

LỊCH BÁO GIẢNG MÔN TIẾNG ANH
KHỐI 4, 5

Tuần	Khối	Nội Dung
Tuần 35 20-24/5/2024	5	Review
	4	Review

CLASS 5

LESSON PLAN

Week: 35

Period:

Date of teaching:

Review

I. OBJECTIVES:

- By the end of this lesson, students will be able to:
 - + Pronounce the sound /oʊ/ in the middle of words
 - + Understand how magic e at the end of words changes the vowel sound

1. Knowledge:

- **Vocabulary:** rope, stone, bone, home

2. Language skill:

- Vocabulary, listening.

II. COMPETENCY:

- Use Vietnamese, use foreign languages.

- Recognizing aesthetic elements (beauty, compassion, comedy, truth, goodness, sublime).

III. ATTITUDE:

- Eager to learn, hard- working.
- Being honest and straightforward, condemning the bad.
- Love nature, animals and protect environment.

IV. AIDS:

- Teacher's aids: computer, projector, audio, pictures, videos, chalks, Youtube.
- Student's aids: student book, notebooks, pens,...

V. TEACHING PROCEDURES:

Steps/ activities	Organization
<p style="text-align: center;">* Warm up(6 mins)</p> <p>Goal: - Create an exciting and friendly atmosphere before the new lesson.</p> <ul style="list-style-type: none"> - Students feel comfortable and get familiar with friends and teacher. - Review last lesson. 	
<p>Warmer: Chant</p> <ul style="list-style-type: none"> - Ask children if they can remember any of the words from their last phonics lesson (bike, kite, white, line). - Draw diagrams on the board to help them if necessary. - Look at p. 57 to check and do the chant there (Track 89) to energize the class and review the sound. - Write the words on the board and as a review, ask the class What does magic e do? 	<p style="text-align: center;">Teacher Teacher Students Students and teacher</p>
<p style="text-align: center;">* Presentation(12 mins)</p> <p>Goal: - Students can recognize and remember the new words about clothes.</p>	
<ul style="list-style-type: none"> - Listen, point, and repeat. (Exercise 1) - Ask children to look at the pictures on p. 63 of their Student Books. Tell them they are going to hear a recording of the different sounds. - Play the first part of the recording (Track 99) for children to listen and point to the pictures. - Play the second part of the recording for children to repeat the sounds and words. 	<p style="text-align: center;">Teacher teacher whole class teacher whole class whole class</p>

<ul style="list-style-type: none"> - Play the recording all the way through for children to point and then repeat. 	
<p>1. Listen and point(5 mins)</p> <p>Goal: - Develop students' listening skill. - Students can listen and recognize the animals.</p>	
<ul style="list-style-type: none"> - Read the chant again. Circle the sound o_e. (Exercise 3) - Ask children to look at the chant again. Write the first line on the board. - Ask a child to come to the board and circle an example of the sound o_e. The child circles the ope in rope. - Allow children to read the rest of the chant and circle the other examples. - Monitor the activity and help where necessary. - Go over the answers with the class. 	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Whole class</p>
<p>* Consolidation(5 mins)</p> <p>3. Game: What's inside?</p> <p>Goal: - Assist students to pick up the new words. - Develop students' speaking skill.</p>	
<p>Let's practice!</p> <ul style="list-style-type: none"> - Ask students to look at the picture and speech bubble. Say I want to go home. - Have a student read the sentence. - Have students work in pairs and take turns saying the sentence. Tell them to use other vocabulary words on the page. What's that sound? - Ask children to stand up behind their desks. - On one side of the board, write the sound /o□/ as in bone, and on the other side of the board, write the sound /a□/ as in bike. - Tell children you are going to read a word. If the word contains the sound /o□/, jump to the left, and if it contains the sound /a□/, jump to the right. - Read the following list: rope, nine, kite, home, line, stone, 	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Students</p> <p>Teacher</p>

white. See if children can jump to the correct side.	
<p style="text-align: center;">* Homework (2 min)</p> <ul style="list-style-type: none"> - Copy new words and pronounce correctly. - Valuation of the lesson. 	Teacher and whole class

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<p>* Presentation(12 mins)</p> <p>Goal: - Students can recognize and remember the new words about clothes.</p>	
<ul style="list-style-type: none"> - Listen, point, and repeat. (Exercise 1) - Ask children to look at the pictures on p. 63 of their Student Books. Tell them they are going to hear a recording of the different sounds. - Play the first part of the recording (Track 99) for children to listen and point to the pictures. - Play the second part of the recording for children to repeat the sounds and words. - Play the recording all the way through for children to point and then repeat. 	<p>Teacher</p> <p>teacher</p> <p>whole class</p> <p>teacher</p> <p>whole class</p> <p>whole class</p>
<p>2. Listen and point(5 mins)</p> <p>Goal: - Develop students' listening skill.</p> <ul style="list-style-type: none"> - Students can listen and recognize the animals. 	
<ul style="list-style-type: none"> - Read the chant again. Circle the sound o_e. (Exercise 3) - Ask children to look at the chant again. Write the first line on 	<p>Teacher</p> <p>Teacher</p>

<p>the board.</p> <ul style="list-style-type: none"> - Ask a child to come to the board and circle an example of the sound o_e. The child circles the ope in rope. - Allow children to read the rest of the chant and circle the other examples. - Monitor the activity and help where necessary. - Go over the answers with the class. 	<p>Teacher</p> <p>Whole class</p>	
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<p style="text-align: center;">* Homework (2 min)</p> <ul style="list-style-type: none"> - Copy new words and pronounce correctly. - Valuation of the lesson. 		<p>Teacher and whole class</p>

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Warmer: Chant	Teacher
- Ask children if they can remember any of the words from	Teacher

<p>their last phonics lesson (bike, kite, white, line).</p> <ul style="list-style-type: none"> - Draw diagrams on the board to help them if necessary. - Look at p. 57 to check and do the chant there (Track 89) to energize the class and review the sound. - Write the words on the board and as a review, ask the class What does magic e do? 	<p>Students Students and teacher</p>
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<p>4. Listen and point(5 mins)</p> <p>Goal: - Develop students' listening skill.</p> <ul style="list-style-type: none"> - Students can listen and recognize the animals. 	
<ul style="list-style-type: none"> - Read the chant again. Circle the sound o_e. (Exercise 3) - Ask children to look at the chant again. Write the first line on the board. - Ask a child to come to the board and circle an example of the sound o_e. The child circles the ope in rope. - Allow children to read the rest of the chant and circle the other examples. - Monitor the activity and help where necessary. - Go over the answers with the class. 	<p>Teacher</p> <p>Teacher</p> <p>Teacher</p> <p>Whole class</p>

*** Consolidation(5 mins)**

3. Game: What's inside?

- Goal:** - Assist students to pick up the new words.
- Develop students' speaking skill.

Let's practice!

- Ask students to look at the picture and speech bubble. Say I want to go home.
- Have a student read the sentence.
- Have students work in pairs and take turns saying the sentence. Tell them to use other vocabulary words on the page. What's that sound?
- Ask children to stand up behind their desks.
- On one side of the board, write the sound /o□/ as in bone, and on the other side of the board, write the sound /a□/ as in bike.
- Tell children you are going to read a word. If the word contains the sound /o□/, jump to the left, and if it contains the sound /a□/, jump to the right.
- Read the following list: rope, nine, kite, home, line, stone, white. See if children can jump to the correct side.

Teacher

Teacher

Teacher

Students

Teacher

*** Homework (2 min)**

- Copy new words and pronounce correctly.
- Valuation of the lesson.

Teacher and whole class

*** REFLECTION:**

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CLASS 4

LESSON PLAN

Week:

Period:

Date of teaching:

REVIEW

A. DESIRED OBJECTIVES

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

1. Core competences

- Review target language from units 10, 11 and 12.

2. General competences

- *Communication and collaboration:* work in pairs/groups.
- *Problem-solving and creativity:* complete tasks given.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Language:

- *Reading:* 3, 4 (adjectives, simple present and simple past of *be*)
- *Writing:* 2, 6 (simple past of *be*)
- *Listening:* 1 (directions)
- *Speaking:* 2 (*like* + *-ing* form)
- *Phonics:* 7 (spelling of /□□/)

2. Skills: Listening, Speaking, Reading, and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 94
- Audio tracks 151
- Teacher's Guide
- Website *sachso.edu.vn*
- *Flashcards units 10, 11, 12*
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to revise the words of directions, hobbies, and adjectives describing people.</i></p>	
<p>* Game: Vocabulary tennis</p> <ul style="list-style-type: none"> - Divide the class into two teams. Tell the class the category. - The first team “serves” by saying the name of one word, and play passes to the second team, who has five seconds to name a word. - If they are successful, the player passes to the first team to name another word. The first team who repeats a word or cannot think of another word will lose. Repeat the game with different lexical sets such as directions, hobbies, adjectives. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and write all the words correctly. - <i>Task completed:</i> Students can listen and write the key words correctly. - <i>Task uncompleted:</i> Students are unable to listen and write the key words correctly. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions carefully. - Listen to the category and name a word.
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students listen and identify directions; read and identify past form of be and read for specific information.</i></p>	
<p>* Listen and match. Track 151</p> <ul style="list-style-type: none"> - Tell the children that they need to listen to the instructions in the audio to find out how to get to the places on the left. - Ask them to read out loud the names of the places. Then ask them to read out loud the directions. Tell them they need to match the places to the directions. - Play the recording once. - Play the recording again for the 	<ul style="list-style-type: none"> - Read out loud the names of the places and directions. - Listen and match the places to the directions. - In pairs, talk about the directions to each other and guess what the places are.

children to check their answers.

Answers

1 b 2 d 3 a 4 c

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can listen and write the names of the animals correctly.
- *Task completed:* Students can listen and identify animals.
- *Task uncompleted:* Students are unable to listen and identify animals.

* Write.

- Show the sentences.
- Check that children understand how to complete the sentences.
- Do the first one as an example if necessary.

Answers

1 weren't 2 wasn't 3 was 4 were

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can complete sentences correctly and confidently.
- *Task completed:* Students can complete sentences individually.
- *Task uncompleted:* Students are unable to complete sentences individually.

* Read the text and circle the correct words.

- Show the text and tell the children they need to read it and decide which of the three options fits each gap.
- Ask different children to read the text once without noticing the gaps so they get an idea of what it is about.
- Show the example answer to demonstrate the activity.
- Allow time for children to read the text and decide which word fits each gap. They circle the correct words.

Answers

1 old

- Read the sentences silently.
- In pairs, guess the missing words and read aloud the complete sentences to each other.
- Complete the sentences in your books individually.
- Peer-check your answers with your partners.
- Read aloud your complete sentences to the class.

- Read the text once without noticing the gaps so you get an idea of what it is about.
- Look at the example answer.
- Read the text again and complete the exercise.
- In groups, read the complete text loudly.
- Volunteer to read it aloud in the front.

<p>2 was</p> <p>3 cute</p> <p>4 baby</p> <p>5 pretty</p> <p>6 weren't</p> <p>7 were</p>	
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PRODUCTION (10 minutes)

Aim: To help students improve their reading and writing skills.

<p>* Game: Ring the bell!</p> <ul style="list-style-type: none"> - Ask the children to work individually. - Show a question on the board. - Children have to write the answer as fast as they can in their mini boards or their notebooks. They have to shout "Ring the bell" when finishing writing and show their answer to the teacher. If correct, they will get scores and be selected to join Round 2. If not, they will be out of the game. - Continue the game to the last round with left children who will be the winners. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the descriptive sentences and write all correct words/ phrases of words. - <i>Task completed:</i> Students can understand the descriptive sentences and write some correct words/ phrases of words. - <i>Task uncompleted:</i> Students are unable to understand the descriptive sentences and write some correct words/ phrases of words. 	<ul style="list-style-type: none"> - Work individually. - Read the questions carefully. - Play Ring the bell! game.
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D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to review the words of directions, hobbies, and adjectives describing people.</i></p>	
<p>* Game: Bingo!</p> <ul style="list-style-type: none"> - Ask the children to draw a three-by-three grid. In each of the squares, they write a different word from the vocabulary they have studied in the unit. - Call out words from the vocabulary in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three, shouts <i>Bingo!</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember all the words and volunteer to be the caller. - <i>Task completed:</i> Students can listen and identify the words. - <i>Task uncompleted:</i> Students are unable to listen and identify the words. 	<ul style="list-style-type: none"> - Draw a three-by-three grid. In each of the squares, they write a different word from the vocabulary they have studied in the unit. - Listen and cross off the words in their grids as they hear them. - The first child to complete a line of three, shouts <i>Bingo!</i>
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students read for specific information; think and talk about what they like doing.</i></p>	
<p>* Read and write <i>T</i> (true) or <i>F</i> (false).</p> <ul style="list-style-type: none"> - Ask the children to read the text once and say what it's about (<i>the writer's grandma</i>). - Allow time for children to read the text again and decide if the sentences are true or false. <p><u>Answers</u></p> <p>1 T 2 F 3 F 4 F 5 T</p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task correctly. - <i>Task completed:</i> Students can complete the task with support from 	<ul style="list-style-type: none"> - Read the text once and say what it's about (<i>the writer's grandma</i>). - Read the text again and decide if the sentences are true or false. - Peer-check your answers to your partners. - Check the answers with the whole class.

the teacher.

- *Task uncompleted:* Students are unable to complete the task with support from the teacher.

*** Read the text in exercise 3 again. Then write the correct sentences.**

- Ask the children to say what they remember about Mai's text in Exercise 3. Elicit ideas and then have children read the text again to check.
- Ask the children to write 1 to 4 in their notebooks and correct the sentences.

Answers

1 The photos are old.

2 Mai's brother was cute.

3 Mai's parents were students.

4 Mai was shy.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can find out the mistakes and rewrite them correctly.
- *Task completed:* Students can find out the mistakes and rewrite them with support from the teacher.
- *Task uncompleted:* Students are unable to find out the mistakes and rewrite them with support from the teacher.

* Look and say.

- Ask the children to think about what they like doing with their friends.
- Point to the activities in the pictures and elicit sentences, e.g. *I like playing tennis (with my brother). We like playing volleyball. I like reading comics.*
- The children talk about what they like doing with their friends, in pairs or small groups.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can describe people's hobbies correctly and talk about their hobbies fluently in the front.
- *Task completed:* Students can describe

- Say what you remember about Mai's text in Exercise 3.
- Read the text again to check.
- Write 1 to 4 in your notebooks and correct the sentences.

- Think about what you like doing with your friends..
- Look at the activities in the pictures and say loudly sentences describing people's hobbies.
- Talk about what you like doing with your friends, in pairs or small groups.

<p>people's hobbies and talk about their hobbies in pairs and small groups.</p> <ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to describe people's hobbies and talk about their hobbies in pairs and small groups. <p>* What do you and your friends like doing? Write 20–30 words.</p> <ul style="list-style-type: none"> - Ask the children to make a list of the activities they talked about in Exercise 6. - Ask children to write 3 sentences saying what they like doing with their friends. <p>Answers Children's own answers</p> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write sentences saying what they like doing with their friends creatively and correctly. - <i>Task completed:</i> Students can write sentences saying what they like doing with their friends. - <i>Task uncompleted:</i> Students are unable to write sentences saying what they like doing with their friends. 	<ul style="list-style-type: none"> - Make a list of the activities you talked about in Exercise 6. - Write 3 sentences saying what you like doing with your friends.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about their favorite school subject.</i></p>	
<p>* Game: Pass the teddy bear</p> <ul style="list-style-type: none"> - Explain how the game is played. - Give a teddy bear to one student. - Have students listen to music and pass the teddy bear. - Stop music suddenly. - Have the student with the teddy bear talk about their hobbies. - Continue the game until the time's out. - Check students' pronunciation. Praise students if they have done well. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about their hobbies 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Hold the teddy bear. - Listen to music and pass the teddy bear. - The student with the teddy bear will talk about his/her hobbies.

<p>confidently and fluently.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can talk about their hobbies. - <i>Task uncompleted:</i> Students are unable to talk about their hobbies. 	
<p>REFLECTION</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	

LESSON PLAN

Week:

Period:

Date of teaching:

REVIEW

A. DESIRED OBJECTIVES

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

1. Core competences

- Review target language from units 10, 11 and 12.

2. General competences

- *Communication and collaboration:* work in pairs/groups.
- *Problem-solving and creativity:* complete tasks given.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Language:

- *Reading:* 3, 4 (adjectives, simple present and simple past of *be*)

- *Writing*: 2, 6 (simple past of *be*)
- *Listening*: 1 (directions)
- *Speaking*: 2 (*like* + *-ing* form)
- *Phonics*: 7 (spelling of /□□/)

2. Skills: Listening, Speaking, Reading, and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 94
- Audio tracks 151
- Teacher’s Guide
- Website *sachso.edu.vn*
- *Flashcards units 10, 11, 12*
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to revise the words of directions, hobbies, and adjectives describing people.</i></p>	
<p>* Game: Vocabulary tennis</p> <ul style="list-style-type: none"> - Divide the class into two teams. Tell the class the category. - The first team “serves” by saying the name of one word, and play passes to the second team, who has five seconds to name a word. - If they are successful, the player passes to the first team to name another word. The first team who repeats a word or cannot think of another word will lose. Repeat the game with different lexical sets such as directions, hobbies, adjectives. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and write all the words correctly. - <i>Task completed:</i> Students can listen and write the key words correctly. - <i>Task uncompleted:</i> Students are unable to listen and write the key words correctly. 	<ul style="list-style-type: none"> - Listen to the teacher’s instructions carefully. - Listen to the category and name a word.

PRACTICE (20 minutes)

Aim: To help students listen and identify directions; read and identify past form of be and read for specific information.

* Listen and match. Track 151

- Tell the children that they need to listen to the instructions in the audio to find out how to get to the places on the left.
- Ask them to read out loud the names of the places. Then ask them to read out loud the directions. Tell them they need to match the places to the directions.
- Play the recording once.
- Play the recording again for the children to check their answers.

Answers

1 b 2 d 3 a 4 c

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can listen and write the names of the animals correctly.
- *Task completed:* Students can listen and identify animals.
- *Task uncompleted:* Students are unable to listen and identify animals.

* Write.

- Show the sentences.
- Check that children understand how to complete the sentences.
- Do the first one as an example if necessary.

Answers

1 weren't 2 wasn't 3 was 4 were

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can complete sentences correctly and confidently.
- *Task completed:* Students can complete sentences individually.
- *Task uncompleted:* Students are unable

- Read out loud the names of the places and directions.
- Listen and match the places to the directions.
- In pairs, talk about the directions to each other and guess what the places are.

- Read the sentences silently.
- In pairs, guess the missing words and read aloud the complete sentences to each other.
- Complete the sentences in your books individually.
- Peer-check your answers with your partners.
- Read aloud your complete sentences to the class.

to complete sentences individually.

*** Read the text and circle the correct words.**

- Show the text and tell the children they need to read it and decide which of the three options fits each gap.
- Ask different children to read the text once without noticing the gaps so they get an idea of what it is about.
- Show the example answer to demonstrate the activity.
- Allow time for children to read the text and decide which word fits each gap. They circle the correct words.

Answers

1 old

2 was

3 cute

4 baby

5 pretty

6 weren't

7 were

- Read the text once without noticing the gaps so you get an idea of what it is about.
- Look at the example answer.
- Read the text again and complete the exercise.
- In groups, read the complete text loudly.
- Volunteer to read it aloud in the front.

PRODUCTION (10 minutes)

Aim: To help students improve their reading and writing skills.

*** Game: Ring the bell!**

- Ask the children to work individually.
- Show a question on the board.
- Children have to write the answer as fast as they can in their mini boards or their notebooks. They have to shout "Ring the bell" when finishing writing and show their answer to the teacher. If correct, they will get scores and be selected to join Round 2. If not, they will be out of the game.
- Continue the game to the last round with left children who will be the winners.

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can understand the descriptive sentences and write all correct words/

- Work individually.
- Read the questions carefully.
- Play Ring the bell! game.

<p>phrases of words.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can understand the descriptive sentences and write some correct words/ phrases of words. - <i>Task uncompleted:</i> Students are unable to understand the descriptive sentences and write some correct words/ phrases of words. 	
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D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to review the words of directions, hobbies, and adjectives describing people.</i>	
<p>* Game: Bingo!</p> <ul style="list-style-type: none">- Ask the children to draw a three-by-three grid. In each of the squares, they write a different word from the vocabulary they have studied in the unit.- Call out words from the vocabulary in any order. Keep a record of the words as you say them, so that you don't say the same word twice. The children cross off the words in their grids as they hear them. The first child to complete a line of three, shouts <i>Bingo!</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none">- <i>Task completed with excellence</i>: Students can remember all the words and volunteer to be the caller.- <i>Task completed</i>: Students can listen and identify the words.- <i>Task uncompleted</i>: Students are unable to listen and identify the words.	<ul style="list-style-type: none">- Draw a three-by-three grid. In each of the squares, they write a different word from the vocabulary they have studied in the unit.- Listen and cross off the words in their grids as they hear them.- The first child to complete a line of three, shouts <i>Bingo!</i>
PRACTICE (20 minutes)	

Aim: To help students read for specific information; think and talk about what they like doing.

*** Read and write T (true) or F (false).**

- Ask the children to read the text once and say what it's about (*the writer's grandma*).
- Allow time for children to read the text again and decide if the sentences are true or false.

Answers

1 T 2 F 3 F 4 F 5 T

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can complete the task correctly.
- *Task completed:* Students can complete the task with support from the teacher.
- *Task uncompleted:* Students are unable to complete the task with support from the teacher.

*** Read the text in exercise 3 again. Then write the correct sentences.**

- Ask the children to say what they remember about Mai's text in Exercise 3. Elicit ideas and then have children read the text again to check.
- Ask the children to write 1 to 4 in their notebooks and correct the sentences.

Answers

1 The photos are old.

2 Mai's brother was cute.

3 Mai's parents were students.

4 Mai was shy.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can find out the mistakes and rewrite them correctly.
- *Task completed:* Students can find out the mistakes and rewrite them with support from the teacher.
- *Task uncompleted:* Students are unable to find out the mistakes and rewrite

- Read the text once and say what it's about (*the writer's grandma*).
- Read the text again and decide if the sentences are true or false.
- Peer-check your answers to your partners.
- Check the answers with the whole class.

- Say what you remember about Mai's text in Exercise 3.
- Read the text again to check.
- Write 1 to 4 in your notebooks and correct the sentences.

them with support from the teacher.

*** Look and say.**

- Ask the children to think about what they like doing with their friends.
- Point to the activities in the pictures and elicit sentences, e.g. *I like playing tennis (with my brother). We like playing volleyball. I like reading comics.*
- The children talk about what they like doing with their friends, in pairs or small groups.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can describe people's hobbies correctly and talk about their hobbies fluently in the front.
- *Task completed:* Students can describe people's hobbies and talk about their hobbies in pairs and small groups.
- *Task uncompleted:* Students are unable to describe people's hobbies and talk about their hobbies in pairs and small groups.

*** What do you and your friends like doing?
Write 20–30 words.**

- Ask the children to make a list of the activities they talked about in Exercise 6.
- Ask children to write 3 sentences saying what they like doing with their friends.

Answers Children's own answers

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can write sentences saying what they like doing with their friends creatively and correctly.
- *Task completed:* Students can write sentences saying what they like doing with their friends.
- *Task uncompleted:* Students are unable to write sentences saying what they like doing with their friends.

- Think about what you like doing with your friends..
- Look at the activities in the pictures and say loudly sentences describing people's hobbies.
- Talk about what you like doing with your friends, in pairs or small groups.

- Make a list of the activities you talked about in Exercise 6.
- Write 3 sentences saying what you like doing with your friends.

PRODUCTION (10 minutes)

Aim: To help students talk about their favorite school subject.

*** Game: Pass the teddy bear**

- Explain how the game is played.
 - Give a teddy bear to one student.
 - Have students listen to music and pass the teddy bear.
 - Stop music suddenly.
 - Have the student with the teddy bear talk about their hobbies.
 - Continue the game until the time's out.
 - Check students' pronunciation. Praise students if they have done well.
- Listen to the teacher's instructions.
 - Hold the teddy bear.
 - Listen to music and pass the teddy bear.
 - The student with the teddy bear will talk about his/her hobbies.

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can talk about their hobbies confidently and fluently.
- *Task completed:* Students can talk about their hobbies.
- *Task uncompleted:* Students are unable to talk about their hobbies.

REFLECTION

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Người soạn

Bùi Nhật Thiên Cương

KT. HIỆU TRƯỞNG PHÓ HIỆU TRƯỞNG	DUYỆT TỔ TRƯỞNG
Lê Thị Thanh Thương	Hoàng Thị Ngọc Hoa