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**Week 9**

**Period 33****SHORT STORY**

**I. Objectives:**

After the lesson, students are able to:

- Read and listen to the story.

- Develop Ss reading and listening skills.

- Read and listen to the short story.

- Answer the questions.

- Unscramble the words from the story.

- Read and fill a gapped conversation.

- Work in pairs to talk about their last holiday.

- Read and match the questions with the answers.

**II. Preparation:**

*1. Teacher’s*: student’s and teacher’s book, pictures, cassette.

*2. Students’*: books, notebooks, workbooks.

**III. Procedures:**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A .Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | - Have Ss sing the song *Where will you be this weekend?*  **1. Read and listen to the story.**  - Tell ss that they are going to read and listen to the story cat and mouse. Give a few seconds for ss to look at the pictures. Check Ss’ comprehension and give feedback.  - Before they listen, ask them to look at the pictures and ask them questions to remind them of the characters. (E.g. What's the name of the black-and-white cat? What's the name of the white mouse? Can you see the brown cat and the red cat? Who are they? Do you know the grey mouse? Can you remember his name?)  - Ask them to read the story in silence. Then play the recording all the way through for them to listen and follow in their books  **2. Answer the questions.**  -Tell Ps that they are going to read the conversation in part 1(page 38) again and answer the questions. Give them a few seconds to read the story again and check their comprehension.  - Give them a time limit to do the task.  - Ask them to swap and compare their answers before checking as a class.  - Invite a group of seven to act out the story.  Key:  1. They went to the beach.  2. Yes, they did.  3. He went with Maurice and Doris.  4. They went to the mountain.  5. No, they didn’t. Because it’s cold and rained all day.  **3. Unscramble these words from the story**  - Tell the class that they are going to look at the scrambled letters and write the words.  - Have them look at the scrambled letters and find the words from the story.  - Set a time limit for the task. Give them the first letters of the words if they find the task too difficult.  - Ask pupils to compare their answers before checking as a class.  - Invite a few pairs to read the words aloud.  Key:  a. holiday  b. beach  c. family  d. mountain  e. rained  **4. Read and complete**  - Tell the class that they are going to read and complete a conversation.  - Give them a few seconds to read it and check their comprehension.  - Give them a time limit to do the task.  - Ask them to compare their answers before checking as a class.  - Invite a few pairs to read the conversation aloud.  Key: 1. did 2. went  3. enjoyed 4. did 5. didn’t  **5. Work in pairs. Talk about your last holiday**  - Tell Ps that they are talk about their last holiday similar conversation to the one in Activity 4.  - Ask them to work in pairs and give them a time limit to do the task.  - Invite a few pairs to act out their conversation.  Key: Ss’ answer  **6. Read and match**  - Tell Ps that they are going to match the questions on the left with the answer on the right.  - Have them read the text and check their comprehension.  - Give them a time limit to do the task.  - Ask pupils to compare their answers before checking as a class.  - Invite a few pairs to read the questions and answers aloud  Key: 1. b 2. e 3. d 4.a 5. c  - 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 | - Ss listen to the teacher  - Ss look and answer  - Read the story in silence then listen  - Read the story again  - Do the task  - Answer the questions  - Look at the scrambled letters  - Find the words from the story.  - Do the task  - Compare their answers  - Read the words aloud  - Listen  - Read it and check their comprehension.  - Do the task  - Compare their answers  - Few pairs to read the conversation aloud  - Work in pairs to do the task.  - Few pairs to act out their conversation  - Read the text and checktheir comprehension.  - Do the task  -Comparetheir answers  - Few pairs to read the questions and answers aloud |

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**Week 9**

**Period 34+35****MID-TERM TEST –GRADE 5**

Time allowed: 40 minutes

**I.Match the words that have opposite meaning:**

|  |  |  |
| --- | --- | --- |
| 1. **old** | 1. **tall** |  |
| 1. **small** | 1. **countryside** |  |
| 1. **far** | 1. **noisy** |  |
| 1. **short** | 1. **near** |  |
| 1. **early** | 1. **large** |  |
| 1. **city** | 1. **late** |  |
| 1. **quiet** | 1. **modern** |  |

**II. Put the words in order to make sentences:**

1. address / What/ Mai’s/ is?
2. does / she/ Who/ with / live ?
3. her/ Is/ house/ beautiful?
4. 56 Nguyen Trai/ is / Street/ It.
5. she/ Where/ does/ live?

**III. Fill in the blank with suitable preposition (in, on, at, by, from, with, to…)**

1. I often go to school …………… bus.
2. Their grandparents live …………… 34 Hang Da street.
3. Bob and I come …………… the same town but my accent is different …………… his.
4. At present, John is staying …………… his brother’s family …………… the city center, very far …………… his parents.
5. Thanh is a newcomer …………… class 7D. She sits next …………… my cousin.

**IV. Complete the sentences:**

1. Every morning, Thu (get) ............... up at 6. She (have) ............... breakfast at 6.10. After breakfast she (brush) ............... her teeth. She (go) ............... to school at 6.30. She (have) ............... lunch at 11. 30 at school.
2. We (watch) ............... television every evening.
3. I (do) ............... my homework every afternoon.
4. Mai and Lan (play) ............... games after school.
5. Vy (listen) ............... to music every night.

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**Week 9**  **UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

**Period 36**  **Lesson 1 (1-2-3)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about the number of lessons the other speaker has that day.

- Sentence Patterns:  How many lessons do you have today?  – I have \_\_\_\_\_\_\_.

- Vocabulary:  have, days of the week (abbreviation), Maths, IT, Science, Science, Art, Music, Vietnamese, PE, English.

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem by themselves

- Use language to talk about how often someone has a subject

**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’) | - Get pupils to sing the song: If you are happy and you know  - Lead into new lesson  *1. Look, listen and repeat. (10’)*  - Ask pupils to look at the picture to point at each character and elicit their answers to the questions:  *Who’s this? Where are they? What are they doing?*  - Play the recording for pupils to listen to the tape  - Play the recording again and ask them to repeat a few times.  - Play the recording again for them to repeat line by line.  - Ask pupils to practice in pairs to act out the dialogue.  - Go round and check pupils can repeat and understand the dialogue.  - Check some pairs. Ask other pupils to give comments.  - Give comments.  *2. Point and say. (20 minutes)*  - Tell the class that they are going to practice asking and answering questions about lessons, using:  \* Structure:  *How many lessons do you have today? I have ...*  - Review the names of the lessons with the class.  - Ask pupils to write down the new word and the structure in their notebook.  - Have pupils practice asking and answering in pairs.  - Call some pairs to practice in front of the class  - Give feedback and correct mistakes of pronunciation.  *3. Let’s talk*  - Tell the class that they are going to practice further by asking and answering questions about lessons.  - Get pupils time to work in pairs to ask and answer, using the structure*.*  - Invite a few pairs to act out their conversations in front of the class.  - Give feedback  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the structure. | - Sing a song  - Look at the pictures and give the answers  - Listen carefully  - Listen and repeat  - Work in pairs.  - Listen and repeat.  - Practice in front of class. Other give comments  - Listen to the T's instruction.  - Repeat.  - Write down.  - Work in pairs  - Practice in front of the class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen and remember  - Take note. |

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**Week 10 UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

**Period 37**  **Lesson 1 (4-5-6)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about how often someone has a subject.

- Listen and tick the timetable.

- Read and fill the gapped paragraph, using the words provided.

- Sing the song: How many lessons do you have today?

- Sentence Patterns: Revision

- Vocabulary: The song lyrics

**2. Skills.**

- Listening, reading and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem by themselves

- Use language to talk about how often someone has a subject

**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’) | - Invite three pupils to act out the story in activity 1.  - Call two pairs of pupils to ask and answer the question, using:  *How many lessons do you have today? --> I have ...*  - Lead into new lesson.  *4. Listen and tick. (10 minutes)*  **-** Tell the class that they are going to listen to the recording and tick the timetable in their books.  - Ask them to read the names and lessons in the timetable and guess the answers.  -Play the recording the second time for pupils to listen and tick.  - Get them to compare their answers.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers.  Key: Long: Maths, IT and Science  Minh: Science, Music, Art and IT  Lan: Vietnamese, English, Maths, IT and PE  *5. Read and complete. (10 minutes)*  **-** Tell the class that they are going to read the text and fill the gaps with *Art, four, lessons, Wednesday* and *Tuesday*.  *-* Ask pupils to read the text and the words in the box. Remind them to focus on the context to select the appropriate words.  - Give time for pupils to do the task independently.  - Get pupils to compare their answers in pairs.  - Ask pupils to give answers and other pupils to give comments.  - Give correct answers.  \*Key: 1. Tuesday 2. lessons 3.Wednesday 4.four 5. Art  *6. Let’s sing. (10 minutes)*  - Tell pupils that they are going to sing the *How many lessons do you have today?* song.  - Get pupils to read the lyrics in silence. Check their comprehension.  - Play the recording all the way through for pupils to get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.  - Play the recording again, pausing after each line for pupils to repeat.  - Play the recording once more for pupils to repeat the whole song.  - Then have them practice in groups.  - Call on some groups to sing the song in front of the class. The rest of the class clap their hands at rhythms**.**  - Summary the lesson  **-** Tell pupils to do exercises in workbook  - Ask pupils to practice singing at home | - Act out in front of class.  - Ask and answer.  - Listen to the T's instruction.  - Guess  **-** Listen and tick.  - Compare the answers  **-** Give the answers.  **-** Listen and check    - Listen to the T's instruction.  - Read the text  - Do the task  - Compare the answers  - Give answers and other pupils give comments.  - Listen to the T's instruction.  - Read  - Listen  - Listen and repeat.  - Listen and repeat once more.  - Work in groups  - Sing and clap the hands at rhythms.  - Listen and remember.  - Take note |

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**Week 10**  **UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

**Period 38**  **Lesson 2 (1-2-3)**

**I. Objectives:**

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

**1. Knowledge:**

- Ask and answer questions about how often the other speaker has a lesson.

- Sentence Patterns:  How often do you have \_\_\_? − I have it \_\_\_\_\_\_.

- Vocabulary: once a week, twice a week, four times a week, every school day

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English

**4. Forming competence:**

- Easy to get to know, easy to make friends

- Can perform individual tasks and solve a problem by themselves

- Use language to talk about how often someone has a subject

**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’) | - Get the class to play sing a song: *How many lessons do you have today?*  - Lead into new lesson  *1. Look, listen and repeat. (10 minutes)*  - Tell the class that they are going to read a story.  - Have them look at the pictures and guess what the story is about by pointing at each picture to elicit their answers to these questions:  *What’s his/her name? Who is he/she talking with? What are they talking about?*  - Check their comprehension by pointing at each picture and eliciting their answers to these questions:  *Who are they? What are they talking about? What foreign language does Hoa study at school? Does she like English?*  - Play the recording and ask pupils to look at their book and listen to the tape  - Play it again for them to repeat line by line.  - Ask pupils to work in pairs to practice the dialogue.  - Go around and check pupils can repeat and understand the dialogue.  - Check some pairs. Others give comments.  - Give comments.  *2. Point and say. (13 minutes)*  - Tell the class that they are going to practice asking and answering questions about how many times they have a lesson in a week, using:  \* Structure: *How often do you have ...? I have it ...*  - Say aloud the structure and the phrases under each picture, then ask pupils to repeat them a few times.  - Call some pupils to read aloud the structure and the phrases.  - Ask pupils to write down them into their notebook.  - Call on an open pair to the front of the class to give a model practice.  - Ask pupils to work in pairs, then point at the pictures to ask and answer using the structure.  - Call some pairs to practice in front of the class.  - Give feedback and correct mistakes of pronunciation  *3. Let’s talk (7 minutes)*  - Tell the class that they are going to practice further by talking about how many times they have a lesson in a week, using:  + *How many lessons do you have today? 🡪 I have…..*  *+ How often do you have ...? I have it ...*  - Set a time limit for the class to practice talking in pairs. Tell them to make their own timetables before practicing.  - Invite a few pairs to act out their conversations in front of the class.  - Give feedback.  - Summary the lesson  - Tell pupils to read the part 1 again.  - Do exercises in workbook, learn by heart the new words and the pattern. | - Sing a song  - Listen to the T's instruction.  - Look and guess.  - Answer the questions.  - Listen and repeat  - Work in pairs.  - Practice in front of class.  - Give comments  - Listen to the T's instruction.  - Listen and repeat  - Read aloud  **-** Write down  - Work in pairs  - Practice in front of class  - Listen to the T's instruction.  - Practice in pairs  - Act out in front of class  - Listen  - Take note |

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**Week 10**  **UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

**Period 39**  **Lesson 2 (4-5-6)**

**I. Objectives:**

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

**1. Knowledge:**

- Pronounce correctly the stress in the sentences.

-Vocabulary: days of the week, school Subjects, frequency

- Listen and circle the letters showing the correct words completing the sentences.

- Write about themselves, using the guiding questions.

- Play the game Slap the board.

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills.**

- Listening, writing and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English

**4. Forming competence:**

- Prepare their own school things

- Easy to get to know, easy to make friends, ready to help their friends.

- Apply what they have learned to solve learning 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’) | - Have two pairs of pupils ask and answer the questions: *How often do you have …? I have it…..*  - Lead into new lesson  *4. Listen and circle a or b. (10‘)*  **-** Tell the class that they are going to listen and circle a or b to complete the sentences.  - Ask them to read the sentences and guess the answers.  - Play the recording twice for pupils to listen and circle.  - Get them to compare their answers  - Ask pupils to give answers in front of the class.  - Play the recording again for pupils to listen and check.  - Give correct answers  \* Key: 1 a 2 a 3 b 4 a  *5. Write about you. (10 minutes)*  **-** Tell the class that they are going to write about their lessons.  - Give pupils a few seconds to read the questions in silence and check their understanding.  - Give pupils time to do the task.  - Get pupils to swap and read their writing in pairs.  - Call five pupils to write their answers on the board.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key:  *6. Let’s play (10 minutes)*  - Tell pupils that they are going to play: *Slap the board.*  - Explain to pupils how to play the game: Slap the board. Get two groups to demonstrate the game.  - Put picture cards of school things on the board and elicit the word for each object.  - Start the game and put the score and the correct sentences on the board.  - The team with more points at the end of the game wins.  - At the end of the game, have the class say Congratulations! to the winning group and read the sentences on the board.  - Summary the lesson  - Tell pupils to do exercises in work book at home | - Ask and answer.  - Listen to the T's instruction.  **-** Look and guess  **-** Listen and circle  - Compare the answers.  **-** Give the answers.  **-** Listen and check.  - Listen to the T's instruction.  - Read the questions  - Do the task  - Compare the answers  - Write their answers.  - Other pupils give feedback  - Listen to the T's instruction.  - Play game  - Take note |

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**Week 10**  **UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

**Period 40**  **Lesson 3 (1-2-3)**

**I. Objectives:**

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

**1. Knowledge:**

- Say the questions and the answers with the correct sentence stress.

'How many 'lessons do you 'have to'day?     ̶   I 'have 'four.

'How many 'crayons do you 'have?                ̶   I 'have 'five.

'How many 'books do you 'have?                   ̶   I 'have 'six.

'How many 'copybooks do you 'have?           ̶   I 'have 'seven.

- Listen and circle the letters showing the correct words filling the gapped sentences. Then say the completed sentences aloud.

- Say the chant How often do you have \_\_\_?

- Sentence Patterns: Revision

-Vocabulary: days of the week, school subjects, frequency

**2. Skills.**

- Listening and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English

**4. Forming competence:**

- Prepare their own school things

- Easy to get to know, easy to make friends, ready to help their friends.

- Apply what they have learned to solve learning 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’) | - Invite some pupils to read their answers in Lesson 2, Activity 5.  - Lead into new lesson  *1. Listen and repeat. (10 minutes)*  **-** Tell the class that they are going to practice saying the sentences, paying attention to sentence stress.  - 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 a, b 2 b, a  *3. Let’s chant (10 minutes)*  *-* Tell pupils that they are going to say the chant: *How often do you have ...?*  - 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. | - Read  - 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 |

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**Week 11**  **UNIT 6: HOW MANY LESSONS DO YOU HAVE TODAY?**

**Period 41**  **Lesson 3 (4-5-6)**

**I. Objectives:**

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

**1. Knowledge:**

- Pronounce correctly the stress in the sentences.

-Vocabulary: days of the week, school Subjects, frequency

- Read a paragraph and complete the gapped sentences.

- Write about their school and lessons, using the writing frame.

- Write a letter to a pen friend to talk about the timetable.

- Colour the stars showing their English competences.

**2. Skills.**

- Reading, writing and speaking.

**3. Attitude/ Quality**:

- Have concentration, listen carefully, express idea during lesson

- Confident in communicating with classmates

- Love school subjects, love to learn English

**4. Forming competence:**

- Prepare their own school things

- Easy to get to know, easy to make friends, ready to help their friends.

- Apply what they have learned to solve learning 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’) | - Have the class say the chant: *How often do you have...?*  *-* Lead into new lesson  *4. Read and complete. (10 minutes)*  **-** Tell the class that they are going to read the passage and complete the sentences.  - Give them a few seconds to read the sentences and guess the answers.  - Set a time limit for pupils to read the text again and do the task.  - Go around the class and offer help, if necessary.  - Ask pupils to compare their answers before checking as a class  - Call four pupils to write their answers on the board.  - Give feedback and correct mistakes  \* Key: 1 August 2. Saturday and Sunday 3. four 4. Maths, Vietnamese, Music and English. 5. once a week  6. Four times a week  *5. Write about how your school lessons. (10 minutes)*  **-** Tell pupils that they are going to write about their school and lessons.  - Give them time to read and write about their school and lessons.  - Get them to work in pairs and swap to read what they have written.  - Ask pupils to write their answers on the board.  - Give feedback.  *6. Project (10 minutes)*  *-* Tell the class that they are going to write a letter to a pen friend to talk about their timetables.  - Get pupils to work in pairs to discuss what they should include in their letters.  - Give pupils time to do the task.  - Invite a few pairs to read their letters 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.  - Read and write  - Compare their answers  - Write the answers.  - Listen to the T's instruction.  - Work in pairs  - Do the task  - Present in front of class.  - Colour the starts.  - Listen and remember  - Take note |