

WEEK 18

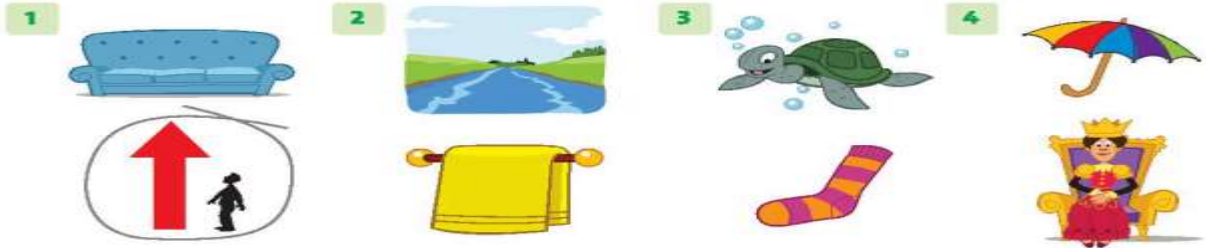
Date of preparing: 29/12/2023

Date of teaching: 02/01- 05/01/2024

Period: 35

REVIEW 1 – PART 1

I. Listen and circle (Nghe và khoanh tròn)



II. Circle the odd - one – out: (Khoanh tròn từ khác loại)

- | | | | |
|------------|-----------|-----------|-----------|
| 1. A.happy | B.hungry | C.fifteen | D.cold |
| 2. A.socks | B.shoes | C.queen | D.pants |
| 3. A.cold | B.sister | C.mom | D.brother |
| 4. A.pink | B.sofa | C.yellow | D.blue |
| 5. A. hot | B.thirsty | C.happy | D.rainbow |

III. Look and write the number. (Nhìn và viết số)



ten 10 fourteen _____ thirteen _____
 twelve _____ nine _____ fifteen _____
 sixteen _____ eleven _____

IV. Look and circle. (Nhìn và khoanh tròn)



V. Look and write:(Nhìn tranh và viết từ)

T-shirt octopus panda dress umbrella dress thirsty sad



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____

VI. Read and circle. (Đọc và khoanh tròn)



1 It's a little cat.



2 It's a big robot.



5 It's a big panda.

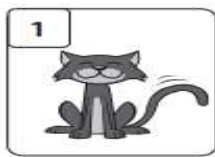


3 It's a big balloon.

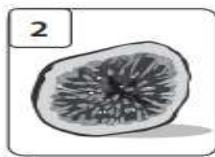


4 It's a little hippo.

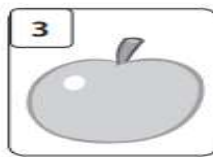
VII. Look and write. (Nhìn và viết)



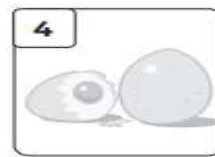
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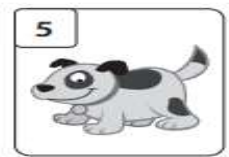
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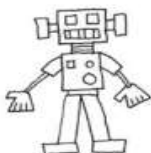
VIII. Trace and color. (viết và tô màu)



It's purple.



It's brown.



It's orange.



It's pink.

WEEK 18

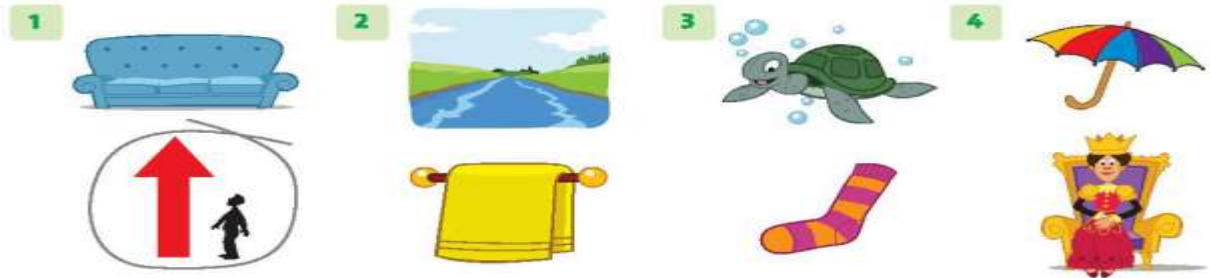
Date of preparing: 29/12/2023

Date of teaching: 02/01- 05/01/2024






Period: 36

REVIEW – PART 2

I. Listen and circle (Nghe và khoanh tròn)



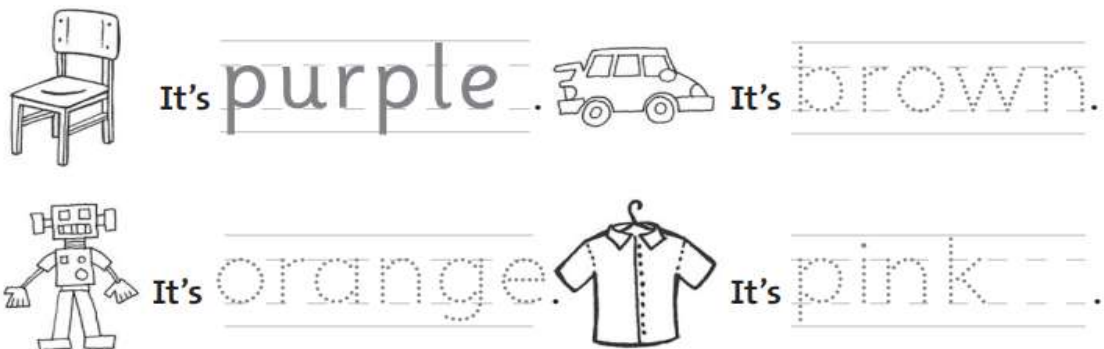
III. Circle the start sound. (khoanh tròn âm đầu của từ)

0. 	1. 	2. 	3. 	4. 
© k j	m n o	s p v	t u o	h i q


II. Odd one out. (Tìm từ khác loại)





- 1. A. one **B. purple** C. two
- 2. A. orange B. six C. blue
- 3. A. Monday B. Friday C. dad
- 4. A. four B. sister C. three
- 5. A. nine B. grandma C. brother

III. Trace and color. (viết và tô màu)





IV. Name each picture with a correct word. (viết từ đúng cho hình)


 0. apple	apple,	cold	shoes	sofa	eleven
---	--------	------	-------	------	--------


 1. _____	 2. _____	 3. _____	 4. _____
---	---	--	---


V. **Look and circle.** (*nhìn tranh và khoanh tròn*)

1.  How old are you?
I'm five. I'm three.

2.  How old are you?
I'm six. I'm five.

3.  How old are you?
I'm three. I'm five.

4.  Is this your dad?
Yes, it is. No, it isn't.

5.  Is this your brother?
Yes, it is. No, it isn't.

VI. **Write: "He/ She"** (*Viết "He / She"*) (1pt)

- | | |
|------------------|----------------------|
| 1. _____ my mom. | 3. _____ my grandpa. |
| 2. _____ my dad. | 4. _____ my sister. |

VII. **Look and match.** (*Nhìn và nối*) (1pt)

1 2 3 4 5 6 7 8 9 10

three six five one ten eight two seven nine four

VIII. **Order** (*Sắp xếp*) (1pt)

- Saturday Wednesday Tuesday Sunday
- Thursday Monday Friday

Kiểm tra ngày 02/01/2024

Tổ trưởng

A handwritten signature in blue ink, consisting of several fluid, connected strokes.

Huỳnh Thị Yến Trang

WEEK 19

Date of preparing: 29/12/2023

Date of teaching:08-12/01/2024

Period: 37

UNIT 4: I GO TO SCHOOL BY BUS
LESSON 1: WORDS

I. AIMS: Students know how to say different types of transportation.

II. OBJECTIVES: By the end of this lesson, students will be able to

- identify different types of transportation
- practice different types of transportation in the form of a chant

III. LANGUAGE:

- **Language focus:** listening, speaking
- **Vocabulary:** bus, bike, boat, car, truck, motorbike

IV. RESOURCES AND MATERIALS:

Flash cards 30-35, audio tracks 56-57

Stickers, worksheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students Hello song - Ask students sing along the song - Stick Class rules 	whole class
Review	<p>Miming game: <i>dress, socks, T-shirt, pants, shorts, shoes</i></p> <p>Ask one student to mime, others look and guess</p>	whole class
Present information	<p>Lead in: <i>Tell your students, "Look at my suitcase, what do I have?"</i></p> <ul style="list-style-type: none"> - Use Flashcards 30-36 to introduce the vocabulary for this lesson. - Hold the flashcards up one at a time and ask: <i>What's this?</i> - Say the words for children to repeat in chorus. - Put the flashcards in different places around the room. - Say a word. - Students point to the card and repeat the word in chorus. 	whole class
Guided practice 7 mins	<p>1. Listen and point. Track 56</p> <ul style="list-style-type: none"> - Play the track 56, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat 	

	<p>2. Listen and chant. Track 57</p> <ul style="list-style-type: none"> - Students listen to track 57 - Divide the class into 6 groups - Give each group a flashcard - Play the chant again - Students listen and stand up when they hear their group's clothing. - Students listen and chant along <p>Game: matching Match the words to the correct flashcards</p>	
<p>Pair/ group practice</p>	<p>3. Point and say. Stick</p> <ul style="list-style-type: none"> - Show students how to do: <ul style="list-style-type: none"> • Point to each type of transportation, say the word with students • Say:” <i>Let’s stick!</i>” • Stick the sticker and say: “truck” - Ask students to work in pairs to say and stick - Go around to help <ul style="list-style-type: none"> • Below level: Divide the class into 6 groups. Give each group a flashcard. Play the chant again. Students listen and stand up when they hear their group's type of transportation. • At level: Hold up a flashcard, students say and spell the word • Above level: ask students to categorize into no wheels/ 2 wheels/ 4 wheels/.. Ask them to think of other ways to group them. <p>4. Workbook p.30</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.30 - Go around to help and encourage the students <p>Worksheet</p> <p>Part 1:</p> <ul style="list-style-type: none"> - Model first - Point to each transportation and ask students: “What is it?” - Ask students to read the words - Say: Match. Draw a line to match the word to the picture <p>Part 2:</p> <ul style="list-style-type: none"> - Model first - Point to number 1 and ask: “What’s it?” 	<p>Pairs</p> <p>groups</p> <p>individuals</p> <p>Pairs</p>

	<ul style="list-style-type: none"> - Elicit the answer: “car” - Write the word car below - Say: “Now your turn!” <div data-bbox="427 336 877 929"> </div>	<p>Pairs</p>
<p>Conclusion 5 mins</p>	<p>Draw your favorite type of transportation</p> <div data-bbox="427 1093 1129 1780"> </div> <p>Goodbye song</p>	<p>individuals groups</p>

WEEK 19

Date of preparing: 29/12/2023

Date of teaching:08-12/01/2024

Period: 38

UNIT 4: I GO TO SCHOOL BY BUS
LESSON 2: GRAMMAR AND SONG

I. AIMS: Students know how to say these sentences *I go to (school) by (motorbike). I walk to (school).*

II. OBJECTIVES: By the end of this lesson, students will be able to

- say:” *I go to (school) by (motorbike). I walk to (school).*”
- sing a song

III. LANGUAGE:

- **Language focus:** listening, speaking, writing
- **Vocabulary:** *I go to (school) by (motorbike). I walk to (school).*
- **Review:** bus, bike, boat, car, truck, motorbike

IV. RESOURCES AND MATERIALS:

Flash cards 30-35, audio tracks 58-59, worksheet

V. TEACHING PROCEDURES:

STAGES	TEACHER’S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greeting - Sing Hello song - Class rules 	whole class
Review	<p>Chant (track 57) Play Jump</p> <ul style="list-style-type: none"> - Ask students to stand up - Hold up a flashcard (30-35) and say a word - Students look and listen; jump if the word and the flashcard are the same 	whole class
Present information	<p>Lead in: What’s missing game</p> <ul style="list-style-type: none"> - Put flashcards 30-35 on the board. - Point to each one, students say the word. - Ask students to close their eyes, take away 1 card - Students open their eyes and tell what is missing 	whole class
Guided practice	<p>1. Listen and repeat (track 58)</p> <ul style="list-style-type: none"> - Play track 58, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat - Practice with different flashcards <p>2. Listen and sing. Track 59</p> <ul style="list-style-type: none"> - Point to the pictures and elicit as much information as you can. - Place the flashcards around the room. - Play the song. 	Whole class

	<ul style="list-style-type: none"> - Students listen and point. - Play the recording again and students listen and point to the flashcards as they hear the words. - Practice several times singing and doing the actions. <p>Game: True/false Look at the picture, read the sentence and say : True or False</p>									
Pair/ group practice	<p>3. Write. Point and say. Ask students to look at the picture in their books. Point to the sentence and say: <i>I go to school by bike.</i> Write the word: <i>bike.</i> Then, say: <i>Now, your turn!</i> Ask Ss to work in pairs to read their sentence.</p> <ul style="list-style-type: none"> • Below level: Unscramble some sentences. Example: <i>school/bus/I/ go/to/ by.</i> • At level: Give students the lyrics but blank out some words. Students listen and fill in the blanks. • Above level: Give students the lyrics but blank out some words. Students listen and fill in the blanks. Ask them to replace them with other words to make a new version. <p>Ask students to sing their new version of the song. LET'S TALK</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. - Students read the statement. - Have students work in pairs to say the statement with all of the different types of transportation. <p>4. Workbook p. 31</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.31 - Go around to help and encourage the students <p>Worksheet</p> <ul style="list-style-type: none"> - Give each pair a worksheet - Students work in pair ask and answer - Move around to help 	<p>Pairs</p> <p>groups</p> <p>Pairs</p> <p>individuals</p> <p>Pairs</p>								
Conclusion	<p>Say and count</p> <ul style="list-style-type: none"> · Ask students to work in groups of 5. · Students take turn to say: <i>I go to school by...</i> <table border="1" data-bbox="438 1848 1260 2027" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">NUMBERS</th> </tr> </thead> <tbody> <tr> <td><i>Walk to school</i></td> <td style="text-align: center;"><i>1</i></td> </tr> <tr> <td><i>By car</i></td> <td style="text-align: center;"><i>1</i></td> </tr> <tr> <td><i>By motorbike</i></td> <td style="text-align: center;"><i>3</i></td> </tr> </tbody> </table> <ul style="list-style-type: none"> · Ask students to choose the transportation which members in their group choose the most. 		NUMBERS	<i>Walk to school</i>	<i>1</i>	<i>By car</i>	<i>1</i>	<i>By motorbike</i>	<i>3</i>	<p>Whole class</p>
	NUMBERS									
<i>Walk to school</i>	<i>1</i>									
<i>By car</i>	<i>1</i>									
<i>By motorbike</i>	<i>3</i>									

	<ul style="list-style-type: none">Students say: <i>3 students in my group go to school by motorbike.</i> Goodbye song	
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Kiểm tra ngày 02/01/2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 20

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 39

UNIT 4: I GO TO SCHOOL BY BUS
LESSON 3: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize W and X and pronounce /w/ and /ks/

II. OBJECTIVES: By the end of this lesson, students will be able to

- recognize the upper- and lowercase forms of the letters W and X
- pronounce the sounds /w/ and /ks /

III. LANGUAGE:

Language focus: listening, speaking, writing

Vocabulary: woman, wall, box, fox

It's a (wall). What's this?

She's a (woman).

IV. RESOURCES AND MATERIALS:

Audio tracks 60-61

Phonics card 38-41, stickers

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greeting - Play HELLO SONG, ask student to sing along - Class rules 	whole class
Review	<p>Sing and point (track 59)</p> <ul style="list-style-type: none"> - Place Flashcards 30-35 around the classroom. - Play the song from Lesson 2 (Track 59) of the unit. - Students point to the correct flashcard when they hear the word. <p>What's missing game</p>	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase W, X and lowercase w, x on the board. - Say the sounds /w/ and /ks /. - Draw dotted outlines of the uppercase W, X and lowercase w, x on the board. - Ask different students to come to the board and connect the dots. 	whole class

<p>Guided practice</p>	<p>1. Listen, point, and repeat. Write. Track 60</p> <ul style="list-style-type: none"> - Play track 60, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat - Model the writing activity <p>2. Listen and chant (track 61)</p> <ul style="list-style-type: none"> - Play the recording, ask students to listen to the chant. - Put Phonics cards 38-41 in different places around the room. - Play the chant again - Students point to the cards. - Play the chant again, pause for students to repeat. <p>3. Stick and say.</p> <ul style="list-style-type: none"> - Point to the picture of the woman, elicit the word: Woman - Point to the letter W and elicit sounds /w/ - Say Let's stick! Hold up the W sticker and model placing it in the book in the correct position, while saying /w/. - Continue with other pictures. 	
<p>Pair/ group practice</p>	<p>4. Point to letters Ww and Xx.</p> <ul style="list-style-type: none"> - Read the sentences aloud. - Students listen and point - Read again - Ask students to hand up when they hear the sounds /W/ and /ks / - Students listen again, point to the letters Ww and Xx in the sentences. <ul style="list-style-type: none"> • Below level: silently mouth one of the target words and ask students to tell you what word it is. • At level: divide the class into 4 groups: woman, wall, fox, box. Play the chant. Students listen, chant along and stand up when they hear their group's name. • Above level: ask students to write their own sentences containing the words woman, wall, box, and fox. <p>4. Workbook p. 32</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.32 - Go around to help and encourage the students 	<p>groups</p> <p>individuals</p>
<p>Conclusion</p>	<p>Goodbye song</p>	<p>whole class</p>

WEEK 20

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 40

UNIT 4: I GO TO SCHOOL BY BUS**LESSON 4: NUMBERS****I. AIMS:** Students know how to recognize numbers 17, 18 and count 17, 18**II. OBJECTIVES:** By the end of this lesson, students will be able to

- recognize and say the numbers 17, 18
- learn the number words *seventeen* and *eighteen*
- use the numbers 17 and 18 in the context of a song

III. LANGUAGE:**Language focus:** listening, speaking, writing**Vocabulary:** 17, 18, *seventeen* and *eighteen***Review:** 1-16, bike, boat, truck, motorbike,...**IV. RESOURCES AND MATERIALS:**

Audio tracks 62-63

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Play HELLO SONG, ask student to sing along - Ask students to greet each other in pairs. - Remind students about Class rules - Stick Class rules on the board 	whole class
Review	Song (track 48) review numbers 15, 16	whole class
Present information	Lead in: <ul style="list-style-type: none"> - Write numbers 1-16 on the board - Ask students to count with you - Add 17, 18 to your list - Point to each number and model the word - Demonstrate how to write - Ask students to draw number in the air 	whole class
Guided practice	1. Listen, point, and repeat. Write. Track 62 <ul style="list-style-type: none"> - Play track 62, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat - Model the writing activity - Ask students to trace and write the numbers - Encourage students to say 17bikes, 18 boats 2. Point and sing (track 63) <ul style="list-style-type: none"> - Point to the picture of the <i>bikes/ boats</i> and count. - Play the recording - Ask students to clap and count with the audio. 	Whole class


	<ul style="list-style-type: none"> - Play the song - Ask students to listen and point to the pictures as they hear the words. - Play the song again, ask students to sing along. <p>3. Count and say.</p> <ul style="list-style-type: none"> - Ask: <i>How many trucks?</i> Count and elicit <i>17 trucks</i> from the class. Say: Seventeen. - Ask students to work in pair, look and count the motorbikes 	pairs
Pair/ group practice	<ul style="list-style-type: none"> • Below level: Ask students to work in pairs to solve these addition problems: $10+7=$ $10+8=$ $9+9=$ Ask them to read aloud the result. • At level: Ask students to work in pairs to solve these addition problems: $10+7=$ $10+8 =$ $9+9=$ Ask them to read aloud: Ten plus seven equals seventeen. • Above level: <ul style="list-style-type: none"> - Give students a number: 17 - Students work in groups of 5 list out as many addition problems as possible in 2 minutes: 1+ 16, 2+15,.. - Ask students to read their addition problems aloud. <p>Let's talk</p> <ul style="list-style-type: none"> - Point to the picture and speech bubble. Say SEVENTEEN. And ask: What does the boy have? to elicit the answer: Seventeen buses. - Students work in pairs and take turns saying other numbers. <p>Game: Count and choose the correct numbers</p> <p>4. Workbook p.33</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.25 - Go around to help and encourage the students 	<p>Pairs</p> <p>individuals</p> <p>pairs</p> <p>individuals</p>
Conclusion	<p>Pair work:</p> <ul style="list-style-type: none"> - Ask students to work in pair - Model how to do on the board 	pairs

	<p>Unit 3 Numbers</p> <p>1 Trace and match.</p> <p>17 eighteen</p> <p>18 seventeen</p> <p>2 Match and write.</p> <p>...eve...te...n ei...tee...</p> <p>3 Count and write.</p> <p>16 sixteen bikes</p> <p>motorbikes</p> <p>trucks</p>	
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Goodbye song

Kiểm tra ngày 02/01/2024

Tổ trưởng



Huỳnh Thị Yên Trang

WEEK 21

Date of preparing: 29/12/2023

Date of teaching: 22-26/01/2024

Period: 41

UNIT 4: I GO TO SCHOOL BY BUS
LESSON 5: SOUNDS AND LETTERS

I. AIMS: Students know how to recognize **Y, Z** and pronounce /j/ and /z/

II. OBJECTIVES: By the end of this lesson, students will be able to

- recognize the upper- and lowercase forms of the letters **Y, Z**
- pronounce the sounds /j/ and /z/

III. LANGUAGE

Language focus: listening, speaking and writing

Vocabulary: yogurt, yo-yo, zebra, zoo

I like (yogurt).

(Zebras) at the (zoo).

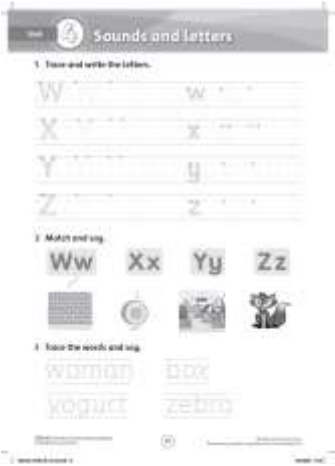
IV. RESOURCES AND MATERIALS:

Audio tracks 64-65

Phonics card 42-45, work sheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greeting - Play HELLO SONG, ask student to sing along - Class rules 	whole class
Review	<p>Song track 63</p> <p>Game: Beanbag circle (Review W, V, T, S,..)</p>	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Draw the uppercase Y, Z and lowercase y, z on the board. - Say the sounds /j/ and /z/ - Draw dotted outlines of the uppercase Y, Z and lowercase y, z on the board. - Ask different students to come to the board and connect the dots. 	whole class
Guided practice	<p><i>1. Listen, point, and repeat. Write. Track 64</i></p> <ul style="list-style-type: none"> - Play track 64, listen and point - Play again, ask students to listen and point - Play again, ask students to listen and repeat - Model the writing activity 	Groups

	<p>2. Listen and chant. Track 65</p> <ul style="list-style-type: none"> - Point to the picture and say the words: <i>yogurt, yo-yo, zebra, zoo</i> - Then say:” <i>I like yogurt. I like yo-yo. Zebras at the zoo.</i> ”, students repeat in chorus. - Play the recording, ask students to listen to the chant. - Put Phonics cards 36-37 on the board. - Play the chant again - Students point to the cards. - Play the chant again, pause for students to repeat. 	
<p>Pair/ group practice</p>	<p>3. Stick and say.</p> <ul style="list-style-type: none"> - Point to the picture and elicit the words: Zebra - Say Let’s stick! Hold up the z sticker. Say the sound /z/. - Stick letter Z next to correct place. - Say Now your turn! <ul style="list-style-type: none"> • Below level: put the phonics cards (lesson 3 &5) around the room. Play the chant, student chant and point to the correct picture. Drill pronunciation. • At level: Give students Phonics cards (unit 3&4) and ask them to match these cards to the correct sounds. • Above level: Ask students to unscramble the words and match them to the correct sounds. EX: x-f-o, l-a-l-w,... <p>Game: listen and choose the correct letters Y, Z, W, X</p> <p>4. Workbook p. 34</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.34 - Go around to help and encourage the students 	<p>Groups</p> <p>Whole class</p> <p>individuals</p>
<p>Conclusion</p>	<p>Pair work</p> <ul style="list-style-type: none"> - Show them how to do. - Ask them to match and say  <p>Children find more words that begin with W, X, Y, X</p>	<p>pairs</p>

WEEK 21

Date of preparing: 29/12/2023

Date of teaching: 22-26/01/2024

Period: 42

UNIT 4: I GO TO SCHOOL BY BUS
LESSON 6: STORY

I. AIMS: Students know that they must be careful on the road

II. OBJECTIVES: By the end of this lesson, students will be able to

- understand a short story
- understand that it is good to be careful on the road
- review and consolidate language introduced in unit 4

III. LANGUAGE:

Language focus: listening, speaking, reading

Vocabulary: review unit 4

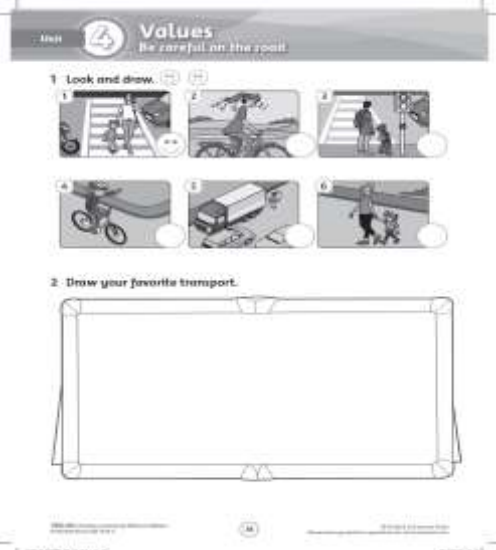

IV. RESOURCES AND MATERIALS:

Flash cards 30-35, audio tracks 59, 66, video unit 4, worksheet

V. TEACHING PROCEDURES:

STAGES	TEACHER'S ACTIVITIES	NOTES
Warm up	<ul style="list-style-type: none"> - Greet students Hello song - Ask students sing along the song - Stick Class rules 	whole class
Review	<p>Song track 59 (types of transportation)</p> <ul style="list-style-type: none"> - Place flashcards on the board - Play the song track 59 to review the vocabulary for this lesson - Ask students to sing along and point to the correct flashcards <p>Game: Hidden picture</p>	whole class
Present information	<p>Lead in:</p> <ul style="list-style-type: none"> - Use flashcards 30-35 to elicit types of transportation. - Give flashcards to 6 students, elicit the sentence: I go by (bike). - Students pass the flashcards and say the sentence. 	whole class
Guided practice	<p>Video unit 4</p> <ul style="list-style-type: none"> - Play the video clip - Pause the video, ask students to guess: "What happens next?" - Students can answer in Vietnamese <p style="text-align: center;">1. Listen to the story. Track 66</p>	

	<ul style="list-style-type: none"> - Play the track - Ask the students to point to each character as they listen to the story. - Ask students: <i>Look at Billy. Is he good or bad to standing there?</i> (Thumb up for GOOD; thumb down for BAD) - Ask students to answer why they think so - Say: <i>Billy is walking with Dad on the inside. He is careful.</i> - Ask students to repeat: Be careful on the road! <p>2. Read and say.</p> <ul style="list-style-type: none"> - Write: <i>I go....</i> on the board. - Place the flashcards next to the words - Point to each word and read the complete sentence: I go by (bus). - Ask students to repeat in chorus. - Write: <i>grandma and grandpa's house</i> on the board. - Elicit <i>I go to grandma and grandpa's house by bus!</i> - Ask students to read the sentences in each frame of the story. - Students read in chorus and then individually. <p>3. Listen again and repeat. Act. Track 66</p> <ul style="list-style-type: none"> - Divide the class into groups of 4 to play the parts of Rosy, Billy, woman and man. - Ask students to practice acting out the story with the help of the recording. 	groups
Pair/ group practice	<p>Pictionary game: a student from each team comes to the front, looks at the flashcards and draws a picture. Other students look and guess by saying: Is it a...?</p> <ul style="list-style-type: none"> • Below level: divide the class into 2 teams to play the game with 6 words: <i>bus, bike, boat, car, truck, motorbike.</i> • At level: divide the class into 2 teams to play the game with these words: <i>bus, bike, boat, car, truck, motorbike, violin, vase, towel, turtle, umbrella, ...</i> • Above level: divide the class into 2 teams to play Sentence Pictionary with 6 words: <i>bus, bike, boat, car, truck, motorbike.</i> Students have to make sentences: <i>I go by bus.</i> <p>4. Workbook p. 35</p> <ul style="list-style-type: none"> - Ask student to do exercise in workbook p.35 	individuals

	<ul style="list-style-type: none"> - Go around to help and encourage the students <p><u>VALUES: Be careful on the road</u></p> <ul style="list-style-type: none"> - Give each student a worksheet <p>PART 1:</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in part 1 - Point to picture 1 and ask: Are they careful? - Ask them to share their ideas - Ask students to look and write a check if the kid is careful. - Students work in pairs sharing their ideas - Say: Be careful on the road! - Ask them to repeat. <p>PART 2</p> <ul style="list-style-type: none"> - Ask students to look at part 2 - Ask them to draw and color 	
<p>Conclusion</p>	 <p>Goodbye song Students sing along</p>	<p>individuals</p>

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PHÓ HIỆU TRƯỞNG

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Tổ trưởng



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