Week: 6 Date of planning:

Period: 23-28 Date of teaching:

UNIT 4: MY BIRTHDAY PARTY (6 periods)

**I. OBJECTIVES:**

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

**1. Knowledge:**

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays.

- Correctly say the words and use *When’s your birthday? – It’s in \_\_\_\_\_.* to ask and answer questions about someone’s birthday.

- Enhance the correct use of *When’s your birthday? – It’s in \_\_\_\_\_.* to ask and answer questions about someone’s birthday in a freer context.

- Correctly say the phrases and use *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink.

- Enhance the correct use of *What do you want to eat / drink? – \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context.

- correctly repeat the sounds of the letters *j* and *w* in isolation, in the words *jam* and *water*, and in the sentences *I like jam.* and *I want some water.*

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the  
learning tasks  
- Self-control & independent learning: perform listening tasks

**3. Attributes/ Qualities:**

- Show pride in the date of birth of themselves and others’ and respect to their parents for their presence.

**II. PREPARATION:**

1. *Teacher:* laptop, flash card, pictures, lesson plan, TV or projector.

2. *Students:* Pupil’s book s, notebooks, workbooks, school things.

**III. PROCEDURES:**

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| **Teaching and learning activities** | **Classroom management** |
| **Period 1: Lesson 1 (1,2,3)**  **\* Warm-up and review: (5 minutes)**  - Greet the class.  - Play *Guessing words* game.  - Lead to the new lesson *“Unit 4: My birthday party”.*  **A. PRESENTATION**  **\* New lesson:**  **Activity 1. Look, listen and repeat: (8 minutes)**  ***\*Goal:*** *To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays.*  **Set the context:**  - Have Ss look at Pictures a and b and identify the characters in the pictures. Ask *“Who are they?” “What are they talking about?”*  **-** Ask Ss to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for Ss to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary.  - Play the recording again for Ss to listen and repeat in chorus, sentence by sentence.  **-** Invite a few pairs to the front of the classroom.  **-** Draw their attention to the question *When’s your birthday?* and the answer *It’s in May*. Tell pupils that these are a question and an answer about someone’s birthday.  **B. PRACTICE**  **Activity 2**. **Listen, point and say. (10 minutes)**  ***\*Goal:*** *﻿﻿To correctly say the words and use When’s your birthday? – It’s in \_\_\_\_\_. to ask and answer questions about someone’s birthday.*  **\**Vocabulary****:*  *+January: tháng 1 (picture)*  *+ February: tháng 2 (picture)*  *+ March: tháng 3 (picture)*  *+ April: tháng 4 (picture)*  *+ May: tháng 5 (picture*  - *Checking: What’s the missing?*  \* Model sentences  - Draw their attention to the question *When’s your birthday?* and the answer *It’s in May*. Tell pupils that these are a question and an answer about someone’s birthday.  - T introduces new structure for Ss.  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation.  A: When’s your birthday?  B: It’s in May.  **-** Have Ss look at Picture a, listen to the recording and repeat the word (*January*). Repeat the same procedure with the other three pictures.  **-** Point at the bubbles and have pupils listen to and repeat after the recording (*When’s your birthday? – It’s in January.*). Point at Picture a and have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Pictures b, c, and d. **-** Have Ss work in pairs and practise asking and answering the question *When’s your birthday? – It’s in \_\_\_\_\_.* using the speech bubbles and the pictures.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk. (7 minutes)**  ***\*Goal:*** *To enhance the correct use of When’s your birthday? – It’s in \_\_\_\_\_. to ask and answer questions about someone’s birthday in a freer context.*  **-** Draw Ss’ attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context.  - Elicit the missing words in the speech bubble and write them on the board. Get Ss to say the completed sentences.  **-** Have Ss look at the bubbles to understand how the sentence pattern is used. Have Ss role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure Ss understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.  **-** Invite some Ss to practise asking and answering questions in front of the class. Praise them if they perform well.  - T gives feedback  **Fun corner and wrap-up: (5 minutes)**  **Game: SpongeBob**  **-** Divide the class into 3 teams.  - Ss from each team take turns to choose a letter and answer a question.  - Ss answer correctly to get some points corresponding to the number of hamburgers.  \* Preparation for the project:  - Tell Ss about the project on page 33. Ask them to prepare for it at home by making birthday party invitations. Remind them to bring the invitations to class to present them at Project time  **Homework.**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 4, Lesson 1 (4, 5, 6).*  **Period 2: Lesson 1 (4,5,6)**  **\* Warm-up and review: (5 minutes)**  *-* **Game: Yes or No**  - Play YES/ NO physical game (PPT slides) to review months that Ss have learnt in the previous lesson.  - Lead to the new lesson*“Unit 4: Lesson 1 (4,5,6)”.*  **\* New lesson:**  **Activity 4. Listen and number.** 8 minutes  ***\*Goal:*** ﻿﻿*To listen to and understand four communicative contexts in which Ss ask and answer questions about their birthdays and number the correct pictures.*  **-** Draw Ss’ attention to the pictures. Elicit the name of the month in each picture.  **-** Play the recording all the way through so that Ss can become familiar with the characters’ voices. Then play the recording for them to listen and number the pictures.  **-** Play the recording again for Ss to do the task. Play the recording a third time to give Ss another listening opportunity.  **-** Tell Ss to swap books with a partner, then check answers together as a class. Say the correct answer again for Ss to correct their answers.  Key: 1. b 2. a 3. d 4. c  **Activity 5. Look, complete and read. (**10 minutes)  ***\*Goal:*** *﻿To complete four target gapped exchanges with the help of picture cues.*  **-** Have Ss look at the pictures and identify the birthdays (months) in the pictures.  **-** Have Ss look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.  ﻿**-** Model Picture 1. Have pupils look at the dialogue. Then have them look at the picture and identify the month. Ask them what is missing in the answer (*March*). Ask them to complete the gap (*When’s your birthday? – It’s in March.*). Repeat the same procedure with Pictures 2, 3 and 4.  **-** Have Ss complete the dialogues individually.  - Get Ss to swap books and correct their answers in pairs.  - Ask some Ss to write their answers on the board.  - T gives comments and feedback.  - Ask a few pairs to read the dialogues aloud.  Key:  1. March 2. May 3. birthday; February 4.When’s; in April  **Activity 6. Let’s sing (7 minutes)**  ***\*Goal:*** *﻿﻿To sing the song When's your birthday? with the correct pronunciation, rhythm and melody.*  - Draw Ss’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce the understanding.  **-** Play the recording all the way through. Encourage them to listen carefully to the pronunciation and melody.  **-** Play the recording line by line for Ss to listen and repeat. Correct their pronunciation where necessary.  **-** Play the recording all the way through and have Ss sing along.  **-** Put Ss into groups to make up their own actions for the song. Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along.  **\* Fun corner and wrap-up: (5 minutes)**  Ask students about what they have learnt from the lesson  - Listen and number the correct pictures about months of birth  - Complete four target gapped exchanges  - Sing the song *When's your birthday?*  **\*Home link:**  **-** Learn by heart vocabulary and practice model sentence.  - Prepare new lesson Unit 4- Lesson 2- P 1, 2, 3  **Period 3: Lesson 2 (1,2,3)**  **\* Warm-up and review: (5 minutes)**  - Game: *Matching*  - Have pupils play matching game by using the vocabulary learnt.  - Lead into new lesson.  **A. PRESENTATION**  **Activity 1. Look, listen and repeat. (8 minutes)**  ***Goal****:* *To understand and correctly repeat the sentences in two communicative contexts focusing on what someone wants to eat / drink.*   1. **Set the context:**   -Set the scene: ask Ps to identify the new characters in the pictures. Ask *Who is he / she?,What is he/she doing?*  **-** Ask Ss to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for Ss to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary.  - Play the recording again for Ss to listen and repeat in chorus, sentence by sentence.  **-** Invite a few pairs to the front of the classroom.  **-** Draw their attention to the question *What do you want to eat / drink? – I want \_\_\_\_\_*Tell pupils that they are used to ask and answer questions about what someone wants to eat / drink.  **B. PRACTICE**  **Activity 2. Listen, point and say. (10 minutes)**  ***Goal:*** To correctly say the phrases and use *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink.  **\* Vocabulary:**  *+ chips: khoai tây chiên (picture)*  *+ grapes: nho (picture)*  *+ lemonade: nước chanh (picture)*  *+ water: nước (picture)*  - Check vocabulary: What missing game.  **\* Model sentence:**  **-** Draw their attention to the sentences *What do you want to eat/drink? I want \_\_\_\_\_.*  Tell pupils that these sentences are used to ask and answer questions about what someone wants to eat / drink  - T introduces new structure for Ss.  - T explains and gives meaning.  - Practice reading the model sentences.  - Check meaning, form, intonation  - Model the task as an example:  *What do you want to eat/drink?*  *I want \_\_\_\_*  \*Technique : T-Ps; Ps-T; P1-P2  +Do the task:  -Have pupils look at Pictures a and b and identify the characters in the pictures  **-**Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary.  **-**Play the recording again for pupils to listen and repeat in chorus, sentence by sentence.  **-**Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.  - T gives feedbacks.  **C. PRODUCTION**  **Activity 3. Let’s talk. (5 minutes)**  ***Goal:*** *-* To enhance the correct use of *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context.  **-**Draw pupils’ attention to the picture. Have them say the names of the food and drinks in the picture. Ask questions to help them identify the context  **-**Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Go around to observe and provide help.  **-**Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well  **Fun corner and wrap-up: (5 minutes)**  Ask pupils to answer what they have learnt from the lesson today  **Homelink:**  -Learn by heart vocabulary and sentence patterns  -Prepare Lesson2/ P4,5,6/ 33  **Period 4: Lesson 2 (4,5,6)**  **\* Warm-up and review: (5 minutes)**  **-** Greet the class  ﻿- Review the previous lesson. Get a few pupils to ask and answer questions about what someone wants to eat or drink in front of the class. Have the class make comments.  – Lead to the new lesson*“Unit 4: Lesson 2 (4,5,6)”.*  **Activity 4. Listen and tick. (8 minutes)**  ***Goal:*** *To listen to and understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures.*  **-**Draw pupils’ attention to the food and drinks in the pictures. Elicit the names of the food and drink items.  **-**Play the recording for Question 1 for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **-**Repeat Step 2 for Pictures 2a and 2b.  **-**Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.  **-**Tell pupils to return the books to their partners  Play the recording for pupils to check their answers again.  -If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.  **Key:** 1a , 2a  **Activity 5. Look, complete and read.** **(10 minutes)**  ***Goal:***To complete two gapped dialogues with the help of picture cues.  **-**Have pupils look at the pictures. Have them identify the food and drink items in the pictures.  **-**Have pupils look at the two incomplete dialogues. Draw their attention to the missing words in the sentences.  **-**Model Dialogue 1. Have pupils look at the dialogue. Ask them what is missing in the question (*What*) and the answer (the food). Then have them look at the picture and identify the food. Ask them to complete the gap (*What do you want to eat, Mary? – I want some grapes.*). Repeat the same procedure with Dialogue 2.  **-** Have Ss complete the dialogues individually.  - Get Ss to swap books and correct their answers in pairs.  - Ask some Ss to write their answers on the board.  - T gives comments and feedback.  - Ask a few pairs to read the dialogues aloud  **Key:** 1 What, grapes 2 drink, chips  **Activity 6. Let’s play (7 minutes)**  ***Goal:*** *To revise the target vocabulary items through playing the game Board race*  **-**Divide pupils into two teams. They take turns going to the board and each pupil tries to write one word in the columns *Drinks and Food* as fast as possible.  **-**The team that writes the most words in the set time wins.  **-**Point to the words and have pupils read the words out loud.  **Extension:** If time allows, have pupils play the game using other word sets, e.g. months, countries, days of the week.  **Fun corner and wrap-up: (5 minutes)**  *Ask what pupils have learnt from the lesson today*”;  **Homelink:**  -Learn by heart vocabulary and sentence pattern  -Prepare Lesson3/ P123/ 34  **Period 5 : Lesson 3 (1,2,3)**   * **Warm-up and review: (5 minutes)** * - Greet the class.   ﻿- Play the *Board race* game using the language learnt.  - Lead into new lesson *Unit 4, Lesson 3, Activity 1.*  **Activity 1. Listen and repeat. (7 minutes )**  ***Goal****: To correctly repeat the sounds of the letters j and w in isolation, in the words jam and water, and in the sentences I like jam. and I want some water.*  **-**Draw pupils’ attention to the letter *j*, the word *jam*, and the sentence *I like jam*. Play the recording and encourage them to point at the letter / word / sentence while listening.  **-**Play the recording again for pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.  **-**Repeat Steps 1 and 2 for the letter *w*.  **-**Have pupils work in pairs or groups to pronounce the sounds of the letters *j* and *w*, say the words *jam* and *water*, and read the sentences *I like jam.* and *I want some* *water*. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.  **Activity 2. Listen and circle.** **(8 minutes)**  ***Goal****: To identify the target words jam and water while listening*.  Optional: Have pupils watch the pronunciation video to learn the sounds of the letter w and j.  ﻿ **-**Draw pupils’ attention to the incomplete sentences and three answer options Explain what pupils have to do. Check comprehension.  **-**Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.  **-** Get Ss to swap books and correct their answers in pairs.  - Ask some Ss to write their answers on the board.  **-**Invite one or two pupils to stand up, listen to and repeat the sentences. If there is time, teacher may have pupils play the Board Race game: Teacher says words, pupils race to slap the corresponding letters/sounds.  ***Key: 1b 2c***  **Activity 3. Let’s chant. (8 minutes)**  ***Goal:*** *To say the chant with the correct pronunciation and rhythm.*  **-**Draw pupils’ attention to the lyrics of the chant.  **-**Play the recording all the way through. Draw pupils’ attention to the sounds of the letters *j* and *w*, the words *jam* and *water*, and the sentences *There's jam on* *the table. I want some jam.* and *There’s water on the table. I want some water.* in the chant.  **-**Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **-**Play the recording all the way through for pupils to chant along. Encourage them to clap hands while chanting.  **-** Divide the class into two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along.  **Fun corner and wrap up:** **(5 minutes)**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?*  **Homelink:**  -Prepare Lesson3/ P456/ 35  **Period 6: Lesson 3 (4,5,6)**   * **Warm-up and review: (5 minutes)**   ﻿– Sing the chant on page 32. Divide the class into groups and get them to do actions while saying the chant.  - Lead into new lesson.  **Activity 4. Read and circle. (8 minutes)**  ***Goal:*** *To read and understand a text (Bill’s letter) and circle the correct answers.*  **-**Draw pupils’ attention to Bill’s letter and read it together as a class.  **-**Draw pupils’ attention to the incomplete sentences and answer options. Have pupils pay attention to the gap and the three answer options for each sentence. Ask pupils to read the letter again and circle the correct options.  **-**Get pupils to swap books with a partner, check answers together as a class. Write the correct answers on the board.  **-**Ask Pupils to check their answers again.  Key: 1. B 2 .A 3. A 4. B  **Activity 5: Let’s write: (8 minutes)**  ***Goal:*** *To complete a gapped text using pupils’ personal information.*  **-**Tell the class the goal of this activity: to read the text and fill in the gaps using their personal information. Check their comprehension.  **-**Write the first sentence on the board. Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say their own names. Give pupils time to write the answers. Repeat the same procedure with the other sentences.  **-**If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work.  **Activity 6. Project. (9 minutes)**  ***Goal:*** *To make birthday party invitations at home and present them to the class by using the target language.*  **-**Tell pupils the goal of this activity. Explain that they are going to show the birthday party invitations that they have made at home and tell the class about  **-**Have pupils work in groups of five. Each pupil shows his / her invitation and tells the group about his / her birthday, e.g. My birthday’s in May. Go around the classroom and oﬀer help where necessary (e.g. when pupils need some more vocabulary to talk about their birthdays).  **-**Invite some pupils to show their work and talk about their birthdays. Have pupils stick their invitations on the wall of the classroom as a display  **Fun corner and wrap up:** **(5 minutes)**  - Ask students to answer the following questions:  1. *What have you learnt from the lesson today?*  2. *What are the core values of the lesson?*  **Homelink:**  -Prepare Unit 5, lesson 1 (1,23) | Wholeclass/Individual work  T- Whole class  Whole class  T- Whole class  Whole class/ Individual work  T- Whole class  T- Whole class  Whole class/ Individual work  T- Whole class  Whole class  Pair work  Pair work  Whole class/ Individual work  Pair work  Pair work  Group work  Whole class  Whole class  Individual work  Pair work  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class  Individual work  Whole class  Whole class  Whole class  Whole class/  Individual work  Pair work  Whole class/ Individual  Whole class  Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Pair work  Whole class/ Individual work  Group work  Whole class/ Individual work  Whole class  Whole class  Individual  Whole class  Individual work  Pair work  Pair work  Whole class/ Individual work  Whole class  / Pair work  Individual  work  Pair work/ Whole class  Whole class  Pair work  Whole class/ Individual work  Group work  Whole class/  Individual work  Whole class/  Individual work  Whole class/  Individual work  Whole class  Pair work  Whole class  Individual work/ Whole class  Pair work/ Whole class  Individual work  Whole class  Whole class  Whole class  Whole class/ Individual work  Group work  Whole class  Individual  Whole class  Whole class/  Individual work  Pair work  Individual work  Whole class  Individual work  Individual work  Group work  Individual work |

**Comments:**

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