**WEEK 9: (31/10 – 04/11/2022)**

**Period: 33**

**SHORT STORY: CAT AND MOUSE 1**

**I. Objectives:**

- By the end of this lesson, students will be able to practice all the knowledge they have learn.

- Read and listen to a short story.

- Read and fill a gapped conversation.

- Work in groups of three, read a conversation, and act it out, replacing the original names with the current speakers’ names.

- Unscramble the words from the story.

**2. Skills:**

- Listening, speaking, reading and writing.

**3. Attitudes/ Quality:**

-Confident when using English

- Working hard

- United friends

**4.Competences:**

- Co-operation love schools and about the sounds.

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

- Develop speaking skill.

- Ss look after, solve problems and study themselves.

- Studious and obedient students and love their friends.

**II. Teaching aids**:

- Teacher’s aids: student’s and teacher’s book, word cards, pictures, puppets.

- Students’ aids: books, notebooks, workbooks.

**III. Procedures**:

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (2’)  **D. Homework**  (1’) | **Play game: slap the board** (5***’****)*  -Vocabulary: name, what, how, spell, friends.  \*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.  ***1:*Read and Listen to the story ( 7’)**  -T introduce: This is the first of the four cartoons about Miu and Cat and Chit and Mouse. To help Ss get the idea of the story, simply let them read and listen to this episodes, the initial task will be more challenging.  -Have ss to listen to the story. Then read the story in pairs.  - Call some ss to read the story.  -T checks and corrects.  \*Outcome: SS can improve *listening and reading skill about knowledge that ss learnt*  ***2:*Complete the conversation ( 7’)**  -Ask students to read the story in the book and fill the suitable words to complete the dialogue.  - Work in pairs to do the exercise then practice in pairs in front of the whole class . The rest listen to and give the remark.  \*Outcome: SS can improve *reading skill about knowledge that ss learnt*  **3: Work in groupd of three. Read the conversation . Then act out with your own names.( 7’)**  - Tell ss that they are going to practise the dialogues, using their own names. - Ask them to sit opposite of each other and practise the dialogue. - Call a few pairs to act out the dialogue. Correct the pronunciation, if necessary.  \*Outcome: SS can improve *speaking skills about knowledge that ss learnt*  **4: Unscramble these words from the conversation. (7’)**  - Tell ss that they are going to put the letters in the correct order to make words, and that they can find the words in the story. Do the first word as an example. - Give them time to do the task. - Ask ss to swap and check their answers before checking as a class . - Ask a few pairs to read aloud the correct words.  \*Outcome: SS can *improve reading skills about knowledge that ss learnt*  **5: Consolidation (2’)**  -T has ss retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **5. Homelink. 1’**  **-** Practice more at home.  - Prepare for the next lesson. | -SS listen.  - SS play game in two teams.    - Look and listen.  -Ss listen and read.  -Ss read.  - Read the story again and do the task.  -Work in pairs.  *\*Keys:* **1** Who **2** My name’s **3** Yes, it is **4** How **5** very well, thank you.  -Ss listen.  -Work in pairs  -Ss act out.  **\****Keys***:** *Ss’s answers*  - SS look and listen.  - SS do the task.  -SS check.  -SS read.  *\*Keys***:**  **b** really **c** nice  **d** friends **e** guitar **f.**America  -Ss retell the contents of this lesson  -SS listen. |

**V: Adjusments after teaching:**

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**Period: 34**

**REVISION**

**I. OBJECTIVES**

**1. Language focus/ Knowledge:**

- Vocabulary: review

- Sentence patterns: review

**2. Competences:**

**+**Reading and matching about *knowledge that ss learnt*.

+Reoder the words to make the correct sentences with knowledge that ss

learnt.

+Talking about you with *knowledge that ss learnt*.

**3. Attitude:**

-Actively participate in activities with their class mates in pairs, groups or class . Educate Ss to be studious and obedient students and love English.

**II. TEACHING AIDS:**

**-** Teacher: Pictures, E- book, computer , projector, pictures, recording.

**III. PROCEDURE:**

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| **Content** | **TEACHER’S ACTIVITIES** | **STUDENTS’ACTIVITIES** |
| **A. Warm up**  (5’)  **B. New lesson**  (27’)  **C. Production**  (2’)  **D. Homework**  (1’) | **Activity 1:Warm –up: Play game: What and where** (***5’****)*  *\*Aim:help ss to remember vocabulary that they learnt , feel eager and happy with the new lesson.*  -Vocabulary: spell, friends, how, name, hello  *\*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: Read and match (9’)**  *\*Aim: help ss to improve reading skills about knowledge that ss learnt*  **A**  *1.Where are you from*  *2. What nationality are you?*  *3.What day is it today*  *4.What do you do on Fridays?*  *5.When’s your birthday?*  **B**  *a.It’s on the sixth of May*  *b.It’s Monday*  *c.I’m from America*  *d.I’m Vietnamese*  *e.I go to school on Fridays.*  *\*Procedure:*  - T gives each groups a handout about exercise : read and match  - T tells ss what they have to do in this task.  - Have Ss read the questions and match with the correct answers for 3 minutes in groups of four.  -T goes around and offer help, if necessary.  -Call Some ss write their answer on the board.  -T gets feedback.  - Call Some pairs read in front of the class .  -T corrects pronunciation errors if necessary.  \*Outcome: SS can improve reading skills about knowledge that ss learnt  **Activity 3: Reoder the words to make the correct sentences (9’)**  *\*Aim: help ss to improve reading skills about knowledge that ss learnt*  *1.is/ it/ today/ what/day/?/*  *2. can/and/ I/ dance/ sing.*  *3. swimming/ Sunday/ go/ I/ on .*  *4. you/ tomorrow/ see.*  *5. on/ the/ my/ March/ second/ birthday/ is/ of .*  *\*Procedure:*  - T gives each groups a handout about exercise : reoder the words to make the correct sentences  - T tells ss what they have to do in this task.  -Have Ss do the task for 4 minutes in pairs.  -T goes around and offer help, if necessary.  - Have Some ss write their answer on the board.  -T gets feedback.  - Call SS read the completed sentences  - T corrects pronunciation errors if necessary.  \*Outcome: SS can *improve reading skills about knowledge that ss learnt*  **Activity 4: Talk about you (10’)**  *\*Aim: help ss to improve speaking skills about knowledge that ss learnt*  + What’s your name?  -> My name’s …………….  + Where are you from?  - > I’m from ……………  + What nationality are you?  ->………………….  + What’s your name’s school?  -> It’s………….  + What class are you in  -> I’m in class …………  *\*Procedure:*  - T shows the questions on the board.  - T tells ss what they have to do in this task.  - Have Ss practise asking ans answering about them in pairs for 3 minutes.  -T goes around and offer help, if necessary.  - Call Some ss practice in front of the class .  - T gets feedback and corrects pronunciation if necessary.  \*Outcome: SS can improve speaking skill about knowledge that ss learnt  **Activity 5: Consolidation (2’)**  *\*Aim: help ss focus on the contents of this lesson.*  \*Procedure:  -T has ss retell the contents of this lesson  - T gets feedback and corrects pronunciation if necessary.  **Activity 6. Homelink. 2’**  **-** Practice more at home.  - Prepare for the next lesson. | -SS listen.  - SS play game in two teams.    - SS listen.  - Ss read the questions and match with the correct answers for 3 minutes in groups of four.  - Some ss write their answer on the board.  - Others ss look and comment.  - Some pairs read in front of the class .  *\*Keys: 1.c 2.d 3.b*  *4.e 5.a*  - SS listen.  - Ss do the task for 4 minutes in pairs.  - Some ss write their answer on the board.  - Others ss look and comment.  - SS read the completed sentences  \* *Keys:* *1. What is your name?*  *2. How do you spell your name?*  *3. Nice to meet you.*  *4. How old are you?*  *5. This is my friend Mary.*  - SS look and listen.  - Ss practise asking ans answering about them in pairs for 3 minutes.  - Some ss practice in front of the class .  - Others ss look and comment.  -Ss retell the contents of this lesson  -SS listen. |

**V: Adjusments after teaching:**

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**Period: 35**

**UNIT 6: WHERE’S YOUR SCHOOL?**

**Lesson 1 (1, 2, 3)**

**I.Objectives:**

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

**1. Knowledge:**

- Ask and answer question about where school someone is in.

- Sentence Patterns: Where’s your school? −  It’s\_\_\_.

- Vocabulary: Oxford Street, Hoa Binh Road, Bat Trang Village, Hoan Kiem District

**2. Skills:**

- Listening and speaking.

**3. Attitudes/ Quality:**

- Love their class, School

- United friend

**4.Forming competence:**

- To know talk about their school.

- Practise in pairs

**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** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Let sts introduce their school (in Vietnamese)  *Task 1. Look, listen and repeat*  - Tell pupils that they are going to learn to ask and answer questions about where their school is.  - Have them look at the four pictures to discuss the content in which the language is used. Ask them questions such as  - Play the recording a few times for pupils to listen.  - Play the recording again for them to listen and repeat (sometimes)  *Task 2. Point and say*  - Tell pupils that they are going to practice asking and answering questions about where a school is, using  **Where’s your school?**  **It’s in + (place)**  - Have them look at the bubbles and the pictures to understand how the language is used in different contexts.  - Point to the first picture and say the word *Oxford Street*.  - Tell them to practice asking and answering the question in pairs, using the prompts in the bubbles and the words under the picture.    ***Where is your school?***  - Call a few pairs to act out the dialogue in front of the class. Check as a class and correct pronunciation, if necessary.  - Tell pupils that they are going to ask/ answer the name and location of their own school.    - Practice speaking the dialogue again  - Asking Ps to focus on the structure once again.  - Retell the content of the lesson.  - Do exercises in the workbook. Learn by heart the new words and structures | - Describe the school (in Vietnamese  - Look at the pict. and talk about them  - Listen  - Listen and repeat  - Play the roles to replay the dia. (Ps)  - Look at the pictures and talk about the name of the schools  - Ask the question *Where’s your school*? and give the answer *It’s in Oxford Street* (chorally and individually)  - Point and talk in Ps:  ***It’s in ……………...***  - Report  - Work in pairs.  - First, tell pupils to work in pairs: one pupil asks *What’s the name of your schoo*l? *Where is it*? and the other answers *My school is* + (school). *It’s in* + (place).  - Report  - Take note |

**V: Adjusments after teaching:**

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**Period: 36**

**UNIT 6: WHERE IS YOUR SCHOOL?**

**Lesson 1 (3, 4, 5)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer question about where class someone is in.

- Listen and tick the correct pictures.

- Read, and complete sentences, using the pictures.

- Sing the song: this is the way.

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:**

- Listening, reading and speaking.

**3. Attitudes/ Quality:**

- Love their class, School

- United friend

**4.Forming competence:**

- To know talk about their class

- Practise in pairs

**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** | **Students’ activities** |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Guide sts how to play: Divide the class into teams of 8 sts. Each team is given a piece of paper with one word written on it. The first st of each team keeps the piece of paper and says the word to the second, the second says to the third, and so on. The last one has to go to the board and write the word on it. The team that finishes the task first will win.  *Task 3. Listen and tick*  - Tell pupils that they are going to listen to three dialogues and tick the correct pictures.  - Ask pupils to identify the name and position of the schools in the pictures  *What’s its name?*  *Where is it?*  - Play the recording a few times. Ask pupils to listen to the recording and tick the correct pictures. Tell them to focus on the names of the schools and their locations.  - Get pupils to swap their answers before you check as a class. Monitor the activity and offer help, if necessary  **Key:** 1. c 2. a 3. c  *Task 4. Look and write*  - Tell pupils that they are going write where the schools are.  - Give a few seconds for pupils to look at the pictures. First, focus pupils on the locations of the schools. Then have them look at the sentence under each picture and find the appropriate words to complete the sentence. If necessary, get them to work in pairs.  - Get pupils time to do the task independently. Go around and offer help, if necessary.  - Get pupils to swap their answers before checking as a class. If there is enough time, call a few pupils to read aloud complete sentences.  **Key:** 1. Nguyen Trai Street  2. in Van Noi Village  3. is in South Street, London  *Task 5. Let’s sing*  **\*Fun time**  - Tell pupils that they are going to sing the song *This is the way.* Teach the songfollowing the procedure in the *Teaching the unit components* in the *Introduction*  *-* Read the song and check comprehension. Give the meaning of unfamiliar vocabulary. Play the recording or sing the song all the way through.  - Get groups of pupils to sit face to face and practice singing and doingthe actions.  - Call a group of six to the front of the class. The group sings the first four lines in every stanza and the rest of the class sings the last four lines.  - Have the whole class sing the song to reinforce the activity.  - Asking Ps to focus on the structure once again.  - Retell the content of the lesson.  - Do exercises in the workbook. Learn by heart the new words and structures | ***Play a game***  *Pass the words*  - Listen  Two words are:  **school**  **street**  - Look at and talk in Gs.  - Listen. Then listen and tick  - Share with others in Gs  - Look at the pictures and catch them  - Complete the sentences  - Share the answers  - Listen  - Sing and do actions  - Report in front of class  - Sing the song |

**V: Adjusments after teaching:**

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Ngày .… tháng …. năm 2022

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