

Week : 10

Date: 04th - 08th November , 2024

Period : 37

UNIT 4: GETTING AROUND

Lesson 1

A. OBJECTIVES

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

- identify different types of transportation.
- understand a short story.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about transportation.
- *Problem-solving and creativity*: find out different types of transportation.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: bus, electric bike, motorcycle, plane, taxi, train, trolley, scooter

Extra: horse bus, hundred, skateboard (n), cool

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

C. RESOURCES AND MATERIALS

- Student book - page 30
- Audio tracks: 41-43
- Flashcards: 42-49

D. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
<p>Objectives: To review places and generate students' interests and lead in the new lesson.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can sing the song and say food words correctly. - <i>Task completed</i>: Students can sing the song and say food words. - <i>Task uncompleted</i>: Students are unable to sing the song or say food words. 	
<p>A. Sing <i>Come and play with me</i> from unit 2 to energize the class.</p> <p>B. Ask children if they can remember some of the places you can go to in a town or city that they learned about in Unit 2.</p>	
1. PRESENTATION (5 minutes)	
<p>Objectives: To help students identify means of transportation.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can identify means of transportation correctly. - <i>Task completed</i>: Students can identify some means of transportation. - <i>Task uncompleted</i>: Students are unable to identify means of transportation. 	
<ul style="list-style-type: none"> - Tell children they are going to learn the names of some types of transportation. - Use transportation flashcards 42–49 to elicit the vocabulary for this lesson. Hold the flashcards up one at a time and model any words the children 	<ul style="list-style-type: none"> - Follow teacher's instructions. - Listen and repeat.

<p>don't know.</p> <ul style="list-style-type: none"> - Say all the words again for children to repeat. - Hold the flashcards up in a different order and repeat. 	
<p style="text-align: center;">2. PRACTICE (15 minutes)</p> <p>Objectives: To help students identify means of transportation and say them in a chant.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify means of transportation correctly. - <i>Task completed:</i> Students can identify means of transportation. - <i>Task uncompleted:</i> Students are unable to identify means of transportation. 	
<p>1. Listen, point, and repeat. (Track 41)</p> <ul style="list-style-type: none"> - Ask children to open their Student Books at page 20 and look at the pictures of the types of transportation. - Play the first part of the recording for children to listen and point to the appropriate picture. - Play the second part of the recording for children to repeat. <p>* Differentiation</p> <p>Below level: Play <i>Quick flash</i> (see Games bank) using the new vocabulary. Repeat until children feel comfortable with the new words.</p> <p>At level: Play <i>Whispers</i> (see Games bank). Repeat with all of the new words.</p> <p>Above level: Ask children if they can think of any other transportation words not mentioned in this unit. Encourage them to think of transportation in Viet Nam, e.g. <i>cyclo, motorbike, taxi, boat, ferry.</i></p> <p>2. Listen and chant. (Track 42)</p> <ul style="list-style-type: none"> - Play the recording for children to listen to the chant. - Play the chant again for children to say the words. Repeat. This time they point to the correct flashcard as they hear it. - Ask children to close their books. Encourage the class to say the chant from memory. - Begin the chant again, faster than before. Continue in this way until the chant is so fast that children can't keep up. <p>* Game: Beanbag circle</p> <ul style="list-style-type: none"> - Put some flashcards in a bag. - Have students sit in a circle. - They pass the bag around the circle while music plays in the background. - When the music stops, the student holding the "beanbag", takes out a flashcard in the bag and say the word. 	<ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and point. - Listen point and repeat. - Listen to the chant. - Listen and say. - Listen and chant. - Listen to the teacher carefully. - Play the game.
<p style="text-align: center;">3. PRODUCTION (8 minutes)</p> <p>Objectives: To check students' understanding about transportation in a story.</p> <p>→ Expected outcomes and assessment:</p>	

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand a story and answer questions about it correctly. - <i>Task completed:</i> Students can understand a story and answer questions about it. - <i>Task uncompleted:</i> Students are unable to understand a story or answer questions about it. 	
<p>3. Listen and read. Are they at a museum? (Track 43)</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. <i>What types of transportation can you see? Who takes a photo? (Leo), Where is Leo’s skateboard? (next to the old skateboards).</i> - <i>Play the video or the recording for children to watch or listen.</i> - <i>Ask Are they at a museum? (Yes, they are.) Then ask further comprehension questions, e.g. What bus do they see? (a horse bus), Were there skateboards 50 years ago? (yes), How old is Leo’s skateboard? (two years old).</i> <p>* Game: Charades</p> <ul style="list-style-type: none"> - Prepare some flashcards. - Divide players into 4 teams. - One student from each team stand in the front. Show these students a flashcard. - Ask them to act out, they mustn't say or draw the word. - The winner is the first team can say the word. 	<ul style="list-style-type: none"> - Look at the pictures. - Answer the teacher's questions. - Watch the video. - Answer the questions. - Share their answers. - Listen to teacher's instructions carefully. - Play the game.

Week : 10

Period : 38

Date: 04th - 08th November , 2024

UNIT 4: GETTING AROUND

Lesson 2.1

A. OBJECTIVES

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

- act out a story.
- identify different types of transportation.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about transportation.
- *Problem-solving and creativity*: find out different types of transportation.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: bus, electric bike, motorcycle, plane, taxi, train, trolley, scooter

Extra: horse bus, hundred, skateboard (n), cool

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

C. RESOURCES AND MATERIALS

- Student book - page 31
- Audio tracks: 43
- Flashcards: 42-49

E. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 munites)	
<p>Objectives: To review vocabulary from lesson 1.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the food and drink items correctly. - <i>Task completed:</i> Students can say food and drink items. - <i>Task uncompleted:</i> Students are unable to say food and drink items. 	
<p>A. Sing <i>At the supermarket</i> from unit 3 to energize the class.</p> <p>B. Play Charades game</p> <ul style="list-style-type: none"> - Prepare some flashcards. - Divide players into 4 teams. - One student from each team stand in the front. <p>Show these students a flashcard.</p> <ul style="list-style-type: none"> - Ask them to act out, they mustn't say or draw the word. - The winner is the first team can say the word. 	
1. PRESENTATION (5 minutes)	
<p>Objectives: To help students identify the people and things in the story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer questions about the story correctly. - <i>Task completed:</i> Students can answer questions about the story. - <i>Task uncompleted:</i> Students are unable to answer questions about the story. 	
<ul style="list-style-type: none"> - With books closed, ask children if they can remember what transportation 	<ul style="list-style-type: none"> - Answer the questions.

<p>words were in the story (<i>trolley, bus, train, motorcycle</i>).</p> <ul style="list-style-type: none"> - Ask children what happened in the story. - Ask: <i>Where were the children?</i> <i>Were there skateboards in the museum?</i> 	<ul style="list-style-type: none"> - Read and find the answers.
<p>2. PRACTICE (15 minutes)</p> <p>Objectives: To help students act out the story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can act out the story correctly. - <i>Task completed:</i> Students can act out the story. - <i>Task uncompleted:</i> Students are unable to act out the story. 	
<p>1. Listen to the story and repeat. (Track 43)</p> <ul style="list-style-type: none"> - Play the recording, pausing for children to repeat. - Divide the class into groups of five to play the parts of Holly, Max, Amy, Leo, and the man. - As a class, decide on the actions for the story. - Children practice acting out the story in their groups. <p>* Differentiation</p> <p>Below level: Children act out one or two-story frames.</p> <p>At level: Children do the activity.</p> <p>Above level: Ask children to think of one more line for their character to extend the story.</p>	<ul style="list-style-type: none"> - Follow the teacher’s instructions. - Listen and repeat. - Work in groups. - Act out the story.
<p>3. PRODUCTION (8 minutes)</p> <p>Objectives: To make their story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use means of transportation correctly. - <i>Task completed:</i> Students can use means of transportation. - <i>Task uncompleted:</i> Students are unable to use means of transportation. 	
<p>* Make your story</p> <ul style="list-style-type: none"> - Have students work in pairs. - Ask them to underline food and drink items. - Have students use their ideas to make new stories. - Have some pairs present in the front. 	<ul style="list-style-type: none"> - Follow the teacher’s instructions. - Work in pairs. - Present their stories.

Week : 10

Period : 39

Date: 04th - 08th November , 2024

UNIT 4: GETTING AROUND

Lesson 2.2

A. OBJECTIVES

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

- understand *there was / were* and *there wasn't / weren't* for talking about things in the past.
- understand the use of the quantifiers *lots of, some, and any* with *there was / were* and *there wasn't / weren't*.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about transportation.
- *Problem-solving and creativity*: find out different types of transportation.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

2. Sentence patterns:

Core: *What do we have on Mondays? We have English on Mondays.*

Can we take these bags? Yes, you can. / No, you can't.

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

C. RESOURCES AND MATERIALS

- Student book - page 31
- Audio tracks: 44
- Flashcards: 42-49

F. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM UP (5 minutes)	
<p>Objectives: To review vocabulary about transportation.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	
<p>A. Sing <i>At the supermarket</i> from unit 3 to energize the class.</p> <p>B. Play Beanbag circle game</p> <ul style="list-style-type: none"> - Put some flashcards in a bag. - Have students sit in a circle. - They pass the bag around the circle while music plays in the background. - When the music stops, the student holding the “beanbag”, takes out a flashcard in the bag and say the word 	
1. PRESENTATION (5 minutes)	
<p>Objectives: To identify <i>there was / were</i> and <i>there wasn't / weren't</i> for talking about things in the past.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify <i>there was / were</i> and <i>there wasn't / weren't</i> for talking about things in the past correctly. - <i>Task completed:</i> Students can identify <i>there was / were</i> and <i>there wasn't / weren't</i> for talking about things in the past. 	

<ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to identify <i>there was / were</i> and <i>there wasn't / weren't</i> for talking about things in the past. 	
<ul style="list-style-type: none"> - Say: <i>There was a park in our town 50 years ago.</i> - Write the sentence on the board. - Underline was and 50 years ago. - Say: <i>There wasn't a bus station in our town 50 years ago.</i> - Write the sentence on the board. - Underline wasn't and 50 years ago. - Say: <i>There were bikes 100 years ago.</i> - Write the sentence on the board. - Underline were and 100 years ago. - Say: <i>There weren't any planes 200 years ago.</i> - Write the sentence on the board. - Underline weren't and 200 years ago. - Tell students we use <i>there was / were</i> and <i>there wasn't / weren't</i> for talking about things in the past 	<ul style="list-style-type: none"> - Listen to the teacher.
<p>2. PRACTICE (15 minutes)</p>	
<p>Objectives: To understand the use of the quantifiers <i>lots of, some, and any</i> with <i>there was / were</i> and <i>there wasn't / weren't</i>.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the use of the quantifiers <i>lots of, some, and any</i> with <i>there was / were</i> and <i>there wasn't / weren't</i> correctly. - <i>Task completed:</i> Students can understand the use of the quantifiers <i>lots of, some, and any</i> with <i>there was / were</i> and <i>there wasn't / weren't</i>. - <i>Task uncompleted:</i> Students are unable to understand the use of the quantifiers <i>lots of, some, and any</i> with <i>there was / were</i> and <i>there wasn't / weren't</i>. 	
<p>2. Listen and say. (Track 44)</p> <ul style="list-style-type: none"> - Ask children to turn to page 31 in their Student Books. Ask two children to read aloud the speech bubbles. - Listen to the sentences in the grammar box, pausing after each one for children to repeat the sentence. - Copy the sentences onto the board. Erase the words in red. - Ask children to tell you what the missing words are. You may ask children to come up to the board and write them. <p>3. Read and write <i>was</i> or <i>were</i>.</p> <ul style="list-style-type: none"> - Look at the example with children. Ask: <i>How many parks were there? (one)</i> Repeat the sentence, but change it to <i>two parks</i>. - Check that children understand the difference between <i>was</i> and <i>were</i>. - Children do the rest of the exercise individually. <p>4. Look and write about a party last Saturday.</p> <ul style="list-style-type: none"> - Look at the picture and the example with the class. Ask: <i>Was there a singer at the</i> 	<ul style="list-style-type: none"> - Listen and say. - Read aloud the speech bubbles. - Say and write the missing words. - Listen to teacher carefully. - Do the exercise. - Follow teacher's instructions. - Do the exercise.

<p><i>party? (no).</i></p> <ul style="list-style-type: none"> - Children do the rest of the exercise individually. <p>* Differentiation:</p> <p>Below level: Focus children’s attention on the grammar box again. Ask <i>What was in the town 50 years ago?</i> Elicit <i>a park</i>. Ask <i>How many parks? (one)</i> Repeat with the other sentences. Look at the activity example together. Have students find the subject in each sentence (<i>singer, children, flowers, balloons, sandwiches, and clown</i>). Then children use the picture to complete the activity independently.</p> <p>At level: Children complete the activity.</p> <p>Above level: With books closed, say <i>was / wasn’t</i> and <i>were / weren’t</i> sentences about the picture for children to say <i>true</i> or <i>false</i>, e.g. <i>There wasn’t any music. (false)</i></p>	
<p>3. PRODUCTION (8 minutes)</p> <p>Objectives: To use the sentence pattern in sentences.</p>	
<p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the sentence pattern correctly. - <i>Task completed:</i> Students can use the sentence pattern. - <i>Task uncompleted:</i> Students are unable to use the sentence pattern. 	
<p>Let’s talk!</p> <ul style="list-style-type: none"> - Ask children to look at the picture and speech bubble. - Have two children demonstrate the sentences. - Children work in pairs and take turns saying the sentences. Tell them to use other words on the page. <p>* Game: Make sentences Game</p> <ul style="list-style-type: none"> - Write a few random words on the board. - Have the students work in pairs/small groups to make up as many sentences from the words as possible. - The team with the most sentences is the winner. 	<ul style="list-style-type: none"> - Look and read the sentences. - Work in pairs. - Follow the teacher's instructions. - Play the game.

Week : 10

Period : 40

Date: 04th - 08th November , 2024

UNIT 4: GETTING AROUND

Lesson 3

A. OBJECTIVES

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

- describe pictures using *there were + lots of, some, and there weren't + any.*
- use *there was / wasn't and there were / weren't in the context of a song.*

1. General competences

- *Communication and collaboration:* work in pairs/groups to talk about transportation.
- *Problem-solving and creativity:* find out different types of transportation.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: *there was / wasn't, there were / weren't, any, lots of*

Extra: *street, the same, store, everywhere*

2. Sentence patterns:

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

C. RESOURCES AND MATERIALS

- Student book - page 32
- Audio track: 45

G. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM UP (5 minutes)	
<p>Objectives: To review transportation words.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write transportation words correctly. - <i>Task completed:</i> Students can write transportation words. - <i>Task uncompleted:</i> Students are unable to write transportation words. 	
<p>A. Sing <i>At the supermarket</i> from unit 3 to energize the class.</p> <p>B. Play <i>What's the picture?</i> (see Games bank) with the transportation words from Lesson 1 to review the words and energize the class at the start of the lesson.</p>	
1. PRESENTATION (5 minutes)	
<p>Objectives: To help students identify the pictures.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer questions about the pictures correctly. - <i>Task completed:</i> Students can answer questions about the pictures. - <i>Task uncompleted:</i> Students are unable to answer questions about the pictures. 	
<ul style="list-style-type: none"> - Ask children to open their Student Books and look at the pictures in Exercise 1. - Ask children to call out things they can see in the pictures, and write them on the board (<i>stores, houses, people, a plane, a car, a bus, a motorcycle</i>). 	<ul style="list-style-type: none"> - Follow teacher's instructions. - Listen and answer the question.

2. PRACTICE (15 minutes)

Objectives: To describe pictures using *there were + lots of, some, and there weren't + any* and use *there was / wasn't and there were / weren't* in the context of a song.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can describe pictures using *there were + lots of, some, and there weren't + any* and use *there was / wasn't and there were / weren't* in the context of a song correctly.
- *Task completed:* Students can describe pictures using *there were + lots of, some, and there weren't + any* and use *there was / wasn't and there were / weren't* in the context of a song.
- *Task uncompleted:* Students are unable to describe pictures using *there were + lots of, some, and there weren't + any* and use *there was / wasn't and there were / weren't* in the context of a song.

1. Look and say.

- Ask two children to read the speech bubbles for the class.
- Ask children which picture doesn't have a motorcycle.
- Say a positive sentence, e.g. *There were planes.* Ask: *Which picture has a plane?*
- Ask children to work in pairs and do the exercise. Children should say two or three things each.

2. Write four sentences.

- Read the example with the children, and check that they understand the exercise. They can write positive or negative sentences.
- Ask children to write four more sentences about the pictures, using the example to help them.
- Ask some children to read their sentences for the class.

***Differentiation**

Below level: Look at the pictures in Exercise 1. Ask children questions about the pictures, e.g. *Were there buses 200 years ago?* Then look at Picture A and make sentences together. Children then practice on their own with Picture B.

At level: Children complete the activity.

Above level: After children finish, have them draw a picture of an imaginary place from ten years ago. Ask children to write sentences about their picture and include some transportation words. If time permits, children can share their sentences with the class.

***Game: Sentence Race**

- Give a set of word cards to each team.
- Ask the teams to shuffle the cards and spread them out face down on the table.
- Assign the students in each team with a number.
- Call out a student number and a phrase about daily routines, e.g. Student 3, get

- Follow teacher's instructions.
- Work in pairs.
- Do the exercise.
- Listen to the teacher carefully.
- Do exercise 2.
- Read your sentences.
- Listen you the teacher carefully.
- Play the game.

<p>up.</p> <ul style="list-style-type: none"> - The two students with that number race to turn over and turn back the cards until they find the correct one. - When the students find the right card, they run to the board and write a sentence about Minh using the phrase in the related tense, e.g. "Minh gets up at five thirty." - The first student to write a grammatically correct sentence in the appropriate tense scores a point for their team. - Repeat the game until all the cards have been used. - The team with the most points at the end of the game wins. <p>3. Listen and sing. (Track 45)</p> <ul style="list-style-type: none"> - Ask children to look at the pictures and name the places and things they can see (<i>a horse, trains, a bus, a car, stores bicycles</i>). - Play the recording for children to follow the words in their books. - Recite the words of the song with the class, without the recording. Say each line and ask children to repeat. - Play the recording for children to sing along. 	<ul style="list-style-type: none"> - Listen and repeat. - Listen and sing along.
<p>3. PRODUCTION (8 minutes)</p> <p>Objectives: To sing a song.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	
<p>4. Sing and do.</p> <ul style="list-style-type: none"> - As a class, decide on the actions for the song. - Practice the actions with the class. - Play the recording for children to sing and do the actions. 	<ul style="list-style-type: none"> - Follow teacher's instructions. - Practice the actions. - Sing and do.

Ngày 01/11/2024

Tổ trưởng



Huỳnh Thị Yến Trang

Week : 11

Period : 41

Date: 11th - 15th November , 2024

UNIT 4: GETTING AROUND

Lesson 4

A. OBJECTIVES

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

- identify and pronounce the endings /ld/ and /lt/.
- practice the consonant clusters /ld/ and /lt/ in a chant.

1. General competences

- *Communication and collaboration*: work in pairs/groups to pronounce the endings /ld/ and /lt/.
- *Problem-solving and creativity*: differentiate between the consonant clusters /ld/ and /lt/.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: *child, shield, field, belt, salt, adult*

Extra: *gray, sit down*

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

C. RESOURCES AND MATERIALS

- Student book - page 33
- Audio tracks: 46, 47
- Flashcards: Phonics 19-24

H. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
Objectives: To generate students' interests and lead in the new lesson → Expected outcomes and assessment: <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	
Sing <i>My streets</i> from lesson 3 to energize the class.	
1. PRESENTATION (5 minutes)	
Objectives: To identify and pronounce the endings /ld/ and /lt/. → Expected outcomes and assessment: <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify and pronounce the endings /ld/ and /lt/ correctly. - <i>Task completed:</i> Students can identify and pronounce the endings /ld/ and /lt/. - <i>Task uncompleted:</i> Students are unable to identify or pronounce the endings /ld/ and /lt/. 	
<ul style="list-style-type: none"> - Write on the board the letters <i>ld</i> and <i>lt</i>. - Hold up the phonics cards for <i>field</i> and <i>belt</i>, saying the words for children to repeat. - Put the two cards face down on a table and move them rapidly so children find it hard to follow which is which. Then point to a card and ask children to 	<ul style="list-style-type: none"> - Listen carefully. - Look and guess the words.

<p>guess what it is.</p> <ul style="list-style-type: none"> - Lift up the card to show children if they are right. - Repeat several times. 	
<p style="text-align: center;">2. PRACTICE (15 minutes)</p> <p>Objectives: To use the consonant clusters /ld/ and /lt/ in a chant.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the consonant clusters /ld/ and /lt/ in a chant correctly. - <i>Task completed:</i> Students can use the consonant clusters /ld/ and /lt/ in a chant. - <i>Task uncompleted:</i> Students are unable to use the consonant clusters /ld/ and /lt/ in a chant. 	
<p>1. Listen, point, and repeat. (Track 46)</p> <ul style="list-style-type: none"> - Ask children to look at the words and pictures in their Student Books on page 33. Tell them that they are going to hear a recording of the different sounds and words. - Play the first part of the recording for children to listen and point to the pictures. - Play the second part of the recording for children to repeat the sounds and words in chorus. <p>2. Listen and chant. (Track 47)</p> <ul style="list-style-type: none"> - Ask children to look at the picture. Ask: <i>Where are the people? (in a field) Is the boy playing? Does he have a shield? What is the woman doing?</i> - Play the recording for children to listen to the chant and follow in their books. - Play the recording once more for children to join in. <p>3. Read the chant again. Underline the words that end with <i>lt</i> and <i>ld</i>. Then say.</p> <ul style="list-style-type: none"> - Focus children’s attention on the word <i>child</i> in the chant and ask children to find it in the pictures in Exercise 1. Ask them to say it chorally and individually. - Ask children to find and underline all the other words with the letters <i>ld</i> and <i>lt</i> in the chant. - Ask <i>Which word from Exercise 1 isn’t in the chant? (salt).</i> - Say all the words in chorus. 	<ul style="list-style-type: none"> - Follow the teacher’s instructions. - Listen and point. - Listen, point and repeat. - Listen and answer the questions. - Listen to the chant. - Listen and repeat. - Listen and chant. - Listen to the teacher carefully. - Find and underline the words ending in <i>ld</i> and <i>lt</i> in the chant. - Look and say.
<p style="text-align: center;">3. PRODUCTION (8 minutes)</p> <p>Objectives: To use the words ending in <i>ld</i> and <i>lt</i>.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the words ending in <i>ld</i> and <i>lt</i> correctly. - <i>Task completed:</i> Students can use the words ending in <i>ld</i> and <i>lt</i>. - <i>Task uncompleted:</i> Students are unable to use the words ending in <i>ld</i> and <i>lt</i>. 	
<p>4. Complete the words with <i>ld</i> and <i>lt</i>. Then say.</p>	<ul style="list-style-type: none"> - Follow the teacher’s instructions.

Week : 11

Period : 42

Date: 11th - 15th November , 2024

UNIT 4: GETTING AROUND

Lesson 5.1

A. OBJECTIVES

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

- identify new words.
- read and understand a text about Ben Thanh market.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about Ben Thanh market.
- *Problem-solving and creativity*: find out information about Ben Thanh market.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary and structures seen previously

Core: *on foot, in the middle, by bike, inside*

Extra: *easy, catch a (bus), gifts, visitors*

2. Structures: revision

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

C. RESOURCES AND MATERIALS

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

I. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
Objectives: To generate students' interests and lead in the new lesson → Expected outcomes and assessment: <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can sing the song correctly. - <i>Task completed</i>: Students can sing the song. - <i>Task uncompleted</i>: Students are unable to sing the song. 	
Sing <i>My streets</i> from lesson 3 to energize the class.	
1. PRESENTATION (5 minutes)	
Objectives: To help students identify a market. → Expected outcomes and assessment: <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can identify a market correctly. - <i>Task completed</i>: Students can identify a market. - <i>Task uncompleted</i>: Students are unable to identify a market. 	
<ul style="list-style-type: none"> - Tell children that they are going to learn and think about a popular market in this lesson. - Use flashcards 50–53 to introduce the phrases of movement and place. - Say all of the words for children to repeat, using gestures where appropriate to reinforce the word and phrases. - Hold the flashcards up in a different order 	<ul style="list-style-type: none"> - Think and share. - Listen to the teacher carefully. - Listen and say.

<p>and repeat.</p> <ul style="list-style-type: none"> - Show the children flashcards at random and ask them to call out the words and phrases. 	
<p>2. PRACTICE (15 minutes)</p> <p>Objectives: To help students identify new words.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify new words correctly. - <i>Task completed:</i> Students can identify new words. - <i>Task uncompleted:</i> Students are unable to identify new words. 	
<p>1. Listen, point, and repeat. (Track 48)</p> <ul style="list-style-type: none"> - Ask children to open their Student Books to page 34 and look at the pictures in Exercise 1. - Play the first part of the recording for children to listen and point to the appropriate picture. - Play the second part of the recording for children to repeat. - Play the recording all the way through again for children to listen and point and then repeat the words in chorus. <p>2. Look at the text. What can you see in the pictures?</p> <ul style="list-style-type: none"> - Ask children to look at the pictures. Ask what the text is about (<i>Ben Thanh market</i>). - Ask children to describe what they see in the pictures. You can ask questions to help them, e.g. <i>Which picture is old? Which is new? Are there horses in the new picture?</i> <p>* Read the text and underline the new words.</p> <ul style="list-style-type: none"> - Play the recording for children to listen and follow the text silently in their books. - Read the text silently in their books and underline the new words. <p>*Differentiation</p> <p>Below level: Look at the pictures and find the words in the text.</p> <p>At level: Children do the activity.</p> <p>Above level: Children practice saying the words in pairs.</p>	<ul style="list-style-type: none"> - Follow teacher's instructions. - Listen and point. - Listen point and repeat. - Look, listen and answer. - Listen and answer. - Listen and read. - Read and underline new words.

3. PRODUCTION (8 minutes)

Objectives: To check students' understanding the meaning of the vocabulary.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can understand the meaning of the vocabulary correctly.
- *Task completed:* Students can understand the meaning of the vocabulary.
- *Task uncompleted:* Students are unable to understand the meaning of the vocabulary.

Game: matching

1. on foot		a. someone who goes to a place to experience it, or goes to a person to spend time together
2. bike		b. walking
3. inside		c. a present or something that is given
4. visitor		d. an open area where people gather to buy and sell goods or food
5. market		e. a two-wheeled vehicle that you sit on and move by turning the two pedals
6. a gift		

- Listen to teacher's instructions carefully.

- Play the game.

- Have students work in groups of 4.
- Students read and match.
- Check their answers.

Week : 11

Period : 43

Date: 11th - 15th November , 2024

UNIT 4: GETTING AROUND

Lesson 5.2

A. OBJECTIVES

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

- read and understand a text about Ben Thanh market;
- read and understand key information.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about Ben Thanh market.
- *Problem-solving and creativity*: find out key information.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary and structures seen previously

Core: *on foot, in the middle, by bike, inside*

Extra: *easy, catch a (bus), gifts, visitors*

2. Sentence patterns: revision.

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

C. RESOURCES AND MATERIALS

- Student book - page 34
- Audio tracks: 48-49
- Flashcards: 50-53

J. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
Objectives: To review vocabulary from lesson 5.1. → Expected outcomes and assessment: <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can say the words correctly. - <i>Task completed</i>: Students can say the words. - <i>Task uncompleted</i>: Students are unable to say the words. 	
A. Sing <i>My streets</i> from lesson 3 to energize the class. B. Play <i>Do it!</i> (see Games bank) <ul style="list-style-type: none"> - Divide the class into four or five groups and give each group the name of a fruit, e.g. <i>apples, oranges, pears, melons, lemons</i>. - Call out instructions for each group, e.g. <i>Apples – touch your nose. Oranges – stamp your feet</i>, etc. Continue calling out fruit words and instructions, faster and faster until children can't keep up with you. 	
1. PRESENTATION (5 minutes)	
Objectives: To help students identify the people and things in the story. → Expected outcomes and assessment: <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can answer questions about the story correctly. - <i>Task completed</i>: Students can answer questions about the story. - <i>Task uncompleted</i>: Students are unable to answer questions about the story. 	

<ul style="list-style-type: none"> - Have children read the title. - Check that children understand the words: gift, visitors, on foot... - Ask children to look at the pictures. Ask: <i>What is the text about? What can you buy at a market? How do you go to market? Name a market!</i> 	<ul style="list-style-type: none"> - Read the title. - Listen and answer the questions.
<p>2. PRACTICE (15 minutes)</p> <p>Objectives: To read and understand key information. → Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read and understand key information correctly. - <i>Task completed:</i> Students can read and understand key information. - <i>Task uncompleted:</i> Students are unable to read or understand key information. 	
<p>3. Listen and read. (Track 49)</p> <ul style="list-style-type: none"> - Play the recording for children to listen and follow the text silently in their books. - Ask children to find the words from Exercise 1 in the text (<i>in the middle, on foot, by bike, inside</i>). <p>4. Read again and answer the questions.</p> <ul style="list-style-type: none"> - Explain that children are going to answer questions about the text. - Read the first question and elicit answers from different children. - Allow time for children to read the text again and answer the questions in their notebooks. <p>* Differentiation Below level: Help children underline the key word in each question to help them find the answer. For example, 1 <i>where</i>, 2 <i>how old</i>, 3 <i>many cars</i>, 1912; 4 <i>how</i>, <i>travel</i>, <i>today</i>; 5 <i>buy</i>. Allow children to answer the questions in pairs. At level: Children complete the activity. Above level: After children finish, they write two more questions about the text. They swap questions with a partner and answer them.</p>	<ul style="list-style-type: none"> - Follow teacher's instructions. - Listen and read. - Find the words. - Find the words from Exercise 1. - Answer teacher's questions. - Do exercise 4.
<p>3. PRODUCTION (8 minutes)</p> <p>Objectives: To talk about how people travel in their country or city. → Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about how people travel in their country or city correctly. - <i>Task completed:</i> Students can talk about how people travel in their country or city. - <i>Task uncompleted:</i> Students are unable to talk about how people travel in their country or city. 	
<p>5. How do people travel in your country or city?</p>	<ul style="list-style-type: none"> - Follow teacher's instructions.

<ul style="list-style-type: none">- Ask a few children in the class <i>How do you travel in your town or city? And other people?</i>- Tell children to work in pairs to discuss the question.- Have a class feedback session to share ideas.* Write about how people travel in your country or city.- Have your students write about how people travel in their country or city.- Have students work in pairs to read their writing.- Ask some students to read their writing out loud.	<ul style="list-style-type: none">- Work in pairs.- Present their ideas.-- Write about how people travel in your country or city.- Work in pairs.- Read their writing in the front.
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Week : 11

Date: 11th - 15th November , 2024

Period : 44

UNIT 4: GETTING AROUND

Lesson 6

A. OBJECTIVES

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

- listen for and understand a conversation.
- make statements about the past with *there was / were*.
- write a description of a place.

1. General competences

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

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary seen previously

2. Sentence patterns: revision.

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

C. RESOURCES AND MATERIALS

- Student book - page 35
- Audio track: 50

K. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM UP (5 minutes)	
<p>Objectives: To review vocabulary from unit 4.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can say the words correctly. - <i>Task completed</i>: Students can say the words. - <i>Task uncompleted</i>: Students are unable to say the words. 	
<p>A. Sing <i>My streets</i> from lesson 3 to energize the class.</p> <p>B. Put the Movement and position flashcards on the board.</p> <ul style="list-style-type: none"> - Ask children to stand up. Demonstrate the following actions for each word and phrase (adapt or change them if your classroom is not suitable): <p><i>on foot</i> – pretend to walk</p> <p><i>in the middle</i> – turn around as if looking around you</p> <p><i>by bike</i> – pretend you're holding the handlebar and cycling</p> <p><i>inside</i> – bring your arms together to form a roof above you</p> <ul style="list-style-type: none"> - Practice all of the actions several times with children. - Call out the word and phrases randomly. Children do the actions. 	
1. PRESENTATION (5 minutes)	
<p>Objectives: To help students identify people, places in exercise 1.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can identify people, places in exercise 1 correctly. - <i>Task completed</i>: Students can identify people, places in exercise 1. - <i>Task uncompleted</i>: Students are unable to identify people, places in exercise 1. 	
- Point to the pictures and ask questions, e.g.	- Answer the question.

<p>Which pictures are old? (pictures b and c) What types of transportation can you see? (car, motorbike, bus, electric bike, horse)</p>	
<p>2. PRACTICE (15 minutes)</p> <p>Objectives: To listen for specific words.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen for specific words correctly. - <i>Task completed:</i> Students can listen for specific words. - <i>Task uncompleted:</i> Students are unable to listen for specific words. 	
<p>1. Listen and write the numbers. (Track 50)</p> <ul style="list-style-type: none"> - Tell children they are going to hear a recording of a girl talking about Da Nang. They have to listen and number the pictures in the order they hear them. - Play the recording the whole way through for children to listen and write the numbers. <p>2. Point and say.</p> <ul style="list-style-type: none"> - Ask two children to read the speech bubbles for the class and ask children to find the electric bike in the pictures in Exercise 1. - Tell children to work in pairs. They must take turns saying something about the types of transportation in the past and present for their partner to find the picture in Exercise 1. Point out that children need to use <i>there are</i> or <i>there were</i>. They can also say negative sentences. - Ask some children to say something about a picture to the whole class. The other children find the picture. <p>3. Say what your town or city was like a long time ago.</p> <ul style="list-style-type: none"> - Ask children to tell you what their town or city was like a long time ago. Write ideas on the board, e.g. <i>horse, buses, market, etc.</i> - Say <i>There weren't any buses a long time ago.</i> - Tell children to work in pairs making more sentences using the ideas. - Choose some pairs to say their sentences to the class. <p>*Game: WORDS TO SENTENCES</p> <ul style="list-style-type: none"> - Divide the students into two teams. Assign each team member a number. - Call out a number and a word from your word list. The two students with that number run to the board and try to write a sentence using the word. - The first student to write a grammatically 	<ul style="list-style-type: none"> - Follow teacher's instructions. - Listen and write the numbers. - Look and read. - Work in pairs. - Demonstrate in the front. - Listen to the teacher carefully. - Work in pairs. - Listen to the teacher carefully. - Play the game.

correct sentence containing the word scores a point for their team.	
3. PRODUCTION (8 minutes)	
<p>Objectives: To write a description of a place.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write a description of a place correctly. - <i>Task completed:</i> Students can write a description of a place. - <i>Task uncompleted:</i> Students are unable to write a description of a place. 	
<p>4. Write about a place that you know. Use the example to help you.</p> <ul style="list-style-type: none"> - Focus children’s attention on the example description. Ask the children to read it, and elicit the good things about Ha Noi 100 years ago (<i>the streets weren’t busy, it was easy to get around on foot or by bike</i>) and bad things about Ha Noi now (<i>busy</i>). - Ask children to think about a place they know. Encourage them to imagine what it was like 100 years ago. - Have children share ideas in pairs before they start writing their descriptions. They can make notes. Help with vocabulary children might need. - Allow children time to write their descriptions. - When they have completed their paragraphs, ask them to swap with a partner and read each other’s work. <p>*Differentiation</p> <p>Below level: Ask children to underline phrases in the model text that they can use in their own, e.g. <i>One hundred years ago ...It was easy to ... People usually ... I love ...</i></p> <p>At level: Children complete the activity.</p> <p>Above level: After children finish, ask them to exchange paragraphs with a partner. They read their partner’s description and think of a question to ask them.</p>	<ul style="list-style-type: none"> - Follow teacher's instructions. - Work in pairs. - Write a description. - Work in groups of 6. - Choose the best writing and give reasons.

Ngày 01/11/2024

Tổ trưởng



Huỳnh Thị Yến Trang

Week : 12**Period 45****Date: 18th - 22nd November , 2024****UNIT 5: THEY HAD A LONG TRIP.****Lesson 1****A. OBJECTIVES**

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

- identify names of countries.
- understand a short story.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about countries.
- *Problem-solving and creativity*: find out different names of countries.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS**1. Vocabulary:***Core: Australia, Viet Nam, the U.S.A., Thailand, Cambodia, Singapore, France, Germany***2. Skills:** Listening, Speaking, Reading and Writing.**C. RESOURCES AND MATERIALS**

- Student book - page 35
- Audio tracks: 51-53
- Flashcards: 54-61

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
Objectives: To review transportation words and generate students' interests and lead in the new lesson.	
→ Expected outcomes and assessment:	
<i>Task completed with excellence:</i> Students can sing the song and say transportation words correctly.	
<i>Task completed:</i> Students can sing the song and say transportation words.	
<i>Task uncompleted:</i> Students are unable to sing the song or say transportation words.	
A. Sing <i>My street</i> from unit 4 to energize the class.	
B. Play <i>Mime the word</i> (see Games bank). Use the transportation flashcards 42–53 to revise the words from Unit 4.	

After the game, ask children to make a sentence using one of the transportation words.	
1. PRESENTATION (5 minutes)	
Objectives: To help students identify names of countries.	
→ Expected outcomes and assessment:	
- <i>Task completed with excellence:</i> Students can identify the names of countries correctly.	
<i>Task completed:</i> Students can identify some names of countries.	
<i>Task uncompleted:</i> Students are unable to identify names of countries.	
Tell children they are going to learn the names of some countries. Ask them to guess which countries they are going to learn. Use countries flashcards 54–61 to elicit the names of the countries. Hold the flashcards up one at a time and model any countries the children don't know. Say all the words again for children to repeat. Hold the flashcards up in a different order and repeat.	Follow the teacher's instructions. Listen and repeat.
2. PRACTICE (15 minutes)	
Objectives: To help students identify the names of countries and say them in a chant.	
→ Expected outcomes and assessment:	
<i>Task completed with excellence:</i> Students can identify names of countries correctly.	
<i>Task completed:</i> Students can identify names of countries.	
<i>Task uncompleted:</i> Students are unable to identify names of countries.	
1. Listen, point, and repeat. (Track 51) Ask children to open their Student Books on page 36 and look at the flags and names of countries. Play the first part of the recording for children to listen and point to the flags. Play the second part of the recording for children to repeat the countries in chorus. Repeat as often as necessary. Ask individual children to say the countries for the class. * Differentiation Below level: Play the <i>Listen, point, and say</i> game (see Games bank). If you wish, write the words on the board in a line with space between them. Play again using the words instead of the pictures. At level: Children do the activity. Above level: Ask children to think of three more country names in English. Encourage them to draw the flags and then show them to the class.	Follow the teacher's instructions. Listen and point. Listen point and repeat. Listen to the chant. Listen and say. Listen and chant.
2. Listen and chant. (Track 52) - Play the recording for children to listen to the chant. - Play the chant again for children to say the words. Repeat. This time they point to the correct flashcard as they hear it. - Ask children to close their books. Encourage the class to say the chant from memory. - Begin the chant again, faster than before.	Listen to the teacher carefully. Play the game.

<p>Continue in this way until the chant is so fast that children can't keep up.</p> <p>* Game: What's missing?</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Arrange the flashcards on the board and remove one card when students are not looking. - One student from each team calls out the missing flashcard. 	
<p>3. PRODUCTION (8 minutes)</p> <p>Objectives: To check students' understanding of country names in a story.</p> <p>→ Expected outcomes and assessment:</p> <p><i>Task completed with excellence:</i> Students can understand a story and answer questions about it correctly.</p> <p><i>Task completed:</i> Students can understand a story and answer questions about it.</p> <p><i>Task uncompleted:</i> Students are unable to understand a story or answer questions about it.</p>	
<p>3. Listen and read. Did Leo and Amy have a great vacation? (Track 53)</p> <p>Focus children's attention on the story. Ask questions about each frame of the story. Ask, e.g. <i>Where are Holly, Max, and Mom? Who are they waiting for? How are they feeling?</i></p> <p>Encourage predictions about the story.</p> <p>Play the video or the recording for children to watch or listen.</p> <p>Ask <i>Did Leo and Amy have a great vacation? (Yes, they did.)</i> Then ask further questions to check comprehension, e.g. <i>Were Holly, Max, and Mom late? Where did this plane (in Frame 2) arrive from? How does Max know these people (in Frame 3) were in Viet Nam? Where did Amy and Leo travel from?</i></p> <p>* Game: Hot seat</p> <p>Divide the class into 4 teams.</p> <p>Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them.</p> <p>Write a word on the board.</p> <p>One of the team members of the student in the hot seat must help the student guess the word by describing it (but cannot say, spell or draw the word).</p>	<p>Look at the pictures.</p> <p>Answer the teacher's questions.</p> <p>Watch the video.</p> <p>Answer the questions.</p> <p>Share their answers.</p> <ul style="list-style-type: none"> - Listen to the teacher's instructions carefully. - Play the game.

Week : 12

Period : 46

Date: 18th - 22nd November , 2024

UNIT 5: THEY HAD A LONG TRIP.

Lesson 2.1

A. OBJECTIVES

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

- act out a story.
- identify different names of countries.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about countries.
- *Problem-solving and creativity*: find out different names of countries.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: Australia, Viet Nam, the U.S.A., Thailand, Cambodia, Singapore, France, Germany

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

C. RESOURCES AND MATERIALS

- Student book - page 36
- Audio tracks: 53
- Flashcards: 54-61

L. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
Objectives: To review vocabulary from lesson 1.	
→ Expected outcomes and assessment:	
<ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can correctly say the countries' names. - <i>Task completed</i>: Students can say the names of countries. - <i>Task uncompleted</i>: Students are unable to say the names of countries. 	
A. Sing <i>My street</i> from unit 4 to energize the class.	
B. Write the countries from Lesson 1 on the board with missing letters, e.g. A_s_ _ ali_. Invite	

children to say the countries in pairs and then choose children to write the missing letters on the board. To check answers, distribute the flashcards for children to check the spelling.

1. PRESENTATION (5 minutes)

Objectives: To help students identify the people and things in the story.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can answer questions about the story correctly.

- *Task completed:* Students can answer questions about the story.

- *Task uncompleted:* Students are unable to answer questions about the story.

- With books closed, ask children what happened in the story. Ask *Why did Holly and Max go to the airport? What countries do they talk about in the story? Who had a long trip?*
- Ask children whether they have ever travelled by plane and what it was like.

- Answer the questions.
- Read and find the answers.

2. PRACTICE (15 minutes)

Objectives: To help students act out the story.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can act out the story correctly.

- *Task completed:* Students can act out the story.

- *Task uncompleted:* Students are unable to act out the story.

1. Listen to the story and repeat. (Track 53)

- Play the recording, pausing for children to repeat.
- Divide the class into groups of five to play the parts of Holly, Max, Amy, Leo, and Mom.
- As a class, decide on the actions for the story.
- Children practice acting out the story in their groups.

- Follow the teacher's instructions.
- Listen and repeat.
- Work in groups.
- Act out the story.

* **Differentiation**

Below level: Children act out one or two-story frames.

<p>At level: Children do the activity.</p> <p>Above level: Ask children to think of one more line for their character to extend the story.</p>	
<p>3. PRODUCTION (8 minutes)</p> <p>Objectives: To make their story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use means of transportation correctly. - <i>Task completed:</i> Students can use means of transportation. - <i>Task uncompleted:</i> Students are unable to use means of transportation. 	
<p>* Make your story</p> <ul style="list-style-type: none"> - Have students work in pairs. - Ask them to underline names of countries. - Have students use their ideas to make new stories. - Have some pairs present in the front. 	<ul style="list-style-type: none"> - Follow the teacher's instructions. - Work in pairs. - Present their stories.

Week : 12

Period : 47

Date: 18th - 22nd November , 2024

UNIT 5: THEY HAD A LONG TRIP.

Lesson 2.2

A. OBJECTIVES

By the end of the lesson, students will be able to understand the simple past of *be* and *have* (affirmative, negative, questions, and short answers).

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about countries.
- *Problem-solving and creativity*: find out different names of countries.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

2. Sentence patterns:

Core: *The plane was early. They weren't in Viet Nam. Were Max and Holly late? No, they weren't.*

Was Amy's vacation fun? Yes, it was.

They had a long trip. She didn't have an umbrella.

Did they have a good vacation? Yes, they did. / No, they didn't.

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

C. RESOURCES AND MATERIALS

- Student book - page 35
- Audio tracks: 53-54
- Flashcards: 54-61

M. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM UP (5 minutes)	
Objectives: To review vocabulary about country names.	
→ Expected outcomes and assessment:	
<ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can say the words correctly. 	

<ul style="list-style-type: none"> - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	
<p>A. Sing <i>My street</i> from unit 4 to energize the class.</p> <p>B. Play Hot seat game</p> <ul style="list-style-type: none"> - Divide the class into 4 teams. - Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. - Write a word on the board. <p>One of the team members of the student in the hot seat must help the student guess the word by describing it (but cannot say, spell or draw the word).</p>	
<p>1. PRESENTATION (5 minutes)</p>	
<p>Objectives: To identify the simple past of <i>be</i> and <i>have</i>.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify the simple past of <i>be</i> and <i>have</i> correctly. - <i>Task completed:</i> Students can identify the simple past of <i>be</i> and <i>have</i>. - <i>Task uncompleted:</i> Students are unable to identify the simple past of <i>be</i> and <i>have</i>. 	
<ul style="list-style-type: none"> - Say: <i>The trip was long.</i> - Write the sentence on the board. - Underline was. - Say: <i>They had a long trip.</i> - Write the sentence on the board. - Underline had. - Tell students we use <i>was / were</i> and <i>had</i> for talking about things in the past 	<ul style="list-style-type: none"> - Listen to the teacher.
<p>2. PRACTICE (15 minutes)</p>	
<p>Objectives: To understand the use of the simple past of <i>be</i> and <i>have</i> (affirmative, negative, questions, and short answers).</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the use of the simple past of <i>be</i> and <i>have</i> (affirmative, negative, questions, and short answers) correctly. - <i>Task completed:</i> Students can understand the use of the simple past of <i>be</i> and <i>have</i> (affirmative, negative, questions, and short answers) - <i>Task uncompleted:</i> Students are unable to understand the use of the simple past of <i>be</i> and <i>have</i> (affirmative, negative, questions, and short answers). 	

<p>2. Listen and say. (Track 54)</p> <ul style="list-style-type: none"> - Ask children to turn to page 37 in their Student Books. Ask two children to read the speech bubbles in the grammar box. - Play the recording, pausing after each sentence for students to repeat them. - Copy the sentences onto the board and erase the words in red. Ask children to tell you what the missing words are. <p>3. Look, read and circle.</p> <ul style="list-style-type: none"> - Ask children to look at the pictures and say what they can see. - Read out the example with the class. - Children complete the task individually. <p>4. Read the story again and complete the sentences.</p> <ul style="list-style-type: none"> - Ask children to read the first sentence in pairs and complete it. Check answers. - Focus their attention on the rest of the sentences. Point out that the sentences refer to the story in Lesson 1. - Children complete the sentences in their notebooks. <p>* Differentiation:</p> <p>Below level: Allow children time to read the sentences and refer back to the story if they need to. They can also discuss the answers in pairs before they write them in their notebooks.</p> <p>At level: Children do the activity.</p> <p>Above level: Ask children to write one more sentence about the story using <i>was, were, or did ... have.</i></p>	<ul style="list-style-type: none"> - Listen and say. - Read aloud the speech bubbles. - Say and write the missing words. - Listen to teacher carefully. - Do the exercise. - Follow teacher's instructions. - Do the exercise.
3. PRODUCTION (8 minutes)	
Objectives: To use the sentence pattern in sentences.	
<p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the sentence pattern correctly. 	

<ul style="list-style-type: none"> - <i>Task completed:</i> Students can use the sentence pattern. - <i>Task uncompleted:</i> Students are unable to use the sentence pattern. 	
<p>Let's talk!</p> <ul style="list-style-type: none"> - Ask children to look at the picture and speech bubble. - Have a child demonstrate the sentence. - Children work in pairs and take turns saying the sentence. Tell them to use other countries instead of the U.S.A. <p>* Game: WORDS TO SENTENCES</p> <ul style="list-style-type: none"> - Divide the students into two teams. Assign each team member a number. - Call out a number and a word from your word list. - The two students with that number run to the board and try to write a sentence using the word. - The first student to write a grammatically correct sentence containing the word scores a point for their team. 	<ul style="list-style-type: none"> - Look and read the sentences. - Work in pairs. - Follow the teacher's instructions. - Play the game.

Week : 12

Period : 48

Date: 18th - 22nd November , 2024

UNIT 5: THEY HAD A LONG TRIP.

Lesson 3

A. OBJECTIVES

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

- use the simple past of *be* and *have* to talk and write about a vacation
- use the simple past of *be* and *have* in the context of a song

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about vacation.
- *Problem-solving and creativity*: find out different country names.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: *there was / wasn't, there were / weren't, any, lots of*

Extra: *street, the same, store, everywhere*

2. Sentence patterns:

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

C. RESOURCES AND MATERIALS

- Student book - page 38
- Audio track: 55

N. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM UP (5 minutes)	
Objectives: To review country names.	
→ Expected outcomes and assessment:	
<ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can write country names correctly. - <i>Task completed</i>: Students can write country names. - <i>Task uncompleted</i>: Students are unable to write country names. 	
A. Sing <i>My street</i> from unit 4 to energize the class.	

<p>B. Play <i>What's missing?</i> Game</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Arrange the flashcards on the board and remove one card when students are not looking. - One student from each team calls out the missing flashcard. 	
<p>1. PRESENTATION (5 minutes)</p>	
<p>Objectives: To help students identify the topic of vacation.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer questions about vacation correctly. - <i>Task completed:</i> Students can answer questions about vacation. - <i>Task uncompleted:</i> Students are unable to answer questions about vacation. 	
<ul style="list-style-type: none"> - Write <i>Vacation</i> on the board and ask children to think about a vacation they had recently. - Ask children to call out words they relate to their vacation and vacations in general, e.g. <i>mountains, beach, hotel, swim, plane, food</i>, etc. Write them on the board around the word <i>Vacation</i>. - If time permits, have a brief discussion about what makes a great vacation. 	<ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and answer the question.
<p>2. PRACTICE (15 minutes)</p>	
<p>Objectives: To describe pictures using the simple past of be and have to talk and write about a vacation in the context of a song.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can describe pictures using the simple past of be and have to talk and write about a vacation in the context of a song correctly. - <i>Task completed:</i> Students can describe pictures using the simple past of be and have to talk and write about a vacation in the context of a song. - <i>Task uncompleted:</i> Students are unable to describe pictures using the simple past of be and have to talk and write about a vacation in the context of a song. 	
<p>1. Look. Then ask and answer about their last vacation.</p> <ul style="list-style-type: none"> - Ask children to open their Student Books at page 38 and look at the picture in Exercise 1. 	<ul style="list-style-type: none"> - Follow the teacher's instructions.

<p>then game continues until one person is left.</p> <p>3. Listen and sing. (Track 55)</p> <ul style="list-style-type: none"> - Ask children to look at the song pictures. Ask: <i>Where was the vacation? Did they have a picnic? Was it fun?</i> Elicit children's ideas. - Play the recording for children to listen and follow in their books. - Check that children understand <i>have lots to do</i> and <i>miss it a lot</i>. - Recite the words of the song with the class, without the recording. Say each line and ask children to repeat. - Play the recording for children to sing along. 	
<p>3. PRODUCTION (8 minutes)</p> <p>Objectives: To sing a song.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	
<p>4. Sing and do.</p> <ul style="list-style-type: none"> - As a class, decide on the actions for the song. - Practice the actions with the class. - Play the recording for children to sing and do the actions. 	<ul style="list-style-type: none"> - Follow the teacher's instructions. - Practice the actions. - Sing and do.

Ngày 01/11/2024

TỔ trưởng



Huỳnh Thị Yến Trang

Week :13

Period : 49

Date: 25th -29th November , 2024

UNIT 5: THEY HAD A LONG TRIP.

Lesson 4

A. OBJECTIVES

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

- pronounce the sounds /nd/, /nt/, and /mp/ and associate them with the letters *nd*, *nt*, and *mp* in word endings.
- identify these consonant clusters in a chant.

1. General competences

- *Communication and collaboration*: work in pairs/groups to pronounce the sounds /nd/, /nt/, and /mp/ .
- *Problem-solving and creativity*: differentiate between the consonant clusters /nd/, /nt/, and /mp/.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Core: *child, shield, field, belt, salt, adult*

Extra: *gray, sit down*

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

C. RESOURCES AND MATERIALS

- Student book - page 39
- Audio tracks: 55, 56-57
- Flashcards: Phonics 19-24

O. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
Objectives: To generate students' interest and lead in the new lesson	
→ Expected outcomes and assessment:	

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	
<p>Sing <i>Where were you on vacation?</i> from lesson 3 to energize the class.</p>	
<p>1. PRESENTATION (5 minutes)</p>	
<p>Objectives: To pronounce the sounds /nd/, /nt/, and /mp/.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can pronounce the sounds /nd/, /nt/, and /mp/ correctly. - <i>Task completed:</i> Students can pronounce the sounds /nd/, /nt/, and /mp/. - <i>Task uncompleted:</i> Students are unable to pronounce the sounds /nd/, /nt/, and /mp/. 	
<ul style="list-style-type: none"> - Hold up the phonics cards for <i>pond</i>, <i>tent</i>, and <i>lamp</i>, saying the words for children to repeat. - Repeat several times until children are used to saying the words. - Divide the class into three groups and assign each group one of the words. Tell children to stand up and say the word when you hold up their phonics card. - Silently hold up the phonics cards at random. Children stand up and say their words. 	<ul style="list-style-type: none"> - Listen carefully. - Stand up and say the words.
<p>2. PRACTICE (15 minutes)</p>	
<p>Objectives: To identify these consonant clusters in a chant.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify these consonant clusters in a chant correctly. - <i>Task completed:</i> Students can identify these consonant clusters in a chant. - <i>Task uncompleted:</i> Students are unable to identify these consonant clusters in a chant. 	
<p>1. Listen, point, and repeat. (Track 56)</p> <ul style="list-style-type: none"> - Ask children to look at the words and pictures in their Student Books on page 39. Tell them that they are going to hear a recording of the different sounds and 	<ul style="list-style-type: none"> - Follow the teacher’s instructions. - Listen and point.

<p>words.</p> <ul style="list-style-type: none"> - Play the first part of the recording for children to listen and point to the pictures. - Play the second part of the recording for children to repeat the sounds and words in chorus. <p>2. Listen and chant. (Track 57)</p> <ul style="list-style-type: none"> - Ask children to look at the picture and tell you the words they can see from Exercise 1 (<i>pond, plant, tent, lamp, camp</i>). - Play the chant for children to join in and follow in their books. <p>3. Read the chant again. Underline the words that end with <i>nd, nt, and mp</i>. Then say.</p> <ul style="list-style-type: none"> - Write the letters <i>nd, nt, and mp</i> in different places on the board. Focus children's attention on the word <i>tent</i> in the chant, and ask children to point to the correct letters on the board. Have children say <i>tent</i> chorally and individually. - Ask children to find and underline the other words with <i>nd, nt, and mp</i> in the chant. They can do this individually first and then check in pairs. - Go through the answers with the class. Children call out the words. 	<ul style="list-style-type: none"> - Listen, point and repeat. - Follow the teacher's instructions. - Listen to the chant. - Listen to teacher carefully. - Find and underline the words ending in <i>nd, nt</i> and <i>mp</i> in the chant. - Work in pairs. - Look and say.
<p style="text-align: center;">3. PRODUCTION (8 minutes)</p> <p>Objectives: To use the words ending in <i>nd, nt, and mp</i>.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can use the words ending in <i>nd, nt, and mp</i> correctly. - <i>Task completed:</i> Students can use the words ending in <i>nd, nt, and mp</i>. - <i>Task uncompleted:</i> Students are unable to use the words ending in <i>nd, nt, and mp</i>. 	

4. Write the words. Circle the end letters *nd*, *nt*, and *mp*. Then say.

- Ask children to look at the first picture.
Ask *What's this? (a plant) What letters does it have?*
- Children do the rest of the exercise individually.
- Go through the answers with the class, asking children to point to the letters on the board.
- Children work in pairs and take turns saying the words.

***Differentiation**

Below level: Write the phonics words on the board with blanks for the last two letters. Ask children to write *nd*, *nt*, or *mp* in the blanks. Say the words. Then children complete the activity independently.

At level: Children complete the activity.

Above level: After children finish, make a chart with three columns on the board. Label them *nd*, *nt*, and *mp*. Give children 3–5 minutes to fill it with more words they know. Make it a game by putting children into teams. Give one point for each correct word. The team with the most points wins.

5. Let's talk!

- Ask children to look at the picture and speech bubble.
- Have a child read the sentence.
- Children work in pairs and take turns saying the sentence. Tell them to use other vocabulary words on the page.

*** Game: Listing**

- Divide the class into four teams.
- Have pupils in each team list 5 words

- Follow teacher's instructions.
- Do the exercise.

- Listen to the teacher's instructions carefully.

- Work in pairs.

- Listen to the teacher's instructions carefully.

- Play the game.

<p>with <i>nd</i>, <i>nt</i> and <i>mp</i> in 5'.</p> <ul style="list-style-type: none">- All teams take turns to say one word with <i>st</i>. They have to add one different word.- Continue saying words with <i>ts</i>.- They get one point for each correct word.- The team that gets the most points wins.- Correct pupils' mistakes (if any).	
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Week :13

Period : 50

Date: 25th -29th November , 2024

UNIT 5: THEY HAD A LONG TRIP.

Lesson 5.1

A. OBJECTIVES

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

- identify new words.
- read and understand one email and one postcard about festivals.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about festivals.
- *Problem-solving and creativity*: find out information about one email and one postcard.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary and structures seen previously

Core: *humid, stormy, cloudy, foggy*

Extra: *Trick or Treat, ghost, witch, picnic, beach*

2. Structures: revision

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

C. RESOURCES AND MATERIALS

- Student book - page 40
- Audio tracks: 58-59
- Flashcards: 62-65

P. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
Objectives: To generate students' interest and lead in the new lesson	
→ Expected outcomes and assessment:	

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song correctly. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	
<p>Sing <i>Where were you on vacation?</i> from lesson 3 to energize the class.</p>	
<p>1. PRESENTATION (5 minutes)</p>	
<p>Objectives: To help students identify festivals.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify festivals correctly. - <i>Task completed:</i> Students can identify festivals. - <i>Task uncompleted:</i> Students are unable to identify festivals. 	
<ul style="list-style-type: none"> - Use the Weather flashcards to introduce the new vocabulary. - Tell children that they are going to read about two festivals. Encourage them to talk about a popular festival in their country. Elicit what they do to celebrate. Make notes of keywords on the board. 	<ul style="list-style-type: none"> - Think and share. - Listen to the teacher carefully. - Listen and say.
<p>2. PRACTICE (15 minutes)</p>	
<p>Objectives: To help students identify new words.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify new words correctly. - <i>Task completed:</i> Students can identify new words. - <i>Task uncompleted:</i> Students are unable to identify new words. 	
<p>1. Listen, point, and repeat. (Track 58)</p> <ul style="list-style-type: none"> - Ask children to open their Student Books at page 40 and look at the pictures in Exercise 1. - Play the first part of the recording for children to listen and point to the appropriate picture. - Play the second part of the recording for children to repeat. <p>2. Look at the text. What festivals can you see in the photos?</p> <ul style="list-style-type: none"> - Ask children to look at the photos and say what festivals they can see. - Encourage children to share any interesting facts they know about each festival they 	<ul style="list-style-type: none"> - Follow teacher's instructions. - Listen and point. - Listen point and repeat. - Look, listen and answer. - Listen and share ideas. - Listen and read.

<p>mention. Make notes on the board.</p> <p>* Read the text and underline the new words.</p> <ul style="list-style-type: none"> - Play the recording for children to listen and follow the text silently in their books. - Read the text silently in their books and underline the new words. <p>*Differentiation</p> <p>Below level: Look at the pictures and find the words in the text.</p> <p>At level: Children do the activity.</p> <p>Above level: Children practice saying the words in pairs.</p>	<ul style="list-style-type: none"> - Read and underline new words.
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3. PRODUCTION (8 minutes)

Objectives: To check students' understanding the meaning of the vocabulary.

→ **Expected outcomes and assessment:**

- *Task completed with excellence:* Students can understand the meaning of the vocabulary correctly.
- *Task completed:* Students can understand the meaning of the vocabulary.
- *Task uncompleted:* Students are unable to understand the meaning of the vocabulary.

Game: matching

<p>1. humid</p> <p>2. stormy</p> <p>3. a picnic</p> <p>4. foggy</p> <p>5. a witch</p> <p>6. a trick</p>	<p>a. an action as a way of cheating someone or as a joke or form of entertainment</p> <p>b. a woman who is believed to have magical powers and, esp. in stories, uses them to help or harm people</p> <p>c. (of air and weather) containing extremely small drops of water in the air</p> <p>d. a meal you take to a place outside to be eaten there in an</p>	<ul style="list-style-type: none"> - Listen to teacher's instructions carefully. - Play the game.
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	informal way e. with strong wind, heavy rain, and often thunder and lightning	
<ul style="list-style-type: none">- Have students work in groups of 4.- Students read and match.- Check their answers.		

Week :13

Period : 51

Date: 25th -29th November , 2024

UNIT 5: THEY HAD A LONG TRIP.

Lesson 5.2

A. OBJECTIVES

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

- read and understand a text about Ben Thanh market;
- read and understand key information.

1. General competences

- *Communication and collaboration*: work in pairs/groups to talk about Ben Thanh market.
- *Problem-solving and creativity*: find out key information.

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary and structures seen previously

Core: *on foot, in the middle, by bike, inside*

Extra: *easy, catch a (bus), gifts, visitors*

2. Sentence patterns: revision.

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

C. RESOURCES AND MATERIALS

- Student book - page 34
- Audio tracks: 48-49
- Flashcards: 50-53

Q. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM-UP (5 minutes)	
Objectives: To review vocabulary from lesson 5.1.	

<p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	
<p>A. Sing <i>Where were you on vacation?</i> from lesson 3 to energize the class.</p> <p>B. Play Spelling Game</p> <ul style="list-style-type: none"> - Divide the class into two teams - Have one member from each team come up to the whiteboard - Say a word and the first student to spell it correctly gets a point for their team. 	
<p>1. PRESENTATION (5 minutes)</p>	
<p>Objectives: To help students identify the people and things in the story.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer questions about the story correctly. - <i>Task completed:</i> Students can answer questions about the story. - <i>Task uncompleted:</i> Students are unable to answer questions about the story. 	
<ul style="list-style-type: none"> - Have children look at the text. - Check that children understand the words about weather. - Ask children to look at the pictures. <p>Ask: <i>What festivals can you see in the photos?</i></p>	<ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and answer the questions.
<p>2. PRACTICE (15 minutes)</p>	
<p>Objectives: To read and understand one email and one postcard about festivals.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read and understand one email and one postcard about festivals correctly. - <i>Task completed:</i> Students can read and understand one email and one postcard about festivals. - <i>Task uncompleted:</i> Students are unable to read or understand one email and one postcard about festivals. 	
<p>3. Listen and read. (Track 59)</p> <ul style="list-style-type: none"> - Play the recording as children follow the texts silently in their books. - Check their ideas from Exercise 2. Did they guess the festivals? Did they learn 	<ul style="list-style-type: none"> - Follow the teacher's instructions. - Listen and read. - Answer questions. - Answer the teacher's questions.

<p>anything new about them?</p> <ul style="list-style-type: none"> - Ask simple questions to check comprehension, e.g. <i>What was Emma’s costume for Halloween? And her sister’s? Why were they hot? What was there a lot of? Was Lily’s Christmas good? What was the weather like? What did they have on Christmas Day?</i> <p>4. Read again and write T (true) or F (false).</p> <ul style="list-style-type: none"> - Read out the example. - Ask children to read the sentences and decide whether they are true or false. - Go through the answers with the class. <p>* Differentiation</p> <p>Below level: Put children in pairs, A and B. Student A reads Emma’s email and marks sentences 1–3. Student B reads Lily’s postcard and marks sentences 4–6. When they finish, they share answers and point out the information in the texts.</p> <p>At level: Children do the activity.</p> <p>Above level: Ask children to correct the false sentences in their notebooks.</p>	<ul style="list-style-type: none"> - Read the example. - Do exercise 4.
<p style="text-align: center;">3. PRODUCTION (8 minutes)</p> <p>Objectives: To talk about your favorite festival.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their favorite festival correctly. - <i>Task completed:</i> Students can talk about their favorite festival. - <i>Task uncompleted:</i> Students are unable to talk about their favorite festival. 	
<p>5. What’s your favorite festival?</p> <ul style="list-style-type: none"> - Read out the question and refer back to the notes you made on the board for the Lead-in. - Invite a child to answer the question in as much detail as possible. To help, ask 	<ul style="list-style-type: none"> - Follow the teacher's instructions. - Answer the questions.

<p><i>Who do you celebrate with? What do you do? What food do you have? Why do you like this festival?</i> You can also answer the question to model an answer for the class.</p> <ul style="list-style-type: none">- Children answer the question in pairs or small groups.- Ask some children to tell the class what they learned about their partner. <p>* Write about their favorite festival.</p> <ul style="list-style-type: none">- Have your students write about their favorite festival.- Have students work in pairs to read their writing.- Ask some students to read their writing out loud.	<ul style="list-style-type: none">- Work in pairs.- Share their ideas. <ul style="list-style-type: none">- Write about their favorite festival.- Work in pairs.- Read their writing in the front.
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Week :13

Period : 52

Date: 25th -29th November , 2024

UNIT 5: THEY HAD A LONG TRIP.

Lesson 6

A. OBJECTIVES

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

- understand a sequence of events.
- describe past situations and events based on pictures.
- write a description of a special day.

1. General competences

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

2. Attributes

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

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary:

Recycled: vocabulary seen previously

2. Sentence patterns: revision.

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

C. RESOURCES AND MATERIALS

- Student book - page 41
- Audio track: 60

R. TEACHING PROCEDURES:

Teacher's activities	Students' activities
WARM UP (5 minutes)	
Objectives: To review vocabulary from unit 5.	
→ Expected outcomes and assessment:	
<ul style="list-style-type: none"> - <i>Task completed with excellence</i>: Students can say the words correctly. - <i>Task completed</i>: Students can say the words. - <i>Task uncompleted</i>: Students are unable to say the words. 	
A. Sing <i>Where were you on vacation?</i> from lesson 3 to energize the class.	

B. Play *Whispers* (see Games bank) with the weather flashcards to revise the vocabulary from the previous lesson.

After the game, invite children to say what activities they can do in each type of weather.

1. PRESENTATION (5 minutes)

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

→ **Expected outcomes and assessment:**

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

- Tell children to look at the pictures in Exercise 1 and ask them to say what happened to the family on their vacation.
- Encourage them to think about the correct order of the pictures.
- Elicit ideas but don't confirm the answers.

- Answer the question.
- Think about the correct order.

2. PRACTICE (15 minutes)

Objectives: To listen for specific words.

→ **Expected outcomes and assessment:**

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

1. Listen and write the numbers. (Track 60)

- Ask two children to read the speech bubbles. Ask children to look at the correct picture in Exercise 1.
- Children work in pairs. They take turns choosing a picture and saying a sentence about it. Their partner must listen and call out the matching picture. Point out that children must use the simple past form of *be* and *have*.

- Follow the teacher's instructions.
- Listen and write the numbers.
- Look and read.

2. Look at the pictures and say.

- Ask two children to read the speech

- Work in pairs.

<p>bubbles. Ask children to look at the correct picture in Exercise 1.</p> <ul style="list-style-type: none"> - Children work in pairs. They take turns choosing a picture and saying a sentence about it. Their partner must listen and call out the matching picture. Point out that children must use the simple past form of <i>be</i> and <i>have</i>. <p>3. Say what the weather was like last weekend / yesterday.</p> <ul style="list-style-type: none"> - Put the weather flashcards on the board. Point to each flashcard and elicit the word from the class. - Draw attention to the task. Ask: <i>What was the weather like last weekend?</i> Invite a child to read out the example. Elicit other example answers. - Then ask: <i>What was the weather like yesterday?</i> Invite different children to answer. - Put children in pairs and ask them to describe last weekend’s weather and the weather yesterday. <p>*Game: Make sentences</p> <ul style="list-style-type: none"> - Write a few random words on the board. - Have the students work in small groups to make up as many sentences from the words as possible. - The team with the most sentences is the winner. 	<ul style="list-style-type: none"> - Look and say. - Read the example. - Work in pairs. - Listen to the teacher carefully. - Play the game.
<p>3. PRODUCTION (8 minutes)</p> <p>Objectives: To write an email to a friend.</p> <p>→ Expected outcomes and assessment:</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write an email to a friend correctly. - <i>Task completed:</i> Students can write an email to a friend. - <i>Task uncompleted:</i> Students are unable to write an email to a friend. 	

4. Write an email to a friend. Use the example to help you.

- Focus children's attention on the example email. Allow children time to read it once.
- Ask questions to check comprehension:
Who's the email from? Who is it for? What happened last week? Where did Hoang have his party? What food did they have in the end?
- Tell children they are going to write an email to a friend about a special day. Elicit possible events children can write about apart from a birthday party, e.g. a festival, a sleepover, a sports event, etc.
- Allow children time to think about their email and share ideas with a partner. Monitor and help as needed.
- Children write their emails describing a special day.
- If time permits, ask some children to read their email to the class. Encourage other children to ask them questions.

***Differentiation**

Below level: instead of an email, ask children to write a few sentences about their special day.

At level: Children do the activity.

Above level: Ask children to exchange emails with a partner. They read each other's emails and write a short response or comment.

*** Your favorite writing**

- Have students work in groups of 6.
- Ask students to read and vote the best writing in their groups.
- Have students read their best writing and give reasons.

- Follow the teacher's instructions.
- Answer the questions.
- Write an email.
- Work in groups of 6.
- Choose the best writing and give reasons.

Ngày 01/11/2024

Tổ trưởng



Huỳnh Thị Yên Trang

Ngày 05/11/2024

P. Hiệu trưởng

Nguyễn Thị Thanh Hải