

WEEK: 25

Period: 97

Date of teaching: from Mar 4, 2024 to Mar 8, 2024

**REVIEW 3**  
**REVISION – PART 1**

**A. 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.

**B. LANGUAGE FOCUS AND SKILLS**

**1. Vocabulary**

- *Vocabulary*: review weather, everyday activities, and different times.

**2. Language:**

- Listening: 2 (things people like)
- Writing: 1 (weather), 6 (everyday activities), 7 (phonics)
- Reading: 3, 4 (everyday activities)
- Speaking: 5 (spelling of /ŋ/, /ʒ/, /ð/, /ʊ/, and /u:/)

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

**C. RESOURCES AND MATERIALS**

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

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b>	
<i>Aim: To motivate students and help students to review different types of weather.</i>	
<p><b>* Look and write.</b></p> <ul style="list-style-type: none"> <li>- Show the pictures and ask the children what they represent (<i>types of weather</i>).</li> <li>- Ask the children to write the weather words, and say that if they can't remember them, they can unscramble the words under each picture.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures and answer what they represent (<i>types of weather</i>).</li> <li>- Write the weather words or unscramble them under each picture.</li> <li>- Look at the example.</li> </ul>



- Show the first picture and ask *What's this activity? (have breakfast)*. Ask the children to read the text and find at what time Lily has breakfast (7:00). Show the example answer.
- Ask the children to complete the rest of the exercise. They can draw the clockfaces in their notebooks. For extra challenges, they can also write the times.

**Answers****1** 7:00**2** 7:45**3** 12:15**4** 6:00**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task correctly and describe times fluently.
- *Task completed:* Students can complete the task correctly and describe times in pairs.
- *Task uncompleted:* Students are unable to complete the task correctly and describe times in pairs.

- Look at the first picture. Read the text and find out at what time Lily has breakfast (7:00).
- Complete the rest of the exercise individually.
- For extra challenges, you can also write the times.
- In pairs, take turns describing pictures to each other.
- Volunteer to talk in the front.

**PRODUCTION (10 minutes)**

*Aim: To help students talk about things people like, different types of weather and different times.*

**\* Game: Spin the wheel!**

- Ask children to play the game individually.
- Children spin the wheel and talk about pictures.
- Children work in pairs to write down these sentences in their notebooks.

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can talk about pictures fluently in the front.
- *Task completed:* Students can talk about pictures in pairs.
- *Task uncompleted:* Students are unable to talk about pictures in pairs.

- Spin the wheel and talk about pictures.
- Work in pairs to write down these sentences in your notebooks.

WEEK: 25

Period: 98

Date of teaching: from Mar 4, 2024 to Mar 8, 2024

**REVIEW 3**  
**REVISION – PART 2**

**A. 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.

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

- *Vocabulary*: review weather, everyday activities, and different times.

**2. Language:**

- Listening: 2 (things people like)
- Writing: 1 (weather), 6 (everyday activities), 7 (phonics)
- Reading: 3, 4 (everyday activities)
- Speaking: 5 (spelling of /ŋ/, /ʒ/, /ð/, /ʊ/, and /u:/)

**3. Skills:** Listening, Speaking, Reading, and Writing.**C. RESOURCES AND MATERIALS**

- Student book - page 73
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards from units 7, 8, 9
- Computer, projector, ....

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To help students talk about things people like, different types of weather and different times.</i>	
<p><b>* Game: Spin the wheel!</b></p> <ul style="list-style-type: none"> <li>- Ask children to play the game individually.</li> <li>- Children spin the wheel and talk about pictures.</li> <li>- Children work in pairs to write down these sentences in their notebooks.</li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p>	<ul style="list-style-type: none"> <li>- Spin the wheel and talk about pictures.</li> <li>- Work in pairs to write down these sentences in your notebooks.</li> </ul>



<p>- <i>Task uncompleted:</i> Students are unable talk about what people do at different times of the day in pairs.</p> <p>* <b>What do you do in a day? Write 20–30 words.</b></p> <p>- Ask children to look again at the pictures in Exercise 5 and think about when they get up, eat breakfast, and eat dinner.</p> <p>- Ask children to write three sentences saying the times they do those activities.</p> <p><b>Answers</b> Children's own answers</p> <p>→ <b>Expected outcomes and assessment.</b></p> <p>- <i>Task completed with excellence:</i> Students can write about what they do in a day creatively and correctly.</p> <p>- <i>Task completed:</i> Students can write about what they do in a day.</p> <p>- <i>Task uncompleted:</i> Students are unable write about what they do in a day.</p> <p>* <b>Write.</b></p> <p>- Ask the children to look at the letters in the box. Ask them if they can remember the sounds these letters make.</p> <p>- Ask the children to say the sounds aloud.</p> <p>- Do the first item with the class.</p> <p>- Ask the children to complete the exercise.</p> <p><b>Answers</b> 1 th 2 ng 3 sion 4 ou 5 sure 6 oo</p> <p>→ <b>Expected outcomes and assessment.</b></p> <p>- <i>Task completed with excellence:</i> Students can pronounce and write the sounds the letters make correctly and fluently.</p> <p>- <i>Task completed:</i> Students can pronounce and write the sounds the letters make.</p> <p>- <i>Task uncompleted:</i> Students are unable pronounce and write the sounds the letters make.</p>	<p>- Look again at the pictures in Exercise 5 and think about when you get up, eat breakfast, and eat dinner.</p> <p>- Talk about it to your partners.</p> <p>- Write three sentences saying the times you do those activities.</p> <p>- Read them aloud to the class.</p> <p>- Look at the letters in the box and pronounce the sounds these letters make loudly.</p> <p>- Look at the teacher's demo.</p> <p>- Complete the exercise individually.</p>
<p><b>PRODUCTION (10 minutes)</b></p> <p><i>Aim: To help students talk about what people do at different times of the day.</i></p>	
<p>* <b>Game: Tell a story!</b></p> <p>- Introduce Lisa as a main character of the story.</p> <p>- Make the first sentence of the story. <i>This is Lisa.</i></p>	<p>- Listen to the teacher's instructions carefully.</p>

- Ask children to sit in a big circle or work in groups.
  - Have them listen to the sentence and add the next ones to make the story longer and more reasonable. *This is Lisa. She is nine years old. ...*
  - The group not repeating the previous sentences and adding new ones will be out of the game.
  - The group left will be the winner.
- **Expected outcomes and assessment.**
- *Task completed with excellence:* Students can make sentences with long and creative ideas.
  - *Task completed:* Students can make sentences describing what Lisa does at different times of the day.
  - *Task uncompleted:* Students are unable to make sentences describing what Lisa does at different times of the day.

- Sit in a big circle or work in groups.
- Add sentences and repeat the previous ones to make a creative story describing what Lisa does at different times of the day.

WEEK: 25

Period: 99

Date of teaching: from Mar 4, 2024 to Mar 8, 2024

## FLUENCY TIME 3

### LESSON 1 – EVERYDAY ENGLISH

#### A. DESIRED OBJECTIVES

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

##### 1. Core competences

- Learn some useful language for getting dressed.

##### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different types of weather and what they are doing there.
- *Problem-solving and creativity*: find out what they need to wear when the weather is like in the place where they are.

##### 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. Language:

- Wear your sun hat because it's hot. / Take off your sun hat, please because we don't wear hats in school.

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

#### C. RESOURCES AND MATERIALS

- Student book - page 74
- Audio tracks 116 – 117
- Flashcards: Grade 2 (21-26), Grade 3 (74-81)
- Teacher's Guide
- Website *sachso.edu.vn*
- Computer, projector, ....

#### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To help students remember about known items from Unit 7, 8, 9.</i>	
<p><b>* Warmer</b></p> <ul style="list-style-type: none"> <li>- Play <i>Simon says</i> to review instructions.</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 listen, understand, follow the instructions correctly and give the instructions confidently.</li> <li>- <i>Task completed</i>: Students can listen, understand and follow the instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Play <i>Simon says</i>.</li> </ul>



<ul style="list-style-type: none"> <li>- <i>Task uncompleted:</i> Students are unable to listen, understand and follow the instructions.</li> </ul>	
<p><b>PRESENTATION (10 minutes)</b>  <i>Aim: To help students learn some useful language for getting dressed.</i></p>	
<p><b>* Lead in</b></p> <ul style="list-style-type: none"> <li>- Tell the children they are going to learn some useful language for getting dressed.</li> <li>- Ask what words they know for clothes, e.g. <i>dress, socks, T-shirt, pants, shorts, shoes, coat, hat, sweater, tracksuit.</i></li> <li>- Use flashcards from previous levels to help the children revise the words.</li> </ul> <p><b>* Listen. Read and say. Track 116</b></p> <ul style="list-style-type: none"> <li>- Focus on the photos. Ask children to say where the people are (<i>at home / in a bedroom, at school</i>) and who they think the girl is talking to in each picture (<i>her mom in picture 1 and her teacher in picture 2</i>). Ask children what clothes they can see in the pictures.</li> <li>- Play Track 116 for children to listen and follow the dialogue in their books.</li> <li>- Play the recording again, pausing for children to say the dialogues along.</li> <li>- Children practice the dialogues in groups of three.</li> <li>- Ask groups of children to act out the dialogues 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 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>	<ul style="list-style-type: none"> <li>- Listen to the teacher and answer the questions.</li> <li>- Focus on the photos and answer the questions.</li> <li>- Listen to the recording and follow the dialogue in your books.</li> <li>- Listen again and say the dialogue along.</li> <li>- Practice the dialogue in groups of three.</li> <li>- Act out the dialogue for the class.</li> </ul>
<p><b>PRACTICE (10 minutes)</b>  <i>Aim: To help students listen for specific details.</i></p>	
<p><b>* Listen and circle the answer. Track 117</b></p> <ul style="list-style-type: none"> <li>- Tell the children that they are going to hear another conversation between Kate and her mom.</li> <li>- Show the sentences and the options and tell the children they are going to listen to the conversation and</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the sentences and the options.</li> <li>- Listen and circle the correct words.</li> </ul>

<p>choose the correct option in each sentence.</p> <ul style="list-style-type: none"> <li>- Play Track 117, pausing after Mom says <i>James and Dad are making dinner</i>. Point at the first item and ask <i>Making or eating?</i> The children circle <i>making</i> in their books.</li> <li>- Play the recording for the children to listen and circle the correct words.</li> </ul> <p><b>Answer</b> 1 making 2 hungry 3 shoes</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 circle the correct words correctly and confidently.</li> <li>- <i>Task completed:</i> Students can listen and circle the correct words.</li> <li>- <i>Task uncompleted:</i> Students are unable to listen and circle the correct words.</li> </ul>	
<p><b>PRODUCTION (10 minutes)</b></p> <p><i>Aim: To help students ask and answer questions about where they are, what the weather is like and what they are doing.</i></p>	
<p>* <b>Look at the words. Ask and answer.</b></p> <ul style="list-style-type: none"> <li>- Ask two children to read out the example dialogue.</li> <li>- In pairs, children read the example dialogue, then use the words in the boxes to have similar dialogues.</li> <li>- Ask some pairs to act out their dialogues for the class.</li> </ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Review the weather words using the flashcards from Unit 7. Go over the various places mentioned in the first box and ask the children to say what they think the weather is like there today.</li> <li>• <b>At level:</b> Children complete the activity as suggested.</li> <li>• <b>Above level:</b> Ask children to include what they're wearing when they say what the weather is like in the place where they are, e.g. <i>I'm in Quang Ninh. / What's the weather like? / It's cold.</i></li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p>	<ul style="list-style-type: none"> <li>- Read out the example dialogue.</li> <li>- Work in pairs to take turns reading the example dialogue, then using the words in the boxes to have similar dialogues.</li> <li>- Some pairs act out your dialogues in the front.</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>- <i>Task completed with excellence:</i> Students can ask and answer the questions confidently and fluently.</li><li>- <i>Task completed:</i> Students can ask and answer the questions with support from the teacher.</li><li>- <i>Task uncompleted:</i> Students are unable to ask and answer the questions with support from the teacher.</li></ul> |  |
|--|--|

WEEK: 25

Period: 100

Date of teaching: from Mar 4, 2024 to Mar 8, 2024

**FLUENCY TIME 3**  
**LESSON 2 – CLIL: MATH**

**A. DESIRED OBJECTIVES**

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

**1. Core competences**

- Learn how to make a bar chart for survey results.

**2. General competences**

- *Communication and collaboration*: work in pairs/groups to talk about surveys.
- *Problem-solving and creativity*: find out the results using a bar chart.

**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. Language**

- *Core*: survey, bar chart, row, column
- *Extra*: bedtime, information

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

**C. RESOURCES AND MATERIALS**

- Student book - page 75
- Audio tracks 118 - 119
- Teacher's Guide
- Website *sachso.edu.vn*
- Math flashcards
- Computer, projector, ....

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate and engage students in math topics.</i>	
<p><b>* Warmer</b></p> <ul style="list-style-type: none"> <li>- Ask children to say whether they like math and why or why not. Elicit how math is useful in everyday life, e.g., to talk about the weather, to prepare food, to understand and solve problems, etc.</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 understand and answer the teacher's questions correctly and confidently.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and answer the questions.</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Task completed:</i> Students can understand and answer the teacher's questions.</li> <li>- <i>Task uncompleted:</i> Students are unable to understand and answer the teacher's questions.</li> </ul>	
<p><b>PRESENTATION (10 minutes)</b>  <i>Aim: To help students identify Math flashcards.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Hold up the Math flashcards and say the words for children to repeat.</li> <li>- Show the flashcards in random order and elicit the words.</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> <p><b>* Listen, point, and repeat. Track 118</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures. Play the first part of Track 118 for children to listen and point to the pictures.</li> <li>- Play the second part for children to repeat.</li> <li>- Play the whole recording. Children listen, point, and repeat.</li> <li>- Invite a child to come to the board. Hand the child two of the Math flashcards. Say the word for one of the flashcards.</li> <li>- The child sticks the correct flashcard on the board.</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 identify Math words fluently.</li> <li>- <i>Task completed:</i> Students can identify Math words.</li> <li>- <i>Task uncompleted:</i> Students are unable to identify Math words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards and repeat.</li> <li>- Listen to the recording. Point to the correct pictures.</li> <li>- Listen and repeat each word after they hear it.</li> <li>- Listen, point, and repeat.</li> <li>- Say the words and stick the correct flashcards on the board.</li> </ul>
<p><b>PRACTICE (10 minutes)</b>  <i>Aim: To help students learn how to make a bar chart for survey results.</i></p>	
<p><b>* Listen and read. Track 119</b></p> <ul style="list-style-type: none"> <li>- Focus on the pictures and ask what they can see and what the girl is doing.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus on the pictures and answer what you can see and what the girl is doing.</li> </ul>

- Play Track 119 for children to listen and follow the text.
- Play the recording again. Ask comprehension questions, e.g. *What question does she ask for her survey? Where does she write the bedtimes? Where does she write her friends' names? How many bars does she draw? What time do most children go to bed?*

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can read, understand the text and answer the questions correctly.
- *Task completed:* Students can read and understand the text.
- *Task uncompleted:* Students are unable to read and understand the text.

\* **Read again and write.**

- Ask the children to close their books. Ask *What does the girl do first / next and finally?* Children open their books and focus on the words in the box.
- Put children into pairs. Explain that together they must choose the correct word from the box to complete the sentences.
- Ask children to write 1 to 4 in their notebooks. The children find the answers by looking at the information in the text again.
- They write the full sentences in their notebooks.

**Answer**

**1** table, columns

**2** check

**3** bar chart

**4** information

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can read, understand the reading text and write the correct missing words.
- *Task completed:* Students can complete the task with support from the teacher.
- *Task uncompleted:* Students are unable to complete the task with support from the teacher.

- Listen and follow the text.

- Listen again and answer the questions.
- Work in pairs to ask and answer the questions.

- Close your books and answer the questions.

- Open your books and focus on the words in the box.

- In pairs, choose the correct word from the box to complete the sentences.

- Write 1 to 4 in your notebooks.

- Find the answers by looking at the information in the text again.

- Write the full sentences in your notebooks.

- Read your full sentences to your partners.

- Check your answers with the whole class.

<p><b>* Do the bedtimes survey in 2 and make your bar chart.</b></p> <ul style="list-style-type: none"> <li>- Ask the children to close their books and ask <i>How do you make a survey and a bar chart?</i> to elicit the four steps.</li> <li>- Allow the children time to draw the table, complete it, and do their survey. They then create a bar chart to show the results.</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Draw a chart on the board with numbers 1–20 down the vertical line and the times across the horizontal line. Show children how to count answers and create a bar for each time.</li> <li>• <b>At level:</b> Ask children to choose a different question for their survey.</li> <li>• <b>Above level:</b> After children create their bar charts, ask them to write a few sentences explaining the results. Invite them to present the results to 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 write a few sentences to explain the results and present them to the class.</li> <li>- <i>Task completed:</i> Students can do a survey and create a bar chart to show the results.</li> <li>- <i>Task uncompleted:</i> Students are unable to do a survey and create a bar chart to show the results.</li> </ul>	<ul style="list-style-type: none"> <li>- Close your books and answer the questions.</li> <li>- Draw the table, complete it, and do your survey. Then create a bar chart to show the results.</li> </ul>
<p><b>PRODUCTION (10 minutes)</b>  <i>Aim: To help students explain the results from their bar chart.</i></p>	
<p><b>* Explain your bar chart's results.</b></p> <ul style="list-style-type: none"> <li>- Ask the children to explain the results from their bar chart in groups.</li> <li>- Then ask them to write a few sentences in their notebooks.</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 talk about their lists of what a firefighter needs confidently in the front.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the results from their bar chart in groups.</li> <li>- Write a few sentences in your notebooks.</li> </ul>

- *Task completed:* Students can talk about their lists of what a firefighter needs in groups.

- *Task uncompleted:* Students are unable to talk about their lists of what a firefighter needs in groups.

**\* Look and color.**

- Children color smiley faces depending on how well they feel they understand what they have learned in Units 7, 8, and 9, and Fluency Time! 3.

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can show the teacher they feel excellent and understand what they have learnt in Units 7, 8, and 9, and Fluency Time! 3.

- *Task completed:* Students can show the teacher they feel good and OK, and understand what they have learnt in Units 7, 8, and 9, and Fluency Time! 3.

- *Task uncompleted:* Students are unable to show how well they feel and understand what they have learnt in Units 7, 8, and 9, and Fluency Time! 3.

- Color your smiley faces depending on how well you feel and understand what you have learned in Units 7, 8, and 9, and Fluency Time! 3.

Ngày 02 tháng 03 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang



WEEK: 26

Period: 101

Date of teaching: from Mar 11, 2024 to Mar 15, 2024

## UNIT 10: DO THEY LIKE FISHING? LESSON 1 - WORDS

### A. DESIRED OBJECTIVES

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

#### 1. Core competences

- Identify different hobbies.
- Understand a short story.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different hobbies.
- *Problem-solving and creativity*: find out their favorite hobbies.

#### 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

- *Core*: read comics, play chess, fish (v), play basketball, play volleyball, play badminton.
- *Extra vocabulary*: a lot of, fish (n), like (v), Wow!, Help!, great, time to play.

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

### C. RESOURCES AND MATERIALS

- Student book - page 76
- Audio tracks 110, 120 - 122
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 10
- Computer, projector, ....

\* **Values:** Play nicely!

### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b>	
<i>Aim: To motivate students and help students to remember structures and vocabulary from the previous lessons.</i>	
<p>* <b>Warmer: Track 110</b></p> <ul style="list-style-type: none"> <li>- Sing <i>What time is it?</i> from page 68.</li> <li>- Retell the story from Unit 9 with the class.</li> </ul> <p>Ask <i>Who works at night? What time is it in the story?</i></p>	<ul style="list-style-type: none"> <li>- Sing along the song.</li> <li>- Listen to the teacher and answer the questions.</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 listen and answer the questions correctly and sing the song with actions confidently.</li> <li>- <i>Task completed:</i> Students can listen and answer the questions and sing along the recording.</li> <li>- <i>Task uncompleted:</i> Students are listen and answer the questions and sing along the recording.</li> </ul>	
<p><b>PRESENTATION (10 minutes)</b>  <i>Aim: To help students identify different hobbies.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Tell children that they are going to learn the names of some hobbies.</li> <li>- Use the Hobbies flashcards to elicit the vocabulary for this lesson. Hold them up one at a time and model any unknown words.</li> <li>- Say all the words for children to repeat.</li> <li>- Hold the flashcards up in a different order and repeat.</li> </ul> <p><b>* Listen and point. Repeat. Track 120</b></p> <ul style="list-style-type: none"> <li>- Ask children to open their books and look at the pictures of the hobbies.</li> <li>- Play the first part of Track 120 for children to listen and point to the hobbies. Hold up the relevant flashcard when the word is said.</li> <li>- Play the second part of the recording, pausing after each word for children to repeat.</li> <li>- Play the whole recording for children to listen, point and repeat the words chorally.</li> <li>- Hold the flashcards up in random order and ask the class to say the words.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Put children in pairs or groups. Scramble the letters of the new words and write them on the board. Children work together to unscramble the words. They can use their books for support. You could make it a game by setting a time limit. The group that has unscrambled the most words when time is up is the winner.</li> <li>• <b>At level:</b> Children complete the activity as suggested.</li> <li>• <b>Above level:</b> Ask children to close their books. Place the flashcards in a row on the board. Above them, write blanks for the letters</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and answer the questions.</li> <li>- Look at the teacher carefully.</li> <li>- Look and repeat.</li> <li>- Look at the pictures.</li> <li>- Listen and point to the appropriate picture.</li> <li>- Repeat each word after you hear it.</li> <li>- Listen, point and repeat.</li> <li>- Look and say the words.</li> </ul>

<p>of each word. Call children to the board to write in the letters. Erase and repeat.</p> <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>	
<p><b>PRACTICE (8 minutes)</b></p> <p><i>Aim: To help students remember different types of weather and understand a short story.</i></p>	
<p><b>* Listen and chant. Track 121</b></p> <ul style="list-style-type: none"> <li>- Play the recording and teach the chant.</li> <li>- Play the recording a second time for children to repeat the phrases in the chant.</li> <li>- Children say the chant as a class, without the recording.</li> <li>- Encourage them to act out all or some of the activities as they chant.</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 chant and do the actions fluently in the front.</li> <li>- <i>Task completed:</i> Students can chant and do the actions.</li> <li>- <i>Task uncompleted:</i> Students are unable to chant and do the actions.</li> </ul> <p><b>* Listen and read. Track 122</b></p> <ul style="list-style-type: none"> <li>- Focus children's attention on the story. Talk about each frame and ask questions, e.g. <i>Where are the children? Who is fishing? Who is reading? Who is fishing now? Are the children</i></li> <li>- <i>happy?</i> Encourage predictions about the story.</li> <li>- Play the video or the recording for children to watch or listen and follow along.</li> <li>- Ask comprehension questions, e.g. <i>Who has a fish? Is Max happy now? Do they like eating fish? Does Max / Leo want to stay / play basketball?</i></li> <li>- Play the recording a second time for children to follow again in their books.</li> <li>- Ask children to find the hobbies from Exercise 1 that appear in the story (<i>read, fish (v), play basketball</i>).</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the chant.</li> <li>- Listen to the chant again to repeat the words and phrases in pauses in the chant.</li> <li>- Say the chant as a class, without the recording.</li> <li>- Think of actions for each of the animals and try to do the actions.</li> <li>- Listen and say the chant with the actions.</li> <li>- Look at each frame and try to make predictions.</li> <li>- Watch or listen to and follow along with the video or recording.</li> <li>- Answer the questions.</li> <li>- Look at at the story again, find and point to words from Exercise 1 (sunny, cold, hot, windy, rainy).</li> </ul>

**Differentiation**

- **Below level:** Play *Mime the word* (see Games bank).
- **At level:** Play a version of *A long sentence* with the class. Say *I read comics*. Ask another child to add another hobby, e.g. *I read comics and I play chess*. This child then chooses another child to continue the sentence. Continue until you have practiced all the words or someone forgets the chain. Put the children into small groups to play on their own.
- **Above level:** Ask children to close their books. Write these sentences on the board, without the names: *I have a lot of fish!* (Amy); *I like reading.* (Max); *Wow! It's a big fish!* (Leo); *I think Max likes fishing now!* (Holly). Ask children to tell you who says each line.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can listen to the story, point to the words and answer the questions correctly.
- *Task completed:* Students can listen to the story and point to the words with support from the teacher.
- *Task uncompleted:* Students are unable to listen to the story and point to the words with support from the teacher.

**PRODUCTION (10 minutes)**

*Aim: To help students remember different hobby vocabulary and improve students' integrated skills.*

**\* Game: "Shuffle Cards"**

- Give each group hobby cards and word cards.
  - Ask them to work in groups, put these cards face down on the table, take turns picking one and talk about it.
- Work in groups.
  - Get the hobby cards and word cards from the teacher.
  - Listen to the teacher and play the game.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can talk about different hobbies fluently.
- *Task completed:* Students can identify different hobbies.
- *Task uncompleted:* Students are unable to identify different hobbies.

**HOMEWORK (2 minutes)**

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

WEEK: 26

Period: 102

Date of teaching: from Mar 11, 2024 to Mar 15, 2024

## UNIT 10: DO THEY LIKE FISHING? LESSON 2 – GRAMMAR – PERIOD 1

### A. DESIRED OBJECTIVES

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

#### 1. Core competences

- Identify affirmative and negative of the simple present: *like + -ing*.
- Act out the story.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different hobbies.
- *Problem-solving and creativity*: find out their favorite hobbies.

#### 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. Language

- *Core*: He likes/doesn't like reading comics. They like/don't like playing basketball.

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

### C. RESOURCES AND MATERIALS

- Student book - page 77
- Audio tracks 122, 123
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 7
- Computer, projector, ....

### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b>	
<i>Aim: To motivate students and help students to remember different hobbies.</i>	
<p><b>* Warmer</b></p> <ul style="list-style-type: none"> <li>- Put the Hobbies flashcards up on the board. As a class, think of actions for each of the hobbies.</li> <li>- Play <i>Simon says</i> (see Games bank) with the hobbies.</li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p>	<ul style="list-style-type: none"> <li>- Look at the flashcards.</li> <li>- Think of actions for each of the hobbies.</li> <li>- Play <i>Simon says</i> (see Games bank) with the hobbies.</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can identify hobby words correctly and confidently.</li> <li>- <i>Task completed:</i> Students can identify hobby words.</li> <li>- <i>Task uncompleted:</i> Students are unable to identify hobby words.</li> </ul>	
<p><b>PRESENTATION (10 minutes)</b></p> <p><i>Aim: To help students identify affirmative and negative of the simple present: like + -ing.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Ask children about the story. Hold up your book on page 76 to encourage ideas.</li> <li>- Close your book. Ask which hobbies were in the story (<i>read, fish, play basketball</i>).</li> </ul> <p><b>* Listen to the story and repeat. Track 122</b></p> <ul style="list-style-type: none"> <li>- Play Track 122, pausing for children to repeat.</li> <li>- Divide the class into groups of five to play Holly, Max, Dad (silent), Amy, and Leo, and agree the actions for the story.</li> <li>- Play the recording again. Children mime the actions as they listen and say their character's lines.</li> <li>- Children practice acting out the story in groups. Ask a few groups to act out the story in the front.</li> </ul> <p><b><u>Story actions</u></b></p> <ul style="list-style-type: none"> <li>• <b>Picture 1:</b> Holly, Dad, and Leo hold fishing rods. Max reads a book. Amy shows Max her fish.</li> <li>• <b>Picture 2:</b> Max catches a big fish and Amy and Holly point at it. Leo and Dad walk (along the riverbank).</li> <li>• <b>Picture 3:</b> Max holds the fish and stands next to Dad. Leo points at them.</li> <li>• <b>Picture 4:</b> Max holds a fishing rod. Dad picks up the tackle box. Amy, Leo, and Holly fold their arms and look bored.</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 act out the story in the front confidently and fluently.</li> <li>- <i>Task completed:</i> Students can act out the story in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the questions.</li> <li>- Answer which hobbies were in the story (<i>read, fish, play basketball</i>).</li> <li>- Listen to the recording and repeat.</li> <li>- Work in groups of five to play Holly, Max, Dad (silent), Amy, and Leo.</li> <li>- Look at the different actions that the characters do in the story.</li> <li>- Listen to the recording again. Mime the actions as you listen and say your character's lines.</li> <li>- Practice acting out the story in groups.</li> <li>- Come to the front to act for the class.</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Task uncompleted:</i> Students are unable to act out the story in groups.</li> <li>* <b>Listen and say. Track 123</b></li> <li>- Focus on <i>Let's learn!</i> box and ask two children to read the speech bubbles.</li> <li>- Say <i>I like playing chess.</i></li> <li>- Play Track 123 pausing for children to repeat.</li> <li>- Write <i>He likes ...</i> and <i>She doesn't like ...</i> on the board.</li> <li>- Place Hobbies flashcards next to the words. Elicit new sentences, e.g. <i>He likes fishing. She doesn't like playing chess.</i></li> <li>- Repeat with <i>They like ...</i> and <i>We don't like ...</i>.</li> <li>→ <b>Expected outcomes and assessment.</b></li> <li>- <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sentence pattern.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Two children read the speech bubbles.</li> <li>- Listen and repeat.</li> <li>- Listen to the recording. Repeat each line.</li> <li>- Look at the sentences on the board.</li> <li>- Look at the flashcards and make sentences.</li> <li>- Practice making sentences with the flashcards.</li> </ul>
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students practice making sentences using affirmative and negative of the simple present: like + -ing.</i></p>	
<ul style="list-style-type: none"> <li>* <b>Look, read, and write T (true) or F (false).</b></li> <li>- Focus attention on the picture and ask what hobbies children can see and what the people like doing.</li> <li>- Read out the first sentence. Ask <i>Is it true or false?</i></li> <li>- Ask the children to read and write <i>T</i> or <i>F</i> on each blank.</li> <li><b>Answers</b></li> <li><b>1 T 2 T 3 F 4 T</b></li> <li>→ <b>Expected outcomes and assessment.</b></li> <li>- <i>Task completed with excellence:</i> Students can complete the task and make sentences fluently in the front.</li> <li>- <i>Task completed:</i> Students can complete the task and make sentences in pairs.</li> <li>- <i>Task uncompleted:</i> Students are unable to complete the task and make sentences in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and answer what hobbies you can see and what the people like doing.</li> <li>- Listen to the first sentence and answer the question.</li> <li>- Read and write <i>T</i> or <i>F</i> on each blank individually.</li> <li>- Work in pairs to make sentences.</li> <li>- Volunteer to say loudly in the front.</li> </ul>

**PRODUCTION (10 minutes)**

*Aim: To help students make sentences using affirmative and negative of the simple present: like + -ing.*

**\* Running Dictation**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>- Ask children to work in groups. Each group has a writer, and the other members are runners.</li> <li>- Put picture cards face down on the board.</li> <li>- Ask the runners from groups take turns racing to the board, pick up one picture card, bring it back to their group, talk to each other to make a sentence describing the picture. The groups' writers have to write down the sentence in the groups' board. Then, the writers will put the picture cards back to the board and take another one. Continue the game as the same way until they finish writing sentences describing all picture cards put on the board.</li> <li>- The winner is the first group with all correct descriptive sentences.</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 descriptive sentences correctly and fluently.</li> <li>- <i>Task completed:</i> Students can make descriptive sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to make descriptive sentences.</li> </ul> | <ul style="list-style-type: none"> <li>- Work in groups.</li> <li>- Count how many picture cards on the board.</li> <li>- Listen to the teacher's instructions carefully.</li> <li>- Play the game actively in groups to be the winner.</li> </ul> |
|---|--|



WEEK: 26

Period: 101

Date of teaching: from Mar 11, 2024 to Mar 15, 2024

**UNIT 10: DO THEY LIKE FISHING?  
LESSON 2 – GRAMMAR – PERIOD 2**

**A. DESIRED OBJECTIVES**

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

**1. Core competences**

- Identify question forms of the simple present: *like + -ing*.
- Express contrast with *but*.

**2. General competences**

- *Communication and collaboration*: work in pairs/groups to talk about different hobbies.
- *Problem-solving and creativity*: find out their favorite hobbies.

**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. Patterns**

- *Core*:
  - Do you like playing chess? Yes, I do.
  - Does he like playing chess? No, he doesn't.
  - Do they like playing badminton? Yes, they do.
  - We like playing chess, but we don't like playing volleyball.

**2. Skills:** Listening, Speaking and Reading.**C. RESOURCES AND MATERIALS**

- Student book - page 77
- Audio tracks 123
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b>	
<i>Aim: To motivate students and help students to remember using affirmative and negative of the simple present: like + -ing.</i>	
<b>* Let's talk!</b> <ul style="list-style-type: none"> <li>- Ask children to look at the picture and speech bubble.</li> <li>- Ask a child to read out the sentence for the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and speech bubble.</li> <li>- Read out the sentence for the class.</li> </ul>

<ul style="list-style-type: none"> <li>- In pairs, children take turns saying the sentence using other vocabulary words on the page.</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 correctly and confidently.</li> <li>- <i>Task completed:</i> Students can make sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to make sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- In pairs, take turns saying the sentence using other vocabulary words on the page.</li> </ul>
<p><b>PRESENTATION (10 minutes)</b>  <i>Aim: To help students identify question forms of the simple present: like + -ing.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Hold up a picture to encourage ideas.</li> </ul> <p><b>* Listen and say. Track 123</b></p> <ul style="list-style-type: none"> <li>- Say <i>Do you like playing chess?</i> Ask a few children and elicit <i>Yes, I do.</i> or <i>No, I don't.</i></li> <li>- Play Track 123 pausing for children to repeat.</li> <li>- Write <i>Do you like ...?</i> and <i>Does she like ...?</i> on the board.</li> <li>- Place Hobbies flashcards next to the words. Elicit new sentences, e.g. <i>Do you like ...?/ Does she like ...?</i></li> <li>- Elicit a few examples with various subjects and <i>but</i>.</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 pattern correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sentence pattern.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Make sentence using affirmative form of simple present like + -ing (<i>She likes playing chess.</i>).</li> <li>- Listen and answer the questions.</li> <li>- Listen to the recording. Repeat each line.</li> <li>- Look at the questions on the board.</li> <li>- Look at the flashcards and make questions.</li> <li>- Practice making questions and answers with the flashcards.</li> <li>- Practice making sentences using <i>but</i>.</li> </ul>
<p><b>PRACTICE (10 minutes)</b>  <i>Aim: To help students practice using question forms of the simple present: like + -ing.</i></p>	
<p><b>* Write.</b></p> <ul style="list-style-type: none"> <li>- Show the example. Children look at the pictures and write the complete questions and answers in their notebooks.</li> </ul> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Yes, he does.</li> <li>2 Do they like playing badminton?</li> <li>3 Yes, we do.</li> <li>4 Does he like playing volleyball?</li> </ol>	<ul style="list-style-type: none"> <li>- Look at the pictures, write the complete questions and answers in your notebooks.</li> <li>- Work in pairs to practice asking and answering the questions.</li> </ul>

<p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Focus on <i>Let's learn!</i> box. Ask children to read the sentences aloud. Work together to make a few more examples. Focus on the different forms. Then children complete the activity.</li> <li>• <b>At level:</b> Children complete the activity as suggested.</li> <li>• <b>Above level:</b> After children finish, they ask each other the questions and give their own answers.</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 complete the task, ask and answer the questions fluently in the front.</li> <li>- <i>Task completed:</i> Students can complete the task, ask and answer the questions in pairs.</li> <li>- <i>Task uncompleted:</i> Students are unable to complete the task, ask and answer the questions in pairs.</li> </ul>	
<p><b>PRODUCTION (10 minutes)</b></p> <p><i>Aim: To help students ask and answer questions using question forms of the simple present: like + -ing.</i></p>	
<p>* <b>Game: Go fishing!</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures and feeling faces, read the questions, then choose the correct answers.</li> <li>- In pairs, children ask and answer the questions.</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 understand all the questions and choose the correct answers.</li> <li>- <i>Task completed:</i> Students can understand the questions and choose the correct answers.</li> <li>- <i>Task uncompleted:</i> Students are unable to understand the questions and choose the correct answers.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures and feeling faces, read the questions, then choose the correct answers.</li> <li>- Work in pairs to take turns asking and answering the questions.</li> </ul>

WEEK: 26

Period: 101

Date of teaching: from Mar 11, 2024 to Mar 15, 2024

## UNIT 10: DO THEY LIKE FISHING? LESSON 3 – SONG

### A. DESIRED OBJECTIVES

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

#### 1. Core competences

- Ask and answer questions with *do + like + -ing*.
- Write sentences with *like / don't like + -ing*.
- Use *like + -ing* and hobby words in the context of a song.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different hobbies.
- *Problem-solving and creativity*: find out their favorite hobbies.

#### 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. Language

- *Core*: Do Alex and Lee like playing chess? No, they don't. They like reading comics. Dad / Mom likes ... I like ...
- *Extra*: happy, play tennis, like + best, weekend, Hip, hurray! picture, have fun, all day, lots to do

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

### C. RESOURCES AND MATERIALS

- Student book - page 78
- Audio tracks 124
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b>	
<i>Aim: To motivate students and help students to revise different hobbies.</i>	
<b>* Word Chain</b>	- Look at the flashcards.

<ul style="list-style-type: none"> <li>- Hold up and show three Hobbies flashcards (e.g. <i>read comics, fish, and play basketball</i>), then shuffle them and give each one to a child. The children mustn't show the class the cards.</li> <li>- Tell the class that each of their three classmates likes the hobby on their card. They must guess the hobbies.</li> <li>- Children make guesses, e.g. <i>(Son) likes fishing</i>. If the sentence matches the card, the child shows the card and gives it to the classmate who guessed correctly. If it doesn't, the child keeps the card and children guess again.</li> <li>- Collect the three cards, shuffle, and repeat.</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 identify the hobbies and make sentences correctly and fluently.</li> <li>- <i>Task completed:</i> Students can identify the hobbies and make sentences.</li> <li>- <i>Task uncompleted:</i> Students are unable to identify the hobbies and make sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Get a card from the teacher and do not show it to anyone.</li> <li>- Guess the hobbies.</li> </ul>
<p><b>PRESENTATION (10 minutes)</b></p> <p><i>Aim: To help students ask and answer questions with do + like + -ing, write sentences with like / don't like + -ing.</i></p>	
<p>* <b>Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Write <i>I'm happy it's ...!</i> on the board. Explain that this is the title of today's song.</li> <li>- Invite children to guess the full title.</li> </ul> <p>* <b>Choose a pair. Ask and answer.</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures in Exercise 1 and ask <i>Do Alex and Lee like playing badminton? (No, they don't.)</i></li> <li>- Ask two children to read the speech bubbles for the class, and check that the children understand the exercise.</li> <li>- In pairs, children choose a pair of people each, and ask and answer questions.</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 questions about pairs of people correctly and fluently.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the sentence on the board.</li> <li>- Guess the full title.</li> </ul> <ul style="list-style-type: none"> <li>- Look at the pictures in Exercise 1 and answer the questions. (<i>No, they don't.</i>)</li> <li>- Two children read the speech bubbles for the class.</li> <li>- In pairs, ask and answer questions about a pair of people each.</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Task completed:</i> Students can ask and answer questions about pairs of people.</li> <li>- <i>Task uncompleted:</i> Students are unable to ask and answer questions about pairs of people.</li> <li>* <b>Write about a pair.</b></li> <li>- Read the example with the children and elicit the third sentence about Alex and Lee (<i>They don't like playing badminton</i>).</li> <li>- Ask children to write about another pair, using the example to help them.</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Ask children what three hobbies they see in the chart. Say the example together. Ask children to say a sentence about one of the other pairs. After practicing aloud, ask children to write at least one sentence on their own.</li> <li>• <b>At level:</b> Children complete the activity as suggested.</li> <li>• <b>Above level:</b> After children finish, write <i>Trung, Max, Nam and Phong like playing chess, but Alex and Lee don't.</i> on the board. Ask children to write two more sentences about each hobby. With very strong children, elicit the alternative structure: <i>Alex and Lee don't like playing chess, but Trung, Max, Nam, and Phong do.</i></li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher and make a sentence about Alex and Lee.</li> <li>- In pairs, take turns making sentences about a pair of people.</li> <li>- Write down these sentences in your notebooks.</li> </ul>
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students use like + -ing and hobby words in the context of a song.</i></p>	
<p>* <b>Listen and sing. Track 124</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures and name the hobbies.</li> <li>- Elicit <i>playing basketball, playing tennis, playing chess, taking photos, fishing, and drawing (pictures)</i>.</li> <li>- Point to the pictures and ask questions to elicit short answers, e.g. <i>Does the boy like fishing? Do they like drawing pictures?</i></li> <li>- Play Track 124 for children to listen and point to the pictures in their books.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures and name the hobbies.</li> <li>- Look at the pictures and answer the questions with short answers.</li> <li>- Listen and point to the pictures in their books.</li> </ul>

<ul style="list-style-type: none"> <li>- Say the words of the song with the class, without the recording. Say each line and ask children to repeat.</li> <li>- Play the recording for children to sing along.</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 fluently in the front.</li> <li>- <i>Task completed:</i> Students can sing along the song chorally.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing along the song chorally.</li> </ul> <p><b>* Sing and do.</b></p> <ul style="list-style-type: none"> <li>- As a class, decide on the actions for the song (see below).</li> <li>- Practice the actions with the class.</li> <li>- Play the recording for children to sing and do the actions.</li> </ul> <p><b><u>Song actions</u></b></p> <ul style="list-style-type: none"> <li>• <i>playing basketball</i> – mime throwing a ball into a hoop.</li> <li>• <i>playing chess</i> – mime moving a chess piece.</li> <li>• <i>playing tennis</i> – mime serving a tennis ball.</li> <li>• <i>fishing</i> – mime catching a fish with a fishing rod.</li> <li>• <i>Hip, hip, hip, hurray! / We have fun all day!</i> – wave your hands in the air.</li> <li>• <i>drawing pictures</i> – draw with your finger on your palm.</li> <li>• <i>taking photos</i> – mime holding a camera.</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 with actions in the front.</li> <li>- <i>Task completed:</i> Students can sing the song with actions in groups.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Repeat the lines of the song.</li> <li>- Listen to the song and sing along.</li> <li>- Decide on the actions for the song.</li> <li>- Practice the actions with the class.</li> <li>- Sing and do the actions while listening to the recording.</li> </ul>
<p><b>PRODUCTION (10 minutes)</b>  <i>Aim: To help students use different hobby words.</i></p>	
<p><b>* Game: “New version for the song”</b></p> <ul style="list-style-type: none"> <li>- Show the song with blanks.</li> <li>- Ask the students to think of new words and use them to fill in the blanks.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the song with blanks.</li> <li>- Think about the blanks.</li> </ul>

<ul style="list-style-type: none"><li>- Put the students into small groups of four or five and ask them to do the task.</li><li>- Ask students to practice singing and doing the actions in groups.</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 write the new version for the song creatively.</li><li>- <i>Task completed:</i> Students can fill in the blanks to create the new version for the song.</li><li>- <i>Task uncompleted:</i> Students are unable to fill in the blanks to create the new version for the song.</li></ul>	<ul style="list-style-type: none"><li>- Work in groups to do the task.</li><li>- Practice singing and doing the actions in groups.</li><li>- Sing and do in the front.</li></ul>
--	--

Ngày 02 tháng 03 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang



WEEK: 27

Period: 105

Date of teaching: from Mar 18, 2024 to Mar 22, 2024

## UNIT 10: DO THEY LIKE FISHING? LESSON 4 - PHONICS

### A. DESIRED OBJECTIVES

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

#### 1. Core competences

- Pronounce the sounds /ɔ:/ and /ɑ:/.
- Identify the letters *or* and *ar* in the middle of words and associate them with the sounds /ɔ:/ and /ɑ:/.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different hobbies.
- *Problem-solving and creativity*: find out their favorite hobbies.

#### 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. Language

- *Core*: horn, corn, storm, car, farm, star
- *Extra*: scarf, park, short, dark, shark

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

### C. RESOURCES AND MATERIALS

- Student book - page 79
- Audio tracks 112, 125-127
- Teacher's Guide
- Website *sachso.edu.vn*
- Phonics cards
- Computer, projector, ....

### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b>	
<i>Aim: To motivate students and help students to remember the different sounds and letters they learnt from the previous lessons.</i>	
<p><b>* Warmer</b></p> <ul style="list-style-type: none"> <li>- Ask children if they can remember the sounds from the previous phonics lesson (/u:/, /ʊ/, and /ju:/). Say the words <i>flute, you, foot, new</i> to help them remember.</li> <li>- Say the chant from page 69 to energize the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Remember the sounds they looked at in their last phonics lesson (/u:/, /ʊ/, and /ju:/).</li> <li>- Listen, chant along and do the actions.</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 all the sounds they learnt from the previous phonics lesson correctly.</li> <li>- <i>Task completed:</i> Students can remember the sounds they learnt from the previous phonics lesson.</li> <li>- <i>Task uncompleted:</i> Students are unable to remember the sounds they learnt from the previous phonics lesson.</li> </ul>	
<p><b>PRESENTATION (10 minutes)</b></p> <p><i>Aim: To help pronounce the sounds /ɔ:/ and /ɑ:/ and identify the letters or and ar in the middle of words and associate them with the sounds /ɔ:/ and /ɑ:/.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Teach the sounds for this lesson, using the phonics cards.</li> <li>- Hold up the phonics card for the sound /ɔ:/ (<i>horn, corn, storm</i>) and say the words for the children to repeat.</li> <li>- Repeat with the phonics cards for the sound /ɑ:/ (<i>car, farm, star</i>).</li> </ul> <p><b>* Listen, point, and repeat. Track 125</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures in their books.</li> <li>- Play the first part of Track 125 for children to listen and point to the pictures.</li> <li>- Play the second part of the recording for children to repeat.</li> <li>- Play the whole recording. Children point and then repeat.</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 listen, point and repeat the words confidently.</li> <li>- <i>Task completed:</i> Students can listen, point and repeat the words chorally.</li> <li>- <i>Task uncompleted:</i> Students are unable to listen, point and repeat the words chorally.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the cards, listen and repeat.</li> <li>- Look at the pictures in your books.</li> <li>- Listen and point to the pictures.</li> <li>- Listen and repeat the sounds and words.</li> </ul>
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students pronounce the sounds /ɔ:/ and /ɑ:/.</i></p>	
<p><b>* Listen and chant. Track 126</b></p> <ul style="list-style-type: none"> <li>- Play Track 126 for children to listen to the chant.</li> <li>- Play the chant again, pausing for children to repeat.</li> <li>- Repeat and encourage children to follow along.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and listen to the chant.</li> <li>- Listen again and repeat.</li> </ul>

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can listen to the chant and chant with actions confidently.
- *Task completed:* Students can listen to the chant, chant along the recording.
- *Task uncompleted:* Students are unable to listen to the chant, chant along the recording.

**\* Read the chant again. Say the words with *ar* and *or*. Write.**

- Write the first line of the chant on the board. Ask a child to come and find an example of the sound /ɑ:/. They find and circle *car*.
- Children read the chant silently and only say the words with *ar* and *or* out loud.
- Children write the *ar* and *or* words in their notebooks.

**Answers**

car park short scarf shark storm dark

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can chant with actions and find out the *ar* and *or* words correctly and fluently.
- *Task completed:* Students can chant with actions and find out the *ar* and *or* words.

*Task uncompleted:* Students are unable to chant with actions and find out the *ar* and *or* words.

**\* Listen and write the missing letters.**

**Match. Track 127.**

- Ask children to look at the pictures and say what they see.
- Ask them to write the missing letters for each word and match each word to the correct picture.

**Answers**

1 star 2 corn 3 forty 4 scarf 5 horn 6 park

**Differentiation**

- **Below level:** Write *star, corn, forty, scarf, horn, park*, on the board. Ask children to point to each picture and say the word. Children then complete the activity.
- **At level:** Children complete the activity as suggested.

- Chant along with actions in groups and in the front.

- Find an example of the sound /ɑ:/ (*car*).

- Read the chant silently and only say the words with *ar* and *or* out loud.
- Write the *ar* and *or* words in their notebooks.

- Look at the pictures and say what you see.

- Listen and write the missing letters.
- Share your answers with your partner. Say the missing sounds, then the words.
- Peer-check with friends and the teacher.

- **Above level:** The children draw three more pictures of words with *or* and *ar*. Put them into pairs to look at each other's pictures and say the words and the correct sounds aloud.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task as suggested confidently and then share their new words to their friends.
- *Task completed:* Students can complete the task as suggested with support from the teacher.
- *Task uncompleted:* Students are unable to complete the task as suggested with support from the teacher.

**PRODUCTION (10 minutes)**

*Aim: To help students use the ar and or words to talk about the pictures.*

\* **Let's talk!**

- Ask children to look at the picture and speech bubble. Say *There are a lot of stars!*
- Ask a child to read the sentence.
- In pairs, children take turns saying the sentence, using other vocabulary words on the page.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can say the sentences correctly and fluently, using the words they have learnt so far.
- *Task completed:* Students can say the sentences, using other vocabulary words on the page.
- *Task uncompleted:* Students are unable to say the sentences, using other vocabulary words on the page.

- Look at the picture and listen to the teacher.
- Read the sentence.
- In pairs, take turns saying sentences using other vocabulary from the page.
- Raise hands to come up to the board for choosing different combinations of the flashcards, then the class will say the sentence chorally.

WEEK: 27

Period: 106

Date of teaching: from Mar 18, 2024 to Mar 22, 2024

**UNIT 10: DO THEY LIKE FISHING?  
LESSON 5 – SKILLS TIME!**

**A. DESIRED OBJECTIVES**

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

**1. Core competences**

- Read and understand a web page about hobbies in different countries.
- Read for specific details.

**2. General competences**

- *Communication and collaboration*: work in pairs/groups to talk about different hobbies.
- *Problem-solving and creativity*: find out their favorite hobbies.

**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. Language**

- Core: play the guitar, visit family, play soccer
- *Extra vocabulary*: pen pal
- *Recycled*: vocabulary and structures previously seen

**2. Skills: Listening, Speaking and Reading.****C. RESOURCES AND MATERIALS**

- Student book - page 80
- Audio tracks 128
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to review different hobbies.</i>	
<b>* Game: Musical Cards</b> - Play lively music. Hand the Hobbies flashcards, and any other words you would like to review, to different children around the class. - Ask them to pass them to each other until the music stops.	- Listen to the teacher's instructions.  - Pass the Hobbies flashcards to each other until the music stops.

<ul style="list-style-type: none"> <li>- Stop the music suddenly and ask each child holding a card to tell you what the picture is.</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 aloud the hobbies flashcards correctly and confidently.</li> <li>- <i>Task completed:</i> Students can say aloud the hobbies flashcards.</li> <li>- <i>Task uncompleted:</i> Students are unable to say aloud the hobbies flashcards.</li> </ul>	<ul style="list-style-type: none"> <li>- Tell the teacher what the picture is when the music stops.</li> </ul>
<p><b>PRESENTATION (10 minutes)</b>  <i>Aim: To help students read and understand a web page about hobbies in different countries.</i></p>	
<p>* <b>Lead-in</b></p> <ul style="list-style-type: none"> <li>- Show children the Hobbies flashcards from Lesson 1. As a class, decide on a mime for each activity.</li> <li>- Ask children to stand up and play <i>Mime the word</i> (see Games bank).</li> </ul> <p>* <b>Look at the profiles. Where are the children from?</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures. Ask them what kind of text it is (<i>a web page</i>) and what it's about (<i>pen pals / the things they like doing</i>). Ask children <i>What's a pen pal?</i> and explain if necessary.</li> <li>- Ask questions to help children make predictions about the text, e.g. <i>What does he / she like doing?</i></li> <li>- Ask the children to look quickly through the text and find where the children are from (<i>Viet Nam, Korea, Thailand</i>).</li> </ul> <p><b>Answers</b>  cold, sunny, hot, windy, rainy</p> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can understand the text and answer the questions correctly and fluently.</li> <li>- <i>Task completed:</i> Students can understand the text and answer the questions with support from the teacher.</li> <li>- <i>Task uncompleted:</i> Students are unable to understand the text and answer the questions with support from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the Hobbies flashcards.</li> <li>- Decide on a mime for each activity.</li> <li>- Stand up and play <i>Mime the word</i> (see Games bank).</li> <li>- Look at the pictures and answer the questions.</li> <li>- Make predictions about the text.</li> <li>- Look quickly through the text and find where the children are from (<i>Viet Nam, Korea, Thailand</i>).</li> </ul>
<p><b>PRACTICE (10 minutes)</b>  <i>Aim: To help students read for specific details.</i></p>	

**\* Listen and read. Track 128**

- Play Track 128 for children to listen and follow along.
- Check the answers to the questions you asked before the children read the texts. Then answer any questions they have.

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can understand the text and answer all the questions correctly.
- *Task completed:* Students can listen and follow the text.
- *Task uncompleted:* Students are unable to listen and follow the text.

**\* Read again and write Yes or No.**

- Explain that children are going to answer questions about profiles.
- Look at the example with the class.
- Allow time for children to read the texts again and write the answers.

**Differentiation**

- **Below level:** Ask children to point to the hobbies in the text. Then ask questions based on the sentences in Exercise 3, e.g. *What does Hoang like doing?* Then children complete the activity.
- **At level:** Children complete the activity as suggested.
- **Above level:** After children finish, they write a short profile about their hobbies. They can use the profiles in Exercise 2 as a model.

**→ Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task individually.
- *Task completed:* Students can complete the task in pairs/groups.
- *Task uncompleted:* Students are unable to complete the task with support from the teacher.

- Listen to the recording and follow along with your fingers.
- Listen and answer the questions before reading the text silently.
- Read the text silently.
- Raise your hand to ask questions if you have.

- Listen to the teacher.
- Look at the example.
- Read the text silently again and write your answers in your notebooks.
- Listen and say aloud the answers.

**PRODUCTION (10 minutes)**

*Aim: To help students think and talk about their hobbies.*

**\* What activities do you and your best friends like doing in your free time?**

- Ask individuals what they like doing.

- Put them into pairs to talk about what they and their friends like doing in their free time.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can think and talk about what they and their friends like doing in their free time confidently in the front.

- *Task completed:* Students can think and talk about what they and their friends like doing in their free time in pairs.

- *Task uncompleted:* Students are unable to think and talk about what they and their friends like doing in their free time in pairs.

- Think about what activities you and your friends like doing in your free time.

- Listen to the teacher's demo.

- Work in pairs to talk about what you and your friends like doing in your free time.

- Talk in front of the class.



WEEK: 27

Period: 107

Date of teaching: from Mar 18, 2024 to Mar 22, 2024

**UNIT 10: DO THEY LIKE FISHING?  
LESSON 6 – SKILLS TIME! – PERIOD 1**

**A. DESIRED OBJECTIVES**

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

**1. Core competences****Listening**

- Understand specific information to match people and their hobbies.

**Speaking**

- Ask and answer questions about things you like doing; suggest pen pals for a partner based on their preferences.

**2. General competences**

- *Communication and collaboration*: work in pairs/groups to talk about different hobbies.
- *Problem-solving and creativity*: find out their favorite hobbies.

**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. Language**

- *Recycled*: vocabulary seen previously.

**2. Patterns**: patterns seen previously.**3. Skills**: Listening and Speaking**C. RESOURCES AND MATERIALS**

- Student book - page 81
- Audio tracks 124, 129
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember different hobbies.</i>	
<p><b>* Warmer – Track 124</b></p> <ul style="list-style-type: none"> <li>- Sing <i>I'm happy it's the weekend!</i> from page 78</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 with actions confidently and fluently.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing along with actions.</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Task completed:</i> Students can sing along the recording.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing along the recording.</li> </ul>	
<p><b>PRACTICE (20 minutes)</b></p> <p><i>Aim: To help students listen and understand specific information to match people and their hobbies, ask and answer questions about things you like doing; suggest pen pals for a partner based on their preferences.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Focus on the photos in Exercise 1.</li> <li>- Ask children to tell you the hobbies they can see (<i>cooking, playing soccer, fishing, and playing chess</i>). Ask children about their hobbies, e.g. <i>Do you like cooking, Giang?</i></li> <li>- Ask children to predict which hobbies Khang, Young, Ken, and Maria like doing.</li> </ul> <p><b>* Listen and match. What do they like? – Track 129</b></p> <ul style="list-style-type: none"> <li>- Tell children they are going to hear a recording about what the four children like doing. They must listen and match the children with the hobbies.</li> <li>- Ask the children to write 1–4 in their notebooks.</li> <li>- Play Track 129. Children point to the pictures.</li> <li>- Play the recording again, pausing after each dialogue for children to write the correct letter next to the numbers.</li> </ul> <p><b><u>Answers</u></b>  <b>1 b 2 a 3 c 4 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 complete the task quickly and correctly.</li> <li>- <i>Task completed:</i> Students can complete the task as suggested with support from the teacher.</li> <li>- <i>Task uncompleted:</i> Students are unable to complete the task as suggested with support from the teacher.</li> </ul> <p><b>* Ask and answer.</b></p> <ul style="list-style-type: none"> <li>- Focus on the photos and texts. Ask a few questions, e.g. <i>What does Quang like doing?</i></li> </ul>	<ul style="list-style-type: none"> <li>- Look at the photos in Exercise 1.</li> <li>- Tell the teacher the hobbies you can see (<i>cooking, playing soccer, fishing, and playing chess</i>) and your hobbies.</li> <li>- Predict which hobbies Khang, Young, Ken, and Maria like doing.</li> <li>- Listen to the teacher’s instructions.</li> <li>- Write 1–4 in your notebooks.</li> <li>- Listen and point to the pictures.</li> <li>- Listen again with pauses and write the correct letter next to the numbers.</li> <li>- Peer-check answers with friends.</li> <li>- Check the answers with the teacher.</li> <li>- Look at the photo and the text. Then answer the questions.</li> </ul>

<ul style="list-style-type: none"> <li>- Ask two children to read the speech bubbles for the class.</li> <li>- Tell children that they are going to ask and answer questions about what they like doing, and choose pen pals for their partners.</li> <li>- Tell children they must choose from the hobbies that the children in Exercise 2 have.</li> <li>- In pairs, children ask and answer, using the speech bubbles as a model.</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 questions about what they like doing, and choose pen pals for their partners fluently.</li> <li>- <i>Task completed:</i> Students can take turns asking and answering questions about what they like doing, and choosing pen pals for their partners.</li> <li>- <i>Task uncompleted:</i> Students are unable to take turns asking and answering questions about what they like doing, and choosing pen pals for their partners.</li> </ul>	<ul style="list-style-type: none"> <li>- Two children read the speech bubbles for the class.</li> <li>- Ask and answer questions about what you like doing, and choose pen pals for your partners.</li> </ul>
<p><b>PRODUCTION (10 minutes)</b>  <i>Aim: To help students talk about their family's hobbies.</i></p>	
<p>* <b>Talk about your family.</b></p> <ul style="list-style-type: none"> <li>- Read the example sentences. Ask a child what activities their family likes doing.</li> <li>- Ask the child to say the full sentence.</li> <li>- In pairs, children talk about their families.</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 talk about their family's hobbies fluently in the front.</li> <li>- <i>Task completed:</i> Students can talk about their family's hobbies in pairs.</li> <li>- <i>Task uncompleted:</i> Students are unable to talk about their family's hobbies in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- A child talks about what activities his/her family likes doing, using full sentences.</li> <li>- In pairs, take turns talking about your family's hobbies.</li> <li>- Volunteer to talk in the front.</li> </ul>

WEEK: 27

Period: 108

Date of teaching: from Mar 18, 2024 to Mar 22, 2024

**UNIT 10: DO THEY LIKE FISHING?  
LESSON 6 – SKILLS TIME! – PERIOD 2**

**A. DESIRED OBJECTIVES**

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

**1. Core competences****Speaking**

- Ask and answer questions about things you like doing.
- Suggest pen pals for a partner based on their preferences.

**Writing**

- Write an email to a pen pal.

**2. General competences**

- *Communication and collaboration*: work in pairs/groups to talk about different hobbies.
- *Problem-solving and creativity*: find out their favorite hobbies.

**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. Language**

- *Recycled*: vocabulary and patterns seen previously.

**2. Skills: Listening, Speaking and Writing.****C. RESOURCES AND MATERIALS**

- Student book - page 81
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (10 minutes)</b>	
<i>Aim: To motivate students and help students talk about things you like doing.</i>	
<b>* Game: Magic bag</b> <ul style="list-style-type: none"> <li>- Put children's names or numbers in the Magic bag.</li> <li>- Play music and ask children to pass the bag to each other.</li> <li>- Stop music, ask children to stop passing it. The child who is holding the bag will pick up one name or number inside, say it</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Pass the Magic bag and talk about thing you like doing in your free time loudly.</li> </ul>



<ul style="list-style-type: none"> <li>• <b>At level:</b> Children complete the activity as suggested.</li> <li>• <b>Above level:</b> After children finish, ask them to choose one of the online profiles on page 80 and write an email to the child.</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 their own online pen pal profile creatively and correctly.</li> <li>- <i>Task completed:</i> Students can write their own online pen pal profile with support from the teacher.</li> <li>- <i>Task uncompleted:</i> Students are unable to write their own online pen pal profile with support from the teacher.</li> </ul>	
<p><b>PRODUCTION (5 minutes)</b>  <i>Aim: To help students talk about their online pen pal profile.</i></p>	
<p>* <b>Talk about the online pen pal profile</b></p> <ul style="list-style-type: none"> <li>- Ask the children to talk about their online pen pal profile in groups.</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 talk about their online pen pal profile creatively and fluently in the front.</li> <li>- <i>Task completed:</i> Students can talk about their online pen pal profile in groups.</li> <li>- <i>Task uncompleted:</i> Students are unable to talk about their online pen pal profile in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups, talk about your online pen pal profile in groups.</li> <li>- Some volunteers come to the front and talk about your online pen pal profile.</li> </ul>

Ngày 02 tháng 03 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

WEEK: 28

Period: 109

Date of teaching: from Mar 25, 2024 to Mar 29, 2024

## UNIT 11: HOW DO WE GET TO THE HOSPITAL? LESSON 1 – WORDS

### A. DESIRED OBJECTIVES

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

#### 1. Core competences

- Identify directions.
- Understand a short story.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different directions.
- *Problem-solving and creativity*: find out directions to the school.

#### 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. Language

- *Core*: next to, opposite, between, turn left, turn right, go straight
- *Extra*: near, go back, traffic lights, in five minutes, come on, walk fast, together

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

### C. RESOURCES AND MATERIALS

- Student book - page 82
- Audio tracks 24, 130 - 132
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 11
- Computer, projector, ....

\* **Values:** Look carefully at the map!

### E. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember structures and vocabulary from the previous lessons.</i>	
* <b>Warmer: Track 24</b> - Sing <i>Places to go</i> from page 18 to energize the class. <b>→ Expected outcomes and assessment.</b> - <i>Task completed with excellence:</i> Students can sing the song with actions confidently.	- Sing along to the song with actions actively.

<ul style="list-style-type: none"> <li>- <i>Task completed:</i> Students can sing along the recording.</li> <li>- <i>Task uncompleted:</i> Students are sing along the recording.</li> </ul>	
<p><b>PRESENTATION (10 minutes)</b>  <i>Aim: To help students identify different directions.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Hold up your book to review the story on page 76. Ask <i>Does Max like fishing at the beginning of a story? Who has a big fish? Does Max like fishing at the end of the story?</i></li> <li>- Tell the children they are going to learn some new words for giving directions.</li> <li>- Use the flashcards from Unit 2 to revise the names of places in town (<i>hospital, airport, police station, fire station, store</i>).</li> <li>- Use the Prepositions of place flashcards and the Directions flashcards to elicit the vocabulary. Hold up the flashcards one at a time and elicit the words. Model any words that the children don't know.</li> <li>- Say all the words for children to repeat.</li> <li>- Hold up the flashcards in a different order and repeat.</li> <li>- Mime the actions as you say the words.</li> </ul> <p><b>* Listen and point. Repeat. Track 130</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures and words.</li> <li>- Play the first part of Track 130 for children to listen and point to the pictures.</li> <li>- Play the second part of the recording for children to repeat the words in chorus.</li> <li>- Ask individual children to say the words for the class.</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Review the new words with the Directions flashcards again. Then play <i>Whispers</i> (see Games bank). Repeat as needed.</li> <li>• <b>At level:</b> Children complete the activity as suggested.</li> <li>• <b>Above level:</b> Play <i>Quick flash</i> (see Games bank) with the Directions flashcards.</li> </ul> <p><b>→ Expected outcomes and assessment.</b></p>	<ul style="list-style-type: none"> <li>- Listen and answer the questions.</li> <li>- Look at the flashcards carefully.</li> <li>- Repeat each word after you hear it.</li> <li>- Listen and repeat.</li> <li>- Look at the teacher carefully.</li> <li>- Look at the pictures and words.</li> <li>- Listen and point to the pictures.</li> <li>- Listen and repeat.</li> <li>- Individuals say the words for the class.</li> </ul>



<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>	
<p><b>PRACTICE (10 minutes)</b>  <i>Aim: To help students remember different directions and understand a short story.</i></p>	
<p><b>* Listen and chant. Track 131</b></p> <ul style="list-style-type: none"> <li>- Play the recording and teach the chant.</li> <li>- Play the recording a second time for children to repeat the phrases in the chant.</li> <li>- Children say the chant as a class, without the recording.</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 chant and do the actions fluently in the front.</li> <li>- <i>Task completed:</i> Students can chant and do the actions.</li> <li>- <i>Task uncompleted:</i> Students are unable to chant and do the actions.</li> </ul> <p><b>* Listen and read. Track 132</b></p> <ul style="list-style-type: none"> <li>- Focus on the story. Ask questions about each frame. Ask <i>What is Max holding? Where do they want to go? Why are they worried? Who is in the car?</i> Encourage predictions.</li> <li>- Play the video or the recording for children to watch or listen to and follow along.</li> <li>- Ask questions to check comprehension, e.g., <i>Do they go back to the traffic lights? Are they going to be late?</i></li> <li>- Ask children to find the words from Exercise 1 that appear in the story (<i>next to, turn right, opposite, between</i>).</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 listen to the story, point to the words and answer the questions correctly.</li> <li>- <i>Task completed:</i> Students can listen to the story and point to the words with support from the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the chant.</li> <li>- Listen to the chant again to repeat the words and phrases in pauses in the chant.</li> <li>- Say the chant as a class, without the recording.</li> <li>- Think of actions for each of the animals and try to do the actions.</li> <li>- Listen and say the chant with the actions.</li> </ul> <ul style="list-style-type: none"> <li>- Look at each frame and try to make predictions.</li> <li>- Watch or listen to and follow along with the video or recording.</li> <li>- Answer the questions.</li> </ul> <ul style="list-style-type: none"> <li>- Find the words from Exercise 1 that appear in the story (<i>next to, turn right, opposite, between</i>).</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Task uncompleted:</i> Students are unable to listen to the story and point to the words with support from the teacher.</li> </ul>	
<p><b>PRODUCTION (10 minutes)</b>  <i>Aim: To help students remember different directions and improve students' integrated skills.</i></p>	
<p><b>* Game: Concentration!</b></p> <ul style="list-style-type: none"> <li>- Ask students to work in groups.</li> <li>- Give each group a set of picture cards and a set of word cards.</li> <li>- Ask children to put these cards facedown the desk.</li> <li>- Children take turns picking up 2 cards (one is from the set of picture cards and the other is a word card), face them up, say their names aloud. If they are matched, children keep them. If not, put them back and pass to another child's turn.</li> <li>- The winner is the child with the most cards.</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 identify different directions confidently and fluently.</li> <li>- <i>Task completed:</i> Students can identify different directions.</li> <li>- <i>Task uncompleted:</i> Students are unable to identify different directions.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups.</li> <li>- Get a set of picture cards and a set of word cards from the teacher.</li> <li>- Follow the teacher's instructions and play the game.</li> </ul>

WEEK: 28

Period: 110

Date of teaching: from Mar 25, 2024 to Mar 29, 2024

**UNIT 11: HOW DO WE GET TO THE HOSPITAL?  
LESSON 2 – GRAMMAR – PERIOD 1**

**A. DESIRED OBJECTIVES**

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

**1. Core competences**

- Learn how to give directions.
- Act out the story.

**2. General competences**

- *Communication and collaboration*: work in pairs/groups to talk about different directions.
- *Problem-solving and creativity*: find out directions to the school.

**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. Language**

- *Core*: Turn left. Go straight at the traffic lights. Turn right here.

**2. Skills**: Listening, Speaking and Reading.**C. RESOURCES AND MATERIALS**

- Student book - page 83
- Audio tracks 132 - 133
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 11
- Computer, projector, ....

\* **Values**: Look carefully at the map!**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b>	
<i>Aim: To motivate students and help students to remember different directions.</i>	
<p>* <b>Game: Slow reveal</b></p> <p>Play <i>Slow reveal</i> (see Games bank) with the Directions flashcards from Lesson 1 (<i>next to, opposite, between, turn left, turn right, go straight</i>).</p> <ul style="list-style-type: none"> <li>- Put one of the flashcards from the previous lesson on the board and cover it with a piece of paper or card.</li> </ul>	<ul style="list-style-type: none"> <li>- Guess what the flashcards are.</li> <li>- The first child to guess correctly comes to the front to choose the next card.</li> </ul>

- Very slowly, move the paper to reveal the picture, little by little.
  - Ask *What's this?* The first child to guess correctly comes to the front to choose the next card.
  - Continue until you have reviewed all the cards in the set.
- **Expected outcomes and assessment.**
- *Task completed with excellence:* Students can identify different directions correctly and confidently.
  - *Task completed:* Students can identify different directions.
  - *Task uncompleted:* Students are unable to identify different directions.

**PRESENTATION (10 minutes)**

*Aim: To help students learn how to give directions.*

**\* Lead-in:**

- Ask children about the story, e.g., *Where do they want to go? How do they get to the hospital?* Hold up your book on page 82 to encourage ideas.
  - Ask children to open their books to page 82 and check how well they remember the story.
- \* Listen to the story and repeat. Track 132**
- Play Track 132, pausing for children to repeat each line.
  - As a class, decide on the actions for the story.
  - Divide the class into groups of four to play the parts of Mom, Max, Holly, and Uncle.
  - Children practice acting out the story.
  - Ask one or two groups to come to the front of the class to act out the story.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can act out the story in the front confidently and fluently.
  - *Task completed:* Students can act out the story in groups.
  - *Task uncompleted:* Students are unable to act out the story in groups.
- \* Listen and repeat. Track 133**
- Focus on *Let's learn!* box. Ask *What can you see? What does the man in the green shirt ask for?*

- Answer the questions.
- Open your books to page 82 and check how well you remember the story.
- Listen to the recording and repeat.
- Work in groups of four to play the parts of Mom, Max, Holly, and Uncle.
- Look at the different actions that the characters do in the story.
- Practice acting out the story in groups.
- Come to the front to act for the class.
- Answer the questions.

<ul style="list-style-type: none"> <li>- Play the recording for children to listen and repeat. <i>Turn left. Go straight at the traffic lights. Turn right here. It's opposite the school.</i></li> <li>- Ask the class to mime the directions as they say them.</li> <li>- Remind children that they already know how to give instructions and ask them to look at the story on page 82 and the reading on page 64. Tell them that we use the same verb form (imperative) to give directions.</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 pattern correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sentence pattern.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and repeat.</li> <li>- Mime the directions as you say them.</li> <li>- Look at the story on page 82 and the reading on page 64. Use the same verb form (imperative) to give directions.</li> </ul>
<p><b>PRACTICE (10 minutes)</b> <i>Aim: To help students practice giving directions.</i></p>	
<p><b>* Complete the sentences.</b></p> <ul style="list-style-type: none"> <li>- Show the example. Check that children understand that they have to look at the arrows and the icons to complete the sentences.</li> <li>- Children do the exercise individually.</li> <li>- Go through the answers with the class.</li> </ul> <p><b>Answers</b> 1 left 2 straight 3 right 4 opposite 5 next to</p> <p><b>→ Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can give directions fluently in the front.</li> <li>- <i>Task completed:</i> Students can give directions in pairs.</li> <li>- <i>Task uncompleted:</i> Students are unable to give directions in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the example.</li> <li>- Look at the arrows and the icons to complete the sentences.</li> <li>- Do the exercise individually.</li> <li>- Work in pairs to give directions and mime the actions.</li> <li>- Volunteer to perform in the front.</li> </ul>
<p><b>PRODUCTION (10 minutes)</b> <i>Aim: To help students give directions from their home to the school.</i></p>	
<p><b>* Draw, Talk and Write.</b></p> <ul style="list-style-type: none"> <li>- Ask children to draw directions from home to the school.</li> <li>- In pairs, children take turns giving directions from home to their school and then write these sentences in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>- Draw directions from home to the school.</li> <li>- Work in pairs to take turns giving directions from home to your school and then write these sentences in your notebooks.</li> </ul>

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can draw, talk and write directions from home to the school correctly and fluently in the front.
- *Task completed:* Students can draw, talk and write directions from home to the school in pairs.
- *Task uncompleted:* Students are unable to draw, talk and write directions from home to the school in pairs.

- Volunteer to talk in the front.

WEEK: 28

Period: 111

Date of teaching: from Mar 27, 2024 to Mar 29, 2024

**UNIT 11: HOW DO WE GET TO THE HOSPITAL?  
LESSON 2 – GRAMMAR – PERIOD 2**

**A. DESIRED OBJECTIVES**

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

**1. Core competences**

- Learn how to ask for and give directions.

**2. General competences**

- *Communication and collaboration*: work in pairs/groups to talk about different directions.
- *Problem-solving and creativity*: find out directions to the school.

**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. Language**

- *Core*: It's opposite the school. It's between the bookstore and the library. It's next to the library.

**2. Skills**: Listening, Speaking and Reading.**C. RESOURCES AND MATERIALS**

- Student book - page 83
- Audio tracks 133
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 11
- Computer, projector, ....

**D. LEARNING EXPERIENCES**

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b> <i>Aim: To motivate students and help students to remember different directions.</i>	
<p><b>* Game: Slow reveal</b></p> <ul style="list-style-type: none"> <li>- Play <i>Slow reveal</i> (see Games bank) with the Directions flashcards from Lesson 1 (<i>next to, opposite, between, turn left, turn right, go straight</i>).</li> <li>- Put one of the flashcards from the previous lesson on the board and cover it with a piece of paper or card.</li> </ul>	<ul style="list-style-type: none"> <li>- Guess what the flashcards are.</li> <li>- The first child to guess correctly comes to the front to choose the next card.</li> </ul>

<ul style="list-style-type: none"> <li>- Very slowly, move the paper to reveal the picture, little by little.</li> <li>- Ask <i>What's this?</i> The first child to guess correctly comes to the front to choose the next card.</li> <li>- Continue until you have reviewed all the cards in the 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 identify different directions correctly and confidently.</li> <li>- <i>Task completed:</i> Students can identify different directions.</li> <li>- <i>Task uncompleted:</i> Students are unable to identify different directions.</li> </ul>	
<p><b>PRESENTATION (10 minutes)</b>  <i>Aim: To help students learn how to ask for and give directions.</i></p>	
<p><b>* Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Show a child's picture which shows directions from home to school.</li> <li>- Ask students "<i>How do we get to the school?</i>"</li> <li>- Elicit the answer "<i>Turn left, ....</i>".</li> </ul> <p><b>* Listen and repeat. Track 133</b></p> <ul style="list-style-type: none"> <li>- Focus on <i>Let's learn!</i> box. Ask <i>What can you see? What does the man in the green shirt ask for?</i></li> <li>- Play the recording for children to listen and repeat, "<i>How do we get to the hospital? Turn left. ....</i>"</li> <li>- Ask the class to mime the directions as they say 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 sentence pattern correctly and fluently.</li> <li>- <i>Task completed:</i> Students can say the sentence pattern.</li> <li>- <i>Task uncompleted:</i> Students are unable to say the sentence pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and answer the questions.</li> <li>- Answer the questions.</li> <li>- Listen and repeat.</li> <li>- Mime the directions as you say them.</li> </ul>
<p><b>PRACTICE (10 minutes)</b>  <i>Aim: To help students practice asking for and giving directions.</i></p>	
<p><b>* Look at the picture below and write directions to the park.</b></p> <ul style="list-style-type: none"> <li>- Look at the map and example, with the children. Check that they understand that they have to complete the sentences with the direction words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the map and example.</li> <li>- In pairs, take turns asking and giving directions to the park.</li> </ul>



<p>- Children do the exercise individually in their notebooks.</p> <p><b>Answer keys</b> 1 straight 2 left 3 opposite 4 right 5 next to</p> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Allow children to work in pairs.</li> <li>• <b>At level:</b> Children complete the activity as suggested.</li> <li>• <b>Above level:</b> After the children finish, ask them to write directions to the school and the bus station.</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 complete the task, ask for and give directions fluently in the front.</li> <li>- <i>Task completed:</i> Students can complete the task, ask for and give directions in pairs.</li> <li>- <i>Task uncompleted:</i> Students are unable to complete the task, ask for and give directions in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the sentences with the direction words individually in your notebooks.</li> <li>- Peer-check your answers in pairs.</li> <li>- Raise hands to talk in the front.</li> </ul>
<p><b>PRODUCTION (10 minutes)</b> <i>Aim: To help students give directions.</i></p>	
<p>* <b>Guessing Game!</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the map given by the teacher.</li> <li>- Have pairs take turns giving directions and guessing what the places are.</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 understand and give directions confidently and fluently in the front.</li> <li>- <i>Task completed:</i> Students can understand and give directions in pairs.</li> <li>- <i>Task uncompleted:</i> Students are unable to understand and give directions in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the map.</li> <li>- Work in pairs to take turns giving directions and guessing what the places are.</li> <li>- Volunteer to play in the front.</li> </ul>

WEEK: 28

Period: 112

Date of teaching: from Mar 25, 2024 to Mar 29, 2024

## UNIT 11: HOW DO WE GET TO THE HOSPITAL? LESSON 3 – SONG

### A. DESIRED OBJECTIVES

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

#### 1. Core competences

- Identify places in town.
- Ask for directions in the context of a song.
- Give directions in the context of a song.

#### 2. General competences

- *Communication and collaboration*: work in pairs/groups to talk about different directions.
- *Problem-solving and creativity*: find out directions to the school.

#### 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. Language

- *Core*: train station, bus station, supermarket
- *Extra*: How do we get to the ...? Where is the ...?

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

### C. RESOURCES AND MATERIALS

- Student book - page 84
- Audio tracks 134 - 135
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector, ....

### D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<b>WARM-UP/REVIEW (5 minutes)</b>	
<i>Aim: To motivate students and help students to revise different directions.</i>	
<p><b>* Warmer</b></p> <ul style="list-style-type: none"> <li>- Tell the children you are going to ask them questions about the story in Lesson 1. Divide the class into groups of four.</li> <li>- Ask questions and tell each group to write the answers: <i>Do they want to go to the hospital or to the bookstore? (hospital) Is the hospital near the bookstore or the library? (library) Is</i></li> </ul>	<ul style="list-style-type: none"> <li>- Work in groups of four.</li> <li>- Each group raises the answers and then writes them down in notebooks or mini boards.</li> </ul>

<p><i>the hospital on the right or on the left? (on the right).</i></p> <ul style="list-style-type: none"> <li>- Go through the answers with the class and see which group got the most correct answers.</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 answer all the questions correctly and fluently.</li> <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>PRESENTATION (10 minutes)</b>  <i>Aim: To help students identify places in town.</i></p>	
<p>* <b>Lead-in:</b></p> <ul style="list-style-type: none"> <li>- Use the Places of work flashcards to introduce the new vocabulary.</li> <li>- Hold up the cards and say the places for children to repeat.</li> <li>- Hold up the cards in a different order for children to repeat.</li> </ul> <p>* <b>Listen, point, and repeat. Track 134</b></p> <ul style="list-style-type: none"> <li>- Ask children to look at the pictures in their books.</li> <li>- Play the first part of the recording for children to point to the pictures and say the words.</li> <li>- Play the second part of the recording for children to repeat.</li> </ul> <p><b><u>Differentiation</u></b></p> <ul style="list-style-type: none"> <li>• <b>Below level:</b> Place flashcards on the board that match the places, directions, and prepositions of a place mentioned in the song. For example, place the <i>train station</i> flashcard, the <i>turn right</i> flashcard, and the <i>opposite</i> flashcard for the first two verses.</li> <li>• <b>At level:</b> Divide the class in half. Ask one side to sing the questions <i>How do we get to the ...? Where is the ...?</i> for the other half to sing the answers. Switch the groups for each verse.</li> <li>• <b>Above level:</b> Tell children they're writing a new song called "<i>How do we get to the ...?</i>". Write the song lyrics on the board, with blanks for the places, directions, and</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the flashcards, listen and repeat.</li> <li>- Look at the pictures in your books.</li> <li>- Listen, point to the pictures, and say the words.</li> <li>- Listen and repeat.</li> </ul>

<p>prepositions of place. In pairs, children discuss and write new lyrics.</p> <p>→ <b>Expected outcomes and assessment.</b></p> <ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can identify places in town correctly and fluently.</li> <li>- <i>Task completed:</i> Students can identify places in town.</li> <li>- <i>Task uncompleted:</i> Students are unable to identify places in town.</li> </ul>	
<p><b>PRACTICE (10 minutes)</b></p> <p><i>Aim: To help students ask for and give directions in the context of a song.</i></p>	
<p>* <b>Listen and sing. Track 135</b></p> <ul style="list-style-type: none"> <li>- Focus children’s attention on the pictures. Ask <i>Where are they?</i> Ask them to predict what the song is about (<i>places in town and how to get to each one</i>).</li> <li>- Play Track 135. Then play it again as children follow the words in their books.</li> <li>- Read each line of the song aloud for children to repeat.</li> <li>- Play the recording for children to sing along.</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 fluently in the front.</li> <li>- <i>Task completed:</i> Students can sing along the song chorally.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing along the song chorally.</li> </ul> <p>* <b>Sing and do.</b></p> <ul style="list-style-type: none"> <li>- Ask the children to look at each picture and verse and decide together on song actions (see below for ideas).</li> <li>- Play the recording for children to sing and do the actions.</li> </ul> <p><b><u>Song actions</u></b></p> <ul style="list-style-type: none"> <li>• <i>How do we get to the ...?</i> – walk on the spot and look around with puzzled expression.</li> <li>• <i>It’s getting very late.</i> – tap on real/imaginary wristwatch.</li> <li>• <i>Turn right/left ...</i> – point right/left with your arms.</li> <li>• <i>It’s opposite ...</i> – point with two arms extended in front.</li> <li>• <i>It’s next to ...</i> – place two hands side by side.</li> </ul> <p>→ <b>Expected outcomes and assessment.</b></p>	<ul style="list-style-type: none"> <li>- Look at the pictures.</li> <li>- Predict what the song is about (<i>places in town and how to get to each one</i>).</li> <li>- Listen and follow the words in your books.</li> <li>- Repeat the lines of the song.</li> <li>- Listen to the song and sing along.</li> <li>- Decide on the actions for the song.</li> <li>- Practice the actions with the class.</li> <li>- Sing and do the actions while listening to the recording.</li> </ul>

<ul style="list-style-type: none"> <li>- <i>Task completed with excellence:</i> Students can sing the song with actions in the front.</li> <li>- <i>Task completed:</i> Students can sing the song with actions in groups.</li> <li>- <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups.</li> </ul>	
<p><b>PRODUCTION (10 minutes)</b>  <i>Aim: To help students use different directions in the new context.</i></p>	
<p><b>* Game: “New version for the song”</b></p> <ul style="list-style-type: none"> <li>- Show the song with blanks.</li> <li>- Ask the students to think of new words and use them to fill in the blanks.</li> <li>- Put the students into small groups of four or five and ask them to do the task.</li> <li>- Ask students to practice singing and doing the actions in groups.</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 write the new version for the song creatively.</li> <li>- <i>Task completed:</i> Students can fill in the blanks to create the new version for the song.</li> <li>- <i>Task uncompleted:</i> Students are unable to fill in the blanks to create the new version for the song.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the song with blanks.</li> <li>- Think about the blanks.</li> <li>- Work in groups to do the task.</li> <li>- Practice singing and doing the actions in groups.</li> <li>- Sing and do in the front.</li> </ul>

Ngày 02 tháng 03 năm 2024

Tổ trưởng



Huỳnh Thị Yến Trang

Ngày 06 tháng 03 năm 2024

Hiệu phó

Nguyễn Thị Thanh Hải