

WEEK 9

Date of preparing: 27/10/2023

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

Period: 33

REVIEW 1

I) OBJECTIVES: After the lesson, students can review countries, hobbies, seasons, possessions by doing exercises.

– Students learn to pay attention everythings around them.

1) Knowledge:

a/ General knowledge:

-Students learn to review countries, hobbies, seasons, possessions by doing exercises.

b/ Language:

* Review vocabulary: In Units 1, 2, 3. volleyball

Grammars: In Units 1, 2, 3.

2) Language skill: Reading, writing skills

3) Teaching aids: The cards relate to the new word

4) Method: Integrateds

II) TEACHING STEPS:

CONTENT	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>1. Complete the crossword. <i>Answer:</i> 1.postcards 2. pins 3.fishing 4. fall 5.cooking 6.camera 7.spring 8. shopping</p>	<p>*T. asks S.s the names of these pictures. - T. guides S.s doing Ex1. -T. gives feedback.</p>	<p>-S.s read the names of these pictures. -S.s work in pairs to do a task. - Some S.s call out their work.</p>
<p>2. Write the correct words New word: volleyball <i>Answer:</i> 1.season 2. playing 3.taking 4. fishing 5.taking 6.season</p>	<p>* T. guides a new word. -T. Reads. -T. guides S.s doing Ex2. - T. gives feedback.</p>	<p>-S.s point and repeat in chorus. -S.s listen and repeat after the T. -S.s work in pairs to do a task. - Some S.s write the answer on the board.</p>
	<p>*T. asks S.s the names</p>	

<p>3.Read and write T(True) or F (False) <i>Answer</i> 1. F 2.T 3. F 4.T 5.T 6.F</p> <p>Pass the words game.</p>	<p>of these flags.</p> <p>- T. guides S.s doing Ex3.</p> <p>-T. gives feedback.</p> <p>- T. guides.</p>	<p>-S.s read the names of these flags.</p> <p>-S.s work in pairs to do a task.</p> <p>- Some S.s call out their work.</p> <p>-S.s play game.</p>
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III. Consolidation:

Review the content of the learning period.

IV. HOMEWORK – PREPARATION – REMARK:

- _ Pupils learn the lesson by heart .
- _ Do homework Page 26 at home.
- _ Prepare for the next period
- _ Teacher remarks the learning period class.

WEEK 9

Date of preparing: 27/10/2023

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

Period: 34

REVIEW 1(Cont.)

I. OBJECTIVES: After the lesson, students can review countries, hobbies, seasons, possessions by doing exercises.

– Students learn to pay attention everythings around them.

1. Knowledge:

a. General knowledge:

-Students learn to review countries, hobbies, seasons, possessions by doing exercises.

b. Language:

* Review vocabulary: In Units 1, 2, 3.

Grammars: In Units 1, 2, 3.

2.Language skill: Reading, writing skills

3. Teaching aids: The cards relate to the new word

4. Method: Integrateds

II. TEACHING STEPS:

CONTENT	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>4. <u>Write</u> <i>Answer:</i> 1. likes/doesn't like 2. doesn't like / likes 3. likes/doesn't like 4. likes/doesn't like 5. likes/doesn't like</p>	<p>*T. asks S.s the names of these pictures. - T. guides S.s doing Ex1. -T. gives feedback.</p>	<p>-S.s read the names of these pictures. -S.s work in pairs to do a task. - Some S.s call out their work.</p>
<p>5. <u>Read and write the numbers</u> <i>Answer:</i> 1.c 2. d 3.a 4. b</p>	<p>* T. guides S.s doing Ex2. - T. gives feedback.</p>	<p>-S.s work in pairs to do a task. -Some S.s write the answer on the board.</p>
<p>6. <u>Read and complete the word</u> <i>Answer</i> 1. bike 2.cube 3. rope 4.space 5.stone</p>	<p>*T. asks S.s the names of these flags. - T. guides S.s doing Ex3. -T. gives feedback.</p>	<p>-S.s read the names of these flags. - S.s work in pairs to do a task. - Some S.s call out their work.</p>
<p>Pass the words game</p>	<p>- T. guides.</p>	<p>-Students play a game</p>

III. Consolidation:

Review the content of the learning period.

IV. HOMEWORK – PREPARATION – REMARK:

- _ Pupils learn the lesson by heart .
- _ Do homework Page 27 at home.
- _ Prepare for the next period
- _ Teacher remarks the learning period class.

WEEK 9

Date of preparing: 27/10/2023

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

Period: 35

EXTENSIVE READING: FAMILY**PAGE 29**

I. OBJECTIVES: After the lesson, students can read and understand a factual text and work out meaning through the context.

– Students learn to pay attention others.

1. Knowledge:

a. General knowledge:

-Students learn to read and understand a factual text and work out meaning through the context.

b. Language:

* Vocabulary: parents, younger brother, get up, bowl, breakfast, national song, take a nap, lunchtime, more, lessons, finish(es), at four o'clock, vegetable(s), go to bed, make(s), usually, need, a break, go home, backyard

2. Language skill: Speaking, reading skills

3. Teaching aids: Verbs' pictures

4. Method: Integrated

II. TEACHING STEPS:

CONTENT	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Look at the pictures. Where do you think the children are from? 2. Read Vocabulary: parents, younger brother, get up, bowl, breakfast, national song, take a nap, lunchtime, more, lessons, finish(es), at four o'clock, vegetable(s), go to bed, make(s), usually, need, a break, go home, backyard	*T. introduces the frame of the story, asks S.s <i>Where are the children from?/ What do they do everyday?</i> S.s answer the questions. -T. guides the new words and reads. S.s listen and repeat after the T. -T. reads the text. S.s listen and repeat after T. - T. gives feedback.	- S.s underline the new words. - S.s take turns to read the text. -S.s work in pairs to practice. -S.s perform in front of the class.

III. Consolidation:

Review the content of the learning period.

IV. HOMEWORK – PREPARATION – REMARK:

- _ Pupils learn the lesson by heart .
- _ Do homework at home.
- _ Prepare for the next period
- _ Teacher remarks the learning period class.

WEEK 9

Date of preparing: 27/10/2023

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

Period: 36

REVIEW
EXTENSIVE READING: FAMILY (PAGE 30)

I) OBJECTIVES: After the lesson, students can ask and answer the question based on the text and

make a family poster.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to ask and answer the question based on the text and make a family poster.

b/ Language:

* Vocabulary: describe, daily routine.

2) Language skill: Speaking, reading skills

3) Teaching aids: Relating' picture

4) Method: Integrated

II) TEACHING STEPS:

CONTENT	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>3. <u>Read again. Who takes a nap at lunch? Who does homework after dinner?</u></p>	<p>*S.s read a text quickly. -T. asks S.s <i>Where are the children from?/ What do they do everyday?/ Who takes a nap at lunchtime?/ Who does homework after dinner?</i> - T. gives feedback.</p>	<p>S.s answer the questions.</p>
<p>4. <u>Read again and answer the question.</u> Answer: 1. There is one. 2. He eats a bowl of rice noodles soup (for breakfast). 3. She walks to school. 4. His grandma makes his breakfast. 5. He reads or watches</p>	<p>-T. guides how to answer the questions. -T. reads the text. S.s listen and repeat after</p>	<p>*S.s read 06 questions. - S.s underline the key words. -S.s work in pairs to practice. -S.s take turns to answer the questions. -S.s perform in front of the class.</p>

<p>TV. 6.He goes to bed at nine o'clock.</p> <p>5.<u>Ask and answer</u> Vocabulary: describe, daily routine.</p> <p>6.<u>Make a family poster</u></p>	<p>- T. gives feedback.</p> <p>*T. guides the new words. S.s listen and repeat.</p> <p>-T. guides how to answer the questions.</p> <p>- T. gives feedback.</p> <p>*T. guides S.s drawing to make a family poster at home.</p>	<p>-S.s work in pairs to practice.</p> <p>-S.s take turns to answer the questions.</p> <p>-S.s perform in front of the class.</p> <p>- Ss draw at home.</p>
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III.Consolidation:

Review the content of the learning period.

IV. HOMEWORK – PREPARATION – REMARK:

- _ Pupils learn the lesson by heart .
- _ Do homework at home.
- _ Prepare for the next period
- _ Teacher remarks the learning period class.

Kiểm tra ngày 1 tháng 11 năm 2023

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 10

Date of preparing: 24/9/2023

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

Period: 37

REVIEW
CHECK STUDENTS' ANSWER TO THE EXERCISES
UNIT STARTER OF THE WORKBOOK

I) OBJECTIVES: After the lesson, students can review the vocabulary and grammars in unit starter by doing exercises.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Units 1 and 2 by doing exercises.

b/ Language:

* Vocabulary: In unit starter

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' picture

4) Method: Integrated

II) TEACHING STEPS:

CONTENT	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Unit starter <i>Lesson 1 – page 4</i> 1. <u>Find and circle the family word in red and the numbers in blue.</u></p> <p><i>Answer:</i> Family: Uncle , cousin, grandma, brother,sister, dad. Numbers: one , two, three, six, seven, nine.</p> <p>2. <u>Look at Holly and Max. Write the sentences.</u> <i>Answer:</i> Max: 1.This is my sister. 2.This is my cousin. 3.This is my grandma.</p>	<p>1. T. asks S.s say the names of the family and numbers. -T. guides - T. gives feedback.</p> <p>*. T. guides S.s to do Ex. - T. gives feedback.</p> <p>1. T. asks S.s to read the sentences. -T. guides S.s to do</p>	<p>-S.s to do Ex. S.s write the answer on the board.</p> <p>-S.s write the answer on the board. -S.s listen and fill in the correct circle.</p>

<p>4. This is my mom. 5. This is my dad. 6. This is my brother. 7. This is my cousin. 8. This is my uncle. 9. This is my mom. 10. This is my grandpa.</p>	<p>Ex. - T. gives feedback. - T. gives feedback.</p>	<p>-S.s write the answer on the board. -S.s listen and check. S.s call you the answer.</p>
Lesson 2– page 5		
<p>1. <u>Circle the correct words.</u> <u>Answer:</u> 1. Giraffe. 2. Cow. 3. Hens. 4. Horse.</p>	<p>- T. gives feedback. .T. guides S.s to do Ex. - T. gives feedback.</p>	<p>-S.s listen and check the box. S.s write the answer on the board.</p>
<p>2. <u>Write</u> <u>Answer:</u> 2. Bigger. 3. Smaller. 4. Bigger.</p>	<p>1.S.s do Ex..</p>	<p>-S.s write the answer on the board.</p>
<p>3. Write was or were. <u>Answer:</u> 2. Was 3. Were 4. Were 5. Was 6. Was</p>	<p>T. gives feedback. T. gives feedback.</p>	<p>-S.s call out the answer.</p>
Lesson 3– page 6		
<p>1. <u>Complete the words.</u> <u>Answer</u> 2. Februaary 4. April. 5. May. 7. July. 9. September. 11. November. 12. December</p>		<p>2.S.s listen and write to fill in the blanks. -S.s write the answer on the board.</p>
<p>2. <u>Write</u> <u>Answer:</u> 2. November . 3.</p>	<p>T. gives feedback.</p>	<p>-3.S.s write the words on the board.</p>

<p>July. 3. February. 4. September 5. April.</p>	<p>-T. gives feedback.</p>	
<p>Lesson 4– page 7 1.<u>Look and match.</u></p> <p>2. <u>Write the numbers.</u> 2.ten 3. Thirty six 4. sixty nine 5. fifty. 6. one hundred</p>	<p>T. gives feedback.</p> <p>T. gives feedback.</p>	<p>2.S.s look at the text, fill “yes/no” in the blanks. -S.s call out their work .</p>
<p>3.<u>Write the words and complete the sum.</u></p> <p>- Forty and fifty is ninety. - Thirty and forty is seventy. - Twenty and eighty is one hundred. - Sixty and thirty is ninety.</p>		

WEEK 10

Date of preparing: 24/9/2023

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

Period: 38

REVIEW
CHECK STUDENTS' ANSWER TO THE EXERCISES
UNIT 1 OF THE WORKBOOK

I) OBJECTIVES: After the lesson, students can review the vocabulary and grammars in Units 1, 2 by doing exercises.

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Units 1 and 2 by doing exercises.

b/ Language:

* Vocabulary: In Units 1, 2.

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' picture

4) Method: Integrated

II) TEACHING STEPS:

CONTENT	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Unit 1 Lesson 1 – page 8 1. <u>Match</u> <i>Answer:</i> 1. Mexico 2. the U.S.A 3. Viet Nam 4. Brazil 5. Thailand 6. Australia 7. Korea 2. <u>Write about you</u> My name's <u>Vy</u> . I'm from <u>Viet Nam</u> .	1. T. asks S.s say the names of the flags. -T. guides - T. gives feedback. *. T. guides S.s to do Ex. - T. gives feedback.	-S.s to do Ex. S.s write the answer on the board.
Lesson 2 – page 9 1. <u>Listen to the conversation. Fill in the correct circle</u>	1. T. asks S.s to read the sentences. -T. guides S.s to do Ex.	-S.s write the answer on the board. -S.s listen and fill in the correct circle.

<p>2.<u>Order the letters and write the answer</u> <i>Answer:</i> 2. I'm from Viet Nam. 3. I'm from Brazil. 4. I'm from Mexico.</p>	<p>- T. gives feedback. 2. T. asks S.s to call the names of these pictures. -T. guides S.s to do Ex. -T. gives feedback.</p>	<p>-S.s write the answer on the board. -S.s listen and check. S.s call you the answer.</p>
<p>Lesson 3– page 10</p>		
<p>1.<u>Listen and check the box</u> 2.<u>Write</u> <i>Answer:</i> 1. from 2. It's 3. meet 4.He's 5.are 6. are you 7. I'm /Viet Nam 8. you</p>	<p>1.T. guides S.s to do Ex. - T. gives feedback. 2.T. guides S.s to do Ex. - T. gives feedback.</p>	<p>-S.s listen and check the box. S.s write the answer on the board. -S.s write the answer on the board.</p>
<p>Lesson 4– page 11</p>		
<p>1.<u>Complete the word</u> 1.<u>s</u>nake 2.<u>pl</u>ay 3.<u>cr</u>ayon 4.<u>dr</u>ink 5.<u>sp</u>oon 6.<u>br</u>ush</p>	<p>1.S.s do Ex..</p>	<p>-S.s call out the answer.</p>
<p>2. <u>Say the sound. Circle the picture with the same sound</u> 1.P3 2. P1 3. P2 4. P1</p>	<p>T. gives feedback. T. gives feedback.</p>	<p>2.S.s listen and write to fill in the blanks. -S.s write the answer on the board.</p>
<p>3.<u>Listen and write</u> 1.drink 2.spoon 3.paint 4. crayon 5.play</p>		<p>-3.S.s write the words on the board.</p>
<p>Lesson 5– page 12</p>		
<p>1.<u>Complete the words. Then match with the</u></p>		<p>1.-S.s listen and write</p>

<p><u>picture.</u> 1.seasons 5.fall 2.winter 4.spring 3.summer.</p> <p>2.<u>Read the text in the Student Book. Write yes or no.</u> 1. yes 2. yes 3.no 4.no 5.no 6.no</p> <p><i>Lesson 6 – page 13</i> 1.<u>Rewrite the question using capital letters.</u> <u>The answer the question</u> 2.Are you from the U.SA? No,I am not. 3.Is your birthday in August? No,I am not. 4.Is Holly from Australia? Yes, she is. 5.is your family from Viet Nam? Yes, it is. 2.<u>Choose and write the U.S.A/spring</u> Greg/ten 3.<u>Write about you</u> My name is Ninh. I'm ten. I'm from Viet Nam. My favorite season is spring.</p>	<p>T. gives feedback.</p> <p>-T. gives feedback.</p> <p>T. gives feedback.</p> <p>T. gives feedback.</p>	<p>to fill in the blanks. -S.s write the answer on the board. T. gives feedback.</p> <p>2.S.s look at the text, fill “yes/no” in the blanks. -S.s call out their work .</p> <p>2.S.s choose and write the answer on the board. 3.S.s write their work on the board. T. gives feedback.</p> <p>2.S.s choose and write the answer on the board.</p> <p>3.S.s write their work on the board.</p>
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WEEK 10

Date of preparing: 24/9/2023

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

Period: 39

REVIEW
CHECK STUDENTS' ANSWER TO THE EXERCISES
UNIT 2 OF THE WORKBOOK

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

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Units 1 and 2 by doing exercises.

b/ Language:

* Vocabulary: In Unit 2

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' picture

4) Method: Integrated

II) TEACHING STEPS:

CONTENT	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Unit 2 <i>Lesson 1 – page14</i> 1. <u>Listen and draw lines.</u> 2. <u>Write</u> 2. They play basketball in the park. 3. They take photos of their friends. 4. They read books in the evening.</p> <p><i>Lesson 2– page 15</i> 1. <u>Look and read. Write yes or no</u> <i>Answer:</i> 1.no 2.yes 3.no 4.yes</p> <p>2. <u>Write</u></p>	<p>- T. gives feedback.</p>	<p>-S.s write the answer on the board. -S.s listen and fill in the correct circle. -S.s write the answer on the board.</p> <p>-S.s listen and check. S.s call you the answer.</p> <p>-S.s listen and check the box. S.s write the answer on the board</p>

<p><i>Answer:</i> 2. like flying 3. doesn't like reading 4. doesn't like playing 5. like playing basketball 6. don't like fishing</p> <p><i>Lesson 3– page 16</i> <u>1. Read the text and choose the best answer</u> <i>Answer:</i> 1.B 2.C 3.A 4.B</p> <p><u>2. Write about you. Complete the question and circle your answer</u> <i>Answer:</i> 1. No, I don't. 2. Yes, I do. 4. like doing / No, I don't 5. like playing/ Yes, I do.</p> <p><u>3. Listen and write</u></p> <p><i>Lesson 4– page 17</i> <u>1. Circle the two words that the same sound</u> 2. stone/rope 3. line/white 4. cube/tube 5. nose/bone 6. kite/nine <u>2. Complete the words</u></p>	<p>1. T. asks S.s say the names of the activities. out their work. T. gives feedback.</p> <p>2. T. asks S.s say the names of the activities. S.s listen and draw lines. S.s call out their work. T. gives feedback.</p> <p>- T. gives feedback.</p> <p>- T. gives feedback.</p> <p>- T. gives feedback.</p>	<p>2. S.s listen and write to fill in the blanks. - S.s write the answer on the board.</p> <p>- 3. S.s write the words on the board.</p> <p>- S.s listen and draw lines. S.s call 1. S.s write the answer on the board.</p> <p>2. S.s fill in the correct circle. - S.s write the answer on the board.</p> <p>1. S.s write the answer on the board. 2. S.s look at the pictures and circle. - S.s call out the answer</p> <p>3. S.s listen and complete the blanks, call out the answer. 1. S.s call out the answer. T. gives feedback.</p> <p>2. S.s circle the pictures match to the</p>
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<p>2. bike in June 3. cube/ nine</p> <p>4.kite/space</p> <p>3.<u>Write</u></p> <p>2.rope 3.cube 4 space 5.face</p> <p>Lesson 5– page 18</p> <p>1.<u>Write</u></p> <p>1.shopping 2. visit grandparents</p> <p>4.play the guitar 5.play the piano</p> <p>2.<u>Read the text in the Student Book. Fill in the correct circle</u></p> <p>1.B 2.B 3.A 4.C 5.A</p> <p>Lesson 6 – page 19</p> <p>1.<u>Underline the full form. Write the short form</u></p> <p>2.don't 3.aren't</p> <p>4.don't 5.doesn't</p> <p>6.He's</p> <p>2.<u>Read the text in the Student Book. Who are these emails for? Circle the correct names. Underline the short forms.</u></p> <p>These emails are for Hoang/eun-sol/ Mon!</p> <p>3.<u>Choose a pen pal and write an email.</u></p> <p>Hello Lucy!</p> <p>My name's Thuy.</p> <p>I like shopping.</p> <p>I don't like fishing.</p> <p>Please write to me.</p>	<p>T. gives feedback.</p> <p>- T. gives feedback</p> <p>- T. gives feedback</p> <p>- T. gives feedback</p> <p>- T. gives feedback</p> <p>- T. gives feedback</p>	<p>sounds.</p> <p>S.s call out the answer.</p> <p>3.S.s call ot their work. T. gives feedback.</p> <p>1. S.s write the words on the board.T. gives feedback.</p> <p>2.S.s call out their work .T. gives feedback.</p> <p>1. S.s call out their work .T. gives feedback.</p> <p>2.S.s call out their work .T. gives feedback.</p> <p>3.S.s write their work on the board. T. gives feedback.</p> <p>1. T. asks S.s say the names of the pictures. S.s match. S.s call out their work. T. gives feedback.</p> <p>2. S.s write the answer on the board.</p> <p>- T. gives feedback.</p> <p>1. S.s circle the correct circle.</p> <p>-S.s call out the answer.</p> <p>- T. gives feedback.</p> <p>2. S.s write the answer on the board.</p> <p>- T. gives feedback.</p>
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WEEK 10

Date of preparing: 24/9/2023

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

Period: 40

REVIEW
CHECK STUDENTS' ANSWER TO THE EXERCISES
UNIT 3 OF THE WORKBOOK

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

– Students learn to pay attention others.

1) Knowledge:

a/ General knowledge:

-Students learn to review the vocabulary and grammars in Units 2 and 3 by doing exercises.

b/ Language:

* Vocabulary: In Units 2, 3

2) Language skill: Listening, reading skills

3) Teaching aids: Relating' picture

4) Method: Integrated

II) TEACHING STEPS:

CONTENT	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Unit 2 Unit 3 <i>Lesson 1 – page 20</i> 1. <u>Match</u> 2. CD player 3. turn off 4. MP3 player 5. TV 6. camera 7. turn on 2. <u>Read. Listen and write</u>	- T. gives feedback	1.S.s look at the pictures and fill in the correct circle. S.s call out the answer. T. gives feedback. 2.S.s call out the answer. - T. gives feedback.
<i>Lesson 2 – page 21</i> 1. <u>Circle our or their</u> Answer: 1. Their 2. Our 3. Our 4. Their 2. <u>Write</u> Answer: 2. Can I watch TV? Yes, you can. 3. Can I listen to	- T. gives feedback	1.S.s call out the answer. T. gives feedback. 2.S.s call out the answer. T. gives feedback.

<p>music? No, you can't. 4. Can I read a book? Yes, you can. <i>Lesson 3– page 21</i> 1.<u>Look at the picture.</u> <u>Fill in the correct circle</u> <i>Answer:</i> 1.C 2.B 3.B 4.C 5.A 6.A 2.<u>Read the song in the SB. Write</u> Answer: 2.Can we play our CD? 3.Can We watch TV? 4.Can you watch a show with me? 5.Can we play out in the sun? 6.Can you play with me all day?</p>	<p>- T. gives feedback</p> <p>- T. gives feedback</p> <p>- T. gives feedback</p>	<p>3.S.s call out the answer. T. gives feedback.</p> <p>1.S.s call ot their work. T. gives feedback.</p> <p>2. S.s write the words on the board.T. gives feedback.</p> <p>1. S.s call out their work .T. gives feedback.</p>
<p><i>Lesson 4– page 23</i> 1.<u>Complete the crossword</u> 2.scarf 3.car 4.farm 5.arm 2. <u>Listen and write</u> 3.<u>Count and write</u> 2. parks 3. stars 4.cars 5. sharks</p>	<p>- T. gives feedback</p>	<p>2. S.s call out their work .T. gives feedback.</p> <p>3. S.s call out their work .T. gives feedback.</p>
<p><i>Lesson 5– page 24</i> 1.<u>Look at the picture. Look at the letters. Write the word.</u> 1.postcards 2. pins 4.shells 5.posters 6. collection 2.<u>Read the text in the Student Book. Circle the wrong word</u> 2. her bedroom 3.a dragon 4.fifty 5.her jacket 6.her friends <i>Lesson 6 – page 25</i> 1.<u>Write sentence. Use capital letters and</u></p>	<p>- T. gives feedback</p> <p>- T. gives feedback</p>	

<p><u>punctuation marks</u> 2.I like cooking and fishing. 3.Do you have a camera? 4.I have a CD player, a camera, and a TV. <u>2.Write the punctuation marks and circle the capital letters</u> <u>3.This is Tom's collection. write about it.</u> He has <u>four posters.</u> He has <u>a poster from Viet Nam, Thailand, the U.S.A , and Mexico.</u> His favorite <u>poster is from Thailand.</u></p>		
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WEEK 11

Date of preparing: 24/9/2023

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

Period: 41

UNIT 4: WE'RE HAVING FUN AT THE BEACH!**Lesson 1: Words (page 30)**

They aren't running.

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up (4 minutes) <i>Aim: improve SS' speaking skill</i>	
Ask Ss some questions about their daily routine <i>What do you have for breakfast? What time do you get up?...</i>	Tell about their daily routine
Presentation <i>Aim: To identify different water sports</i>	
<ul style="list-style-type: none"> _ Ask St to work in groups of four or five and brainstorm activities they like to do at the beach _ Make a list of all these activities on the board _ Tell St they are going to learn the names of some water sports _ Use Flashcards 47–53 to elicit the vocabulary for this lesson _ Hold the flashcards up one at a time and model any words the St don't know _ Hold the flashcards up in a different order and repeat - Ask children to open their Student Books and look at the pictures of the water sports. Ask Do you like doing these things? Do you like going to the beach? What do you do at the beach? - Play the first part of the recording 	<ul style="list-style-type: none"> - Work in group to discuss about this activities - Observe and listen - Answer the question - Listen and point to the appropriate picture - Listen and point, and then repeat the words in chorus.

<p>(Track 35).</p> <ul style="list-style-type: none"> - Play the second part of the recording. - Play the recording one more time. -T correct their pronunciation <p><i>beach, sail, surf, kayak, windsurf, snorkel, waterski</i></p>	<ul style="list-style-type: none"> - Some of SS read again
<p>Practice Aim: To understand a short story</p>	
<p>Listen and read. (Exercise 2)</p> <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., Where are the children? Who is in the picture? Who is Amy talking to? What is Max doing? What does Holly have? Where is Leo? What's he doing? Is Leo surfing now? Encourage predictions about the story. -Play the recording (Track 36). - Ask questions to check comprehension, e.g., What does Amy say about Max? What does she say about Holly? Does Leo like snorkeling? Is he good at surfing? What happens to Leo? - Play the recording a second time for children to follow in their books again. - Introduce present continuous tense <p style="padding-left: 40px;">I'm surfing. I'm not swimming He's sailing. He isn't kayaking. We're snorkeling. They aren't running.</p>	<ul style="list-style-type: none"> - watch a video clip and then they answer T's questions. - listen and follow the words of the story in their books. - listen and answers - follow the text and find out the water sport they learn in exercise 1. - take role to practice the dialogue - Observe and listen -Say these sentences again
<p>Production</p> <p><i>Aim: Use the present continuous affirmative and negative to practice.</i></p>	
<p>Let's Practice!</p> <ul style="list-style-type: none"> _ Ask the children to work in small groups and imagine they are at the beach _ Ask them to write a short skit (about three minutes) about what the group is doing. _ Ask the groups to take turns to perform their skit for the rest of the class _ Ask the children questions to check their comprehension, e.g. <i>Is Son surfing?</i> 	<ul style="list-style-type: none"> - Student work in group - Practice in front of the class.
<p>Consolidation</p>	

<ul style="list-style-type: none">_ Give out the worksheet to St, one copy for each pair_ Tell them that there are some action words in the word search for them to find. When they find each word, they should write it in the correct box, <i>water sport</i> or <i>other activity</i>_ Give the St five minutes to find and classify as many words as they can._ The words included in the word search are: <i>surf, kayak, waterski, snorkel, windsurf, sail, read, run, jump, skip, draw, sing</i>	St practice St compare with another pair and see if they can add more words
<ul style="list-style-type: none">- Learn the words by heart_ Do exercise in workbook_ Prepare for the next period	

WEEK 11

Date of preparing: 24/9/2023

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

Period: 42

UNIT 4: WE'RE HAVING FUN AT THE BEACH!

Lesson 2: Grammar (page 31) (part 1)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- identify the present continuous affirmative and negative.
- understand how the spelling of some verbs changes in the –ing form.

Skills:

- Listening: listen and understand the different water sports.
- Speaking: the spelling of some verbs changes in the –ing form
- Reading: identify the present continuous affirmative and negative
- Writing: Complete present continuous sentences with the correct form of the verb be

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: Work in groups to act out the story
- Problem solving and creativity: Add more vocabulary items about water sports.

3. Attributes

- Patriotism: love the beach in Viet Nam and other countries.
- Kindness: love the water sports.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce water sports at the beach correctly
- Intonation: communicate naturally

2. Vocabulary:

beach, sail, surf, kayak, windsurf, snorkel, waterski

3. Sentence pattern:

I'm **surfing**.
I'm not swimming
He's **sailing**.
He isn't kayaking.
We're **snorkeling**.
They aren't running.

I am = I'm
He is = He's
We are = We're

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: Review the vocabulary</i>	
<ul style="list-style-type: none"> - Play a miming game to energize game the student at the start of the lesson. - Use the hobbies words from the previous unit, and add other simple actions that student know. - Mime one of the activities and ask student to guess the water sport. - Put student into groups to play the game. - Remark on students' pronunciation. 	<ul style="list-style-type: none"> - Listen to the instructions and play the game - Answers: beach, sail, surf, kayak, windsurf, snorkel, waterski
Presentation <i>Aim: Understand the present continuous affirmative and negative.</i>	
<ul style="list-style-type: none"> - Show students a picture of two children at the beach in their hands and say "<i>This is great ! We're sailing ! – You aren't sailing ! I'm sailing. </i>" - Explain how to use these sentence patterns. <div data-bbox="245 1462 746 1615" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>I'm not surfing. He's sailing. He isn't ... We're snorkeling. We aren't...</p> </div> <div data-bbox="245 1644 560 1796" style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p>I'm surfing. He's sailing. We're snorkeling.</p> </div> <ul style="list-style-type: none"> • Ask children to close their books. Write the sentences on the board. • Erase the letters in red, and then ask children to come up to the board and write them in. • Listen to the recording again to check answers. 	<ul style="list-style-type: none"> - Listen to the explanation and ask for clarification. - Look at the structures and try to remember how to use them. <p>Listen to the sentences in the <i>Let's learn!</i> chart (Track 37)</p> <p style="text-align: center;">Ss look and say loudly</p>

<ul style="list-style-type: none"> • Write <i>I'm...</i> and <i>I'm not...</i> on the board. Then hold up the <i>Water sports</i> Flashcards and elicit new sentences.. • Erase the <i>-ing</i> forms and ask children to come up and write them on the board again <p>❖ Spelling changes</p> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;"> <table style="border: none;"> <tr> <td style="padding: 2px 10px;">take-taking</td> <td style="padding: 2px 10px;">run- running</td> </tr> <tr> <td style="padding: 2px 10px;">swim-swimming</td> <td style="padding: 2px 10px;">ride- riding</td> </tr> </table> </div> <ul style="list-style-type: none"> -Teacher asks Ss to give some examples . - T comments and praise 	take-taking	run- running	swim-swimming	ride- riding	<p>-Ss give the example.</p>
take-taking	run- running				
swim-swimming	ride- riding				
<p>Practice <i>Aim: reading understading and give the correct form of "be"</i></p>					
<p>Exercise 3. Read and write the number.</p> <ul style="list-style-type: none"> - Give students instruction to do exercise 3. - Show exercise 3 on the screen. - Ask students to read and check the correct answer of the first sentence. - Ask students to continue with other sentences. - Go through the answers with the class. <p><i>Answers: 1 e 2 a 3 b 4 d 5 c</i></p>	<ul style="list-style-type: none"> - Look at the example and listen. - do the rest of the exercise individually. - read these sentences again and then they give the answer. 				
<p>Production Aim: Use the present continuous affirmative and negative to practice.</p>					
<ul style="list-style-type: none"> - Ask student to work in group of four or five and imagine they are at the beach. - Ask student use present progressive to say about what the group is doing. - Pick some volunteers to practice in the front. - Give comments and praise 	<ul style="list-style-type: none"> - Student work in group - Practice in front of the class. 				
<p>Consolidation</p>					
<p>Let's Practice!</p> <ul style="list-style-type: none"> - Ask students to look at the picture and the speech bubble - Have some students read the sentence aloud. - Have some Ss go to in front of the class and make action, their friends will guess 	<ul style="list-style-type: none"> - Look at the picture and say the sentence. - Take turns to say the sentence by using other words on the page. - Say sentences using present 				

what they are doing. -Help and correct their pronunciation	continuous tense.
• Practice the structures and prepare for the next exercise	

WEEK 11

Date of preparing: 24/9/2023

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

Period: 43

UNIT 4: WE'RE HAVING FUN AT THE BEACH!

Lesson 2: Grammar (page 31) (part 2)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- identify the present continuous affirmative and negative.
- understand how the spelling of some verbs changes in the –ing form.

Skills:

- Listening: listen and understand the different water sports.
- Speaking: the spelling of some verbs changes in the –ing form
- Reading: identify the present continuous affirmative and negative
- Writing: Complete present continuous sentences with the correct form of the verb be

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: Work in groups to act out the story
- Problem solving and creativity: Add more vocabulary items about water sports.

3. Attributes

- Patriotism: love the beach in Viet Nam and other countries.
- Kindness: love the water sports.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce water sports at the beach correctly
- Intonation: communicate naturally

2. Vocabulary:

beach, sail, surf, kayak, windsurf, snorkel, waterski

3. Sentence pattern:

I'm **surfing**.
I'm not swimming
He's **sailing**.
He isn't kayaking.
We're **snorkeling**.
They aren't running.

I am = I'm
He is = He's
We are = We're

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: Review the vocabulary</i>	
<ul style="list-style-type: none"> - Play a miming game to energize game the student at the start of the lesson. - Use the hobbies words from the previous unit, and add other simple actions that student know. - Mime one of the activities and ask student to guess the water sport. - Put student into groups to play the game. - Remark on students' pronunciation. 	<ul style="list-style-type: none"> - Listen to the instructions and play the game - Answers: beach, sail, surf, kayak, windsurf, snorkel, waterski
Presentation <i>Aim: Understand the present continuous affirmative and negative.</i>	
<ul style="list-style-type: none"> - Show students a picture of two children at the beach in their hands and say "<i>This is great ! We're sailing ! – You aren't sailing ! I'm sailing. </i>" - Explain how to use these sentence patterns. <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 10px 0;"> <p>I'm not surfing. He's sailing. He isn't ... We're snorkeling. We aren't...</p> </div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin: 10px 0;"> <p>I'm surfing. He's sailing. We're snorkeling.</p> </div> <ul style="list-style-type: none"> • Ask children to close their books. Write the sentences on the board. • Erase the letters in red, and then ask children to come up to the board and write them in. • Listen to the recording again to check answers. 	<ul style="list-style-type: none"> - Listen to the explanation and ask for clarification. - Look at the structures and try to remember how to use them. <p>Listen to the sentences in the <i>Let's learn!</i> chart (Track 37)</p> <p style="text-align: center;">Ss look and say loudly</p>

<ul style="list-style-type: none"> • Write <i>I'm...</i> and <i>I'm not...</i> on the board. Then hold up the <i>Water sports</i> Flashcards and elicit new sentences.. • Erase the <i>-ing</i> forms and ask children to come up and write them on the board again <p>❖ Spelling changes</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <table style="border: none;"> <tr> <td style="padding: 2px 10px;">take-taking</td> <td style="padding: 2px 10px;">run- running</td> </tr> <tr> <td style="padding: 2px 10px;">swim-swimming</td> <td style="padding: 2px 10px;">ride- riding</td> </tr> </table> </div> <ul style="list-style-type: none"> -Teacher asks Ss to give some examples . - T comments and praise 	take-taking	run- running	swim-swimming	ride- riding	<p>-Ss give the example.</p>
take-taking	run- running				
swim-swimming	ride- riding				
<p>Practice <i>Aim: reading understading and give the correct form of "be"</i></p>					
<p>Exercise 4: Write</p> <ul style="list-style-type: none"> - Show the sentences on the screen and ask students to write the answers on the blanks. - Have students do the rest of the exercise individually. - Go through the answers with the class. <p><i>Answers:</i> 1 <i>isn't, 's</i> 2 <i>'re, aren't</i> 3 <i>aren't, 're</i> 4 <i>isn't, 's</i></p>	<ul style="list-style-type: none"> - do the rest of the exercise individually. - go to the board and fill in the blanks. -repeat the sentences. 				
<p>Production Aim: <i>Use the present continuous affirmative and negative to practice.</i></p>					
<ul style="list-style-type: none"> - Ask student to work in group of four or five and imagine they are at the beach. - Ask student use present progressive to say about what the group is doing. - Pick some volunteers to practice in the front. - Give comments and praise 	<ul style="list-style-type: none"> - Student work in group - Practice in front of the class. 				
<p>Consolidation</p>					
<p>Let's Practice!</p> <ul style="list-style-type: none"> - Ask students to look at the picture and the speech bubble - Have some students read the sentence aloud. 	<ul style="list-style-type: none"> - Look at the picture and say the sentence. - Take turns to say the sentence by using other words on the page. 				

<ul style="list-style-type: none">- Have some Ss go to in front of the class and make action, their friends will guess what they are doing.-Help and correct their pronunciation	<ul style="list-style-type: none">- Say sentences using present continuous tense.
<ul style="list-style-type: none">• Practice the structures and prepare for the next lesson (lesson 3 page 33). Do the exercise in workbook (page 31).	

WEEK 11

Date of preparing: 24/9/2023

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

Period: 44

Unit 4

LESSON 3: Grammar and song

A. DESIRED OBJECTIVES:

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

1. Core competences

Cognition:

- ❖ To practice the present continuous affirmative and negative.

Skills:

- ❖ Listening: listen and understand how the spelling of some verbs changes in the -ing form.
- ❖ Speaking: say the full sentences using present continuous tense.
- ❖ Reading: identify the forms of the sentences using the verb -ing.
- ❖ Writing: use present continuous to write full sentences.

2. General Competence

- ❖ Self-control and independent learning: perform speaking and writing tasks.
- ❖ Communication and collaboration: work in pairs or groups to choose something in the picture and say a sentence about it.
- ❖ Problem solving and creativity: add more activities items or situation to use present continuous.

3. Attributes

Patriotism: love the sea and the scenery of Viet Nam.

Kindness: love sceneries in Viet Nam and protect them.

Diligence: complete learning task.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce words correctly.
- Intonation: communicate naturally.

2. **Vocabulary:** eat a sandwich, aet some ice cream, wear a hat, wear sunglasses, look at a bird, look at a fish.

3. Sentence pattern:

- He is + V-ing
- The boy isn't + V-ing
- We are + V-ing
- We are = We are
- He is = He's

C. INSTRUCTIONAL RESOURCES

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

LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up	
<i>Aim: help students review the present continuous tense</i>	
<ul style="list-style-type: none"> • Let students play the game “Pass a ball”. • Give instructions to students. • Show the pictures on the screen. • Pick students to answer. • Remark on students' pronunciation • Praise students doing good. 	<ul style="list-style-type: none"> • Listen to the instructions • Perform the activity • Say the sentence about activity on the screen. • Give their remarks to others <ul style="list-style-type: none"> ▪ Answers: I'm eating an apple. She's reading comics. Minh is taking photos...
Presentation: Grammar understanding. (8 minutes)	
<i>Aim: help students to continue practicing the present continuous tense (affirmative and negative).</i>	
<ul style="list-style-type: none"> ▪ Show students two sets of picture (A and B) of the boy's activities at the beach. ▪ Point to the two sets of picture and ask questions: What is the boy doing? What is he wearing? What is he eating? ▪ Elicit the answer: <i>The boy isn't eating some ice cream. He's eating a sandwich.</i> • Explain how to use these sentence patterns (affirmative and negative). <i>The boy isn't eating some ice cream.</i> <i>He's eating a sandwich.</i> • Ask students choose something in picture A or B and say a sentence about it. One student read the sentence and the other say the correct picture. <ul style="list-style-type: none"> • Observe students' communication and help if necessary. Then, correct mistakes. • Pick some pairs to come to the front of the class for drilling • Ask students to give their feedback on 	<ul style="list-style-type: none"> • Look at the picture and think about the answer. <i>The boy is surfing.</i> <i>The boy is eating a sandwich.</i> <i>The boy is wearing a hat.</i> • Listen to the explanation and answer. <i>It's B</i> • Look at the structures and try to remember how to use them. • Work in pair. Their partner have to say which picture they are looking at, A or B. • Practice in pairs • Correct mistakes • Volunteers come to the front

<p>their friends’ presentation, then make the conclusion of the task</p> <ul style="list-style-type: none"> • Ask students to repeat for all sets in the pictures ▪ We can also use other personal pronouns such as she/they/we to substitute. Make sure they go with the right form of “Be”.” ▪ Show students other structures: <i>She’s playing basketball.</i> <i>I’m swimming.</i> <i>They’re cooking.</i> <i>We’re playing the guitar.</i> 	<p>and practice</p> <ul style="list-style-type: none"> • Give remarks to the classmates’ presentation • Listen, look and repeat • Look and repeat
<p>Practice <i>Aim: help student understand the writing task, using correct personal pronouns with right form of the verb Be; Listen and sing well.</i></p>	
<p><u>Write about A or B</u> Give students instruction to do exercise 2. Read the example with the students, and ask them to finish the second sentence. Check that they understand the exercise. Show exercise 2 on the screen Ask students to write and check the correct sentence number 1.</p> <ul style="list-style-type: none"> • Ask students to do the rest of the exercise individually. <p>Go through the answers with the class. Ask students repeat all the correct sentences Remark on students’ pronunciation.</p> <p><u>Listen, sing and do</u></p> <ul style="list-style-type: none"> • Show the song “<i>At the beach!</i>” on the screen and ask students to look at the pictures. • Point to the pictures and ask questions, e.g., What is he / she doing? Is she playing with the ball? Is it sunny / cold? • Play the song (Track 38) once • Read each line of the song aloud for student to repeat. • Play the recording for children to sing along. 	<ul style="list-style-type: none"> • Look at the example and write. • Do the rest of the exercise. • Check the answer • Repeat the sentences • Give their remarks to others <i>The boy is wearing sunglasses.</i> <i>He isn’t wearing a hat.</i> <i>The boy is surfing. He isn’t waterskiing.</i> <i>The boy is looking at a fish. He isn’t looking at a bird.</i> • Look at the pictures and answer the questions. • Repeat the sentences of the song. • Listen and sing. • Watch their classmate’s action and say the full sentences using

<ul style="list-style-type: none"> • Ask students to do action about the present continuous tense. • Ask students to sing in group, individual. • Remark 	<p>present continuous tense.</p> <ul style="list-style-type: none"> • Sing a song in group, individual.
<p>Production</p> <p><i>Aim: make sentences (affirmative and negative).</i></p>	
<p>Make sentences</p> <ul style="list-style-type: none"> • Divide class into two groups. Group A: make sentences with present continuous tense (affirmative). Group B: make opposite sentences with present continuous tense (negative). • Ask student in group A go to group B using the structures they learned and make sentences together. • Observe and correct students' mistakes. • Pick some volunteers to practice in the front. • Give comments and praise. 	<ul style="list-style-type: none"> • Listen to the instruction. • Practice together. • Correct mistakes. • Practice in front of the class.
<p>Consolidation</p>	
<p>Let's Practice!</p> <ul style="list-style-type: none"> • Ask students to say two sentences about themselves by using present continuous tense. • Have some students read the sentence aloud. • Have students work in pairs and take turns saying the sentences. • Pick some pairs to stand up and practice. 	<ul style="list-style-type: none"> • Say the sentences. • Take turns saying the sentences by using other verbs. • Stand up and practice.
<ul style="list-style-type: none"> • Practice the structures and prepare for the next lesson (lesson 4 page 33). • Do the exercise in workbook (page 30). 	

Kiểm tra ngày 01 tháng 11 năm 2023

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 12

Date of preparing: 24/9/2023

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

Period: 45

U4: We're having fun at the beach!

Lesson 4: Phonics

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- To pronounce the sound /ɔ:l/
- To associate the sound /ɔ:l/ with the letters *all* in words
- To identify and repeat the sound /ɔ:l/ in a chant

Skills:

- Listening : recognize the sounds /ɔ:l/
- Speaking - To use these sounds in the context of a chant
- Reading - Read and find the words the same sounds /ɔ:l/

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
 - Communication and collaboration: Work in pairs or groups to complete the words
 - Problem solving and creativity Add more vocabulary items about the sound /ɔ:l/ and make their own sentences
- ##### 3. Attributes
- Kindness: be friendly with everything around us
 - Diligence: complete learning tasks.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the sound /ɔ:l/

2. Vocabulary:

ball, mall, wall, tall, small

3. Sentence pattern:

- Simple structure that student have learned

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim:</i> review the /a:r/ sound.	
<ul style="list-style-type: none"> - Have Sts sing the song: “At the beach” - Draw a star and a car on the board. Point to them and ask <i>What's this?</i> - Ask Ss if they can remember which letters they looked at in the last phonics lesson. - Play the recording (Track 31) and say the chant from Student Book p. 23 to review the /a:r/ sound. 	<ul style="list-style-type: none"> ▪ Sing the song. ▪ Answer. <p>SS say the words they remember from the last phonics lesson (<i>car, park, shark, star, scarf</i>).</p> <ul style="list-style-type: none"> - repeat
Presentation <i>Aim:</i> recognize the sounds /ɔ:l/ and pronounce it correctly	
<p>Listen, point, and repeat. (Exercise 1) Ask children to look at the words and pictures in their Student Books. Tell them that they are going to hear a recording of the sound and the different words.</p> <ul style="list-style-type: none"> • Play the first part of the recording (Track 39) • Play the second part of the recording • Play the recording all the way through (more than once if necessary) <p>Transcript (Track 39) Listen and point. /ɔ:l/ ball, mall, wall, tall, small wall, ball small, mall, tall Listen and repeat. /ɔ:l/ ball, mall, wall, tall,</p>	<ul style="list-style-type: none"> -Look at the words and pictures and think about the answer -listen and point to the pictures. -repeat the sound and words in chorus. point and repeat again.
Practice	
<p>Listen and chant. (Exercise 2)</p> <ul style="list-style-type: none"> • Ask children to look at the pictures. Ask <i>Where are the people?</i> Elicit <i>They're in a mall.</i> Accept <i>They're in a shop.</i> Ask <i>What does the boy want? (a ball).</i> • Play the recording (Track 40) • Play the chant again, pausing the recording after each line for children to repeat. • Play the chant once more <p>Let's chant together!</p> <ul style="list-style-type: none"> • Play the chant again • Divide the class into 1s and 2s by counting along the rows of children in the 	<ul style="list-style-type: none"> ▪ Look and answer ▪ Listen to the chant ▪ Repeat the sentences. <p>join in and follow in their books.</p> <ul style="list-style-type: none"> • clap when they hear the /ɔ:l/ sound. • do the chant without the

<p>class. Tell each group to stand up and say the first or second line of every verse..</p> <ul style="list-style-type: none"> - Correct their pronunciation and praise <p>Read the chant again. Circle the words with all. (Exercise 3)</p> <ul style="list-style-type: none"> • Focus attention on the word <i>mall</i> in Exercise 1 and ask children to find it in the chant. • Ask Ss to find and circle the other words in the chant that end with <i>-all</i>. • Go through the answers with the class. Ask <i>Which word isn't in Exercise 1? (all)</i> <p>Answers mall (x4), tall, small (x3), ball (x4), all (x3)</p>	<p>recording, standing up and saying their lines</p> <p>Ss works in individually and share the answer with their partner.</p>
<p>Production <i>Aim: Use the words in the sentence</i></p>	
<p>Match and write. (Exercise 4)</p> <ul style="list-style-type: none"> • Tell children to look at the first picture. Ask <i>What's this?</i> and ask children to follow the line to check their answer. • Check that children understand the exercise. • Go through the answers with the class <p>Answers 1 wall 2 tall 3 small 4 mall 5 ball</p> <p>Tap your desk. <i>Holly is short, but Leo is tall. I like playing with a beach ball. Can you see all the fish in the water? Leo isn't surfing, he's falling. That's a very tall wall. Let's go to the shopping mall</i></p>	<p>Follow the line and check Children do the rest of the exercise individually.</p> <p>to read aloud the words.</p> <ul style="list-style-type: none"> ▪ Practice in front of the class.
<p>Consolidation</p>	
<ul style="list-style-type: none"> ▪ Let's practice! <ul style="list-style-type: none"> • Ask students to look at the picture and speech bubble. Say <i>I have a new ball.</i> • Have students work in pairs and take turns saying the sentence. Tell them to use other vocabulary words on the page. 	<ul style="list-style-type: none"> ▪ Look and say. ▪ Work in pairs.

Make your own sentences.

- Ask children to use the words from this lesson and write five sentences, one for each word, e.g., *My baby brother is very small.*
 - Ask them to practice reading the sentences aloud. Tell their partner to tap their desk when they hear the /ɔ:l/ sound.
- compare their sentences with a partner.
 - Take turns to say their own sentences
 -

WEEK 12

Date of preparing: 24/9/2023

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

Period: 46

Unit 4: We're having fun at the beach!
Lesson 5: Skills Time! (page 34)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition: read and understand a vacation brochure; understand and use descriptive adjectives.

Skills:

- Listening: listen and understand descriptive adjectives; listen the text about vacation brochure.

- Speaking: talk about a vacation

- Reading: read and understand a vacation brochure

- Writing: use descriptive adjectives

2. General Competence

- Self-control and independent learning: perform listening and reading tasks

- Communication and collaboration: work in pairs or groups to read and understand a vacation brochure

- Problem solving and creativity: add more vocabulary items about descriptive adjectives

3. Attributes

- Patriotism: love Viet Nam and Phan Thiet beach

- Kindness: be friendly to the beach from the sight

- Diligence: learn English to communicate with people around the world

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce descriptive adjectives correctly

- Intonation: read fluently

2. Vocabulary:

- polluted, clean, dangerous, safe, beautiful, sand, seafood, fresh, slide, sand dunes, book (v)

3. Sentence pattern:

The beach is **beautiful**.

C. INSTRUCTIONAL RESOURCES

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

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

LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: help students review the vocabulary</i>	
<ul style="list-style-type: none"> - Let students play the game: Slap the picture - Give instructions to students. - Show the activities on the beach. - Pick teams to answer and note the scores. <i>beach, sail, surf, kayak, windsurf, snorkel, waterski</i> <ul style="list-style-type: none"> - Remark on students' pronunciation. - Praise the winning team. 	<ul style="list-style-type: none"> - Listen to the instructions. - Perform the activity. - Say the activities on the beach. when they slap the picture.
Presentation <i>Aim: Introduce students the new words about descriptive adjectives</i>	
<ul style="list-style-type: none"> - Show students a picture of a beach in Phan Thiet. - Ask some questions about the features of the beach. <i>Is it beautiful?</i> <i>How is the water?</i> <i>Is it clean?</i> <ul style="list-style-type: none"> - Introduces descriptive adjectives <i>polluted, clean, dangerous, safe, beautiful</i>	<ul style="list-style-type: none"> - Look at the pictures. - Listen and think about the answer - Read new words in chorus, groups and individual
Practice <i>Aim: help student understand the reading tasks</i>	
<p>Exercise 1: Listen, point and repeat</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in Exercise 1. - Play the first part of the recording (Track 41). - Play the second part of the recording for students to repeat. - Play the recording all the way through for students to listen and point, and then repeat the words in chorus <p>Exercise 2: Look at the picture. What do you think you can do in Phan Thiet?</p> <ul style="list-style-type: none"> - Ask students if anyone in the class has ever been to Phan Thiet. Ask When did you go? Did you like it? What did you do there? - Ask students to look at the picture in 	<ul style="list-style-type: none"> - Look at the pictures. listen and point to the appropriate picture - Listen and repeat - Listen and point, and then repeat the words in chorus - Look at the picture. - Answer the question

<p>Exercise 2. Ask what kind of text it is (a vacation brochure). Ask What is it about? -Ask students to look at the pictures and describe what they see.</p> <p>Exercise 3: Listen and read.</p> <p>-Play the recording (Track 42) for students to listen and follow the text silently in their books. -Explain some words. <i>sand, seafood, fresh, slide, sand dunes, book</i> -Ask questions to check comprehension. <i>What is the beach like? What can you do in the sea? What is the food like? ...</i> - Play the recording a second time, and ask students to circle the words from Exercise 1 in the text. - Go through the answers with the class. - Ask students to read the text.</p> <p>Exercise 4: Read again and write.</p> <p>-Explain that students are going to complete sentences about the text with some of the adjectives from Exercise 1. -Look at the example with the class. -Allow time for students to read the text again and complete the other sentences individually. -Show the sentences on the screen and ask students to write the words on the blanks. -Have students do the rest of the exercise individually. -Go through the answers with the class. <i>1. beautiful 2. dangerous 3. polluted 4. clean</i> - Ask students to read out the sentences.</p>	<ul style="list-style-type: none"> - Talk about the picture - Look at the text and listen - Listen and read - Answer the questions - Listen and circle - Read the text in individual <p>Read the text again and fill in the blank.</p> <ul style="list-style-type: none"> - Check and correct the answers. - Correct the mistakes. - Read the complete sentences.
<p>Production</p> <p><i>Aim: Make sentences using descriptive adjectives</i></p>	
<ul style="list-style-type: none"> -Show a picture of a bridge on the screen. -Give cues for students to make sentence using descriptive adjectives. <i>The bridge is long.</i> -Ask students to make their sentences using descriptive adjectives. -Listen and correct students' mistakes. 	<ul style="list-style-type: none"> - Look at the picture and make a sentence. - Make their own sentences. - Listen and correct mistakes.

<ul style="list-style-type: none"> - Ask students to look at the text and read sentences using descriptive adjectives. 	<ul style="list-style-type: none"> - Look at the text and read again
Consolidation	
<p><i>Let's Practice!</i></p> <ul style="list-style-type: none"> - Put the <i>Adjectives</i> Flashcards 54–58 around the classroom. - Tell students you are going to call out the adjectives, but you don't want them to point to the word, you want them to point to and say the opposite adjective. - Call out <i>polluted</i>, and then point to <i>clean</i> and say <i>clean</i> to demonstrate. - Call out the words. Students point to their opposites and say. - Pick some pairs to stand up and practice. 	<ul style="list-style-type: none"> - Listen and look at the Flashcards. - Listen, point and say. - Practice in pairs.

WEEK 12

Date of preparing: 24/9/2023

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

Period: 47

Unit 4: We're having fun at the beach!

Lesson 6: Listening (part 1)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- identify the forms of the questions and answers using the gerund (-ing)

Skills:

- Listening: listen for information and put pictures in the correct order
- Speaking: ask and answer questions about what you like doing on the beach
- Reading: identify the forms of the questions and answers using the gerund (-ing)
- Writing: use the gerund (-ing)

2. General Competence

- Self-control and independent learning: perform listening, speaking and writing tasks
- Communication and collaboration: work in pairs to ask and answer about what you like doing on the beach
- Problem solving and creativity: add more vocabulary items about activities you like doing on the beach

3. Attributes

- Patriotism: keep the beach clean to protect environment.
- Kindness: be friendly to people on the beach

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce vocabulary items about activities you like doing on the beach correctly
- Intonation: communicate naturally

2. Vocabulary:

sailing, surfing, kayaking, windsurfing, snorkeling, waterskiing, swimming, playing

3. Sentence pattern:

- What do you like doing at the beach?
 - I like **sailing**.
- Do you like **taking photos**?
 - Yes, I do. / No, I don't.

C. INSTRUCTIONAL RESOURCES

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

LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: help students to review the vocabulary</i>	
<ul style="list-style-type: none"> - Let students play the game “Slap the board” - Give instructions to students. - Show the pictures on the screen. (review: beach, sail, surf, kayak, windsurf, snorkel, waterski) - Say aloud the word for students to slap the board. - Note the scores. - Remark on students' pronunciation. - Praise the winning team. 	<ul style="list-style-type: none"> - Listen to the instructions. - Perform the activity in two teams. - Run quickly to the board and slap the right picture. - Say the word when they slap the board.
Presentation <i>Aim: help students understand the sentence patterns and use the gerund (-ing)</i>	
<ul style="list-style-type: none"> - Ask students to open their books to p. 35 and look at the pictures in Exercise 1. - Ask students to name the activities in the pictures (swimming, playing in the sand, flying a kite, fishing, snorkeling) and ask “What do you like doing at the beach?” - Elicit the answer: I like swimming. - Explain how to use these sentence patterns. “What do you like doing at the beach?” > <i>I like swimming.</i> - Note: take > taking, write > writing, swim > swimming - ask students to work in pairs and practice the structures above. - Observe students' communication and help if necessary. Then, correct the mistakes. - Pick some pairs to come to the front for drilling. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. 	<ul style="list-style-type: none"> - Look at the picture and name the activities in the pictures - Listen to the explanation and ask for clarification. - Look at the structures and try to remember how to use them. - Practice in pairs. - Correct the mistakes. - Volunteer to come to the front and practice. - Comment on their classmates' presentation.
Practice <i>Aim: help student understand the listening, speaking, writing tasks</i>	

<p>Exercise 1: Listen and write the numbers</p> <ul style="list-style-type: none"> - Tell the class they are going to hear some students talking about things they like doing at the beach. They must number the pictures in the order they hear them. - Play the recording (Track 43) the whole way through for students to point to the correct pictures. - Play the recording again, pausing after each dialogue for students to write the number. Play the recording the whole way through again for students to check their answers. - Go through the answers with the class. - Ask students to repeat the correct answer. (1.e, 2.d, 3.c, 4.b, 5.a) 	<ul style="list-style-type: none"> - Look at the pictures and listen to the T. - Listen and point - Listen and write the numbers - Check the answer. - Repeat the answers.
<p>Production</p> <p><i>Aim: Ask and answer questions about what people like doing at the beach.</i></p>	
<p>Ask and answer</p> <ul style="list-style-type: none"> - Show some pictures about activities people like doing at the beach. - Ask student say suitable word with the picture. (playing with sand, reading, taking photos...) - Give cues for students to work in pair. <p><i>What do you like doing at the beach?</i> <i>I like reading.</i> <i>Do you like fishing?</i> <i>Yes, I do. / No, I don't.</i></p> <ul style="list-style-type: none"> - Ask students work in pair. - Observe and correct students' mistakes. - Pick some volunteers to practice in the front. - Give comments and praise. 	<ul style="list-style-type: none"> - Look at the pictures on the screen. - Look and say. - Practice in pair.. - Practice in front of the class.
<p>Consolidation</p>	
<p>Let's Practice!</p> <ul style="list-style-type: none"> - Show some sentences on the screen. <p><i>Do you like takeing photos?</i> <i>Do you like swimming?</i> <i>I like writeing.</i></p> <ul style="list-style-type: none"> - Have some students read and correct mistakes. - Have students work in pairs, ask and answer about what they like doing at the beach. - Observe and correct students' mistakes. 	<ul style="list-style-type: none"> - Look at the sentences. - Read and correct mistakes - Work in pairs. <ul style="list-style-type: none"> → <i>Do you like taking photos?</i> → <i>Do you like swimming?</i> → <i>I like writing.</i>

WEEK 12

Date of preparing: 24/9/2023

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

Period: 48

Unit 4: We're having fun at the beach!

Lesson 6: Listening (part 2)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- identify the forms of the questions and answers using the gerund (-ing)

Skills:

- Listening: listen for information and put pictures in the correct order
- Speaking: ask and answer questions about what you like doing on the beach
- Reading: identify the forms of the questions and answers using the gerund (-ing)
- Writing: use the gerund (-ing)

2. General Competence

- Self-control and independent learning: perform listening, speaking and writing tasks
- Communication and collaboration: work in pairs to ask and answer about what you like doing on the beach
- Problem solving and creativity: add more vocabulary items about activities you like doing on the beach

3. Attributes

- Patriotism: keep the beach clean to protect environment.
- Kindness: be friendly to people on the beach

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce vocabulary items about activities you like doing on the beach correctly
- Intonation: communicate naturally

2. Vocabulary:

sailing, surfing, kayaking, windsurfing, snorkeling, waterskiing, swimming, playing

3. Sentence pattern:

- What do you like doing at the beach?
 - I like **sailing**.
- Do you like **taking photos**?
 - Yes, I do. / No, I don't.

C. INSTRUCTIONAL RESOURCES

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

LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: help students to review the vocabulary</i>	
<ul style="list-style-type: none"> - Let students play the game “Slap the board” - Give instructions to students. - Show the pictures on the screen. (review: beach, sail, surf, kayak, windsurf, snorkel, waterski) - Say aloud the word for students to slap the board. - Note the scores. - Remark on students' pronunciation. - Praise the winning team. 	<ul style="list-style-type: none"> - Listen to the instructions. - Perform the activity in two teams. - Run quickly to the board and slap the right picture. - Say the word when they slap the board.
Presentation <i>Aim: help students understand the sentence patterns and use the gerund (-ing)</i>	
<ul style="list-style-type: none"> - Ask students to open their books to p. 35 and look at the pictures in Exercise 1. - Ask students to name the activities in the pictures (swimming, playing in the sand, flying a kite, fishing, snorkeling) and ask “What do you like doing at the beach?” - Elicit the answer: I like swimming. - Explain how to use these sentence patterns. “What do you like doing at the beach?” > <i>I like swimming.</i> - Note: take > taking, write > writing, swim > swimming - ask students to work in pairs and practice the structures above. - Observe students' communication and help if necessary. Then, correct the mistakes. - Pick some pairs to come to the front for drilling. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. 	<ul style="list-style-type: none"> - Look at the picture and name the activities in the pictures - Listen to the explanation and ask for clarification. - Look at the structures and try to remember how to use them. - Practice in pairs. - Correct the mistakes. - Volunteer to come to the front and practice. - Comment on their classmates' presentation.
Practice <i>Aim: help student understand the listening, speaking, writing tasks</i>	

<p>* Speaking Exercise 2: Ask and answer about you. - Ask two students to read the speech bubbles for the class. Tell students they are going to ask and answer questions about what they like doing at the beach. - Review some vocabulary. - Ask students to work in pairs. <i>What do you like doing at the beach?</i> > <i>I like swimming.</i> - Ask some pairs to ask and answer questions in front of the class.</p> <p>*Writing Exercise 3: Write the correct form of the verb. Then answer the question. - Show the exercise on the screen. - Ask students to look at the writing box and focus attention on the missing <i>e</i> in <i>taking</i>. - Look at the example with the class and check that they understand the exercise. - Ask students to complete the question, then answer the question. - Check students' answers and correct mistakes. 2. Do you like <u>taking</u> photos? 3. Do you like <u>cooking</u>? 4. Do you like <u>writing</u> emails? 5. Do you like <u>reading</u>? 6. Do you like <u>listening</u> to music? - Let students ask and answer in pair.</p>	<p>- Look at the example and listen.</p> <p>- Read vocabulary - Ask and answer in pairs</p> <p>- Look at the screen and listen. - Fill in the blank and answer the question - Correct the mistakes. - Ask and answer in pair.</p>
<p>Production <i>Aim: Ask and answer questions about what people like doing at the beach.</i></p>	
<p>Ask and answer - Show some pictures about activities people like doing at the beach. - Ask student say suitable word with the picture. (playing with sand, reading, taking photos...) - Give cues for students to work in pair. <i>What do you like doing at the beach?</i> <i>I like reading.</i> <i>Do you like fishing?</i> <i>Yes, I do. / No, I don't.</i> - Ask students work in pair.</p>	<p>- Look at the pictures on the screen. - Look and say. - Practice in pair.. - Practice in front of the class.</p>

<ul style="list-style-type: none"> - Observe and correct students' mistakes. - Pick some volunteers to practice in the front. - Give comments and praise. 	
Consolidation	
<p><i>Let's Practice!</i></p> <ul style="list-style-type: none"> - Show some sentences on the screen. <i>Do you like takeing photos?</i> <i>Do you like swiming?</i> <i>I like writeing.</i> - Have some students read and correct mistakes. - Have students work in pairs, ask and answer about what they like doing at the beach. - Observe and correct students' mistakes. 	<ul style="list-style-type: none"> - Look at the sentences. - Read and correct mistakes - Work in pairs. <ul style="list-style-type: none"> → <i>Do you like taking photos?</i> → <i>Do you like swimming?</i> → <i>I like writing.</i>

Kiểm tra ngày 01 tháng 11 năm 2023
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 13

Date of preparing: 24/9/2023

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

Period: 49

Unit 5: A funny monkey!
Lesson 1: Words (page 36)

A. DESIRED OBJECTIVES:

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

1. Core competences

Cognition:

- To identify different animals

Skill:

- Listening: listen different animals; listen and understand a short story
- Reading: listen and read a short story
- Writing: write different animals

2. General Competence

- Self-control and independent learning: Perform reading and listening tasks.
- Communication and collaboration: Work in groups to practice the dialogue
- Problem solving & creativity : add more vocabulary items about animal

3. Attributes

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

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

- Pronounce different animals correctly
- Intonation: communicate naturally

2. Vocabulary:

Vocabulary: *penguin, zebra, monkey, kangaroo, camel, lizard, crocodile*
Extra vocabulary: *funny, zoo, wait, see, come (here)*

C. INSTRUCTIONAL RESOURCES

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

LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up	
<i>Aim: help students review the structure and vocabulary</i>	
- Play a game of <i>Simon says</i> to warm up the class and practice the present progressive	- Listen to the instructions. - Do the actions.

<ul style="list-style-type: none"> - Ask students to stand at their desks - Explain that you are going to give instructions - Give an instruction that reviews the previous structures and vocabulary, e.g., <i>Simon says... you're windsurfing; Simon says... you're swimming; Simon says... you're playing on the beach</i> - Continue the game until there is one winner left standing. - Praise the winning team. <p>Expected products: Students' answers and pronunciation.</p> <p>Assessment tools: Observation on student's pronunciation.</p>	<ul style="list-style-type: none"> - <i>Students</i> who do the action at the wrong speed are out and have to sit down
<p>Presentation</p> <p><i>Aim: help students identify different animals</i></p>	
<ul style="list-style-type: none"> - Show students the pictures of different animals. - Tell students they are going to learn the names of some zoo animals. - Introduce new words <i>penguin, zebra, monkey, kangaroo, camel, lizard, crocodile</i> <p>Expected products: Students' pronunciation.</p> <p>Assessment tools: Observation on students' pronunciation.</p>	<ul style="list-style-type: none"> - Look at the picture. - Listen and read
<p>Practice</p> <p><i>Aim: help students practice new words and understand the reading tasks</i></p>	
<p>Exercise 1: Listen, point and repeat.</p> <ul style="list-style-type: none"> - Ask students to open their Student Books and look at the pictures of the zoo animals. - Play the first part of the recording (Track 44) for students to listen and point to the appropriate picture. - Play the second part of the recording for students to repeat. - Play the recording all the way through again for students to listen and point and then repeat the words in chorus. <p>Expected products: Students' answers and pronunciation.</p> <p>Assessment tools: Observation on students' recognition new words and pronunciation.</p> <p>Exercise 2: Listen and read.</p>	<ul style="list-style-type: none"> - Look at the pictures - Listen and point to the appropriate picture - Listen and repeat the words in chorus

<ul style="list-style-type: none"> - Focus students' attention on the story. Talk about each frame with the class. - Encourage predictions about the story. - Explain some vocabulary. <i>funny, zoo, wait, see, come (here)</i> - Play the recording (Track 45) for students to listen and follow the words of the story in their books. - Ask comprehension questions, e.g., Can Holly see? What does the monkey take from Leo / Max / Amy? Does the monkey eat the sandwich? Who does the monkey like? - Play the recording a second time for students to follow. <p>Expected product: Students' listening and understanding the dialogue.</p> <p>Assessment tools: Observation on students' pronunciation, stress and intonation.</p>	<ul style="list-style-type: none"> - Look at the book and listen. - Listen and read - Answer the questions. - Listen to the recording. - Work in group, practice the dialogue.
<p>Production</p> <p><i>Aim: Ask and answer about the dialogue</i></p>	
<p>Ask and answer</p> <ul style="list-style-type: none"> - Put the St into small groups and ask them to think of some questions and answers about the dialogue. - Ask the groups to take turn to ask and answer about the dialogue. <p>Expected products: Students' conversations, intonation, stress and pronunciation.</p> <p>Assessment tools: Observation on students' answers, how they apply the sentence patterns, stress, intonation and pronunciation.</p>	<ul style="list-style-type: none"> - Work in groups - Ask and answer front of class.
<p>Consolidation</p>	
<ul style="list-style-type: none"> - Ask students to think of their favorite animal, without letting the other students know. - Ask students to make the sound of their animal and mime the animal's action for the other students to guess. 	<ul style="list-style-type: none"> - Think of their favorite animal - Make the sound of that animal - Guess what the animal is

WEEK 13

Date of preparing: 24/9/2023

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

Period: 50

Unit 5: A funny monkey!
Lesson 2: Grammar (page 37) (Part 1)

A. DESIRED OBJECTIVES:

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

1. Core competences

Cognition:

- To identify present progressive questions and short answers

Skill:

- Listening: listen and understand present progressive questions and short answers
- Speaking: Ask and answer present progressive questions
- Reading: identify the forms of the questions and answers
- Writing: using short answers

2. General Competence

- Self-control and independent learning: Perform reading, writing and listening tasks.
- Communication and collaboration: Work in pairs to ask and answer present progressive questions.
- Problem solving & creativity : add more vocabulary items to broaden the questions.

3. Attributes

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

B. LANGUAGE FOCUS:

1. Pronunciation:

- Pronounce the questions and answers correctly
- Intonation: communicate naturally

2. Vocabulary:

penguin, zebra, monkey, kangaroo, camel, lizard, crocodile

3. Sentence pattern:

- Are you reading? Yes, I am. / No, I'm not.
- Is the monkey eating the sandwich? Yes, it is. / No, it isn't.
- Are they eating? Yes, they are. / No, they aren't

C. INSTRUCTIONAL RESOURCES

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

LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: help students review the vocabulary</i>	
<ul style="list-style-type: none"> - Let students play the game “Who’s faster?” - Give instructions to students. - Show the animals on the screen. - Pick teams to answer and note the scores. - Remark on students’ pronunciation. - Praise the winning team. <p>Expected products: Students’ answers and pronunciation.</p> <p>Assessment tools: Observation on student’s pronunciation.</p>	<ul style="list-style-type: none"> - Listen to the instructions. - Perform the activity. - Say the names of the animals when they see the pictures
Presentation <i>Aim: help students understand the present progressive questions and short answers</i>	
<ul style="list-style-type: none"> - Show students a picture of a monkey eating the sandwich and ask “<i>Is the monkey eating the sandwich?</i>” - Elicit the answer: Yes, it is. - Explain how to use these sentence patterns. <i>Is the monkey eating the sandwich?</i> <i>Yes, it is.</i> <i>No, it isn’t.</i> - “We can also use personal pronouns such as you/they to substitute. Make sure they go with the right form of “Be”.” - Show students other structures: * <i>Are you reading?</i> > <i>Yes, I am. / No, I’m not.</i> * <i>Are they eating?</i> > <i>Yes, they are. / No, they aren’t.</i> - Ask students to work in pairs and practice the structures above. - Observe students’ communication and help if necessary. Then, correct the mistakes. - Pick some pairs to come to the front for drilling. - Ask students to give their feedback on their friends’ presentation, then teacher gives feedback. <p>Expected products: Students’ answers, intonation, sentence stress and pronunciation.</p>	<ul style="list-style-type: none"> - Look at the picture and think about the answer - Listen to the explanation and ask for clarification. - Look at the structures and try to remember how to use them. <ul style="list-style-type: none"> - Practice in pairs. - Correct the mistakes. - Volunteer to come to the front and practice. - Comment on their classmates’ presentation.

<p>Assessment tools: Observation on students' intonation, sentence stress and pronunciation.</p>	
<p>Practice <i>Aim: help student understand the reading and writing tasks</i></p>	
<p>Exercise 3: Read and check (✓).</p> <ul style="list-style-type: none"> - Give students instruction to do exercise 3. - Show exercise 3 on the screen. - Ask students to read and check the correct answer. - Ask students to continue with other sentences. - Go through the answers with the class. - Ask students to repeat the correct sentences. <p>Expected products: Students' answers, sentence stress and pronunciation.</p> <p>Assessment tools: Observation on students' sentence stress and pronunciation.</p>	<ul style="list-style-type: none"> - Look at the example and listen. - Do the rest of the exercise. - Check the answer. - Ask and answer in pair.
<p>Production <i>Aim: Ask and answer questions about themselves</i></p>	
<ul style="list-style-type: none"> - Ask students work in pairs. - Ask students to observe and make question about what their classmates are doing. - Observe and correct students' mistakes. - Pick some volunteers to practice in the front. - Give comments and praise. <p>Expected products: Students' conversations, intonation, stress and pronunciation.</p> <p>Assessment tools: Observation on students' conversations, how they apply the sentence patterns, stress, intonation and pronunciation.</p>	<ul style="list-style-type: none"> - Work in pair. - Observe their classmates and make questions. - Practice in front of the class.
<p>Consolidation</p>	
<ul style="list-style-type: none"> - Ask students to look at the picture of the animals. - Have students work in pairs and take turns to ask and answer about what the animals are doing, using above structure. 	<ul style="list-style-type: none"> - Look at the picture. - Work in pairs. -(The chosen pairs) stand up and practice.

- Pick some pairs to stand up and practice.	
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WEEK 13

Date of preparing: 24/9/2023

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

Period: 51

Unit 5: A funny monkey!
Lesson 2: Grammar (page 37) (Part 2)

A. DESIRED OBJECTIVES:

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

1. Core competences

Cognition:

- To identify present progressive questions and short answers

Skill:

- Listening: listen and understand present progressive questions and short answers
- Speaking: Ask and answer present progressive questions
- Reading: identify the forms of the questions and answers
- Writing: using short answers

2. General Competence

- Self-control and independent learning: Perform reading, writing and listening tasks.
- Communication and collaboration: Work in pairs to ask and answer present progressive questions.
- Problem solving & creativity : add more vocabulary items to broaden the questions.

3. Attributes

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

B. LANGUAGE FOCUS:

1. Pronunciation:

- Pronounce the questions and answers correctly
- Intonation: communicate naturally

2. Vocabulary:

penguin, zebra, monkey, kangaroo, camel, lizard, crocodile

3. Sentence pattern:

- Are you reading? Yes, I am. / No, I'm not.
- Is the monkey eating the sandwich? Yes, it is. / No, it isn't.
- Are they eating? Yes, they are. / No, they aren't

C. INSTRUCTIONAL RESOURCES

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

LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: help students review the vocabulary</i>	
<ul style="list-style-type: none"> - Let students play the game “Who’s faster?” - Give instructions to students. - Show the animals on the screen. - Pick teams to answer and note the scores. - Remark on students’ pronunciation. - Praise the winning team. <p>Expected products: Students’ answers and pronunciation.</p> <p>Assessment tools: Observation on student’s pronunciation.</p>	<ul style="list-style-type: none"> - Listen to the instructions. - Perform the activity. - Say the names of the animals when they see the pictures
Presentation <i>Aim: help students understand the present progressive questions and short answers</i>	
<ul style="list-style-type: none"> - Show students a picture of a monkey eating the sandwich and ask “<i>Is the monkey eating the sandwich?</i>” - Elicit the answer: Yes, it is. - Explain how to use these sentence patterns. <p><i>Is the monkey eating the sandwich?</i> <i>Yes, it is.</i> <i>No, it isn’t.</i></p> <ul style="list-style-type: none"> - “We can also use personal pronouns such as you/they to substitute. Make sure they go with the right form of “Be”.” - Show students other structures: <p>* <i>Are you reading?</i> > <i>Yes, I am. / No, I’m not.</i></p> <p>* <i>Are they eating?</i> > <i>Yes, they are. / No, they aren’t.</i></p> <ul style="list-style-type: none"> - Ask students to work in pairs and practice the structures above. - Observe students’ communication and help if necessary. Then, correct the mistakes. - Pick some pairs to come to the front for drilling. - Ask students to give their feedback on their friends’ presentation, then teacher gives feedback. <p>Expected products: Students’ answers, intonation, sentence stress and</p>	<ul style="list-style-type: none"> - Look at the picture and think about the answer - Listen to the explanation and ask for clarification. - Look at the structures and try to remember how to use them. <ul style="list-style-type: none"> - Practice in pairs. - Correct the mistakes. - Volunteer to come to the front and practice. - Comment on their classmates’ presentation.

<p>pronunciation. Assessment tools: Observation on students' intonation, sentence stress and pronunciation.</p>	
<p>Practice <i>Aim: help student understand the reading and writing tasks</i></p>	
<p>Exercise 4: Write. - Show the sentences on the screen and ask students to write the answers on the blanks. - Have students do the rest of the exercise individually. - Go through the answers with the class. 2. Yes, it is. 3. No, she isn't. 4. Yes, they are. - Let students repeat the sentences. Expected product: Students' answers, stress and intonation. Assessment tools: Observation on students' answers, pronunciation, stress and intonation</p>	<p>and do the exercise. - Check and correct the answers. - Repeat the sentences.</p>
<p>Production <i>Aim: Ask and answer questions about themselves</i></p>	
<p>- Ask students work in pairs. - Ask students to observe and make question about what their classmates are doing. - Observe and correct students' mistakes. - Pick some volunteers to practice in the front. - Give comments and praise. Expected products: Students' conversations, intonation, stress and pronunciation. Assessment tools: Observation on students' conversations, how they apply the sentence patterns, stress, intonation and pronunciation.</p>	<p>- Work in pair. - Observe their classmates and make questions. - Practice in front of the class.</p>
<p>Consolidation</p>	
<p>- Ask students to look at the picture of the animals. - Have students work in pairs and take turns to ask and answer about what the</p>	<p>- Look at the picture. - Work in pairs. -(The chosen pairs) stand up and practice.</p>

animals are doing, using above structure. - Pick some pairs to stand up and practice.	
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WEEK 13

Date of preparing: 24/9/2023

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

Period: 52

Unit 5: A funny monkey!
Lesson 3: Grammar and Song (page 38)

A. DESIRED OBJECTIVES:

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

1. Core competences

Cognition:

- **To ask and answer present progressive questions: third person singular**

Skill:

- Listening: **listen and sing a song**

- **Speaking: ask and answer present progressive questions with third person singular**

- Reading: identify the forms of the questions and answers

- Writing: write **present progressive sentence with third person singular**

2. General Competence

- Self-control and independent learning: Perform reading and listening tasks.

- Communication and collaboration: Work in pairs to complete the structure

- Problem solving & creativity : add more vocabulary items to broaden the structure

3. Attributes

- Patriotism: love people and protect things around us

- Kindness: be friendly to people and around things

- Diligence: complete learning tasks.

B. LANGUAGE FOCUS:

1. Pronunciation:

▪ Pronounce the structure and the song correctly

▪ Intonation: communicate naturally

2. Vocabulary:

notebook, lion, tiger, parrot, climb, talk

3. Sentence pattern:

- Is she wearing a hat?

> Yes, she is. / No, she isn't.

- Is he taking a photo?

> Yes, he is. / No, he isn't.

C. INSTRUCTIONAL RESOURCES

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

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

LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>Warm up <i>Aim: help students review the vocabulary</i></p>	
<ul style="list-style-type: none"> - Play <i>Think of a word</i> to review the animals students know - Choose a student and ask him / her to think of an animal - Ask the student to point to another student in the classroom - Continue until you have practiced most of the vocabulary - Praise the winning team. <p>Expected products: Students' answers and pronunciation. Assessment tools: Observation on student's pronunciation.</p>	<ul style="list-style-type: none"> - Listen to the teacher - Calls out the word - Play game in two teams.
<p>Presentation (8 minutes) <i>Aim: help students to ask and answer present progressive questions with third person singular, and use short form of "be".</i></p>	
<ul style="list-style-type: none"> - Show students a picture of a monkey eating the sandwich and ask students to ask and answer in pair. - Remind how to use these sentence patterns. - "We can also use personal pronouns such as he/she to substitute. Make sure they go with the right form of "Be"." - Show students other structures: <ul style="list-style-type: none"> * <i>Is she wearing a hat?</i> > <i>Yes, she is. / No, she isn't.</i> * <i>Is he taking a photo?</i> > <i>Yes, he is. / No, he isn't.</i> - Ask students to work in pairs and practice the structures above. - Observe students' communication and help if necessary. Then, correct the mistakes. - Pick some pairs to come to the front for drilling. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. 	<ul style="list-style-type: none"> - Look at the picture and think about the answer - Listen to the explanation and ask for clarification. - Look at the structures and try to remember how to use them. <p style="text-align: center;">- Practice in pairs.</p> <ul style="list-style-type: none"> - Correct the mistakes. - Volunteer to come to the front and practice. - Comment on their classmates' presentation.

<p>Expected products: Students' answers, intonation, sentence stress and pronunciation.</p> <p>Assessment tools: Observation on students' intonation, sentence stress and pronunciation.</p>	
<p>Practice</p> <p><i>Aim: help student understand the structure and sing the song</i></p>	
<p>Exercise 1: Choose a girl. Ask and answer.</p> <ul style="list-style-type: none"> - Ask students to comment on the picture. - Ask two students to read the speech bubbles for the class. - Check that students understand the exercise, and tell them to choose a girl. - Ask students to work in pairs. - Monitor and help where necessary. - Ask some pairs to ask and answer their questions front of the class. <p>Expected products: Students' answers, sentence stress and pronunciation.</p> <p>Assessment tools: Observation on students' answers, sentence stress and pronunciation.</p> <p>Exercise 2: Write about a girl</p> <ul style="list-style-type: none"> - Read the example with the students and ask them to find Thanh in the picture. - Ask students to make the second sentence about Thanh. Elicit She's wearing a hat. - Ask students to write about another girl, using the example to help them. Monitor and help where necessary. - Ask some students to read aloud their sentences for the class. <p>Expected products: Students' writing task</p> <p>Assessment tools: Observation on students' using structure.</p> <p>Exercise 3: Listen and sing.</p> <ul style="list-style-type: none"> - Ask students to look at the pictures and name the animals. - Elicit what each pair of animals is doing <i>climbing, running, walking, talking, swimming, sleeping</i> - Play the recording (Track 47) for students to listen and point to the pictures in their books - Play the recording again for students to follow the words. 	<ul style="list-style-type: none"> - Comment on the picture - Read the speech bubbles for the class. - Work in pairs. - Look and read - Make sentence - Write about a girl. - Read aloud - Look at the pictures and name the animals. - Listen and point - Listen and read - Listen and sing

<ul style="list-style-type: none"> - Recite the words of the song with the class, without the recording. Say each line and ask students to repeat. - Play the recording for students to sing along. <p>Expected products: Students' singing a song</p> <p>Assessment tools: Observation on students' performance.</p> <p>Exercise 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 students to listen and do the actions. - Ask students which animals aren't in the pictures? (the lizards) <p>Expected product: Students' understanding the song.</p> <p>Assessment tools: Observation on students' performance.</p>	<ul style="list-style-type: none"> - Decide the actions for the song - Listen and do the actions
<p>Production</p> <p><i>Aim: Ask and answer questions about where people come from.</i></p>	
<ul style="list-style-type: none"> - Tell students to look at the song pictures for one minute and remember what the animals are doing and then close their books - Call out questions, e.g., <i>Are the lions climbing? Are the parrots talking?</i> > <i>Yes, they are</i> or <i>No, they aren't</i> <p>Expected products: Students' conversations, intonation, stress and pronunciation.</p> <p>Assessment tools: Observation on how students apply the sentence patterns.</p>	<ul style="list-style-type: none"> - Look and remember - Answer the questions
<p>Consolidation</p>	
<ul style="list-style-type: none"> - Ask the students to look at the pictures, and then work in pairs to ask and answer questions with their partner - Ask some of students practice front of class. 	<ul style="list-style-type: none"> - Work in pair - Practice front of class.

Kiểm tra ngày 01 tháng 11 năm 2023

Tổ trưởng



Huỳnh Thị Yến Trang

Duyệt của BGH ngày 06 tháng 11 năm 2023

Phó Hiệu trưởng

Nguyễn Thị Thanh Hải