

WEEK 18

Date of preparing: 29/12/2023

Date of teaching: 02/01—05/01/2024

Period: 69

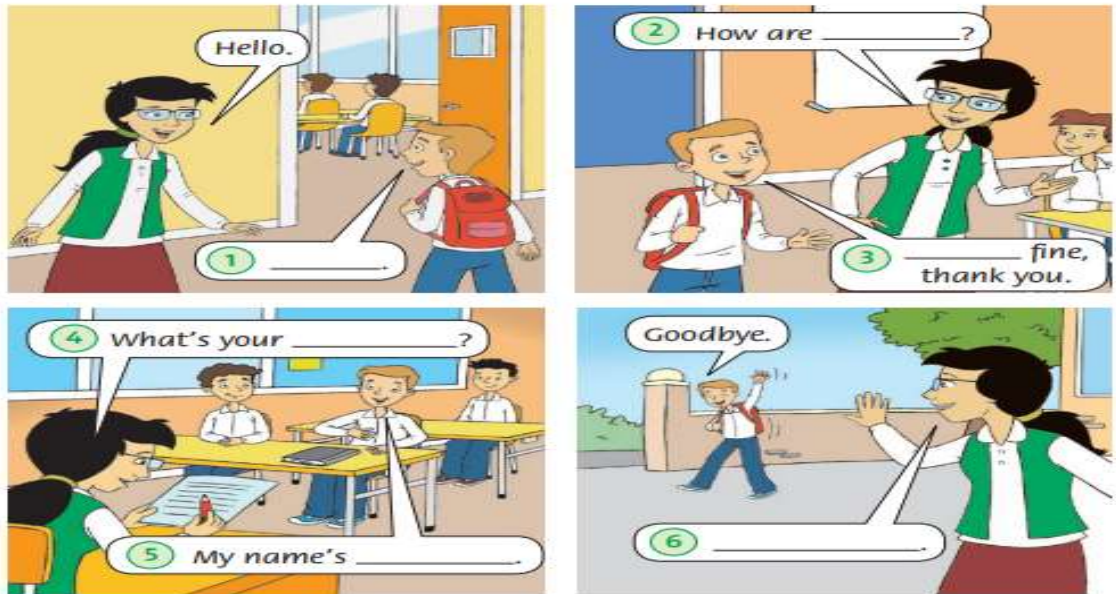
REVIEW UNIT 1 – UNIT 3

A. WRITE:



B. WRITE:

name you I'm Goodbye Hello Tim



B. MAKE THE SENTENCES:



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

A. MAKE THE SENTENCES.



1. _____ 2. _____

D. LOOK AND WRITE ABOUT HER SCHOOL THINGS.

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



Total: _____ / 22

E. READ AND WRITE ABOUT YOURSELF



Hello! I'm Rosy.
 What's your name?
 How old are you?
 What's your favorite toy?
 What's your favorite color?
 Tell me about you.

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

Tot

B. WRITE THE WORDS WITH CORRECT ORDERS.

- 1 This bike. is my
- 2 doll. your This is
- 3 my This kite. is
- 4 your is This train.
- 5 ball. is my This
- 6 This your bag. is
- 7 eraser. his That is
- 8 That bag. his is
- 9 is pencil. That her
- 10 pen. her is That
- is That book. his

This is my bike.

That is his eraser.

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REVIEW UNIT 4 – UNIT 6

1 Point and say. Write.

/6

1



2



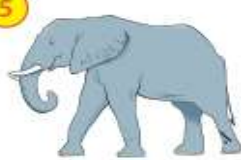
3



4



5



6



2. Look and write.

1



2



3



4



5



6



3 Circle the correct sentences.

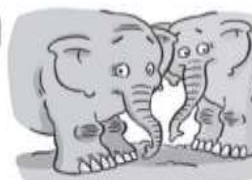
/3

1



I'm tall. /
I'm little.

2



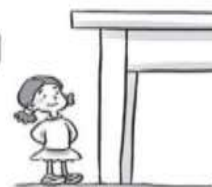
They're big. /
He's big.

3



It's tall. /
It's big.

4



She's little. /
She's tall.

4 Look and write.

/5

1 😊 I like tigers.

4 😞 I _____ fish.

2 😞 I _____ cats.

5 😊 I _____ birds.

3 😞 I _____ goats.

6 😊 I _____ lions.

5. Reorder.

1 I like don't rice.

I don't like rice.

2 Do milk? you like

3 you Do carrots? like

4 like yogurt. I

5 don't I ice cream. like

6.

Write ✓ or X.

/4



curly hair



2 straight hair



3 long hair



4 black hair



5 short hair

7. Complete the sentences.

1 She has curly hair.

2 _____ short hair.



3 _____ straight hair.



4 _____ long hair.

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THE FIRST SEMESTER TEST FOR THE THIRD GRADERS

Time allowed: 35 minutes

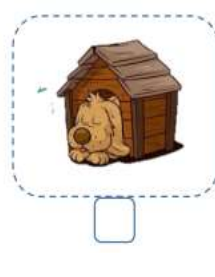
I. **LISTEN AND NUMBER** (Nghe và đánh số) (1pt)

A



1

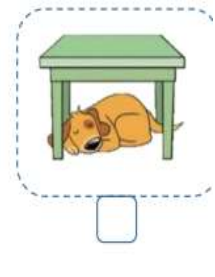
B



C



D



E

II. **LOOK AND WRITE** (Nhìn và Viết) (1pt)

0. ball

1. _____

2. _____

3. _____

4. _____

III. **CIRCLE THE ODD ONE OUT.** (Khoanh tròn từ khác loại) (1.5pts)

0. a.red

b.yellow

c.train

d.blue

1. a.plane

b.robot

c.pencil

d.car

2. a.cousin

b.puppet

c.grandpa

d.uncle

3. a.pear

b. milk

c. water

d.milkshake

4. a.long

b.thirteen

c.twelve

d.fifteen

5. a.short

b.straight

c.green

d.curly

IV. **REORDER** (Sắp xếp) (1.5pts)

0. Don't/I/ like/ monkeys.

⇒ I don't like monkeys.

1.Has/ he/ long/ hair/ brown.

⇒ _____.

2. Is/ That/ her/eraser.

⇒ _____.

3.Like/I/ fish.

⇒ _____.

4. are / the / giraffes / tall / .

⇒ _____.

5.Her/this/is/pencil case.

⇒ _____.

V. **LOOK AND ANSWER: YES, IT IS / NO, IT ISN'T.** (Xem tranh và trả lời)

(1.5pts)



0. Is this a bird? – Yes, it is.



1. Is the tree tall?

- _____.



2. Is the bag under the desk?

- _____.



3. Is that a goat?

- _____.



4. Is this her dog?

- _____.



5. Is the cat on the box?

- _____.

VI. READ AND MATCH (Đọc và nối) (1.5pts)

0. What is your name ?	a. I'm eight years old.	0.	c
1. How old are you ?	b. Yes, I do.	1.	
2. What is this ?	c. My name is Ben.	2.	
3. Is this his bike ?	d. It's her bag.	3.	
4. What is your favorite color ?	e. No, it isn't.	4.	
5. Do you like salad ?	g. My favorite color is green and yellow.	5.	

VII. READ AND NUMBER: (Đọc và đánh số) (1pt)

1. It has four legs. It's tall and yellow.

2. It has two legs.

3. It has long nose and big ears.

4. It has four legs. It's big.



VIII. READ AND WRITE YES/ NO: (Đọc và viết "Yes/No") (1pt)

Hello! I'm Long. I'm eight. This is my favorite toy. It's a car and it's blue. This is my sister, Nga. That is her bag. It's yellow.

0. I'm eight. Yes.

1. My favorite toy is a car. _____

2. The car is green. _____

3. His sister is Na. _____

4. The bag is yellow. _____

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VII. LISTEN AND NUMBER (Nghe và đánh số) (1pt)

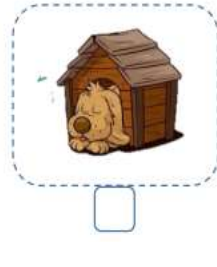


A



1

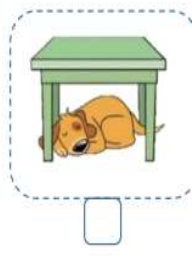
B



C



D



E

VIII. CIRCLE THE ODD ONE OUT. (Khoanh tròn từ khác loại) (1pt)

6. a.red b.yellow **c.train** d.blue
7. a.elephant b. banana c.apple d.grape
8. a. under b.in c.on d.She
9. a. meat b. milk c.water d.milkshake
10. a.long b.curly c.straight d.sixteen

IX. LOOK AND WRITE (Nhìn và viết) (1.5pt)



0.ball

1. _____

2. _____

3. _____

4. _____

5. _____

X. LOOK AND WRITE : LIKE – LIKES - DON'T LIKE – DOESN'T LIKE. (1pt)

(Nhìn và viết: like – likes/ don't like – doesn't like)

	0. I like milk.		
	1. I..... rice.		2. She yogurt.
	3. He..... meat.		4. Tony apples.

XI. READ AND MATCH (Đọc và nối) (1.5pts)

0. What is your name ?	a. I'm eight years old.	1. _____ c
1. How old are you ?	b. Yes, I do.	6. _____

2. What is this ?	c. My name is Ben.	7.
3. Is this his bike ?	d. It's her bag.	8.
4. What is your favorite color ?	e. No, it isn't.	9.
5. Do you like salad ?	g. My favorite color is green and yellow.	10.

XII. LOOK AND ANSWER: *Yes, it is / No, it isn't.* (Xem tranh và trả lời) (1.5pts)



0. Is this a bird? – Yes, it is.



1. Is the tree tall?

- _____.



2. Is the bag under the desk?

- _____.



3. Is that a goat?

- _____.



4. Is this her dog?

- _____.



5. Is the cat on the box?

- _____.

XIII. REORDER (Sắp xếp) (1.5pts)

6. Don't/I/ like/ monkeys.

⇒ I don't like monkeys.

7. Has/ he/ long/ hair/ brown.

⇒ _____.

8. Is/ That/ her/ eraser.

⇒ _____.

9. Like/I/ fish.

⇒ _____.

10. are / the / giraffes / tall / .

⇒ _____.

11. Her/this/is/pencil case.

⇒ _____.

XIV. READ AND WRITE "T" TRUE OR "F" FALSE. (1 pt)

(Đọc và viết "T" đúng hoặc "F" sai)

Hello! My name's Annie. I'm eight. This is my family. There are six people in our family: my grandpa, dad, mom, sister, brother and me. I'm very happy now. My house is red and its door is blue.

0. Her name's Anny.	F
1. She's eight.	
2. There are seven people in her family.	
3. Her house is red.	
4. The house's door is blue.	

Kiểm tra ngày 02/01/2024
Tổ trưởng



Huỳnh Thị Yến Trang

WEEK 19

Date of preparing: 29/12/2023

Date of teaching: 08-12/01/2024

Period: 73

UNIT 7: I'M WEARING A BLUE SKIRT.

Lesson One - Words / Part 1 (page 54)

I. DESIRED OBJECTIVE: By the end of the lesson, students will be able to:

1. Core competences

- Identify different types of clothing.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about clothes.
- *Problem-solving and creativity:* find out what their friends are wearing.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* skirt, scarf, jeans, boots, shirt
- *Extra vocabulary:* Here they are!

2. Pronunciation tips: Concentrate on the end sounds, in particular /f/ /t/ /s/ /z/.

3. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 54, Audio tracks 73, 83-85, Flashcards 74-78
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector,

*Culture note: Clothes

- Learn how to keep their clothes clean and neat.
- Get together with their family!

D. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
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<p>Warm-up/ Review</p>	<p>*Let's sing: Sing the song "My new friend" from Unit 6 (Track 73)</p> <ul style="list-style-type: none"> - Set up the activity. - Play the recording for students to listen. - Play the recording again. Ask students to listen and sing with music. - Call two groups/students to perform the song for the class. - Ask students to tell what they can remember about the story from the previous unit. - Retell the story with the class. Ask <i>What is the name of the new friend? Are her eyes blue?</i> - Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song and retell the story correctly. - <i>Task completed:</i> Students can sing the song and retell the story. - <i>Task uncompleted:</i> Students are unable to sing the song and retell the story. 	<ul style="list-style-type: none"> - Listen to the song. - Listen to the song again and sing with music. - Perform the song for the class. - Tell what they can remember about the story from the previous unit. - Retell the story with the teacher.
<p>Presentation</p>	<p>*Lead-in: Use Flashcards 74-78 to present the vocabulary.</p> <ul style="list-style-type: none"> - Use flashcards to elicit the vocabulary for the lesson. Hold them up one at the time for students to name the clothes. Model any words that the students don't know. - Hold the flashcards up in a different order and repeat. - Say the words again. Ask students to repeat and point to any of the clothing items that they are wearing. - Stick the flashcards on the board and write the words under them. Point to the words and the flashcards for students to repeat. 	<p>Look at the flashcards. Name the clothes.</p> <p>Look at the flashcards. Follow the teacher. Repeat and point to any of the clothing items that they are wearing.</p> <p>Look at the flashcards on the board. Repeat the words.</p>

	<ul style="list-style-type: none"> - Remark on students' pronunciation. *Listen and point. Repeat. (Track 83) - Point to the pictures. Say the words and let the students repeat. - Play the recording. Ask the students point to the correct words. - Play the recording again. Ask students to repeat each word after they hear it. - Ask some students to read the words aloud. - Check students' pronunciation. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<p>Repeat the words.</p> <p>Listen to the recording. Point to the correct words. Listen to the recording again. Repeat each word after they hear it. Read the words aloud.</p>
Practice	<ul style="list-style-type: none"> *Listen and chant. (Track 84) - Play the recording for students to listen to the chant. - Play the chant a second time for students to point to and repeat the words in the pauses in the chant. - Repeat (more than once if necessary). - Have students say the chant as the class, without the recording. - Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm of the chant. - Praise students if they have done well. →Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can say the chant correctly and fluently. 	<ul style="list-style-type: none"> - Listen to the chant. - Listen to the chant again to point to and repeat the words in the pauses in the chant. - Say the chant as the class, without the recording. - Chant and do the actions in two groups. The rest of the class claps along to the rhythm of the chant.

	<ul style="list-style-type: none"> - <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant. 	
	<p>(10 minutes)</p> <p><i>Aim: To help students remember clothes words and improve students' integrated skills.</i></p>	
Production	<p>*Game: "Pelmanism"</p> <ul style="list-style-type: none"> - Tell students about two sets of cards as mentioned. - Tell students that they are going to match the words with the suitable pictures. Give an example to show how the game is played. Check comprehension. - Put students into groups of four and give each group a set of cards. Have the groups shuffle the cards and distribute them face down on the table. - Ask each player in turn to select two cards and turn them face up. If the word matches the picture, the player wins and continues to turn over another pair. If the cards do not match, they are turned face down again and the next player has to go. - The game ends when all the cards are gone. - The student who gets the most cards at the end of the game is the winner. Praise the winner. - Ask students to read all words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember clothes words correctly. - <i>Task completed:</i> Students can remember clothes words. - <i>Task uncompleted:</i> Students are unable to remember clothes words. 	<ul style="list-style-type: none"> - Look at two sets of cards as mentioned. - Follow the teacher. - Work in groups. Shuffle the cards and distribute them face down on the table. - Select two cards and turn them face up. If the word matches the picture, the player wins and continues to turn over another pair. If the cards do not match, they are turned face down again and the next player has to go. - The game ends when all the cards are gone. - The student who gets the most cards at the end of the game is the winner. Praise the winner. - Read all words aloud.

Homework	<p style="text-align: center;">(2 minutes)</p> <ul style="list-style-type: none">- Learn new words by heart.- Do the exercises in Workbook page 50.- Prepare for the next lesson (Unit 7 - Lesson 1/Part 2).
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WEEK 19

Date of preparing: 29/12/2023

Date of teaching: 08/01 - 12/01/2024

Period: 74

UNIT 7: I'M WEARING A BLUE SKIRT.**Lesson One - Words / Part 2 (page 54)****I. DESIRED OBJECTIVES:** By the end of the lesson, students will be able to:**1. Core competences**

- Identify different types of clothing.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about clothes.
- *Problem-solving and creativity:* find out what their friends are wearing.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS**1. Vocabulary**

- *Vocabulary:* skirt, scarf, jeans, boots, shirt
- *Extra vocabulary:* Here they are!

2. Pronunciation tips: Concentrate on the end sounds, in particular /f/ /t/ /s/ /z/.**3. Skills:** Listening, Speaking and Reading.**III. RESOURCES AND MATERIALS**

- Student book - page 54, Audio tracks 83-85, Flashcards 74-78, Teacher's Guide
- Website *sachso.edu.vn*, Computer, projector,

***Culture note: Appearance**

- Learn how to keep their clothes clean and neat.
- Get together with their family!

IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
Warm-up/ Review	* Game: "Mime the word" <i>skirt scarf jeans boots</i> <i>shirt</i>	- Listen to the teacher's

	<ul style="list-style-type: none"> - Introduce the game. - Ask students to stand at their desk. - Model the activity first. Say an item of clothes, e.g., <i>jeans</i>. Have students mime putting on a pair of jeans. - Continue with other words related to clothes. - In pairs, have students mime putting on an item of clothing and their partner shouts out the word they are miming. - Call on some pairs to perform for the class. - Praise students. Give comments. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify clothes words correctly and fluently. - <i>Task completed:</i> Students can identify clothes words. - <i>Task uncompleted:</i> Students are unable to identify clothes words. 	<p>instructions.</p> <ul style="list-style-type: none"> - Stand at their desk. - Follow the teacher. Mime putting on a pair of jeans. - Continue playing the game. - Work in pairs. Mime putting on an item of clothing and their partner shouts out the word they are miming. - Perform for the class.
Presentation	<p>*Listen and point. Repeat. (Track 83)</p> <ul style="list-style-type: none"> - Stick the flashcards of clothes words on the board. - Point to the pictures. Say the words and let the students repeat. - Play the recording. Have students point to the correct words. - Ask students to repeat each word after they hear it. - Call volunteers to read the words aloud. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. 	<ul style="list-style-type: none"> - Look at the flashcards of clothes words on the board. - Repeat the words. - Listen to the recording. Point to the correct words. - Repeat each word after they hear it. - Read the words aloud.

	- <i>Task uncompleted:</i> Students are unable to point and say the words.	
Practice	<p>*Listen and read. (Track 85)</p> <ul style="list-style-type: none"> - Talk about each frame one at the time with the class. Encourage predictions from different members of the class. Accept all predictions. - Ask students to look at the story in their Student books. Play the recording for them to listen and point to each speech bubble while hearing the words. - Write the following questions on the board. <i>Why are Rosy, Tim, and Gramma at the train station? Can they find Tim's aunt and cousin? What does Gramma do?</i> - Establish that Rosy and Tim are waiting for new characters that the class has seen before. - Play the recording again. Then, ask the class to say the answers to the questions on the board. - Ask students to look the story again. Tell them to find and point to words from exercise 1. <p>*Role-play:</p> <ul style="list-style-type: none"> - Ask students to practice the conversation in pairs. - Observe students' pronunciation and help if necessary. Then, correct the mistakes. - Call some pairs perform the conversation in front of the class. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the story correctly and fluently. - <i>Task completed:</i> Students can read the story. 	<ul style="list-style-type: none"> - Give predictions. - Look at the story in their Student books. Listen to the recording and point to each speech bubble while hearing the words. - Answer the questions. - Follow the teacher. - Listen to the recording again. Say the answers to the questions on the board. - Look the story again. Tell them to find and point to words from exercise 1. - Practice the conversation in pairs. - Perform the conversation in front of the class. - Give their feedback on their friends' presentation.

	- <i>Task uncompleted:</i> Students are unable to read the story.	
Production	<p>*Game: “Describe your friend”</p> <ul style="list-style-type: none"> - Set up the activity. - Have students sit with a partner and take turns describing what their partner is wearing. When they have finished, change and find another partner. - Monitor and help students with the additional language they might need. - If students are wearing school uniforms (and therefore will have the same answers) give out pictures cut from magazines and ask them to describe what the people in the pictures are wearing. - Check students’ pronunciation. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can describe their friends fluently. - <i>Task completed:</i> Students can describe their friends. - <i>Task uncompleted:</i> Students are unable to describe their friends. 	<ul style="list-style-type: none"> - Sit with a partner and take turns describing what their partner is wearing. When they have finished, change and find another partner. - Describe what the people in the pictures are wearing.
Homework	<ul style="list-style-type: none"> - Revise the words by heart. - Do the exercises in Workbook page 50. - Prepare for the next lesson (Unit 7 - Lesson 2). 	

WEEK 19

Date of preparing: 29/12/2023

Date of teaching: 08-12/01/2024

Period: 75

UNIT 7: I'M WEARING A BLUE SKIRT.

Lesson Two - Grammar (page 55)

I. DESIRED OBJECTIVES: By the end of the lesson, students will be able to:

1. Core competences

- Talk about what people are wearing.
- Act out the story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about clothes.
- *Problem-solving and creativity:* find out what their friends are wearing.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- I'm wearing a blue skirt. He / She's wearing red pants.

2. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 55, Audio Tracks 85–86, Flashcards 74–78
- Pictures from magazines , Teacher's Guide, Website *sachso.edu.vn*
- Computer, projector,

*Culture note: Clothes

- Learn how to keep their clothes clean and neat.
- Get together with their family!

D. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	*Game: "Slow reveal" Flashcards (skirt, scarf, jeans, boots, shirt)	- Listen to the teacher's

	<ul style="list-style-type: none"> - Explain how to play the game. - Use the flashcards of clothes from the previous lessons. - Put a flashcard on the board and cover it with a piece of paper or card. - Very slowly move the paper to reveal the picture, little by little. - Ask <i>What's this?</i> The first student to guess correctly comes to the front to choose the next card. - Continue until practicing all the vocabulary in the set. - Praise students. Give comments. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly and fluently. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	<p>instructions.</p> <ul style="list-style-type: none"> - Look at a flashcard on the board. - Observe what the teacher does. - Answer the question. The first student to guess correctly comes to the front to choose the next card. - Continue playing the game.
Presentation	<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask students if they can remember what happened in the story in the last lesson. - Ask students what they can remember about the new characters. <p>*Listen to the story again. (Track 85)</p> <ul style="list-style-type: none"> - Ask students to turn to the story in their books. Check how many words they remembered. - Play the recording, pausing for students to repeat. - Divide the class into groups to play the roles in the story. 	<ul style="list-style-type: none"> - Answer what happened in the story in the last lesson. - Answer about the new characters. - Turn to the story in their books. Say the words they remembered. - Listen to the recording and repeat. - Play the roles in the story in groups.

	<ul style="list-style-type: none"> - Call some groups to perform for the class. - Praise students. Give comments. <p>Story actions</p> <p><i>Picture 1:</i> Tim points to the train.</p> <p><i>Picture 2:</i> Grandma and the aunt talk on a phone.</p> <p><i>Picture 3:</i> Grandma and the aunt talk on the phone and the aunt looks at Joe.</p> <p><i>Picture 4:</i> Everyone holds up their hands to greet each other.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the story correctly and fluently. - <i>Task completed:</i> Students can listen and repeat the story. - <i>Task uncompleted:</i> Students are unable to listen and repeat the story. 	<ul style="list-style-type: none"> - Perform for the class.
Practice	<p>*Listen and say. (Track 86)</p> <ul style="list-style-type: none"> - Have students look at the picture in the <i>Let's learn!</i> box on page 55. Ask <i>What can you see?</i> - Play the recording, pausing after each sentence for students to repeat. - Write the sentences on the board. Then, erase the clothes word in each sentence and replace them with flashcards to elicit sentences with the same pattern. - Say the new sentences for students to repeat. - Invite students to the board 	<ul style="list-style-type: none"> - Look at the picture in the <i>Let's learn!</i> box on page 55. Answer the question. - Listen to the recording and repeat. - Look at the sentences on the board. Follow the teacher. - Repeat the new sentences, - Come to the board to make new sentences.

	<p>to make new sentences.</p> <ul style="list-style-type: none"> - Check students' pronunciation. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence patterns correctly and fluently. - <i>Task completed:</i> Students can say the sentence patterns. - <i>Task uncompleted:</i> Students are unable to say the sentence patterns. <p>*Look and say (page 55)</p> <ul style="list-style-type: none"> - Draw attention to the speech bubbles in exercise 3. Ask a student to model the sentence with you. - Let students work in pairs. Ask them to take turns talking about what people are wearing. - Monitor the activity. Help with pronunciation. Model words and phrases where necessary. - Call some students to perform for the class. - Remark on students' pronunciation. Praise them. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify clothes and say the sentences correctly and fluently. - <i>Task completed:</i> Students can identify clothes and say the sentences. - <i>Task uncompleted:</i> Students are unable to identify clothes and say the sentences. 	<ul style="list-style-type: none"> - Pay attention to the speech bubbles in exercise 3. Model the sentence with you. - Work in pairs. Take turns talking about what people are wearing. <ul style="list-style-type: none"> - Perform for the class.
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<p>Production</p>	<p>*Look again and write. (page 55)</p> <ul style="list-style-type: none"> - Look at the first sentences together. Read the question and have a student read the correct answer. - Give students time to look at the pictures and read and complete the sentences with the missing verb and clothing. - Ask students to come to the board and write the answers. - Check students' answers. - Remark students' writing skills. <p>Answer:</p> <ol style="list-style-type: none"> 1. He's wearing blue jeans. 2. She's wearing a black skirt. 3. He's wearing a red shirt. 4. She's wearing black boots. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the answers correctly. - <i>Task completed:</i> Students can write the answers. - <i>Task uncompleted:</i> Students are unable to write the answers. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the photo and the speech bubble. - Have a student demonstrate the sentence by saying it and pointing first to something white and then to their shirt. - Put students in pairs to take turns saying the 	<ul style="list-style-type: none"> - Read the correct answer. - Look at the pictures and read and complete the sentences with the missing verb and clothing. - Come to the board and write the answers. - Look at the picture and speech bubble. - Follow the teacher. - Work in pairs. Take turns saying the sentence. Use other vocabulary words on the page. - Perform for the class.
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	<p>sentence. Tell them to use other vocabulary words and colors on the page.</p> <ul style="list-style-type: none"> - Call some students to perform for the class. - Check students' speaking skills. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences. 	
Homework	(2 minutes)	
	<ul style="list-style-type: none"> - Learn the pattern by heart. - Do the exercises in Workbook page 51. - Prepare for the next lesson (Unit 7 - Lesson 3). 	

WEEK 19

Date of preparing: 29/12/2023

Date of teaching: 08-12/01/2024

Period: 76

UNIT 7: I'M WEARING A BLUE SKIRT.

Lesson Three - Song (page 56)

I. DESIRED OBJECTIVE.By the end of the lesson, students will be able to:

1. Core competences

- Introduce new items of clothing.
- Describe clothes in a song.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about clothes.
- *Problem-solving and creativity*: find out what their friends are wearing.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: T-shirt, dress, hat
- *Extra vocabulary*: big, short, long, blue, red, green

2. Skills: Listening and Speaking.

III. RESOURCES AND MATERIALS

- Student book - page 56, Audio Tracks 87-88, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards 79-81 , Computer, projector,

*Culture note: Clothes

- Learn how to keep their clothes clean and neat.
- Get together with their family!

D. LEARNING EXPERIENCES.

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-	*Game: " <i>Mime the word</i> "	

up/review	<p><i>skirt, scarf, jeans, boots, shirt</i></p> <ul style="list-style-type: none"> - Explain how to play the game. - Ask students to stand at their desk. - Say an item of clothes, e.g. <i>jeans</i>. Have students mime putting on a pair of jeans. - Continue with other words related to clothes. - In pairs, have students mime putting on an item of clothing and their partner shouts out the word they are miming. - Call some students to perform for the class. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify and say clothes words nicely. - <i>Task completed:</i> Students can identify and say clothes words. - <i>Task uncompleted:</i> Students are unable to identify and say clothes words. 	<ul style="list-style-type: none"> - Listen to the teacher's explanation. - Stand at their desk. - Listen to an item of clothes. Mime putting on a pair of jeans. - Continue to play the game. - Work in pairs. Mime putting on an item of clothing and their partner shouts out the word they are miming. - Perform for the class.
Presentation	<p>*Lead-in: Use Flashcards 79-81 to introduce the new words.</p> <ul style="list-style-type: none"> - Use flashcards to introduce new vocabulary. - Hold the flashcards up one at a time and say the words for students to repeat. Then hold them up in random order for students to repeat again. - Stick the flashcards to the board and write the words under them. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can pronounce the words correctly. - <i>Task completed:</i> Students can 	<ul style="list-style-type: none"> - Look at the flashcards. - Repeat the words. - Look at the flashcards and the words.

	<p>pronounce the words.</p> <ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to pronounce the words. <p>*Listen and point. Repeat (Track 87)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. Ask students to point to the correct words. - Play the recording again. Have students repeat each word after they hear it. - Remark on students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the words correctly. - <i>Task completed:</i> Students can listen and repeat the words. - <i>Task uncompleted:</i> Students are unable to listen and repeat the words. 	<ul style="list-style-type: none"> - Look at the pictures. Repeat the words. - Listen to the recording. Point to the correct words. - Listen to the recording again. Repeat each word after they hear it.
<p>Practice</p>	<p>*Listen and sing. (Track 88)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures in their books. Elicit as many of the words as possible. Provide words as needed. - Ask students to predict what the song is about (<i>colorful clothing</i>). Encourage them to tell the things that made them think this. - Play the recording through once for students to follow in their books. - Play the recording again for students to sing along. - Call two groups/students to perform for the class. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> 	<ul style="list-style-type: none"> - Look at the pictures in their books. - Predict what the song is about (<i>colorful clothing</i>). Tell the things that made them think this. - Listen to the song and follow in their books. - Listen to the song again and sing along. - Perform for the class.

	<p>Students can sing the song fluently.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. <p>*Sing and do. (page 56)</p> <ul style="list-style-type: none"> - Ask students to look at the pictures and tell an action for each verse of the song. - Play the song again. Sing and do the actions as a class. - Pause the recording after the first verse. - Elicit boots and T-shirt from the students. - Ask students to predict what colors they will hear for boots and T-shirt. - Let students hear two more verses of the song. Ask them if they guessed correctly after each. - Call two groups/students to sing and do their actions in front of the class. - Give feedback. <p>Song actions</p> <p><i>hat:</i> pat your head/pretend to put something on your head <i>boots:</i> pretend to put boots on and stomp your feet <i>T-shirt:</i> raise arms to make a T shape <i>Look at me!:</i> point to self</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing and do the actions nicely. - <i>Task completed:</i> Students can sing and do the actions. - <i>Task uncompleted:</i> Students are unable to sing and do the actions. 	<ul style="list-style-type: none"> - Look at the pictures and tell an action for each verse of the song. - Listen to the song again and do their actions as a class. - Predict what colors they will hear for boots and T-shirt. - Hear two more verses of the song. - Sing and do their actions in front of the class.
Production	*Game: “Pass the ball” <i>skirt, scarf, jeans, boots, shirt</i>	

	<p style="text-align: center;"><i>T-shirt, dress, hat</i></p> <ul style="list-style-type: none"> - Explain how to play the game. - Model the activity first. - Give a ball to one student. - Play the song “<i>I’m wearing a hat</i>” and ask her/him to pass the ball to the second one. The second student passes the ball to the third one, and so on. - Stop the music. Ask the student who is holding the ball to say an item of clothing they have learnt, <i>e.g. dress</i>. - Continue to play the game until all the words are said. - Praise students if they have done well. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say clothes words correctly. - <i>Task completed:</i> Students can say clothes words. - <i>Task uncompleted:</i> Students are unable to say clothes words. 	<ul style="list-style-type: none"> - Listen to the teacher’s instructions. - Follow the teacher. - Hold a ball. - Listen to the song. Pass the ball to the second one. The second student passes the ball to the third one, and so on. - The student who is holding the ball says an item of clothing they have learnt, <i>e.g. dress</i>. - Continue to play the game.
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 52. - Prepare for the next lesson (Unit 7 - Lesson 4). 	

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: 77

UNIT 7: I'M WEARING A BLUE SKIRT.

Lesson Four - Phonics (page 57)

I. DESIRED OBJECTIVES By the end of the lesson, students will be able to:

1. Core competences

- Pronounce the sounds /f/, /tʃ/, and /θ/ at the beginning of words.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about words beginning with sounds/letters the teacher asks.
- *Problem-solving and creativity*: find out words beginning with sounds /f/, /tʃ/, and /θ/.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: shoes, chair, three
- *Extra vocabulary*: with me / you, sheep, shirt, chick, thin

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 57, Audio Tracks 89-90 , Phonics cards 24-26 ,Teacher's Guide
- Website *sachso.edu.vn*, Computer, projector,

*Culture note: Clothes

- Learn how to keep their clothes clean and neat.
- Get together with their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	*Game: " <i>Miming game</i> " <i>skirt, scarf, jeans, boots, shirt, T-</i>	

	<p><i>shirt, dress, hat</i></p> <ul style="list-style-type: none"> - Introduce the game. - Ask a student to stand up. Whisper an item of clothing to him/her, e.g., <i>T-shirt</i>. Have him/her mime for the class. - Ask the class <i>What's he / she wearing?</i> Encourage them to respond, using the structure <i>He's / She's wearing a...</i> - The first student to answer correctly does the next mime. - Put the class into groups of five to six students to play the game together thinking of their own mimes. - Praise students. Give comments. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say clothes words correctly and fluently. - <i>Task completed:</i> Students can say clothes words. - <i>Task uncompleted:</i> Students are unable to say clothes words. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Stand up. Listen to an item of clothing. Mime for the class. - Follow the teacher. Answer the question. - The first student to answer correctly does the next mime. - Work in pairs. Play the game together thinking of their own mimes.
<p>Presentation</p>	<p>*Lead-in: Use Flashcards to introduce the letters and the words.</p> <p><i>Flashcards (sh, shoes, ch, chair, th, three)</i></p> <ul style="list-style-type: none"> - Write <i>sh</i> on the board. Explain that the letters <i>s</i> and <i>h</i> are special friends and when they are together in English words, they make a special sound /ʃ/. Say /ʃ/ and point to the letters on the board. - Repeat with <i>ch</i> and <i>th</i>, and say the sounds, /tʃ/ and /θ/. Say the sounds and point to the letters on the board. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say 	<ul style="list-style-type: none"> - Look at <i>sh</i> on the board. Listen to the teacher's explanation. - Follow the teacher.

	<p>the letters and the words correctly and fluently.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can say the letters and the words. - <i>Task uncompleted:</i> Students are unable to say the letters and the words. <p>*Listen and point. Repeat (Track 89)</p> <ul style="list-style-type: none"> - Write <i>sh</i>, <i>ch</i>, and <i>th</i> on the board. Point to each and say the letter names and sound for students to repeat. - Stand with your back to students and show them how to draw the letters in the air as you say the sound for each. - Say the sounds again as students draw the letters in the air. - Present the words on the phonics cards. Say the letter names, sounds, and then the words for students to repeat. - Check students' pronunciation. Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the letter names, sounds, and the words correctly and fluently. - <i>Task completed:</i> Students can point and say the letter names, sounds, and the words. - <i>Task uncompleted:</i> Students are unable to point and say the letter names, sounds, and the words. 	<ul style="list-style-type: none"> - Look at <i>sh</i>, <i>ch</i>, and <i>th</i> on the board. Repeat the letter names and sound - Follow the teacher. - Draw the letters in the air. - Look at the words on the phonics cards. Repeat the letter names, sounds, and then the words.
Practice	<p>*Read the chant again. Say the words with <i>sh</i>, <i>ch</i>, and <i>th</i>. (page 57)</p> <ul style="list-style-type: none"> - Write the first line of the chant on the board. Ask a student to 	<ul style="list-style-type: none"> - Look at the first line of the chant on the board. Come up and circle the

	<p>come up and circle the examples of the sound /ʃ/ (<i>Shirley / shoes</i>). Tell students to put their fingers on these words in the chant in their books.</p> <ul style="list-style-type: none"> - Tell students to get their notebooks. Ask them to write the words <i>Shirley</i> and <i>shoes</i> in their notebooks. - Tell students to continue finding the words with <i>sh</i> and copying them in their notebooks. - Repeat the same procedure with the sounds <i>ch</i> and <i>th</i>. - Check students' pronunciation. Give feedback. <p>Answers: <i>sh</i> /ʃ/: line 1 (<i>Shirley / short</i>), line 2 (<i>Shirley / shoes</i>), line 3 (<i>shirt</i>), line 4 (<i>she</i>), line 5 (<i>Shirley / sheep</i>), line 7 (<i>Shirley</i>) <i>ch</i> /tʃ/: line 4 (<i>chair</i>) <i>th</i> /θ/: line 5 (<i>three</i>), line 6 (<i>three</i>)</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<p>examples of the sound /ʃ/ (<i>Shirley / shoes</i>). Put their fingers on these words in the chant in their books.</p> <ul style="list-style-type: none"> - Get their notebooks. Write the words <i>Shirley</i> and <i>shoes</i> in their notebooks. - Continue finding the words with <i>sh</i> and copying them in their notebooks. - Repeat with the sounds <i>ch</i> and <i>th</i>.
Production	<p>*Look at the pictures. Write and say the words. (page 57)</p> <ul style="list-style-type: none"> - Tell students to get their notebooks and write numbers 1-4. - Write the letters <i>sh</i>, <i>ch</i>, and <i>th</i>. Point to the letters and elicit the sound for each. - Ask students to look at the four 	<ul style="list-style-type: none"> - Get their notebooks and write numbers 1-4. - Look at the letters <i>sh</i>, <i>ch</i>, and <i>th</i>. - Look at the four pictures and say the words out

	<p>pictures and say the words out loud. Say the numbers of the pictures in random order for students to identify them.</p> <ul style="list-style-type: none"> - Ask students to say the words again and identify the first sound of each word. Tell them to write words in their notebooks next to the number of the picture. - Call students to give the answers for each sentence. - Check their friends' answers. Praise students if they have done well. <p>Answers: 1. sheep 2. chair 3. thin 4. shirt</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the words correctly. - <i>Task completed:</i> Students can write the words. - <i>Task uncompleted:</i> Students are unable to write the words. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. Say <i>The shoe is blue.</i> - Ask a student to read the sentence. - Put students in pairs to take turns saying the sentence. - Tell students to use other colors and vocabulary words on the page. - Call some pairs practice in front of the class. - Check students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say 	<p>loud. Identify the pictures.</p> <ul style="list-style-type: none"> - Say the words again and identify the first sound of each word. Write words in their notebooks next to the number of the picture. - Give the answer for each sentence. - Check their friends' answers. <ul style="list-style-type: none"> - Look at the picture and speech bubble. - Read the sentence. - Work in pairs to take turns saying the sentence. - Use other colors and vocabulary words on the page. - Practice in front of the class.
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	the sentences correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences.	
Homework	- Review the words and the patterns. - Do the exercises in Workbook page 53. - Prepare for the next lesson (Unit 7 - Lesson 5).	

WEEK 20

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 78

UNIT 7: I'M WEARING A BLUE SKIRT.

Lesson Five - Skills Time! / Part 1 (page 58)

I. DESIRED OBJECTIVES.By the end of the lesson, students will be able to:

1. Core competences

- Read and understand a poem.
- Find specific information in a text.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about the colors of clothes.
- *Problem-solving and creativity*: find out what their friends are wearing.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review clothes words, color words, adjectives to describe people

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 58, Audio Tracks 91 , Flashcards 5-12, Teacher's Guide
- Website *sachso.edu.vn*, Computer, projector,

*Culture note: Clothes

- Learn how to keep their clothes clean and neat.
- Get together with their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	*Game: "Stop the bus"	

	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;"><i>Clothes</i></th> <th style="padding: 5px;"><i>Color</i></th> <th style="padding: 5px;"><i>Adjectives</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; text-align: center;">skirt</td> <td style="padding: 5px; text-align: center;">pink</td> <td style="padding: 5px; text-align: center;">tall</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> <tr> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> <td style="padding: 5px;">.....</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - Explain how to play the game. - Put students into four groups. - Give each group a table like the ones above. - Ask each group to write the words suitable for each column. - Give an example. - Give students three minutes to do the task. - The first group to finish shouts “Stop the Bus!”. - Check their answers. The group with the most correct words is the winner. - Praise the winner. Give comments. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the words correctly. - <i>Task completed:</i> Students can write the words. - <i>Task uncompleted:</i> Students are unable to write the words. 	<i>Clothes</i>	<i>Color</i>	<i>Adjectives</i>	skirt	pink	tall	<ul style="list-style-type: none"> - Listen to the teacher’s explanation. - Work in groups. - Write the words suitable for each column. - Follow the teacher. - Do the task in three minutes. - The first group to finish shouts “Stop the Bus!”. - The group with the most correct words is the winner.
<i>Clothes</i>	<i>Color</i>	<i>Adjectives</i>																		
skirt	pink	tall																		
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<p>Presentation</p>	<p>*Lead-in: Use the picture on page 58</p> <ul style="list-style-type: none"> - Draw an outline of a bus on the board. Ask the students <i>Do you travel by bus? Where do you go by bus? Do you like traveling by bus?</i> - Ask students what other forms of transportation they often use. Do they know about any different forms of transportation in other countries? - Ask students to look at the picture on page 58 and make predictions about what they are about to read, e.g. <i>It’s about the bus station and the people at the bus station.</i> - Ask students to look at the layout of the text and elicit that it is a poem because it’s written in verses. 	<ul style="list-style-type: none"> - Look at a bus on the board. Answer the questions. - Answer what other forms of transportation they often use. - Look at the picture on page 58 and make predictions about what they are about to read. 																		

	<p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer the questions correctly. - <i>Task completed:</i> Students can answer the questions. - <i>Task uncompleted:</i> Students are unable to answer the questions. <p>*Look at the picture. Where are the people? (Page 58)</p> <ul style="list-style-type: none"> - Point to the bus at the end of the row and ask <i>How many buses can you see?</i> - Point to the people and their bags, and ask <i>Where are the people?</i> Ask further questions, e.g. <i>How many people can you see at the bus station? What do they have? What are they wearing?</i> - Give feedback. <p>Answer: The people are at a bus station.</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can describe the picture correctly. - <i>Task completed:</i> Students can describe the picture. - <i>Task uncompleted:</i> Students are unable to describe the picture. 	<ul style="list-style-type: none"> - Look at the layout of the text and elicit that it is a poem because it's written in verses. - Look at the bus at the end of the row. Answer the questions. - Look at the people and their bags. Answer the questions.
PRACTICE	<p>*Listen and read. (Track 91)</p> <ul style="list-style-type: none"> - Tell students they are going to hear a poem. - Play the recording for students to listen and follow along. - Write the following comprehension questions on the board. <i>Where are the girl and her family? How many boys do you see? How many girls do you see? Do you see a blue shirt?</i> - Play the recording again for students to listen and think about the answers. Discuss the answers verbally to check comprehension. 	<ul style="list-style-type: none"> - Listen to the teacher. - Listen to the recording and follow along. - Observe the questions. - Listen to the recording again and think about the answers.

	<ul style="list-style-type: none"> - Call some students to give the answers for the class. - Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read a poem correctly and fluently. - <i>Task completed:</i> Students can read a poem. - <i>Task uncompleted:</i> Students are unable to read a poem. 	<ul style="list-style-type: none"> - Give the answers for the class.
<p>Production</p>	<p>*Further practice</p> <ul style="list-style-type: none"> - Put the students in groups of four. - Give students the color flashcards. - Have the groups say the poem and hold up the flashcards for the colors as they are said in the poem. - Have groups perform for the class. - Remark on students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the poem correctly. - <i>Task completed:</i> Students can say the poem. - <i>Task uncompleted:</i> Students are unable to say the poem. <p>*Game: "Running dictation"</p> <ul style="list-style-type: none"> - Introduce the game. - Divide the poem into two verses. - Stick two pieces of paper with two verses on the walls in the class. <ul style="list-style-type: none"> ○ Have students work in four groups. Have students run and find the verses around him/ her, then turn back to his leader and tell what he/ she has read. ○ The group that writes the verse first is the winner. - Praise the winner. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the verses 	<ul style="list-style-type: none"> - Work in groups of four. - Hold the color flashcards. - Say the poem and hold up the flashcards for the colors as they are said in the poem. - Perform for the class. <ul style="list-style-type: none"> - Listen to the teacher. - Observe two pieces of paper with two verses on the walls in the class. - Work in four groups. Run and find the verses around him/ her, then turn back to his leader and tell what he/ she has read. ○ The group that writes the verse first is the winner.

	correctly. - <i>Task completed:</i> Students can write the verses. - <i>Task uncompleted:</i> Students are unable to write the verses.	
Homework	<ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 54.- Prepare for the next lesson (Unit 7 - Lesson 5/Part 2).	

WEEK 20

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 79

UNIT 7: I'M WEARING A BLUE SKIRT.

Lesson Five - Skills Time! / Part 1 (page 58)

I. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

1. Core competences

- Read and understand a poem.
- Find specific information in a text.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about the colors of clothes.
- *Problem-solving and creativity*: find out what their friends are wearing.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review clothes words, color words, adjectives to describe people

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 58
- Audio Tracks 88, 91
- Flashcards 5-12
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector,

***Culture note: Clothes**

- Learn how to keep their clothes clean and neat.

- Get together with their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Let's sing: Sing the song "I'm wearing a hat!" (Track 88)</p> <ul style="list-style-type: none"> - Set up the activity. Tell students they are going to sing <i>I'm wearing a hat!</i> from Lesson 3 to energize the class. - Play the recording for students to listen. - Play the recording again for students to sing in chorus. - Let students to sing the song without music. Have students clap their hands as singing the song. - Give comments. Praise students. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song nicely. - <i>Task completed:</i> Students can sing the song. - <i>Task uncompleted:</i> Students are unable to sing the song. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Listen to the song. - Listen to the song again and sing in chorus. - Sing the song without music. Clap their hands as singing the song.
Presentation	<p>*Lead-in: "Listen and read" (page 58)</p> <ul style="list-style-type: none"> - Ask students to look at the poem with pictures. - Play the recording (Track 91) for students to listen and follow silently in their books. - Play the recording again and ask students to repeat. - Pick some volunteers to read the poem in the front of the class. - Give comments and praise. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the poem correctly. - <i>Task completed:</i> Students can read the poem. - <i>Task uncompleted:</i> Students are unable to read the poem. <p>*Read again. Write the word. (Page 58)</p> <ul style="list-style-type: none"> - Ask students to close their books. Write the first example sentence on the board with the word <i>bus</i> missing. - Read the sentence with the word missing. Ask students to tell the missing word (<i>bus</i>). 	<ul style="list-style-type: none"> - Look at the poem with pictures. - Listen to the recording and follow silently in their books. - Listen to the recording and repeat. - Read the poem in the front of the class.

	<p>Write <i>bus</i> in the blank.</p> <ul style="list-style-type: none"> - Ask students to look at the exercise in their books. Read the sentences with them. Prompt students to write the missing words in their notebooks. - Check the answers as a class by asking students to say the complete sentence. - Confirm the correct answers. Give feedback. <p>Answer: 1. bus 2. people 3. small 4. shirts</p> <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the words correctly. - <i>Task completed:</i> Students can write the words. - <i>Task uncompleted:</i> Students are unable to write the words. 	<ul style="list-style-type: none"> - Close their books. Look at the first example sentence on the board. - Tell the missing word (<i>bus</i>). - Look at the exercise in their books. Write the missing words in their notebooks. - Say the complete sentence.
Practice	<p>*Practice reading the poem</p> <ul style="list-style-type: none"> - Put the students in groups of four. - Give students the color flashcards. - Have the groups say the poem and hold up the flashcards for the colors as they are said in the poem. - Have groups perform for the class. - Remark on students' pronunciation. Give feedback. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the poem correctly. - <i>Task completed:</i> Students can say the poem. - <i>Task uncompleted:</i> Students are unable to say the poem. 	<ul style="list-style-type: none"> - Work in groups of four. - Hold the color flashcards. - Say the poem and hold up the flashcards for the colors as they are said in the poem. - Perform for the class.
Production	<p>*Game: "Chain drawings"</p> <ul style="list-style-type: none"> - Introduce the game. - Put the students into four groups. Give each group a blank piece of paper. - Play some music and tell students to draw an item of clothing. As the music is playing the students start to draw. - After 20 or 30 seconds, stop the music and tell the students to stop drawing and pass 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Work in four groups. - Listen to music. Draw an item of clothing.

	<p>their piece of paper to another student in their group.</p> <ul style="list-style-type: none"> - Play the music again and tell students to continue with the drawing the person next to them had started. - This continues until the end of the song. - Each group will now have a picture that several different students have contributed to. Play the music again and tell them to label the name of the clothes in the picture. - Ask students to look at the pictures together and describe them. - Put up the pictures around the room and create an art gallery! - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can draw and identify clothes words correctly. - <i>Task completed:</i> Students can draw and identify clothes words. - <i>Task uncompleted:</i> Students are unable to draw and identify clothes words. 	<ul style="list-style-type: none"> - Follow the teacher. - Listen to music again. Continue with the drawing the person next to them had started. - Label the name of the clothes in the picture. - Look at the pictures together and describe them. - Put up the pictures around the room and create an art gallery!
Homework	<ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 54. - Prepare for the next lesson (Unit 7 - Lesson 6). 	

WEEK 20

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 80

UNIT 7: I'M WEARING A BLUE SKIRT.

Lesson Six - Skills Time! (page 59)

I. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

1. Core competences

- Identify people from descriptions of their clothing.
- Say what people are wearing.
- Write about your clothes.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about clothes.
- *Problem-solving and creativity*: find out what their friends are wearing.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: review adjectives for describing hair

2. Patterns: review the previous patterns

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS

- Student book - page 59, Audio tracks 92, Teacher's Guide, Website *sachso.edu.Vn*.

*Culture note: Clothes

- Learn how to keep their clothes clean and neat.
- Get together with their family!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	* Game: "Bingo" - Introduce the game.	- Listen to the teacher's

	<ul style="list-style-type: none"> - Write the following words on the board: <i>skirt, scarf, jeans, boots, shirt, T-shirt, dress, hat, shoes</i> - Have students make a 3 x 3 grid on a piece of paper. - Demonstrate how to fill in the grid with the words and write them in random order. - Call out the words from the board in any order. Keep a record of the words so that the teacher doesn't say the same word twice. Have students cross off the words in their grids as they hear them. - The first student to complete a line of three shouts <i>Bingo!</i> Praise the winner. - Ask students read all the words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember clothes words correctly. - <i>Task completed:</i> Students can remember clothes words. - <i>Task uncompleted:</i> Students are unable to remember clothes words. 	<p>instructions.</p> <ul style="list-style-type: none"> - Look at the words on the board. - Make a 3 x 3 grid on a piece of paper. - Fill in the grid with the words and write them in random order. - Listen to the words. Cross off the words in their grids as they hear them. - The first student to complete a line of four shouts <i>Bingo!</i> - Read all the words aloud.
Presentati on	<p>*Lead-in:</p> <ul style="list-style-type: none"> -Ask students what they can remember about the poem from the last lesson. -Ask students to look at the picture and tell you what they can see. Ask them to predict what they are going to hear. <p>*Listen and number. (Track 92)</p> <ul style="list-style-type: none"> - Tell students they are going to listen to a conversation between a girl and her mother who are looking for their family at the bus station. - Tell students they will write numbers next to the correct letters on the picture in pencil. 	<ul style="list-style-type: none"> - Answer what they can remember about the poem from the last lesson. - Look at the picture and tell you what they can see. Predict what they are going to hear. - Listen to the teacher. - Listen to the teacher. - Listen to the recording and

	<ul style="list-style-type: none"> - Play the recording for the students to listen and point to the people as they hear them described. - Play the recording again, pausing after the first item for students to locate the correct person. Show them the example answer in their books. - Continue, pausing after each item for students to number the people as they hear them described. Play the recording again for students to check their answers. - Go over the answers with the class. - Praise students if they have done well. <p style="text-align: center;">Answers: 1. a 2. d 3. c 4. f 5. b 6. e</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and number items correctly. - <i>Task completed:</i> Students can listen and number items. - <i>Task uncompleted:</i> Students are unable to listen and number items. 	<ul style="list-style-type: none"> point to the people as they hear them described. - Listen to the recording to locate the correct person. - Number the people as they hear them described. Listen to the recording again to check their answers.
Practice	<p>*Look again. Ask and answer. (page 59)</p> <ul style="list-style-type: none"> - Focus attention on the speech bubbles. Ask one student to stand up. Read the question for the student to say the answer, referring to the picture in exercise 1. Have students repeat the question and answer in chorus. - Put students in pairs to complete the activity. Monitor and help where necessary. - Ask some pairs to ask and answer for the class. - Check students' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p>	<ul style="list-style-type: none"> - Pay attention on the speech bubbles. Stand up and say the answer. Repeat the question and answer in chorus. - Work in groups. Complete the activity. - Ask and answer for the class.

	<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say what people are wearing correctly and fluently. - <i>Task completed:</i> Students can say what people are wearing. - <i>Task uncompleted:</i> Students are unable to say what people are wearing. <p>*Talk about you. (page 59)</p> <ul style="list-style-type: none"> - Write on the board <i>I'm wearing</i> ____, ____, and ____. - Ask for the students' help to complete the sentences so that they are true for you, e.g. <i>I'm wearing black pants, brown shoes, and a white shirt.</i> - As students call out what you are wearing, draw a stick figure wearing the items on the board. - Point to the picture and say <i>I'm wearing black pants, brown shoes, and a white shirt</i> (or whatever items of clothing you're wearing). - Then have students say what they are wearing. - Call some students to perform for the class. - Praise them. Give comments. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say what they are wearing correctly. - <i>Task completed:</i> Students can say what they are wearing. - <i>Task uncompleted:</i> Students are unable to say what they are wearing. 	<ul style="list-style-type: none"> - Look at the sentences with the missing words on the board. - Help to complete the sentences. - Follow the teacher. - Listen to the teacher. - Say what they are wearing. - Perform for the class.
Production	<p>*Write about your clothes. (Page 59)</p> <ul style="list-style-type: none"> - Support students to complete the sentence and write what they are wearing now. - Have students share their work with a partner. - Call volunteers to say the sentences 	<ul style="list-style-type: none"> - Complete the sentence and write what they are wearing now. - Share their work with a partner.

WEEK 21

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 81

UNIT 8: I'M DANCING WITH DAD.

Lesson One - Words / Part 1 (page 60)

I. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

1. Core competences

- Identify words related to celebrations.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about celebrations.
- *Problem-solving and creativity*: guess what people are doing.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: play, dance, sing, eat, talk, watch
- *Extra vocabulary*: sleep

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 60, Audio Tracks 93, 94, Flashcards 82-87
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector,

*Culture note: Celebrations

- Have a good time with their family!

IV. LEARNING EXPERIENCES.

STAGES	Teacher's activities	Students' activities
Warm-	*Let's sing: <i>Sing the song "I'm</i>	

<p>up/review</p>	<p>wearing a hat” and do the actions</p> <ul style="list-style-type: none"> - Set up the activity. - Ask students if they can remember the song of unit 7. - Ask students if they remember the action for each verse of the song. - Play the recording for students to listen. - Play the recording again for students to listen and do the actions. - Have two groups perform for the class. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing and do the actions correctly. - <i>Task completed:</i> Students can sing and do the actions. - <i>Task uncompleted:</i> Students are unable to sing and do the actions. 	<ul style="list-style-type: none"> - Say the name of the song. - Do the action for each verse of the song. - Listen to the song. - Listen to the song again and do the actions. - Perform for the class.
<p>Presentati on</p>	<p>*Lead-in: Use Flashcards 82-87 to present the vocabulary.</p> <ul style="list-style-type: none"> - Write <i>Party</i> on the board and see if students can tell any words related to parties. - Use flashcards to present the celebrations vocabulary for the lesson. Hold them up one at a time and say the words for students to repeat. - Hold up the flashcards in a different order and repeat. - Place the flashcards in different places around the room. - Call out a word and students point or run to that flashcard. - Remark on students’ pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can pronounce the words correctly and fluently. 	<ul style="list-style-type: none"> - Look at the word <i>Party</i> on the board. Tell any words related to parties. - Look at the flashcards. Follow the teacher. Repeat the words. - Follow the teacher. - Observe the flashcards. - Listen to a word and point or run to that flashcard.

	<ul style="list-style-type: none"> - <i>Task completed:</i> Students can pronounce the words. - <i>Task uncompleted:</i> Students are unable to pronounce the words. <p>*Listen and point. Repeat. (Track 93)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students repeat. - Play the recording. Have students point to the correct words. - Play the recording again. Ask students to repeat each word after they hear it. - Ask some students to read the words aloud. - Check students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<ul style="list-style-type: none"> - Look at the pictures. Repeat the words. - Listen to the recording. Point to the correct words. - Listen to the recording again. Repeat each word after they hear it. - Read the words aloud.
	<p>(8 minutes)</p> <p><i>Aim: To help students remember words related to celebrations and improve students' pronunciation skills.</i></p>	
<p>Practice</p>	<p>*Listen and chant. (Track 94)</p> <ul style="list-style-type: none"> - Play the recording and teach the chant. - Play again for students to repeat the words in the pauses. Repeat as many times as needed. - Have students say the chant as a class, without the recording. - Call two groups to the front of the class to chant and do the actions. The rest of the class claps along to the rhythm of the chant. - Praise students if they have done well. <p>→Expected outcomes and assessment</p>	<ul style="list-style-type: none"> - Listen to the chant. - Listen to the chant. Repeat the words in the pauses. - Say the chant as a class, without the recording. - Chant and do the actions. The rest of the class claps along to the rhythm of the chant.

	<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the chant correctly and fluently. - <i>Task completed:</i> Students can say the chant. - <i>Task uncompleted:</i> Students are unable to say the chant. 	
Production	<p>*Game: “Mime the word”</p> <ul style="list-style-type: none"> - Set up the activity. - Ask students to stand at their desk. - Say a word, <i>e.g. dance</i>. Let students mime dancing. - Continue with other words related to celebration. - In pairs, ask students to mime an action and their partner shouts out the word they are miming. - Call some volunteers to perform for the class. - Praise the students. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can identify and say the words correctly. - <i>Task completed:</i> Students can identify and say the words. - <i>Task uncompleted:</i> Students are unable to identify and say the words. 	<ul style="list-style-type: none"> - Listen to the teacher’s instruction. - Stand at their desk. - Follow the teacher. - Continue playing the game. - Work in pairs, mime an action and their partner shouts out the word they are miming. - Perform for the class.
Homework	<ul style="list-style-type: none"> - Learn new words by heart. - Do the exercises in Workbook page 56. - Prepare for the next lesson (Unit 8 - Lesson 1/Part 2). 	

WEEK 21

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 82

UNIT 8: I'M DANCING WITH DAD.

Lesson One - Words / Part 2 (page 60)

I. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

1. Core competences

- Identify words related to celebrations.
- Understand a short story.

2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about celebrations.
- *Problem-solving and creativity*: guess what people are doing.

3. Attributes

- *Kindness*: help partners to complete learning tasks.
- *Diligence*: work hard to complete learning tasks.
- *Honesty*: tell the truth about feelings and emotions or play fair in games.
- *Responsibility*: appreciate kindness.
- *Leadership*: collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary*: play, dance, sing, eat, talk, watch
- *Extra vocabulary*: sleep

2. Skills: Listening, Speaking and Reading.

III. RESOURCES AND MATERIALS

- Student book - page 60, Audio Tracks 93, 94, Flashcards 82-87
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector,

***Culture note: Celebrations**

- Have a good time with their family!

IV. LEARNING EXPERIENCES.

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Warm-up/review</p>	<p>*Game: "Kim's game" <i>Flashcards (play, dance, sing, eat, talk, watch)</i></p> <ul style="list-style-type: none"> - Explain how the game is played. Check comprehension. - Display both sets of cards face up on the board. Give students two minutes to memorize their set. - Divide the class into two groups. Do not allow students to write anything down. - Show the set of cards for 30 seconds. Then cover them again. In their groups, have students try to write down the name of as many words as they can remember. - Have the groups swap their answers and count the number of words they have written with correct spelling. Groups get a point for one correct item. - The group with the most points wins the game. Praise the winner. - Ask students to read all the words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the words correctly. - <i>Task completed:</i> Students can write the words. - <i>Task uncompleted:</i> Students are unable to write the words. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Look at both sets of cards face up on the board. Memorize their set. - Work in two groups. Do not write anything down. - Look at the cards again. Try to write down the name of as many words as they can remember. - Swap their answers and count the number of words they have written with correct spelling. - The group with the most points wins the game. Praise the winner. - Read all the words aloud.
<p>Presentation</p>	<p>*Listen and point. Repeat. (Track 93)</p> <ul style="list-style-type: none"> - Point to the pictures. Say the words and let the students 	<ul style="list-style-type: none"> - Repeat the words. - Listen to the recording.

	<p>repeat.</p> <ul style="list-style-type: none"> - Play the recording. Have students point to the correct words. - Play the recording again. Ask students to repeat each word after they hear it. - Call on some students to read the words for the class. - Praise students if they have done well. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<p>Point to the correct words.</p> <ul style="list-style-type: none"> - Listen to the recording again. Repeat each word after they hear it.
Practice	<p>*Listen and read. (Track 95)</p> <ul style="list-style-type: none"> - Talk about each frame one at a time with the class. Encourage predictions about the story from different members of the class. - Ask students to look at the story in their books. Play the recording for them to listen and point to the different speech bubbles as they hear the words. - Ask questions to check comprehension, e.g. <i>What are Mom and Dad watching? Who is at the party? What is Milly doing?</i> - Ask students to look at the story again. Ask them to find and point to the words 	<ul style="list-style-type: none"> - Predict about the story. - Look at the story in their books. Listen to the recording and point to the different speech bubbles as they hear the words. - Answer the questions. - Look at the story again. Find and point to the words from exercise 1. - Practice the conversation in pairs.

	<p>from exercise 1.</p> <p>*Role-play:</p> <ul style="list-style-type: none"> - Ask students to practice the conversation in pairs. - Observe students' pronunciation and help if necessary. Then, correct the mistakes. - Call some pairs perform the conversation in front of the class. - Ask students to give their feedback on their friends' presentation, then teacher gives feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can read the story correctly and fluently. - <i>Task completed:</i> Students can read the story. - <i>Task uncompleted:</i> Students are unable to read the story. 	<ul style="list-style-type: none"> - Perform the conversation in front of the class. - Give their feedback on their friends' presentation.
Production	<p>*Game: "Matching game" PLAY, DANCE, SING, EAT, TALK, WATCH</p> <ul style="list-style-type: none"> - Explain how to play the game. - Divide the class into four groups and give each group a set of flashcards to make one word. - Ask students in each group to hold the flashcards (each student holds one card), the other students in the group observe and help them, if necessary. - Set the time and say one word, <i>e.g. EAT</i>. The group that has <i>E, A, T</i> should go to the front of the class, show the cards in the correct order to make the word. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Work in groups. Hold a set of flashcards to make one word. - Hold the flashcards (each student holds one card), the other students in the group observe and help them. - Follow the teacher. - Continue playing the game.

	<ul style="list-style-type: none"> - Follow the same procedure with other words. - Praise students if they have done well. - Ask students to read all words aloud. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember the words correctly. - <i>Task completed:</i> Students can remember the words. - <i>Task uncompleted:</i> Students are unable to remember the words. 	<ul style="list-style-type: none"> - Read all words aloud.
Homework	<ul style="list-style-type: none"> - Revise the words by heart. - Do the exercises in Workbook page 56. - Prepare for the next lesson (Unit 8 - Lesson 2). 	

WEEK 21

Date of preparing: 29/12/2023

Date of teaching: 15-19/01/2024

Period: 83

UNIT 8: I'M DANCING WITH DAD.

Lesson Two - Grammar (page 61)

I. DESIRED OBJECTIVES. By the end of the lesson, students will be able to:

1. Core competences

- Ask and answer questions about what people are doing.
- Act out the story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about celebrations.
- *Problem-solving and creativity:* guess people are doing.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

II. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* activities.

2. Patterns

- What are you doing? I'm talking.
- What's he / she doing? He / She's eating.

3. Skills: Listening, Speaking and Writing.

III. RESOURCES AND MATERIALS.

- Student book - page 60, Audio Tracks 93, 94, Flashcards 82-87
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector,

*Culture note: Celebrations

- Have a good time with their family!

Be good friends!

IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p>*Game: "Vocabulary review" <i>Flashcards (play, sing, sleep, eat, dance)</i></p> <ul style="list-style-type: none"> - Place the flashcards from the previous lesson on the board so that students can't see them. Ask students to shout out the words they learned last lesson. - When they get one correct, turn over the flashcard so students can see it. - Continue until they have remembered all the vocabulary. - Ask students to check their friends' pronunciation. Give feedback. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly and fluently. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. 	<ul style="list-style-type: none"> - Shout out the words they learned last lesson. - Look at the flashcards. - Continue playing the game. - Check their friends' pronunciation.
Presentation	<p>*Lead-in: Use pictures (part 3) on page 60</p> <ul style="list-style-type: none"> - Ask students what they remember about the story from the previous lesson. - Cover the story and ask students which celebrations words were mentioned in the story. <p>*Listen to the story again. (Track 95)</p> <ul style="list-style-type: none"> - Ask students to turn to the story in their books. Check how many words they remembered. - Play the recording, pausing 	<ul style="list-style-type: none"> - Answer what they remember about the story from the previous lesson. - Answer which celebrations words were mentioned in the story. - Turn to the story in their books. Say the words they remembered. - Listen to the recording and repeat.

	<p>for students to repeat.</p> <ul style="list-style-type: none"> - Divide the class into groups to play the roles in the story. - Praise students. Give comments. <p>Story actions</p> <p><i>Picture 1:</i> Rosy is pointing to the TV.</p> <p><i>Picture 2:</i> (on TV) Mom and Dad are dancing.</p> <p><i>Picture 3:</i> (on TV) Dad is eating some cake. Tim is pointing to the TV.</p> <p><i>Picture 4:</i> Rosy and Milly are looking at baby Milly on the TV</p> <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the story correctly and fluently. - <i>Task completed:</i> Students can listen and repeat the story. - <i>Task uncompleted:</i> Students are unable to listen and repeat the story. 	<ul style="list-style-type: none"> - Play the roles in the story in groups. - Look at the different actions that the characters do in the story. Follow the teacher. - Practice acting the story. Come to the front to act for the class.
Practice	<p>*Listen and say. (Track 96)</p> <ul style="list-style-type: none"> - Play the recording, pausing after each question and answer for students to point to the picture and repeat. - Write the questions and answers on the board, underlining the parts in red. Play the recording again as students repeat. - Check students' pronunciation. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence patterns 	<ul style="list-style-type: none"> - Listen to the recording. Point to the picture and repeat. - Look at the questions and answers on the board. Listen to the recording again and repeat.

	<p>correctly and fluently.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can say the sentence patterns. - <i>Task uncompleted:</i> Students are unable to say the sentence patterns. <p>*Look and say (page 61)</p> <ul style="list-style-type: none"> - Ask students to look at the first picture and read the question in the speech bubble. Ask one of the more confident students to answer while the class listens. - Put students in pairs to take turns asking and answering the questions about what the people are doing. - Call on some pairs to perform for the class. - Remark on students' pronunciation. Praise them. <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer questions about what people are doing correctly and fluently. - <i>Task completed:</i> Students can ask and answer questions about what people are doing. - <i>Task uncompleted:</i> Students are unable to ask and answer questions about what people are doing. 	<ul style="list-style-type: none"> - Look at the first picture and read the question in the speech bubble. One of the more confident students to answer while the class listens. - Work in pairs. Take turns asking and answering the questions about what the people are doing. - Perform for the class.
Production	<p>*Look again and write the correct word (page 61)</p> <ul style="list-style-type: none"> - Tell students to get their notebooks and write numbers 1-3. - Tell students to look at the first picture again. Ask <i>Who is it?</i> Have students respond <i>It's a boy/man.</i> Read the sentence out loud and ask children <i>What is he doing?</i> 	<ul style="list-style-type: none"> - Get their notebooks and write numbers 1-3. - Look at the first picture again. Respond the questions.

	<p>Have students respond <i>He's playing music</i>.</p> <ul style="list-style-type: none"> - Then ask <i>Is he eating or playing music?</i> Have students write the word <i>playing</i> next to music in their notebooks. - Ask students to read the other sentences and write the words. - Monitor and help where necessary. - Ask students to share their answers with their partner. - Ask students to give the answer for each sentence. - Evaluate students' writing skills. <p style="text-align: center;">Answer:</p> <ol style="list-style-type: none"> 1. playing 2. dancing 3. sleeping <p>→Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the answers correctly. - <i>Task completed:</i> Students can write the answers. - <i>Task uncompleted:</i> Students are unable to write the answers. <p>*Let's talk</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubbles. - Ask a student to demonstrate the sentence by saying <i>I'm eating the cake</i> and miming eating cake as in the picture. - Have students work in pairs to practice the dialogue, and take turns saying the sentence and miming the action. Tell them to use other vocabulary words on the page. - Check students' speaking skills. 	<ul style="list-style-type: none"> - Write the word <i>playing</i> next to music in their notebooks. - Read the other sentences and write the words. - Share their answers with their partner. - Give the answers for each sentence. - Look at the picture and speech bubbles. - Demonstrate the sentence by saying <i>I'm eating the cake</i> and miming eating cake as in the picture. - Work in pairs to practice the dialogue, and take turns saying the sentence and miming the action. Use other vocabulary words on the page.
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	→Expected outcomes and assessment - <i>Task completed with excellence:</i> Students can say what they are doing correctly and fluently. - <i>Task completed:</i> Students can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences.	
Homework	<ul style="list-style-type: none">- Learn the pattern by heart.- Do the exercises in Workbook page 57.- Prepare for the next lesson (Unit 8 - Lesson 3).	

Duyệt ngày 06/01/2024
PHÓ HIỆU TRƯỞNG

Nguyễn Thị Thanh Hải

Kiểm tra ngày 02/01/2024
Tổ trưởng



Huỳnh Thị Yến Trang