

WEEK 14

Date of preparing: 30/11/2023

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

Period: 53

**Unit 5: A funny monkey!**  
**Lesson 4: Phonics (page 39)**

**A. DESIRED OBJECTIVES:**

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

**1. Core competences**

Cognition:

Pronounce the diphthong /ɔɪ/

Skill:

- Listening: listen and understand the the sound /ɔɪ/.
- Speaking: say something using the sound /ɔɪ/.
- Reading: identify the sound /ɔɪ/ in a chant
- Writing: associate the sound /ɔɪ/ with the letters *oy* and *oi* in words

**2. General Competence**

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs to complete the blanks
  - - Problem solving & creativity : add more vocabulary items about the diphthong /ɔɪ/

**3. Attributes**

- Patriotism: love things around us.
- Kindness: be friendly to around things.
- Diligence: complete learning tasks.

**B. LANGUAGE FOCUS:**

**1. Pronunciation:**

- Pronounce names of the things correctly
- Intonation: communicate naturally

**2. Vocabulary:**

boy, toy, oyster, coin, oil, soil.

**3. Sentence pattern:**

I'm playing with a toy.

**C. INSTRUCTIONAL RESOURCES**

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

### LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>Warm up</b> <i>Aim: help students review the song</i>	
<ul style="list-style-type: none"> <li>- Ask students to look at the song <i>Are the monkeys climbing?</i></li> <li>- Play the song</li> <li>- Play the song again for students to sing along</li> </ul> <p><b>Expected products:</b> Students' singing a song</p> <p><b>Assessment tools:</b> Observation on students' performance.</p>	<ul style="list-style-type: none"> <li>- Look at the song</li> <li>- Listen and do the actions</li> <li>- Sing along</li> </ul>
<b>Presentation</b> <i>Aim: help students understand the new words and pronounce the diphthong /ɔɪ/.</i>	
<ul style="list-style-type: none"> <li>- Hold up the phonics cards for <i>boy, toy, oyster, coin, oil</i> and <i>soil</i>, one at a time, saying the words.</li> <li>- Give six students the phonics cards and ask them to come to the front or stay at their desks and hold the cards up so that everyone in the class can see them</li> <li>- Point to each student and ask the class to say the word on that student's card.</li> <li>- Ask students to give their feedback on their friends' presentation, then teacher gives feedback.</li> </ul> <p><b>Expected products:</b> Students' answers and pronunciation.</p> <p><b>Assessment tools:</b> Observation on student's pronunciation.</p>	<ul style="list-style-type: none"> <li>- <i>Look and listen</i></li> <li>- Hold the cards up</li> <li>- Read aloud.</li> <li>- Comment on their classmates' presentation.</li> </ul>
<b>Practice</b> <i>Aim: help students associate the sound /ɔɪ/ with the letters <i>oy, oi</i> in words and identify the sound /ɔɪ/ in a chant.</i>	
<p><b>Exercise 1: Listen, point, and repeat.</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the words and pictures in their Student Books. Tell them that they are going to hear a recording of the different words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the words and pictures.</li> <li>- Listen and point to the appropriate pictures.</li> <li>- Repeat the sounds and words in</li> </ul>



<p><b>Assessment tools:</b> Observation on student's pronunciation.</p> <p><b>Exercise 4: Match and write.</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the first picture. Ask <i>What's this? (soil); Which letters are in "soil"?</i></li> <li>- Ask students to do the rest of the exercise individually.</li> <li>- Go through the answers with the class.</li> <li>- Observe and correct students' mistakes.</li> </ul> <p><i>Answers: 1 soil 2 boy 3 oyster 4 coin 5 oil 6 toy</i></p> <p><b>Expected products:</b> Students' answers and pronunciation.</p> <p><b>Assessment tools:</b> Observation on student's pronunciation.</p>	<ul style="list-style-type: none"> <li>- Look at the pictures and answer.</li> <li>- Do the exercise individually.</li> </ul>
<p><b>Production</b></p> <p><b>Aim:</b> add add more vocabulary items about the diphthong /ɔɪ/</p>	
<ul style="list-style-type: none"> <li>- Divide class into small groups.</li> <li>- Ask students to apply more vocabulary items about the diphthong /ɔɪ/.</li> <li>- Pick some of them to go to the board and write their result.</li> <li>- Ask students to give their feedback on their friends' presentation, then teacher gives feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups</li> <li>- Go to the board and write</li> <li>- Give commence</li> </ul>
<p><b>Consolidation</b></p>	
<ul style="list-style-type: none"> <li>- Ask students to look at the picture and the speech bubble. Say <i>I'm playing with a toy</i></li> <li>- Have some students read the sentence aloud.</li> <li>- Have students work in pairs and take turns to say the sentence. Tell them to use other vocabulary words on the page.</li> <li>- Pick some pairs to stand up and practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and say the sentence.</li> <li>- Read aloud the speech bubble</li> <li>- Work in pairs.</li> <li>- (The chosen pairs) stand up and practice.</li> <li>- Correct the mistakes.</li> </ul>

- Check students' answers and correct mistakes	
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WEEK 14

Date of preparing: 30/11/2023

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

Period: 54

**UNIT 5: A FUNNY MONKEY!**  
**LESSON 5: SKILLS TIME (PAGE 40)**

**A. DESIRED OBJECTIVES**

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

**1. Core competences**

**Cognition:**

Read and understand a story; read and match specific actions / descriptions with story characters

**Skills:**

-Listening: Listen and understand adjective to describe emotion and thing, listen the text.

-Speaking: Talk about the story “The Lion and the Mouse”.

-Reading: Read a text describing pictures

-Writing: Using quotation marks; writing about animals

**2. General Competence**

-Self-control and independent learning: perform speaking and listening tasks.

-Communication and collaboration: work in pairs or groups to tell the content of the story.

-Problem solving and creativity: add more vocabulary –adjective to describe emotion and thing.

**3. Attributes**

-Patriotism: love animals

-Kindness: Be gratitude to somebody

-Diligence: Complete learning tasks.

**B. LANGUAGE FOCUS**

**1. Pronunciation:**

-Pronounce adjective to describe emotions and things correctly.

-Intonation: communicate naturally

**2. Vocabulary:**

scare, free, sorry, funny, kind, laugh, jungle, net, roar, chew, hole, mouse, run (over), wake up, run away, later, over, mouth, hear.

**3. Sentence pattern:**

She is scared.

The mouse runs away.

**C. INSTRUCTIONAL RESOURCES**

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

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

### LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>Warm up</b> <i>Aim: help students review the vocabulary</i>	
<ul style="list-style-type: none"> <li>- Tell students they are going to listen to the song from Lesson 3 again.</li> <li>- Ask students to remember the animals in the song.</li> <li>- Ask students to open their Student Books to p. 38 to check the words.</li> <li>- Play the recording (Track 47) and sing the song <i>Are the monkeys climbing?</i> to energize the class and review the vocabulary</li> </ul> <p><b>Expected products:</b> Students' answers and pronunciation.</p> <p><b>Assessment tools:</b> Observation on student's pronunciation.</p>	<ul style="list-style-type: none"> <li>- Listen to the instructions.</li> <li>- Students call out the animals. Write them on the board.</li> <li>- Listen and sing</li> </ul>
<b>Presentation</b> <i>Aim: Introduce students adjectives to describe emotion and thing, how to make sentence with those adjectives, how to make sentence with regular verbs.</i>	
<ul style="list-style-type: none"> <li>- Show students some pictures describing emotion and thing.</li> <li>- Ask students to comment on the content of the pictures</li> <li>- Introduces new words and new structure. <i>scared, free, sorry, funny, kind</i> <i>*She is scared.</i></li> </ul> <p><b>Expected products:</b> Students' answers, sentence stress and pronunciation.</p> <p><b>Assessment tools:</b> Observation on students' pronunciation.</p>	<ul style="list-style-type: none"> <li>- Look at the pictures.</li> <li>- Comment on the pictures</li> <li>- Read new words.</li> <li>- Make sentence.</li> </ul>
<b>Practice</b> <i>Aim: help student understand the reading tasks</i>	
<p><b>Exercise 1: Listen, point, and repeat.</b></p> <ul style="list-style-type: none"> <li>- Ask students to open their Student Books and look at the pictures in Exercise 1.</li> <li>- Play the first part of the recording (Track 50) for students to listen and point to the appropriate picture.</li> <li>- Play the second part of the recording for students to repeat.</li> <li>- Play the recording all the way through for students to listen and point, and then repeat the</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures</li> <li>- Listen and point</li> <li>- Listen and repeat</li> </ul>

words in chorus.

**Expected products:** Students' listening and understanding new words.

**Assessment tools:** Observation on students' pronunciation.

**Exercise 2: Describe what is happening in the pictures below.**

- Ask students to look at the text and the pictures. Ask students what kind of text it is (a story).

- Ask questions about each picture to encourage students to make predictions, e.g., *Is the lion angry? What does he want to do? Is the mouse scared? Is the lion angry now? Is he laughing? Does the mouse help the lion? Is the lion happy?*

**Expected products:** Students' answers, sentence stress and pronunciation.

**Assessment tools:** Observation on students' sentence stress and pronunciation.

**Exercise 3: Listen and read.**

- Play the recording (Track 51) for students to listen and follow the text silently in their books.

- Check that students understand the following vocabulary, using gestures and demonstration where possible: *wake up, jungle, net, mouth, roar, and chew.*

- Ask *How does the mouse make a hole?* Elicit *It chews the net.*

- Explain how to make sentence with regular verbs.

*The mouse runs away.*

- Play the recording a second time and ask students to find and circle the words from Exercise 1 in the text.

**Expected product:** Students' answers, stress and intonation.

**Assessment tools:** Observation on students' answers, pronunciation, stress and intonation.

**Exercise 4: Read again and write.**

- Explain that students are going to write *lion* or *mouse* in the sentences to show who does

- Look at the text and answer

- Look at the text and listen.

- Answer the questions.

- Repeat the words.

- Listen and circle

- Read the text again and fill in the blank.

- Check and correct the answers.

- Correct the mistakes.

- Read the complete sentences.



<p>the actions in the story.</p> <ul style="list-style-type: none"> <li>- Look at the example with the class.</li> <li>- Allow time for students to read the text again and complete the other sentences individually.</li> <li>- Go through the answers with the class</li> </ul> <p>2. lion 3. mouse 4. mouse 5. lion 6. mouse</p> <p><b>Expected products:</b> Students' answers, spelling, pronunciation, stress and intonation.</p> <p><b>Assessment tools:</b> Observation on students' answers, spelling, pronunciation, stress and intonation.</p>	
<p><b>Production</b></p> <p><i>Aim:</i> write a short paragraph about the story</p>	
<ul style="list-style-type: none"> <li>- Ask students work in groups .</li> <li>- Give each group a mini board and ask them to write a short paragraph by looking at picture 1,2, 3.</li> <li>- Observe and correct students' mistakes.</li> <li>- Pick some groups to practice in the front.</li> <li>- Give comments and praise</li> </ul> <p><b>Expected products:</b> Students' conversations, intonation, stress and pronunciation.</p> <p><b>Assessment tools:</b> Observation on students' conversations, how they apply the sentence patterns, stress, intonation and pronunciation.</p>	<ul style="list-style-type: none"> <li>- Receive the cards.</li> <li>- Work in group.</li> <li>- Practice in front of the class.</li> </ul>
<p><b>Consolidation</b></p>	
<p><b>How do you feel?</b></p> <ul style="list-style-type: none"> <li>- Write the words on the board <i>scared, sorry, funny, kind.</i></li> <li>- Say to the students <i>I lost my friends' football.</i></li> </ul> <p><i>How do I feel? Elicit Sorry.</i></p> <ul style="list-style-type: none"> <li>- Say <i>I walked home through the forest at night.</i></li> </ul> <p><i>How did I feel? Elicit Scared.</i></p> <ul style="list-style-type: none"> <li>- Ask the students to work in pairs and write one sentence for each <i>emotion</i> word.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the board.</li> <li>- <b>Listen and answer</b></li> <li>- Work in pairs.</li> <li>- (The chosen pairs) stand up and practice.</li> </ul>

WEEK 14

Date of preparing: 30/11/2023

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

Period: 55

### **UNIT 5: A FUNNY MONKEY!**

#### **LESSON 6 (part 1) (PAGE 41)**

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

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

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

###### **Cognition:**

- Understand descriptions of things happening using the present progressive.
- Recognize and use quotation marks.

###### **Skills:**

- Listening: Understand descriptions of things happening in pictures using the present progressive
- Speaking: ask and answer questions about pictures
- Reading: identify the forms of the questions and answers using the verbs “clim, eat, sleep, watch, run”
- Writing: recognize and use quotation marks; write about animals

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

- Self-control and independent learning: perform listening, speaking and writing tasks
- Communication and collaboration: work in pairs to ask and answer using the present progressive
- Problem solving and creativity: add more vocabulary items about the animals

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

- Patriotism: love animals
- Kindness: love animals and be friendly with them
- Diligence: take care of the animals

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

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

- Pronounce names of the animals
- Intonation: communicate naturally

##### **2. Vocabulary:**

clim, eat, sleep, watch, run

##### **3. Sentence pattern:**

- \* Is the monkey eating?  
> Yes, it is.
- \* Is the monkey climbing?  
> No, it isn't. It's eating.

#### **C. INSTRUCTIONAL RESOURCES**

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

**LEARNING EXPERIENCES**

<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS' ACTIVITIES</b>
<b>Warm up</b> <i>Aim: help students review the vocabulary</i>	
<ul style="list-style-type: none"> <li>- Let students play the game “<b>Guess</b>”</li> <li>- Give instructions to students.</li> <li>- Show the animals on the screen. <i>monkey, tiger, mouse....</i></li> <li>- Pick teams to answer and note the scores.</li> <li>- Remark on students’ pronunciation.</li> <li>- Praise the winning team.</li> </ul> <p><b>Expected products:</b> Students’ answers and pronunciation.</p> <p><b>Assessment tools:</b> Observation on student’s pronunciation.</p>	<ul style="list-style-type: none"> <li>- Listen to the instructions.</li> <li>- Perform the activity.</li> <li>- Say the names of the animals when they see</li> </ul>
<b>Presentation</b> <i>Aim: help students understand the sentence patterns and use short form</i>	
<ul style="list-style-type: none"> <li>- Show a picture of a monkey eating a banana and ask “<i>Is the monkey eating ?</i>”</li> <li>- Elicit the answer: Yes, it is.</li> <li>- Explain how to use these sentence patterns.  <ul style="list-style-type: none"> <li>* <i>Is the monkey eating?</i></li> <li>&gt; <i>Yes, it is.</i></li> <li>* <i>Is the monkey climbing?</i></li> <li>&gt; <i>No, it isn’t. It’s eating.</i></li> </ul> </li> <li>- Show pictures of different animals and ask students to work in pairs and practice the structures above.</li> <li>- Observe students’ communication and help if necessary. Then, correct the mistakes.</li> <li>- Pick some pairs to come to the front for drilling.</li> <li>- Ask students to give their feedback on their friends’ presentation, then teacher gives feedback.</li> </ul> <p><b>Expected products:</b> Students’ answers, intonation, sentence stress and pronunciation.</p> <p><b>Assessment tools:</b> Observation on students’ intonation, sentence stress and pronunciation.</p>	<ul style="list-style-type: none"> <li>- Look at the picture and think about the answer</li> <li>- Listen to the explanation and ask for clarification.</li> <li>- Look at the structures and try to remember how to use them.</li> <li>- Practice in pairs.</li> <li>- Correct the mistakes.</li> <li>- Volunteer to come to the front and practice.</li> <li>- Comment on their classmates’ presentation.</li> </ul>
<b>Practice</b>	



<p><b>Ask and answer</b></p> <ul style="list-style-type: none"> <li>- Give each student a card that contain an animal</li> <li>- Ask students to go around the class and ask others by using the structures they learned and make sure they use their card to give the right answer.</li> <li>- Observe and correct students' mistakes.</li> <li>- Pick some volunteers to practice in the front.</li> <li>- Give comments and praise.</li> </ul> <p><b>Expected products:</b> Students' conversations, intonation, stress and pronunciation.</p> <p><b>Assessment tools:</b> Observation on students' conversations, how they apply the sentence patterns, stress, intonation and pronunciation.</p>	<ul style="list-style-type: none"> <li>- Receive the cards.</li> <li>- Go around and do the given task.</li> <li>- Practice front of the class.</li> </ul>
<p><b>Consolidation</b></p>	
<p><b>Let's Practice!</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and the speech bubble. Say <i>the monkey is eating a banana</i>.</li> <li>- Have some students read the sentence aloud.</li> <li>- Have students work in pairs and take turns to say the sentence. Tell them to use the names of the animals.</li> <li>- Pick some pairs to stand up and practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and say the sentence.</li> <li>- Work in pairs.</li> <li>- Take turns to say the sentence by using the names of animals.</li> <li>- (The chosen pairs) stand up and practice.</li> </ul>

WEEK 14

Date of preparing: 30/11/2023

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

Period: 56

## UNIT 5: A FUNNY MONKEY!

### LESSON 6 (part 2) (PAGE 41)

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

###### Cognition:

- Understand descriptions of things happening using the present progressive.
- Recognize and use quotation marks.

###### Skills:

- Listening: Understand descriptions of things happening in pictures using the present progressive
- Speaking: ask and answer questions about pictures
- Reading: identify the forms of the questions and answers using the verbs “clim, eat, sleep, watch, run”
- Writing: recognize and use quotation marks; write about animals

##### 2. General Competence

- Self-control and independent learning: perform listening, speaking and writing tasks
- Communication and collaboration: work in pairs to ask and answer using the present progressive
- Problem solving and creativity: add more vocabulary items about the animals

##### 3. Attributes

- Patriotism: love animals
- Kindness: love animals and be friendly with them
- Diligence: take care of the animals

#### B. LANGUAGE FOCUS

##### 1. Pronunciation:

- Pronounce names of the animals
- Intonation: communicate naturally

##### 2. Vocabulary:

clim, eat, sleep, watch, run

##### 3. Sentence pattern:

- \* Is the monkey eating?
- > Yes, it is.
- \* Is the monkey climbing?
- > No, it isn't. It's eating.

#### C. INSTRUCTIONAL RESOURCES

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

**LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>Warm up</b> <i>Aim: Review the vocabulary</i>	
<ul style="list-style-type: none"> <li>▪ Let students play the game “Who’s faster?”</li> <li>▪ Give instructions to students.</li> <li>▪ Show the pictures on the screen (on picture each time).</li> <li>▪ Pick teams to answer and note the scores.</li> <li>▪ Remark on students’ pronunciation.</li> <li>▪ Praise the winning team.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to the instructions.</li> <li>▪ Perform the activity.</li> <li>▪ Say the names of the animals when they see the picture.</li> </ul> <p><b>Answers:</b> penguin, zebra, monkey, kangaroo, camel, lizard, crocodile</p>
<b>Presentation</b> <i>Aim: Students identify animal and listen for specific information.</i>	
<p>-Tell children to open their books and look at the pictures in Exercise 1.</p> <p>-Ask children questions about the pictures, e.g., What animals can you see? What is on the tiger’s head? Is the tiger angry? Is the monkey scared? Does the tiger climb the tree? What is the tiger doing? What is the monkey eating?</p>	<p>Listen and answer question.</p>
<b>Practice</b> <i>Aim: understand descriptions of things happening in pictures using the present progressive.</i>	
<p><b>Write the quotation marks. (Exercise 3)</b></p> <p>-Write the sentence from the Writing box on the board, with the quotation marks in place. Ask children what the marks mean.</p> <p>-Erase the quotation marks and ask. Alternatively, write the first one in, then move your hands along the sentence and ask children to shout Stop!</p> <p>- Point out that the comma is inside</p>	<ul style="list-style-type: none"> <li>- Look at picture , ask and answer.</li> </ul> <p>-Practice in pairs.</p> <p>- Some pairs to ask and answer their questions for the class.</p>

<p>the quotation marks.</p> <ul style="list-style-type: none"> <li>- Look at the example with the class, and check that they understand the exercise.</li> <li>- Children do the rest of the exercise individually. Monitor and help where necessary.</li> <li>- Go through the answers with the class.</li> </ul> <p><b>Circle the quotation marks.</b></p> <ul style="list-style-type: none"> <li>- Ask children to turn to the story on p. 40 and circle all the quotation marks.</li> <li>- Read aloud the story. Ask children to follow in their Student Books and tap their desks every time you get to a quotation mark.</li> </ul>	
<p><b>Production</b></p> <p><i>Aim: Ask and answer questions about picture.</i></p>	
<p><b>Write three things your teacher says. Use quotation marks.</b> (Exercise 4)</p> <ul style="list-style-type: none"> <li>- Elicit from the children something that they commonly hear you say, e.g., Good morning class or Don't forget your homework next class!</li> <li>- Ask them to write the three things using quotation marks. Monitor and help where needed. Ask a few children to share one of their sentences with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Children come to the board to put them in again</li> </ul> <p>Answers 1 "Thank you," says the lion. 2 "I'm Linh," says the girl. 3 "I'm your new teacher," says Mr. Khang. 4 "These are your desks," he says.</p>
<p><b>Consolidation</b></p>	
<p><b>Let's Practice!</b></p> <ul style="list-style-type: none"> <li>- Ask children work in small groups of four or five to write a story about some animals of their choice.</li> </ul> <p>- When the stories are finished, you like, the class can vote on the best story</p>	<ul style="list-style-type: none"> <li>- The students are given ten minutes to write the story, but they must include at least three animals, four examples of the present continuous, two adjectives from the unit, and three uses of quotation marks. Write these criteria on the board.</li> <li>- Children read them in front of the class. The class listens and checks that all of the items are included.</li> </ul>



**Kiểm tra ngày 02/12/2023**  
**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 15

Date of preparing: 30/11/2023

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

Period: 57

**REVIEW**  
**CHECK STUDENTS' ANSWER TO THE EXERCISES**  
**UNITS 4 OF THE WORKBOOK**

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 4 by doing exercises.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Unit 4 by doing exercises.

b/ Language:

\* Vocabulary: In Unit 4

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1. Warm up	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2. Today lesson	<p><b>Unit 4</b>  <b>Lesson 1 – page 28</b>            1. <u>Match</u>  <i>Answer:</i> 2. windsurf 3. sail            4. beach            5. waterski 6. snorkel            7. kayak            2. <u>What are Ben and his family doing at the beach?</u>  <u>Listen and match</u></p> <p><b>Lesson 2 – page 29</b>            1. <u>Look at the picture. Read and check</u>            2. She isn't surfing.            3. They aren't kayaking.            4. He's waterskiing.            2. <u>Write</u>  <i>Answer:</i> 2. aren't / He's            3. I'm not/ aren't 4. aren't /</p>	<p>1. T. asks S.s say the names of the water sports.            -T. guides S.s to do Ex. S.s write the answer on the board.            - T. gives feedback.</p> <p>2. T. guides S.s to do Ex.            -S.s call out the answer.            - T. gives feedback.</p> <p>1. T. asks S.s to read the sentences.            -T. guides S.s to do Ex.            -S.s write the answer on the board.            - T. gives feedback.</p>

	<p>They're</p> <p><b><i>Lesson 3– page 30</i></b></p> <p><u>1. Look at the picture. Fill in the correct circle</u></p> <p>1. C 2.B 3.A 4.A 5.B</p> <p><u>2. Listen to the song. Put the number 1 to 12 in the correct box</u></p>	<p>2.T. asks S.s to read the sentences.</p> <p>-T. guides S.s to do Ex.</p> <p>-S.s call out the answer.</p> <p>- T. gives feedback.</p> <p>1. T. asks S.s to call the names of these pictures. T. guides S.s to do Ex.</p> <p>- S.s call out the answer. T. gives feedback.</p> <p>2</p> <p>3. S.s write their work on the board. T. gives feedback.</p>
3.Consolidation	Recall the vocabulary	- S.s recall the vocabulary.
4.Home-work.	<p>-S.s learn by heart the lesson.</p> <p>-Do homework in their workbook.</p> <p>-Prepare the next period.</p>	

WEEK 15

Date of preparing: 30/11/2023

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

Period: 58

**REVIEW**  
**CHECK STUDENTS' ANSWER TO THE EXERCISES**  
**UNITS 4 OF THE WORKBOOK**

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 4 by doing exercises.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Unit 4 by doing exercises.

b/ Language:

\* Vocabulary: In Unit 4

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up(5 ms)	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2) Today lesson(22 minutes)	<p><b>Unit 4</b>  <b>Lesson 4– page 21</b>            1. <u>Complete the word</u>            1. <u>s</u>mall 2. <u>t</u>all 3. <u>m</u>all 4. <u>w</u>all            5. <u>b</u>all</p> <p>2. <u>Write</u>            2. tall 3. small 4. ball 5. all</p> <p>3. <u>Write words with all</u>            2. mall 3. tall 4. ball 5. wall            5. small</p> <p><b>Lesson 5– page 32</b>            1. <u>Circle the correct word</u>            Answer: 2. dangerous 3. safe 4. clean 5. beautiful</p> <p>2. <u>Read the text in the Student Book. Write T(True) of F (false)</u>            1. F 2. T 3. F 4. T 5. T 6. F</p> <p><b>Lesson 6 – page 33</b></p>	<p>1. T. guides S.s to do Ex.            -S.s read and fill in the blanks. S.s call out the answer.            - T. gives feedback.</p> <p>2. S.s read and fill in the blanks. S.s call out the answer.</p> <p>3. S.s read and fill in the blanks. S.s call out the answer.</p> <p>1. S.s listen and write to fill in the blanks. S.s write the answer on the board. T. gives feedback.</p> <p>2. S.s look at these pictures, number and fill in the</p>

	<p>1. <u>Write the verb. Then answer the question for you</u>  2. flying/ Yes, I do.  3. visiting/ No, I don't.  4. playing/ Yes, I do.  2. <u>Circle the correct word</u>  2. taking 3. talking 4. writing  3. <u>Choose a place you like. Write a postcard. Use present progressive verbs</u>  We're at Nha Trang beach. It is a beautiful place. There is a long beach with white sand.</p>	<p>blanks. S.s write the words on the board. T. gives feedback.   1. S.s read and fill in the blanks. S.s call out their work .T. gives feedback.   2. S.s circle the suitable words. T. gives feedback.   3. S.s write their work on the board. T. gives feedback.</p>
3) Consolidation	Recall the vocabulary	- S.s recall the vocabulary.
4) Home-work	-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.	

WEEK 15

Date of preparing: 30/11/2023

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

Period: 59

**REVIEW**  
**CHECK STUDENTS' ANSWER TO THE EXERCISES**  
**UNIT 5 OF THE WORKBOOK**

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 5 by doing exercises.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Unit 5 by doing exercises.

b/ Language:

\* Vocabulary: In Unit 5

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. - S.s play game.
2) Today lesson	<p><b>Unit 5</b>  <b>Lesson 1 – page 34</b>            1. <u>Look at the picture. Look at the letters. Write the word</u>  <i>Answer:</i> 2. camel            3. kangaroo 4. lizard            5. penguin 6. zebra            7. crocodile            2. <u>Write</u>            2. It's a camel    3. It's a kangaroo            4. It's a penguin 5. It's a crocodile            6. It's a monkey  <b>Lesson 2 – page 35</b>            1. <u>Look and read. Write yes or no</u>            2. no    3. yes    4. no    5. no</p>	<p>1. T. asks S.s say the names of the zoo animals.            -T. guides S.s to do Ex. S.s write the answer on the board.            - T. gives feedback.</p> <p>2. T. guides S.s to do Ex.            -S.s write the answer on the board.            - T. gives feedback.</p> <p>1. T. guides S.s to do Ex.            -S.s call out the answer.            - T. gives feedback.</p>

	<p>2. <u>Write the question</u>  <i>Answer:</i> 2. Are you watching TV?          3. Are you listening to music?          4. Are you reading comics?</p> <p><b>Lesson 3 – page 36</b></p> <p>1. <u>Look at the picture.</u>  <u>Listen to a conversation.</u>  <u>Fill in the correct circle</u>          2. <u>Read the text in the SB.</u>  <u>Write the answer</u>          2. Yes, they are. 3. No, they aren't.          4. Yes, they are. 5. No, they aren't.          6. Yes, they are.</p>	<p>2. S.s write the answer on the board.          - T. gives feedback.</p> <p>1. S.s listen and fill in the correct circle.          - S.s call out the answer. T. gives feedback.</p> <p>2. T. guides S.s to do Ex.          - S.s call out the answer.          - T. gives feedback.</p>
3) Consolidation	Recall the vocabulary of the zoo animals.	S.s recall the vocabulary.
4) Home-work	-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.	

WEEK 15

Date of preparing: 30/11/2023

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

Period: 60

**REVIEW**  
**CHECK STUDENTS' ANSWER TO THE EXERCISES**  
**UNIT 5 OF THE WORKBOOK**

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 5 by doing exercises.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Unit 5 by doing exercises.

b/ Language:

\* Vocabulary: In Unit 5

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up (5 ms)	- Whisper game Review vocabulary.	- T. controls the class. - S.s play game.
2) Today lesson (22 minutes)	<p><b>Unit 5</b>  <b>Lesson 4 – page 37</b>            1. <u>Complete the word with oy or oi</u>            Answer: 2. <u>toy</u>      3. <u>soil</u>            4. <u>boy</u>            5. <u>oyster</u>    6. <u>coin</u>            2. <u>Write the words</u>            Answer: <i>oy</i>: boy, oyster, toy  <i>oi</i>: coin, soil, coin            3. <u>Say the words. Circle the word that doesn't have oy or oi</u>            Answer: 2. <u>coat</u>    3. <u>gate</u>            4. <u>blue</u>            4. <u>Listen and write:</u></p> <p><b>Lesson 5 – page 38</b></p>	<p>1. S.s read and fill in the blanks. S.s call out the answer. - T. gives feedback.</p> <p>2. S.s write the sound with <i>oy</i> and <i>oi</i> in the correct line. S.s call out the answer.</p> <p>3. S.s circle the word that doesn't have <i>oy</i> or <i>oi</i>. S.s call out the answer.</p> <p>4. S.s listen and write to fill in the blanks. S.s write the answer on the board. T. gives feedback.</p> <p>1. S.s look at these pictures and</p>



	<p>1.<u>Order the letters and write the word</u> Answer: 2.sorry 3.free 4.funny 5.scared</p> <p>2.<u>Read the text in the Student Book. Put the sentences in the correct order</u> Answer: 1.g 2.e3.a 4.c 5.d 6.h 7.f 8.b</p> <p><b>Lesson 6 – page 39</b></p> <p>1.<u>Write the quotation marks</u> Answer: 2.”I’m taking a photo” 3.”Open your book”. “Read the story” 4.”The monkeys are my favorite animals”</p> <p>2.<u>Read and write the animal name</u> Answer: 2.Kangaroos</p> <p>3.<u>Guess the animals. Write the animals name</u> Answer: 1.Kangaroos are big and tall. They are brown and red. They have bid feet and big ears. They’re form Australia. They can run and jump. 2. Crocodiles are big and long. They live in water. They can swim and walk. They’re dangerous. They eat fish.</p>	<p>fill in the blanks. S.s write the words on the board.T. gives feedback.</p> <p>2. S.s read and number in the blanks. S.s call out their work .T. gives feedback.</p> <p>1. S.s put the quotation marks in the correct places. S.s call out their work. T. gives feedback.</p> <p>2. S.s write their work on the board. T. gives feedback. 3. S.s write their work on the board. T. gives feedback.</p>
3)Consolidation(5 ms)	Recall the vocabulary of the zoo animals. - S.s recall the vocabulary.	
4)Home-work(3 ms)	-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.	

**Kiểm tra ngày 02/12/2023**  
**Tổ trưởng**



**Huỳnh Thị Yên Trang**

WEEK 16

Date of preparing: 30/11/2023

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

Period: 61

## REVIEW

### CONTENTS OF THE LESSONS OF STARTER

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Starter.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Starter to Unit 2.

b/ Language:

\* Vocabulary: Starter.

Grammars: Starter.

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2) Today lesson	<p><b>Starter</b>  <i>Lesson 1 – page 04</i>  <u>Family words</u>: grandma, grandpa, mom, dad, aunt, uncle, brother, sister, cousin.  <u>Grammars</u>: We have a big family. I have an aunt and an uncle and I have two cousins.            I have a sister. Her name is Holly.            We have two cousins. Their names are Amy and Leo.</p> <p><i>Lesson 2 – page 05</i>            Recall color            New words: slow, fast – faster than, donkey, goat, cow            Grammars:            The red car is <u>smaller than</u></p>	<p>* T. asks S.s recall the family members.            -S.s recall the family members.            - S.s recall grammars.</p> <p>* S.s recall color.</p> <p>-S.s recall grammars.</p> <p>* S.s recall 12 months in a year.</p>

	<p>the blue car. The elephant is <u>bigger than</u> the donkey.</p> <p><b>Lesson 3– page 06</b> <u>New words:</u> January, February, March, April, May, August, September, October, November, December year, month, then Grammar: Twelve months in a year</p> <p><b>Lesson 4– page 07</b> Numbers: ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred twenty – one, twenty - two, twenty - three, twenty – four, twenty – five, twenty – six, twenty – seven, twenty – eight, twenty – nine</p>	<p>* S.s recall numbers.</p> <p>*S.s recall country.</p> <p>*S.s recall structures.</p>
3)Consolidation	Recall the vocabulary	- S.s recall the vocabulary.
4)Home-work	<p>-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.</p>	

WEEK 16

Date of preparing: 30/11/2023

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

Period: 62

## REVIEW

### CONTENTS OF THE LESSONS OF UNIT 1

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 1.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Starter to Unit 2.

b/ Language:

\* Vocabulary: Unit 1.

Grammars: Unit 1.

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2) Today lesson	<p><b>UNIT 1</b></p> <p><b><i>Lesson 1 – page 08</i></b> Vocabulary: Korea, Viet Nam, Mexico, Australia, Thailand, the U.S.A, Brazil</p> <p><b><i>Lesson 2 – page 09</i></b> Grammars: Where is he/ she from? He/ She is from <u>Viet Nam</u>. Where are they from? They're from <u>Viet Nam</u>.</p> <p><b><i>Lesson 3 – page 10</i></b> Is it a girl? Yes, it is. Where is she from? She's from Viet Nam. How old is she? She's ten. It's Linh. <u>Write about three people</u> Linh is ten. She's from Viet Nam. Jea –won is eleven. He's from Korea. Ellie is ten. She's from Australia.</p>	<p>*S.s recall country.</p> <p>*S.s recall structures.</p> <p>*S.s recall structures.</p> <p>*S.s recall vocabulary.</p>

	<p>Billy is nine. He’s from Australia. Thu is ten. She’s from Viet Nam. Jack is eleven. He’s from the U.S.A. Mi-rae is nine. She’s from Korea. Carl is nine. He’s from the U.S.A.</p> <p><b>Lesson 4 – page 11</b> Vocabulary: S brush, spoon, snake, cup, all, afternoon</p> <p><b>Lesson 5 – page 12</b> Vocabulary: spring, summer, fall, winter, seasons - city, dry, turn, picnic, because, get wet, a lot, raincoat, start, last long, warm, plant, grow, beautiful, loose - lose, leaf – leaves, walk, park, stay, inside, hot noodle soup, keep warm.</p> <p><b>Lesson 6- Page 13</b> How old are you? I’m ten. Where are you from? I’m from Viet Nam. What’s your favorite season? My favotite season is summer.</p>	<p>*S.s recall vocabulary.</p> <p>*S.s recall structures.</p>
3)Consolidation	Recall the vocabulary	- S.s recall the vocabulary.
4)Home-work	<p>-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.</p>	

WEEK 16

Date of preparing: 30/11/2023

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

Period: 63

## REVIEW

### CONTENTS OF THE LESSONS OF UNIT 2

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 2.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Unit 2.

b/ Language:

\* Vocabulary: Unit 2

Grammars: Unit 2

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2) Today lesson	<p><b>UNIT 2</b></p> <p><b>Lesson 1- Page 14</b></p> <p>Vocabulary: read comics, do gymnastics, play chess, fish, play basketball, take photos, play volleyball.</p> <p><b>Lesson 2-Page 15</b></p> <p>Grammars: I like reading. I don't like fishing. Do you like playing chess? Yes, I do./ No, I don't. He/she likes reading comics. He/She doesn't like fishing. Does he/ she like playing chess? Yes, he/she does. No, he/she doesn't.</p> <p><b>Lesson 3- Page 16</b></p>	<p>-S.s recall vocabulary.</p> <p>-S.s recall grammars.</p> <p>-S.s recall grammars.</p>

	<p>Does he like fishing? Yes, he does.</p> <p>Does he like reading comics? Yes, he does.</p> <p>Does he like playing basketball? No, he doesn't.</p> <p>It's Nam!</p> <p><u>Write about three people</u> Phong doesn't like fishing. He likes reading comics. He doesn't like fishing.</p> <p><b>Lesson 4- Page 17</b> New words: face, space, kite, bike, rope, stone, June, cube, together, me, rope, toy</p> <p><b>Lesson 5- Page 18</b> Vocabulary: play guitar, shop, cook, play the piano, visit family <i>New words:</i> playing chess, hate, boring, visit, email, address, play soccer</p> <p><b>Lesson 6- Page 19</b> <u>Ask and answer .</u> I want a pen pal. What do you like? I like taking photos. Hoa likes taking photos. Write an email to Hanoi.</p> <p><u>Write about your classmates. Use apostrophes.</u> 1. <i>He's</i> ten. 2. She <i>doesn't</i> like chicken.</p>	<p>-S.s recall vocabulary.</p> <p>-S.s recall vocabulary.</p>
3)Consolidation	Recall the vocabulary	- S.s recall the vocabulary.
4)Home-work	<p>-S.s learn by heart the lesson.</p> <p>-Do homework in their workbook.</p> <p>-Prepare the next period.</p>	



WEEK 16

Date of preparing: 30/11/2023

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

Period: 64

**REVIEW****CONTENTS OF THE LESSONS FROM STARTER TO UNIT 2**

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Starter to Unit 2 by doing exercises.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Starter to Unit 2 by doing exercises.b/ Language:

\* Vocabulary: Starter to Unit 2

2) Language skill: Listening, reading, writing skills

3) Teaching aids: Relating' pictures


4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2) Today lesson	I. <u>Odd one out</u> 1. photos                      fish read      play 2. time                      volleyball chess      piano 3. Hoang                      Eun-sol Mon      Ken 4. like                              cook watch      shop 5. January                      March Month      April II. <u>Complete the sentences</u> 1.                      .....                      you .....playing basketball? 2.                      The                      donkey is.....the cow. 3. She likes.....gymnastics . . 4. They are..... family. 5.....is he from?..... from Thailand.	* T. guides S.s to do Ex. S.s write the answer on the board. - T. gives feedback. <i>Answer:</i> 1.photos 2.time3.Eun-sol 4.shop5.Month  * T. asks S.s to read the sentences. -T. guides S.s to do Ex. -S.s write the answer on the board. - T. gives feedback. <i>Answer:</i> 1.Do/like2.faster than 4.visting 5.Where/ He's * T. asks S.s to read the sentences. -T. guides S.s to do Ex. -S.s write the answer on the board.

	<p>III. <u>Answer the questions</u></p> <p>1. Where are you from? ..... .....</p> <p>2. What are you doing? ..... .....</p> <p>3. When is your birthday? ..... .....</p> <p>4. Are you playing chess now? ..... .....</p> <p>5. What's your favorite season? ..... .....</p>	<p>- T. gives feedback. <i>Answer:</i> 1. I'm from Viet Nam. 2. I'm learning English. 3. It's in May./ My birthday is in May. 4. No, I am not. 5. My favorite season is spring.</p>
3) Consolidation(5 ms)	Recall the vocabulary	- S.s recall the vocabulary.
4) Home-work(3 ms)	<p>-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.</p>	

**Kiểm tra ngày 02/12/2023**  
**Tổ trưởng**



**Huỳnh Thị Yến Trang**

WEEK 17

Date of preparing: 30/11/2023

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

Period: 65

## REVIEW

### CONTENTS OF THE LESSONS FROM UNIT 3

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 3.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Unit 3.

b/ Language:

\* Vocabulary: Unit 3.

Grammars: Unit 3.

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. - S.s play game.
2) Today lesson	<p><b>Unit 3</b>  <b>Lesson 1 – page 20</b>  <i>Vocabulary:</i> TV, DVD player, CD player, MP3 player, camera, turn on, turn off.  <b>Lesson 2– page 21</b>            2. <u>Listen and repeat</u>  <i>-Vocabulary:</i> our, their, dinner, listen to  <i>-Grammars:</i> This is <u>your</u> CD. That's our camera. That's <u>their</u> CD player.            Can <u>I</u> use your DVD player?            Yes, <u>I</u> can./ No, <u>I</u> can't.</p> <p><b>Lesson 3– page 22</b>  <i>Vocabulary:</i> open the window, help me with my homework, turn on the TV, turn off the CD player, close the door, put on your raincoat  <i>Structures:</i>            Can <u>you</u> open the window,</p>	<p>* T. asks S.s recall the family members.            -S.s recall the family members.            - S.s recall grammars.</p> <p>* S.s recall color.</p> <p>-S.s recall grammars.</p> <p>* S.s recall 12 months in a year.</p>

	<p>please?                  Can <u>you</u> help <u>me</u> with my homework, please?                  Yes, I can./ No, I can't.  <u>Close your book and write three questions</u>                  Can <u>you</u> open the window, please?  <i>New words:</i> watch, a show, out in the sun  <b>Lesson 4– page 23</b>                  Sound /a:r/: car, park, shake, star, scarf.  <b>Lesson 5 - Page 24</b>                  Vocabulary: posters, postcards, pins, shells, collection                  - puppets, dragon, shells, pins, turtles, horses  <i>Vocabulary:</i> bedroom, cool, a dragon, different, tell, love, a story-stories, really, pins, wear, jacket, give.  <b>Lesson 6-Page 25</b>                  Does Duy have a collection?                  Yes, he does. He has a shell collection.                  How many shells does he have?                  He has one hundred shells.  <u>Write the things you collect.</u>  <u>Use the punctuation, marks.</u>                  I collect pencils, pins, and stickers.</p>	<p>* S.s recall numbers.                   *S.s recall country.                   *S.s recall structures.                   *S.s recall structures</p>
3)Consolidation	Recall the vocabulary	- S.s recall the vocabulary.
4)Home-work	-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.	

WEEK 17

Date of preparing: 30/11/2023

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

Period: 66

**REVIEW****CONTENTS OF THE LESSONS OF UNIT 4**

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 3.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Unit 3 to Unit 4.

b/ Language:

\* Vocabulary: Unit 4.

Grammars: Unit 4.

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

<b>STEPS</b>	<b>CONTENT</b>	<b>ACTIVITIES</b>
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2) Today lesson	<p><b>UNIT 4</b>  <b>Lesson 1 – page 30</b>  Vocabulary: beach, sail, surf, kayak, windsurf, snorkel, waterski.  - water, stand on his hand, fall, swim, now  <b>Lesson 2 – page 31</b>  Grammars: I'm swimming. I'm not surfing. He's surfing. He isn't snorkeling. We're sailing. They aren't watering.  <u>Note</u>: take-taking, rn-running, swim-swimming, ride-riding  <b>Lesson 3 – page 32</b>  Vocabulary: eat a sandwich, eat some ice cream, wear a hat, wear sunglasses, look at the bird/fish  Structures: The boy isn't eating some ice cream. It's B! <u>Write about A or B</u>  The boy is eating some ice</p>	<p>*S.s recall country.  *S.s recall structures.  *S.s recall structures.  *S.s recall vocabulary.</p>

	<p>cream. He isn't looking at a bird.</p> <p><b>Lesson 4 – page 33</b> Sound /o:l/: ball, mall, wall, tall, small</p> <p><b>Lesson 5 – page 34</b> <i>Vocabulary:</i> polluted, clean, dangerous, safe, beautiful I can swim in Phan Thiet. <i>Vocabulary:</i> perfect place, vacation, sand, in the sea, seafood, restaurant, fresh fish, delicious, slide down, the sand dune(s), hote(s), stay in, very friendly.</p> <p><b>Lesson 6 - Page 35</b> <u>Ask and answer about you.</u> What do you like doing at the beach? I like snorkeling.</p>	<p>*S.s recall vocabulary.</p> <p>*S.s recall structures.</p>
3)Consolidation	Recall the vocabulary	- S.s recall the vocabulary.
4)Home-work	<p>-S.s learn by heart the lesson.</p> <p>-Do homework in their workbook.</p> <p>-Prepare the next period.</p>	

WEEK 17

Date of preparing: 30/11/2023

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

Period: 67

## REVIEW

### CONTENTS OF THE LESSONS OF UNIT 5

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Unit 5.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Unit 5.

b/ Language:

\* Vocabulary: Unit 5

Grammars: Unit 5

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**

STEPS	CONTENT	ACTIVITIES
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2) Today lesson	<p><b>UNIT 5</b></p> <p><b>Lesson 1- Page 36</b></p> <p>Vocabulary: penguin, zebra, monkey, kangaroo, camel, lizard, crocodile</p> <p>- zoo, watch, wait, give-giving</p> <p><b>Lesson 2-Page 37</b></p> <p><b>Grammars:</b> Are you reading? Yes, I am./ No, I'm not. Is the monkey eating the sandwich? Yes, it is./ No, it isn't. Are they eating? Yes, they are./ No, they aren't.</p> <p><b>Lesson 3 - Page 38</b></p> <p><b>Vocabulary:</b> write in a notebook</p> <p><u>Write about a girl</u></p> <p>Thanh is taking a photo. She's wearing a hat.</p> <p><b>Vocabulary:</b> jump-jumping, play with a ball, sleep-sleeping, climb, parrot</p> <p><b>Lesson 4- Page 39</b></p>	<p>-S.s recall vocabulary.</p> <p>-S.s recall grammars.</p> <p>-S.s recall grammars.</p>

	<p>Sound /o:i/: boy, toy, oyster, coin, oil, soil. - Roy</p> <p><b>Lesson 5-Page 40</b> 1. <u>Listen, point, and repeat</u> <i>Vocabulary:</i> scared, free, sorry, funny, kind <i>Vocabulary:</i> a mouse, wake up, say, help, laugh, angry, later, net, fall, walk, jungle, roar, hear, chew, hole, run away</p> <p><b>Lesson 6- Page 41</b> 1. <u>Listen and write the numbers</u> <u>Look at the pictures. Ask and answer.</u> Is the monkey eating in Picture C? No, it isn't. It's climbing. <u>Write the correct form of the verb.</u> <u>Then answer the question</u> 2. "I'm Linh," says the girl. 3. "I'm your new teacher," says Mr. Khang. 4. "These are your desks," he says. <u>Write three things your teacher says.</u> <u>Use quotation marks.</u> "Good morning, class" teacher says. "You, please" teacher says.</p>	<p>-S.s recall vocabulary.</p> <p>-S.s recall structures.</p>
3)Consolidation	Recall the vocabulary	- S.s recall the vocabulary.
4)Home-work	<p>-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.</p>	



WEEK 17

Date of preparing: 30/11/2023

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

Period: 68

**REVIEW**

**I) OBJECTIVES:** After the lesson, students can review the vocabulary and grammars in Units 4, 5 by doing exercises.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Units 4, 5 by doing exercises.

b/ Language:

\* Vocabulary: In Units 4, 5

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' pictures

4) Method: Integrated

**II) TEACHING STEPS:**


STEPS	CONTENT	ACTIVITIES
1) Warm up	- Whisper game Review vocabulary.	- T. controls the class. -S.s play game.
2) Today lesson	<p>I. <u>Odd one out</u>            1.tiger oyster monkey            lion            2.toy boy gate            Roy            3.swim run surf            oil            4.long big coat short            5.play see watch            some</p> <p>II. <u>Complete the sentences</u>            1.She..... reading            comics.            2.He's.....the piano.            3.She's.....to music.            4.They are....clothes in            the mall.            5.....you .....off the            TV, please?</p> <p>III. <u>Answer the questions</u></p>	<p>I. T. guides S.s to do Ex. S.s            write the answer on the board.            - T. gives feedback.  <i>Answer: 1.oyster 2.gate 3.oil            4.coat 5.some</i></p> <p>II. T. asks S.s to read the            sentences.            -T. guides S.s to do Ex.            -S.s write the answer on the            board.            - T. gives feedback.  <i>Answer: 1.is 2.playing 3.listening            4.buying 5.Can/ turn</i></p> <p>III. T. asks S.s to read the            sentences.            -T. guides S.s to do Ex.            -S.s write the answer on the            board.</p>

	<p>1.Can we play out in the sun? Yes,.....</p> <p>2.Do they do gymnastics? No,.....</p> <p>3.Where is Hung form? (Viet Nam) ..... .....</p> <p>4.Are they from Mexico? Yes,..... .....</p> <p>5.What is she doing?( chess) ..... .....</p>	<p>- T. gives feedback. <i>Answer:</i> 1.we are. 2. they don't. 3.He's from Viet nam 4.they are. 5.She's playing chess.</p>
3)Consolidation(5 ms)	Recall the vocabulary	- S.s recall the vocabulary.
4)Home-work(3 ms)	<p>-S.s learn by heart the lesson. -Do homework in their workbook. -Prepare the next period.</p>	

**Duyệt ngày 07/12/2023**  
**PHÓ HIỆU TRƯỞNG**

**Nguyễn Thị Thanh Hải**

**Kiểm tra ngày 02/12/2023**  
**TỔ TRƯỞNG**



**Huỳnh Thị Yên Trang**