call some volunteers to read the poem for the class. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the poem. - Listen to the recording a second time and follow silently in their books. - Read the poem in chorus. - Read the poem for the class.
Practice	<p>*Read again. Write <i>T</i> (true) or <i>F</i> (false). (page 36)</p> <ul style="list-style-type: none"> - Tell students to get their notebooks and write numbers 1-4. - Write the example sentence on the board. Say <i>The elephant is big - yes or no? (Yes). Say True or false?</i> to establish that the sentence is true. Write <i>T</i> on the board next to the sentence. Point out the example sentence in the Student Book. Tell them to write <i>T</i> next to number 1 in 	<ul style="list-style-type: none"> - Get their notebooks and write numbers 1-4. - Look at the example sentence on the board. Write <i>T</i> next to number 1 in their notebooks.

	<p>their notebooks.</p> <ul style="list-style-type: none"> - Ask students to read the other sentences and then read the poem again to see whether the sentences are true or false. - Tell students to write T or F in their notebooks next to each number. - Play the recording again as they mark their answers. - Go over the answers with the class. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Read the other sentences and then read the poem again to see whether the sentences are true or false. - Write T or F in their notebooks next to each number. - Listen to the recording again. Mark their answers. - Go over the answers. <p>Answer: 1. T 2. F 3. F 4. T</p>
<p>Production</p>	<p>*Free talking</p> <ul style="list-style-type: none"> - Ask students to look at the poem in activity 2 again. - Tell students they are going to describe the other animal they know. - Model a sentence before students start the activity. <i>E.g. The bird is small.</i> <i>The bird has two legs.</i> <i>The bird is yellow.</i> <i>The bird has two small eyes.</i> - Have students work in pairs and describe some animals. - Call some volunteers to perform in the front of the class. - Remark students' pronunciation. Give feedback. <p>*Game: "Pointing game"</p> <ul style="list-style-type: none"> - Put the flashcards of animals in different places around the room. - Call out one word. - Ask students to listen to the word and point to the correct flashcard as fast as possible. Have students repeat the word when they 	<ul style="list-style-type: none"> - Look at the poem in activity 2 again. - Listen to the teacher. - Follow the teacher. - Work in pairs and describe some animals. - Perform in the front of the class. - Look at the flashcards of animals in different places around the room. - Listen to one word. - Listen to the word and point to the correct flashcard as fast as possible. Repeat the word when they point.

	<p>point.</p> <ul style="list-style-type: none">- Ask a few students to take the role of teacher and call out the words.- Praise students. Give feedback.	<ul style="list-style-type: none">- Take the role of teacher and call out the words.
Homework	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 34.- Prepare for the next lesson (Unit 4 - Lesson 6).	

WEEK 11

Date of preparing: 27/10/2023

Date of teaching: 13/11-17/11/2023

Period: 44

UNIT 4: I LIKE MONKEYS!**Lesson 6 - Skills Time! (page 37)****I. DESIRED OBJECTIVES.** By the end of the lesson, students will be able to:**1. Core competences**

- Listen for specific details.
- Describe animals.
- Identify and write adjectives in sentences; write about animals you like.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about animals.
- *Problem-solving and creativity*: guess what animals 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 animal words

2. Patterns: review the patterns seen previously**3. Skills**: Listening, Speaking and Writing.**III. RESOURCES AND MATERIALS**

- Student book - page 37
- Audio tracks 57
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 45-54
- 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: "What's the picture?" Flashcards (cat, giraffe, bird, fish, monkey, lion, dog)</p> <ul style="list-style-type: none"> - Start to draw a picture on the board of one of the animal words, e.g. giraffe. - Ask the students to guess what it 	<ul style="list-style-type: none"> - Look at a picture on the board. - Guess what it is and call out

	<p>is and call out the name.</p> <ul style="list-style-type: none"> - Put the students into small groups of four or five and ask them to take turns drawing objects from the classroom for the other students to guess. Students can extend the activity with new objects from the classroom if they know their names in English. - The first student in each group to guess the object takes a turn at drawing the next one. - Finish the activity when the students have had time to practice most of the words. - Praise students if they have done well. 	<p>the name.</p> <ul style="list-style-type: none"> - Work in groups of four or five. Take turns drawing objects from the classroom for the other students to guess. Students can extend the activity with new objects from the classroom if they know their names in English. - The first student in each group to guess the object takes a turn at drawing the next one.
Presentation	<p>*Lead-in: Use the flashcards 45-54 on page 37</p> <ul style="list-style-type: none"> - Put the flashcards on the board, with the animals on one side and the adjectives on the other side. <p>*Listen and draw ☺ or ☹ (Track 57)</p> <ul style="list-style-type: none"> - Look at the picture at the top left of the page. Confirm that students understand which number corresponds to each animal. - Tell the class they are going to hear students talking about the animals in the pictures. They should draw in pencil a smiley face if the child on the recording likes the animal, and a sad face if he/she doesn't like it. - Play the recording the whole way through. Ask students point to the pictures on the page as they hear the words. - Play the recording again, pausing after item 1 to show the example answer. Continue playing, pausing at appropriate intervals for students to draw the faces. - Go over the answers with the class 	<ul style="list-style-type: none"> - Look at the flashcards on the board - Say which number corresponds to each animal. - Follow the teacher. - Listen to the recording the whole way through. point to the pictures on the page as they hear the words. - Listen to the recording again. Draw the faces.

	<p>using the flashcards on the board.</p> <ul style="list-style-type: none"> - Ask students to give their answers. - Confirm the correct answers. Praise students if they have done well. 	<ul style="list-style-type: none"> - Give the answers. <p>Answers:</p> <p>1. ☺ 2. ☺ 3. ☹ 4. ☺ 5. ☹ 6. ☺</p>
Practice	<p>*Look at the picture again. Ask and answer. (page 37)</p> <ul style="list-style-type: none"> - Read the words in the word box. students repeat in chorus. - Ask students to look at the question and answer in the speech bubbles. Read them out loud for students to repeat. - Put students in pairs to take turns describing the animals in the box for their partner to guess. - Call some pairs to perform in the front of the class. - Remark on students' pronunciation. Praise them. <p>*Talk about your favorite animals. (page 37)</p> <ul style="list-style-type: none"> - Elicit their favorite animals from the students. - Ask students to talk about their favorite animals by using "I like.....". <i>E.g. I like monkeys and dogs.</i> - Call some students to say the sentences in front of the class. Have students check their friends' pronunciation. - Give feedback. 	<ul style="list-style-type: none"> - Repeat the words in chorus. - Look at the question and answer in the speech bubbles. Repeat. - Work in pairs. Take turns describing the animals in the box for their partner to guess. - Perform in front of the class. - Say the names of the animals. - Talk about their favorite animals by using "I like.....". - Say the sentences in front of the class. Check their friends' pronunciation.
Production	<p>*Write about animals you like and don't like. (page 37)</p> <ul style="list-style-type: none"> - Write the example sentences on the board. - Tell students to get their notebooks. - Tell them to choose an animal they like and don't like and complete the sentences for that animal in their notebooks following the model. - Call students to give their 	<ul style="list-style-type: none"> - Look at the example sentences on the board. - Get their notebooks. - Choose an animal they like and don't like and complete the sentences for that animal in their notebooks following the model. - Give their answers.

	<p>answers.</p> <ul style="list-style-type: none"> - Check students' writing skills. Praise them. <p>*Order the words. (page 37)</p> <ul style="list-style-type: none"> - Copy the words onto the board. Explain that the sentence is mixed up and the students need to order the words to create a sentence. - Ask students to look at the exercise in their books. Allow time for students to order the words in each sentence and copy it in their notebooks. While they are working, write the remaining mixed up sentences on the board. - Model the first activity. <i>E.g. The lion is big.</i> - Go over the answers with the class. Ask individual students to come up and circle the adjectives in each sentence. - Give time for the students to order the words in each sentence and copy it in their notebooks. - Ask students to share their answers with your partner. - Call some students to write their answers on the board. - Check students' answers. Give feedback. 	<ul style="list-style-type: none"> - Look at the words onto the board. Listen to the teacher's instructions. - Look at the exercise in their books. Order the words in each sentence and copy it in their notebooks. - Follow the teacher. - Come up and circle the adjectives in each sentence. Share their work with a partner. - Order the words in each sentence and copy it in their notebooks. - Share their answers with your partner. - Write their answers on the board.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 35. - Prepare for the next lesson (Unit 5 - Lesson 1). 	

Tổ trưởng
ngày 01 tháng 11 năm 2023



Huỳnh Thị Yên Trang

WEEK 12

Date of preparing: 29/10/2022

Date of teaching: 21/11-25/11/2022

Period: 45

UNIT 5: DO YOU LIKE YOGURT?

Lesson 1 - Words / Part 1 (page 38)

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

1. Core competences.

- Identify more types of food.
- Understand a short story.

2. General competences.

- *Communication and collaboration*: work in pairs/groups to talk about their healthy lunchbox.
- *Problem-solving and creativity*: choose healthy food to prepare a healthy lunchbox.

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*: rice, meat, carrots, yogurt, bread.
- *Extra vocabulary*: dinner time, first, finished.

2. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 38
- Audio tracks 58 - 60
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 55 - 59 and Posters (Unit 5)
- Computer, projector,

***Culture note: Healthy food**

- Raise students' awareness of healthy and unhealthy food.
- Students are aware that it is good and necessary to care about what food and drink people around them like and do not like.

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Review animal words and the sentence pattern "I like..."</p> <ul style="list-style-type: none"> - Ask students to tell you their favorite animal using <i>I like</i>. Ask them to tell you something 	<ul style="list-style-type: none"> - Tell their favorite animal using <i>I like</i>. Tell something about this animal, e.g. color

	<p>about this animal, e.g. color or size.</p> <ul style="list-style-type: none"> - Ask students to tell you food words they know in English. - Praise students if they have done well. 	<p>or size.</p> <ul style="list-style-type: none"> - Tell you food words they know in English.
Presentation	<p>*Lead-in: Use Flashcards 55–59 to present the vocabulary.</p> <ul style="list-style-type: none"> - Hold them up one at a time and say the words for students to repeat. Hold the flashcards up in a different order to elicit the words. - Put the students in a circle with the flashcards in the middle. Explain you are going to call out a word and they should run to that flashcard as quickly as they can. - Call out a word, e.g. rice. The first student who reaches that flashcard and says the word takes it and gives it to you. - Repeat with one of the remaining words. - Continue calling out the words until you have said all the food words. - Evaluating students' pronunciation. <p>*Listen and point. Repeat. (Track 58)</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. - 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"> - Repeat the words. - Stand in a circle. Call out a word and they should run to that flashcard as quickly as they can. - Reach that flashcard and say the word. - Repeat with one of the remaining words. - Continue calling out the words. <i>rice, meat, carrots, yogurt, bread</i> - Repeat the words. - Listen to the recording. Point to the correct words. Repeat each word after they hear it. - Read the words aloud.
Practice	<p>*Listen and chant. (Track 59)</p> <ul style="list-style-type: none"> - Play the recording for students to listen to the chant. 	<ul style="list-style-type: none"> - Listen to the chant.

	<ul style="list-style-type: none"> - 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"> - Say the words. Point to the correct flashcards when they hear the words. - Repeat (more than once if necessary). - Chant and do the actions in two groups.
Production	<p>*Game: Draw a healthy food</p> <ul style="list-style-type: none"> - Ask each student to draw and color a lunch using only healthy food, using the suggestions on the board, or their ideas while listening to music. - When the music stops, they must stand up, move around the room, and talk to friends about their lunch, e.g. <i>My lunch is rice and meat.</i> - Praise students if they have done well. 	<p><i>E.g. rice, meat, fish, yogurt, carrots, bread</i></p> <ul style="list-style-type: none"> - Draw and color a lunch using only healthy food, using the suggestions on the board, or their ideas while listening to music. - Stand up, move around the room, and talk to friends about their lunch.
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 36. - Prepare for the next lesson (Unit 5 - Lesson 1/Part 2). 	

WEEK 12

Date of preparing: 27/10/2023

Date of teaching: 20/11-24/11/2023

Period: 46

UNIT 5: DO YOU LIKE YOGURT?

Lesson 1 - Words / Part 2 (page 38)

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

1. Core competences

- Identify more types of food.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their healthy lunchbox.
- *Problem-solving and creativity*: choose healthy food to prepare a healthy lunchbox.

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*: rice, meat, carrots, yogurt, bread.
- *Extra vocabulary*: dinner time, first, finished.

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 38
- Audio tracks 58 - 60
- Flashcards 55 - 59 and Posters (Unit 5)
- Computer, projector,

*Culture note: Healthy food

- Raise students' awareness of healthy and unhealthy food.
- Students are aware that it is good and necessary to care about what food and drink people around them like and do not like.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-UP/review	<p>*Game: "What's missing?"</p> <p><i>Flashcards (rice, meat, carrots, yogurt, bread)</i></p> <ul style="list-style-type: none"> - Ask students if they can remember the new words from the previous 	<ul style="list-style-type: none"> - Answer the teacher's questions.

	<p>lesson.</p> <ul style="list-style-type: none"> - Bring out the flashcards to help them remember and put them on the board. Point to each one and ask students to say the words. - Ask students to turn around. Remove a flashcard. - Display the flashcards again and ask <i>What's missing?</i> - When students have identified the missing flashcard, shuffle them again and repeat the procedure. - Check students' pronunciation. 	<ul style="list-style-type: none"> - Say the new words from the previous lesson. - Turn around. Remove a flashcard. - Observe what the teacher does. - Play the game.
Presentation	<p>*Listen and point. Repeat. (Track 58)</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. - 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 60)</p> <ul style="list-style-type: none"> - Ask students what foods they see in the pictures. Talk about each frame with the class. Ask <i>Where is the family? What's happening?</i> Encourage predictions from different members of the class. - Ask students to look at the story while you play the recording for them to listen. Point to each speech bubble as they hear the text. - Ask comprehension questions, e.g. <i>Does Billy like carrots? Does Billy like yogurt? Does Billy eat his carrots? Where does the yogurt go?</i> - Ask students to open their books. Tell them to listen and follow the words in the story as you play the recording again. - 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"> - Answer the teacher's questions. Talk about each frame with the class. - Look at the story, listen to the story. Point to each speech bubble as they hear the text. - Answer the questions. - Open their books. Listen and follow the words in the story as you play the recording again. - Find and point to the words from exercise 1 that appear in the story.

	<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. 	<ul style="list-style-type: none"> - Practice the conversation in pair - Perform the conversation in front of the class. - Give their feedback on their friends' presentation.
Production	<p>*Game: "Whispers" <i>E.g. rice, bread, carrots, yogurt</i></p> <ul style="list-style-type: none"> - Arrange students into rows of at least six. - Secretly show a flashcard to the first student in each group. This student whispers the word to the student next to him/her. - Ask students to continue whispering the word to the student next to them until the word reaches the final student. - The final student says the word out loud, and the first student holds up the flashcard to see whether the word is correct. 	<ul style="list-style-type: none"> - Sit in rows of at least six. - Look at a flashcard. Whisper the word to the student next to him/her. - Continue whispering the word to the student next to them until the word reaches the final student. Say the word out loud, and the first student holds up the flashcard to see whether the word is correct.
Homework	<ul style="list-style-type: none"> - Revise the words by heart. - Do the exercises in Workbook page 36. - Prepare for the next lesson (Unit 5 - Lesson 2). 	

WEEK 12

Date of preparing: 27/10/2023

Date of teaching: 20/11-24/11/2023

Period: 47

UNIT 5: DO YOU LIKE YOGURT?

Lesson 2 - Grammar (page 39)

I. DESIRED OBJECTIVES.

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

1. Core competences

- Ask and answer the question “*Do you like...?*”.
- Act out the story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about their healthy lunchbox.
- *Problem-solving and creativity*: choose healthy food to prepare a healthy lunchbox.

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*: rice, meat, carrots, yogurt, bread

2. Patterns:

- Do you like yogurt?
- Yes, I do. / No, I don't.

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS.

- Student book - page 39
- Audio tracks 60-61
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 55-59 and Posters (Unit 5)
- Computer, projector,

*Culture note: Healthy food.

- Raise students' awareness of healthy and unhealthy food.
- Students are aware that it is good and necessary to care about what food and drink people around them like and do not like.

IV. LEARNING EXPERIENCES.

STAGES	Teacher's activities	Students' activities
Warm-up/ review	<p>*Game: "Cup Tower" <i>Picture cards (rice, meat, carrots, yogurt, bread)</i></p> <ul style="list-style-type: none"> - Prepare sets of food puzzle cards. - Ask students to work in groups. - Ask students to take turns coming to the front, picking up one picture card, saying its name aloud, and putting it on the desk to make a cup tower. - The group that makes the cup tower collapse will be the loser and must stop playing the game. - Ask students to read the words aloud. Remark students' pronunciation. 	<ul style="list-style-type: none"> - Work in groups. - Take turns coming to the front, picking up one picture card, saying its name aloud, and putting it on the desk to make a cup tower. - The group that makes the cup tower collapse will be the loser and must stop playing the game. - Read the words aloud.
Presentation	<p>*Lead-in: Use pictures (part 3) on page 38</p> <ul style="list-style-type: none"> - Ask what happened in the story. - Cover the story and ask students which types of food appeared in the story. - Evaluating students' pronunciation. <p>*Listen to the story again. (Track 60)</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 students to repeat. - Divide the class into groups to play the roles in the story. - Remark students' pronunciation. Praise students if they have done well. 	<ul style="list-style-type: none"> - Answer the questions. - Answer the types of food appeared in the story. <ul style="list-style-type: none"> - Turn to the story in their books. Count the words they remembered. - Listen to the recording and repeat. - Play the roles in the story in groups. <p>Story actions.</p> <p>Picture 1: Mom offers carrots to Billy. Billy shakes his head.</p> <p>Picture 2: Mom serves Billy some carrots. Rosy watches.</p> <p>Picture 3: Mom gives Billy some yogurt. Billy is smiling.</p> <p>Picture 4: Billy covers himself with yogurt. The family laughs.</p>
Practice	<p>*Listen and say. (Track 61)</p> <ul style="list-style-type: none"> - Ask students to look at the 	<ul style="list-style-type: none"> - Look at the pictures and name

	<p>pictures and name the food.</p> <ul style="list-style-type: none"> - Model the question and answer with a student in the class. - Put students in pairs to take turns pointing to the pictures and asking their partner <i>Do you like ...?</i> Their partner replies <i>Yes, I do</i> or <i>No, I don't</i>. - Ask some pairs to ask and answer for the class. - Check students' pronunciation. Praise students if they have done well. 	<p>the food.</p> <ul style="list-style-type: none"> - Say the sentences. - Work in pairs. Take turns pointing to the pictures and asking their partner. - Ask and answer for the class in pairs.
Production	<p>*Write (page 39)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures and say the food. Then, elicit whether the student in the picture looks happy or not. - Read the answers in the box out loud for students to repeat. - Read the example question and answer. - Ask students to complete the activity by writing the answer. - Go around to offer help if necessary. - Get students to check their answers before writing the correct answers on the board for students to copy down into their notebooks. - Call a few students to read aloud the questions and 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. - Have a student ask the question in the speech bubble for another to answer. - Put students in pairs to ask and answer the question. Tell them 	<ul style="list-style-type: none"> - Look at the pictures and say the food. Answer the teacher's questions. - Repeat the answers. - Repeat the example question and answer. - Complete the activity by writing the answer. - Check their answers before writing the correct answers on the board for students to copy down into their notebooks. - Read aloud the questions and the answers. <p>Answer:</p> <ol style="list-style-type: none"> 1. No, I don't. 2. Yes, I do. 3. No, I don't. <ul style="list-style-type: none"> - Look at the picture and speech bubble. - Ask the question in the speech bubble for another to answer. - Ask and answer the question in pairs. Use other vocabulary words on the page.

	to use other vocabulary words on the page. - Check students' speaking skills.	
Homework	<ul style="list-style-type: none">- Learn the pattern by heart.- Do the exercises in Workbook page 37.- Prepare for the next lesson (Unit 5 - Lesson 3).	

WEEK 12

Date of preparing: 27/10/2023

Date of teaching: 20/11-24/11/2023

Period: 48

UNIT 5: DO YOU LIKE YOGURT?

Lesson 3 - Song (page 40)

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

1. Core competences

- Identify drinks.
- Use drink words in the context of a song.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drinks.
- *Problem-solving and creativity*: create a new version of the song.

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*: milk, juice, water
- *Extra vocabulary*: drink, late, school

2. Skills: Listening and Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 40
- Audio tracks 62-63
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 60-62
- Computer, projector, ..

*Culture note: Healthy food

- Raise students' awareness of healthy and unhealthy food.
- Students are aware that it is good and necessary to care about what food and drink people around them like and do not like.

IV. LEARNING EXPERIENCES.

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Who's faster?"</p> <p><i>Flashcards (rice, meat, yogurt, carrots, bread)</i></p> <ul style="list-style-type: none"> - Prepare sets of food cards or pictures on the board. - Ask students to work in 	<ul style="list-style-type: none"> - Look at the sets of food cards or pictures on the board. - Work in groups.

	<p>groups.</p> <ul style="list-style-type: none"> - Show a picture on the board and ring the bell. - Ask students to raise their hands as fast as they can to speak up the picture's name. - The student with the correct answer will get scores for their team. - Ask students to read all the words aloud. - Remark students' pronunciation. 	<ul style="list-style-type: none"> - Look at the pictures and listen to the bell. - Raise their hands as fast as they can to speak up the picture's name. - The student with the correct answer will get scores for their team. - Read all the words aloud.
Presentation	<p>*Lead-in: Use Flashcards 60-62 to introduce the new words.</p> <ul style="list-style-type: none"> - Hold up the cards one at a time and say the words for students to repeat. - Ask <i>What's this?</i> Students say the name of the drink. - Put the flashcards around the room. Say a word and ask students to run to that flashcard. Continue, calling out each word several times. - Praise students if they have done well. <p>*Listen and point. Repeat (Track 62)</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 	<ul style="list-style-type: none"> - Repeat the words. - Say the name of the drink. - Listen to the teacher. Run to that flashcard. Continue, calling out each word several times. - 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.

	<p>to say the words.</p> <ul style="list-style-type: none"> - Ask some students to read out the words. - Remark on students' pronunciation. 	<ul style="list-style-type: none"> - Read out the words.
<p>Practice</p>	<p>*Listen and sing. (Track 63)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures. Point to the different types of food and drink in the pictures one at a time and ask students <i>What's this? / What are these?</i> - Encourage them to make predictions about what the song is about. - Play the recording for students to listen and point to the pictures when they hear the food and drink words. - Read each line of the song out loud for students to repeat. - Play the recording again as students follow the words in their books. - Recite the words of the song with the class, without the recording. Say each line for 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 listen and do their actions. - Call some pairs to do their actions in front of the class. - Give feedback. 	<ul style="list-style-type: none"> - Look at the pictures. Say the different types of food and drink in the pictures. - Make predictions about what the song is about. - Listen to the recording and point to the pictures when they hear the food and drink words. - Repeat each line of the song. - Listen to the recording again and follow the words in their books. - Repeat the words. - Listen to the recording again and sing along. - 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 <i>Eat your eggs / bread: eat</i></p>

		<p>the different types of food Drink your milk / juice: drink from a glass. <i>Don't be late for school:</i> point to wrist or a watch <i>Here's your water, here's your bag:</i> give the objects out.</p>
Production	<p>*Game: "Slow reveal"</p> <ul style="list-style-type: none"> - Use Flashcards from drink words (<i>milk, juice, water</i>). - 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 little. - Ask <i>What's this?</i> The first student to guess correctly comes to the front to choose the next card. - Ask students to say the word aloud. - Continue until students have practiced all the vocabulary in the set. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Observe what the teacher is doing. - Look at the pictures. - Guess correctly comes to the front to choose the next card. - Continue until students have practiced all the vocabulary in the set.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 38. - Prepare for the next lesson (Unit 5 - Lesson 4). 	

Tổ trưởng
 ngày 01 tháng 11 năm 2023



Huỳnh Thị Yến Trang

WEEK 13

Date of preparing: 27/10/2023

Date of teaching: 27/11-01/12/2023

Period: 49

UNIT 5: DO YOU LIKE YOGURT?

Lesson 4 - Phonics (page 41)

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 *i* and *j*, and associate them with their corresponding sounds.
- Pronounce the sounds /i/ and /dʒ/ at the beginning of the words.

2. General competences

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

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*: ill, ink, jacket, jelly

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 41
- Audio tracks 64-65
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards 17-20
- Computer, projector,

*Culture note: Healthy food

- Raise students' awareness of healthy and unhealthy food.
- Students are aware that it is good and necessary to care about what food and drink people around them like and do not like.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/ review	<p>*Game: "Musical cards"</p> <ul style="list-style-type: none"> - Ask students if they can remember any of the words from their last phonics lesson (<i>Gg, Hh, goat, gift, hat, hamster</i>). - Play the song <i>Drink your milk!</i> from p. 40 (Track 63). - Hand out the flashcards to different students around the class. They 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"> - Answer the teacher's questions. - Listen to music. - Hold the flashcard. Pass the cards to the students next to them while the music is playing. - Say the words aloud. - Continue playing the game. - Check their friends' pronunciation.
Presentatio n	<p>*Lead-in: Use Flashcards to introduce the letters and the words.</p> <p><i>Flashcards (Ii, Jj, ink, ill, jelly, jacket)</i></p> <ul style="list-style-type: none"> - Write <i>Ii</i> and <i>Jj</i> on the board. Point to each and say the letter name and sound for students to repeat. - Stand back to students and draw the letters in the air as saying 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. 	<ul style="list-style-type: none"> - Say the letter name and sound. - Say the name of the drink. - Draw the uppercase and then the lowercase letters in the air. - Say the letter names, sounds, and then the words

	<ul style="list-style-type: none"> - Remark students' pronunciation. *Listen and point. Repeat (Track 64) - Write the vocabulary words 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 different order. - 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 vocabulary words next to the letters on the board. Say only the beginning sound. - Say the words. - 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 say the words.
<p>Practice</p>	<ul style="list-style-type: none"> *Point and say the words (page 41) - Ask students to look at the pictures. Elicit what they see. - Ask students to identify the pictures, put that flashcard on the board. Write the word under it. - Say the sound /i/. Ask students to point to the flashcards of the things beginning with that sound (ill, ink). Then, underline the letter <i>i</i> at the beginning of the words. - Repeat with /dʒ/. - Check students' pronunciation. Give feedback. 	<ul style="list-style-type: none"> - Look at the pictures. Tell the teacher what they can see. - Identify the pictures, put that flashcard on the board. Write the word under it. - Point to the flashcards of the things beginning with that sound (ill, ink). Then, underline the letter <i>i</i> at the beginning of the words. - Repeat with /dʒ/.

<p>Production</p>	<p>*Listen and circle. (Track 65)</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. - Ask students what they heard (jelly). Elicit that jelly begins with the sound /dʒ/. - 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. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. Say <i>Do you like jelly?</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. 	<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. - Continue doing the task. - Give the answer for each sentence. - Check their friends' answers. <p>Answers: 1. jelly, 2. ink, 3. jelly, 4. jacket 5. ill, 6. ink</p> <ul style="list-style-type: none"> - 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.
	<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 39. - Prepare for the next lesson (Unit 5 - Lesson 5). 	

WEEK 13

Date of preparing: 27/10/2023

Date of teaching: 27/11-01/12/2023

Period: 50

UNIT 5: DO YOU LIKE YOGURT?

Lesson 5 - Skills Time! / Part 1 (page 42)

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

1. Core competences

- Read and understand a menu.
- Find specific details in a text.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drinks.
- *Problem-solving and creativity*: talk about food likes.

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 food words, drink words.
- *Extra vocabulary*: menu, hungry, dessert, café

2. Patterns: review “I like.... / I don’t like....”.

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 42
- Audio tracks 66
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards 55-62
- Computer, projector,

*Culture note: Healthy food

- Raise students’ awareness of healthy and unhealthy food.
- Students are aware that it is good and necessary to care about what food and drink people around them like and do not like.

IV. LEARNING EXPERIENCES

STAGES	TEACHER’S ACTIVITIES	STUDENTS’ ACTIVITIES
Warm-up/ review	<p>*Game: “Bingo”</p> <p>- Write the following words on the board: <i>meat, salad, rice, fries, eggs, carrots, tomatoes,</i></p>	<p>- Look at the words on the board.</p>

	<p><i>ice cream, yogurt, apple, banana, grapes, apple juice, orange juice, water, milk.</i></p> <ul style="list-style-type: none"> - Have students make a 4 x 4 grid on a piece of paper. - Demonstrate how to fill in the grid with the words, writing them in random order. - Call out words from the board in any order. Keep a record of the words as you say them, so that you don't say the same word twice. Ask students to cross off the words in their grids as they hear them. The first student to complete a line of four shouts <i>Bingo!</i> - Ask students to read the words aloud. - Check students' answer. Give feedback. 	<ul style="list-style-type: none"> - Make a 4 x 4 grid on a piece of paper. - Fill in the grid with the words, write them in random order. - Listen to the teacher. Cross off the words in their grids as they hear them. The first student to complete a line of four shouts <i>Bingo!</i>
<p>Presentation</p>	<p>*Lead-in:</p> <ul style="list-style-type: none"> - Use the flashcards to review the different types of food students have learned so far. Hold up the flashcards one at a time for the class to name them. Then ask individual students - Ask students what other kinds of food they like in their country and where they like to go out and eat. - Ask students to look at the picture at the top of the page. Teach the word <i>menu</i> in English. <p>*Point and say the words (Page 42)</p> <ul style="list-style-type: none"> - Ask students to look at the menu. Check that students understand the different categories: food, desserts, and drinks. Ask whether they can think of anything else to add to each category. - Put students in pairs to take turns pointing to the types of 	<ul style="list-style-type: none"> - Look at the flashcards to name them. Then answer the question in individuals. <i>Do you like apples / tomatoes / bread?</i> - Answer what other kinds of food they like in their country and where they like to go out and eat. - Look at the picture at the top of the page. Say the word <i>menu</i> in English. <p>Look at the menu. Answer the teacher's questions.</p>

	<p>food they like on the menu and saying the words.</p> <ul style="list-style-type: none"> - Ask volunteers to tell the class which food they like. - Check students' pronunciation. Give feedback. 	<ul style="list-style-type: none"> - Work in pairs and take turns pointing to the types of food they like on the menu and saying the words. - Tell the class which food they like.
Practice	<p>*Listen and read. (Track 66)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures of the two girls. Tell the class that their names are Thu and Giang. Ask what they are looking at (<i>menus</i>). Elicit that they are talking about the food they like on the menu. - Play the recording for students to follow in their books. - Play the recording again. Ask simple questions to check comprehension, e.g. Ask students to read the menu in chorus, in individuals. - Check students' pronunciation. Give feedback. 	<ul style="list-style-type: none"> - Look at the pictures of the two girls. Answer the teacher's questions. - Listen to the recording and follow the books. - Listen to the recording again. Answer the questions. <i>Does Giang like ice cream?</i> <i>Does Thu like apple juice?</i> <i>Who likes bananas – Giang or Thu?</i> - Read the menu in chorus, in individuals.
Production	<p>*Free talking</p> <ul style="list-style-type: none"> - Ask students to look at the menu in activity 2. - Tell students they are going to say what they like using the food and drinks on the menu. - Model a sentence before students start the activity. - Have students work in pairs and talk about what they like using the food and drinks on the menu. - Call some students to say the sentences in the front of the class. - Remark students' pronunciation. Give feedback. <p>*Game: "Pass the ball"</p> <ul style="list-style-type: none"> - Explain how to play the game. - Play the music. Give a ball to 	<ul style="list-style-type: none"> - Look at the menu in activity 2. - Say what they like using the food and drinks on the menu. - Repeat the sentence before starting the activity. - Work in pairs and talk about what they like using the food and drinks on the menu. - Say the sentences in the front of the class.

	<p>one student and ask her/him to pass it to the second one. The second student passes the ball to the third one, and so on.</p> <ul style="list-style-type: none"> - Stop the music. Ask the student who is holding the ball to say what they like using the food and drinks on the menu. - Continue to play the game until the time's up. - Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the teacher. - Listen to music and pass the ball to the second one. - Say what they like using the food and drinks on the menu. - Continue to play the game until the time's up.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 40. - Prepare for the next lesson (Unit 5 - Lesson 5/Part 2). 	

WEEK 13

Date of preparing: 27/10/2023

Date of teaching: 27/11-01/12/2023

Period: 51

UNIT 5: DO YOU LIKE YOGURT?

Lesson 5 - Skills Time! / Part 2 (page 42)

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

1. Core competences

- Read and understand a menu.
- Find specific details in a text.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drinks.
- *Problem-solving and creativity*: talk about food likes.

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 food words, drink words.
- *Extra vocabulary*: menu, hungry, dessert, café

2. Patterns: review “I like.... / I don’t like....”.

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 42
- Audio tracks 66
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards 55-62
- Computer, projector,

*Culture note: Healthy food

- Raise students’ awareness of healthy and unhealthy food.
- Students are aware that it is good and necessary to care about what food and drink people around them like and do not like.

IV. LEARNING EXPERIENCES

STAGES	Teacher’s activities	Students’ activities
Warm-up/ review	<p>*Game: “Find the odd one out”</p> <ul style="list-style-type: none"> - Explain how to play the game. - Divide the class into four groups. Put three pictures on the board, one of which is obviously 	<ul style="list-style-type: none"> - Listen to the teacher. <p>1. rice milk meat</p> <p>2. milk yogurt orange juice</p>

	<p>different from the others. Model the first one.</p> <p><i>E.g. rice milk meat</i></p> <ul style="list-style-type: none"> - Call the first group to go to the board. Ask the students to point to the odd one out in the first set of the pictures. The student who points to the correct word then says it correctly gets one point for that group. If the student has difficulty, ask other students in the group to help him/her. - Put the pictures on the board and continue the game in the same way with other groups. - The group that find the odd one out and say the words correctly will win. Praise the winner. - 	<p>3. <i>eggs banana apple</i></p> <p>4. <i>water apple juice salad</i></p> <p>5. <i>grapes carrots meat</i></p> <ul style="list-style-type: none"> - Work in groups. - Go to the board. Point to the odd one out in the first set of the pictures. If the student has difficulty, ask other students in the group to help him/her. - Continue the game in the same way with other groups. - The group that find the odd one out and say the words correctly will win. Praise the winner.
<p>Presentati on</p>	<p>*Lead-in: “Listen and read” (page 42)</p> <ul style="list-style-type: none"> - Ask students to look at the text with pictures. - Play the recording (Track 66) 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 text in the front of the class. - Give comments and praise. <p>*Read again and complete the box. (Page 42)</p> <ul style="list-style-type: none"> - Write the names Thu and Giang on the board. Ask students to write 1-4 in their notebooks. - Elicit the foods previously mentioned by Thu and Giang and write them on the board in the correct column. - Ask students about the food Thu likes. Draw a smiley face next to the foods. Do the same for Giang. - Repeat for the foods they don't like. Write the first sentence Thu 	<ul style="list-style-type: none"> - Look at the text with pictures. - Listen to the recording and follow silently in their books. - Listen to the recording and repeat. - Read the text in the front of the class. - Write 1-4 in their notebooks. - Look at the board. - Answer the food Thu likes. - Focus on what teacher does. - Complete the sentences with the correct words. Write in their notebooks.

	<p>says in the book.</p> <ul style="list-style-type: none"> - Read it out loud as the students follow along. - Explain that students are going to complete the sentences with the correct words. Tell students to write in their notebooks. - 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: Thu ☺: meat, rice, yogurt, apple juice Thu ☹: milk Giang ☺: yogurt, milk, bananas Giang ☹: apple juice, ice cream</p>
Practice	<p>*Do you like going to a café? What do you like to eat? (page 42)</p> <ul style="list-style-type: none"> - Make a situation in the class about going out to eat. - Encourage students to ask other students the questions. <p><i>E.g.</i> 1. <i>What do you like?</i> 2. <i>Do you like milk/orange juice/...?</i></p> <ul style="list-style-type: none"> - Call some pairs to ask and answer the questions in front of the class. - Check students' pronunciation. Praise students if they have done well. 	<ul style="list-style-type: none"> - Listen to the teacher. - Ask other students the questions. - Ask and answer the questions in front of the class.
Production	<p>*Game: "Lucky numbers"</p> <ul style="list-style-type: none"> - Divide the class into two groups. - Have each team stand in a line. - Prepare some food and drink 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. - Get corresponding points for his/her team. - Continue with the other students. - The groups that gets the most points win. Praise the winner. 	<ul style="list-style-type: none"> - Work in two groups. - Stand in a line. - Pick a card from the box and talk about the content of it. <i>Ex: "I like carrots." "I don't like apple juice."</i> - Get corresponding points - Continue with the other students. - The groups that gets the

		most points win. Praise the winner.
Homework	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 40.- Prepare for the next lesson (Unit 5 - Lesson 6).	

WEEK 13

Date of preparing: 27/10/2023

Date of teaching: 27/11-01/12/2023

Period: 52

UNIT 5: DO YOU LIKE YOGURT?

Lesson 6 - Skills Time! (page 43)

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

1. Core competences

- Listen for specific details.
- Ask and answer questions about food likes and dislikes.
- Write sentences with like/don't like; write sentences with the contracted forms don't, isn't, aren't; write about food you like.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk and write about food and drinks.
- *Problem-solving and creativity*: talk about food likes and dislikes.

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 food words, drink words.
- *Extra vocabulary*: because.

2. Patterns: review “Do you like yogurt? / Yes, I do. / No, I don't.”.

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 43
- Audio tracks 67
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 55-62
- Computer, projector,

*Culture note: Healthy food

- Raise students' awareness of healthy and unhealthy food.
- Students are aware that it is good and necessary to care about what food and drink people around them like and do not like.

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	*Game: “Order the letters” - Ask students if they can	1. taem 2. oturgy 3. cire

	<p>remember any of the words about food and drink.</p> <ul style="list-style-type: none"> - Tell students that they are going to order the letters to make a meaning full word. Call a student to give the answer of the first words before starting the activity. - Give students time to do the task. Get students to work in pairs. Go around to offer help, if necessary. - Get students to swap and check their answers before writing the correct answers on the board. - Call each student to write a correct word. - Ask students to check their friends' answers. Ask students to read the words aloud. - Praise if students have done well. Give feedback. 	<p>4. <i>rewta</i> 5. <i>limk</i> 6. <i>cuije</i></p> <ul style="list-style-type: none"> - Answer the teacher's questions. - Give the answer of the first words before starting the activity. - Work in pairs to do the task. - Swap and check their answers before writing the correct answers on the board. - Write a correct word. - Check their friends' answers. Read the words aloud. <p>Answers:</p> <p>1. meat 2. yogurt 3. rice 4. water 5. milk 6. juice</p>
<p>Presentation</p>	<p>*Lead-in: Use Pictures (Exercise 1)</p> <ul style="list-style-type: none"> - Ask students to look at the picture of the family in exercise 1. - Ask students what they think they are doing (<i>they are looking at a menu</i>). <p>*Listen and draw (Track 67)</p> <ul style="list-style-type: none"> - Tell students that the girl is going to tell her dad what food she likes and doesn't like. Elicit the food items. - Explain that students must listen and draw in pencil a smiley face if the girl likes the food and a sad face if she doesn't. Play the recording once through for students to point to the foods. - Play the recording, pausing to show the example answer. - Play the recording again for students to draw the faces. 	<ul style="list-style-type: none"> - Look at the picture of the family in exercise 1. - Answer the teacher's question. - Listen to the teacher. - Listen and draw in pencil a smiley face if the girl likes the food and a sad face if she doesn't. Listen to the recording and point to the foods. - Listen to the recording. - Listen to the recording again to draw the faces. <p>Answers:</p>

	- Check students' answers. Praise students if they have done well.	1. 😊, 2. 😞, 3. 😊, 4. 😞
Practice	<p>*Look at the menu on page 42. Ask and answer. (page 42)</p> <ul style="list-style-type: none"> - Ask students to look at the question and answer in the speech bubbles. - Read the first speech bubble out loud for students to repeat, and then the second. - Ask students to turn to the menu on page 42. - Ask students to work in pairs, taking turns asking and answering the question <i>Do you like yogurt?</i> using the food and drinks on the menu. - Call some pairs to perform in front of the class. - Check students' pronunciation. Give feedback. 	<ul style="list-style-type: none"> - Look at the question and answer in the speech bubbles. - Repeat the sentences. - Turn to the menu on page 42. - Work in pairs, taking turns asking and answering the question <i>Do you like yogurt?</i> using the food and drinks on the menu. - Perform in front of the class.
Production	<p>*Say what you don't like. (Page 42)</p> <ul style="list-style-type: none"> - Use some flashcards about food and drink for students to say the food and drink. - Tell students they are going to say what they don't like using the food and drinks on the menu. - Model a sentence before students start the activity. - Have students to work in pairs, talking about what they don't like using the food and drinks on the menu. - Check their friends' answers. Praise students if they have done well. <p>*Write about the food and drinks you like and don't like. (page 42)</p> <ul style="list-style-type: none"> - Write the sentences on the board. - Place flashcards in the gaps for the food and drink. - Ask a student to read out the sentences filling in the gaps with 	<ul style="list-style-type: none"> - Look at the flashcards and say the food and drink. - Say what they don't like using the food and drinks on the menu. - Repeat the sentence before students start the activity. - Work in pairs, talking about what they don't like using the food and drinks on the menu. - Check their friends' answers. - Look at the sentences on the board. - Look at flashcards in the gaps for the food and drink. - Read out the sentences

	<p>their own name and the food/drink items and saying <i>I don't like</i> before the final gap.</p> <ul style="list-style-type: none"> - Ask students to write the complete sentence on the board. - Have students do the exercise individually in their notebooks. Go around to offer help if necessary. - Check students' answer. Give feedback. 	<p>filling in the gaps with their own name and the food/drink items and saying <i>I don't like</i> before the final gap.</p> <ul style="list-style-type: none"> - Write the complete sentence on the board. - Do the exercise individually in their notebooks.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 41. - Prepare for the next lesson (Unit 6 - Lesson 1/Part 1). 	

Duyệt ngày 06/11/2023
Phó hiệu trưởng

Nguyễn Thị Thanh Hải

Duyệt ngày 01/11/2023
Tổ trưởng



Huỳnh Thị Yến Trang