**WEEK 8: (24/10 – 28/10/2022)**

**Period: 29**

**Period: UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**

**Lesson 3 (1-2-3)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

-  Pronounce the words with the stress on the first syllable: 'seaside, 'islands, 'countryside.

- Listen and circle the letters showing the words filling the gapped sentences.

- Say the chant Where will you be this weekend?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:**

- Develop Ss’ speaking and reading skills

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love their family and friends.

**4. Forming competence:**

- Co-operation love schools about Future activities.

- Self-study ability, ability to operate, live responsibly.

- Using language to talk about activities at the weekend.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class do a dictation, using the words learnt in the previous lesson.  - Lead into new lesson  *1. Listen and repeat. (10 minutes)*  **-** Tell pupils that they are going to practice pronouncing two- and three-syllable words with the stress on the first syllable: *'seaside, 'islands and 'countryside.*  - Play the recording all the way through for pupils to listen first.  - Play the recording again for them to repeat the sentences twice  - Ask pupils to read the sentences until pupils feel confident.  - Get some pupils to say the words and sentences in front of the class.  - Correct mistakes of pronunciation.  *2. Listen and circle a or b. Then say the sentences aloud.(10 minutes)*  **-** Tell pupils that they are going to listen to the recording, circle a or b to complete the sentences.  - Give them a few seconds to read the sentences in silence and guess the words  to fill the gaps.  - Play the recording twice for pupils to listen, circle a or b.  - Get them to compare their answers in pairs.  - Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.  - Give the correct answers.  \* Key: 1 b 2 a 3 b  *3. Let’s chant (10 minutes)*  *-* Tell pupils that they are going to say the chant: *Where will you be this weekend?*  - Play the recording all the way through for pupils to listen and follow in their books.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole chant, show pupils how to chant and do the actions  - Get pupils to work in pairs to practice chanting and doing the action.  - Invite some pairs to say the chant and do actions in front of the class  - Give feedback.  - Ask the whole class to say the chant and clap along to the rhythm of the chant.  - Summary the lesson  - Tell pupils to practice chanting again at home. | - Write  - Listen to the T's instruction.  - Listen to the recording and repeat  - Read individual  - Practice in front of class  - Listen to the T's instruction.  - Read and guess  - Listen and circle.  - Compare the answers  - Listen and check, then read the sentences aloud.  - Listen to the T's instruction.  - Listen and follow in the book  - Listen and repeat  - Listen, repeat and do the actions  - Chant in pairs  - Chant in front of class  - Say and clap along to the rhythm of the chant.  - Listen and remember  - Take note |

**V: Adjusments after teaching:**

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**Period: 30**

**UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**

**Lesson 3 (4-5-6)**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Read a paragraph and complete a table.

- Write about their next Sunday, using the writing frame.

- Interview three classmates about where they will go, and what they will do next weekend.

- Colour the stars showing their English competences.

**2. Skills:**

- Develop Ss’ speaking and reading skills

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love their family and friends.

**4. Forming competence:**

- Co-operation love schools about Future activities.

- Self-study ability, ability to operate, live responsibly.

- Using language to talk about activities at the weekend.

**II. Methods**:

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A.Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have the class say the chant: *Where will you be this weekend?*  *-* Lead into new lesson  *4. Read and complete. (10 minutes)*  **-** Tell the class that they are going to the text about Mai and complete the table.  - Give them a few seconds to read the text and find appropriate information to complete the table.  - Set a time limit for pupils to do the task.  - Ask pupils to compare their answers.  - Call four pupils to write their answers on the board.  - Give feedback and correct mistakes  \* Key:  *5. Write about you. (10 minutes)*  **-** Tell pupils that they are going to write about themselves.  - Have pupils work in pairs or in groups to discuss what they will do next Sunday.  - Give them time to do the task.  - Get them to work in pairs and swap to read what they have written.  - Ask two pupils to write their answers on the board.  - Give feedback.  Key:  *6. Project (10 minutes)*  *-* Tell the class that they are going to interview their classmates about where they will go and what they will do next weekend.  - Each pupil selects three classmates to interview and takes notes.  - Give pupils time to do the task.  - Invite a few pupils to report the results of their interviews to the class.  - Give feedback  *7. Colour the starts.*  - Have the class read the statements and check their comprehension  - Give the time to colour the star and invite a few pupils to read the statement aloud  - Give further support to pupils who find it difficult to achieve certain objectives.  - Summary the lesson  - Tell pupils to do exercises in workbook. | - Chant  - Listen to the T's instruction.  - Read and guess  - Do the task  - Compare the answers  - Write the answers on the board.  - Listen to the T's instruction.  - Work in pairs  - Do the task  - Compare their answers  - Write the answers.  - Listen to the T's instruction.  - Do the task  - Present in front of class.  - Colour the starts.  - Listen and remember  - Take note |

**V: Adjusments after teaching:**

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**Period: 31**

**REVIEW 1**

**Part: 1,2,3**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Perform their abilities in listening, speaking to the topics from units 1-5, using the phonics, vocabulary and sentence patterns they have learnt.

- Listen and tick the correct pictures.

- Listen and number the pictures.

- Listen and tick the sentences Yes (Y) or No (N)*.*

**2. Skills:**

- Develop Ss’ speaking, reading, listening and writing skills

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love reading.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to do listening, reading, writing and speaking tasks.

**II. Methods**: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1.Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

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| **Content** | **Teacher’s activities** | **Student’s activities** |
| **A .Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Activity 1: Play game: what and where** (***5’****)*  *\*Aim:help ss to remember vocabulary that they learnt , feel eager and happy with the new lesson.*  -Vocabulary: cooking, cinema, sining, visit, countryside.  \*Procedure:  -T tells ss what they have to play game.  -Have SS play game in two teams.  -T counts the points for each team, announces the winner and gives compliment.  - T links to the new lesson.  **Activity 2*:*Listen and tick ( 9’)**  *\*Aim: help ss to improve listening skill about knowledge that ss learnt*  \*Procedure:  - Have sslook at pictures a, b, c and d on page 36 of the Student Book. Tell ssthat they are going to listen to the recording and tick the pictures they hear.  - Elicit the identification of the characters in the pictures and the characters’ words  - Guess the answer  - Play the recording 2 times ssto listen and tick the boxes.  - Play the recording again sscheck their answer T give the answer  - Ask some questions to ensure ss’ comprehension of the listening text.  \*Outcome: SS can improve *listening skill about knowledge that ss learnt*  **Activity 3: Listen and number ( 9’)**  *\*Aim: help ss to improve listening skill about knowledge that ss learnt*  \*Procedure:  - Have sslook at pictures a, b, c and d on page 36 of the Student Book. Tell ssthat they are going to listen to the recording and number the pictures they hear.  - Elicit the identification of the characters in the pictures and the characters’ words  - Guess the answer  - Play the recording 2 times ssto listen and number the boxes.  - Play the recording again sscheck their answer T give the answer  - Ask some questions to ensure ss’ comprehension of the listening text.  \*Outcome: SS can improve *listening skill about knowledge that ss learnt*  **Activity 4: Listen and tick Yes ( Y) or No ( N) ( 9’)**  *\*Aim: help ss to improve listening skill about knowledge that ss learnt*  \*Procedure:  - Set the sense: Tell ss that they are going to listen two dialogues and tick Yes or No.  - Elicit the identification of the characters in the pictures and the characters’ words  - Guess the answer  - Play the recording 2 times ssto listen and number the boxes.  - Ask ss to swap their answerbefore you check as a class.  \*Outcome: SS can improve *listening skill about knowledge that ss learnt*  **Activity 5: Consolidation (2’)**  *\*Aim: help ss focus on the contents of this lesson.*  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Activity 6. Homelink. 1’**  - Practice more at home.  - Prepare for the next lesson. | -SS listen.  - SS play game in two teams.    - Look and listen.  - SS guess  - Listen and tick. Check their guess. Compare the answerwith the partner.  - Listen and check their answer  \*Key: 1.b; 2.c.  - Look and listen.  - SS guess  - Listen and number. Check their guess. Compare the answerwith the partner.  - Listen and check their answer  \*Key: 1.c; 2.d; 3.a; 4.b  - Ss look at and listen  - SS guess  - Listen and tick Y or N. Check their guess. Compare the answerwith the partner.  - Listen and check their answer  \*Key: 1N ; 2Y;  -Ss to retell the contents of this lesson  -SS listen. |

**V: Adjusments after teaching:**

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**Period: 32**

**REVIEW 1( cont )**

**Part: 4, 5**

**I. Objectives:**

- By the end of the lesson Ps will be able to:

**1. Knowledge:**

- Perform their abilities in listening, speaking to the topics from units 1-5, using the phonics, vocabulary and sentence patterns they have learnt.

- Read the paragraph, and circle the letters showing the correct answers to the questions.

- Write about themselves and tell the class, using the guiding questions.

**2. Skills:**

- Develop Ss’ speaking, reading and writing skills

**3. Attitude/ Quality:**

- Be confident in communicating with friends/ teachers.

- Love reading.

**4. Forming competence:**

- Co-operation (ready to help friends in pair work/ groupwork).

- Self-study (can perform individual tasks and solve problems by themselves).

- Use language to do listening, reading, writing and speaking tasks.

**II. Methods**: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1.Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s Activities** |
| **A .Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Activity 1: Net work game.**  - Have ss find the words and put in to the right group  - Check some groups.  **Activity 2: Read and circle a or b (12’)**  *\*Aim: help ss to improve reading skills about knowledge that ss learnt*  \*Procedure:  - Set the sense: Tell ss that they are going to read a text and circle the correct answer  - Give ss time to read the questions and answerin silence.  - Get them to work in pairs. Monitor the activity and offer help.  - Get pupil to compare their answer pairs before checking as a class.  \*Outcome: SS can improve *reading skills about knowledge that ss learnt*  **Activity 3: Write about you (13’)**  *\*Aim: help ss to improve writing skill about knowledge that ss learnt*  \*Procedure:  - Set the sense: Tell ss that they are going to write sentences about themselves.  - Ask them to read the questions in silence. Check their understanding.  - Ask Ss to do the task independently.  - Ask Ss to swap their answerbefore you check as a class.  - Ask Ss to to read their writing aloud.  - Give feedback.  \* Key: ss’ answers  \*Outcome: SS can improve *writing skill about knowledge that ss learnt*  **Activity 4: Consolidation (3’)**  *\*Aim: help ss focus on the contents of this lesson.*  -T calls ss to retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Activity 5. Homelink. 2’**  - Practice more at home.  - Prepare for the next lesson.  - Do exercises in the workbook. Learn by heart the new words and structures | - Work in group of 5.  Greeting     |  |  |  | | --- | --- | --- | | **Greeting** | **Country** | **Nationality** | |  |  |  | |  |  |  | |  |  |  |       - Listen and loook.  - SS read the questions and answerin silence.  - Work in pairs.  -Compare the answer .  \*Keys: 1.b;2.b;3.a; 4.b; 5.a.  - Ss listen  -Read.  - Work independently.  - Swap their answer  - Read  -Ss to retell the contents of this lesson  -SS listen. |

**V: Adjusments after teaching:**

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Ngày .… tháng …. năm 2022

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| **TTCM**  …………………………  …………………………  **Hoàng Thị Hoài** | …………………………………………… ……………………………………………  **HP**:……………………………….  **Nguyễn Thị Tâm** |