Date of planning: ….. /….. /

Date of teaching: ….. /…../

**UNIT 12: DON’T RIDE YOUR BIKE TOO FAST?**

**( 6 periods)**

**I. Objectives:**

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

**1. Knowledge:**

- Ss Say questions and answers with the correct intonation*.*

- Ss look after, solve problems and study themselves.

- Pupils can express and respond to concerns about possible accidents at home.

- Sentence Patterns: Don’t \_\_\_\_!  – OK, I won’t.

- Vocabulary: play with matches, ride your bike too fast, climb the tree, run down   
the stairs

- Say questions and answers with the correct intonation*.*

- Look after, solve problems and study themselves.

- Listen and tick the correct pictures.

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

- Sing the song: Don’t do that!

- Ask and answer questions about accident prevention.

- Sentence Patterns: Why shouldn’t I \_\_\_?   − Because you may \_\_\_.

- Vocabulary: play with the knife, cut yourself / play with the stove, get a burn / ride too fast, fall off your bike / run down the stairs, break your arm.

- Ask and answer questions about accident prevention, using: Why shouldn’t I ...? Because you may ...

- Read, listen, and complete each sentence with one word.

- Read and complete the gapped conversation, usng the words provided.

- Play the game: A matching game.

- Say questions and answers with the correct intonation*.*

+Don’t play with the knife. https://lh6.googleusercontent.com/YD0BolOO_iwjMTF8CG2g5Ez9SUmbuHZQ477_8kGsTmO8RFKH36fcmw3MAmDK262VTcanqCBABxCcZ7Uo4wuVvjjXn4iO9sHD6NptGNYoMWyNqvtQbYuo_0nSIYJZGbLEw1sPYN0   ̶   OK, I won’t. https://lh6.googleusercontent.com/YD0BolOO_iwjMTF8CG2g5Ez9SUmbuHZQ477_8kGsTmO8RFKH36fcmw3MAmDK262VTcanqCBABxCcZ7Uo4wuVvjjXn4iO9sHD6NptGNYoMWyNqvtQbYuo_0nSIYJZGbLEw1sPYN0

+Don’t play with the matches. https://lh6.googleusercontent.com/YD0BolOO_iwjMTF8CG2g5Ez9SUmbuHZQ477_8kGsTmO8RFKH36fcmw3MAmDK262VTcanqCBABxCcZ7Uo4wuVvjjXn4iO9sHD6NptGNYoMWyNqvtQbYuo_0nSIYJZGbLEw1sPYN0   ̶   OK, I won’t. https://lh6.googleusercontent.com/YD0BolOO_iwjMTF8CG2g5Ez9SUmbuHZQ477_8kGsTmO8RFKH36fcmw3MAmDK262VTcanqCBABxCcZ7Uo4wuVvjjXn4iO9sHD6NptGNYoMWyNqvtQbYuo_0nSIYJZGbLEw1sPYN0

+Why shouldn’t I play with the knife? https://lh6.googleusercontent.com/YD0BolOO_iwjMTF8CG2g5Ez9SUmbuHZQ477_8kGsTmO8RFKH36fcmw3MAmDK262VTcanqCBABxCcZ7Uo4wuVvjjXn4iO9sHD6NptGNYoMWyNqvtQbYuo_0nSIYJZGbLEw1sPYN0  ̶   Because you may cut yourself. https://lh6.googleusercontent.com/YD0BolOO_iwjMTF8CG2g5Ez9SUmbuHZQ477_8kGsTmO8RFKH36fcmw3MAmDK262VTcanqCBABxCcZ7Uo4wuVvjjXn4iO9sHD6NptGNYoMWyNqvtQbYuo_0nSIYJZGbLEw1sPYN0

+Why shouldn’t I play with the stove? https://lh6.googleusercontent.com/YD0BolOO_iwjMTF8CG2g5Ez9SUmbuHZQ477_8kGsTmO8RFKH36fcmw3MAmDK262VTcanqCBABxCcZ7Uo4wuVvjjXn4iO9sHD6NptGNYoMWyNqvtQbYuo_0nSIYJZGbLEw1sPYN0  ̶   Because you may get a burn.https://lh6.googleusercontent.com/YD0BolOO_iwjMTF8CG2g5Ez9SUmbuHZQ477_8kGsTmO8RFKH36fcmw3MAmDK262VTcanqCBABxCcZ7Uo4wuVvjjXn4iO9sHD6NptGNYoMWyNqvtQbYuo_0nSIYJZGbLEw1sPYN0

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

- Say the chant Why shouldn’t he do that?

- Say questions and answers with the correct intonation*.*

- Look after, solve problems and study themselves.

- Read the paragraph and do the tasks:

- Circle the letters showing the best title.

- Tick the sentences T (True) or F (False).

- Read the sentences and write what may happen.

- Make a poster about home accidents and how to avoid them.

- Colour the stars showing their English competences.

**2. Skills.**

- Develop listening, speaking, writing and reading skill.

**3. Attitude/ Quality**:

- Studious and obedient students and love their hometown, family and friends.

- Educate Ss how to keep safe and prevent accidents.

1. **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 talk about the listening task and read the chant.

**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

- Ask Ss action one health proplem and other listen and comment: 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’) | **Week 20- Period 79: Lesson 1( 1, 2, 3)**  - Have pupils to talk about two common health problems and give advice:  - Lead into new lesson  *Task 1. Look, listen and repeat*  - 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.  - Explain new word: *knife, cut, cabbage, stove, touch, burn, matches, fast, climb, stairs.*  - Say aloud the words, then ask pupils to repeat the words a few times  - Have pupils write down the new words into their notebooks.  - Play the recording again for them to repeat line by line.  - Ask pupils to practice in pairs to act out the dialogue.  - Check some pairs. Ask other pupils to give comments.  - Give comments.  *Task 2. Point and say*  - Tell the class that they are going to practice expressing and responding to concerns about possible accidents at home, using:  \* Structure:  *Don’t ...! OK, I won’t*  - Read aloud the phrases in each picture for pupils to repeat.  - Ask pupils to write down 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.  *Task 3. Let’s talk*  - Tell the class that they are going to practice further by talking about accidents at home, using :*+ What are you doing …..?*  *🡪 I want to ………..*  *+ Don’t ………!*  *🡪 OK, I won’t*  - 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. | - Ask and answer  - Look at the pictures and give the answers  - Listen carefully  - Listen and repeat  - Repeat the words.  - Write down  - Listen and repeat.  - Work in pairs.  - 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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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 20- Period 80: Lesson 1( 4, 5, 6)**  - Invite two pairs of pupils to talk about accidents at home and give advice in front of the class, using: *Don’t ...! and OK, I won’t.*  - Lead into new lesson.  *Task 1. Listen and tick.*  **-** Tell the class that they are going to listen and tick the correct pictures.  -Play the recording the second time for pupils to listen and tick the boxes.  - Get them to compare their answers before checking as a class.  - Ask pupils to give answers  - Play the recording again for pupils to listen and check  - Give correct answers.  Key: 1. b 2. c 3. a 4. b  *Task 2. Read and complete*  **-** Tell pupils that they are going to read the text and fill the gaps with *run, answered, won’t, cooking, room*  *-* Give the meaning of *heard him running down*  *-* 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.  - Go around and offer help, if necessary.  - Ask pupils to give answers and other pupils to give comments.  - Give correct answers.  \*Key: *1 room 2 cooking 3 answered 4 run 5 won’t*  *Task 3. Let’s sing*  - Tell pupils that they are going to sing the *Don’t do that!* 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.  - Listen to the T's instruction.  **-** Listen and tick.  - Compare the answers  **-** Give the answers.  **-** Listen and check    - Listen to the T's instruction.  - Read the text  - Do the task  - 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 |
| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 21- Period 81: Lesson 2( 1, 2, 3)**  - Have the class sing the song *Don’t do that!*  - Lead into new lesson  *Task 1. Look, listen and repeat.*  - Have them look at the pictures and guess what the story is 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 are they doing?*  - 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.  *Task 2. Point and say.*  - Tell the class that they are going to practice asking and answering questions about accident prevention.  \* Structure: *Why shouldn’t I ...? Because you may ....*  *-* Explain new words: *fall off, break, leg.*  - Say aloud the structure and the words under each picture, then ask pupils to repeat them a few times.  - Call some pupils to read aloud the structure and the words.  - Ask pupils to write down them into their notebook.  - 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  *Task 3. Let’s talk*  - Tell the class that they are going to practice by talking about accident prevention, using:  *+ What is he/she doing? 🡪 He/ She is…*  *+ He/ She shouldn’t do that!*  *+ Why shouldn’t he/she …? 🡪 Because he/she may …………*  - Set a time limit for the class to practice talking in pairs.  - Go around the class and offer help, if necessary.  - Invite a few pairs to act out their exchanges 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 answer  - 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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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 21- Period 82: Lesson 2( 4, 5,6)**  - Get pupils to talk about accident prevention  - Lead into new lesson  *Task 1. Listen and complete with one word.*  **-** Tell the class that they are going to listen and complete each sentence with one word.  - Ask them to read the sentences and try to guess the word to fill each gap.  - Play the recording twice for pupils to listen and complete.  - Get them to compare their answers before checking as a class.  - 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. sharp 2. Wall*  *3. burn 4. arm*  *Task 2. Read and complete.*  **-** Tell the class that they are going to read the text and complete the conversations Tom and Phong.  - Have them read the words given and the conversation.  - Give pupils time to do the task.  - Get pupils to swap and read their writing.  - Ask other pupils to give feedback.  - Give the correct answers.  \* Key: *1 knife 2 Don’t 3 Why*  *4 yourself 5 see*  *Task 3. Let’s play*  - Tell the class that they are going to play a matching game.  - Explain how to play the game.  - Set a time limit for the groups to play the game.  - Call on two groups to play the game in front of the class. Remember to praise pupils who do well.  - Summary the lesson  - Tell pupils to do exercises in workbook at home. | - Talk in front of the class  - Listen to the T's instruction.  **-** Read and guess  **-** Listen and complete.  - Compare the answers.  **-** Give the answers.  **-** Listen and check.  - Listen to the T's instruction.  - Read  - Do the task  - Read aloud.  - Other pupils give feedback  - Listen to the T's instruction.  - Play game  - Take note. |

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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 21- Period 83: Lesson 3( 1, 2, 3)**  - Have the class play *Spelling bee* with words such as: *don’t, play, ride, knife, stove, should, shouldn’t, because, may and fall*  - Lead into new lesson  *Task 1. Listen and repeat.*  **-** Tell the class that they are going to practice saying sentences with falling intonation.  - 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.  *Task 2. Listen and circle a or b. Then say the sentences aloud*  **-** 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.  - 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 2 a 3 b 4 b*  *Task 3. Let’s chant*  *-* Tell pupils that they are going to say the chant: *Why shouldn’t he do that?*  - 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. | - Play game  - 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.  - 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 |

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| **A. Warm up**  (5’)  **B. New lesson**  (30’)  **C. Production**  (3’)  **D. Homework**  (2’) | **Week 21- Period 84: Lesson 3( 4, 5, 6)**  - Have the class say tell the chant: *Why shouldn’t he do that?*  *-* Lead into new lesson  *Task 1. Read and do the tasks*  *1. Circle the best title.*  - Tell the class that they are going to read the text and circle the best title.  - Give them time to read the text and check their comprehension.  - Give the meanings of *common, accidents, sofa and tips*, if necessary.  - Set a time limit for them to do the task. Monitor the activity and offer help, if necessary.  Key: b  *2. Tick True (T) or False (F).*  - Ask pupils to read the text again and tick the boxes.  - Set a time limit for them to do the task.  Key: 1. T 2.F 3 .T 4.F 5. F  *Task 2. Write what may happen.*  **-** Tell the class that they are going to write sentences about accidents that may happen to Tony, Linda and Quan.  - Give them time to read and do the task.  - Get them to swap and read their writing in pairs.  - Call some pupils to write their answers on the board.  - Give feedback.  Key:  *Task 3. Project*  *-* Tell the class that they are going to make a poster about accidents at home and how to avoid them.  - Get them to work in groups and decide which accidents to select and discuss how to avoid them.  - Set a time limit for them to do the task.  - Invite two groups to present the results of their discussions.  - Give feedback  *Task 4. 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.  - Do the task  - Compare the answers  - Read aloud  - Listen to the T's instruction.  - Read and complete  - Write the answers.  - Listen to the T's instruction.  - Work in groups  - Write  - Colour the starts.  - Listen and remember  - Take note |