

WEEK 25

Date of preparing: 01/03/2024

Date of teaching: 04/03-08/3/2024

Period: 93

### REVIEW 3 - Part 1 (page 72)

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

**1. Core competences:** Review target language from units 7, 8 and 9.

**2. General competences**

- *Communication and collaboration:* work in pairs/groups.
- *Problem-solving and creativity:* complete tasks given.

**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:** review clothes words, action words

**2. Language:**

- Listening: 1 (clothing)
- Reading: 2, 3 (present progressive + clothing + colors, party verbs)
- Writing: 4 (present progressive, e.g. They're dancing.)
- Speaking: 5 (can + action verbs)

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

### C. RESOURCES AND MATERIALS

- Student book - page 72, Audio tracks 88, 115, Teacher's Guide
- Website *sachso.edu.vn*, Flashcards units 7, 8, 9
- Computer, projector, ....

**\*Culture note:**

- Show their love to their clothes. Learn how to keep their clothes clean and tidy.
- Celebrate different abilities!

### D. LEARNING EXPERIENCES.

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>Warm-up/review</b>	<p><b>*Sing and do: <i>Sing the song "I'm wearing a hat" (Track 88)</i></b></p> <ul style="list-style-type: none"> <li>- Use the pictures on page 56.</li> <li>- Ask students to look at the pictures and tell an action for each verse of the song.</li> <li>- Play the song. Ask students to sing the song in chorus.</li> <li>- Play the song again. Ask students to sing and do the actions as a class.</li> <li>- Ask two groups/students to perform for the class.</li> <li>- Praise students. Give comments.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can sing and do the actions correctly.</li> <li>- <i>Task completed:</i> Students can sing and do the actions.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing and do the actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures and tell an action for each verse of the song.</li> <li>- Listen to the song. Sing the song in chorus.</li> <li>- Listen to the song again. Sing and do the actions as a class.</li> <li>- Perform for the class.</li> </ul>
<b>Presentation</b>	<p><b>*Listen and check (✓) the clothes you hear. (Track 115)</b></p> <ul style="list-style-type: none"> <li>- Point to activity 1. Elicit the clothes words from the students.</li> <li>- Tell the students they are going to check the words they hear.</li> <li>- Give an example, and point to the checked box.</li> <li>- Play the full recording, pausing to let students check the boxes in pencil if necessary.</li> <li>- Ask individual students to give the answers.</li> <li>- Confirm the correct answers. Give comments.</li> </ul> <p><b>Answers:</b></p> <p><b>1. skirt 2. boots 3. shorts</b>  <b>4. hat 5. shirt 6. scarf</b></p> <p><b>→Expected outcomes and assessment</b></p>	<ul style="list-style-type: none"> <li>- Look at activity 1. Say the clothes.</li> <li>- Listen to the teacher.</li> <li>- Look at the checked box.</li> <li>- Listen to the recording. Check the boxes in pencil if necessary.</li> <li>- Give the answers.</li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can listen and identify clothes correctly.</li> <li>- <i>Task completed:</i> Students can listen and identify clothes.</li> <li>- <i>Task uncompleted:</i> Students are unable to listen and identify clothes.</li> </ul>	
<b>Practice</b>	<p><b>*Look, read and match. (Page 72)</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures in activity 2. Elicit the clothes and the colors the people are wearing.</li> <li>- Give the students an example, say <i>I'm wearing a white shirt and brown shoes.</i> Point to the teacher's shirt and shoes.</li> <li>- Tell students to read the sentences and the options, and write the letters next to the correct person in pencil.</li> <li>- Give students time to complete the activity.</li> <li>- Ask students to come to the board and write the answers.</li> <li>- Check students' answers.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>Answers:</b>  <b>1. e, f    2. a, c    3. b, d</b></p> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can read and write the letters correctly.</li> <li>- <i>Task completed:</i> Students can read and write the letters.</li> <li>- <i>Task uncompleted:</i> Students are unable to read and write the letters.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the clothes and the colors the people are wearing.</li> <li>- Follow the teacher.</li> <li>- Read the sentences and the options, and write the letters next to the correct person in pencil.</li> <li>- Complete the activity.</li> <li>- Come to the board and write the answers.</li> <li>- Check the answers.</li> </ul>
<b>Production</b>	<p><b>*Circle the correct words. (Page 72)</b></p> <ul style="list-style-type: none"> <li>- Point to the actions in the pictures. Ask students what the</li> </ul>	<ul style="list-style-type: none"> <li>- Answer what the people are doing.</li> </ul>



WEEK 25

Date of preparing: 01/03/2024

Date of teaching: 04/03-08/3/2024

Period: 94

### REVIEW 3 - Part 2 (page 73)

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

#### 1. Core competences

- Review target language from units 7, 8 and 9.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups.
- *Problem-solving and creativity*: complete tasks given.

#### 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, action words

#### 2. Language:

- Listening: 1 (clothing)
- Reading: 2, 3 (present progressive + clothing + colors, party verbs)
- Writing: 4 (present progressive, e.g. They're dancing.)
- Speaking: 5 (can + action verbs)

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

### III. RESOURCES AND MATERIALS

- Student book - page 72, Teacher's Guide, Website *sachso.edu.vn*
- *Flashcards units 7, 8, 9*

#### \*Culture note:

- Have a good time with their family!
- Celebrate different abilities!

### IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-	*Game: "Hot seat"	

<b>up/review</b>	<p><i>Flashcards (taking photos, brushing my hair, washing the car, making cakes, ride a bike, play soccer, catch a ball, read a book)</i></p> <ul style="list-style-type: none"> <li>- Explain how to play the game.</li> <li>- Divide the class into two groups. Call one student from each group to sit on the “hot seat”, facing the classroom with the board behind.</li> <li>- Write a word on the board, <i>e.g. washing the car</i>. Ask one of the team members to mime the word to help the student in the “hot seat” guess the word.</li> <li>- Continue until each group member has described a word to the student in the “hot seat”. Give one star for each right word.</li> <li>- The group gets more stars will win. Praise the winner.</li> <li>- Ask students to read all words aloud.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher’s instructions.</li> <li>- Work in two groups. One student from each group to sit on the “hot seat”, facing the classroom with the board behind.</li> <li>- Look at a word on the board. Mime the word to help the student in the “hot seat” guess the word.</li> <li>- Continue to play the game.</li> <li>- The group gets more stars will win. Praise the winner.</li> <li>- Read all words aloud.</li> </ul>
<b>Presentation</b>	<p><b>*Look and write. (page 73)</b></p> <ul style="list-style-type: none"> <li>- Point to the boy in the picture. Tell students he is with his family. They are getting ready for a party.</li> <li>- Point to the box. Elicit the phrases from the students.</li> <li>- Show the students the example sentence.</li> <li>- Ask students to write sentences for the other family members.</li> <li>- Give the students time to complete the activity.</li> <li>- Ask students to come to the board and write their answers.</li> <li>- Confirm the correct answers. Give</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the boy in the picture. Listen to the teacher.</li> <li>- Observe the phrases.</li> <li>- Look at the example sentence.</li> <li>- Write sentences for the other family members.</li> <li>- Complete the activity.</li> <li>- Come to the board and</li> </ul>

	<p>comments.</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. I am brushing my hair.</li> <li>2. My dad is washing the car.</li> <li>3. My mom is making cakes.</li> <li>4. My sister is taking photos.</li> </ol> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can complete the sentences correctly.</li> <li>- <i>Task completed:</i> Students can complete the sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to complete the sentences.</li> </ul>	<p>write their answers.</p>
<p><b>Practice</b></p>	<p><b>*Look and say. What can Emma do? What can Jack do? (page 73)</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures in activity 5. Ask <i>What can Emma do?</i></li> <li>- Show the check and cross next to the activities, for can and can't.</li> <li>- In pairs, have students talk about Jack and Emma.</li> <li>- Ask students if they finish quickly, they can talk about themselves.</li> <li>- While they are speaking, walk around listening to the students.</li> <li>- Do not interrupt them, but make notes. Use these to give feedback later.</li> <li>- Call volunteers to perform for the class.</li> <li>- Praise students. Give comments.</li> </ul> <p><b>Answers:</b></p> <p>Students' own answers. The teacher should listen for <i>can / can't</i>, and a lot of different verbs. Listen carefully for clear pronunciation.</p> <p><b>Self-assessment box</b></p> <ul style="list-style-type: none"> <li>- Ask the students to think about how well they did, and fill out the box.</li> </ul> <p><b>→Expected outcomes and</b></p>	<ul style="list-style-type: none"> <li>- Look at the picture in activity 5. Answer the questions.</li> <li>- Observe the check and cross next to the activities.</li> <li>- Work in pairs. talk about Jack and Emma.</li> <li>- If they finish quickly, they can talk about themselves.</li> </ul> <ul style="list-style-type: none"> <li>- Perform for the class.</li> </ul> <ul style="list-style-type: none"> <li>- Think about how well they did, and fill out the box.</li> </ul>

	<p><b>assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can talk about what Jack and Emma can or can't do correctly.</li> <li>- <i>Task completed:</i> Students can talk about what Jack and Emma can or can't do.</li> <li>- <i>Task uncompleted:</i> Students are unable to talk about what Jack and Emma can or can't do.</li> </ul>	
<p><b>Production</b></p>	<p><b>*Game: "Lucky numbers"</b>  <i>Cards (taking photos, brushing my hair, washing the car, making cakes, ride a bike, play soccer, catch a ball, read a book)</i></p> <ul style="list-style-type: none"> <li>- Introduce the game.</li> <li>- Prepare some cards with points on their backs from 1 to 20 and put them in a box.</li> <li>- Divide the class into two groups.</li> <li>- Model the activity first.  <i>E.g. I can ride a bike.</i>  <i>I can't catch a ball.</i></li> <li>- Ask each team to stand in a line.</li> <li>- Have each student of each group pick a card from the box. Let them look at the content of the card and make a sentence using <i>can</i> or <i>can't</i>.</li> <li>- Get corresponding points for his/her team.</li> <li>- Continue with the other students.</li> <li>- The group that gets the most points win.</li> <li>- Praise the winner. Give comments.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the sentences correctly.</li> <li>- <i>Task completed:</i> Students can say the sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Work in two groups.</li> <li>- Follow the teacher.</li> <li>- Stand in a line.</li> <li>- Pick a card from the box. Look at the content of the card and make a sentence using <i>can</i> or <i>can't</i>.</li> <li>- Continue playing the game.</li> <li>- The group that gets the most points win.</li> </ul>



**HOMEWORK**

- Revise the words of units 7, 8, and 9.
- Do the exercises in Workbook page 69.
- Prepare for the next lesson (Fluency time! 3 - Part 1).

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Date of preparing: 01/03/2024

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**FLUENCY TIME! 3**  
**Lesson One - Everyday English (page 74)**

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

**1. Core competences**

Talk about and describe clothes.

Use present progressive in a conversation.

**2. General competences**

*Communication and collaboration:* work in pairs/groups to act out their dialogues.

*Problem-solving and creativity:* make some dialogues of students' own.

**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:** review clothes words

**2. Language:**

I'm wearing (new) shoes.

I'm walking to school.

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

**III. RESOURCES AND MATERIALS**

Student book - page 74, Audio Tracks 116-117

Teacher's Guide, Website *sachso.edu.vn*

Computer, projector, ....

**\*Culture note:**

Greet politely.

Raise students' awareness of wearing nice clothes.

**IV. LEARNING EXPERIENCES**

STAGES	Teacher's activities	Students' activities
warm-up/review	<p><b>*Greetings</b></p> <p><i>Flashcards (skirt, scarf, jeans, boots, shirt, T-shirt, dress, hat, shoes)</i></p> <p>Ask students if they remember how to greet people in English.</p> <p>Invite students around the class to greet each other, e.g. <i>Hello / Hi! How are you?</i></p>	<p>Answer how to greet people in English.</p> <p>Greet each other.</p> <p>Say the items of clothing.</p>

	<p><i>Fine, thanks. And how are you?</i></p> <p>Elicit as many clothing items from the students as possible. Play a flashcard game. Put the flashcards of clothes in different places around the room. Call out one word. Ask students to listen to the word and point to the correct flashcard as fast as possible. Ask them to repeat the word when they point. Ask a few students to take the role of teacher and call out the words. Praise students if they have done well.</p> <p><b>→Expected outcomes and assessment</b></p> <p><i>Task completed with excellence:</i> Students can point and say clothes words correctly.</p> <p><i>Task completed:</i> Students can point and say clothes words.</p> <p><i>Task uncompleted:</i> Students are unable to point and say clothes words.</p>	<p>Look at the flashcards of clothes in different places. Listen to the word. Listen to the word and point to the correct flashcard as fast as possible. Repeat the word when they point.</p> <p>Take the role of teacher and call out the words.</p>
<p><b>Presenta tion</b></p>	<p><b>*Listen. Read and say. (Track 116)</b></p> <p>Ask students to say where the people are (in a park) and who they think the girls are (two friends). Play the recording for students to follow in their books. Play the recording again, pausing if necessary, for students to say the dialogue. Ask students to practice the dialogue in pairs. Ask pairs to act out the conversation for the class</p>	<p>Say where the people are (in a park) and who they think the girls are (two friends). Listen to the recording and follow the dialogue in their books. Listen to the recording again. Say the dialogue.</p> <p>Practice the dialogue in pairs.</p> <p>Act out the conversation for the class talking</p>

	<p>talking about their own clothes.</p> <p>Remark on students' pronunciation. Praise students if they have done well.</p> <p><b>→Expected outcomes and assessment</b></p> <p><i>Task completed with excellence:</i> Students can read the conversation correctly and fluently.</p> <p><i>Task completed:</i> Students can read the conversation.</p> <p><i>Task uncompleted:</i> Students are unable to read the conversation.</p>	<p>about their own clothes.</p>
<p><b>Practice</b></p>	<p><b>*Listen and number. (Track 117)</b></p> <p>Ask students what they remember about talking about clothes. Elicit as much vocabulary as possible. Encourage students to describe their own and each other's clothes, using <i>I'm / you're wearing ...</i></p> <p>Explain that they are going to listen to three conversations and that they should number pictures a–c in the correct order in pencil.</p> <p>Show students the pictures and examples, checking that they understand the instructions.</p> <p>Play the recording for students to listen to and write the numbers in the box.</p> <p>Ask students what each student is saying.</p> <p>Confirm the correct answers. Give comments.</p> <p><b>Answers:</b></p> <p><b>1. b   2. c   3. a</b></p> <p><b>→Expected outcomes and assessment</b></p> <p><i>Task completed with excellence:</i> Students can listen and number the pictures correctly.</p> <p><i>Task completed:</i> Students can</p>	<p>Answer what they remember about talking about clothes.</p> <p>Describe their own and each other's clothes, using <i>I'm / you're wearing...</i></p> <p>Listen to the teacher's explanation.</p> <p>Look at the pictures and examples.</p> <p>Listen to the recording and write numbers in the box.</p> <p>Answer students what each student is saying.</p>

	<p>listen and number the pictures.</p> <p><i>Task uncompleted:</i> Students are unable to listen and number the pictures.</p>	
<b>Production</b>	<p><b>*Ask and answer. (page 74)</b></p> <p>Ask students to work in pairs to greet each other on the phone and talk about what they are wearing.</p> <p>Ask two students to read out the example exchange, pretending to be on the phone. Use props/realia for this if you can. Let students then practice acting out the dialogue in pairs.</p> <p>Move around the class and monitor students' performance modeling and helping where needed.</p> <p>Call some pairs to perform for the class.</p> <p>Check students' pronunciation. Praise them.</p> <p><b>→Expected outcomes and assessment</b></p> <p><i>Task completed with excellence:</i> Students can ask and answer the questions about clothes correctly.</p> <p><i>Task completed:</i> Students can ask and answer the questions about clothes.</p> <p><i>Task uncompleted:</i> Students are unable to ask and answer the questions about clothes.</p>	<p>Work in pairs to greet each other on the phone and talk about what they are wearing.</p> <p>Read out the example exchange, pretending to be on the phone.</p> <p>Practice acting out the dialogue in pairs.</p> <p>Work in pairs, read the example dialogue, then choose food words from the box to ask and answer.</p> <p>Perform for the class.</p>
	<p><b>HOMEWORK</b></p> <p>Practicing asking and answering the questions about clothes. Prepare for the next lesson (Fluency time! 3 - Lesson 2).</p>	

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Date of preparing: 01/03/2024

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## FLUENCY TIME! 3

### Lesson Two - CLIL: Science (page 75)

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

#### 1. Core competences

- Learn some useful content and language about animals.

#### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about thing's colors.
- *Problem-solving and creativity:* find out new colors.

#### 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:* insect, feather, wing
- *Extra vocabulary:* bee, bird, body, legs

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

## III. RESOURCES AND MATERIALS

- Student book - page 53
- Audio tracks 81-82
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards 71-73
- Computer, projector, ....

#### \*Culture note: Animals

- Raise students' awareness of loving animals.
- Be kind to animals!

## IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
<b>Warm-up/review</b>	<p><b>*Game: "Rock, paper, scissors"</b></p> <ul style="list-style-type: none"> <li>- Explain how the game is played.</li> <li>- Put students into pairs. Ask each pair to prepare a pencil and a paper.</li> <li>- Encourage the students to play <i>rock, paper, scissors</i>. The loser names an animal they know and write the words on the paper.</li> <li>- Call some pairs to perform for the class.</li> <li>- Monitor and help students.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say and write animal words correctly.</li> <li>- <i>Task completed:</i> Students can say and write animal words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say and write animal words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Work in pairs. Prepare a pencil and a paper.</li> <li>- Play <i>rock, paper, scissors</i>. The loser names an animal they know and write the words on the paper.</li> <li>- Perform for the class.</li> <li>- Look at the flashcard.</li> </ul>
<b>Presentation</b>	<p><b>*Lead-in: Use Flashcards 71-73 to present the vocabulary.</b></p> <ul style="list-style-type: none"> <li>- Introduce the new vocabulary using the flashcards. Hold them up and say the words for students to repeat.</li> <li>- Shuffle the flashcards and hold them up in a different order for students to say the words in chorus.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards and repeat the words.</li> <li>- Look at the flashcards. Say the words in chorus.</li> </ul> <p>- Look at the pictures and repeat the words.</p>

	<p><b>*Listen and point. Repeat. (Track 81)</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures. Say the words and let the students repeat.</li> <li>- Play the recording. Ask students to listen and point to the correct words.</li> <li>- Have students repeat each word after they hear it.</li> <li>- Put students in pairs. One student point to the picture, other students say the words.</li> <li>- Call some pairs to perform in front of the class.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the recording. Point to the correct words.</li> <li>- Repeat each word after they hear it.</li> <li>- Work in pairs. One student point to the picture, other students say the words.</li> <li>- Perform in front of the class.</li> </ul>
<p><b>Practice</b></p>	<p><b>*Listen and read. (Track 82)</b></p> <ul style="list-style-type: none"> <li>- Play the recording for students to follow in their books.</li> <li>- Play the recording again. Ask comprehension questions, e.g. <i>Is the bee an insect? Does the bird have feathers?</i></li> <li>- Ask students to point to the bee, and the bird. Ask them to point to the insect, feathers, and wings.</li> <li>- Ask volunteers to read the text for the class.</li> <li>- Ask students to check their friend's pronunciation. Praise students.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can read the text correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the recording to follow in their books.</li> <li>- Listen to the recording again. Answer the questions.</li> <li>- Point to the bee, and the bird. Point to the insect, feathers, and wings.</li> <li>- Read the text for the class.</li> <li>- Check their friend's pronunciation.</li> </ul>



	<ul style="list-style-type: none"> <li>- <i>Task completed:</i> Students can read the text.</li> <li>- <i>Task uncompleted:</i> Students are unable to read the text.</li> </ul>	
<b>Production</b>	<p><b>*Read again and write the numbers. (page 53)</b></p> <ul style="list-style-type: none"> <li>- Put students into pairs. Explain they are going to work together to record information from the text. Explain they are going to write the answers in their notebooks.</li> <li>- Copy the table on the board by writing the name of each animal on the board and the words <i>legs</i> and <i>wings</i> in two rows under each of the animal names. Ask students to copy this into their notebooks.</li> <li>- Read and complete the first item together and check understanding. Tell students to write the answer in their notebooks. Tell students to continue the exercise, looking back at the text and writing the number of legs and wings for each animal in their notebooks.</li> <li>- Check answers with the class. Call some students to give their answers.</li> <li>- Praise students if they have done well.</li> </ul> <p style="text-align: center;"><b>Answers:</b> Bee: legs - 6, wings - 2 Bird: legs - 2, wings - 2</p> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can read the text and write the numbers correctly.</li> <li>- <i>Task completed:</i> Students can read the text and write the numbers.</li> <li>- <i>Task uncompleted:</i> Students are unable to read the text and write</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs. Follow the teacher. Write the answers in their notebooks.</li> <li>- Look at the board. Copy into their notebooks.</li> <li>- Write the answer in their notebooks. Continue the exercise, looking back at the text and writing the number of legs and wings for each animal in their notebooks.</li> <li>- Check answers with the teacher. give their answers.</li> </ul>

	<p>the numbers.</p> <p><b>*Make information cards for your favorite insect and bird. (page 53)</b></p> <ul style="list-style-type: none"> <li>- Write the words <i>insect</i> and <i>bird</i> on the board.</li> <li>- Elicit which insects are students' favorites. If students don't know the English words, provide them. Write the words on the board. If possible, draw a simple picture next to the word to reinforce meaning. Repeat with the birds.</li> <li>- Ask students to look at the information cards for bee and bird. Elicit the information on the cards (legs, wings).</li> <li>- Tell students to make two information cards, one for their favorite insect and the other for their favorite bird. Ask them to draw the insect or bird at the top and then write <i>legs</i> and <i>wings</i> below it, following the models in their books.</li> <li>- If some students share the favorite insect, put them in groups to complete the cards. Repeat with favorite bird.</li> <li>- Ask some students to present their cards for the class.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can make information cards nicely.</li> <li>- <i>Task completed:</i> Students can make information cards.</li> <li>- <i>Task uncompleted:</i> Students are unable to make information cards.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the words <i>insect</i> and <i>bird</i> on the board.</li> <li>- Say the favorite insects. Follow the teacher.</li> </ul> <ul style="list-style-type: none"> <li>- Look at the information cards for bee and bird.</li> </ul> <ul style="list-style-type: none"> <li>- Make two information cards, one for their favorite insect and the other for their favorite bird. Draw the insect or bird at the top and then write <i>legs</i> and <i>wings</i> below it, following the models in their books.</li> <li>- If some students share the favorite insect, put them in groups to complete the cards. Repeat with favorite bird.</li> <li>- Present their cards for the class.</li> </ul>
	<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Learn new words by heart.</li> </ul>	

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>- Do the exercises in Workbook page 68, 69.</li><li>- Prepare for the next lesson (Unit 10 - Lesson 1).</li></ul> |
|--|---|

**Kiểm tra ngày 02 tháng 3 năm 2024**  
**Tổ trưởng**



**Huỳnh Thị Yên Trang**

WEEK 26

Date of preparing: 01/03/2024

Date of teaching: 11-15/3/2024

Period: 97

## UNIT 1

### UNIT 10: MAY I TAKE A PHOTO?

#### Lesson 1 - Words / Part 1 (page 76)

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

#### 1. Core competences

- Identify things on a trip to the museum.
- Understand a short story.

#### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about the museum.
- *Problem-solving and creativity:* find out what people do when visiting a museum.

#### 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:* listen to an audio guide, take a photo, draw a picture, visit the gift shop
- *Extra vocabulary:* welcome, museum, pass

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

## III. RESOURCES AND MATERIALS

- Student book - page 76, Audio Tracks 120, 121, Flashcards 104-107
- Teacher's Guide, Website *sachso.edu.vn*
- Computer, projector, ....

#### \*Culture note: Permission

- Raise students' awareness of asking for permission.
- Follow the rules!

**IV. LEARNING EXPERIENCES**

<b>STAGES</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS' ACTIVITIES</b>
<b>Warm-up/review</b>	<p><b>*Let's sing: <i>Sing the song "She can run" (Track 110)</i></b></p> <ul style="list-style-type: none"> <li>- Set up the activity. Tell students they are going to sing <i>She can run</i> from Lesson 3 to energize the class.</li> <li>- Play the recording for students to listen.</li> <li>- Play the recording again for students to sing in chorus.</li> <li>- Let students to sing the song without music. Have students clap their hands as singing the song.</li> <li>- Give comments. Praise students.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can sing the song nicely.</li> <li>- <i>Task completed:</i> Students can sing the song.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing the song.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Listen to the song.</li> <li>- Listen to the song again and sing in chorus.</li> <li>- Sing the song without music. Clap their hands as singing the song.</li> </ul>
<b>Presentation</b>	<p><b>*Lead-in: Use Flashcards 104-107 to present the vocabulary.</b></p> <ul style="list-style-type: none"> <li>- Use the flashcards to present the new vocabulary. Hold up each flashcard and say the phrase for students to repeat.</li> <li>- Point out the noun in the picture of each flashcard so that students understand the phrase more clearly. For example, for the flashcards of <i>visit the gift shop</i>, point to the gift shop. Then, say <i>Gift shop. Visit the gift shop.</i></li> <li>- Repeat with the other flashcards.</li> <li>- Remark on students' pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards. Repeat the phrases.</li> <li>- Follow the teacher.</li> </ul>

	<p>→<b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can pronounce the phrases correctly and fluently.</li> <li>- <i>Task completed:</i> Students can pronounce the phrases.</li> <li>- <i>Task uncompleted:</i> Students are unable to pronounce the phrases.</li> </ul> <p><b>*Listen and point. Repeat. (Track 120)</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures. Say the phrases and let students repeat.</li> <li>- Play the recording. Have students point to the correct phrases.</li> <li>- Play the recording again. Ask students to repeat each phrase after they hear it.</li> <li>- Ask some students to read the phrases aloud.</li> <li>- Check students' pronunciation.</li> </ul> <p>→<b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can point and say the phrases correctly and fluently.</li> <li>- <i>Task completed:</i> Students can point and say the phrases.</li> <li>- <i>Task uncompleted:</i> Students are unable to point and say the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures. Repeat the phrases.</li> <li>- Listen to the recording. Point to the correct phrases.</li> <li>- Listen to the recording again. Repeat each phrase after they hear it.</li> <li>- Read the phrases aloud.</li> </ul>
<b>PRACTICE</b>	<p><b>*Listen and chant. (Track 121)</b></p> <ul style="list-style-type: none"> <li>- Play the recording for students to listen once through.</li> <li>- Play the chant a second time for students to say the words.</li> <li>- Repeat more than once if necessary.</li> <li>- Call two groups/students to say</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the chant.</li> <li>- Listen to the chant again. Say the words.</li> <li>- Say the chant for the class. The rest of the class claps along to the</li> </ul>

	<p>the chant for the class. The rest of the class claps along to the rhythm of the chant.</p> <ul style="list-style-type: none"> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the chant correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the chant.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the chant.</li> </ul>	<p>rhythm of the chant.</p>
<p><b>Production</b></p>	<p><b>*Game: “Snap”</b></p> <p><i>Flashcards (listen to an audio guide, take a photo, draw a picture, visit the gift shop)</i></p> <ul style="list-style-type: none"> <li>- Introduce the game.</li> <li>- Organize students in groups of at least six. Show a flashcard to the first student in each group. This student whispers the phrase to the student next to him/her.</li> <li>- Have students continue whispering the phrase to the student next to them until the phrase reaches the final student.</li> <li>- The final student says the phrase out loud, and the first student holds up the flashcard to see whether the phrase and the flashcard are the same.</li> <li>- Praise the winner.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the phrases correctly.</li> <li>- <i>Task completed:</i> Students can say the phrases.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Work in groups. The first student in each group looks at the flashcard. This student whispers the phrase to the student next to him/her.</li> <li>- Continue whispering the phrase to the student next to them until the phrase reaches the final student.</li> <li>- The final student says the phrase out loud, and the first student holds up the flashcard to see whether the phrase and the flashcard are the same.</li> </ul>

**HOMEWORK**

- Learn new words by heart.
- Do the exercises in Workbook page 70.
- Prepare for the next lesson (Unit 10 - Lesson 1/Part 2).



WEEK 26

Date of preparing: 01/03/2024

Date of teaching: 13-15/3/2024

Period: 98

## UNIT 10: MAY I TAKE A PHOTO?

### Lesson One - Words / Part 2 (page 76)

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

#### 1. Core competences

- Identify things on a trip to the museum.
- Understand a short story.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about the museum.
- *Problem-solving and creativity*: find out what people do when visiting a museum.

#### 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*: listen to an audio guide, take a photo, draw a picture, visit the gift shop
- *Extra vocabulary*: welcome, museum, pass

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

## III. RESOURCES AND MATERIALS

- Student book - page 76, Audio Tracks 120, 122, Flashcards 104-107 , Teacher's Guide
- Website *sachso.edu.vn*, Computer, projector, ....

### \*Culture note: Permission

- Raise students' awareness of asking for permission.
- Follow the rules!

## IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>Warm-up/review</b>	<p><b>*Game: "What's missing?"</b>  <i>Flashcards (listen to an audio guide, take a photo, draw a picture, visit the gift shop)</i></p> <ul style="list-style-type: none"> <li>- Introduce the game.</li> <li>- Display the flashcards from the vocabulary set on the board. Point to each one, one at a time, for students to say the words. Give the class a few seconds to look at them.</li> <li>- Ask students to turn around. Remove a card.</li> <li>- Display the cards again and ask <i>What's missing?</i></li> <li>- When students have identified the missing card, shuffle the cards again and repeat the procedure.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the phrases correctly.</li> <li>- <i>Task completed:</i> Students can say the phrases.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Look at the flashcards. Say the words.</li> <li>- Turn around.</li> <li>- Say the phrases.</li> <li>- Continue to play the game.</li> </ul>
<b>Presentation</b>	<p><b>*Listen and point. Repeat. (Track 120)</b></p> <ul style="list-style-type: none"> <li>- Stick the pictures on the board. Point to the pictures. Say the phrases and let the students repeat.</li> <li>- Play the recording. Have students point to the correct phrases.</li> <li>- Play the recording again. Ask students to repeat each phrase after they hear it.</li> <li>- Call on some students to read the phrases for the class.</li> <li>- Praise students if they have done well.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures on the board. Repeat the phrases.</li> <li>- Listen to the recording. Point to the correct phrases.</li> <li>- Listen to the recording again. Repeat each phrase after they hear it.</li> <li>- Read the phrases for the class.</li> </ul>

	<p>→<b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can point and say the phrases correctly and fluently.</li> <li>- <i>Task completed:</i> Students can point and say the phrases.</li> <li>- <i>Task uncompleted:</i> Students are unable to point and say the phrases.</li> </ul>	
<p><b>Practice</b></p>	<p><b>*Listen and read. (Track 122)</b></p> <ul style="list-style-type: none"> <li>- Point to Rosy and ask <i>Who's this?</i> Do the same for Tim, Alice, and Adam. Explain that the characters are on a school trip to the museum.</li> <li>- Talk about each frame in turn with the class. Ask simple questions, <i>e.g. Who's this? What's this?</i></li> <li>- Ask students to look at the story while you play the recording. Point to each speech bubble as you hear the text.</li> <li>- Play the recording again. Have students point to the pictures.</li> <li>- Ask comprehension questions, <i>e.g. What's this?</i> (pointing to the pencil).</li> <li>- Ask students to open their books. Tell them to listen and follow the words as you play the recording again.</li> <li>- Ask students to find and point to the phrases from exercise 1 that appear in the story.</li> </ul> <p><b>*Role-play:</b></p> <ul style="list-style-type: none"> <li>- Ask students to practice the conversation in pairs.</li> <li>- Observe students' pronunciation and help if necessary. Then, correct the mistakes.</li> <li>- Call some pairs perform the conversation in front of the class.</li> <li>- Ask students to give their feedback on their friends' presentation, then teacher gives feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the questions.</li> <li>- Answer the questions.</li> <li>- Look at the story in their books while they listen to the recording.</li> <li>- Listen to the recording and point to the pictures.</li> <li>- Answer the questions.</li> <li>- Open their books. Listen and follow the words as you play the recording again.</li> <li>- Find and point to the phrases from exercise 1 that appear in the story.</li> <li>- Practice the conversation in pairs.</li> <li>- Perform the conversation in front of the class.</li> <li>- Give their feedback on</li> </ul>

	<p>→<b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can read the story correctly and fluently.</li> <li>- <i>Task completed:</i> Students can read the story.</li> <li>- <i>Task uncompleted:</i> Students are unable to read the story.</li> </ul>	<p>their friends' presentation.</p>
<p><b>Production</b></p>	<p><b>*Further practice: "Drawing lines"</b></p> <p>1. listen to                      a. a photo</p> <p>2. take                              b. the gift shop</p> <p>3. draw                             c. an audio guide</p> <p>4. visit                             d. a picture</p> <ul style="list-style-type: none"> <li>- Set up the activity.</li> <li>- Ask students to look at the words and phrases.</li> <li>- Explain how to do this task.</li> <li>- Model the activity first. Draw a line to match number 1 with letter c.</li> <li>- Give each student an exercise sheet.</li> <li>- Have students read the words and phrases. Then, draw lines.</li> <li>- Ask students to share their answers with their partner.</li> <li>- Have students give their answers for the class.</li> <li>- Ask the class to read the phrases aloud.</li> <li>- Praise students. Give feedback.</li> </ul> <p style="text-align: center;"><b>Answers:</b> 1. c    2. a    3. d    4. b</p> <p>→<b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can do the exercise correctly.</li> <li>- <i>Task completed:</i> Students can do the exercise.</li> <li>- <i>Task uncompleted:</i> Students are unable to do the exercise.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Look at the words and phrases.</li> <li>- Listen to the teacher's explanation.</li> <li>- Follow the teacher.</li> <li>- Read the words and phrases. Then, draw lines.</li> <li>- Share their answers with their partner.</li> <li>- Give their answers for the class.</li> <li>- Read the phrases aloud.</li> </ul>
<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Revise the words by heart.</li> <li>- Do the exercises in Workbook page 70.</li> </ul>		

- Prepare for the next lesson (Unit 10 - Lesson 2).

WEEK 26

Date of preparing: 01/03/2024

Date of teaching: 11-15/3/2024

Period: 99

## UNIT 10: MAY I TAKE A PHOTO?

### Lesson Two - Grammar (page 77)

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

#### 1. Core competences

- Ask and answer the question *May I ...?* for permission.
- Act out the story.

#### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about the museum.
- *Problem-solving and creativity:* find out what people do when visiting a museum.

#### 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:* verbs at the museum, *Here you are!*

#### 2. Patterns

- May I ...?
- Yes, you may.
- No, you may not.

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

## III. RESOURCES AND MATERIALS

- Student book - page 77, Audio tracks 122-124, Flashcards 104-107
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector, ....

#### \*Culture note: Permission

- Raise students' awareness of asking for permission.
- Follow the rules!

## IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>Warm-up/review</b>	<p><b>*Game: "What do I have"</b>  <i>Flashcards (listen to an audio guide, take a photo, draw a picture, visit the gift shop)</i></p> <ul style="list-style-type: none"> <li>- Use Flashcards 106-110 to elicit the vocabulary for the game.</li> <li>- Hold up one card so that the class can only see the back of it.</li> <li>- Ask <i>What do I have?</i> and ask students to guess.</li> <li>- When the card has been guessed correctly, put it on the board.</li> <li>- Hold up a second card and repeat the procedure.</li> <li>- Continue until all the cards are on the board.</li> <li>- Ask students to read all the phrases aloud.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the phrases correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the phrases.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the phrases.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards.</li> <li>- Follow the teacher.</li> <li>- Guess the phrases.</li> <li>- Continue to play the game.</li> <li>- Read all the phrases aloud.</li> </ul>
<b>Presentation</b>	<p><b>*Lead-in: Use pictures (part 3) on page 76</b></p> <ul style="list-style-type: none"> <li>- Talk about the previous lesson with students. Ask students what happened in the story. Ask <i>Who is in the story? Where are they?</i></li> </ul> <p><b>*Listen to the story again. (Track 122)</b></p> <ul style="list-style-type: none"> <li>- Ask students to turn to the story in their books. Check how many words they remembered.</li> <li>- Play the recording, pausing for students to repeat.</li> <li>- Divide the class into groups to play the roles in the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer what happened in the story.</li> <li>- Turn to the story in their books.</li> <li>- Listen to the recording and repeat.</li> <li>- Work in groups. Play the</li> </ul>

	<ul style="list-style-type: none"> <li>- Praise students. Give comments.</li> </ul> <p><b>Story actions</b></p> <p><i>Picture 1:</i> Museum guide extends arms to welcome everyone. Rosy holds her headphones for the audio guide. Miss Jones nods her head.</p> <p><i>Picture 2:</i> Tim asks to take a photo; guide shakes head no, and points to the sign.</p> <p><i>Picture 3:</i> Tim holds his pencil to draw a picture; guide nods head yes.</p> <p><i>Picture 4:</i> Tim gives Adam a present. Adam is happy.</p> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can remember the story correctly and fluently.</li> <li>- <i>Task completed:</i> Students can remember the story.</li> <li>- <i>Task uncompleted:</i> Students are unable to remember the story.</li> </ul>	<p>roles in the story.</p>
<p><b>Practice</b></p>	<p><b>*Listen and say. (Track 123)</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the pictures. Read the text for students to repeat.</li> <li>- Play the recording as the class listens.</li> <li>- Check students' pronunciation.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the sentence patterns correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sentence patterns.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentence patterns.</li> </ul> <p><b>*Listen and say a or b. (Track 124)</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the first pair of pictures in their books. Elicit what the students want to</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures. Repeat the text.</li> <li>- Listen to the recording.</li> </ul> <ul style="list-style-type: none"> <li>- Look at the first pair of pictures in their books. Follow the teacher.</li> <li>- Ask for permission to do one of those things.</li> </ul>



	<p>do in each picture.</p> <ul style="list-style-type: none"> <li>- Tell students they are going to hear the students ask for permission to do one of those things.</li> <li>- Play the recording, pausing after the first sentence. Ask students which picture, a or b, goes with the sentence they heard (b).</li> <li>- Repeat with the other pair of pictures.</li> <li>- Praise students if they have done well.</li> </ul> <p style="text-align: center;"><b>Answers:</b> <b>1. b 2. a</b></p> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can listen and identify the answers correctly.</li> <li>- <i>Task completed:</i> Students can listen and identify the answers.</li> <li>- <i>Task uncompleted:</i> Students are unable to listen and identify the answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the recording. Give the answers.</li> </ul>
<b>Production</b>	<p><b>*Look and say (page 77)</b></p> <ul style="list-style-type: none"> <li>- Read the sentences in the speech bubbles for students to repeat.</li> <li>- Elicit what the students want to do in each picture. Confirm that students understand the symbols by writing them on the board and eliciting their meaning.</li> <li>- Model the exercise with a student. Then, put students in pairs to take turns asking and answering.</li> <li>- Call some pairs to perform for the class.</li> <li>- Praise students if they have done well.</li> </ul> <p style="text-align: center;"><b>Answers:</b> <b>1. Yes, you may.</b> <b>2. No, you may not.</b> <b>3. Yes, you may.</b></p> <p><b>→Expected outcomes and</b></p>	<ul style="list-style-type: none"> <li>- Repeat the sentences.</li> <li>- Follow the teacher.</li> <li>- Work in pairs. Take turns asking and answering.</li> <li>- Perform for the class.</li> </ul>

	<p><b>assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentences.</li> </ul> <p><b>*Let's talk</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and speech bubble.</li> <li>- Say the sentence for students to repeat.</li> <li>- Let students practice the sentence with other known objects.</li> <li>- Call some students to perform for the class.</li> <li>- Remark on students' speaking skills.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can ask for permission correctly and fluently.</li> <li>- <i>Task completed:</i> Students can ask for permission.</li> <li>- <i>Task uncompleted:</i> Students are unable to ask for permission.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and speech bubble.</li> <li>- Repeat the sentence.</li> <li>- Practice the sentence with other known objects.</li> <li>- Perform for the class.</li> </ul>
<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Learn the pattern by heart.</li> <li>- Do the exercises in Workbook page 71.</li> <li>- Prepare for the next lesson (Unit 10 - Lesson 3).</li> </ul>		

WEEK 26

Date of preparing: 01/03/2024

Date of teaching: 11-15/3/2024

Period: 100

## UNIT 10: MAY I TAKE A PHOTO?

### Lesson Three - Song (page 78)

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

#### 1. Core competences

- Describe objects.
- Understand the meaning of *old*, *new*, and *great*.
- Use adjectives and museum verbs in the context of a song.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about the museum.
- *Problem-solving and creativity*: find out what people do when visiting a museum.

#### 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*: old, new, great

**2. Skills:** Listening and Speaking.

## III. RESOURCES AND MATERIALS

- Student book - page 78
- Audio tracks 125-126
- Flashcards 108-110
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector, ....

**\*Culture note: Permission**

- Raise students' awareness of asking for permission.
- Follow the rules!

#### IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
<p><b>Warm-up/review</b></p>	<p><b>*Game: "Ball circle"</b></p> <ul style="list-style-type: none"> <li>- Introduce the game.</li> <li>- Divide the class into two groups. Let each group sit in a circle. Give each group a ball.</li> <li>- One student asks, "May I take a photo?" and throws the ball to another student who answers. This student then asks, "May I listen to an audio?" and throws the ball to another student.</li> <li>- Continue until every student has had a turn.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can ask and answer for permission correctly and fluently.</li> <li>- <i>Task completed:</i> Students can ask and answer for permission.</li> <li>- <i>Task uncompleted:</i> Students are unable to ask and answer for permission.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Work in two groups. Sit in a circle. Hold a ball.</li> <li>- Ask and answer for permission.</li> <li>- Continue to play the game.</li> </ul>
<p><b>Presentation</b></p>	<p><b>*Lead-in: Use flashcards 108-110 to present the vocabulary.</b></p> <ul style="list-style-type: none"> <li>- Use flashcards to introduce the new words. Hold up the cards one at a time and say the words for students to repeat.</li> <li>- Put the flashcards in different places around the room. Call out the words for students to point to the flashcards.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards. Repeat the words.</li> <li>- Listen to the words and point to the flashcards.</li> </ul>

	<ul style="list-style-type: none"> <li>- Remark on students' pronunciation.</li> <li>→<b>Expected outcomes and assessment</b></li> <li>- <i>Task completed with excellence:</i> Students can pronounce the words correctly.</li> <li>- <i>Task completed:</i> Students can pronounce the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to pronounce the words.</li> <li><b>*Listen and point. Repeat (Track 125)</b></li> <li>- Point to the pictures. Say the words and let the students repeat.</li> <li>- Play the recording. Ask students to point to the correct words.</li> <li>- Have students repeat each word after they hear it.</li> <li>- Remark on students' pronunciation.</li> <li>→<b>Expected outcomes and assessment</b></li> <li>- <i>Task completed with excellence:</i> Students can listen and repeat the words correctly.</li> <li>- <i>Task completed:</i> Students can listen and repeat the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to listen and repeat the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the words and repeat.</li> <li>- Listen to the recording and point to the correct words.</li> <li>- Repeat each word after they hear it.</li> </ul>
<b>Practice</b>	<ul style="list-style-type: none"> <li><b>*Listen and sing. (Track 126)</b></li> <li>- Ask students to look at the pictures. Elicit the words students recognize from the previous lessons: <i>museum, audio guide.</i></li> <li>- Play the recording for students to point to the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures. Say the words.</li> <li>- Listen to the song and point to the pictures.</li> <li>- Listen to the song again and</li> </ul>

	<ul style="list-style-type: none"> <li>- Play it again as students follow the words in their books.</li> <li>- Recite the words of the song with the class, without the music. Say each line and ask students to repeat.</li> <li>- Play the recording again for students to sing along.</li> <li>- Call on two groups/students to perform for the class.</li> <li>- Check students' pronunciation. Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can sing the song nicely.</li> <li>- <i>Task completed:</i> Students can sing the song.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing the song.</li> </ul> <p><b>*Sing and do</b></p> <ul style="list-style-type: none"> <li>- Tell students that they are going to sing the song again, but this time they are going to do some actions.</li> <li>- Practice the actions with the class.</li> <li>- Play the recording for students to sing and do the actions.</li> <li>- Ask two groups/students to sing and do the actions in front of the class.</li> </ul> <p><b>Song actions</b></p> <p><i>This is a great museum:</i> thumbs up</p> <p><i>Lots to do and see:</i> gesture around the room</p> <p><i>Fun for you and me:</i> indicate a friend and self.</p> <p><i>Old paintings everywhere:</i> gesture to walls</p> <p><i>New paintings over there:</i></p>	<ul style="list-style-type: none"> <li>follow the words in their books.</li> <li>- Repeat each line of the song.</li> <li>- Listen to the song again and sing along.</li> <li>- Listen to the teacher. Sing the song again, but this time they are going to do some actions.</li> <li>- Practice the actions.</li> <li>- Listen to the song, sing and do the actions.</li> <li>- Sing and do the actions in front of the class.</li> </ul>
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	<p>gesture to one side  <i>An audio guide for you:</i>  pretend to put on headphones  <b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can sing and do the actions nicely.</li> <li>- <i>Task completed:</i> Students can sing and do the actions.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing and do the actions.</li> </ul>	
<b>Production</b>	<p><b>*Game: “Musical cards”</b>  <i>Flashcards (old, new, great)</i></p> <ul style="list-style-type: none"> <li>- Bring a selection of flashcards relating to describe objects. Hand them out to different students around the class.</li> <li>- Play some lively music and ask students to pass the flashcards around to each other while the music is playing. It doesn’t matter if there is not a flashcard for every student.</li> <li>- Stop the music suddenly and students should stop passing the cards. Ask them to look at the card nearest them and say what it is.</li> <li>- Play the music and continue in the same way.</li> <li>- Praising students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at a selection of flashcards.</li> <li>- Listen to music and pass the flashcards around to each other while the music is playing.</li> <li>- Look at the card nearest them and say what it is.</li> <li>- Continue to play the game.</li> </ul>

**HOMEWORK**

- Revise the words and the patterns.
- Do the exercises in Workbook page 72.
- Prepare for the next lesson (Unit 10 - Lesson 4).

**Kiểm tra ngày 02 tháng 3 năm 2024**

**Tổ Trưởng**



**Huỳnh Thị Yến Trang**



WEEK 27

Date of preparing: 01/03/2024

Date of teaching: 18-22/3/2024

Period: 101

## UNIT 10: MAY I TAKE A PHOTO?

### Lesson Four - Phonics (page 79)

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

#### 1. Core competences

- Pronounce the sounds /oʊ/ and /ɔɪ/ on their own and in words.
- Differentiate between the sounds /oʊ/ and /ɔɪ/.

#### 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 the difference between the sounds /oʊ/ and /ɔɪ/.

#### 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:* boat, goat, toy, boy

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

## III. RESOURCES AND MATERIALS

- Student book - page 79, Audio tracks 127-128, Phonics cards 34-37
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector, ....

#### \*Culture note: Permission

- Raise students' awareness of asking for permission.
- Follow the rules!

## IV. LEARNING EXPERIENCES.

	Teacher's activities	Students' activities
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	<p><b>*Review the sounds /eɪ/ and /aɪ/:</b> <i>Listen and chant (page 69) (Track 112)</i></p> <ul style="list-style-type: none"> <li>- Tell students that they are going to say the chant from Unit 9, Lesson 4.</li> <li>- Ask students which pairs of letters they looked at in the previous phonics lesson (<i>ai</i> and <i>y</i>) and which sounds these letters represent /eɪ/ and /aɪ/.</li> <li>- Play the chant for students to review /eɪ/ and /aɪ/.</li> <li>- Call some students to perform for the class.</li> <li>- Praise students. Give comments.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the chant nicely.</li> <li>- <i>Task completed:</i> Students can say the chant.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the chant.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the chant from Unit 9, Lesson 4.</li> <li>- Answer which pairs of letters they looked at in the previous phonics lesson (<i>ai</i> and <i>y</i>) and which sounds these letters represent /eɪ/ and /aɪ/.</li> <li>- Listen to the chant to review /eɪ/ and /aɪ/.</li> <li>- Perform for the class.</li> </ul>
<p><b>Presentat ion</b></p>	<p><b>*Lead-in: Use Phonics cards 34-37 to introduce the letters and the words.</b> <i>Phonics cards (oa, boat, goat, oy, toy, boy)</i></p> <ul style="list-style-type: none"> <li>- Hold up the boat, goat, toy, and boy phonics cards one at a time, saying the words for the class to repeat. Ask students what today's sounds are (/oʊ/ and /ɔɪ/).</li> <li>- Show the <i>oa</i> and <i>oy</i> phonics cards. Say the words, and have students identify which sound they hear.</li> <li>- Encourage students to come to the board to write each word as the teacher says it.</li> <li>- Use the same process to practice writing and saying the</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher. Say what today's sounds are.</li> <li>- Look at the <i>oa</i> and <i>oy</i> phonics cards. Identify which sound they hear.</li> <li>- Come to the board to write each word as the teacher says it.</li> <li>- Practice writing and saying the other words.</li> </ul>

	<p>other words.</p> <ul style="list-style-type: none"> <li>- Check students' pronunciation.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the sounds and the words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sounds and the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sounds and the words.</li> </ul> <p><b>*Listen and point. Repeat (Track 127)</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the words with the sounds <i>oa</i> and <i>oy</i>.</li> <li>- Play the first part of the recording for students to point to the pictures.</li> <li>- Play the second part for students to repeat the sounds and words in chorus.</li> <li>- Play the recording all the way through (more than once if needed) for students to point to the words and repeat them.</li> <li>- Check students' pronunciation. Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can point and say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to point and say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the words with the sounds <i>oa</i> and <i>oy</i>.</li> <li>- Listen to the first part of the recording and point to the pictures.</li> <li>- Listen to the second part of the recording and repeat the sounds and words in chorus.</li> <li>- Listen to the whole recording. Point to the words and repeat them.</li> </ul>
<b>Practice</b>	<p><b>*Listen and chant (Track 128)</b></p> <ul style="list-style-type: none"> <li>- Ask questions about the pictures. Then, play the recording for students to listen to the chant.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer questions about the pictures. Listen to the chant.</li> </ul>

	<ul style="list-style-type: none"> <li>- Play the recording again for students to say the chant. Have students point to the pictures in their books as they hear the words. Repeat (more than once if necessary).</li> <li>- Play the chant once more as students follow in their books.</li> <li>- Call two groups/students to perform for the class.</li> <li>- Remark on students' pronunciation.</li> </ul> <p>→ <b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the chant correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the chant.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the chant.</li> </ul> <p><b>*Read the chant again. Say the words with <i>oa</i> and <i>oy</i>. (page 79)</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the chant again. Focus attention on the examples.</li> <li>- Ask students to find and circle the instances of <i>oa</i> and <i>oy</i> in the words.</li> <li>- Ask students to say the words with <i>oa</i> and <i>oy</i>.</li> <li>- Check students' pronunciation.</li> </ul> <p><b>Answers:</b>  <i>oa</i> /oo/: goat, boat  <i>oy</i> /ɔɪ/: boy, toy</p> <p>→ <b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the chant again. Point to the pictures in their books as they hear the words.</li> <li>- Listen to the chant again to follow in their books.</li> <li>- Perform for the class.</li> </ul> <ul style="list-style-type: none"> <li>- Look at the chant again. Pay attention on the examples.</li> <li>- Find and circle the instances of <i>oa</i> and <i>oy</i> in the words.</li> <li>- Say the words with <i>oa</i> and <i>oy</i>.</li> </ul>
<b>Producti on</b>	<b>*Look at the pictures. Write and say the words (page 79)</b>	

	<ul style="list-style-type: none"> <li>- Ask students to look at the pictures and say the words.</li> <li>- Point to the first picture and elicit the word <i>boat</i>. Ask students to write the word in their notebooks. Point to the other pictures and say the words together.</li> <li>- Have students complete the items individually.</li> <li>- Ask students to come to the board and write their answers.</li> <li>- Confirm the correct answers. Give feedback.</li> </ul> <p style="text-align: center;">Answer:</p> <p style="text-align: center;">1. boat      2. toy 3. goat      4. boy</p> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can write and say the words correctly.</li> <li>- <i>Task completed:</i> Students can write and say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to write and say the words.</li> </ul> <p><b>*Let's talk</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and speech bubble. Say <i>I'm a boy. I have a toy.</i></li> <li>- Call a student to read the sentence.</li> <li>- Put students in pairs to take turns saying the sentence. Tell them to use other vocabulary on the page.</li> <li>- Call volunteers to perform for the class.</li> <li>- Evaluate students. Praise them.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently.</li> <li>- <i>Task completed:</i> Students</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures and say the words.</li> <li>- Write the word in their notebooks. Say the words together.</li> <li>- Complete the items individually.</li> <li>- Come to the board and write their answers.</li> <li>- Look at the picture and speech bubble.</li> <li>- Read the sentence.</li> <li>- Work in pairs. Take turns to say the sentence. Use other vocabulary words on the page.</li> <li>- Perform for the class.</li> </ul>
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	can say the sentences. - <i>Task uncompleted:</i> Students are unable to say the sentences.	
	<b>HOMEWORK</b>	
	- Revise the words and the patterns. - Do the exercises in Workbook page 73. - Prepare for the next lesson (Unit 10 - Lesson 5).	

WEEK 27

Date of preparing: 01/03/2024

Date of teaching: 18-22/3/2024

Period: 102

## UNIT 10: MAY I TAKE A PHOTO?

### Lesson Five - Skills Time! / Part 1 (page 80)

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

#### 1. Core competences

- Read and understand a poster.
- Recognize specific words.

#### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about the museum.
- *Problem-solving and creativity:* find out what people do when visiting a museum.

#### 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

- *Extra vocabulary:* Viet Nam National Museum of History

**2. Review:** vocabulary and structures seen previously

**3. Patterns:** review the previous patterns

**4. Skills:** Listening, Speaking.

## III. RESOURCES AND MATERIALS

- Student book - page 80, Audio tracks 126-129, Teacher's Guide
- Website *sachso.edu.vn*, Computer, projector, ....

### \*Culture note: Permission

- Raise students' awareness of asking for permission.
- Follow the rules!

## IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<b>Warm-up/review</b>	<p><b>*Let's sing: <i>Sing the song "This is a great museum" (Track 126)</i></b></p> <ul style="list-style-type: none"> <li>- Set up the activity. Tell students they are going to sing <i>This is a great museum</i> from Lesson 3 to energize the class.</li> <li>- Play the recording for students to listen.</li> <li>- Play the recording again for students to sing in chorus.</li> <li>- Let students to sing the song without music. Have students clap their hands as singing the song.</li> <li>- Give comments. Praise students.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can sing the song nicely.</li> <li>- <i>Task completed:</i> Students can sing the song.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing the song.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Listen to the song.</li> <li>- Listen to the song again and sing in chorus.</li> <li>- Sing the song without music. Clap their hands as singing the song.</li> </ul>
<b>Presentation</b>	<p><b>*Lead-in: <i>Use the picture on page 80</i></b></p> <ul style="list-style-type: none"> <li>- Ask students to name all the actions they may do at a museum.</li> <li>- Ask students to look at the pictures and predict what the text is about (a visit to a museum).</li> <li>- Ask students to tell what museums they know about in their country or in other countries.</li> <li>- Give feedback.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can</li> </ul>	<ul style="list-style-type: none"> <li>- Name all the actions they may do at a museum.</li> <li>- Look at the pictures and predict what the text is about (a visit to a museum).</li> <li>- Tell you what museums they know about in their country or in other countries.</li> </ul>



	<p>answer the questions correctly.</p> <ul style="list-style-type: none"> <li>- <i>Task completed:</i> Students can answer the questions.</li> <li>- <i>Task uncompleted:</i> Students are unable to answer the questions.</li> </ul> <p><b>*Look at the pictures. Where is it? (Page 80)</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the pictures.</li> <li>- Direct student's attention to the title and then the first line of the poster.</li> <li>- Elicit that the Viet Nam National Museum of History is in Ha Noi.</li> <li>- Call students to answer where it is doing.</li> <li>- Give feedback.</li> </ul> <p style="padding-left: 40px;"><b>Answer:</b> Ha Noi</p> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can answer the question correctly.</li> <li>- <i>Task completed:</i> Students can answer the question.</li> <li>- <i>Task uncompleted:</i> Students are unable to answer the question.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures.</li> <li>- Pay attention to the title and then the first line of the poster.</li> <li>- Answer where it is doing.</li> </ul>
<b>Practice</b>	<p><b>*Listen and read. (Track 129)</b></p> <ul style="list-style-type: none"> <li>- Ask students if they can recognize any words on the page. Praise them for correct answers.</li> <li>- Explain that they are going to hear a recording of the poster. Tell students to follow the words in their books. It doesn't matter if they don't understand all the words.</li> <li>- Play the recording for</li> </ul>	<ul style="list-style-type: none"> <li>- Say the words.</li> <li>- Follow the words in their books.</li> <li>- Listen to the recording and follow.</li> </ul>

	<p>students to listen and follow.</p> <ul style="list-style-type: none"> <li>- Play the recording a second time. Answer any questions.</li> <li>- Call on some students to read the poster.</li> <li>- Check students' pronunciation. Give feedback.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can read the poster correctly and fluently.</li> <li>- <i>Task completed:</i> Students can read the poster.</li> <li>- <i>Task uncompleted:</i> Students are unable to read the poster.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the recording a second time. Ask any questions.</li> <li>- Read the poster.</li> </ul>
<b>Production</b>	<p><b>*Game: "Pass the ball"</b></p> <ul style="list-style-type: none"> <li>- Introduce the game.</li> <li>- Stick the poster on the board.</li> <li>- Have students stand in a circle. Give one student a ball.</li> <li>- Have students listen to music and pass the ball.</li> <li>- Stop music.</li> <li>- Have the student with a ball read one sentence from the poster line by line.</li> <li>- Continue the game until all the sentences are read.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can read the poster correctly.</li> <li>- <i>Task completed:</i> Students can read the poster.</li> <li>- <i>Task uncompleted:</i> Students are unable to read the poster.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Stand in a circle. Hold a ball.</li> <li>- Listen to music and pass the ball.</li> <li>- The student with a ball read one sentence from the poster.</li> <li>- Continue to play the game</li> </ul>
<b>HOMEWORK</b>		
<ul style="list-style-type: none"> <li>- Revise the words and the patterns.</li> <li>- Do the exercises in Workbook page 74.</li> </ul>		

- Prepare for the next lesson (Unit 10 - Lesson 5/Part 2).

WEEK 27

Date of preparing: 01/03/2024

Date of teaching: 18-22/3/2024

Period: 103

## UNIT 10: MAY I TAKE A PHOTO?

### Lesson Five - Skills Time! / Part 2 (page 80)

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

#### 1. Core competences

- Read and understand a poster.
- Recognize specific words.

#### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about the museum.
- *Problem-solving and creativity:* find out what people do when visiting a museum.

#### 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

- *Extra vocabulary:* Viet Nam National Museum of History

**2. Review:** vocabulary and structures seen previously

**3. Patterns:** review the previous patterns

**4. Skills:** Listening, Speaking.

## III. RESOURCES AND MATERIALS

- Student book - page 80, Audio tracks 129
- Teacher's Guide, Website *sachso.edu.vn*
- Computer, projector, ....

#### \*Culture note: Permission

- Raise students' awareness of asking for permission.
- Follow the rules!

## IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p><b>Warm-up/review</b></p>	<p><b>*Chatting: “Missing flashcards”</b></p> <ul style="list-style-type: none"> <li>- Explain how to play the game.</li> <li>- Divide the class into four groups. Stick a lexical set of four flashcards on the board.</li> </ul> <p><i>E.g. play, catch, run, jump, fly, read, write</i></p> <ul style="list-style-type: none"> <li>- Ask the first group to look at the cards and name the things illustrated on the cards.</li> <li>- Ask the group to close their eyes for 10 seconds, then take out a card of the set. Then let students open their eyes and say out the word for that card.</li> <li>- Stick sets of flashcards on the board and do the same with other groups. Give one point for each correct answer.</li> <li>- The group that gets the most points will win. Praise the winner.</li> <li>- Ask students to read all words aloud.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Work in groups. Look at a lexical set of four flashcards.</li> <li>- Look at the cards and name the things illustrated on the cards.</li> <li>- Close their eyes for 10 seconds, then the teacher takes out a card of the set. Open their eyes and say out the word for that card.</li> <li>- Continue to play the game.</li> <li>- The group that gets the most points will win. Praise the winner.</li> <li>- Read all words aloud.</li> </ul>
<p><b>Presentation</b></p>	<p><b>*Lead-in: “Listen and read” (Track 129)</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the poster with pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the poster with pictures.</li> </ul>

	<ul style="list-style-type: none"> <li>- Play the recording for students to listen and follow silently in their books.</li> <li>- Play the recording again and ask students to repeat.</li> <li>- Pick some volunteers to read the poster in the front of the class.</li> <li>- Give comments and praise.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can read the poster correctly.</li> <li>- <i>Task completed:</i> Students can read the poster.</li> <li>- <i>Task uncompleted:</i> Students are unable to read the poster.</li> </ul> <p><b>*Read again and write a or b. (Page 80)</b></p> <ul style="list-style-type: none"> <li>- Tell students to get their notebooks and write the numbers 1-5.</li> <li>- Ask students to look at the sentences in the exercise. Elicit that there is an answer choice a and b for each item.</li> <li>- Tell students to follow along with the sentences and answer choices while the teacher reads them out loud.</li> <li>- Model the example with students. Tell students to look at the poster and find the location of the museum. Ask them to point to the sentence with the information. Tell them to write <i>a</i> next to number 1 in their notebook.</li> <li>- Tell the students to complete the exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the recording and follow silently in their books.</li> <li>- Listen to the recording and repeat.</li> <li>- Read the poster in the front of the class.</li> </ul> <ul style="list-style-type: none"> <li>- Get their notebooks and write numbers 1-5.</li> <li>- Look at the sentences in the exercise and recognize an answer choice a and b for each item.</li> <li>- Follow along with the sentences and answer choices while the teacher reads them out loud.</li> <li>- Look at the poster and find the location of the museum. Point to the sentence with the information. Write <i>a</i> next to number 1 in their notebook.</li> <li>- Complete the exercise individually, locating the information in the poster.</li> <li>- Follow the teacher.</li> </ul>
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	<p>individually, locating the information in the poster.</p> <ul style="list-style-type: none"> <li>- Check as a class.</li> <li>- Talk as a class about the museum, to explain more about what they can see at the museum and the significance of the stone elephant.</li> <li>- Give comments.</li> </ul> <p><b>Answers:</b>  <b>1. a    2. b    3. b</b>  <b>4. b    5. a</b></p> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can write the answers correctly.</li> <li>- <i>Task completed:</i> Students can write the answers.</li> <li>- <i>Task uncompleted:</i> Students are unable to write the answers.</li> </ul>	
<b>Practice</b>	<p><b>*What's your favorite museum? (page 80)</b></p> <ul style="list-style-type: none"> <li>- Ask students if they have ever been to a museum either in their country or abroad.</li> <li>- Ask students to name their favorite museum.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can name their favorite museum fluently.</li> <li>- <i>Task completed:</i> Students can name their favorite museum.</li> <li>- <i>Task uncompleted:</i> Students are unable to</li> </ul>	<ul style="list-style-type: none"> <li>- Answer if they have ever been to a museum either in their country or abroad.</li> <li>- Name their favorite museum.</li> </ul>

	name their favorite museum.	
<b>Production</b>	<p><b>*Game: “Running dictation”</b></p> <p><i>This museum is in Ha Noi. At the museum, you learn about the history of Viet Nam. I like the paintings. The gift shop is great, too.</i></p> <ul style="list-style-type: none"> <li>- Explain how to play the game.</li> <li>- Stick the posters around the class.</li> <li>- Divide the class into groups of three.</li> <li>- Have two students run and find the pictures around them, then turn back to their group and tell what they have seen.</li> <li>- The other student writes down the sentences from the posters.</li> <li>- The winner is the group that has most correct sentences.</li> <li>- Praise the winner. Give feedback.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can write the sentences correctly.</li> <li>- <i>Task completed:</i> Students can write the sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to write the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Work in groups.</li> <li>- Two students run and find the pictures around them, then turn back to their group and tell what they have seen.</li> <li>- The other student writes down the sentences from the posters.</li> <li>- The winner is the group that has most correct sentences.</li> </ul>
	<b>HOMEWORK</b>	
	<ul style="list-style-type: none"> <li>- Revise the words and the patterns.</li> <li>- Do the exercises in Workbook page 73.</li> <li>- Prepare for the next lesson (Unit 10 - Lesson 6).</li> </ul>	



WEEK 27

Date of preparing: 01/03/2024

Date of teaching: 18-22/3/2024

Period: 104

## UNIT 10: MAY I TAKE A PHOTO?

### Lesson Six - Skills Time! (page 81)

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

#### 1. Core competences

- Listen for specific information.
- Ask and answer *May I ...? Yes, you may. No, you may not.*
- Write individual words with correct spelling.

#### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about the museum.
- *Problem-solving and creativity:* find out what people do when visiting a museum.

#### 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 the vocabulary about museum
- *Viet Nam National Museum of History*

#### 2. Patterns: review the previous patterns

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

## III. RESOURCES AND MATERIALS

- Student book - page 81, Audio tracks 130, Flashcards 104-107
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector, ....

#### \*Culture note: Permission

- Raise students' awareness of asking for permission.
- Follow the rules!

## IV. LEARNING EXPERIENCES

STAGES	Teacher's activities	Students' activities
<b>Warm-up/review</b>	<p><b>*Game: "Slow reveal"</b>  <i>Flashcards (listen to an audio guide, take a photo, draw a picture, visit the gift shop)</i></p> <ul style="list-style-type: none"> <li>- Explain how to play the game.</li> <li>- Put a flashcard on the board and cover it with a piece of paper or another card.</li> <li>- Very slowly move the paper to reveal the picture, little by little.</li> <li>- Ask <i>What's this?</i> The first student to guess correctly comes to the front to choose the next card.</li> <li>- Continue the game until the teacher has practiced all of the words from the vocabulary set.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Look at a flashcard on the board</li> <li>- Follow the teacher.</li> <li>- The first student to guess correctly comes to the front to choose the next card.</li> <li>- Continue to play the game.</li> </ul>
<b>Presentation</b>	<p><b>*Lead-in: Use the pictures on page 81</b></p> <ul style="list-style-type: none"> <li>- Ask students what they can remember from the reading text in the previous lesson.</li> <li>- Encourage students to name as many things to do at the museum as they can.</li> </ul> <p><b>*Listen and say the number. (Track 130)</b></p> <ul style="list-style-type: none"> <li>- Tell students to get their</li> </ul>	<ul style="list-style-type: none"> <li>- Answer what they can remember from the reading text in the previous lesson.</li> <li>- Name as many things to do at the museum as they can.</li> <li>- Get their notebooks.</li> <li>- Listen to the teacher's</li> </ul>

	<p>notebooks.</p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture in their books. Elicit what each student in the picture wants to do.</li> <li>- Explain to students that they are going to hear a sentence from each student in the picture. Explain they should write the number of the student in the order they speak.</li> <li>- Play the recording and pause after the first item. Elicit which child asked the question. Tell students to write 2 in their notebooks.</li> <li>- Continue the recording as students write the number of the appropriate student in their notebooks.</li> <li>- Go over the answers as a class.</li> <li>- Praise students if they have done well.</li> </ul> <p style="text-align: center;"><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. Number 2</li> <li>2. Number 3</li> <li>3. Number 1</li> </ol> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can listen and say the answers correctly.</li> <li>- <i>Task completed:</i> Students can listen and say the answers.</li> <li>- <i>Task uncompleted:</i> Students are unable to listen and say the answers.</li> </ul>	<p>explanation.</p> <ul style="list-style-type: none"> <li>- Listen to the recording. Write 2 in their notebooks.</li> <li>- Write the number of the appropriate student in their notebooks.</li> </ul>
<b>Practice</b>	<p><b>*Look at the picture again. Ask and answer. (page 81)</b></p> <ul style="list-style-type: none"> <li>- Read the sentences out loud. Prompt students to repeat chorally. Ask</li> </ul>	<ul style="list-style-type: none"> <li>- Repeat the sentences chorally. Answer which the student the question goes</li> </ul>

	<p>students which the student the question goes with (Number 1 - the girl with the paper and pencil).</p> <ul style="list-style-type: none"> <li>- Put students in pairs to take turns asking the questions the students in the picture are asking for their partner to answer.</li> <li>- Ask some pairs to ask and answer for permission in the front of the class.</li> <li>- Check students' pronunciation. Give feedback.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can ask and answer for permission correctly and fluently.</li> <li>- <i>Task completed:</i> Students can ask and answer for permission.</li> <li>- <i>Task uncompleted:</i> Students are unable to ask and answer for permission.</li> </ul>	<p>with (Number 1 - the girl with the paper and pencil).</p> <ul style="list-style-type: none"> <li>- Work in pairs to take turns asking the questions the students in the picture are asking for their partner to answer.</li> <li>- Ask and answer for permission in the front of the class.</li> </ul>
<b>Production</b>	<p><b>*Write about a museum you like. (page 81)</b></p> <ul style="list-style-type: none"> <li>- Tell students to get their notebooks.</li> <li>- Point to the paragraph.</li> <li>- Elicit some possible answers from the students.</li> <li>- Tell students they are going to use the paragraph to answer questions about their favorite museum.</li> <li>- Elicit the museums students like. If they aren't familiar with any museums, tell them to write about the Viet Nam Museum of National</li> </ul>	<ul style="list-style-type: none"> <li>- Get their notebooks.</li> <li>- Look at the paragraph.</li> <li>- Use the paragraph to answer questions about their favorite museum.</li> <li>- Follow the teacher.</li> <li>- Complete the paragraph about their own favorite</li> </ul>

	<p>History, which they've read about in the unit.</p> <ul style="list-style-type: none"> <li>- Have students complete the paragraph about their own favorite museum.</li> <li>- Praise them. Give comments.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can write about the museum they like well..</li> <li>- <i>Task completed:</i> Students can write about the museum they like.</li> <li>- <i>Task uncompleted:</i> Students are unable to write about the museum they like.</li> </ul>	<p>museum.</p>
	<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Revise the words and the patterns.</li> <li>- Do the exercises in Workbook page 75.</li> <li>- Prepare for the next lesson (Unit 11 - Lesson 1).</li> </ul>	

**Kiểm tra ngày 02 tháng 3 năm 2024**

**Tổ Trưởng**



**Huỳnh Thị Yến Trang**

WEEK 28

Date of preparing: 01/03/2024

Date of teaching: 25-29/3/2024

Period: 105

## UNIT 11: THIS IS A DOLL ON THE RUG.

### Lesson One - Words / Part 1 (page 82)

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

#### 1. Core competences

- Identify bedroom objects.
- Understand a short story.

#### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about bedroom objects and numbers.
- *Problem-solving and creativity:* find out what objects they have in their bedroom.

#### 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:* rug, cabinet, shelf, pillow, blanket
- *Extra vocabulary:* clean up, clean, room

### 2. Pronunciation tip:

- Concentrate on the difference between /p/ and /b/ in *pillow* and *blanket*. Make sure students say /ʃ/ not /s/ for *shelf*.

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

## III. RESOURCES AND MATERIALS

- Student book - page 82, Audio Tracks 131, 132, Flashcards 111-115
- Teacher's Guide, Website *sachso.edu.vn*
- Computer, projector, ....

**\*Culture note: Bedroom objects**

- Show their love with their objects in their rooms.
- Be neat and clean!

#### IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Warm-up/review	<p><b>*Game: "What's the picture?"</b></p> <ul style="list-style-type: none"> <li>- Start to draw a picture on the board of one of the classroom words, <i>e.g. pencil, board, desk, chair, bag.</i></li> <li>- Ask the students to guess what it is and call out the name.</li> <li>- Put the students into small groups of four or five and ask them to take turns drawing objects from the classroom for the other students to guess. Let students extend the activity with new objects from the classroom if they know their names in English.</li> <li>- The first student in each group to guess the object takes a turn at drawing the next one.</li> <li>- Finish the activity when the students have had time to practice most of the words.</li> <li>- Give comments. Praise students.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say classroom words nicely.</li> <li>- <i>Task completed:</i> Students can say classroom words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say classroom words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures.</li> <li>- Guess what it is and call out the name.</li> <li>- Work in groups of four or five. Take turns drawing objects from the classroom for the other students to guess. Extend the activity with new objects from the classroom if they know their names in English.</li> <li>- The first student in each group to guess the object takes a turn at drawing the next one.</li> </ul>
Presentation	<p><b>*Lead-in: Use Flashcards 111-115 to present the vocabulary.</b></p> <ul style="list-style-type: none"> <li>- Tell students that today's story is about a room. Draw a simple bed and closet on the board and elicit <i>bedroom.</i></li> <li>- Use Flashcards 111-115 to present the vocabulary. Hold up the flashcards and say the words</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Look at the flashcards. Repeat the words.</li> <li>- Look at the flashcards</li> </ul>

	<p>for students to repeat.</p> <ul style="list-style-type: none"> <li>- Hold the flashcards up in a different order and repeat.</li> <li>- Remark on students' pronunciation.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can pronounce the phrases correctly and fluently.</li> <li>- <i>Task completed:</i> Students can pronounce the phrases.</li> <li>- <i>Task uncompleted:</i> Students are unable to pronounce the phrases.</li> </ul> <p><b>*Listen and point. Repeat. (Track 131)</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures. Say the words and let students repeat.</li> <li>- Play the recording. Have students point to the correct words.</li> <li>- Play the recording again. Ask students to repeat each word after they hear it.</li> <li>- Ask some students to read the words aloud.</li> <li>- Check students' pronunciation.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can point and say the phrases correctly and fluently.</li> <li>- <i>Task completed:</i> Students can point and say the phrases.</li> <li>- <i>Task uncompleted:</i> Students are unable to point and say the phrases.</li> </ul>	<p>again. Repeat the words.</p> <ul style="list-style-type: none"> <li>- Look at the pictures. Repeat the words.</li> <li>- Listen to the recording. Point to the correct words.</li> <li>- Listen to the recording again. Repeat each word after they hear it.</li> <li>- Read the words aloud.</li> </ul>
<b>Practice</b>	<p><b>*Listen and chant. (Track 132)</b></p> <ul style="list-style-type: none"> <li>- Play the recording for students to listen to the chant.</li> <li>- Play the chant again for students to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the chant.</li> <li>- Listen to the chant again. Say the words.</li> </ul>



	<ul style="list-style-type: none"> <li>- Repeat (more than once if necessary).</li> <li>- Call two groups/students to say the chant for the class. The rest of the class claps along to the rhythm of the chant.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the chant correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the chant.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the chant.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the chant for the class. The rest of the class claps along to the rhythm of the chant.</li> </ul>
<p><b>Production</b></p>	<p><b>*Game: “Slow reveal”</b>  <i>Flashcards (rug, cabinet, shelf, pillow, blanket)</i></p> <ul style="list-style-type: none"> <li>- Introduce the game.</li> <li>- Put a flashcard on the board and cover it with a piece of paper or another card.</li> <li>- Very slowly move the paper to reveal the picture, little by little.</li> <li>- Ask <i>What’s this?</i> The first student to guess correctly comes to the front to choose the next card.</li> <li>- Continue the game until you have practiced all of the words from the vocabulary set.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Look at the flashcards on the board.</li> <li>- Follow the teacher.</li> <li>- Guess correctly comes to the front to choose the next card.</li> <li>- Continue to play the game.</li> </ul>

**HOMEWORK**

- Learn new words by heart.
- Do the exercises in Workbook page 76.
- Prepare for the next lesson (Unit 11 - Lesson 1/Part 2).

WEEK 28

Date of preparing: 01/03/2024

Date of teaching: 25-28/3/2024

Period: 106

## UNIT 11: THIS IS A DOLL ON THE RUG.

### Lesson One - Words / Part 2 (page 82)

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

#### 1. Core competences

- Identify bedroom objects.
- Understand a short story.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about bedroom objects.
- *Problem-solving and creativity*: find out what objects they have in their bedroom.

#### 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*: rug, cabinet, shelf, pillow, blanket
- *Extra vocabulary*: clean up, clean, room

### 2. Pronunciation tip:

- Concentrate on the difference between /p/ and /b/ in *pillow* and *blanket*. Make sure students say /ʃ/ not /s/ for *shelf*.

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

## III. RESOURCES AND MATERIALS

- Student book - page 82, Audio Tracks 131, 133, Flashcards 111-115
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector, ....

### \*Culture note: Bedroom objects

- Show their love with their objects in their rooms.
- Be neat and clean!

**IV. LEARNING EXPERIENCES**

<b>STAGES</b>	<b>TEACHER'S ACTIVITIES</b>	<b>STUDENTS' ACTIVITIES</b>
<b>Warm-up/review</b>	<p><b>*Game: "What's the picture?"</b></p> <ul style="list-style-type: none"> <li>- Introduce the game.</li> <li>- Start to draw a picture on the board of one of bedroom objects, <i>e.g. rug, cabinet, shelf, pillow, blanket</i></li> <li>- Ask students to guess what it is and call out the name.</li> <li>- Put the students into small groups of four or five and ask them to take turns drawing objects from the classroom for the other students to guess. Ask them to extend the activity with new objects from the classroom if they know their names in English.</li> <li>- The first student in each group to guess the object takes a turn at drawing the next one.</li> <li>- Finish the activity when the students have had time to practice most of the words.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Look at a picture on the board.</li> <li>- Guess what it is and call out the name.</li> <li>- Work in small groups of four or five and take turns drawing objects from the classroom for the other students to guess. Extend the activity with new objects from the classroom if they know their names in English.</li> <li>- The first student in each group to guess the object takes a turn at drawing the next one.</li> <li>- Continue to play the game.</li> </ul>
<b>Presentation</b>	<p><b>*Listen and point. Repeat. (Track 131)</b></p> <ul style="list-style-type: none"> <li>- Point to the pictures. Say the words and let the students repeat.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures on the board. Repeat the phrases.</li> <li>- Listen to the recording. Point to the correct words.</li> </ul>

	<ul style="list-style-type: none"> <li>- Play the recording. Have students point to the correct words.</li> <li>- Have students repeat each word after they hear it.</li> <li>- Play the recording again. Ask students to repeat words phrase after they hear it.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can point and say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to point and say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Repeat each word after they hear it.</li> <li>- Listen to the recording again. Repeat each words after they hear it.</li> </ul>
<b>Practice</b>	<p><b>*Listen and read. (Track 133)</b></p> <ul style="list-style-type: none"> <li>- Ask some questions about the story, e.g. <i>Where are Rosy and Grandma? Where's Billy? What rooms can you see?</i></li> <li>- Focus attention on the first picture. Ask students to name as many toys, clothes, and bedroom objects as they can.</li> <li>- Talk about each frame in turn with the class. Ask <i>What's happening?</i> Encourage predictions from different students.</li> <li>- Ask students to look at the story while the teacher plays the recording for them to listen. Point to each speech bubble in turn as the teacher hears the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the questions.</li> <li>- Pay attention on the first picture. Name as many toys, clothes, and bedroom objects as they can.</li> <li>- Follow the teacher.</li> <li>- Look at the story while the teacher plays the recording for them to listen.</li> <li>- Answer the questions.</li> </ul>

	<ul style="list-style-type: none"> <li>- Ask comprehension questions, e.g. <i>Here is Rosy's room. Is it clean? What does Rosy do? Is the apartment clean? Why is the kitchen messy?</i></li> <li>- Ask students to open their Student Books to page 82. Tell them to listen and follow the words in the story as the teacher plays the recording again.</li> <li>- Ask students to find and point to the words from exercise 1 that appear in the story.</li> <li><b>*Role-play:</b></li> <li>- Ask students to practice the conversation in pairs.</li> <li>- Observe students' pronunciation and help if necessary. Then, correct the mistakes.</li> <li>- Call some pairs perform the conversation in front of the class.</li> <li>- Ask students to give their feedback on their friends' presentation, then teacher gives feedback.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <p><i>Task completed with excellence:</i> Students can read the story correctly and fluently.</p> <p><i>Task completed:</i> Students can read the story.</p> <p><i>Task uncompleted:</i> Students are unable to read the story.</p>	<ul style="list-style-type: none"> <li>- Open their books. Listen and follow the words in the story as the teacher plays the recording again.</li> <li>- Find and point to the words from exercise 1 that appear in the story.</li> <li>- Practice the conversation in pairs.</li> <li>- Perform the conversation in front of the class.</li> <li>- Give their feedback on their friends' presentation.</li> </ul>
<b>Production</b>	<p><b>*Game: "Slap the board"</b></p> <p><i>Flashcards (rug, cabinet, shelf, pillow, blanket)</i></p> <ul style="list-style-type: none"> <li>- Stick the flashcards with these words on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards on the board.</li> </ul>

	<p>Tell students to look at the board.</p> <ul style="list-style-type: none"> <li>- Tell students how the game is played.</li> <li>- Ask students to listen to four words and slap the flashcards as correctly and quickly as possible. The teacher may start saying from any of the words on the board and note the score.</li> <li>- Repeat the procedure if there is time.</li> <li>- The student who gets the highest score will be the winner. Praise the winner.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can remember bedroom objects correctly.</li> <li>- <i>Task completed:</i> Students can remember bedroom objects.</li> <li>- <i>Task uncompleted:</i> Students are unable to remember bedroom objects.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's explanation.</li> <li>- Listen to four words and slap the flashcards as correctly and quickly as possible.</li> <li>- Continue to play the game.</li> <li>- The student who gets the highest score will be the winner. Praise the winner.</li> </ul>
	<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Revise the words by heart.</li> <li>- Do the exercises in Workbook page 76.</li> <li>- Prepare for the next lesson (Unit 11 - Lesson 2).</li> </ul>	

WEEK 28

Date of preparing: 01/03/2024

Date of teaching: 25-28/3/2024

Period: 107

## UNIT 11: THIS IS A DOLL ON THE RUG.

### Lesson Two - Grammar (page 83)

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

#### 1. Core competences

- Make sentences with *There's* and *There are*.
- Make sentences with *some* and *a lot of*.
- Act out a story.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about bedroom objects.
- *Problem-solving and creativity*: find out what objects they have in their bedroom.

#### 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.

## IV. LANGUAGE FOCUS AND SKILLS

#### 1. Vocabulary

- *Vocabulary*: bedroom objects (*rug, cabinet, shelf, pillow, blanket*)

#### 2. Patterns

- *There's a doll on the rug.*
- *There are some toys in the cabinet. There are a lot of books under the bed.*

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

## III. RESOURCES AND MATERIALS

- Student book - page 83
- Audio Tracks 133, 134
- Flashcards 111-115
- Teacher's Guide
- Website *sachso.edu.vn*



- Computer, projector, ....

**\*Culture note: Bedroom objects**

- Show their love with their objects in their rooms.
- Be neat and clean!

**IV. LEARNING EXPERIENCES**

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p><b>Warm-up/review</b></p>	<p><b>*Game: "Musical cards"</b>  <i>Flashcards (rug, cabinet, shelf, pillow, blanket)</i></p> <ul style="list-style-type: none"> <li>- Explain how to play the game.</li> <li>- Ask students if they can remember any bedroom objects.</li> <li>- Play the song <i>This is a great museum!</i> (Track 126).</li> <li>- Hand out the flashcards to different students around the class. Have students pass the cards to the students next to them while the music is playing.</li> <li>- Stop the music suddenly. Ask the students who are holding the flashcards, <i>What's this?</i> Ask students to say the words aloud.</li> <li>- Play the music again and repeat the activity.</li> <li>- Ask students to check their friends' pronunciation. Give feedback.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the words correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Say the words.</li> <li>- Follow the teacher. Pass the cards to the students next to them while the music is playing.</li> <li>- Say the words aloud.</li> <li>- Continue to play the game.</li> <li>- Check their friends' pronunciation.</li> </ul>
<p><b>Presentati on</b></p>	<p><b>*Lead-in: Use pictures (part 3) on page 83</b></p>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> </ul>

	<ul style="list-style-type: none"> <li>- Elicit what happened in the story.</li> <li>- Cover the story and ask which bedroom objects appeared in the story.</li> </ul> <p><b>*Listen to the story again. (Track 133)</b></p> <ul style="list-style-type: none"> <li>- Ask students to turn to the story in their books. Check how many words they remembered.</li> <li>- Play the recording, pausing for students to repeat.</li> <li>- Divide the class into groups to play the roles in the story.</li> <li>- Praise students. Give comments.</li> </ul> <p><b>Story actions</b></p> <p><i>Picture 1:</i> Grandma points to the things in the bedroom and shakes her head.</p> <p><i>Picture 2:</i> Rosy puts things away, and then extends her arm to show that the room is clean. Grandma smiles.</p> <p><i>Picture 3:</i> Grandma sits down looking happy. Rosy opens the kitchen door and looks shocked.</p> <p><i>Picture 4:</i> Billy sits on the floor and bangs his drum. Rosy and Grandma shake their heads.</p> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can remember the story correctly and fluently.</li> <li>- <i>Task completed:</i> Students can remember the story.</li> <li>- <i>Task uncompleted:</i> Students are unable to remember the story.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer which bedroom objects appeared in the story.</li> <li>- Turn to the story in their books.</li> <li>- Listen to the recording and repeat.</li> <li>- Work in groups. Play the roles in the story.</li> </ul>
<b>Practice</b>	<p><b>*Listen and say. (Track 134)</b></p> <ul style="list-style-type: none"> <li>- Point to each picture and elicit what students can see.</li> <li>- Ask students to read the sentences under each picture.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures.</li> <li>- Read the sentences under each picture.</li> </ul>

	<ul style="list-style-type: none"> <li>- Point to each picture and ask students to say aloud.</li> <li>- Play the recording all the way through.</li> <li>- Play the recording again, pausing for students to repeat.</li> <li>- Write <i>There's</i> and <i>There are</i> on the board.</li> <li>- Say <i>book</i> and point to <i>There's</i>. Say <i>books</i> and point to <i>There are</i>. Continue giving singular and plural nouns while students point to the correct phrase.</li> <li>- Draw a picture of four books on the board and say <i>There are some books</i>. Then draw ten books on the board and say <i>There are a lot of books</i>. Then point to things in the classroom and elicit <i>some</i> or <i>a lot of</i>.</li> <li>- Check students' pronunciation.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the sentence patterns correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sentence patterns.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentence patterns.</li> </ul> <p><b>*Look and say. (page 83)</b></p> <ul style="list-style-type: none"> <li>- Ask a student to read the sentence in the speech bubble.</li> <li>- Put students in pairs to take turns pointing to the pictures and asking and saying what they can see.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the words aloud.</li> <li>- Listen to the recording.</li> <li>- Listen to the recording again. Repeat the words.</li> <li>- Look at the board.</li> <li>- Point to the correct phrase.</li> <li>- Follow the teacher.</li> <li>- Read the sentence in the speech bubble.</li> <li>- Work in pairs. Take turns pointing to the pictures and asking and saying what they can see.</li> </ul>
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	<ul style="list-style-type: none"> <li>- <i>Task completed:</i> Students can say the sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentences.</li> </ul>	
<b>Production</b>	<p><b>*Look again and write. (page 83)</b></p> <ul style="list-style-type: none"> <li>- Tell students to get their notebooks and write numbers 1-5.</li> <li>- Read the words in the box out loud for students to repeat.</li> <li>- Copy the example sentence on the board. Ask students to count the pillows in exercise 3.</li> <li>- Elicit that we use <i>There are</i> because it is more than one.</li> <li>- Elicit that we use <i>some</i> because there are three pillows.</li> <li>- Ask students to complete the exercise in their notebooks.</li> <li>- Go over the answers with the class.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. There's a doll on the cabinet.</li> <li>2. There are some pillows on the bed.</li> <li>3. There are a lot of books on the shelf.</li> <li>4. There are a lot of balls on the rug.</li> <li>5. There's a blanket on the bed.</li> </ol> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can complete the sentences correctly and fluently.</li> </ul>	<ul style="list-style-type: none"> <li>- Get their notebooks and write numbers 1-5.</li> <li>- Repeat the words.</li> <li>- Count the pillows in exercise 3.</li> <li>- Follow the teacher.</li> <li>- Follow the teacher.</li> <li>- Complete the exercise in their notebooks.</li> <li>- Give the answers.</li> <li>- Look at the picture and speech bubble.</li> <li>- Repeat the sentence.</li> <li>- Practice the sentence with other known objects.</li> <li>- Perform for the class.</li> </ul>

	<ul style="list-style-type: none"> <li>- <i>Task completed:</i> Students can say the sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentences.</li> </ul> <p><b>*Let's talk</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and speech bubble.</li> <li>- Say the sentence for the students to repeat.</li> <li>- Ask students to practice the sentence with other known objects.</li> <li>- Call some students to perform for the class.</li> <li>- Remark on students' speaking skills.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can make sentences with <i>There's</i> and <i>There are</i> correctly and fluently.</li> <li>- <i>Task completed:</i> Students can make sentences with <i>There's</i> and <i>There are</i>.</li> <li>- <i>Task uncompleted:</i> Students are unable to make sentences with <i>There's</i> and <i>There are</i>.</li> </ul>	
	<p><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Learn the pattern by heart.</li> <li>- Do the exercises in Workbook page 77.</li> <li>- Prepare for the next lesson (Unit 11 - Lesson 3).</li> </ul>	

WEEK 28

Date of preparing: 01/03/2024

Date of teaching: 25-28/3/2024

Period: 108

## UNIT 11: THIS IS A DOLL ON THE RUG.

### Lesson Three - Song (page 84)

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

#### 1. Core competences

- Identify numbers 11-20.
- Use numbers in the context of a song.

#### 2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about numbers.
- *Problem-solving and creativity:* count the numbers, find out the quantity of things.

#### 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:* numbers 1-10 (recycled), *eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty*
- *Extra vocabulary:* more, get in

### 2. Skills: Listening and Speaking.

## C. RESOURCES AND MATERIALS

- Student book - page 84, Audio Tracks 135-136, Flashcards 116-125
- Teacher's Guide, Website *sachso.edu.vn*, Computer, projector, ....

### \*Culture note: Numbers

- Be familiar with numbers 11-20, use the numbers in Math.

## IV. LEARNING EXPERIENCES

STAGES	TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
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<p><b>Warm-up/review</b></p>	<p><b>*Game: “Living numbers”</b>  <i>Cards (1-10)</i></p> <ul style="list-style-type: none"> <li>- Set up the activity.</li> <li>- Ask ten students to come to front of the class. Give each one a number card (numbered 1-10).</li> <li>- Ask students to arrange themselves so they are standing in the correct order from one to ten.</li> <li>- Have students say the numbers in chorus. As each number is said, the person holding that flashcard holds it above their head.</li> <li>- Concentrate on pronunciation of the numbers.</li> <li>- Call some students to say the numbers 1-10.</li> <li>- Praise students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the numbers correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the numbers.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Come to front of the class. Hold a number card (numbered 1-10).</li> <li>- Arrange themselves so they are standing in the correct order from one to ten.</li> <li>- Say the numbers in chorus. As each number is said, the person holding that flashcard holds it above their head.</li> <li>- Say the numbers 1-10.</li> </ul>
<p><b>Presentation</b></p>	<p><b>*Lead-in: Use flashcards 116-125 to present the vocabulary.</b></p> <ul style="list-style-type: none"> <li>- Use flashcards to introduce the numbers eleven to twenty. Use Track 135 to model the pronunciation for children to repeat. Stop after the first part of the track.</li> <li>- Ask ten students to come to the front and hold a flashcard. Give them the numbers 11-20. Ask students to stand in order.</li> <li>- Say the numbers with the class. As each number is said, the student holds it above their head.</li> <li>- Ask some students to call out numbers at random to increase the challenge of the activity.</li> </ul>	<p>Look at the flashcards. Repeat the words.</p> <p>Come to the front and hold a flashcard. Stand the numbers in order.</p> <p>Follow the teacher.</p> <p>Call out numbers at random to increase the challenge of the activity.</p>

	<ul style="list-style-type: none"> <li>- Remark on students' pronunciation.</li> <li>→<b>Expected outcomes and assessment</b></li> <li>- <i>Task completed with excellence:</i> Students can pronounce the words correctly.</li> <li>- <i>Task completed:</i> Students can pronounce the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to pronounce the words.</li> <li>*<b>Listen and point. Repeat (Track 135)</b></li> <li>- Point to the pictures. Say the words and let the students repeat.</li> <li>- Play the recording. Ask students to point to the correct words.</li> <li>- Have students repeat each word after they hear it.</li> <li>- Remark on students' pronunciation.</li> <li>→<b>Expected outcomes and assessment</b></li> <li>- <i>Task completed with excellence:</i> Students can listen and repeat the words correctly.</li> <li>- <i>Task completed:</i> Students can listen and repeat the words.</li> <li>- <i>Task uncompleted:</i> Students are unable to listen and repeat the words.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the words and repeat.</li> <li>- Listen to the recording and point to the correct words.</li> <li>- Repeat each word after they hear it.</li> </ul>
<b>Practice</b>	<ul style="list-style-type: none"> <li>*<b>Listen and sing. (Track 126)</b></li> <li>- Ask students to look at the pictures in their books. Point to the bears and say <i>How many bears?</i> Ask students to count the bears and tell the answer (twelve).</li> <li>- Play the recording for students to listen and follow the song in their books.</li> <li>- Recite the words of the song with the class, without the music or recording. Say each line and ask students to repeat.</li> <li>- Play the recording again for</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures in their books. Count the bears and tell the answer (twelve).</li> <li>- Listen to the song again and follow the words in their books.</li> <li>- Repeat each line of the song.</li> <li>- Listen to the song again</li> </ul>



	<p>students to sing along.</p> <ul style="list-style-type: none"> <li>- Call on two groups/students to perform for the class.</li> <li>- Check students' pronunciation. Praise students if they have done well.</li> </ul> <p>→ <b>Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can sing the song nicely.</li> <li>- <i>Task completed:</i> Students can sing the song.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing the song.</li> </ul> <p><b>*Sing and do</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture and decide together what the actions should be for this song.</li> <li>- Practice the actions with the class.</li> <li>- Play the recording for students to sing the song and do the actions.</li> <li>- Ask two groups/students to sing and do the actions in front of the class.</li> </ul> <p><b>Song actions</b></p> <p>Ask one student to come to the front of the class to be “the little one” and hold a piece of paper with the number 10 written on it. Give flashcards showing the numbers 11-20 to other students in the class.</p> <p>When the students with the flashcards hear their numbers, they hold their cards in the air. When the student hears their “name,” they go to the front and jump into the “bed”.</p> <p>Repeat the song. Give the flashcards to ten different students and invite a different student to be “the little one”.</p> <p>→ <b>Expected outcomes and</b></p>	<p>and sing along.</p> <ul style="list-style-type: none"> <li>- Perform for the class.</li> </ul> <ul style="list-style-type: none"> <li>- Look at the picture and decide together what the actions should be for this song.</li> <li>- Practice the actions.</li> <li>- Listen to the song, sing the song and do the actions.</li> <li>- Sing and do the actions in front of the class.</li> </ul>
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	<p><b>assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can sing and do the actions nicely.</li> <li>- <i>Task completed:</i> Students can sing and do the actions.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing and do the actions.</li> </ul>	
<p><b>Production</b></p>	<p><b>*Game: “Forwards and backwards”</b>  <i>Flashcards (old, new, great)</i></p> <ul style="list-style-type: none"> <li>- Review the number vocabulary and write the numbers 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 on the board.</li> <li>- Make sure the students are sitting in rows so they can count around the room.</li> <li>- Ask the students to start counting, with each student in turn saying the next number.</li> <li>- Before they get to 20, say <i>Change!</i> The students have to then start counting backwards from whatever number they have reached.</li> <li>- Say <i>Change!</i> again and the students start counting forwards again.</li> <li>- Praising students if they have done well.</li> </ul> <p><b>→Expected outcomes and assessment</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can say the number vocabulary correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the number vocabulary.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the number vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>- Say the numbers.</li> <li>- Sit in rows so they can count around the room.</li> <li>- Start counting, with each student in turn saying the next number.</li> <li>- Start counting backwards from whatever number they have reached.</li> <li>- Start counting forwards again.</li> </ul>
<p style="text-align: center;"><b>HOMEWORK</b></p> <ul style="list-style-type: none"> <li>- Revise the words and the patterns.</li> <li>- Do the exercises in Workbook page 78.</li> <li>- Prepare for the next lesson (Unit 11 - Lesson 4).</li> </ul>		

**Duyệt ngày 06/03/2024**  
**PHÓ HIỆU TRƯỞNG**

**Nguyễn Thị Thanh Hải**

**Kiểm tra ngày 02/03/2024**  
**Tổ trưởng**



**Huỳnh Thị Yến Trang**