**Week 8 UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**

**Period 29 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 |

**Week 8 UNIT 5: WHERE WILL YOU BE THIS WEEKEND?**

**Period 30 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.**

|  |  |  |
| --- | --- | --- |
| **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 |

**Week8**

**Period 31- 32** **REVIEW 1**

**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)*.*

- 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, 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.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Student’s Activities** |
| **A .Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **A. Warm up (5’): Net work game.**  - Have ss find the words and put in to the right group  - Check some groups.  **B. New lesson (30’)**  **1. Listen and tick**  - Have pupils look at pictures on page 36 of the Student Book. Tell pupils that they are going to listen to the recording and tick the pictures they hear.  - Play the recording 2 times pupils to listen and tick the boxes. Check their guess.  - Play the recording again. T give the answer  - Ask some questions to ensure pupils’ comprehension of the listening text.  **2. Listen and number**  - Have Ss read and do the task.  - Monitor the activity and offer help when necessary  - Call on some Ss to write their answers.  - Correct.  **3. Listen and tick Yes (Y) or No (N)**  - Tell the class that they are going to two dialogues and tick yes or no  - Give them a few seconds to read the statements and guess the anwers  - Play the recording all the way through for Ss to listen. Play it again for them to do the task.  - Get Ss to compare their answers before checking as a class. Give explanations for answers which Ss find difficult. Play the recording again for them to listen again, if necessary.  **4. Read and circle a or b**  - T introduces the topic “you are going to read the sentences to get the information in order to match the questions to the answers”.  - Ss read the sentences individually and check their prediction. Ss do the task (match the sentence with a appropriate picture.)  -Monitor the activity and offer help when necessary  - Have Ss trade the answers in pairs for correction  - Call on some Ss to report their answers. Others listen and comment.  - Make a few questions to check Ss’ comprehension of the passage.  -Why Linda didn’t go to school yesterday?  🡪Did they enjoytheir day in the countryside?  **5. Write about you. Then tell the class**  - Tell the class that they are going to write sentences about themselves  - Give them time to read the questions in silence. Check their understanding  - Get Ss to read their writing in pairs before inviting two or three pupils to read their answers aloud.  - 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 | - Work in group of 5.  Greeting     |  |  |  | | --- | --- | --- | | **Greeting** | **Country** | **Nationality** | |  |  |  | |  |  |  | |  |  |  |       - Ss look and indentify the charaters in the ps and the characters’ words. Guess the answer.  - Listen and tick. Compare the answer with the partner.  - Ss listen and check their answers  - In chorus, in groups, then individual.  - Listen and write number. Compare the answer with the partner.  - Ss listen and check their answers  - Ss listen introduction  - Ss read thsatements  - Ss listen and do the task  - Ss compare and check their answers  - Ss look and read silently the passage. Then choose the correct answer in group  - Ss read the answers aloud to the class. The others group listen and give comments.  - Check and correct.  - Answer some questions to ensure Ss’ comprehension of the listening text  - Ss listen  - Ss read the questions and write their answers  - Do at home. |