








4. Do they like collecting shells?	d. He's windsurfing.	3.
5. Can we use your CD player?	e. Yes, she does.	4.
6. Where are you from?	f. <i>I like pink.</i>	5.
7. What is your uncle doing?	g. No, you can't	6

C. WRITING. (2.5pts)

I. Look and write. (1.5pts)

 0. <u>chicken</u>	 1. _____	 2. _____	 3. _____	 4. _____	 5. _____	 6. _____
--	---	---	---	---	---	---

II. Look and rewrite the sentences. (1pt)

<p>0. is/ watching/ He/ TV.</p> <p>1. are/ They/ n't/ surfing.</p> <p>2. n't/ is/ She/ reading/ comics.</p> <p>3. likes/ Max/ kayaking.</p> <p>4. don't/ I / like/ basketball/ playing.</p>	<p>⇒ <i>He is watching.</i></p> <p>⇒ _____.</p> <p>⇒ _____.</p> <p>⇒ _____.</p> <p>⇒ _____.</p>
--	---

D. READING. (2.5pts)

I. Read and write T(true) or F (false) .(1.5pts)

My name is Nam, and I'm ten years old. I live with my mom, dad and my younger brother. We all get up at very early every morning. My mom makes breakfast for our family. I have breakfast with bread, eggs and milk. It's very delicious. After breakfast, my younger brother and I go to school together. We take a nap and then we have more lessons at school. We go home at 4 o'clock. Then we have dinner. We usually eat rice with vegetables, fish and meat. After dinner, I do my homework. In the evenings, I play chess with my dad. Then, I read a book and I go to bed at 9:30pm.

0. *His name is Nam* *T*
1. Nam has breakfast with bread, eggs and milk. _____
2. Nam goes to school with his younger brother. _____
3. He takes a nap at home. _____
4. He plays chess with his mom in the evening. _____
5. Nam is ten years old. _____
6. They go home at 5 o'clock. _____

II. Look, read and choose the correct words. (1pt)

	_____		_____		_____
---	-------	---	-------	---	-------

<p>a. Is the zebra eating? a. Yes, they are. b. Yes, it is.</p>	<p>b. Are the penguins sleeping? a. No, they aren't. b. Yes, they are.</p>	<p>c. Are the monkeys climbing? a. Yes, they are. b. No, they aren't.</p>
	<p>d. Is the crocodile jumping? a. Yes, it is. b. No, it isn't.</p>	<p>e. Is the kangaroo running? a. Yes, I am. b. Yes, it is.</p>



The end – Good luck

Kiểm tra ngày 02/01/2024
Tổ trưởng

Huỳnh Thị Yến Trang

WEEK 19

Date of preparing: 30/12/2023

Date of teaching: 08-12/01/2024

Period: 69

Unit 6: Jim's day

Lesson 1: Words (page 42)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- identify different daily routines
- understand a short story

Skills:

- Listening: listen and understand the questions and answers about daily routines
- Speaking: ask and answer questions about daily routines
- Reading: identify the forms of the questions and answers about daily routines
- Writing: use short form of simple present tense

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to ask and answer about daily routines
- Problem solving and creativity: add more vocabulary about daily routines

3. Attributes

- Kindness: love yourself and be friendly to your family, teacher and friends
- Diligence: learn English to introduce yourself

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce about daily routines correctly
- Intonation: communicate naturally

2. Vocabulary:

- jackaroo, work, job, early, ride, look after, dangerous, lucky

3. Sentence pattern:

- Jackaroos work on sheep farms.
- He gets up early every morning.
- He rides a horse and he looks after the sheep.
- I want to be a jackaroo.

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

teacher gives feedback.	
Practice	
<i>Aim:; Practice using the short form of the simple present tense in order to talk about daily routines</i>	
<p>Exercise 2: Listen and read (page 42).</p> <ul style="list-style-type: none"> ▪ Show 4 pictures (page 42) and require students to answer the questions: “How many people are there in 4 pictures?”, “What are they doing?” ▪ Call 2 students to answer the questions. ▪ Give feedback. ▪ Ask students to listen to track 54. ▪ Require students to listen to track 54 again. ▪ Ask students to listen and repeat track 54. ▪ Divide the class into 3 groups: group 1 reads lyric of Amy, group 2 reads lyric of Max, group 3 reads lyric of Leo. ▪ Observe and correct students’ mistakes. ▪ Ask students to work in group of three and read the conversation. ▪ Go around the classroom and correct students’ mistakes. ▪ Call 3 students to read the conversation. ▪ Give feedback. 	<ul style="list-style-type: none"> ▪ Look at 4 pictures and think about the answers. ▪ 2 students answer: “There are 5 people.”, “They are talking about daily routines of Jim.” ▪ Listen ▪ Listen to track 54. ▪ Listen to track 54 again. ▪ Listen and repeat track 54. ▪ Group 1 reads lyric of Amy, group 2 reads lyric of Max, group 3 reads lyric of Leo. ▪ Listen ▪ Work in group of three and read the conversation. ▪ Listen ▪ 3 students read the conversation. ▪ Listen
Production	
<i>Aim: Ask and answer the questions about daily routines</i>	
<p>Ask and answer</p> <ul style="list-style-type: none"> ▪ Show 4 pictures on the board and ask students to practice the conversation in group of three. ▪ Observe and correct students’ mistakes. ▪ Pick some volunteers to practice in the front. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Look at 4 pictures and practice the conversation in group of three ▪ Listen ▪ Practice in front of the class. ▪ Listen

Consolidation*Aim: Listen and write about daily routine***Let's Practice!****Listen and write**

Amy: I (1)_____ an email from Jim.
Jim is our cousin in Australia. He is a jackaroo.

Max: What is a (2)_____ ?

Leo: Jackaroos (3)_____ on sheep farms.

Amy: It's a great job! He (4)_____ up early every morning. He (5)_____ a horse and he (6)_____ after the sheep.

Max: It's (7)_____!

There are a lots of snakes in Australia.

Does Jim see a lot of snakes ?

Amy: Yes, he does. Look!

Leo: Jim is (8)_____. I want to be a jackaroo.

Max: I don't!. I don't want a (9)_____ job!

- Show the exercise on the screen.
- Ask students to listen and write.
- Check students' answers and correct mistakes.
- Let students repeat the sentences.

- Look at the screen.
- Listen and write.
- Correct the mistakes.
- Repeat the sentences.

WEEK 19

Date of preparing: 30/12/2023

Date of teaching: 08-12/01/2024

Period: 70

Unit 6: Jim's day!

Lesson 2: Grammar (page 43) (part 1)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- To identify the present affirmative, negative, question forms, and short answers
- To use the verb forms of simple present tense
- To ask and answer about daily routines

Skills:

- Listening: listen and understand the words of daily routines
- Speaking: use the present simple verb tense to talk about daily routines
- Reading: identify forms of the verbs in the simple present tense
- Writing: use forms of the verbs in the simple present tense to complete sentences

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to talk or ask and answer questions about times and routines in the simple present tense
- Problem solving and creativity: add more time words or activities about daily routines

3. Attributes

- Patriotism: love daily life of Vietnamese people
- Kindness: love Vietnamese people and be friendly to people from other countries
- Diligence: create a healthy lifestyle and share with everyone

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the verb forms of the simple present tense correctly
- Intonation: communicate naturally

2. Vocabulary:

- have a shower, brush my teeth, get dressed, have breakfast, get up, catch the bus, walk to school

3. Sentence pattern:

- He gets up early.
- He doesn't get up late.
- Does he live in a big house? Yes, he does. / No, he doesn't.
- What time does he start work?
- We catch the bus.
- They don't catch the train.
- Do you walk to school? Yes, I do. / No, I don't.
- What time do you go to school?

C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* Student book, Teacher's book, Workbook, flashcards, ...
- *Teaching aids:* laptop, projector, audio files

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: Review the vocabulary</i>	
<ul style="list-style-type: none"> ▪ Let students play the game “Miming Flashcards” ▪ Give instructions to students. ▪ Use the <i>Daily routines Flashcards</i> to review the phrase from Lesson 1. ▪ Give a student a flashcard and tell him / her not to show the class. Tell the student to mime the phrase on the flashcard. ▪ Tell the rest of the class to guess the phrase. ▪ Correct and let students repeat the phrases. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Perform the activity. ▪ Guess the phrases. ▪ Correct and repeat <p><i>Answers: have a shower, brush my teeth, get dressed, have breakfast, get up, catch the bus, walk to school</i></p>
Presentation <i>Aim: Understand the present affirmative, negative, question forms, and short answers.</i>	
<ul style="list-style-type: none"> ▪ Say <i>I get up early. I don't get up late.</i> Ask students <i>Do you get up early?</i> Elicit <i>Yes, I</i> 	<ul style="list-style-type: none"> ▪ Follow and answer the teacher's question.

<p><i>do.</i> or <i>No, I don't.</i></p> <ul style="list-style-type: none"> ▪ Write <i>I ... breakfast with my family</i> and <i>I ... breakfast late</i> on the board and elicit <i>have</i> and <i>don't have</i>. ▪ Ask students to turn to p. 43 in their Student Books and look at the picture in the <i>Let's learn!</i> box. Ask two students to read aloud the speech bubbles. ▪ Observe students' communication and help if necessary. Then, correct the mistakes. ▪ Ask <i>Does Vinh want to be a farmer? Does he get up early?</i> ▪ Elicit <i>Yes, he does. No, he doesn't.</i> ▪ Write <i>I ... to school</i>, and then put <i>Daily routines Flashcards</i> in the blank to elicit new sentences. 	<ul style="list-style-type: none"> ▪ Look at the board and listen to the teacher. ▪ Turn to p. 43 in the Student Books and look at the picture in the <i>Let's learn!</i> Box. Read aloud the speech bubbles in pairs. ▪ Correct the mistakes. ▪ Answer the teacher's questions.
<p>Practice</p> <p><i>Aim: Identify forms of the verbs in the simple present tense; Practice using forms of the verbs in the simple present tense to complete sentences;</i></p>	
<ul style="list-style-type: none"> ▪ Copy the questions and short answers from the chart onto the board and erase <i>does</i>, <i>doesn't</i>, <i>do</i>, and <i>don't</i>. Ask students to tell you the missing words, and check pronunciation of <i>does</i> /dʌz/ and <i>doesn't</i> /'dʌz(ə)nt/. ▪ Ask students questions, e.g., <i>Do you walk to school? Do you catch the bus?, etc.</i> Ask students to give their feedback on their friends' answers, then teacher gives feedback and elicit short answers. 	<ul style="list-style-type: none"> ▪ Follow the teacher and learn new sentences. ▪ Say the missing words in the questions and short answers on the board. ▪ Answer the teacher's questions. ▪ Comment on the classmates' answers.
<p>Production</p> <p><i>Aim: Talk about the daily routines of the family members.</i></p>	
<p>My family</p> <ul style="list-style-type: none"> ▪ Ask students to write four sentences about the daily routine of one of their family members. ▪ Put the students into small groups. Each 	<ul style="list-style-type: none"> ▪ Write four sentences about the daily routine of one of the family members.

<p>student reads their sentences, and the rest of the group try to guess which family member he/she is describing.</p> <ul style="list-style-type: none"> ▪ Ask students work in groups. ▪ Observe and correct students' mistakes. ▪ Pick some volunteers to practice in the front. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Work in groups and do the task. ▪ Practice in front of the class.
Consolidation	
<p><i>Let's Practice!</i></p> <ul style="list-style-type: none"> ▪ Ask students to look at the picture and speech bubble. Ask <i>Do you walk to school?</i> Have one student answer <i>Yes, I do.</i> ▪ Have a pair of students ask and answer the same question. ▪ Ask student to give their feedback on their friends' presentation, then teacher gives feedback. ▪ Have students work in pairs to ask and answer the question. Tell them to use other vocabulary words on the page. ▪ Observe and correct students' mistakes. ▪ Pick some pairs to stand up and practice. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Look at the picture and say the sentence. ▪ A pair ask and answer the same question. ▪ Comment on the classmates' presentation. ▪ Work in pairs to ask and answer the question. Use other vocabulary words on the page. ▪ Some pairs stand up and practice.

WEEK 19

Date of preparing: 30/12/2023

Date of teaching: 08-12/01/2024

Period: 71

Unit 6: Jim's day!

Lesson 2: Grammar (page 43) (part 2)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- To identify the present affirmative, negative, question forms, and short answers
- To use the verb forms of simple present tense
- To ask and answer about daily routines

Skills:

- Listening: listen and understand the words of daily routines
- Speaking: use the present simple verb tense to talk about daily routines
- Reading: identify forms of the verbs in the simple present tense
- Writing: use forms of the verbs in the simple present tense to complete sentences

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to talk or ask and answer questions about times and routines in the simple present tense
- Problem solving and creativity: add more time words or activities about daily routines

3. Attributes

- Patriotism: love daily life of Vietnamese people
- Kindness: love Vietnamese people and be friendly to people from other countries
- Diligence: create a healthy lifestyle and share with everyone

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce the verb forms of the simple present tense correctly
- Intonation: communicate naturally

2. Vocabulary:

- have a shower, brush my teeth, get dressed, have breakfast, get up, catch the bus, walk to school

3. Sentence pattern:

- He gets up early.
- He doesn't get up late.
- Does he live in a big house? Yes, he does. / No, he doesn't.
- What time does he start work?
- We catch the bus.
- They don't catch the train.
- Do you walk to school? Yes, I do. / No, I don't.
- What time do you go to school?

C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* Student book, Teacher's book, Workbook, flashcards, ...
- *Teaching aids:* laptop, projector, audio files

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: Review the vocabulary</i>	
<ul style="list-style-type: none"> ▪ Let students play the game “Miming Flashcards” ▪ Give instructions to students. ▪ Use the <i>Daily routines Flashcards</i> to review the phrase from Lesson 1. ▪ Give a student a flashcard and tell him / her not to show the class. Tell the student to mime the phrase on the flashcard. ▪ Tell the rest of the class to guess the phrase. ▪ Correct and let students repeat the phrases. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Perform the activity. ▪ Guess the phrases. ▪ Correct and repeat <p><i>Answers: have a shower, brush my teeth, get dressed, have breakfast, get up, catch the bus, walk to school</i></p>
Presentation <i>Aim: Understand the present affirmative, negative, question forms, and short answers.</i>	

<p>Exercise 3: Read and circle.</p> <ul style="list-style-type: none"> ▪ Give students instruction to do exercise 3. ▪ Look at the example with students and check that they understand they have to choose the correct form. ▪ Students do the rest of the exercise individually. ▪ Go through the answers with the class. ▪ Ask students to repeat the correct sentences. 	<ul style="list-style-type: none"> ▪ Listen to the teacher's instruction. ▪ Look at the example and listen. ▪ Do the rest of the exercise. ▪ Check the answer. ▪ Repeat the sentences. <p><i>Answers: 1. gets up</i> <i>2. have</i> <i>3. Does</i> <i>4. don't</i> <i>5. doesn't</i> <i>6. Do</i></p>
<p>Practice</p> <p><i>Aim: Identify forms of the verbs in the simple present tense; Practice using forms of the verbs in the simple present tense to complete sentences;</i></p>	
<p>Exercise 4: Write.</p> <ul style="list-style-type: none"> ▪ Look at the example with the students, and check that they understand the exercise. ▪ Students do the rest of the activity individually. ▪ Go through the answers with the class. ▪ Let students repeat the sentences. 	<ul style="list-style-type: none"> ▪ Look at the example and do the exercise. ▪ Check and correct the answers. ▪ Repeat the sentences. <p><i>Answers: 1. gets up</i> <i>2. brushes</i> <i>3. don't catch</i> <i>4. has</i></p>
<p>Production</p> <p><i>Aim: Talk about the daily routines of the family members.</i></p>	
<p>My family</p> <ul style="list-style-type: none"> ▪ Ask students to write four sentences about the daily routine of one of their family members. ▪ Put the students into small groups. Each student reads their sentences, and the rest of the group try to guess which family member 	<ul style="list-style-type: none"> ▪ Write four sentences about the daily routine of one of the family members. ▪ Work in groups and do the task.

<p>he/she is describing.</p> <ul style="list-style-type: none"> ▪ Ask students work in groups. ▪ Observe and correct students' mistakes. ▪ Pick some volunteers to practice in the front. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Practice in front of the class.
Consolidation	
<p><i>Let's Practice!</i></p> <ul style="list-style-type: none"> ▪ Ask students to look at the picture and speech bubble. Ask <i>Do you walk to school?</i> Have one student answer <i>Yes, I do.</i> ▪ Have a pair of students ask and answer the same question. ▪ Ask student to give their feedback on their friends' presentation, then teacher gives feedback. ▪ Have students work in pairs to ask and answer the question. Tell them to use other vocabulary words on the page. ▪ Observe and correct students' mistakes. ▪ Pick some pairs to stand up and practice. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Look at the picture and say the sentence. ▪ A pair ask and answer the same question. ▪ Comment on the classmates' presentation. ▪ Work in pairs to ask and answer the question. Use other vocabulary words on the page. ▪ Some pairs stand up and practice.

WEEK 19

Date of preparing: 30/12/2023

Date of teaching: 08-12/01/2024

Period: 72

Unit 6: Jim's day

Lesson 3: Grammar and song (page 44)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- ask and answer questions about times and routines in the simple present (third person singular).
- use the simple present and daily routines in the context of a song.

Skills:

- Speaking: ask and answer questions about times and routines in the simple present (third person singular).
- Writing: write about times and routines.
- Listening: listen and understand about routines in the simple present.

2. General Competence

- Self-control and independent learning: perform speaking, writing and listening tasks
- Communication and collaboration: work in pairs or groups to ask and answer for times and routines in the simple present
- Problem solving and creativity: add more vocabulary items to ask and answer about times and routines

3. Attributes

- Patriotism: have good routines.
- Kindness: give advice to other friends for having good routines.
- Diligence: learn English to communicate with people around the world.

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce questions and answers about times and routines .
- Intonation: communicate naturally.

2. Vocabulary:

- busy, all day long, lesson, homework, outside.

3. Sentence pattern:

- Simple present of simple present (third person singular).
- What time does Nhan get up? He gets up at five thirty.

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim: Review the vocabulary</i>	
<ul style="list-style-type: none"> ▪ Let students play the game “Follow me” ▪ Give instructions to students. ▪ Mime the actions and elicit the words from the students. ▪ Pick students to call out the words and note the scores. ▪ Remark on students' pronunciation. ▪ Praise the winning students. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Perform the activity. ▪ Copy the actions and call out the words. ▪ Answers: have a shower, brush my teeth, get dressed, have breakfast, get up, catch the bus and walk to school.
Presentation <ul style="list-style-type: none"> ▪ <i>Aim: Understand the sentence patterns to ask and answer questions about times and routines in the simple present (third person singular).</i> 	
<p>1. Ask and answer.</p> <ul style="list-style-type: none"> ▪ Point to the clocks in Exercise 1 and ask individual student to tell you what time it is in each clock. ▪ Ask two students to read the speechbubbles for the class and tell students to find the correct picture and clock. ▪ Show the structure: <i>What time does Nhan get up?</i> <i>He gets up at five thirsty.</i> ▪ Tell students to work in pairs, choose pictures, and ask and answer questions about the times. ▪ Monitor and help where necessary. ▪ Ask some pairs to ask and answer questions for the class. <p>2. Write about Nhan.</p> <ul style="list-style-type: none"> ▪ Read the example with the students and check that they understand the exercise. ▪ Ask students to write the other things Nhan does in the morning, using the example to help them. ▪ Monitor the activity and help where necessary. ▪ Ask some students to read aloud their sentences for the class. 	<ul style="list-style-type: none"> ▪ Look at the picture and tell what time it is in each clock. ▪ Read the speechbubbles for the class and find the correct picture and clock. ▪ Look at the structure . ▪ Work in pairs, choose pictures and ask and answer questions about the times. ▪ Listen carefully. ▪ Ask and answer questions for the class. ▪ Read the example. ▪ Write the other things Nhan does in the morning. ▪ Listen carefully. ▪ Read aloud their sentences for the class.

Practice	
<i>Aim:</i> Use the simple present and daily routines in the context of a song	
<p>3. Listen and sing.</p> <ul style="list-style-type: none"> ▪ Ask students to look at the pictures and tell you what the girl does in each picture (she gets up, has a shower, eats breakfast, catches the bus, sees / meets her friends, has lessons, reads a book / does her homework, and plays outside). ▪ Play the recording (Track 56) for students to listen and point to the pictures as they hear the activities mentioned. ▪ Play the recording again for students to follow the words in their books. ▪ Recite the words of the song with the class, without the recording. Say each line and ask students to repeat. ▪ Play the recording again for students to sing along. ▪ Repeat (more than once if you wish) and make sure students understand <i>busy</i>. 	<ul style="list-style-type: none"> ▪ Look at the pictures and tell what the girl does in each picture . ▪ Listen and point to the pictures as hear the activities mentioned. ▪ Follow the words in their books. ▪ Repeat. ▪ Sing along. ▪ Listen and repeat .
Production	
<i>Aim:</i> Practice the simple present and daily routines, sing and do the actions.	
<p>4. Sing and do.</p> <ul style="list-style-type: none"> ▪ As a class, decide on the actions for the song (see suggestions below). ▪ Practice the actions with the class. ▪ Play the recording for students to listen and do the actions. <p>Song actions</p> <p><i>I get up early every day</i> – stretch and yawn <i>I have a shower</i> – mime turning on the shower <i>I have my breakfast</i> – mime eating breakfast <i>I catch the school bus</i> – mime stepping onto a bus <i>I have my lessons</i> – mime writing <i>I see my school friends</i> – mime chatting with someone <i>I do my homework</i> – mime opening a book</p>	<ul style="list-style-type: none"> ▪ Look and listen the actions for the song. ▪ Practice the actions. ▪ Listen and do the actions.
Consolidation	
<p><i>My family</i></p> <ul style="list-style-type: none"> ▪ Ask students to write four sentences about the daily routine of one of their family members. 	<ul style="list-style-type: none"> ▪ Write four sentences about the daily routine of one of their family

<ul style="list-style-type: none">Put students into small groups. Each student reads their sentences, and the rest of the group try to guess which family member he/she is describing.	<p>members.</p> <ul style="list-style-type: none">Work in groups ,read the sentences and guess which family member he/she is describing.
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Kiểm tra ngày 02/01/2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 20

Date of preparing: 30/12/2023

Date of teaching: 15-19/01/2024

Period: 73

Unit 6: Jim's day !

Lesson 4: Phonics (page 45)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

To pronounce the sound /aʊ/

To associate the sound /aʊ/

To identify the sound /aʊ/ in words and in a chant.

2. General Competence

Self-control and independent learning: perform phonics tasks.

Communication and collaboration: work in pairs or groups to practice pronunciation the sound /aʊ/ in vocabulary: cow, clown, flower, house, round, mouse

Problem solving and creativity: add more vocabulary items

Think of more words: only, shoe, brown, out, down, shout...

3. Attributes

- Patriotism: love nature , animals and plants.
- Kindness: love nature, animals and plants
- Diligence: complete learning tasks.

B. LANGUAGE FOCUS

1. Pronunciation:

Pronounce the sound /aʊ/ correctly

Intonation: communicate naturally

2. Vocabulary:

cow, clown, flower, house, round, mouse(Extra vocabulary: only, shoe, brown, out, down, shout)

C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* Student Book p. 45, Workbook p. 43 teacher's book.
- *Teaching aids:* Audio Tracks 49, 57–58 *laptop, projector, active board..*

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up <i>Aim:</i> Review the sound /ɔɪ/	
<ul style="list-style-type: none"> ▪ Let students play the game “guessing sound and words” ▪ Give instructions to students. ▪ Hold up the phonics cards for boy, oyster, coin, and soil one at a time, ▪ Elicite the words. ▪ Show the phonic cards on the board. ▪ Show oi and oy on opposite sides of the screen. ▪ Pick teams to answer and note the scores. ▪ Remark on students' pronunciation. ▪ Praise the winning team. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Perform the activity. ▪ Say the names of the phonic cards. ▪ Answer: ▪ the sound /ɔɪ/ in woords: boy, oyster, coin,soil.
Presentation <i>Aim:</i> Pronounce the sounds /ow/, /ou/ -> /aʊ/ correctly.	
<p>Play CD at the first time.</p> <p>Show students the phonic cards for cow and house .</p> <p>Explain how to use the vowels ou,ow.</p> <p>Write the letters ow and ou on different sides of the board.</p> <p>Call out the words cow and house without holding the cards up, asking students to point to the correct letters.</p> <p>Explain how to pronounce the vowels /ow/, /ou/ -> /aʊ/</p> <p>Show each phonic cards cointain the vowel /ow/ in wods: cow, clown , flower and the vowel /ou/ in words: house, round, mouse.</p> <p>Teacher reads sounds /ow/ -> /aʊ/ in cow,clown, flower , /ou/-> /aʊ/ in house, round, mouse.</p> <p>Read model words : cow, clown, flower, house,round, mouse</p> <p>Show phonic cards and ask students to work in pairs and practice the words.</p> <p>Move around and students' pronunciation and help if necessary. Then,</p>	<ul style="list-style-type: none"> ▪ Listen to CD. ▪ Look at the phonic cards. ▪ Listen to the explanation. ▪ Practice ▪ Listen to the explanation. <p>Listen and repeat in chorus then individual.</p> <ul style="list-style-type: none"> ▪ Practice in pairs. ▪ Correct the mistakes.

<p>correct the mistakes.</p> <p>Pick some students to come to the front for drilling.</p> <p>Ask students to give their feedback on their friends' presentation, then teacher gives feedback.</p>	<ul style="list-style-type: none"> ▪ Volunteer to come to the front and practice. ▪ Comment on their classmates' presentation.
<p>Practice</p> <p><i>Aim: Identify the vowel /ow/;/ou/ . Practice using the sound /aʊ/ in words and chant</i></p>	
<p>1. Listen, point and repeat.</p> <ul style="list-style-type: none"> • Give students instruction to do in part 1. <p>Ask students to look at the words and pictures in their Student Books.</p> <p>Tell them that they are going to hear a recording of the different sounds and words. Play the first part of the recording (Track 57) for students to listen and point to the appropriate pictures.</p> <p>Read model words.</p> <p>Play the second part of the recording for students to repeat the sounds and words in chorus. Play the recording all the way through (more than once if necessary) for students to point and repeat again.</p> <ul style="list-style-type: none"> • Ask students to read word by word and correct their mistakes. • Ask students to continue with other words. • Move around and correct their pronunciation (if necessary). • Ask students to repeat the correct sound with words: cow clown, flower, house, round, mouse. • Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>2. Listen and chant.</p> <ul style="list-style-type: none"> • Show the clown picture on the screen and ask students look at the picture. • Ask Where's the clown ? What can he see ? What does he have ? 	<ul style="list-style-type: none"> • Listen to the explanation. • Look at the words and pictures. • Listen to CD. • Point to the appropriate pictures. • Listen and repeat in chorus then individual. • Read the words. • Repeat the words. • Look at the screen. • Answer the questions.

<ul style="list-style-type: none"> • Play track 58 for students to listen to the chant. • Play the chant again, pausing the recording after each line for students to repeat. • Play the chant one more for students to join in and follow the chant in their books. • Observe and correct mistakes(help if necessary) • Let students repeat the chant. <p>3.Read the chant again. Circle the words with ow and ou.</p> <p>Give students instruction to do in part 3.</p> <ul style="list-style-type: none"> • Show the chant on the screen. • Ask students foocus on the word clown in the chant, then ask students to point to the letters ow or ou on the screen or in their books. • Ask students to circle the words with ow and ou. • Go through the answers with the class • Check students' answers and correct mistakes. <p>Let students repeat the words.</p> <ul style="list-style-type: none"> • Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>4. Circle the odd one out.</p> <ul style="list-style-type: none"> • Give students instruction to do in part 4. • Show the exercise on the screen. • Tell students to find the words where the /aʊ/ sound is spelled differently. • Students do the rest of the exercise individually. • Go through the answers with the class, asking individual student to read aloud the words. • Teacher correct the mistakes and gives feedback. <p>5. Write the words in the correct boxes.</p> <p>Give students instruction to do in part 5.</p> <p>Show the exercse on the screen.</p>	<ul style="list-style-type: none"> • Listen to the chant. • Repeat the chant in chorus then individual. • Repeat the chant. • Listen to the explanation. • Perform the activity. • Repeat the words. • Listen to the explanation. • Perform the activity. • Read the words aloud.
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<p>Check that students understand the exercise. Students do the rest of the exercise individually.</p> <ul style="list-style-type: none"> • Go through the answers with the class, asking individual student to read aloud the words. • Teacher correct the mistakes and gives feedback. 	<ul style="list-style-type: none"> • Listen to the explanation. • Perform the activity. • Read the words aloud.
<p>Production</p> <p><i>Aim:</i> Understand and explore more the words with the /aʊ/ sound is spelled differently.</p>	
<p>Play game: ‘Pass the ball’ Introduce and guide students to play the game.</p> <ul style="list-style-type: none"> ▪ Give each student a card that contain the sounds /ow/ and /ou/ ▪ Ask students to listen to the music then teacher pause music students say the word cointain the sound /ow/ then students pass the ball to the other to say the word..... ▪ Observe and correct students’ mistakes. ▪ Pick some volunteers to practice in the front. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Receive the cards. ▪ Go around and do the given task. ▪ Practice in front of the class.
<p>Consolidation</p>	
<p>Ask students to look at the picture and the speech bubble. Say <i>words cow, clown, flower,house.....</i></p> <ul style="list-style-type: none"> ▪ Have some students read the words aloud. ▪ Have students work in pairs and take turns to say the word. Tell them to use other words on the page.. ▪ Pick some pairs to stand up and practice. 	<ul style="list-style-type: none"> ▪ Look at the picture and say the words. ▪ Work in pairs. ▪ Take turns to say the word. ▪ (The chosen pairs) stand up and practice.

WEEK 20

Date of preparing: 30/12/2023

Date of teaching: 15-19/01/2024

Period: 74

Unit 6: Jim's day**Lesson 5: Skills time (page 46)****A. DESIRED OBJECTIVES***By the end of the lesson, students will be able to:***1. Core competences****Cognition:**

- read and understand a webpage about a school
- read for specific information

Skills:

- Listening: listen and understand the passages
- Speaking: read out the passages smoothly
- Reading: read and understand the passages
- Writing: write short answers for Yes/ No questions

2. General competence

- Self-control and independent learning: perform reading comprehension and writing tasks
- Communication and collaboration: work in pairs or groups to find out the answer to exercises 2 and 4 on page 46 of the student book.
- Problem solving and creativity: Write a short paragraph to describe students' daily activity using sequence markers.
- Patriotism: love nature and people's life in Vietnam
- Kindness: be willing to help classmates in the study
- Diligence: learn the working spirit and study the attitude of the students in the passage
- Responsibility: help parents to do housework

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

- Pronounce sequence markers correctly
- Intonation: communicate naturally

2. Vocabulary:

- first, then, next, finally, every day

3. Sentence pattern:

- Yes/ No question and answer

C. INSTRUCTIONAL RESOURCES

- *Reference teaching materials:* textbook, teacher's book, activity book,...
- *Teaching aids:* laptop, active board, audio files

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm-up <i>Aim: Review the vocabulary</i>	
▪ Sing "My day" song	

<ul style="list-style-type: none"> ▪ Tell students they are going to sing the "My day" song from p. 44 to review daily routines words. ▪ Ask students to remember the actions from the song or decide on new ones. ▪ Play the song (Track 56) for students to sing and do the actions. ▪ Praise the class for their performance. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Choose the performance form. ▪ Listen and do the actions
<p>Presentation</p> <p><i>Aim: Understand the usage of sequence markers and find out the passages before reading them in detail.</i></p>	
<ul style="list-style-type: none"> ▪ Draw a stick figure boy on the board and write first, next, then, and finally on the board in a column. ▪ Stick the flashcards of daily activities such as get up, have a shower, get dressed, and walk to school and elicit the phrases. ▪ Ask students to tell what the boy does first in the morning. ▪ Elicit the sentence "He gets up", and stick the flashcard below the word "First". ▪ Say the sentence "First, he gets up" for students to repeat. ▪ Explain the usage of the sequence markers such as first, next, then, and finally for students to understand. <p>Listen, point, and repeat. (Exercise 1)</p> <ul style="list-style-type: none"> ▪ Ask students to open their student books and look at the words in Exercise 1. ▪ Play the first part of the recording (Track 59) for students to listen and point to the appropriate word. ▪ Play the second part of the recording for students to repeat. ▪ Play the recording through again for students to listen, point, and then repeat in chorus. ▪ Ask students to practice in pairs. ▪ Observe and correct students' pronunciation if necessary. ▪ Invite some students to read out the words. ▪ Remark students' pronunciation and correct if necessary. <p>Look at the text. Where does Thi live?</p>	<ul style="list-style-type: none"> ▪ Look at the picture and words ▪ Look at the flashcards ▪ Listen to the teacher's lecture. ▪ Listen and repeat. ▪ Listen and understand ▪ Open the book ▪ Listen and point ▪ Listen and repeat. ▪ Listen, point, and repeat. ▪ Practice in pairs. ▪ Correct the mistakes. ▪ Volunteer to read out the words.

<p>(Exercise 2)</p> <ul style="list-style-type: none"> ▪ Ask students to look at the pictures. ▪ Ask students some questions relating to the pictures + Is it a photo of a city? + Is it a farm? ▪ Remark students' answers and correct them if necessary. ▪ Ask students to quickly look at the text and see if they can find out where Thi lives. ▪ Invite some students to answer. ▪ Give comments and praise students who give the correct answer. 	<ul style="list-style-type: none"> ▪ Correct pronunciation if any ▪ Observe the pictures. ▪ Listen and answer the questions. + No, it isn't. + Yes, it is. ▪ Correct the answers. ▪ Look and find the answer + She lives in Sa Pa / on a farm. ▪ Volunteer to answer.
<p>Practice</p> <p><i>Aim: Read and understand the webpage about mountain school, read for some specific information.</i></p>	
<p>Listen and read. (Exercise 3)</p> <ul style="list-style-type: none"> ▪ Read the title "Mountain School" and ask some students to read again. ▪ Play the recording (Track 60) for students to listen and follow the text silently in their books, then ask students to circle the words from Exercise 1 in the text. ▪ Ask students sitting at the same desk to exchange their books to check. ▪ Show the answer and let students evaluate by themselves. ▪ Ask questions relating to the passage to check reading comprehension + Does Thi live on a farm? + Can she go to school by car? + What does she do in the afternoon? + Where do her school friends live? ▪ Invite some students to answer these questions ▪ Give comments on students' answers. ▪ Explain the distance from the town to the school for students to understand the difficulties that the mountainous students have to overcome to get to school. ▪ Play the recording many times, and ask students to listen and repeat. ▪ Ask students to imitate the stress and 	<ul style="list-style-type: none"> ▪ Read the title. ▪ Listen and circle ▪ Check their deskmate's work. ▪ Evaluate their deskmate's work. ▪ Listen to teacher's questions. ▪ Answer teacher's questions. ▪ Listen to the teacher's remark. ▪ Listen to the teacher's explanation. ▪ Listen and repeat

<p>intonation.</p> <ul style="list-style-type: none"> ▪ Call some students to read the passage. ▪ Remark students' performance and correct students' pronunciation if necessary. <p>Read again and answer the question. (Exercise 4)</p> <ul style="list-style-type: none"> ▪ Explain that students are going to answer questions about the text and write yes or no. ▪ Look at the example with the class, and check that they understand the exercise. ▪ Allow time for students to read again and answer the other questions individually. ▪ Go through the answers with the class. ▪ Give comments on students' work. 	<ul style="list-style-type: none"> ▪ Imitate the stress and intonation. ▪ Volunteer to read. Answer keys + Yes, she does. + No, she doesn't + She helps her parents on the farm. + Her friends live 10 kilometers away from her. ▪ Listen to the teacher's guide. ▪ Pay attention to the example, ask if any questions. ▪ Read the text and do exercise 4. ▪ Correct the answers.
<p>Production</p> <p><i>Aim: Write a short paragraph to describe students' daily activities using sequence markers.</i></p>	
<p>Writing task</p> <ul style="list-style-type: none"> ▪ Give each student a piece of paper. ▪ Ask students to write a 4-5 sentence paragraph about their daily routines using sequence markers. ▪ Go around, observe, and help students if they do not know how to write. ▪ Pick some paper to remark. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Receive the piece of paper and say thank you to the teacher. ▪ Write the given task. ▪ Ask the teacher if needing help. ▪ Volunteer to submit the paragraph.
<p>Consolidation</p>	
<p>Let's Practice!</p> <ul style="list-style-type: none"> ▪ Ask students to look at the passages and summary the content. ▪ Have some students read the passages aloud. ▪ Have students work in pairs and take turns to read one by one sentence in the passages. 	<ul style="list-style-type: none"> ▪ Look at the picture and summary. ▪ Volunteer to read ▪ Work in pairs ▪ Read aloud

WEEK 20

Date of preparing: 30/12/2023

Date of teaching: 15-19/01/2024

Period: 75

Unit 6: Jim's day
Lesson 6: Listening, Speaking (page 47) (part 1)

A. DESIRED OBJECTIVES

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

1. Core competences**Cognition:**

- Distinguish Noun and Proper noun and recognize them in the sentences.

Skills:

- Writing: distinguish Noun and Proper noun.

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to ask and answer about basic activities in your daily life
- Problem solving and creativity: add more vocabulary items of other activities

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

- Pronounce names of each activity correctly
- Intonation: communicate naturally

2. Vocabulary: Revision

- Extra vocabulary: start school, finish school, film

3. Sentence pattern: Revision

- What time do you get up? I get up at five thirty.
- What time do you have breakfast? I have breakfast at five forty-five.
- What time do you finish school? I finish school at five.
- What time do you go to bed? I go to bed at 9.

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
Warm up	
<i>Aim: Review the vocabulary about daily routine</i>	
<ul style="list-style-type: none"> ▪ Let students play the game "Pass a ball" ▪ Give instructions to students. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Perform the activity.

<ul style="list-style-type: none"> ▪ Give students a ball, then tell them to pass the ball to each other, teacher play a song and when the teacher stop the music, the student who have the ball answer or make question as teacher request. ▪ Review some vocabulary of <i>daily routine</i>. ▪ Remark on students' pronunciation. ▪ Praise the winning team. 	<ul style="list-style-type: none"> ▪ Student who can answer/make question as teacher requested win. ▪ Listen and review the vocabulary.
<p>Presentation</p> <p><i>Aim: Listen and understand the questions and answers about daily activities</i></p>	
<ul style="list-style-type: none"> ▪ Show students each picture accordingly and explain the activity they do in the picture. ▪ Play the audio (track 61) pause after each picture ▪ Play the audio again and ask the students to mark the numbers on each according picture. ▪ Ask the students to listen to the audio track each picture separately then repeat 	<ul style="list-style-type: none"> ▪ Look at the picture and listen to the explanation. ▪ Listen to the track. ▪ Write the number down in each picture. ▪ Listen and repeat.
<p>Practice</p> <p><i>Aim: Ask and answer questions about basic activities in your daily life</i></p>	
<p>Ask and answer about you.</p> <ul style="list-style-type: none"> ▪ Give students instruction to practice speaking. ▪ Show the example words. Get up Have breakfast Start school Finish school Have dinner Go to bed ▪ Show the example sentences on the screen and ask students to practice in pairs. ▪ Ask students to use the given words in the box and ask/answer question. ▪ Go through the answers with the class and correct the answer. ▪ Let students repeat the sentences. 	<ul style="list-style-type: none"> ▪ Look at the example and listen. ▪ Look at the word, listen and guess what they mean. ▪ Check and repeat the sentences. ▪ Look at the example and use the given word to practice in pairs. ▪ Check and correct the answers. ▪ Repeat the sentences.
<p>Production</p> <p><i>Aim: Distinguish between Noun and Proper noun</i></p>	
<ul style="list-style-type: none"> ▪ Ask students work in groups then read and circle the proper nouns in the sentences. 1 Thi lives in Viet Nam. 2 Mrs. Thanh is my new teacher. 3 Carlos is from Mexico. 	<ul style="list-style-type: none"> ▪ Look at the table and listen to the teacher's explanation. ▪ Answer the teacher's question.

<ul style="list-style-type: none"> ▪ Observe and correct students' mistakes. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Practice in front of the class, tell the answer to the class.
Consolidation	
<p><i>Let's Practice!</i></p> <ul style="list-style-type: none"> ▪ Ask students to use proper noun and more vocabulary items of other activities, then write about themselves. ▪ Have some students read the sentence aloud. ▪ Have students work in pairs and take turns to say the sentence they wrote. ▪ Pick some students to stand up and practice. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Look at the picture and say the sentence. ▪ Work in pairs. ▪ (The chosen student) stand up and practice. ▪ Others give comments.

WEEK 20

Date of preparing: 30/12/2023

Date of teaching: 15-19/01/2024

Period: 76

Unit 6: Jim's day
Lesson 6: Writing (page 47) (part 2)

A. DESIRED OBJECTIVES

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

1. Core competences

Cognition:

- Distinguish Noun and Proper noun and recognize them in the sentences.

Skills:

- Listening: listen and understand the questions and answers about daily activities.
- Speaking: ask and answer questions about daily routine and times.
- Writing: distinguish Noun and Proper noun.

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to ask and answer about basic activities in your daily life
- Problem solving and creativity: add more vocabulary items of other activities

B. LANGUAGE FOCUS

1. Pronunciation:

- Pronounce names of each activity correctly
- Intonation: communicate naturally

2. Vocabulary: Revision

- Extra vocabulary: start school, finish school, film

3. Sentence pattern: Revision

- | | |
|----------------------------------|--------------------------------------|
| ▪ What time do you get up? | I get up at five thirty. |
| What time do you have breakfast? | I have breakfast at five forty-five. |
| What time do you finish school? | I finish school at five. |
| What time do you go to bed? | I go to bed at 9. |

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>Warm up</p> <p><i>Aim: Review the vocabulary about daily routine</i></p>	

<ul style="list-style-type: none"> ▪ Let students play the game “Pass a ball” ▪ Give instructions to students. ▪ Give students a ball, then tell them to pass the ball to each other, teacher play a song and when the teacher stop the music, the student who have the ball answer or make question as teacher request. ▪ Review some vocabulary of <i>daily routine</i>. ▪ Remark on students’ pronunciation. ▪ Praise the winning team. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Perform the activity. ▪ Student who can answer/make question as teacher requested win. ▪ Listen and review the vocabulary.
<p>Presentation</p> <p><i>Aim: Listen and understand the questions and answers about daily activities</i></p>	
<ul style="list-style-type: none"> ▪ Show students each picture accordingly and explain the activity they do in the picture. ▪ Play the audio (track 61) pause after each picture ▪ Play the audio again and ask the students to mark the numbers on each according picture. ▪ Ask the students to listen to the audio track each picture separately then repeat 	<ul style="list-style-type: none"> ▪ Look at the picture and listen to the explanation. ▪ Listen to the track. ▪ Write the number down in each picture. ▪ Listen and repeat.
<p>Practice</p> <p><i>Aim: Ask and answer questions about basic activities in your daily life</i></p>	
<p>Ask and answer about you.</p> <ul style="list-style-type: none"> ▪ Give students instruction to practice speaking. ▪ Show the example words. Get up Have breakfast Start school Finish school Have dinner Go to bed ▪ Show the example sentences on the screen and ask students to practice in pairs. ▪ Ask students to use the given words in the box and ask/answer question. ▪ Go through the answers with the class and correct the answer. ▪ Let students repeat the sentences. 	<ul style="list-style-type: none"> ▪ Look at the example and listen. ▪ Look at the word, listen and guess what they mean. ▪ Check and repeat the sentences. ▪ Look at the example and use the given word to practice in pairs. ▪ Check and correct the answers. ▪ Repeat the sentences.
<p>Production</p> <p><i>Aim: Distinguish between Noun and Proper noun</i></p>	
<p>Noun and Proper noun</p>	

<ul style="list-style-type: none"> ▪ Show the noun and proper noun table on the screen then explain the differences. <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Noun</td> <td style="width: 50%;">Proper noun</td> </tr> <tr> <td>Girl</td> <td>Thi</td> </tr> <tr> <td>Teacher</td> <td>Mr.Quang</td> </tr> <tr> <td>Country</td> <td>Viet Nam</td> </tr> <tr> <td>City</td> <td>Ho Chi Minh city</td> </tr> <tr> <td>Book</td> <td>Family and Friends</td> </tr> <tr> <td>Movie</td> <td>Toy Story</td> </tr> </table> <ul style="list-style-type: none"> ▪ Point to a word in the box and ask the students if it's noun or proper noun? ▪ Ask students work in groups then read and circle the proper nouns in the sentences. <ol style="list-style-type: none"> 1 Thi lives in Viet Nam. 2 Mrs. Thanh is my new teacher. 3 Carlos is from Mexico. <ul style="list-style-type: none"> ▪ Observe and correct students' mistakes. ▪ Give comments and praise. 	Noun	Proper noun	Girl	Thi	Teacher	Mr.Quang	Country	Viet Nam	City	Ho Chi Minh city	Book	Family and Friends	Movie	Toy Story	<ul style="list-style-type: none"> ▪ Look at the table and listen to the teacher's explanation. ▪ Answer the teacher's question. ▪ Practice in front of the class, tell the answer to the class. ▪ Listen to the teacher's correction.
Noun	Proper noun														
Girl	Thi														
Teacher	Mr.Quang														
Country	Viet Nam														
City	Ho Chi Minh city														
Book	Family and Friends														
Movie	Toy Story														
Consolidation															
<p><i>Let's Practice!</i></p> <ul style="list-style-type: none"> ▪ Ask students to use proper noun and more vocabulary items of other activities, then write about themselves. ▪ Have some students read the sentence aloud. ▪ Have students work in pairs and take turns to say the sentence they wrote. ▪ Pick some students to stand up and practice. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Look at the picture and say the sentence. ▪ Work in pairs. ▪ (The chosen student) stand up and practice. ▪ Others give comments. 														

Kiểm tra ngày 02/01/2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 21

Date of preparing: 30/12/2023

Date of teaching: 22-26/01/2024

Period: 77

Review 2 – Part 1 (page 48) (part 1)**A. DESIRED OBJECTIVES***By the end of the lesson, students will be able to:***1. Core competences****Cognition:**

- Review and remember the names of the zoo animals, water sports and daily routines.
- Identify the forms of the affirmative and negative using the verb “Be”

Skills:

- Listening: listen and understand the names of the zoo animals, water sports and actions.
- Speaking: speak fluently about the the zoo animals, water sports and daily routines .
- Reading: read and understand the text about daily routines
- Writing: use the forms of the affirmative and negative using the verb “Be”

2. General Competence

- Self-control and independent learning: perform speaking, reading and writing tasks
- Communication and collaboration: work in pairs or groups to review the words.
- Problem solving and creativity: add more vocabulary items about names of other animals, water sports and actions.

3. Attributes

- Patriotism: love Viet Nam and Binh Duong
- Kindness: love people from Viet Nam and love, protect the wild animals.
- Diligence: learn how to take care the animal and themselves
- Honesty: be an animal-loving people
- Responsibility: relax and learn in time

B. LANGUAGE FOCUS**1. Pronunciation: Review****2. Vocabulary: Review****3. Sentence pattern: Review****C. INSTRUCTIONAL RESOURCES**

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

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
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Warm up	
<i>Aim: Review the vocabulary</i>	
<ul style="list-style-type: none"> ▪ Let students play the game “Guess word” ▪ Give instructions to students. ▪ Guess the names of the zoo animals or water sports or emotions through body language. ▪ Pick teams to answer and note the scores. ▪ Remark on students’ pronunciation. ▪ Praise the winning team. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Perform the activity. ▪ Say the names of the zoo animals or water sports or emotions when they see the body language.
Presentation	
<i>Aim: Understand the sentence patterns and use Simple progressive of the affirmative, interrogative and negative using the verb “Be” (am, is, are), review vocabulary from Unit 4 to 6</i>	
<ul style="list-style-type: none"> ▪ Show students some pictures of animals and daily activities and ask them try to show the words by gestures or their voice ▪ Elicit the answer: brush my teeth, get up, walk to school, kangaroo, monkey, ... ▪ Explain how to use these sentence patterns. <i>The monkey is climbing ...</i> ▪ “We can also use other personal pronouns such as We/ You/ They/ I/ He/ She/ It to substitute. Make sure they go with the right form of “Be”.” ▪ Show students other structures: <i>Is Mom watching TV?...</i> ▪ Show pictures of different animals and activities and ask students to work in pairs and practice the structures above. ▪ Observe students’ communication and help if necessary. Then, correct the mistakes. ▪ Pick some pairs to come to the front for drilling. ▪ Ask students to give their feedback on their friends’ presentation, then teacher gives feedback. 	<ul style="list-style-type: none"> ▪ Look at their actions or voice and think about the answer ▪ Listen and ask for clarification. ▪ Look at the structures and try to remember how to use them. ▪ Practice in pairs. ▪ Correct the mistakes. ▪ Volunteer to come to the front and practice. ▪ Comment on their classmates’ presentation.

Practice (12 minutes)	
<i>Aim: Identify and write the names of the zoo animals and water sports, use present progressive to describe relaxing activities</i>	
<p>Exercise 1: Complete the crossword</p> <ul style="list-style-type: none"> ▪ Ask Ss to look at the book and complete the crossword. ▪ Call some Ss to read aloud the word in each picture. ▪ Ask Ss to do this exercise in pairs ▪ Go around the class and helps Ss if they need. ▪ Call some ss write the word on the blackboard. ▪ Check the answers with Ss and give remarks <p>Exercise 2: Write the correct words</p> <ul style="list-style-type: none"> ▪ Give students instruction to do exercise 2. ▪ Show exercise 2 on the screen. ▪ Ask students to read and check the correct answer of the first sentence. ▪ Ask students to continue with other sentences. ▪ Go through the answers with the class. ▪ Ask students to repeat the correct sentences. <p>Exercise 3: Read and circle</p> <ul style="list-style-type: none"> ▪ Show the sentences on the screen and ask students to circle the answers on the each sentence. ▪ Have students do the rest of the exercise in groups of 4. ▪ Go through the answers with the class. ▪ Let students show their works 	<ul style="list-style-type: none"> ▪ Ss look at the book and complete the crossword. ▪ Some Ss read aloud ▪ Work in pairs ▪ Some ss write the word on the blackboard. <p>Answer: 2. monkey; 3. scared; 4. free; 5. snorkeling; 6. surfing; 7. funny; 8. sailing</p> <ul style="list-style-type: none"> ▪ Look at the example and listen ▪ Do the rest of the exercise. ▪ Check the answer. ▪ Repeat the sentences. <p>Answer: 2. crocodile ; 3. kangaroo ; 4. zebra 5. camel</p> <ul style="list-style-type: none"> ▪ Look at the screen. ▪ Read and write in groups ▪ Correct the mistakes. ▪ Present <p>Answer: Dad is/isn't reading a book. The girls are/aren't listening to music. The boys are/aren't playing chess. Mom is/isn't watching TV. Dad is/isn't eating an apple. The boys are/aren't listening to music.</p>

WEEK 21

Date of preparing: 30/12/2023

Date of teaching: 22-26/01/2024

Period: 78

Unit: Review 2**Part 2 (page 49)****A. DESIRED OBJECTIVES***By the end of the lesson, students will be able to:***1. Core competences****Cognition:**

- To Pronounce the phonics “ow, ou, oy, oi”
- To identify different water sports, different animals, daily activities
- To remember the vocabulary from Unit 4 to 6
- To understand the using of present continuous and simple present

Skills:

- Listening: listen and understand the questions and answers about daily activities and water sports
- Speaking: talk about daily activities and water sports
- Reading: read and understand the text.
- Writing: use simple present and present continuous to write about the animals and daily activities

2. General Competence

- Self-control and independent learning: perform speaking and listening tasks
- Communication and collaboration: work in pairs or groups to review the animals and daily routines.
- Problem solving and creativity: add more vocabulary items about names of animals, daily routines and water sports

3. Attributes

- Diligence: work and relax on time
- Responsibility: become a nature-loving people

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

- Pronounce names of animals, water sports and daily routines
- Intonation: communicate naturally

2. Vocabulary: Review**3. Sentence pattern:** Review**C. INSTRUCTIONAL RESOURCES**

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

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>Warm up <i>Aim: Review the vocabulary</i></p>	
<ul style="list-style-type: none"> ▪ Let students play the game “Who’s faster?” ▪ Give instructions to students. (each team looks at the screen and does action for their friends who do not see the word to guess, if correct their team say loud the word again to get scored.) ▪ Show the words on the screen (with pictures) ▪ Remark on students’ pronunciation. ▪ Praise the winning team. 	<ul style="list-style-type: none"> ▪ Listen to the instructions. ▪ Play game <p>Answers: words about daily routines</p>
<p>Presentation <i>Aim: Review the vocabulary from Unit 4 to 6, remind the usage of simple progressive of the affirmative and interrogative, simple present of the affirmative</i></p>	
<ul style="list-style-type: none"> ▪ Show students some pictures of animals and activities and ask them try to show the words by gestures or their voice ▪ Elicit the answer: brush my teeth, get up, walk to school, kangaroo, monkey, ... ▪ Explain how to use these sentence patterns. <i>Are the elephants drinking?</i> <i>Do you get up early? ...</i> ▪ “We can also use other personal pronouns such as We/ You/ They/ I/ He/ She/ It to substitute. Make sure they go with the right form of “Be” to complete progressive tense or simple present tense ▪ Show students other structures: <i>My brother goes to school by bus...</i> ▪ Show pictures of different animals and activities and ask students to work in pairs and practice the structures above. ▪ Observe students’ communication and help if necessary. Then, correct the mistakes. ▪ Pick some pairs to come to the front for drilling. ▪ Ask students to give their feedback on their friends’ presentation, then teacher gives feedback. 	<ul style="list-style-type: none"> ▪ Look at their actions or voice and think about the answer ▪ Listen and ask for clarification. ▪ Look at the structures and try to remember how to use them. ▪ Practice in pairs. ▪ Correct the mistakes. ▪ Volunteer to come to the front and practice. ▪ Comment on their classmates’ presentation.
<p>Practice</p>	

Aim: use present progressive and simple present to describe daily activities, memorize the phonics “ow, ou, oy, oi”

Exercise 4. Match the question with the answer

- Describe the request of exercise 4 and ask the students to work in groups of four to read silently the sentences and match to the right position
- Go through the answers with the class.
- Ask students show their works

Exercise 5. Complete the text

- Ask students work in pairs in 1 minute to describe about the pictures in Exercise 5
- Ask students *What is the picture about?*
- Put the students to work individually in 1 minute and read and complete the text
- Go through to check their works
- Ask students stand in front of class to read their complete sentences

Exercise 6. Read and complete the word:

- Ask *How many pictures are there? What are they?*
- Ask students work individually in 1 minute to read and complete the words
- Go through to help them if necessary
- Divide class into 2 groups and choose each group 5 persons to compete together to write the words. Who is faster is the winner.

Listen and fill in:

- 1, The penguin is
 2. Are the flying? - Yes, they are.
 3. Nam and his sister always to school.
 4. I have a table in the kitchen.
- Show the exercise on the screen.
 - Ask students to listen and fill in
 - Check students’ answers and correct mistakes
 - Let students repeat the sentences.

- Listen
- Work in groups

Answer:

1. d 2. f 3. a 4. e 5. b 6. c

- Work in groups of two

▪ Answer:

- Read and fill in the blanks with suitable words
1. has 2. gets
 3. brushes
 4. catches 5. walks
 6. plays

- Answer the questions

- Do as Teacher requests

Answer:

1. cow 2. soil 3.
round

4. flowers 5. toy 6.
oil

- Look at the screen.
- Listen and write.
- Correct the mistakes.

Answer:

1. swimming 2. parrot
3. walks 4. round

- Read the text again

Production

Aim: Practice the simple present and present progressive to talk about their activities

<p><u>Find the secret person:</u></p> <ul style="list-style-type: none"> ▪ Give each student a piece of paper with some daily activities of one person ▪ Ask students to go around the class and read aloud his/ her activities without the name and make sure they find the person who has the same person with them. ▪ Observe and correct students' mistakes. ▪ Pick some volunteers to practice in the front. ▪ Give comments and praise. 	<ul style="list-style-type: none"> ▪ Receive the paper ▪ Go around and do the given task. ▪ Practice in front of the class.
Consolidation	
<p><i>Ask and answer:.</i></p> <ul style="list-style-type: none"> ▪ Use simple present and present progressive to ask and answer about students' own ▪ Ask students work in pairs and take turn to practice ▪ Call some pairs present 	<ul style="list-style-type: none"> ▪ Listen the rules ▪ Work in pairs ▪ Show their works

WEEK 21

Date of preparing: 30/12/2023

Date of teaching: 22-26/01/2024

Period: 79

Extensive reading: Animals (part 1)**A. DESIRED OBJECTIVES***By the end of the lesson, students will be able to:***1. Core competences****Cognition:**

- Know more about the behavior of some animals in Cat Tien National Park.
Improving reading skill

Skills:

- Listening: listen and understand the key word in the paragraph.
- Speaking: ask and answer questions about “Champa” and talk about Ss’ favorite animals.
- Reading: understand content of the paragraph.
- Writing: use short form to answer the questions and write a short paragraph about the favorite animal.

2. General Competence

- Self-control and independent learning: perform reading and speaking tasks
- Communication and collaboration: work in pairs or groups to ask and answer.
- Problem solving and creativity: add more vocabulary items about names of animals, things.

3. Attributes

- Patriotism: love country and love animals.
- Kindness: love natural, animals.
- Diligence: learn English to communicate with people around the world

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

- Pronounce names of animals, things, foods correctly
- Intonation: communicate naturally

2. Vocabulary:

- Rainforest, famous, wild animals, boots, flashlights, frighten, park keeper,....

3. Sentence pattern:

- Article: a/an/some

C. INSTRUCTIONAL RESOURCES

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

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
Warm up <i>Aim: introducing Cat Tien National Park.</i>	

<p>* T shows some pictures of animals and Cat Tien National Park. “What’s the name of animal? Where is the sun bear?” * T checks.</p>	<p>* Look at the cards and answer T’s questions. * Whole class works.</p>
<p>Presentation <i>Aim: Understand the main idea in the paragraph.</i></p>	
<p>Presentation: *T plays the tap and ask Ss to underline the new words. *T plays the tap again and pause to explain the words that Ss don’t know. *T asks Ss to read in silent while going around the class and helps Ss if they need. *T calls four Ss to read four parts. *T asks Ss to work in pairs to answer the question. “What animals can you see in Cat Tien National Park?” *T checks the answers with Ss.</p>	<p>*Ss listen to the tap carefully and read it in silent. *Ss listen to the tap carefully again and ask the words if Ss don’t know. *Read the text in silent. *Some Ss read aloud *Ss work in pairs and answer the question. *Ss give remarks for their classmates. <i>Answer:</i> <i>Elephants, crocodiles, monkeys, snakes, bats, bears, birds.</i></p>
<p>Practice <i>Aim: Find more information about Cat Tien National Park (especial Champa)</i></p>	
<p>*T gives each student a paper that have 4 random questions. *T hangs out each part of paragraph around the class then ask Ss to go around and find out the answer. *T calls some Ss to asks and answer. *T gives comments. 1. <i>Where is the best time to see animals in Cat Tien National Park?</i> 2. <i>What should you take with you at night?</i> 3. <i>How old is Champa?</i> 4. <i>Where does Champa live?</i> 5. <i>What does Champa like to eat?</i> 6. <i>When does Champa sleep?</i> *T checks answers with whole class</p>	<p>*Ss read the questions they had received. *Ss go around class to find the answer then write down in their paper. *Ss ask and answer the questions, the others give feedback. 1. <i>At night.</i> 2. <i>Special boots and flashlight.</i> 3. <i>She is 12 years old.</i> 4. <i>She lives in the bear center at Cat Tien National Park.</i> 5. <i>She likes mangoes.</i> 6. <i>She sleeps during the day.</i> *Look at take note</p>

Production	
<i>Aim: Talk about their favorite animals.</i>	
<p>*T ask Ss to work in group of four to talk about their opinion. <i>1. Do you want to visit Cat Tien National Park?</i> <i>Why?/ why not?</i> *T calls some Ss to talk about their favorite animals. *T corrects if Ss make any mistake.</p>	<p>*Ss work in group of 4. *Ss answer the questions. *Ss listen to their friend and give the idea if they have the same favorite animal.</p>
Consolidation	
<p><i>Play the game: who am I?</i> *T explains rule of the game. *T calls some Ss to describe their favorite animal then ask the other to guess. *T gives comments.</p>	<p>*Ss listen to T *Ss say “Bingo” to take turn. *Ss give remarks for their classmates’ answer.</p>

WEEK 21

Date of preparing: 30/12/2023

Date of teaching: 22-26/01/2024

Period: 80

Extensive reading: Animals (part 2)**A. DESIRED OBJECTIVES***By the end of the lesson, students will be able to:***1. Core competences****Cognition:**

- Know more about the behavior of some animals in Cat Tien National Park.
Improving reading skill

Skills:

- Listening: listen and understand the key word in the paragraph.
- Speaking: ask and answer questions about “Champa” and talk about Ss’ favorite animals.
- Reading: understand content of the paragraph.
- Writing: use short form to answer the questions and write a short paragraph about the favorite animal.

2. General Competence

- Self-control and independent learning: perform reading and speaking tasks
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- Diligence: learn English to communicate with people around the world

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

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3. Sentence pattern:

- Article: a/an/some

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

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
Warm up <i>Aim: introducing Cat Tien National Park.</i>	

<p>* T shows some pictures of animals and Cat Tien National Park. “What’s the name of animal? Where is the sun bear?” * T checks.</p>	<p>* Look at the cards and answer T’s questions. * Whole class works.</p>
<p>Presentation <i>Aim: Understand the main idea in the paragraph.</i></p>	
<p>Presentation: *T plays the tap and ask Ss to underline the new words. *T plays the tap again and pause to explain the words that Ss don’t know. *T asks Ss to read in silent while going around the class and helps Ss if they need. *T calls four Ss to read four parts. *T asks Ss to work in pairs to answer the question. “What animals can you see in Cat Tien National Park?” *T checks the answers with Ss.</p>	<p>*Ss listen to the tap carefully and read it in silent. *Ss listen to the tap carefully again and ask the words if Ss don’t know. *Read the text in silent. *Some Ss read aloud *Ss work in pairs and answer the question. *Ss give remarks for their classmates. <i>Answer:</i> <i>Elephants, crocodiles, monkeys, snakes, bats, bears, birds.</i></p>
<p>Practice <i>Aim: Find more information about Cat Tien National Park (especial Champa)</i></p>	
<p><u>3.Read again. What animals can see in Cat Tien National park?</u> <u>4.Read again and answer the question.</u> Answer 1. at night 2. special boots and a flashlight 3. 12 years old 4. in the bear center in Cat Tien National Park 5. mangoes, apples, nuts, eggs, honey, and other fruit 6. during the day <u>5.Ask and answer</u> Answer 1. Yes, I do. Because I like love nature. 2.I like monkeys. Because They are funny. <u>6.Make an animal mask</u></p>	<p>*Ss read the questions they had received. *Ss go around class to find the answer then write down in their paper. *Ss ask and answer the questions, the others give feedback. <i>1.At night.</i> <i>2.Special boots and flashlight.</i> <i>3.She is 12 years old.</i> <i>4.She lives in the bear center at Cat Tien National Park.</i> <i>5.She likes mangoes.</i> <i>6.She sleeps during the day.</i></p>

	*Look at take note
Production	
<i>Aim: Talk about their favorite animals.</i>	
<p>*T ask Ss to work in group of four to talk about their opinion.</p> <p>1. <i>Do you want to visit Cat Tien National Park?</i></p> <p><i>Why?/ why not?</i></p> <p>2. <i>What's your favorite animal?</i></p> <p>*T calls some Ss to talk about their favorite animals.</p> <p>*T corrects if Ss make any mistake.</p>	<p>*Ss work in group of 4.</p> <p>*Ss answer the questions.</p> <p>*Ss listen to their friend and give the idea if they have the same favorite animal.</p>
Consolidation	
<p><i>Play the game: who am I?</i></p> <p>*T explains rule of the game.</p> <p>*T calls some Ss to describe their favorite animal then ask the other to guess.</p> <p>*T gives comments.</p>	<p>*Ss listen to T</p> <p>*Ss say "Bingo" to take turn.</p> <p>*Ss give remarks for their classmates' answer.</p>

Duyệt ngày 06/01/2024
PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/01/2024
Tổ trưởng



Huỳnh Thị Yến Trang