

WEEK 5

Date of preparing: 30/9/2024

Date of teaching: 30/9-04/10/2024

Period: 17

UNIT 2: PLACES TO GO**Lesson 1****A. OBJECTIVES**

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

- identify places in a town.
- understand a short story.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about places in town.
- *Problem-solving and creativity*: find out places in town.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS**1. Vocabulary:**

Core: café, sports center, market, playground, shopping mall, swimming pool, movie theater, skatepark

Extra: always, surprise, ticket, (the) same (thing)

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

C. RESOURCES AND MATERIALS

- Student book - page 14
- Audio tracks: 16-18
- Flashcards: daily routines 13-20

D. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|----------------------|----------------------|
| WARM-UP | |

Objectives: To generate students' interest and lead in the new lesson

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can sing the song correctly.
- *Task completed:* Students can sing the song.
- *Task uncompleted:* Students are unable to sing the song.

Sing *Her day* from unit 1 to energize the class.

1. PRESENTATION

Objectives: To help students identify the places in town.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can identify the places in town correctly.
- *Task completed:* Students can identify some places in town.
- *Task uncompleted:* Students are unable to identify the places in town.

- Use flashcards 13–20 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know.
- Say all the words again for children to repeat.
- Hold the flashcards up in a different order and repeat.

- Follow the teacher's instructions.
- Listen and repeat.

2. PRACTICE

Objectives: To help students identify places in town and say them in a chant.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can identify places in town correctly.
- *Task completed:* Students can identify places in town.
- *Task uncompleted:* Students are unable to identify places in town.

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| <p>1. Listen, point, and repeat. (Track 16)</p> <ul style="list-style-type: none"> - Ask children to open their Student Books to page 14 and look at the pictures of the places. - Play the first part of the recording for children to listen and point to the appropriate picture. - Play the second part of the recording for children to repeat. <p>* Differentiation</p> <p>Below level: Play <i>Listen, point, and say</i> (see Games bank) with the places in town flashcards. If you wish, write the words on the board in a line with space between them. Play again using the words instead of the pictures.</p> <p>At level: Play <i>Can you see?</i> (see Games bank) with the places in town flashcards.</p> <p>Above level: Do the “at level” activity, and have children write the words in their notebooks. Check answers at the end.</p> <p>2. Listen and chant. (Track 17)</p> <ul style="list-style-type: none"> - Play the recording for children to listen to the chant. - Play the chant again for children to say the phrases. Repeat. This time they point to the correct flashcard as they hear it. | <ul style="list-style-type: none"> - Follow the teacher’s instructions. - Listen and point. - Listen point and repeat. - Listen to the chant. - Listen and say. - Listen and chant. - Listen to teacher carefully. - Play the game. |
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| <p>- Ask children to close their books.</p> <p>Encourage the class to say the chant from memory.</p> <p>- Begin the chant again, faster than before. Continue in this way until the chant is so fast that children can't keep up.</p> <p>* Game: What's missing?</p> <ul style="list-style-type: none">- Divide the class into two teams.- Arrange the flashcards on the board and remove one card when students are not looking.- One student from each team calls out the missing flashcard. | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To check students' understanding of places in town in a story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can understand a story and answer questions about it correctly.- <i>Task completed:</i> Students can understand and answer questions about a story.- <i>Task uncompleted:</i> Students are unable to understand a story or answer questions about it. | |

3. Listen and read. What do they all want to do? (Track 18)

- Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. *Who is in the picture? Where are they?*
- Encourage predictions about the story. Ask: *What do you think they're talking about? What does Dad have?*
- Play the video or the recording for children to watch or listen.
- Check that children understand the same thing, and ask: *What do they all want to do? Ask more questions to check comprehension, e.g. What does (Holly / Amy / Max) want to do? Does Leo / Max want to go to the shopping mall / playground? Are the children happy?*
- Ask children to open their books. Tell them to listen and follow the words as you play the recording again.

* Game: Hot seat

- Divide the class into 4 teams.

- Look at the pictures.
- Answer the teacher's questions.
- Watch the video.
- Answer the questions.
- Share their answers.
- Listen to teacher's instructions carefully.
- Play the game.

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| <ul style="list-style-type: none">- Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.- Write a word on the board (days, school things, subjects).- One of the team members of the student in the hot seat must help the student guess the word by describing it (but cannot say, spell or draw the word). | |
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WEEK 5

Date of preparing: 30/9/2024

Date of teaching: 30/9-04/10/2024

Period: 18

UNIT 2: PLACES TO GO**Lesson 2 (period 1)****A. OBJECTIVES**

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

- act out a story.
- identify the places in a town and adverbs of frequency.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about places in a town.
- *Problem-solving and creativity*: find out the places in a town.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS**1. Vocabulary:**

Core: café, sports center, market, playground, shopping mall, swimming pool, movie theater, skatepark

Extra: always, surprise, ticket, (the) same (thing)

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

C. RESOURCES AND MATERIALS

- Student book - page 14
- Audio tracks: 16-18
- Flashcards: daily routines 13-20

E. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
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| <p>WARM-UP</p> <p>Objectives: To review vocabulary from lesson 1.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the places in town correctly. - <i>Task completed:</i> Students can say daily routines. - <i>Task uncompleted:</i> Students are unable to say daily routines. | |
| <p>A. Sing <i>Her day</i> from unit 1 to energize the class.</p> <p>B. Play Hot seat game</p> <ul style="list-style-type: none"> - Divide the class into 4 teams. - Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. - Write a word on the board (days, school things, subjects). - One of the team members of the student in the hot seat must help the student guess the word by describing it (but cannot say, spell or draw the word). | |
| <p>1. PRESENTATION</p> <p>Objectives: To help students identify the people and things in the story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer questions about the story correctly. - <i>Task completed:</i> Students can answer questions about the story. - <i>Task uncompleted:</i> Students are unable to answer questions about the story. | |
| <ul style="list-style-type: none"> - Ask children what happened in the story. - Ask: <i>What are they talking about? Do the children want to do the same thing? Where does</i> | <ul style="list-style-type: none"> - Answer the questions. - Read and find the answers. |

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| <p><i>Holly / Amy / Max want to go?</i></p> <p><i>What does Dad have?</i></p> | |
| <p>2. PRACTICE</p> <p>Objectives: To help students act out the story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can act out the story correctly. - <i>Task completed:</i> Students can act out the story. - <i>Task uncompleted:</i> Students are unable to act out the story. | |
| <p>1. Listen to the story and repeat. (Track 18)</p> <ul style="list-style-type: none"> - Play the recording, pausing for children to repeat the lines. - Divide the class into groups of six to play the parts of Mom, Holly, Leo, Max, Amy, and Dad. If the class does not divide exactly, some children can act twice. - As a class, decide on the actions for the story. - Children practice acting out the story in their groups. <p>* Differentiation</p> <p>Below level: Children act out one or two-story frames.</p> <p>At level: Children do the activity.</p> <p>Above level: Ask children to think of one more line for their character to extend the story.</p> | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and repeat. - Work in groups. - Act out the story. |

3. PRODUCTION

Objectives: To make their story.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can use places in town and adverbs of frequency correctly.
- *Task completed:* Students can use places in town and adverbs of frequency.
- *Task uncompleted:* Students are unable to use places in town or adverbs of frequency.

* **Make your story**

- Have students work in pairs.
- Ask them to underline places in town and adverbs of frequency.
- Have students use their ideas to make new stories.
- Have some pairs present in the front.

- Follow the teacher's instructions.
- Work in pairs.
- Present their stories.

WEEK 5

Date of preparing: 30/9/2024

Date of teaching: 30/9-04/10/2024

Period: 19

UNIT 2: PLACES TO GO!

Lesson 2 (period 2)

A. OBJECTIVES

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

- identify the adverbs of frequency *always, sometimes, usually, often, and never*
- identify and use the prepositions of time *in, on, and at*

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about places in town.
- *Problem-solving and creativity*: find out places in town.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: always, sometimes, usually, often, never

2. Sentence patterns:

I always go to the playground.

He usually goes to the skatepark.

She often goes to the shopping mall.

We sometimes go to the sports center.

They never go to the movie theater.

My birthday is in May.

He plays basketball on Fridays.

We get up at eight o'clock.

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

C. RESOURCES AND MATERIALS

- Student book - page 15
- Audio tracks: 18-19
- Flashcards: daily routines 13-20

F. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
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| WARM UP | |
| <p>Objectives: To review vocabulary about places in town.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. | |
| <p>A. Sing <i>Her day!</i> from unit 1 to energize the class.</p> <p>B. Play <i>Teacher can't remember</i> (see Games bank) with the places in town flashcards to review the vocabulary and energize the class at the start of the lesson.</p> | |
| 1. PRESENTATION | |
| <p>Objectives: To identify the adverbs of frequency and prepositions of time.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the adverbs of frequency and prepositions of time correctly. - <i>Task completed:</i> Students can identify the adverbs of frequency and prepositions of time. - <i>Task uncompleted:</i> Students are unable to identify adverbs of frequency or prepositions of time. | |
| <ul style="list-style-type: none"> - Say <i>I go to school by motorbike on Monday, Tuesday, Wednesday, Thursday and</i> | <ul style="list-style-type: none"> - Listen to the teacher. |

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| <p><i>Friday. I always go to school by motorbike.</i></p> <ul style="list-style-type: none"> - Write the sentences on the board. Underline the adverb. - Invite children to say what they do on Saturday. - Write their sentences on the board and underline the preposition. | |
| 2. PRACTICE | |
| <p>Objectives: To use the adverbs of frequency and prepositions of time in sentences.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the adverbs of frequency and prepositions of time in sentences correctly. - <i>Task completed:</i> Students can use the adverbs of frequency and prepositions of time in sentences. - <i>Task uncompleted:</i> Students are unable to use the adverbs of frequency or prepositions of time in sentences. | |
| <p>2. Listen and say. (Track 19)</p> <ul style="list-style-type: none"> - Listen to the sentences in the two sections of the <i>Let's learn!</i> chart, pausing after each one for children to repeat. - Ask a child to read aloud the speech bubble. - Write the following on the board: - ✓✓✓✓ = always, ✓✓✓ = usually, ✓✓ = often, ✓ = sometimes, and X = never. | <ul style="list-style-type: none"> - Listen and say. - Read aloud the speech bubbles. |

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| <ul style="list-style-type: none"> - Copy the first three sentences from the grammar box onto the board. - Erase the words in red and replace them with the correct number of checks or an ✓. - Ask children to tell you what the missing words are. Then change the number of checks or change to an X and repeat. <p>3. Read and write T(true) or F(false).</p> <ul style="list-style-type: none"> - Write the words <i>always, usually, often, sometimes, and never</i> on the board. - Say sentences about things you do, and ask the children to guess the correct word, e.g. <i>I listen to music every day. (always); I eat (a food you hate). (never); We have lessons on (Mondays and Thursdays). (sometimes).</i> - Reinforce the adverbs of frequency each time children guess, e.g. <i>Yes, that's right. I always listen to music.</i> - Look at the example with the class. - Children do the rest of the exercise individually. <p>4. Write.</p> | <ul style="list-style-type: none"> - Listen carefully and say. - Listen to the teacher carefully. - Do the exercise. - Follow the teacher's instructions. - Answer the questions. - Look at the examples. - Complete the sentences. |
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| <ul style="list-style-type: none"> - Read the sentences with <i>in, on, and at</i> in the grammar box, pausing after each one for children to repeat. - Ask: <i>Which word do we use with months / days / times?</i> - Look at the example with the class. - Children do the rest of the exercise individually. <p>* Differentiation:</p> <p>Below level: Write <i>August, Saturdays, and one o'clock</i> on the board. Ask children which preposition to use for each. Elicit <i>in, on, and at</i>. Do another example if needed. Then children complete the activity.</p> <p>At level: Children complete the activity.</p> <p>Above level: After children finish, ask them to look at sentences 2–4 in Exercise 3 again and add a phrase with <i>in, on, or at</i>.</p> | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To use the sentence pattern in sentences.</p> | |
| <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the sentence pattern correctly. - <i>Task completed:</i> Students can use the sentence pattern. - <i>Task uncompleted:</i> Students are unable to use the sentence pattern. | |

Let's talk!

- Ask children to look at the picture and speech bubble.
- Have a student demonstrate the sentence for the class.
- Children work in pairs to take turns saying the sentences. Tell them to use their ideas too.

*** Game: WORDS TO SENTENCES**

- Divide the students into two teams. Assign each team member a number.
- Call out a number and a word from your word list.
- The two students with that number run to the board and try to write a sentence using the word.
- The first student to write a grammatically correct sentence containing the word scores a point for their team.

- Look and read the sentences.

- Work in pairs.

- Follow the teacher's instructions.

- Play the game.

WEEK 5

Date of preparing: 30/9/2024

Date of teaching: 30/9-04/10/2024

Period: 20

UNIT 2: PLACES TO GO**Lesson 3****A. OBJECTIVES**

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

- talk about activities using adverbs of frequency.
- use adverbs of frequency and activities in the context of a song.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about activities using adverbs of frequency.
- *Problem-solving and creativity*: find out activities and adverbs of frequency.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS**1. Vocabulary:**

Core: adverbs of frequency, activities

Extra: *computer game, fly a kite, come, watch a DVD, surf the Internet*

2. Sentence patterns:

She often plays soccer.

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

C. RESOURCES AND MATERIALS

- Student book - page 16
- Audio track: 20

G. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
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| <p>WARM UP</p> <p>Objectives: To review adverbs of frequency.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can circle and say adverbs of frequency correctly. - <i>Task completed:</i> Students can circle and say adverbs of frequency. - <i>Task uncompleted:</i> Students are unable to circle or say adverbs of frequency. | |
| <p>A. Sing <i>Her day</i> from Unit 1 to energize the class.</p> <p>B. Play <i>Who's faster?</i> game</p> <ul style="list-style-type: none"> - <i>Split the class into four teams. Give each team a different colored chalk.</i> - <i>Have them stand in four lines.</i> - <i>Write the words on the board.</i> - <i>Have four students come to the board.</i> - <i>Call out a word and have students run to the board then circle the word and read it aloud. (The winner is the student who circles the correct word at first).</i> | |
| <p>1. PRESENTATION</p> <p>Objectives: To help students identify the activities.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer questions the activities correctly. - <i>Task completed:</i> Students can answer questions about the activities. - <i>Task uncompleted:</i> Students are unable to answer questions about the activities. | |
| <ul style="list-style-type: none"> - Ask children to open their Student Books to page 16 and tell you about the activities in Exercise 1 | <ul style="list-style-type: none"> - Follow the teacher's instructions. |

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| <p>(play soccer, watch TV, walk the dog).</p> <ul style="list-style-type: none"> - Ask individual children <i>Do you like (soccer)? Do you play soccer? Do you watch TV? When do you walk the dog? Do you watch soccer on TV?</i> For soccer, you may want to ask children about their teams and favorite players. | <ul style="list-style-type: none"> - Listen and answer the question. |
| <p>2. PRACTICE</p> <p>Objectives: To talk about activities using adverbs of frequency and use adverbs of frequency and activities in the context of a song.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about activities using adverbs of frequency and use adverbs of frequency and activities in the context of a song correctly. - <i>Task completed:</i> Students can talk about activities using adverbs of frequency and use adverbs of frequency and activities in the context of a song. - <i>Task uncompleted:</i> Students are unable to talk about activities using adverbs of frequency and use adverbs of frequency and activities in the context of a song. | |
| <p>1. Choose a boy or a girl. Look and say.</p> <ul style="list-style-type: none"> - Ask two children to read the speech bubbles for the class. - Ask questions about the people in the chart to help children | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Look and read. - Answer the questions. |

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| <p>understand the information, e.g. <i>Do Xuan, Phong, Huy, and Thu like doing the same sports? Does Xuan play soccer? Does she play it all the time? Does she watch TV?</i></p> <ul style="list-style-type: none"> - Tell children they are going to choose people in the chart and say sentences about the activities they do. Their partners say which person it is. - Ask children to work in pairs and do the exercise. They should choose two people each. - You may ask some pairs to do the exercise in front of the class. <p>2. Write about a boy or a girl.</p> <ul style="list-style-type: none"> - Look at the example with the class and ask children to say what the third sentence could be. (<i>She never walks the dog / sometimes watches TV.</i>). - Ask children to write sentences in their notebooks about Xuan, Phong, Huy, or Thu, using the model to help them. <p>*Differentiation</p> <p>Below level: Ask children how often Xuan does activities. Put fill-in-the-blank sentences about her on the board, e.g.</p> | <ul style="list-style-type: none"> - Listen carefully. - Work in pairs. - Demonstrate in the front. - Listen to the teacher carefully. - Write about Xuan, Phong, Huy or Thu. - Listen to the teacher carefully. |
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Xuan ___ plays soccer. Ask a child to fill in the answer (*often*). Then children write at least one sentence on their own. Offer help as needed.

At level: Children complete the activity.

Above level: After children finish, play a guessing.

game. Children work in pairs. Ask them to close their books. One child reads their first sentence using *he* or *she*, e.g. *He never watches TV. Who is it?* The other guesses, e.g. *It's Phong*. Continue until both children have guessed correctly.

***Game: The Memory Circle**

- Say a sentence using adverbs of frequency.
- For example, "I often play soccer on Monday."
- Then, the next person repeats that sentence and then adds their own.
- If they make a mistake, they're "out" and then the game continues until one person is left.

3. Listen and sing. (Track 20)

- Ask children to look at the pictures and name the activities they can see. Accept different answers, e.g. *play soccer, ride a bike, watch a DVD, read a book, play the guitar,*

- Play the game.
- Listen and repeat.
- Listen and sing along.

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| <p><i>fly a kite, surf the Internet / send an email / use a computer, snorkel, watch TV.</i></p> <ul style="list-style-type: none"> - Play the recording for children to listen and point to the pictures in their books. - Recite the words of the song with the class, without the recording. Say each line and ask the children to repeat. - Play the recording for children to sing along. | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To sing a song.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. | |
| <p>4. Sing and do.</p> <ul style="list-style-type: none"> - As a class, decide on the actions for the song. - Practice the actions with the class. - Play the recording for children to sing and do the actions. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Practice the actions. - Sing and do. |

Kiểm tra ngày 4 tháng 10 năm 2024
Tổ trưởng



Huỳnh Thị Yên Trang

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 21

UNIT 2: PLACES TO GO

Lesson 4

A. OBJECTIVES

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

- pronounce the sounds /ts/ and /st/ and associate them with the letters *ts* and *st* in word endings.
- identify these consonant clusters in a chant.

1. General competences

- *Communication and collaboration*: work in pairs/groups to pronounce the sounds /ts/ and /st/ and associate them with the letters *ts* and *st* in word endings.
- *Problem-solving and creativity*: use these sounds in the context of a chant.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: *cats, vets, hats, cast, vest, last*

Extra: *it's time, fell, sad, kind, go home, at last*

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

C. RESOURCES AND MATERIALS

- Student book - page 17
- Audio tracks: 11, 21, 22

- Flashcards: Phonics 7-10

H. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|---|--|
| <p>WARM-UP</p> <p>Objectives: To generate students' interest and lead in the new lesson</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. | |
| <p>Sing <i>Come and play with me</i> from lesson 3 to energize the class.</p> | |
| <p>1. PRESENTATION</p> <p>Objectives: To pronounce the sounds /ts/ and /st/ and associate them with the letters <i>ts</i> and <i>st</i> in word endings.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify and pronounce the sounds /ts/ and /st/ and associate them with the letters <i>ts</i> and <i>st</i> in word endings correctly. - <i>Task completed:</i> Students can identify and pronounce the sounds /ts/ and /st/ and associate them with the letters <i>ts</i> and <i>st</i> in word endings. - <i>Task uncompleted:</i> Students are unable to identify and pronounce the sounds /ts/ and /st/ and associate them with the letters <i>ts</i> and <i>st</i> in word endings. | |
| <ul style="list-style-type: none"> - Hold up the phonics cards for <i>cats, vets, cast, and vest</i> one at a time, saying the words for children to repeat. - Put the phonics cards on the board and point to them in a random order, asking children to say the words. | <ul style="list-style-type: none"> - Listen carefully. - Look and say the words. |

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| <ul style="list-style-type: none"> - Repeat several times until children are used to saying the words. | |
| <p>2. PRACTICE</p> <p>Objectives: To use these sounds in the context of a chant.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use these sounds in the context of a chant correctly. - <i>Task completed:</i> Students can use these sounds in the context of a chant. - <i>Task uncompleted:</i> Students are unable to use these sounds in the context of a chant. | |
| <p>1. Listen, point, and repeat. (Track 21)</p> <ul style="list-style-type: none"> - Ask children to look at the words and pictures in their Student Books on page 17. Tell them they are going to hear a recording of the different sounds and words. - Play the first part. Children listen and point to the pictures. - Play the second part. Children repeat the sounds and words in the chorus. <p>2. Listen and chant. (Track 22)</p> <ul style="list-style-type: none"> - Ask children to look at the picture. Ask: <i>What animals can you see? (cats); Are they happy? (No, they aren't. They're sad.); Who are the people? (vets).</i> | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and point. - Listen, point and repeat. - Listen to the teacher. - Listen to the chant. - Listen and repeat. - Listen and chant. - Listen to teacher carefully. |

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| <ul style="list-style-type: none"> - Play the recording for children to listen to the chant. - Play the chant again, pausing the recording after each line for children to repeat. <p>3. Read the chant again. Underline the words that end with <i>ts</i> and <i>st</i>. Then say.</p> <ul style="list-style-type: none"> - Write <i>ts</i> and <i>st</i> with big letters on the board. Model the two clusters. Say the first letter slowly and then the second letter before saying the cluster: <i>ttttt, sssss. ts!</i> Have children repeat. Do the same for <i>st</i>. - Ask children to find and underline the <i>ts</i> and <i>st</i> words in the chant from Exercise 1. Have them do this in pairs. - Go through the answers, saying all the words in chorus. | <ul style="list-style-type: none"> - Find and underline the <i>ts</i> and <i>st</i> words in the chant. - Look and say. |
|--|---|

3. PRODUCTION

Objectives: To use the word with *st* and *ts*.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can use the word with *st* and *ts* correctly.
- *Task completed:* Students can use the word with *st* and *ts*.
- *Task uncompleted:* Students are unable to use the word with *st* and *ts*.

4. Complete the words with *ts* or *st*.**Then say.**

- Ask children to look at the first picture. Elicit the word *cats* and point out the blue letters.
- Children look at the rest of the pictures and complete the words individually.
- Go through the answers. Then ask children to point and say the words in pairs.

***Differentiation**

Below level: Ask *What's this word?* for each picture. Ask children to spell each word aloud, looking at Exercise 1 for help, if needed. Then children complete the activity independently.

At level: Children complete the activity.

Above level: After children finish, ask them to close their books and say the *ts* and *st* words from memory. Tell them to open their books and check.

5. Let's talk!

- Ask children to look at the picture and speech bubble.
- Have a student demonstrate the sentence for the class.

- Look at the pictures.
- Follow teacher's instructions.
- Work in pairs.

- Listen to the teacher's instructions carefully.

- Work in pairs.

- Listen to the teacher's instructions carefully.

- Play the game.

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| <ul style="list-style-type: none">- Children work in pairs to take turns saying the sentence. Tell them to use other words on the page. <p>* Game: Listing</p> <ul style="list-style-type: none">- Divide the class into four teams.- Have pupils in each team list 5 words with <i>st</i> and <i>ts</i> in 5'.- All teams take turns to say one word with <i>st</i>. They must add one different word.- Continue saying words with <i>ts</i>.- They get one point for each correct word.- The team that gets the most points wins.- Correct pupils' mistakes (if any). | |
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WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 – 11/10/2024

Period: 22

UNIT 2: PLACES TO GO

Lesson 5

A. OBJECTIVES

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

- identify new words.
- read and understand a movie review.
- read for specific information.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about a movie review.
- *Problem-solving and creativity*: find out a movie review.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary and structures seen previously

Core: *concert, actor, movie, character*

Extra: *go into, room, friendly, adventure, sing*

2. Structures: revision

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

C. RESOURCES AND MATERIALS

- Student book - page 18

- Audio tracks: 20, 23, 24
- Flashcards: 21-24

I. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|--|---|
| WARM-UP | |
| <p>Objectives: To generate students' interest and lead in the new lesson</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. | |
| Sing <i>Come and play with me</i> from lesson 3 to energize the class. | |
| 1. PRESENTATION | |
| <p>Objectives: To help students identify a movie review.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify a webpage about a movie review and new words correctly. - <i>Task completed:</i> Students can identify a webpage about a movie review and new words. - <i>Task uncompleted:</i> Students are unable to identify a movie review and new words. | |
| <ul style="list-style-type: none"> - Tell children that they are going to learn and think about different cultural activities. - Use flashcards 21–24 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time. Say all the words for the children to repeat. | <ul style="list-style-type: none"> - Think and share. - Listen to the teacher carefully. - Listen and say. |

| | |
|---|---|
| <ul style="list-style-type: none"> - Hold the flashcards up in a different order and repeat. <p>1. Listen, point, and repeat. (Track 23)</p> <ul style="list-style-type: none"> - Ask children to open their Student Books to page 18 and look at the words in Exercise 1. - Play the first part of the recording for children to listen and point to the appropriate picture. - Play the second part of the recording for children to repeat. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and point. - Listen point and repeat. |
| <p>2. PRACTICE</p> <p>Objectives: To help students read, understand a webpage about a movie review.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read, understand a webpage about a movie review and answer the questions correctly. - <i>Task completed:</i> Students can read, understand a webpage about a movie review and answer the questions. - <i>Task uncompleted:</i> Students are unable to read, understand a webpage about a movie review and answer the questions. | |
| <p>2. Look at the text. What country are the children from?</p> <ul style="list-style-type: none"> - Ask children to look at the picture. Ask what the text is about (<i>a movie/movie review</i>). - Ask questions to help children make predictions about the text: <i>What do they find in the room?</i> <i>Where are the children?</i> | <ul style="list-style-type: none"> - Look, listen and answer. - Listen and answer. - Listen and read. |

Is it a funny movie?

- Ask: *What country are the children from?* Children scan the text quickly to find the answer (*Japan*).

*** Read the text and underline the new words.**

- Play the recording for children to listen and follow the text silently in their books.

- Read the text silently in their books and underline the new words.

(concert, actor, movie, character, friendly, adventure).

***Differentiation**

Below level: Ask the children to look at the pictures and read the text again. Children underline the words.

At level: Children do the activity.

Above level: Children practice making the sentences using the words in pairs.

3. Listen and read. (Track 24)

- Play the recording for children to listen and follow the text silently in their books.
- Check the answers to the questions you asked before children read, and answer any questions they have.

- Read and underline new words.

- Follow the teacher's instructions.

- Listen and read.

- Listen and check.

- Find the words from Exercise 1.

- Answer the teacher's questions.

- Ask children to find the words from Exercise 1 in the text (*movie, actor, character*).
- Focus children's attention on the words *dragon* and *adventure* and check that children understand them.

4. Read again and answer the questions.

- Tell children that they are going to answer questions about the text.
Look at the example with the class.
- Allow time for children to read the text again and answer the other questions individually.
- You might want to ask more questions to check comprehension, e.g.

Who do Hana and Reiku stay with?

Where does their uncle live?

Is it a big / old house?

Where is the dragon?

What do they do?

* Differentiation

Below level: Ask children to look at the text again. Tell them to find these words: *visit, find, dragon, play, and sing*. Ask them if they think the movie is happy or sad. Then look at the questions in Exercise 4. Do the example together. Then children complete the activity independently.

- Do exercise 4.

| | | | | | | | | | | | | | | | | | |
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| <p>At level: Children complete the activity.</p> <p>Above level: After children finish, ask them to talk about a movie they like. It can be a movie they have seen or one they would like to see. They can talk about the plot, the actors, the music, etc.</p> | | | | | | | | | | | | | | | | | |
| <p>3. PRODUCTION</p> <p>Objectives: To check students' understanding of the meaning of the vocabulary and talk about their favorite movies.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the meaning of the vocabulary and talk about their favorite movies correctly and confidently. - <i>Task completed:</i> Students can understand the meaning of the vocabulary and talk about their favorite movies. - <i>Task uncompleted:</i> Students are unable to understand the meaning of the vocabulary and talk about their favorite movies. | | | | | | | | | | | | | | | | | |
| <p>Game: matching</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;">1. concert</td> <td style="width: 10%;"></td> <td style="width: 50%; padding: 5px;">a. a person who plays the part of a character in a movie or play</td> <td rowspan="5" style="width: 20%; vertical-align: top; padding: 5px;"> <ul style="list-style-type: none"> - Listen to the teacher's instructions carefully. - Play the game. </td> </tr> <tr> <td style="padding: 5px;">2. actor</td> <td></td> <td style="padding: 5px;">b. a performance of music by one or more musicians or singers</td> </tr> <tr> <td style="padding: 5px;">3. movie</td> <td></td> <td style="padding: 5px;">c. an unusual, exciting, and possibly dangerous</td> </tr> <tr> <td style="padding: 5px;">4. character</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">5. adventure</td> <td></td> <td></td> </tr> </table> | | 1. concert | | a. a person who plays the part of a character in a movie or play | <ul style="list-style-type: none"> - Listen to the teacher's instructions carefully. - Play the game. | 2. actor | | b. a performance of music by one or more musicians or singers | 3. movie | | c. an unusual, exciting, and possibly dangerous | 4. character | | | 5. adventure | | |
| 1. concert | | a. a person who plays the part of a character in a movie or play | <ul style="list-style-type: none"> - Listen to the teacher's instructions carefully. - Play the game. | | | | | | | | | | | | | | |
| 2. actor | | b. a performance of music by one or more musicians or singers | | | | | | | | | | | | | | | |
| 3. movie | | c. an unusual, exciting, and possibly dangerous | | | | | | | | | | | | | | | |
| 4. character | | | | | | | | | | | | | | | | | |
| 5. adventure | | | | | | | | | | | | | | | | | |

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| <p>6. friendly</p> | <p>activity, such as a trip or experience</p> <p>d. a film shown in a cinema or on television and often telling a story</p> <p>e. a person represented in a film, play, or story</p> | |
| <p>- Have students work in groups of 4.</p> <p>- Students read and match.</p> <p>- Check their answers.</p> <p>5. What kinds of movies do you like watching?</p> <ul style="list-style-type: none"> - Ask a few individual children the question. Write ideas on the board. - Tell children to work in pairs to discuss the question. - Have children share what they learned with the class. <p>* Write about your favorite movies.</p> <ul style="list-style-type: none"> - Have your students write about their favorite movies. - Have students work in pairs to read their writing. - Ask some students to read their writing out loud. | | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Work in pairs. - Present their ideas. - Write about your favorite movies. - Work in pairs. - Read their writing in the front. |

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 - 11/10/2024

Period: 23

UNIT 2: PLACES TO GO

Lesson 6 (period 1)

A. OBJECTIVES

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

- listen for specific words.
- ask and answer about activities you like doing and how often you do them.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about activities you like doing and how often you do them.
- *Problem-solving and creativity*: find out a movie review.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary seen previously

2. **Sentence patterns**: revision.

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

C. RESOURCES AND MATERIALS

- Student book - page 19
- Audio track: 25
- Flashcards: 21, 23

J. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|----------------------|----------------------|
|----------------------|----------------------|

WARM UP (5 minutes)

Objectives: To review vocabulary from unit 2.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can say the words correctly.
- *Task completed:* Students can say the words.
- *Task uncompleted:* Students are unable to say the words.

A. Sing *Come and play with me* from lesson 3 to energize the class.

B. Play *What do I have?* game (see Games bank) using the places in town and performances flashcards listed above.

1. PRESENTATION (5 minutes)

Objectives: To help students identify people, and places in exercise 1.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can identify people, and places in exercise 1 correctly.
- *Task completed:* Students can identify people, and places in exercise 1.
- *Task uncompleted:* Students are unable to identify people, or places in exercise 1.

- Ask children to look at the pictures in Exercise 1 and ask:

- *What can you see in the pictures? (a movie theater, a concert, a swimming pool, a library, a shopping mall).*

- Answer the question.

2. PRACTICE (15 minutes)

Objectives: To listen for specific words.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can listen for specific words correctly.
- *Task completed:* Students can listen for specific words.
- *Task uncompleted:* Students are unable to listen for specific words.

1. Listen and check (✓) or cross (X).**(Track 35)**

- Tell children they are going to hear people talking about these places. They write a check for the activities the people do and write a cross for the activities they don't do.
- Play the recording, pausing after each dialogue for children to write a check or a cross.

2. Ask and answer about you.

- Ask two children to read the speech bubbles for the class.
- Point out that the two questions in the example are different (*Do you like ...? Do you ever ...?*), and the words children need in the box are different, too (*the activity / the place*). Check that children understand *ever*.
- Children work in pairs, asking and answering questions about things they like doing. They must ask about two or three things each.

***Differentiation**

Below level: Elicit a few more example questions and answers from children around the class. Then children complete

- Follow teacher's instructions.
- Listen and write a check or a cross.
- Look and read.
- Answer teacher's questions.
- Work in pairs.
- Demonstrate in the front.
- Listen to the teacher carefully.

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| <p>the activity together. They can also write down their questions before they ask them.</p> <p>At level: Children complete the activity individually.</p> <p>Above level: Children give as much extra information as they can. Invite two children to give an example, e.g.</p> <p><i>Do you like watching movies?</i></p> <p><i>-> Yes, I do. I like watching movies with my sister. We always watch a film on Sundays.</i></p> | <ul style="list-style-type: none"> - Work in pairs. |
| <h3>3. PRODUCTION</h3> <p>Objectives: To say about what you and your family <i>always, usually, often, sometimes and never</i> do.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say about what you and your family <i>always, usually, often, sometimes and never</i> do correctly and confidently. - <i>Task completed:</i> Students can say about what you and your family <i>always, usually, often, sometimes and never</i> do. - <i>Task uncompleted:</i> Students are unable to say about what you and your family <i>always, usually, often, sometimes and never</i> do. | |
| <p>3. Say what you and your family <i>always, usually, often, sometimes and never</i> do.</p> | <ul style="list-style-type: none"> - Listen to the teacher carefully. |

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| <ul style="list-style-type: none">- Write on the board: <i>always, usually, often, sometimes, never.</i> Then read out the example sentences.- Tell children to work in pairs and say something for each word about themselves and their family members. | |
|---|--|

WEEK 6

Date of preparing: 30/9/2024

Date of teaching: 07/10 - 11/10/2024

Period: 24

UNIT 2: PLACES TO GO

Lesson 6.2

A. OBJECTIVES

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

- ask and answer about activities you like doing and how often you do them.
- write a review.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about activities you like doing and how often you do them.
- *Problem-solving and creativity*: find out a movie review.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary seen previously

2. **Sentence patterns**: revision.

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

C. RESOURCES AND MATERIALS

- Student book - page 19
- Audio track: 25
- Flashcards: 21, 23

K. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|----------------------|----------------------|
|----------------------|----------------------|

WARM UP (5 minutes)

Objectives: To review vocabulary from unit 2.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can say the words correctly.
- *Task completed:* Students can say the words.
- *Task uncompleted:* Students are unable to say the words.

A. Sing *Come and play with me* from lesson 3 to energize the class.

B. Game: Make sentences

- Write a few random words on the board.
- Have the students work in small groups to make up as many sentences from the words as possible.
- The team with the most sentences is the winner.

1. PRESENTATION (5 minutes)

Objectives: To help students identify people, and places in exercise 1.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can identify people, and places in exercise 1 correctly.
- *Task completed:* Students can identify people, and places in exercise 1.
- *Task uncompleted:* Students are unable to identify people, or places in exercise 1.

- Ask children to look at the pictures in

Exercise 1 and ask:

- *What can you see in the pictures? (a movie theater, a concert, a swimming pool, a library, a shopping mall).*

- Answer the question.

2. PRACTICE (15 minutes)

Objectives: To write a movie review.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can write a movie review correctly.
- *Task completed:* Students can write a movie review.
- *Task uncompleted:* Students are unable to write a movie review.

4. Write a review of your favorite movie. Use the example to help you.

- Focus children's attention on the example review. Ask the children to read it, and elicit what type of information can be included in a movie review (*the name of the movie, what kind of movie it is, the characters, what happens in the movie, whether they like the movie or not*). Write these ideas on the board.
- Encourage children to make notes about their favorite movie before they write the review. They can discuss ideas in pairs.
- Children work individually to write their review. Help as needed.
- Follow the teacher's instructions.
- Make notes.
- Write a review.

3. PRODUCTION (8 minutes)

Objectives: To talk about a movie review.

→ **Expected outcomes and assessment:**

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| <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about a movie review correctly and confidently. - <i>Task completed:</i> Students can talk about a movie review. - <i>Task uncompleted:</i> Students are unable to talk about a movie review. | |
| <p>* Your favorite writing</p> <ul style="list-style-type: none"> - Have students work in groups of 6. - Ask students to read and vote the best writing in their groups. - Have students read their best writing and give reasons. | <ul style="list-style-type: none"> - Work in groups of 6. - Choose the best writing and give reasons. |

Kiểm tra ngày 4 tháng 10 năm 2024
Tổ trưởng

Huỳnh Thị Yến Trang

WEEK 7

Date of preparing: 30/9/2024

Date of teaching: 14/10 - 18/10/2024

Period: 25

UNIT 3: COULD YOU GIVE ME A MELON, PLEASE?

Lesson 1

A. OBJECTIVES

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

- identify food and drink items.
- understand a short story.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drink items.
- *Problem-solving and creativity*: find out food and drink items.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: lemonade, mushrooms, meat, melon, cucumber, onion, soda, ice tea

Extra: supermarket, week, need, sure, over there, get, the top

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

C. RESOURCES AND MATERIALS

- Student book - page 20
- Audio tracks: 26-28
- Flashcards: 25-32

L. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|--|--|
| <p style="text-align: center;">WARM-UP</p> <p>Objectives: To review food words and generate students' interests and lead in the new lesson.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song and say food words correctly. - <i>Task completed:</i> Students can sing the song and say food words. - <i>Task uncompleted:</i> Students are unable to sing the song or say food words. | |
| <p>A. Sing <i>Come and play with me</i> from unit 2 to energize the class.</p> <p>B. Play a game of <i>Simon says</i> (see Games bank) to warm up and energize the class. Use some food words that children know in your instructions, e.g. <i>Simon says ... eat an apple.</i></p> | |
| <p style="text-align: center;">1. PRESENTATION</p> <p>Objectives: To help students identify the food and drink items.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the food and drink items correctly. - <i>Task completed:</i> Students can identify some food and drink items. - <i>Task uncompleted:</i> Students are unable to identify the food and drink items. | |
| <ul style="list-style-type: none"> - Use food flashcards 25–32 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children don't know. - Say all the words again for children to repeat. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and repeat. |

| | |
|--|---|
| <ul style="list-style-type: none"> - Hold the flashcards up in a different order and repeat. | |
| <p>2. PRACTICE</p> <p>Objectives: To help students identify food and drink items and say them in a chant.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify food and drink items correctly. - <i>Task completed:</i> Students can identify food and drink items. - <i>Task uncompleted:</i> Students are unable to identify food and drink items. | |
| <p>1. Listen, point, and repeat. (Track 26)</p> <ul style="list-style-type: none"> - Ask children to open their Student Books on page 20 and look at the pictures of the food and drink. - Play the first part of the recording for children to listen and point to the appropriate picture. - Play the second part of the recording for children to repeat. <p>* Differentiation</p> <p>Below level: Play <i>Listen, point, and say</i> (see Games bank). Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching words to flashcards. Repeat for the other words.</p> | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and point. - Listen point and repeat. - Listen to the chant. |

At level: Play *Teacher can't remember* (see Games bank).

Above level: Change the game to *Student can't*

remember. Ask a student to come to the front and play the teacher's role.

2. Listen and chant. (Track 27)

- Play the recording for children to listen to the chant.

- Play the chant again for children to say the phrases. Repeat. This time they point to the correct flashcard as they hear it.

- Ask children to close their books.

Encourage the class to say the chant from memory.

- Begin the chant again, faster than before. Continue in this way until the chant is so fast that children can't keep up.

* Game: "Label It"

- Arrange the flashcards (cover the words on the flashcards) on the board.

- Have students look at the flashcards and write the words under each one.

- Read and check.

- Listen and say.

- Listen and chant.

- Listen to the teacher carefully.

- Play the game.

3. PRODUCTION

Objectives: To check students' understanding of food and drink items in a story.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can understand a story and answer questions about it correctly.
- *Task completed:* Students can understand and answer questions about a story.
- *Task uncompleted:* Students are unable to understand a story or answer questions about it.

3. Listen and read. What fruit do they need? (Track 28)

- | | |
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| <ul style="list-style-type: none"> - Focus children's attention on the story. Talk about each frame with the class and ask questions, e.g. <i>Who is with Mom? Where are they? What are they doing? Who takes the melon? What happens?</i> (Elicit the word <i>fall</i>.) - Play the video or the recording for children to watch or listen. - Ask: <i>What fruit do they need?</i> Elicit the answer and ask further comprehension questions, e.g. <i>Does Max like shopping? Does he help his mom every week? What does Amy like?</i> - Tell children to listen and follow the words as you play the recording again. | <ul style="list-style-type: none"> - Look at the pictures. - Answer the teacher's questions. - Watch the video. - Answer the questions. - Share their answers. - Listen to teacher's instructions carefully. |
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| <ul style="list-style-type: none">- Ask children to find the words from Exercise 1 that appear in the story (<i>soda, ice tea, onions, cucumber, melons</i>). <p>* Game: Pictionary</p> <ul style="list-style-type: none">- Put the words in a bag.- Divide the class into 2 teams and draw a line down the middle of the board.- Ask one member from each team to choose a word from the bag.- Tell the students to draw the word as a picture on the board and encourage their team to guess the word.- The first team to shout the correct answer gets a point. | <ul style="list-style-type: none">- Play the game. |
|---|--|

WEEK 7

Date of preparing: 30/9/2024

Date of teaching: 14/10 - 18/10/2024

Period: 26

UNIT 3: COULD YOU GIVE ME A MELON, PLEASE?

Lesson 2 (period 1)

A. OBJECTIVES

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

- act out a story.
- identify the food and drink items.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drink items.
- *Problem-solving and creativity*: find out the food and drink items.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: lemonade, mushrooms, meat, melon, cucumber, onion, soda, ice tea

Extra: supermarket, week, need, sure, over there, get, the top

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

C. RESOURCES AND MATERIALS

- Student book - page 21
- Audio tracks: 26-28
- Flashcards: 25-32

M. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|---|---|
| <p style="text-align: center;">WARM-UP</p> <p>Objectives: To review vocabulary from lesson 1.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the food and drink items correctly. - <i>Task completed:</i> Students can say food and drink items. - <i>Task uncompleted:</i> Students are unable to say food and drink items. | |
| <p>A. Sing <i>Come and play with me</i> from unit 2 to energize the class.</p> <p>B. Play Pictionary game</p> <ul style="list-style-type: none"> - Put the words in a bag. - Divide the class into 2 teams and draw a line down the middle of the board. - Ask one member from each team to choose a word from the bag. - Tell the students to draw the word as a picture on the board and encourage their team to guess the word. - The first team to shout the correct answer gets a point. | |
| <p style="text-align: center;">1. PRESENTATION</p> <p>Objectives: To help students identify the people and things in the story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer questions about the story correctly. - <i>Task completed:</i> Students can answer questions about the story. - <i>Task uncompleted:</i> Students are unable to answer questions about the story. | |
| <ul style="list-style-type: none"> - Ask children what happened in the story. - Ask: <i>Who is with Mom?</i> <i>Where are they?</i> <i>What does Amy want?</i> | <ul style="list-style-type: none"> - Answer the questions. - Read and find the answers. |

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| <i>What happens?</i> | |
| <p>2. PRACTICE</p> <p>Objectives: To help students act out the story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can act out the story correctly. - <i>Task completed:</i> Students can act out the story. - <i>Task uncompleted:</i> Students are unable to act out the story. | |
| | |
| <p>1. Listen to the story and repeat. (Track 28)</p> <ul style="list-style-type: none"> - Play the recording, pausing for children to repeat. - Divide the class into groups of three to play the parts of Mom, Max, and Amy. If the class does not divide exactly, some children can act twice. - As a class, decide on the actions for the story. - Children practice acting out the story in their groups. <p>* Differentiation</p> | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and repeat. - Work in groups. - Act out the story. |

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| <p>Below level: Children act out one or two-story frames.</p> <p>At level: Children do the activity.</p> <p>Above level: Ask children to think of one more line for their character to extend the story.</p> | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To make their story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use food and drink items correctly. - <i>Task completed:</i> Students can use food and drink items. - <i>Task uncompleted:</i> Students are unable to use food and drink items. | |
| <p>* Make your story</p> <ul style="list-style-type: none"> - Have students work in pairs. - Ask them to underline food and drink items. - Have students use their ideas to make new stories. - Have some pairs present in the front. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Work in pairs. - Present their stories. |

WEEK 7

Date of preparing: 30/9/2024

Date of teaching: 14/10 - 18/10/2024

Period: 27

UNIT 3: COULD YOU GIVE ME A MELON, PLEASE?

Lesson 2 (period 2)

A. OBJECTIVES

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

- identify countable and uncountable nouns.
- learn polite requests with *could*.
- use *a / an* and *some* with countable and uncountable nouns

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drink items.
- *Problem-solving and creativity*: find out food and drink items.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Extra: ice cream, juice, noodles

2. Sentence patterns:

Could you help me, please?

Could I have some ice tea, please?

Could we have that melon, please?

Sure. / Of course.

No, sorry. one / two / some onions, some meat / ice tea.

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

C. RESOURCES AND MATERIALS

- Student book - page 21
- Audio tracks: 28-29
- Flashcards: 25-32

N. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|---|----------------------|
| WARM UP | |
| <p>Objectives: To review vocabulary about food and drink items.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. | |
| <p>A. Sing <i>Come and play with me</i> from unit 2 to energize the class.</p> <p>B. Play "Label It" game:</p> <ul style="list-style-type: none"> - Arrange the flashcards (cover the words on the flashcards) on the board. - Have students look at the flashcards and write the words under each one. - Read and check. | |
| 1. PRESENTATION | |
| <p>Objectives: To identify countable and uncountable nouns and polite requests with COULD.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify countable and uncountable nouns, and polite requests with COULD correctly. - <i>Task completed:</i> Students can identify countable and uncountable nouns and polite requests with COULD. - <i>Task uncompleted:</i> Students are unable to identify countable and uncountable nouns and polite requests with COULD. | |

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| <ul style="list-style-type: none"> - Write <i>Could you help me, please?</i> Elicit answers from around the class. - Put a countable noun flashcard in the blank and say, e.g. <i>Could I have some (two melons), please?</i> Children mime giving you two melons. Repeat with the other countable flashcards, giving a number each time. - Hold up an uncountable flashcard. Say <i>Could we have some (ice tea), please?</i> Mime opening a bottle of ice tea and pouring out some in a glass. Tell children that we can't count things like meat, ice tea, or water, so we say <i>some</i>. | <ul style="list-style-type: none"> - Listen to the teacher. |
| 2. PRACTICE | |
| Objectives: To use countable and uncountable nouns, polite requests with COULD. | |
| <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use countable and uncountable nouns, polite requests with COULD correctly. - <i>Task completed:</i> Students can use countable and uncountable nouns, polite requests with COULD - <i>Task uncompleted:</i> Students are unable to use countable and uncountable nouns, polite requests with COULD. | |
| 2. Listen and say. (Track 29) | <ul style="list-style-type: none"> - Listen and say. |

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| <ul style="list-style-type: none"> - Children listen to and repeat the sentences in the grammar box. Copy the chart onto the board. - Hold up the flashcards. Ask children whether you can count the things. Complete the chart with the other words. - Ask two children to read out the speech bubbles. Read out the other two responses <i>Of course.</i> and <i>No, sorry.</i> - Children practice the speech bubbles in pairs using different responses. <p>3. Complete the sentences.</p> <ul style="list-style-type: none"> - Look at the example with the class. Children do the rest of the exercise individually. - Go through the answers with the class. <p>4. Write.</p> <ul style="list-style-type: none"> - Look at the example with the class. Children do the rest of the exercise individually. - Go through the answers with the class. <p>* Differentiation:</p> <p>Below level: Put the Food flashcards on the chalk rail in random order. Point to</p> | <ul style="list-style-type: none"> - Read aloud the speech bubbles. - Listen to teacher carefully. - Do the exercise. - Follow teacher's instructions. - Complete the questions. |
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| <p>each and elicit <i>a, an, or some</i>. Make the plural of the countable nouns and elicit <i>some</i> from children.</p> <p>Then look at the example in Exercise 4. Ask why the answer is <i>a</i> (one sandwich; countable noun). Then children complete the activity.</p> <p>At level: Children complete the activity.</p> <p>Above level: After children finish, play <i>A long sentence</i> (see Games Bank), e.g. <i>I have an apple and some rice.</i></p> | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To use the sentence pattern in sentences.</p> | |
| <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the sentence pattern correctly. - <i>Task completed:</i> Students can use the sentence pattern. - <i>Task uncompleted:</i> Students are unable to use the sentence pattern. | |
| <p>Let's talk!</p> <ul style="list-style-type: none"> - Ask children to look at the picture and speech bubble. - Have two children demonstrate the question and an answer. - Children work in pairs to ask and answer the question. Tell them to use other words on the page. <p>* Game: "Use the word".</p> <ul style="list-style-type: none"> - Prepare some flashcards with plain paper and write a word. | <ul style="list-style-type: none"> - Look and read the sentences. - Work in pairs. - Follow the teacher's instructions. - Play the game. |

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| <ul style="list-style-type: none">- Keep the cards on the table and ask your student to pick one card randomly.- The task is to read the word written on the flashcard aloud, say its meaning, and use it in a sentence as an example. | |
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WEEK 7

Date of preparing: 30/9/2024

Date of teaching: 14/10 - 18/10/2024

Period: 28

UNIT 3: COULD YOU GIVE ME A MELON, PLEASE?

Lesson 3

A. OBJECTIVES

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

- describe people's shopping, using the present continuous and countable or uncountable nouns.
- write sentences with the present continuous and countable or uncountable nouns.
- use *could we have*, countable and uncountable nouns in the context of a song.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drink items.
- *Problem-solving and creativity*: find out countable and uncountable nouns.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Extra: *fresh, sweet (adj), healthy*

2. Sentence patterns:

He's/She's buying some meat.

Could we have some onions?

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

C. RESOURCES AND MATERIALS

- Student book - page 22

- Audio track: 30

O. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|--|----------------------|
| <p>WARM UP</p> <p>Objectives: To review countable and uncountable nouns.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write countable and uncountable nouns correctly. - <i>Task completed:</i> Students can write countable and uncountable nouns. - <i>Task uncompleted:</i> Students are unable to write countable and uncountable nouns. | |
| <p>A. Sing <i>Come and play with me</i> from unit 2 to energize the class.</p> <p>B. Play Category Writing Game:</p> <ul style="list-style-type: none"> - Divide the classroom into two or three groups. - Each group chooses their "captain". The teacher writes on the board a word like "countable" or "uncountable". - Each group has to tell their captain to write down as many words as they can that belong to that category. - They have 1 or 2 mins. - Each group takes 1 point for each word. | |
| <p>1. PRESENTATION</p> <p>Objectives: To help students identify the activities.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer questions about the activities correctly. - <i>Task completed:</i> Students can answer questions about the activities. - <i>Task uncompleted:</i> Students are unable to answer questions about the activities. | |

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| <ul style="list-style-type: none"> - Ask children to look at the picture in Exercise 1 and ask them to call out all the things they can see in the shopping baskets. Write the words on the board. - Draw two circles on the board and write <i>a / an</i> and <i>some</i> above each circle. - Ask children to tell you which circle to put the words in. - You may ask children to come to the board and draw lines to the appropriate circle. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and answer the question. |
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2. PRACTICE

Objectives: To describe people's shopping, using the present continuous and countable or uncountable nouns, write sentences with the present continuous and countable or uncountable nouns, and use *could we have* and countable and uncountable nouns in the context of a song.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can describe people's shopping, using the present continuous and countable or uncountable nouns, write sentences with the present continuous and countable or uncountable nouns, and use *could we have* and countable and uncountable nouns in the context of a song correctly.
- *Task completed:* Students can describe people's shopping, using the present continuous and countable or uncountable nouns, write sentences with the present continuous and countable or uncountable nouns, and use *could we have* and countable and uncountable nouns in the context of a song.

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| <ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to describe people's shopping, using the present continuous and countable or uncountable nouns, write sentences with the present continuous and countable or uncountable nouns, and use <i>could we have</i> and countable and uncountable nouns in the context of a song. | |
| <p>1. Choose a boy or a girl. Look and say.</p> <ul style="list-style-type: none"> - Ask two children to read the speech bubbles for the class. - Ask children to find Minh. Then choose another name and ask the children to tell you the food in his/her basket. - Check that children understand the exercise and ask them to work in pairs. They should choose several children each. - Ask individual children to describe someone in the picture for the class. Children call out the answer. <p>2. Write about two people.</p> <ul style="list-style-type: none"> - Read the example with the children and check that they understand the exercise. - Ask children to choose two people from the picture in Exercise 1 and write about them, using the example to help them. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Look and read. - Answer the questions. - Do the exercise. - Listen to the teacher carefully. - Do exercise 2. - Read your sentences. |

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| <ul style="list-style-type: none"> - Monitor the activity and help where necessary. - Ask some children to read their sentences aloud. <p>*Differentiation</p> <p>Below level: Look at the picture of Khang together. Ask the children to name the foods in their basket. Then make sentences together. Put children in pairs and have them write about a person together. Then children try to write about a second person on their own.</p> <p>At level: Children complete the activity.</p> <p>Above level: After children finish, ask them to draw their own shopping baskets with a few food items. Children switch drawings with a partner and make sentences about what's in the basket.</p> <p>*Game: Make sentences</p> <ul style="list-style-type: none"> - Write a few random words on the board. - Have the students work in pairs/small groups to make up as many sentences from the words as possible. - The team with the most sentences is the winner. <p>3. Listen and sing. (Track 30)</p> <ul style="list-style-type: none"> - Ask children to tell you about the foods in the picture (<i>rice, meat,</i> | <ul style="list-style-type: none"> - Listen you the teacher carefully. - Play the game. - Listen and repeat. - Listen and sing along. |
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| <p><i>apples, bread, melons, onions, and lemons).</i></p> <ul style="list-style-type: none"> - Play the recording for children to listen and follow the words. - Recite the words of the song with the class, without the recording. Say each line and ask children to repeat. - Play the recording for children to sing along. - Check that children understand <i>fresh, sweet, and healthy.</i> | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To sing a song.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. | |
| <p>4. Sing and do.</p> <ul style="list-style-type: none"> - As a class, decide on the actions for the song. - Practice the actions with the class. - Play the recording for children to sing and do the actions. | <ul style="list-style-type: none"> - Follow teacher's instructions. - Practice the actions. - Sing and do. |

Kiểm tra ngày 4 tháng 10 năm 2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 - 25/10/2024

Period: 29

UNIT 3: COULD YOU GIVE ME A MELON, PLEASE?

Lesson 4

A. OBJECTIVES

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

- pronounce the final *s* and *es* in plural forms.
- differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings.
- use these sounds in the context of a chant.

1. General competences

- *Communication and collaboration*: work in pairs/groups to pronounce the final *s* and *es* in plural forms.
- *Problem-solving and creativity*: differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: *balloons, cookies, hats, masks, sandwiches, boxes*

Extra: *cakes, share, party, afternoon*

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

C. RESOURCES AND MATERIALS

- Student book - page 23
- Audio tracks: 22, 31-33

- Flashcards: Phonics 13-18

P. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|---|--|
| <p style="text-align: center;">WARM-UP</p> <p>Objectives: To generate students' interest and lead in the new lesson</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. | |
| <p>Sing <i>At the supermarket</i> from lesson 3 to energize the class.</p> | |
| <p style="text-align: center;">1. PRESENTATION</p> <p>Objectives: To pronounce the final <i>s</i> and <i>es</i> in plural forms and differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can the final <i>s</i> and <i>es</i> in plural forms correctly. - <i>Task completed:</i> Students can identify and pronounce the final <i>s</i> and <i>es</i> in plural forms. - <i>Task uncompleted:</i> Students are unable to identify and pronounce the final <i>s</i> and <i>es</i> in plural forms. | |
| <ul style="list-style-type: none"> - Hold up the phonics cards for <i>balloons, hats, and sandwiches</i> saying the words for children to repeat. - Repeat several times until children are used to saying the words. - Divide the class into three groups and assign each group one of the | <ul style="list-style-type: none"> - Listen carefully. - Look and say the words. |

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| <p>words. Tell children to stand up and say the word when you hold up their phonics card.</p> <ul style="list-style-type: none"> - Silently hold up the phonics cards at random. Children stand up and say their words. | |
| <p>2. PRACTICE</p> <p>Objectives: To use these sounds in the context of a chant.</p> <p>→ <i>Expected outcomes and assessment:</i></p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use these sounds in the context of a chant correctly. - <i>Task completed:</i> Students can use these sounds in the context of a chant. - <i>Task uncompleted:</i> Students are unable to use these sounds in the context of a chant | |
| <p>1. Listen, point, and repeat. (Track 31)</p> <ul style="list-style-type: none"> - Ask children to look at the words and pictures in their Student Books on page 23. Tell them that they are going to hear a recording of the words. - Play the first part of the recording for children to listen and point to the pictures. - Play the second part of the recording for children to repeat the words in the chorus. <p>2. Listen and chant. (Track 32)</p> <ul style="list-style-type: none"> - Ask children to look at the picture. Ask: <i>Who can you see? Where are</i> | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and point. - Listen, point and repeat. - Listen and answer the questions. - Listen to the chant. - Listen and repeat. - Listen and chant. - Listen to teacher carefully. |

they? What's in the box? What else can you see?

- Play the recording for children to say the chant and follow in their books.
- Play the chant once more for children to join in.

3. Read the chant again. Underline the words that end with *s* and *es*. Then say.

- Focus children's attention on the chant again and ask children to find a word that ends in *s* or *es*. Elicit the word boxes. Model the pronunciation if necessary.
- Ask children to underline all the words ending in *s* and *es*.
- Check answers modelling the words for children to repeat.
- Point out that children practiced these sounds in Unit 1, Lesson 4. The words in that lesson were verbs, whereas here they are nouns.

***Differentiation**

Below level: Revise the sounds and the chant in Unit 1, Lesson 4 to remind children of the endings.

At level: Children do the activity.

Above level: Children practice saying the words in pairs.

- Find and underline the words ending in *s* and *es* in the chant.
- Look and say.

3. PRODUCTION

Objectives: To use the words ending in *s* and *es*.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can use the words ending in *s* and *es* correctly.
- *Task completed:* Students can use the words ending in *s* and *es*.
- *Task uncompleted:* Students are unable to use the words ending in *s* and *es*.

4. Look, match, and say.

- | | |
|---|--|
| <ul style="list-style-type: none"> - Ask children to look at the example and say the words out loud. Elicit which sound <i>melons</i> and <i>apples</i> end with. (/z/) - Ask children to do the rest of the exercise individually. - Go through the answers eliciting the sounds. | <ul style="list-style-type: none"> - Look at the example and say. - Follow teacher's instructions. - Do the exercise. |
|---|--|

5. Let's talk!

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|---|---|
| <ul style="list-style-type: none"> - Ask children to look at the picture and speech bubble. - Have a child complete the sentence with one of the words from Exercise 4. For example, <i>I have some masks</i>. - Children work in pairs and take turns saying sentences using words from Exercise 4. | <ul style="list-style-type: none"> - Listen to teacher's instructions carefully. |
|---|---|

* **Game: Listing**

- Divide the class into four teams.

| | |
|--|--|
| <ul style="list-style-type: none"> - Have pupils in each team list 5 words ending in with <i>s</i> and <i>es</i> in 5'. - All teams take turns to say one word with <i>s</i>. They have to add one different word. - Continue saying words with <i>es</i>. - They get one point for each correct word. - The team that gets the most points wins. - Correct pupils' mistakes (if any). | |
| <p>REFLECTION</p> <p>.....</p> <p style="text-align: center;">.....</p> <p>.....</p> <p style="text-align: center;">.....</p> <p>.....</p> <p style="text-align: center;">.....</p> <p>.....</p> <p style="text-align: center;">.....</p> | |

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 - 25/10/2024

Period: 30

UNIT 3: COULD YOU GIVE ME A MELON, PLEASE?

Lesson 5

A. OBJECTIVES

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

- identify new words.
- read and understand a recipe.
- read for specific information about ingredients and instructions.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about a recipe.
- *Problem-solving and creativity*: find out a recipe.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary and structures seen previously

Core: *fish sauce, rice paper, garlic, bean sprouts*

Extra: *pot, made from, add*

2. Structures: revision

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

C. RESOURCES AND MATERIALS

- Student book - page 24
- Audio tracks: 33, 34
- Flashcards: 33-36

Q. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|---|---|
| WARM-UP Objectives: To generate students' interest and lead in the new lesson → Expected outcomes and assessment: <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. | |
| Sing <i>At the supermarket</i> from lesson 3 to energize the class. | |
| 1. PRESENTATION Objectives: To help students identify a recipe and new words. → Expected outcomes and assessment: <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify a recipe and new words correctly. - <i>Task completed:</i> Students can identify a recipe and new words. - <i>Task uncompleted:</i> Students are unable to identify a recipe and new words. | |
| <ul style="list-style-type: none"> - Tell children they are going to think and learn about traditional foods in different countries. - Use Food flashcards 33–36 to elicit the vocabulary for the food. Model any words the children don't know. - Say all the words again for children to repeat. - Hold the flashcards up in a different order and repeat. 1. Listen, point, and repeat. (Track 33) | <ul style="list-style-type: none"> - Think and share. - Listen to the teacher carefully. - Listen and say. |

| | |
|--|---|
| <ul style="list-style-type: none"> - Ask children to open their Student Books to page 24 and look at the words in Exercise 1. - Play the first part of the recording for children to listen and point to the appropriate picture. - Play the second part of the recording for children to repeat in chorus. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and point. - Listen point and repeat. |
|--|---|

2. PRACTICE

Objectives: To read, understand specific information about a recipe and answer the questions.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can read, understand specific information about a recipe and answer the questions correctly.
- *Task completed:* Students can read, understand specific information about a recipe and answer the questions.
- *Task uncompleted:* Students are unable to read, understand specific information about a recipe and answer the questions.

2. Look at the text. What food can you see in the pictures?

- Say *My favorite dish is* (something you like).
- Check that children understand the word dish and ask a few children what their favorite dish is. They should give the name in their language and not try to describe it, e.g. *My favorite dish is bun bo hue / pho bo / banh xeo.*
- Ask children to look at the pictures.

Ask:

What is the text about? (how to cook a dish / cooking spring rolls).

What food can you see? (fish sauce, mushrooms, rice paper, garlic, chicken, and bean sprouts).

*** Read the text and underline the new words.**

- Play the recording for children to listen and follow the text silently in their books.
- Read the text silently in their books and underline the new words.

***Differentiation**

Below level: Look at the pictures and find the words in the text.

At level: Children do the activity.

- Look, listen and answer.
- Listen and answer.
- Listen and read.
- Read and underline new words.
- Follow the teacher's instructions.

Above level: Children practice saying the words in pairs.

3. Listen and read. (Track 34)

- Play the recording for children to listen and follow the text silently in their books. Ask them to point to the ingredients as they hear them named.
- Ask questions to check comprehension, e.g. *What is the sauce made of? What do you do with the chicken? What do you put on the rice paper?*
- Ask children to find the words from Exercise 1 in the text.

4. Read again and write T(True) or F(False).

- Look at the example with the class, and check that they understand the exercise.
- Children complete the activity on their own.

* Differentiation

Below level: Ask children to find and circle these words in Exercise 3: *noodles, chicken, mushrooms, rice paper, and pot*. Do the example in Exercise 4 together. Then children complete the activity independently.

At level: Children complete the activity.

- Listen and read.
- Listen and check.
- Find the words from Exercise 1.
- Answer the teacher's questions.
- Do exercise 4.

Above level: After the children finish, ask them to write a few sentences about their favorite dish. Use the text in Exercise 3 as a model. If time permits, children can draw a picture of the dish too.

3. PRODUCTION

Objectives: To check students' understanding the meaning of the vocabulary and talk about their favorite dish from another country.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can understand the meaning of the vocabulary and talk about their favorite dish from another country correctly and confidently.
- *Task completed:* Students can understand the meaning of the vocabulary and talk about their favorite dish from another country.
- *Task uncompleted:* Students are unable to understand the meaning of the vocabulary and talk about their favorite dish from another country.

| Game: matching | |
|--|---|
| <p>1. <i>fish sauce</i></p> <p>2. <i>rice paper</i></p> <p>3. <i>garlic</i></p> <p>4. <i>bean sprouts</i></p> <p>5. <i>recipe</i></p> <p>6. <i>dish</i></p> | <p>a. a set of instructions telling you how to prepare and cook food</p> <p>b. food prepared in a particular way as part of a meal</p> <p>c. a plant of the onion family that has a strong taste and smell</p> <p>d. beans that have started to grow and that are eaten as vegetables</p> <p>e. a dark, thin, salty-tasting sauce made with fermented fish, used especially in Thai and Vietnamese cooking</p> |
| <ul style="list-style-type: none"> - Listen to the teacher's instructions carefully. - Play the game. | |
| <ul style="list-style-type: none"> - Have students work in groups of 4. - Students read and match. - Check their answers. <p>5. What is your favorite dish from another country?</p> <ul style="list-style-type: none"> - Elicit some dishes from other countries that children like. | |
| <ul style="list-style-type: none"> - Follow the teacher's instructions. - Work in pairs. - Present their ideas. | |

| | |
|--|---|
| <ul style="list-style-type: none">- Tell children to talk about their favorite dishes from another country with a partner.* Write about your favorite dish from another country.- Have your students write about their favorite dish from another country.- Have students work in pairs to read their writing.- Ask some students to read their writing out loud. | <ul style="list-style-type: none">- Write about your favorite movies.- Work in pairs.- Read their writing in the front. |
|--|---|

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 - 25/10/2024

Period: 31

UNIT 3: COULD YOU GIVE ME A MELON, PLEASE?

Lesson 6.1

A. OBJECTIVES

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

- listen for and understand specific words.
- perform a shopping dialogue.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about a recipe.
- *Problem-solving and creativity*: find out a recipe.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary seen previously

2. **Sentence patterns**: revision.

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

C. RESOURCES AND MATERIALS

- Student book - page 25
- Audio track: 35

R. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|----------------------|----------------------|
| WARM UP | |

Objectives: To review vocabulary from unit 3.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can correctly.
- *Task completed:* Students can.
- *Task uncompleted:* Students are unable to.

A. Sing *At the supermarket* from lesson 3 to energize the class.

B. Play *Pictionary* game:

- Put the words in a bag.
- Divide the class into 2 teams and draw a line down the middle of the board.
- Ask one member from each team to choose a word from the bag.
- Tell the students to draw the word as a picture on the board and encourage their team to guess the word.
- The first team to shout the correct answer gets a point.

1. PRESENTATION

Objectives: To help students identify people and places in exercise 1.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can identify people, and places in exercise 1 correctly.
- *Task completed:* Students can identify people and places in exercise 1.
- *Task uncompleted:* Students are unable to identify people or places in exercise 1.

- Ask children to open their Student Books on page 25 and to tell you the food in the pictures in Exercise 1 (*rice, meat, melon, noodles, onions, bean sprouts*).

- Ask: *What is the woman doing? (She's shopping).*

- Answer the question.

2. PRACTICE

Objectives: To listen for specific words.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can listen for specific words correctly.
- *Task completed:* Students can listen for specific words.
- *Task uncompleted:* Students are unable to listen for specific words.

1. Listen and write *a* or *b*. (Track 57)

- Tell children they are going to hear a recording of a woman shopping. They have to listen to each dialogue and choose whether it's about picture *a* or picture *b*.
- Play the recording, pausing after each dialogue for children to write *a* or *b* in their notebooks.

2. Look at the pictures. Ask and answer.

- Ask two children to read the speech bubbles for the class.
- Tell children they are going to go shopping. They should take turns asking for food they need.
- Ask children to work in pairs. Tell them they should ask for two things each time and keep changing roles until you tell them to stop.

- Follow the teacher's instructions.
- Listen and write *a* or *b*.
- Look and read.
- Work in pairs.
- Demonstrate in the front.
- Listen to the teacher carefully.
- Work in pairs.

3. PRODUCTION

Objectives: To describe what you like eating for lunch or dinner.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can describe what you like eating for lunch or dinner correctly and confidently.
- *Task completed:* Students can describe what you like eating for lunch or dinner.
- *Task uncompleted:* Students are unable to describe what you like eating for lunch or dinner.

3. Describe what you like eating for lunch or dinner.

- | | |
|---|---|
| <ul style="list-style-type: none"> - Draw an empty plate or bowl on the board with a question mark above it. Describe what you like eating for lunch or dinner, e.g. <i>I like eating rice. I like eating chicken, etc.</i> - Tell children to think about what they like eating. They work in pairs describing the food. - Children share their ideas with the class. | <ul style="list-style-type: none"> - Listen to the teacher carefully. - |
|---|---|

WEEK 8

Date of preparing: 30/9/2024

Date of teaching: 21/10 - 25/10/2024

Period: 32

UNIT 3: COULD YOU GIVE ME A MELON, PLEASE?

Lesson 6 (PERIOD 2)

A. OBJECTIVES

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

- write a recipe.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about a recipe.
- *Problem-solving and creativity*: find out a recipe.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary seen previously

2. Sentence patterns: revision.

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

C. RESOURCES AND MATERIALS

- Student book - page 25
- Audio track: 35

S. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|--|----------------------|
| WARM UP | |
| Objectives: To review vocabulary from unit 3. | |

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| <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can correctly. - <i>Task completed:</i> Students can. - <i>Task uncompleted:</i> Students are unable to. | |
| <p>A. Sing <i>At the supermarket</i> from lesson 3 to energize the class.</p> <p>B. Game: Running dictation</p> <ul style="list-style-type: none"> - Stick some sentences on the walls in the class. - Have students work in pairs. One runs and finds the sentences around him/ her, then turns back to his pair and tells what he/ she has seen. His/ Her friend writes down the word he/ she has heard. | |
| <p>1. PRESENTATION</p> | |
| <p>Objectives: To help students identify people and places in exercise 1.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify people, and places in exercise 1 correctly. - <i>Task completed:</i> Students can identify people and places in exercise 1. - <i>Task uncompleted:</i> Students are unable to identify people or places in exercise 1. | |
| <ul style="list-style-type: none"> - Ask children to open their Student Books on page 25 and to tell you the food in the pictures in Exercise 1 (<i>rice, meat, melon, noodles, onions, bean sprouts</i>). - Ask: <i>What is the woman doing? (She's shopping)</i>. | <ul style="list-style-type: none"> - Answer the question. |

2. PRACTICE

Objectives: To write a recipe.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can write a recipe correctly and creatively.
- *Task completed:* Students can write a recipe.
- *Task uncompleted:* Students are unable to write a recipe.

4. Write a recipe. Use the example to help you.

- Focus children's attention on the example recipe. Ask the children to read it, and elicit how the information is organized (*the name of the dish and the ingredients are listed first, then the instructions are written as a list*).
- Ask children to read the recipe and elicit the verb form of the instructions (imperative).
- Encourage children to think of a dish and its recipe. They can discuss ideas in pairs.
- Children work individually to write their recipe. Help as needed.

***Differentiation**

Below level: Make a list of verbs children might need for their recipe on the board, e.g. *wash, put, add, roll, cut, chop, boil, fry, bake*, etc. Check children

- Follow the teacher's instructions.
- Work in pairs.
- Write a recipe.

| | |
|--|---|
| <p>know what each verb means. They write their recipe individually or in pairs.</p> <p>At level: Children complete the activity.</p> <p>Above level: After children finish, ask them to work in pairs and explain the recipe to their partner.</p> | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To talk about a recipe.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about a recipe correctly and creatively. - <i>Task completed:</i> Students can talk about a recipe. - <i>Task uncompleted:</i> Students are unable to talk about a recipe. | |
| <p>* Your favorite writing</p> <ul style="list-style-type: none"> - Have students work in groups of 6. - Ask students to read and vote the best writing in their groups. - Have students read their best writing and give reasons. | <ul style="list-style-type: none"> - Work in groups of 6. - Choose the best writing and give reasons. |

Kiểm tra ngày 4 tháng 10 năm 2024
Tổ trưởng



Huỳnh Thị Yên Trang

WEEK 9

Date of preparing: 30/9/2024

Date of teaching: 28/10 – 01/11/2024

Period: 33

REVIEW 1

Lesson 1

A. OBJECTIVES

By the end of the lesson, students will be able to review language in Units 1, 2, and 3.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drink items.
- *Problem-solving and creativity*: find out food and drink items.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. **Vocabulary**: from units 1, 2 and 3

2. **Sentences**: from units 1, 2 and 3

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

C. RESOURCES AND MATERIALS

- Student book - page 26
- Audio tracks: 36

T. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|----------------------|----------------------|
| WARM-UP | |

Objectives: To review food words and generate students' interests and lead in the new lesson.

→ **Expected outcomes and assessment**

- *Task completed with excellence:* Students can sing the song and say food words correctly.
- *Task completed:* Students can sing the song and say food words.
- *Task uncompleted:* Students are unable to sing the song or say food words.

A. Sing *At the supermarket* from unit 3 to energize the class.

B. Play *Do it!* (see **Games bank**)

- Divide the class into four or five groups and give each group the name of a fruit, e.g. *apples, oranges, pears, melons, lemons*.
- Call out instructions for each group, e.g. *Apples – touch your nose. Oranges – stamp your feet*, etc. Continue calling out fruit words and instructions, faster and faster until children can't keep up with you.

1. PRESENTATION

Objectives: To help students identify the people, food and drink items in exercise 1.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can identify the people, food and drink items correctly.
- *Task completed:* Students can identify some people, food and drink items.
- *Task uncompleted:* Students are unable to identify the people, food and drink items.

- Tell the children that they are going to hear a recording of two children, Chi and Nam, talking to a server in a restaurant.

- Follow the teacher's instructions.

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| <ul style="list-style-type: none"> - They will need to match Chi and Nam to the food they each order. | |
| <p>2. PRACTICE</p> <p>Objectives: To listen for food and drink items.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen for food and drink items correctly. - <i>Task completed:</i> Students can listen for some food and drink items. - <i>Task uncompleted:</i> Students are unable to listen for food and drink items. | |
| <p>1. Listen and match the children to the food and drink. There is one extra. (Track 36)</p> <ul style="list-style-type: none"> - Play the recording and pause it after the first item (<i>ice tea</i>). Ask the children what drink they heard. - Ask them to draw a matching line from <i>ice tea</i> to <i>Chi</i> with their pencils. - Play the rest of the recording for the children to draw matching lines. - Have some students share their answers. <p>2. Read about Mai's trip to the supermarket. Write 2 words for each answer.</p> <ul style="list-style-type: none"> - Read the first sentence from the text out loud. Focus children's | <ul style="list-style-type: none"> - Listen and answer. - Listen and match. - Listen and read. - Read and write the missing words. |

| | |
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| <p>attention on the example and point out that two words are missing in every sentence.</p> <ul style="list-style-type: none"> - Allow children time to read the text carefully and the sentences. They write the two missing words on each line. Explain that the words they need are in the text. <p>*Differentiation</p> <p>Below level: Revise the sounds and the chant in Unit 1, Lesson 4 to remind children of the endings.</p> <p>At level: Children do the activity.</p> <p>Above level: Children practice saying the words in pairs.</p> | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To check students' understanding of the text and write your trip to the supermarket.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text and write your trip to the supermarket correctly. - <i>Task completed:</i> Students can understand the text and write their trip to the supermarket. - <i>Task uncompleted:</i> Students are unable to understand the text and write your trip to the supermarket. | |

True or False.

- Tell children to listen to your sentences about *Mai's trip to the supermarket.*
- Have students stand up if the sentence is true.
- Have students raise their hands if the sentence is false.

Write 5 sentences about your trip to the supermarket.

- Ask students: *Have you ever go to a supermarket? Who do you go with? What can you buy there?*
- Have students write down.
- Move around to help.

- Listen to the teacher carefully.

- Listen to the teacher's instructions carefully.

- Write about your trip to a supermarket.

WEEK 9

Date of preparing: 30/9/2024

Date of teaching: 28/10 – 01/11/2024

Period: 34

REVIEW 1

Lesson 2

A. OBJECTIVES

By the end of the lesson, students will be able to review language in Units 1, 2, and 3.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about daily routines.
- *Problem-solving and creativity*: find out daily routines.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. **Vocabulary**: from units 1, 2 and 3

2. **Sentences**: from units 1, 2 and 3

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

C. RESOURCES AND MATERIALS

- Student book - page 27

U. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|----------------------|----------------------|
| WARM-UP | |

Objectives: To review the sounds /z/, /s/, and /ɪz/ in plural noun endings and generate students' interests and lead in the new lesson.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings correctly.
- *Task completed:* Students can differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings.
- *Task uncompleted:* Students are unable to differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings.

Chant (*Track 33*) from unit 3 to energize the class.

1. PRESENTATION

Objectives: To explain how to do exercise 3.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can understand how to do exercise 3 correctly.
- *Task completed:* Students can understand how to do exercise 3.
- *Task uncompleted:* Students are unable to do exercise 3.

- Focus children's attention on the example.
- Ask a child to say the three verbs out loud.
- Elicit the last sound in *walks* and *sits* (/s/) and the last sound in *rides* (/z/).
- Ask them to circle the different ending sounds.

- Follow the teacher's instructions.

2. PRACTICE

Objectives: To differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings and talk about daily routines.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings and talk about daily routines correctly.
- *Task completed:* Students can differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings and talk about daily routines.
- *Task uncompleted:* Students are unable to differentiate between the sounds /z/, /s/, and /ɪz/ in plural noun endings or talk about daily routines.

3. Circle the odd one out.

- | | |
|--|---|
| <ul style="list-style-type: none"> - Explain that children need to circle the verb that has a different sound in each line. - Encourage children to say the verbs out loud quietly to themselves as they complete the activity. - Check answers and discuss any more challenging items. | <ul style="list-style-type: none"> - Listen to the teacher carefully. - Do the exercise. - Listen and say. |
|--|---|

4. Describe your routines.

- | | |
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| <ul style="list-style-type: none"> - Focus children's attention on the five pictures. Elicit what children can see in each one. - Invite children to talk about their routine. Elicit sentences such as <i>I always get dressed at 8 o'clock. I sometimes have lunch at school.</i> | <ul style="list-style-type: none"> - Talk about your routine. - Work in pairs. |
|---|--|

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| <ul style="list-style-type: none">- Read out the example questions in the speech bubbles. For each one, invite a child to answer it.- In pairs, children take turns talking about their routines. Encourage them to ask each other questions like the ones in the speech bubbles.- Monitor while children do the task and make a note of good use of language to share during class feedback. You can also correct any errors you hear. <p>*Differentiation</p> <p>Below level: Ask the children to look at five pictures, and make sentences with these pictures.</p> <p>At level: Children do the activity.</p> <p>Above level: Children practice saying the sentences in pairs.</p> <p>* Game: WORDS TO SENTENCES</p> <ul style="list-style-type: none">- Divide the students into two teams. Assign each team member a number.- Call out a number and a word from your word list.- The two students with that number run to the board and try to write a sentence using the word. | <ul style="list-style-type: none">- Follow the teacher's instructions.- Play the game. |
|--|---|

| | |
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| <ul style="list-style-type: none"> - The first student to write a grammatically correct sentence containing the word scores a point for their team. | |
| <p>3. PRODUCTION</p> <p>Objectives: To write a paragraph of 30–40 words about what their family usually do in the evening.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write about what their family usually do in the evening correctly. - <i>Task completed:</i> Students can write about what their family usually do in the evening. - <i>Task uncompleted:</i> Students are unable to write about what their family usually do in the evening. | |
| <p>5. What do you and your family usually do in the evening? Write a paragraph of 30–40 words.</p> <ul style="list-style-type: none"> - Read the question and the example sentences. Elicit ideas from different children about how they spend their evening with their family. - Allow children time to write their paragraphs in their notebooks. Encourage them to write at least 30 words. Point out that they need | <ul style="list-style-type: none"> - Listen to teacher's instructions carefully. - Write about what your family do in the evening. |

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| <p>to use the present simple and the adverbs of frequency (<i>always, usually, often, sometimes, and never</i>).</p> <ul style="list-style-type: none">- When children finish their paragraphs, take their notebooks and give individual feedback. | |
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WEEK 9

Date of preparing: 30/9/2024

Date of teaching: 28/10 – 01/11/2024

Period: 35

FLUENCY TIME 1

Lesson 1 Everyday English

A. OBJECTIVES

By the end of the lesson, students will be able to identify some useful language for ordering food.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drink items.
- *Problem-solving and creativity*: find out some useful language for ordering food.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Sentences:

Are you ready to order your food? I'd like (some) ...

What would you like to eat?

Would you like (a drink)?

Could I have some ..., please? Yes, please. Sorry, we don't have ...

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

C. RESOURCES AND MATERIALS

- Student book - page 28
- Audio tracks: 37-38

V. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
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| <p style="text-align: center;">WARM-UP</p> <p>Objectives: To review food words and generate students' interests and lead in the new lesson.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. | |
| Sing <i>At the supermarket</i> from unit 3 to energize the class. | |
| <p style="text-align: center;">1. PRESENTATION</p> <p>Objectives: To help students think and talk about eating out.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about eating out correctly. - <i>Task completed:</i> Students can talk about eating out. - <i>Task uncompleted:</i> Students are unable to talk about eating out. | |
| <ul style="list-style-type: none"> - Ask students what food they like to eat when they go out to get them thinking about eating at a restaurant, café, etc. - Tell children they are going to learn some useful language for ordering food. Ask if they know any phrases for using at a restaurant or café. Write their suggestions on the board. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Answer the questions. |
| <p style="text-align: center;">2. PRACTICE</p> <p>Objectives: To read and understand a dialogue.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read and understand a dialogue correctly. | |

- *Task completed:* Students can read and understand a dialogue.
- *Task uncompleted:* Students are unable to read and understand a dialogue.

1. Listen. Read and say.

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| <ul style="list-style-type: none"> - Tell children to open their books on page 28 and look at Exercise 1. Focus children's attention on the pictures. Ask children to say where the people are (<i>at a restaurant</i>). Ask who the man is (<i>a waiter</i>). - Ask children what they think is happening in the pictures. - Play the recording for children to listen and follow in their books. - Play the recording again, pausing for children to say the dialogue. - Children practice the dialogue in groups of three. - Invite groups of children to act out the dialogue for the class. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Answer the question. - Listen and say. - Work in group. - Demonstrate in the front. - Listen carefully. - Listen and choose the correct answers. |
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2. Listen and circle the answer. (Track 38)

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| <ul style="list-style-type: none"> - Explain that children are going to listen to another dialogue between Tom, his mom, and the waiter. - Allow time for children to read the sentences and think about what they are going to hear. | <ul style="list-style-type: none"> - Listen to the teacher carefully. - Play the game. |
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| <ul style="list-style-type: none"> - Play the recording for children to listen to and choose the correct answers. <p>* Game: Make sentences Game</p> <ul style="list-style-type: none"> - Write a few random words on the board. - Have the students work in pairs/small groups to make up as many sentences from the words as possible. - The team with the most sentences is the winner. <p>*Differentiation</p> <p>Below level: Revise the sentences and explain what they are going to hear. Ask the children to listen to and choose the correct answers.</p> <p>At level: Children complete the activity.</p> <p>Above level: Children circle the answer and practice saying the words in pairs.</p> | |
| <h3>3. PRODUCTION</h3> <p>Objectives: To ask and answer about food.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer about food correctly. - <i>Task completed:</i> Students can ask and answer about food. - <i>Task uncompleted:</i> Students are unable to ask and answer about food. | |

3. Ask and answer.

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| <ul style="list-style-type: none">- Focus children's attention on the words in the box. Invite children to read them out loud. Check pronunciation.- Ask two children to read the example dialogue.- In pairs, children choose food items from the box to make new dialogues between a waiter and a customer.- Invite some pairs to act out their dialogues in front of the class. | <ul style="list-style-type: none">- Look at the pictures.- Read the example.- Work in pairs. |
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WEEK 9

Date of preparing: 30/9/2024

Date of teaching: 28/10 – 01/11/2024

Period: 36

FLUENCY TIME 1

Lesson 2 CLIL: Health and nutrition

A. OBJECTIVES

By the end of the lesson, students will be able to identify some useful content and language about food.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about food and drink items.
- *Problem-solving and creativity*: find out some useful content and language about food.

2. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: fruit, vegetables, grains, cheese, dairy

Extra: strong, nuts, beans, healthy, keep well

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

C. RESOURCES AND MATERIALS

- Student book: page 29
- Audio tracks: 39-40
- Flashcards: 37-41

W. TEACHING PROCEDURES:

| Teacher's activities | Students' activities |
|--|----------------------|
| <p>WARM-UP</p> <p>Objectives: To review food words and generate students' interests and lead in the new lesson.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song and say food words correctly. - <i>Task completed:</i> Students can sing the song and say food words. - <i>Task uncompleted:</i> Students are unable to sing the song or say food words. | |
| <p>A. Sing <i>At the supermarket</i> from unit 3 to energize the class.</p> <p>B. Play Pictionary game</p> <ul style="list-style-type: none"> - Put the words in a bag. - Divide the class into 2 teams and draw a line down the middle of the board. - Ask one member from each team to choose a word from the bag. - Tell the students to draw the word as a picture on the board and encourage their team to guess the word. - The first team to shout the correct answer gets a point. | |
| <p>1. PRESENTATION</p> <p>Objectives: To help students identify the new words.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the new words correctly. - <i>Task completed:</i> Students can identify some new words. - <i>Task uncompleted:</i> Students are unable to identify the new words. | |

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| <ul style="list-style-type: none"> - Ask children to name all the foods they know in English. Write the words on the board. - Elicit <i>nuts</i> and <i>beans</i>, if they haven't been mentioned already. - Ask children to say whether they like/don't like each of the foods on the board. - Write <i>healthy</i> on the board and elicit its meaning. Ask children to say which of the foods listed are healthy. - Hold up Flashcards 37–41 and say the words for children to repeat. - Shuffle all the flashcards and hold them up in a different order for children to say the words in chorus. | <ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and answer. - Listen and repeat. |
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2. PRACTICE

Objectives: To help students identify the new words and say them in a text.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can identify the new words and say them in a text correctly.
- *Task completed:* Students can identify the new words and say them in a text.
- *Task uncompleted:* Students are unable to identify the new words and say them in a text.

1. Listen, point, and repeat. (Track 39)

- Ask children to look at the pictures. Play the first part of the recording for children to listen and point to the pictures.
- Play the second part for children to repeat.
- Play *Listen, point, and say* (see Games bank). Then line the flashcards up on the chalk rail and write the words in random order above them. Ask a child to draw a line, matching words to flashcards. Repeat for the other words.

2. Listen and read. (Track 40)

- Play the recording for children to listen and follow the text in their Student Books.
 - Check that children understand the meaning of *strong* and *keep well*.
 - Ask questions to check comprehension, e.g. *What foods are (grain foods / dairy)? What do (dairy foods) do? Which foods keep you healthy?*
- * Game: Category Writing Game:**
- Divide the classroom into two or three groups.

- Follow teacher's instructions.
- Listen and point.
- Listen, point and repeat.
- Listen to the text.
- Listen and answer.
- Listen to teacher carefully.
- Play the game.
- Listen to teacher carefully.

- Each group chooses their "captain". The teacher writes on the board a word like "GRAINS" or "DAIRY" or "MEAT AND FISH" or "FRUIT AND VEGETABLES".
- Each group has to tell their captain to write down as many words as they can that belong to that category.
- They have 1 or 2 mins.
- Each group takes 1 point for each word.

3. Complete the mind map about healthy food.

- Focus children's attention on the mind map and the food items listed. Check that children remember what the foods are.
- Explain that they need to copy the mind map in their notebooks and add food items for each category. Point to the example *rice* for grains.
- Children fill out the mind map in pairs referring to Exercise 2.
- If time allows create a mind map for the class with coloured pencils.

* Differentiation

- Fill out the mind map.

Below level: Divide the class into four groups. Assign one food group to each group of children. Have children work together to list foods belonging to their group. Have each group report back to the class. Other groups can listen and write the words for the other food groups.

At level: Children complete the activity.

Above level: Have children work individually to complete the mind map. Have children ask and answer questions in pairs (e.g. A: *What kind of food is milk?* B: *It's a dairy food. What kind of food is an apple?* A: *It's fruit.*). Invite pairs of students to ask and answer questions in front of the class.

3. PRODUCTION

Objectives: To add more foods to the mind map.


→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can add more foods to the mind map correctly.
- *Task completed:* Students can add more foods to the mind map.
- *Task uncompleted:* Students are unable to add more foods to the mind map.

4. Add more food to the mind map.

- Children add one or more items to each category.
- Add more items to each category.
- Work in pairs or do some research.

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| <ul style="list-style-type: none"> - They can work in different pairs. They can also do some research to find more food items. <p>5. Look and color.</p> <ul style="list-style-type: none"> - Children colour the smiley faces depending on how well they feel they understand what they have learned in Units 1, 2, and 3, and Fluency Time! 1. - Ask some students to share their ideas. | <ul style="list-style-type: none"> - Look and color. - Share their ideas. |
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| <p>Kiểm tra ngày 4 tháng 10 năm 2024 Tổ trưởng</p>  <p>Huỳnh Thị Yến Trang</p> | <p>Duyệt của BGH ngày 07 tháng 10 năm 2024</p> <p>Phó Hiệu trưởng</p> <p>Nguyễn Thị Thanh Hải</p> |
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