**WEEK 19 Period: 37**

Date of teaching: 15/01/21

**REVIEW**

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| --- |
| **Let's talk (Role play)****Talk to the teacher**1. Greets (Say Hello to) the teacher. 2. Says the subjects he/she has on Mondays.3. Says his/her favourite subject.4. Asks the teacher about his/her hobby.5. Says where he/she was yesterday and says one thing he/she did yesterday. |

**WEEK 19 Period: 38**

Date of teaching: 15/01/21

**Unit 11: what time is it?**

 **Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to use the words and phrases related to the topic Daily routines; ask and answer questions about school subjects, using *What time is it? It’s + (time)*.

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *o’clock, time.*

-**Sentence patterns:** *What time is it? It’s seven o’clock.*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, pen, eraser, pencil…

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

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| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  |  - Describe two pictures: one is “a clock”, two is “ a watch”. - Ask Ss What are they used for? And Ss answer: “to tell the time?”- T says: This lesson, we are going to learn how to tell the time. | Whole class |
| **\* Presentation:** **1.Look, listen and repeat****\*Language note:** Seven o’clock is more common in British English, while 7 a.m./p.m. is more common in American English. | **-** Tell the class that they are going to learn to ask and answer questions about time.- Have pupils listen discription of the four pictures and discuss the context in which the language is used. Ask questions such as *Who are they? Where are they? What are they talking about?* (In picture a, Phong’s mother tells him to get up. In Picture b, Phong asks his mother the time, using *What time is it?* And his mother answers *It’s seven o’clock*. In Picture c, Phong says he doesn’t have to go to school on Sunday. In Picture d, Phong’s mother tells him to get up for breakfast.) - Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.- Play the recording again so the class can listen and repeat. | - Whole class- Individual- Whole class |
| **\* Practice** **2. Point and say****Language note:** **American English:**Seven fifteen Seven thirty **British English:**a quarter past sevenhalf past seven  | **-** Tell pupils that they are going to practice asking and answering questions about time, using *What is it? It’s + (time).**-* Repeat the same procedure. Call a few pairs to act out the dialogue in front of the class.   | - Whole class- Pair work |
| **\* Production Let’s talk** | - Tell pupils that they are going to ask and answer questions about time.- Tell them to work in pairs: one pupil asks What time is it? And the other answers It’s + (time). | - Whole class- Pair work |

**4. Consolidation**

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson

**Period: 39**

Tuần 20

Date of teaching: 22/01/21

**Unit 11: what time is it?**

 **Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer questions about when someone has a subject, using *What time do you …? I … at + (time).*

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *get up, eat/ have breakfast/ lunch/ dinner, go to school, watch TV, go to bed...*

-**Sentence patterns:** *What time do you get up?* *I get up atsix o’clock.*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, pen, eraser, pencil…

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lessonbycalling some pupils to the front of the class to sing the song *What time is it?* Ask the rest of the class to sing together, clapping hands. | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat***\* Language note: We use o’clock to refer to an exact hour (i.e. when the minute hand strikes 12).* | **-** Tell pupils that they are going to learn to ask and answer questions about daily routines.- Have pupils listen discription of the four pictures to understand the context in which the language is used. Focus pupils on the first picture. Explain that in the first picture Tony asks Linda *What time do you get up?* And Linda answers Six o’clock. In the second picture, Linda and Tony ask and answer about the time now, using *What time is it now?* And Seven fifteen. In the last two pictures, Linda says that they are late for school, so they start running.- Play the recording more than once. Do choral and individual repetition, pointing to the character speaking. Play the recording again. | - Whole class- Whole class- Individual |
| **\* Practice** **2. Point and say**

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*What time do you get up?* | -Tell pupils that they are going to practice asking and answering questions about the time for daily activities.***-*** Teach the phrases get up, have breakfast, have dinner and go to bed. Focus them on the time of the day the activities happen. ***-*** Choosethe first picture and get one pupil to ask *What time do you get up?* And another to answer I get up at six o’clock. Do choral and individual repetition. Repeat the same procedure with the rest of the pictures.***-*** Ask pupils to work in pairs to point to the characters speaking and to role-play the dialogue.  | IndividualsPairsPairs |
| **\* Production 3. Let’s talk***- What time is it?**- What time do you...?* | - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2.**-** Have them to work in pairs: One pupil asks the questions *What time is it?* And *What time do you…?* And the other gives the answers. Correct the pronunciation, if necessary.**-** If there is enough time, ask some pupils to talk about their daily routines, e.g. *I get up at six o’clock. I have breakfast at six thirty and I go to school at seven o’clock,* etc. | Work in pairs  |

**4. Consolidation**

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

**Period: 40**

Tuần 20

Date of teaching: 22/01/21

**Unit 11: what time is it?**

 **Lesson 3 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to pronounce the sounds of letters **oo** in the words *c****oo****k, b****oo****k, n****oo****n*and *sch****oo****l* respectively.

**Skills**: Reading, listening and speaking skills.

**Language focus:**

-**Phonic:** *c****oo****k, b****oo****k, n****oo****n*and *sch****oo****l*

-**Sentence patterns:**

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, pen, eraser, pencil…

**III - Procedures:**

**1. Organization**(1’): - Greeting: *Good morning, students.*

**2. Oral test** (1’): Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:** (4’) | - Spend a few minutes revising the previous lesson by calling some pupils to the front of class to sing the song *What time is it?**-* Have the class listens and clap their hands. | Whole class |
| **\* Presentation:** (9’)**1.Listen and repeat***c****oo****k, b****oo****k, n****oo****n*and *sch****ool*** | - Tell pupils that they are going to practice saying the sounds of the letters ***oo*** in the words *c****oo****k, b****oo****k, n****oo****n*and *sch****oo****l* respectively.- First, play the recording and ask pupils to repeat a few times. Then say the words *c****oo****k, b****oo****k, n****oo****n*and *sch****oo****l*, play the recording and ask Ss to repeat a few times. After that, say the sentences. Play the recording a few times and let pupils say the sentences, paying attention to the target sounds.- Do choral and individual. Get Ss to say the sentences in front of the class. | - Whole class- Individual  |
| **\* Practice** (10’)**2. Listen and write. Then say aloud.** | - Pupils listen the sentences, read and guess the words to write.- Listen to the tape twice and write the words in the blank. Compare the answer with the partner.- Listen to the tape again & check their answers. - Pupils give the key. The rest of the class write in the notebooks. - Ask pupils to read aloud the sentences. | - Whole class- Individual |
| **\* Production** (8’) **3. Let’s chant***What time do you go to school?* | - Tell pupils that they are going to say the chant.- Have them read the chant and check comprehension.- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant.  | - Whole class- Work in pairs. |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

**WEEK 21 Period: 41**

Date of teaching: 29/01/21

**Unit 12: what does your father do?**

**Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer questions about someone’s jobs.

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *worker, doctor, driver, farmer, businessman, housewife..*

-**Sentence patterns:** *- What does your father/ mother do? - He/She’s a doctor.*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, pen, eraser, pencil…

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | \* Have Ss play the game: nghĩa tiếng Việt - brothersistermothergrandmother | Whole class |
| **\* Presentation:** **1.Look, listen and repeat****Language note:** - We use What does he/she do? Or What’s his/her job? To ask about jobs or occupations.- An interview is a meeting in which someone asks another person questions about themselves. | **-** Give a few minutes for pupils to listen the discription of the four pictures and read the story.-Ask a few questions to check comprehension: *Who’s in Picture a? What are they doing? Do you know the word “interview”? Who’s interviewing who in Picture b? What does Mai’s father do? What does her mother do? What does her sister do?* (The pupils are having an English class with Miss Hien. Nam and Mai are having an interview about jobs. Nam is interviewing Mai. Mai’s father is a teacher. Her mother is a nurse. And her sister is a student.)-Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.-Play the recording again so the class can listen and repeat.- Call out pupils to act out the story. | - Whole class- Individual |
| **\* Practice** **2. Point and say** | **-** Tell pupils that they are going to practice ask and answer questions about someone’s job, using *What does your…do? He’s/She’s a* + (name of job: farmer, nurse, driver and factory worker). Check pupils’ understanding.- Call a few pairs to act out the dialogue.  | - Whole class- Pair work |
| **\* Production Let’s talk**Work in pairs. Ask partners about the jobs of their family members | - Tell pupils that they are going to ask and answer questions about the jobs of their family members.- Tell them to work in pairs: one pupil asks *What does your…do?* *He’s/She’s a* + (name of job). | - Whole classWork in pairs. |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

**Period: 42**

Tuần 21

Date of teaching: 29/01/21

**Unit 12: what does your father do?**

**Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able ask and answer the questions about the places to work, using *Where does he/she work? He/She works in…*

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *work, a hospital, a factory, a field, an office*

-**Sentence patterns:** *- Where does a ...... work?- A.... works .......*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, pen, eraser, pencil…

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lessonbyhaving the class sing the song My family. Then invite a few pairs to ask and answer questions about the jobs of their parents. | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat** | **-** Tell the class that they are going to find out about a game played by Nam and Mai. Give them a few seconds to listen the discription of the pictures and read the text before playing the recording for them to repeat. Check their comprehension by asking: *What is the name of the game Mai and Nam are playing? Where does the doctor in the picture work? How about the worker? And the farmer? Where does he/she work?* (Mai and Nam are playing a game of jobs. The doctor works in a hospital. The worker works in a factory. The farmer works in a field.) Explain the words *well* done and *great*. Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition | - Whole class- Whole class- Individual |
| **\* Practice** **2. Point and say**

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*Where does a… work?* *A .. work in + (place of work).* |  - Tell pupils that they are going to practice ask and answer about where someone works, using *Where does a… work? A .. work in + (place of work).* Check comprehension. Explain the different forms of the verb work in the question and the answer (work and works).- Teach the words hospital, field, factory and office. Have pupils repeat the phrases in a hospital/field/factory and in an office twice.- Get pupils to work in pairs- Call a few pairs to act out the exchanges. | IndividualsPairsPairs |
| **\* Production 3. Let’s talk***- What does your father do?**Where does a… work?*  | - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2.**-** Have Ss to work in pairs: One pupil asks the questions *- What does your father do?**Where does a… work?* And the other gives the answers. Then they swap roles. Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

**WEEK 22 Period: 43**

Date of teaching: 5/02/21

**Unit 12: what does your father do?**

**Lesson 3 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to pronounce the sounds of letters **ie** and **ea** in the wordsf***ie***ld, p***ie***ce and t***ea***cher, *r****ea****ding* respectively.

**Skills**: Reading, listening and speaking skills.

**Language focus:**

-**Phonic:** f***ie***ld, p***ie***ce and t***ea***cher, *r****ea****ding*

-**Sentence patterns:**

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, pen, eraser, pencil…

**III - Procedures:**

**1. Organization**: - Greeting: *Good morning, students.*

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson by calling some pupils to the front of class to sing the song *My family**-* Have the class listens and clap their hands. | Whole class |
| **\* Presentation:** **1.Listen and repeat**f***ie***ld, p***ie***ce and t***ea***cher, *r****ea****ding* | - Tell pupils that they are going to practice saying the sounds of the letters **ie** and **ea** in the words f***ie***ld, p***ie***ce and t***ea***cher, *r****ea****ding* respectively.- Get Ss to say the sentences in front of the class. | - Whole class- Individual  |
| **\* Practice** **2. Listen and circle. Then say sentences with the circle aloud.***1. Where’s my piece of chocolate?* *2. Miss Hien is reading a dictation.* | - Tell pupils that they are going to listen to two sentences and circle the correct words.- Give them a few seconds to read the words in silence.- Play the recording once or twice for pupils to circle the words. Remind them to focus on the words with the sound *ie/ea* while listening. Check as a class. Then give pupils time to make sentences with the circled words.- Call a few pupils to read aloud their sentences and correct their pronunciation, if necessary. | - Whole class- Individual |
| **\* Production**  **3. Let’s chant***Jobs and places of work* | - Tell pupils that they are going to say the chant.- Have them read the chant and check comprehension.- Play the recording more than once, if necessary, for pupils to do choral and individual repetition until they get familiarized with the pronunciation, the stress, the rhythm and the intonation of the chant.  | - Whole class |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

**Period: 44**

Tuần 22

Date of teaching: 5/02/21

**Unit 13: wOULD YOU LIKE SOME MILK?**

**Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer questions about favorite food and drink.

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *chicken, beef, pork, apple juice, milk and mineral water*

-**Sentence patterns:** *- What’s your favourite food/ drink? - It’s....*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | Have Ss play the game: Guessing game.- Prepare a packet of milk and put it in to a box.- Ask ss to ask some questions, T answers, ss listen and find out what it is.+ What color is it? + Is it big ?+ Is it small? + Is it used to drink?+ Is it used to eat? | Whole class |
| **\* Presentation:** **1.Look, listen and repeat** | - Introduce the situations of the lesson by picture in the book. - Play the recording for Sts to listen and mime the speech bubbles.- Play the recording again for Sts to repeat the question and the answer in turn.- Play the recording again for the whole class to listen and repeat both the question and the answer.- Ask a few questions to check their comprehension. | - Whole class- Individual |
| **\* Practice** **2. Point and say** *beef pork orange juice milk*  *water chicken*  | * Introduce new words:chicken, beef, pork, apple juice, milk and mineral water.

- Explain how to ask about ask and answer questions about favourite food and drink. *What’s your favourite food/ drink?* *- It’s fish./ Fish.*- Ask Sts to repeat the new words.- Explain the sentences patterns and their meaning.- Do the model and ask Sts to repeat the question and the answer.- Ask Sts to work in pair, asking and answering the questions. | - Whole class- Pair work |
| **\* Production**  **Let’s talk**Work in pairs. Ask partners about their favourite food and drink | **-** Tell pupils that they are going to practise asking and answering questions about their favourite food and drink, using *What’s your favourite food/drink? It’s…***-** Ask them to work in pairs. Set a time limit for the activity.**-** Call some pairs to practise in front of the class. | - Whole classWork in pairs. |

**4. Consolidation**:

 - T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

**WEEK 23 Period: 45**

Date of teaching: 19/02/21

**Unit 13: wOULD YOU LIKE SOME MILK?**

**Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to offer someone food and drink and accept or decline someone’s offer.

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:**

-**Sentence patterns:** *Would you like some rice? Yes, please./ No, thanks.*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lessonbycalling some pupils to the front of the class to sing the song *My favourite food and drink*. Ask the rest of the class to sing together, clapping hands. | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat** | - Tell the class that they are going to read a story in which the characters offer food and drink, using *Would you like some ..?* and accept/decline offers, using *Yes, please/ No, thanks.*- Ask Ss some questions such as *Who are they? Where are they? And What are they saying?* (*Linda, Mai and Mai’s mother are in the kitchen. In Picture a, Mrs Lan offers Linda some noodles, saying Would you like some noodles? And Linda accepts her offer saying Yes, please. In Pictures b and c, Mrs Lan offers Linda milk and then orange juice, and Linda declines her offers, using No, thanks*) - Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking. Play the recording again. | - Whole class- Whole class- Individual |
| **\* Practice** **2. Point and say***Would you like some rice?**Yes, please./ No, thanks.*Language note: *- Would you like…?* Is a polite way of saying *Do you want?**- How about…?* = *What about…?* | - Tell pupils that they are going to practice offering someone food/drinks and accepting or declining someone’s offer.- Teach the words bread, rice, vegetables and lemonade. Check comprehension have pupils repeat each word a few times.- Tell one pupil to make an offer saying Would you like sone bread? And another accepting or declining the offer saying Yes, Please or No, thanks.- Repeat the same procedure with the rest of the pictures. Do choral and individual repetition and then ask pupils to practise asking and answering the questions in pairs.- Invite pairs to act out the dialogues. | IndividualsPairsPairs |
| **\* Production 3. Let’s talk***- Would you like some rice?**- What’s your favourite food/ drink?* | - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2.**-** Have them to work in pairs: One pupil asks the questions *- Would you like some rice?**- What’s your favourite food/ drink?*And the other gives the answers. Then they swap roles. Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

**Period: 46**

Tuần 23

Date of teaching: 19/02/21

**Unit 13: wOULD YOU LIKE SOME MILK?**

 **Lesson 3 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to pronounce the sounds of letters **f** and **sh** in the words *b****ea****f*, *l****ea****f, di****sh,*** *fi****sh***respectively.

**Skills**: Reading, listening and speaking skills.

**Language focus:**

-**Phonic:** *b****ea****f*, *l****ea****f, di****sh,*** *fi****sh***

-**Sentence patterns:**

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting: *Good morning, students.*

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson by calling pupils to play the game *Food or drink?* | Whole class |
| **\* Presentation:** **1.Listen and repeat***b****ea****f*, *l****ea****f, di****sh,*** *fi****sh*** | - Tell pupils that they are going to practice saying the sounds of the letters **f** and **sh** in the words *b****ea****f*, *l****ea****f, di****sh,*** *fi****sh***respectively.- Do choral and individual. Get Ss to say the sentences in front of the class. | - Whole class- Individual  |
| **\* Practice** **2. Listen and tick. Then write and say aloud.**1.a, 2.b, 3.a, 4.b. | - Tell pupils that they are going to listen to two sentences and circle the correct words.- Give them a few seconds to read the words in silence.- Play the recording once or twice for pupils to circle the words. Remind them to focus on the words with the sound ***f/sh*** while listening. Check as a class. Then give pupils time to make sentences with the circled words.- Call a few pupils to read aloud their sentences and correct their pronunciation, if necessary. | - Whole class- Individual |
| **\* Production**  **3. Let’s chant***Would you like some fish?* | - Introduce the chant and ask pupils to do a matching exercise before listening to the chant (*You’re going to chant about favorite food and drink*)- Check answers as a class. Then have pupils repeat each line twice.- Call two pairs to the front of the class to chant and do the actions. The rest of the class claps along the rhythm. | - Whole class |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

**WEEK 24 Period: 47**

Date of teaching: 26/02/21

**Unit 14: WHAT DOES HE LOOK LIKE?**

**Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer questions someone’s physical appearance.

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *tall, short, slim, old, young...*

-**Sentence patterns:** *- What does he/she look like? - He is/She is ....*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | Ask pupils to talk about family’s member (e.g his/her name, age, job and hobby). | Whole class |
| **\* Presentation:** **1.Look, listen and repeat** | **-** Tell the class that they are going to read a story in which Phong asks Linda questions about her brother.- Ask pupils to identify the charaters (Linda and Phong) and the context in which the language is used. Ask them questions such as *Where are they? What are they doing?* (In picture a, Linda is sitting at the computer and writing an e-mail to her brother, and Phong is standing nearby, In pictures b, c and d. Phong is asking Linda about her brother ( the place he lives, his job and his appearance). Explain the meaning of the question *What does he look like?* And the answer *He’s tall*. - Play the recording more than once, telling the characters speaking.  | - Whole class- Individual |
| **\* Practice** **2. Point and say** *- What does he/she look like?*  *- He is/She is ....* | **-** Tell pupils that they are going to practice asking and answering questions about someone’s physical appearance.- Elicit the meaning of the adjectives describing people’s appearance: *tall, short, slim, old and young.*- Ask Ss to practice in pairs. Select some pairs to role-play the dialogue in front of the class.  | - Whole class- Pair work |
| **\* Production**  **Let’s talk**Work in pairs. Ask partners about their family members | - Tell pupils that they are going to ask and answer questions about the appearance of their family members, using *What does your father/mother/brother/sister look like?* And *He’s/she’s*….- Ask them to work in pairs: one pupil asks the question and the other gives the answer about appearance of their family members.- Select some pairs to role-play the dialogue in front of the class. | - Whole classWork in pairs. |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

**Period: 48**

Tuần 24

Date of teaching: 26/02/21

**Unit 14: WHAT DOES HE LOOK LIKE?**

 **Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to to make comparisons, using who is + (comparative)? … is + (comparative).

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *taller, shorter, bigger, smaller, older, younger...*

-**Sentence patterns:** *Who's taller? - My brother's taller than my father.*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson. Call some pupils to the front of the class to ask and answer questions about the physical appearance of their classmates, using *What does he/she look like? He’s/she’s…* | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat** | - Tell the class that they are going to listen to two boys asking and answering questions about their family members.- Ask pupils to identify the context in which the language is used. Ask them questionsuch as *Who are the boys? What are they doing?* (*In Picture a, Nam is showing a picture of his father to Peter and Peter says He’s tall. In picture b, Nam is showing a picture of his brother and Peter says He’s tall, too. In Pictues c, Nam is making a comparison between his father and brother, saying My brother’s taller than my father*.).- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking.- Play the recording again. | - Whole class- Whole class- Individual |
| **\* Practice** **2. Point and say***\*Language note:*  *Most adjectives form comparatives by adding-er to the end of the words (e.g. older, taller). Adjectives ending in –e add –r to the end (e.g. nicer). Adjectives with one vowel and one consonant after the vowel double the consonant before adding –er (e.g. bigger, thinner).* | - Tell pupils that they are going to practice asking and answering questions to compare people’s appearance.- Teach the form and the meaning of the pairs of adjectives under the pictures.- Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.- Ask pupil to practise in pairs: one asks the question and the other gives the answer | IndividualsPairsPairs |
| **\* Production**  **3. Let’s talk***What does he/she look like?* *Who’s + (comparative)?* | - Tell pupils that they are going to practice asking and answering questions about their classmates’ appearance and making comparisons, using *What does he/she look like?* *Who’s + (comparative)?*- Do the task with one pupil as a model (e.g. Teacher: *What does Hang look like?* Pupil: *She’s thin*).- Ask pupils to work in pairs, one pupil asking the questions and the other giving the answers. - Select some pairs to role-play the dialogues in front of the class. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

**WEEK 25 Period: 49**

Date of teaching: 6/3/21

**Unit 14: WHAT DOES HE LOOK LIKE?**

**Lesson 3 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to pronounce the sounds of the letters ***th*** in the words ***th****is,* ***th****at,* ***th****in and* ***th****ick* respectively.

**Skills**: Reading, listening and speaking skills.

**Language focus:**

-**Phonic: *th****is,* ***th****at,* ***th****in and* ***th****ick*

-**Sentence patterns:**

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting: *Good morning, students.*

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *What do they look like?* Have the class listen and clap their hands. | Whole class |
| **\* Presentation:** **1.Listen and repeat*****th****is,* ***th****at,* ***th****in and* ***th****ick* **\*Language note**: Most pronouns with the initial letters ***th*** are pronounced with a voiced ***th*** sound (e.g. they, them) | - Tell pupils that they are going to practice saying the sounds of the letter ***th*** in the words ***th****is,* ***th****at,* ***th****in and* ***th****ick* respectively.- Do choral and individual. Get Ss to say the sentences in front of the class. | - Whole class- Individual  |
| **\* Practice** **2. Listen and tick. Then write and say aloud.**1.a, 2.b, 3.a, 4.b. | * **-** Tell pupils that they are going to listen to the recording and tick the correct words.
* - Ask them to listen the sentences and guess the words to fill the gaps.
* - Play the recording for pupils to listen and tick the words.
* - Play the recording again so they can check their answers.

- Get pupils to swap their answers before you check as a class. Then ask them to read the sentences aloud.  | - Whole class- Individual |
| **\* Production**  **3. Let’s chant***This is my family* | - Introduce the chant and ask pupils to do a matching exercise before listening to the chant *This is my family.* - Check answers as a class. Then have pupils repeat each line twice. | - Whole class |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

**Period: 50**

Tuần 25

Date of teaching: 5/3/21

**UNIT 15: WHEN’S CHILDREN’S DAY?**

**Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer about when a festival is.

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *New Year, Children's Day, Teacher's Day, Christmas, Tet...*

-**Sentence patterns:** *When is Christmas? - It's on the twenty fifth of December.*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to talk about their family members (e.g. My mother’s name is Lien. She’s a nurse. She works in a hospital in the town. She’s slim and tall.) | Whole class |
| **\* Presentation:** **1.Look, listen and repeat** | **-** Tell the class that they are going to find out about how to ask and answer questions about popular festivals.- Ask pupils to discuss the context in which the language is used. Ask questions: *Who are they? Where are they?* And *What are they talking about?* (*In picture a, Mai looks smart because she is having a party. In picture b, Tom asks Mai about the party, using what party is it? And she answers It’s a party for Children’s Day, In Picture c, Tom asks When is it? And Mai answers It’s on the first of June. In Picture d, Mai invites Tom to join their party*.)- Play the recording more than once for pupils to listen and repeat. Do choral and individual repetition, play the recording again. | - Whole class- Individual |
| **\* Practice** **2. Point and say** | **-** Tell pupils that they are going to practice ask and answer questions about popular festivals.- Ask pupils to practice in pairs |  - Whole class- Pair work |
| **\* Production Let’s talk**Work in pairs. Ask partners about holiday and festivals in Viet Nam and other countries | - Tell pupils that they are going to practice asking and answering questions about popular festivals/holidays, using *When is …? It’s on….*- Ask Ss to suggest festivals in Viet Nam and other countries.- Have Ss work in pairs: One pupil asks When is + (festival/holiday)? And the other answers it’s on ….- Select some pairs to role-play the dialogue in front of the class. The rest of the class observes. | - Whole classWork in pairs. |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

**WEEK 26 Period: 52**

Date of teaching: 12/3/21

**UNIT 15: WHEN’S CHILDREN’S DAY?**

**Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able ask and answer the questions about what people do at a festival using What do you do at/on + (festivals)? I…

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *make banh chung, decorate the house, watch firework displays, visit grandparents, wear nice clothes, get lucky money from ..., go to Tet markets...*

-**Sentence patterns:** *What do you do at Tet? - I wear nice clothes.*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | Spend a few minutes revising the previous lesson by calling some pupil to the front of the class to sing *Happy New Year!* The class may sing the song together and clap hands or do actions. | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat** | - Tell the class that they are going to find out about how to ask and answer questions about what people usually do at a festival. - Ask pupil to identify the characters and the context in which the language is used. Ask pupil questions such as Who are they? Where are they? What are they doing?(In Picture a, Mai is decorating the house. In Pictures b to d, Linda asks Mai What do you do at Tet? and Mai answers I wear nice clothes. I eat a lot of banhchung and I get lucky money from my parents.) Check comprehension.- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, telling to the character speaking.- Play the recording again. | - Whole class- Whole class- Individual |
| **\* Practice** **2. Point and say**

|  |  |
| --- | --- |
|  |  |

 |  - Tell pupils that they are going to practice asking and answering question about what people do at Tet.- Teach the phrases make banh chung, decorate the house, watch firework displays and visit grandparents.- Teach: What do you do Tet? Pupil: I make banhchung). Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.- Ask pupils to practice in pairs: one asks the question and the other gives the answer. Select some pairs of pupils to role-play the dialogue in front of the class. | IndividualsPairsPairs |
| **\* Production**  **3. Let’s talk**- When is….?- What do you do at/on…..?  | - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2.- Ask them to work in pairs, one asking the questions When is + (festival)? And What do you do at/on + (festival)? And the other giving the answers. You may suggest more phrases for pupils to use (e.g. Tet, Teachers’Day, Children’s Day, New Year, Christmas, go shopping, buy food and drink, play sports and games, visit teachers and friends).Select some pairs to role-play the dialogue in front of the class. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

**Period: 52**

Tuần 26

Date of teaching: 12/03/21

**Unit 15: whEN’S CHILDREN’S DAY?**

**Lesson 3 (1.2.3)**

**I - Objectives:**

 *-* By the end of the lesson, pupils will be able to pronounce the sounds of the letters ***cl*** and ***fl*** in the words *clothes, close, flowers and floor* respectively.

**Skills**: Reading, writing, speaking skills.

**Language focus:**

*+*  **cl *cl***othesShe wears new **cl**othes at Tet.

 ***cl***ose **Cl**ose the door.

*+* **fl** ***fl***owersMy mother buys lots of **fl**owers for Tet.

 ***fl***oorI clean the **fl**oor.

**II - Teaching aids:**

- Teacher’s aids:Student’s Book *Tiếng Anh 4*.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

 **1. Organization**: - Greeting.

 - Checking for the students' attendance.

 **2. Oral test**: Check pupils’ books, note books ……

 **3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:** | - Spend a few minutes revising the previous lesson  | Whole class |
| **\* Presentation:** **1.Listen and** **repeat****cl**othes, **cl**ose, **fl**owers, **fl**oor | - Tell pupils that they are going to practice saying the sounds of the letters **cl** and **fl** in the words **cl**othes, **cl**ose, **fl**owers, **fl**oor respectively.- Get Ss to say the sentences in front of the class. | - Whole class- Individual  |
| **\* Practice** **2. Listen and tick. Then say sentences with the circle aloud.**1 flowers 2 Close 3 clothes 4 floor | * **-** Tell pupils that they are going to listen to the recording and complete the sentences.
* Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.
* - Have pupils listen to the recording and write the words to complete the sentences. Play the recording more than once, if necessary.
* - Have them swap their answers before checking as a class. Ask pupils to read the sentences aloud.
 | - Whole class- Individual |
| **\* Production**  **3. Let’s chant**What do you do at Tet? | - Tell pupils that they are going to say the chant What do you do at Tet? Follow the procedure in Teaching the unit components in Introduction.- Have them read the chant and check comprehension.- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show them how to chant and do actions. Call one to give a demonstration. | - Whole class |

**4. Consolidation:**

- Teacher repeats the content of this lesson.

- T comments the lesson.

**5. Homework:**

- Ss prepare new lesson.

**WEEK 26 Period: 53, 54**

Date of teaching: 19/3/21

**REVIEW 3**

**I - Objectives:**

 *-* By the end of the lesson, Ss will be able to practice and revise the topics, the language competences, the language knowledge (phonics, vocabulary, sentence patterns) and the language skills (listening, speaking, reading, writing) they have learnt from Unit 11 to Unit 15.

**Skills**: Listening, speaking, reading, writing skills.

**Language focus:**

- **Vocabulary:**

- **Sentence patterns:**

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Ask Ss sing a song.  | Whole class |
| **\* Presentation:** **1. Listen and number**1.b 2.a3.d 4.e5.c | - Tell Ss that they are going to listen and number the correct boxes. - Check comprehension and elicit information in the pictures and give feedback- Play the recording three times for Ss to listen, do the task and check their answers.- Get Ss to swap and check their answers before checking as a class. | Whole class/Individual |
| **\* Practice****2. Read and complete**1thirty 2family, 3, drinking, 4,orange juice5, seven**3. Read and match**1e, 2 c, 3 d, 4 b, 5 a **4. Look and write.** | - Tell the Ss that they are going to read the text and complete the text.Give the S time to read the text and the words in silence. Check understanding.Give them time to doAsk the S to swap the book before checking as a class.- Tell Ss that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them.- Give 4 mins for Ss to do the task in pairs.- Go around to offer help if necessary.- Get Ss to swap and check their answers before checking as a class.- Call a few open pairs to read.- Tell Ss that they are going to write the full sentences base on the pictures and the words given- Give a few seconds for Ss to listen the discription of the pictures and to get information- Get Ss to works in pairs. - Go around to offer help if necessary.- Call a few Ss to say. | Whole class/IndividualWhole class/Individual |
| **\* Production** **5. Write about your father or mother** | - Tell the Ss that they are going to complete a paragraph about father/mother base on the words given Give the Ss time to do.Check some writing. | Individual |

**4. Consolidation:**

- T asks some Ss to summary the lesson.

**5. Home-link:**

- Ss prepare new lesson.

**Period: 55**

Tuần 28

Date of teaching: 26/3/21

 **UNIT 16: LET’S GO TO THE BOOKSHOP**

  **Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to make and respond to suggestion to go somewhere.

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *sweet,**chocolate, medicine, pharmacy, bakery, swimming pool*

-**Sentence patterns:** *Let’s go to the…… Great idea!/ Sorry, I’m busy.*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Ss say the names of them.*bookshop* | Whole class |
| **\* Presentation:** **1. Look, listen and repeat**- Let’s go to the ...I want to.... - Great idea/ I’m sorry. I’m busy. | - Introduce the situations of the lesson by picture in the book. - Present the way to make suggestion to go to some places and give the response to a suggestion.- Ask a few questions to check their comprehension. | - Whole class |
| **\* Practice** **2. Point and say**  | Ask Sts to describe.- Explain:  Let’s go to the ...I want to....  Great idea/ I’m sorry. I’m busy.- Ask Sts to repeat the new words: *sweet,**chocolate, medicine, pharmacy, bakery, swimming pool*- Explain the sentences patterns and their meaning.- Do the model and ask Sts to repeat the question and the answer.- Ask Sts to work in pair, asking and answering the questions.- Ask some pairs to ask and answer in front of the class while others observe and give comments. | - Whole class- Pair work |
| **\* Production**  **Let’s talk**Work in pairs. Suggest some places to go and say why. | - Tell pupils that they are going to practice suggestion to go somewhere, using - Let’s go to the ...I want to.... - Great idea/ I’m sorry. I’m busy.- Ask them to work in pairs. Set a time limit for the activity.- Call some pairs to practice in front of the class. | - Whole classWork in pairs. |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

**Tuần 28 Tiết 56**

Teaching day: 26/3/2021

 **Unit 16: LET’S GO TO THE BOOKSHOP**

 **Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask for and give reasons for going somewhere.

 **Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *buy, film, hungry, busy*

-**Sentence patterns:** *Why do you want to go to the….? Because I want to….*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song Let’s go. Ask the rest of the class to sing together, clapping hands. | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat** | - Tell the class that they are going to learn to ask for and give a reason.- Have pupils understand the context in which the language is used.- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, telling to the character speaking. Play the recording again. | - Whole class- Individual |
| **\* Practice** **2. Point and say**  | - Tell pupils that they are going to practice making suggestion to go to some places and giving the response to a suggestion.- Ask them to look at the pictures and the words under them.: bakery/buy some bread  cinema/ see a film, zoo/see the animals Swimming pool/ swim Check comprehension have pupils repeat each word a few times.- Why do you want to go to the..?- Because.....- Repeat the same procedure with the rest of the pictures. Do choral and individual repetition and then ask pupils to practice asking and answering the questions in pairs.- Invite pairs to act out the dialogues. | IndividualsPairs |
| **\* Production**  **3. Let’s talk**\* Let’s go to the..... \* Why do you want to go to the....? | - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2.- Have them to work in pairs: One pupil asks the questions \* Let’s go to the..... \* Why do you want to go to the....?And the other gives the answers. Then they swap roles. Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation, if necessary. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 2/4/2021

**Week 29 - Period 57**

 **Unit 16: LET’S GO TO THE BOOKSHOP**

 **Lesson 3 (1.2.3)**

**I - Objectives:**

- By the end of the lesson, Ss will be able to understand what a syllable is and how to divide words into syllables: “book, book|shop, ba|ke|ry, su|per|mar|ket”.

**Skills**: Listening, speaking skills.

**Language focus:**

**- Phonics:** “ book, book|shop, ba|ke|ry, su|per|mar|ket”.

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson by playing the game Where and why | Whole class |
| **\* Presentation:** **1.Listen and repeat** | - Tell pupils that they are going to practice saying the words with one, two, three and four syllables: book, book|shop, ba|ke|ry, su|per|mar|ket- First, explain to Ss what a syllable is. ( A syllable is a word or part of a word that contain only one vowel sound. Focus on the vowel letters a, e, I, o, y).- Play the recording and ask pupils to repeat a few times. Play the recording a few times and let pupils say the sentences, paying attention to the target sounds.- Do choral and individual. Get Ss to say the sentences in front of the class. | - Whole class- Individual  |
| **\* Practice** **2. Listen , circle and write. Then say aloud.** | - Tell pupils that they are going to the recording and tick the correct options and write the answer to complete the sentences.- Give them a few seconds to read each of the sentences in silence and guess the word to fill in the gap.- Play the recording once or twice for pupils to tick the words. Check as a class. Then give pupils time to make sentences with the ticked words.- Call a few pupils to read aloud their sentences and correct their pronunciation, if necessary. | - Whole class- Individual |
| **\* Production**  **3. Let’s chant**Why do you want to ….? | - Introduce the chant and ask pupils to do a matching exercise before listening to the chant Why do you want to ….?- Check answers as a class. Then have pupils repeat each line twice. | - Whole class |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

Teaching day: 2/4/2021

**Week 29 – Period 58**

 **Unit 17: HOW MUCH IS THE T-SHIRT?**

 **Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer questions about prices of clothes (singular)

**Skills**: Listening, speaking, writing skills.

**Language focus:**

-**Vocabulary:** *how much, dong,* scarf, blouse, jacket, skirt, jumper

-**Sentence patterns:** *How much is the….?*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Prepare Ss for this unit by teaching them names of some clothing items. May refer to what Ss are wearing when teaching the vocabulary. | Whole class |
| **\* Presentation:** **1.Look, listen and repeat**We use thousand when we say numbers with four or five digitse.g. 2,000 dong = two thousand dong | - Ask pupils to listen discription of the four pictures and suggest what the story may be about. Then have them read the story in silence.  - Ask them questions such as: Where are Mai and Quan? What are they doing? What is Mai wearing? What is Quan wearing? How much is the T-shirt? - Play the recording more than once, telling to the characters speaking. - Teach them how to say numbers with five digits. | - Whole class- Individual |
| **\* Practice** **2. Point and say**  | - Tell pupils that they are going to ask and answer questions about prices, using How much is the….?- It’s…..- Have them understand how to use the language. Elicit the meaning of the words: scarf, blouse, jacket, skirt, jumper. And have Ss repeat each word twice.- Ask Ss to practice in pairs. Select some pairs to role-play the dialogue in front of the class.  | - Whole class- Pair work |
| **\* Production**  **Let’s talk**Work in pairs. Ask partners the prices of the clothes above | - Tell pupils that they are going to ask and answer questions about the prices of the clothes above.- Set the time limit for the activity.- Select some pairs act out the exchanges. | - Whole classWork in pairs. |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

**Week 30 - Period 59 Ngày dạy 9/4/2021**

 **Unit 17: HOW MUCH IS THE T-SHIRT?**

 **Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer question about prices of clothes (plural).

 **Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *trouser, these, sales assistants, ask, excuse me*

-**Sentence patterns:** *How much are the….? They’re……….*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, notebook

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson. Call a group of twelve to the front to the class to play Pelmanism.  | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat** | - Introduce the story- Give Ss a few seconds to read the story and check their comprehension by asking questions such as: Where are Mai and Hoa? What does Mai want to buy? What does she ask? How much is it?- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking. | - Whole class- Individual |
| **\* Practice** **2. Point and say**  | - Tell pupils that they are going to ask and answer question about prices of clothes (plural) with *How much are the….? They’re……….*- Teach the words jeans, shoes, trousers and sandals. Give explanations of the plural form of these nouns.+ Trousers and jeans are always in the plural form. They can be used with or without a pair of+ Shoes and sandals can be used in the plural or singular form, depending on the meaning.+ When a pair of + (noun) is the subject of a sentence, it is followed by singular verb.- Do an example with a student using picture a. Then get students to work in pairs before inviting one or two pairs to act out the exchanges. | Pairs |
| **\* Production**  **3. Let’s talk** | - Introduce the activity and check comprehension. Then spend a few seconds revising the use of that and those and the nouns that follow them.- Draw Ss attention to the plural forms of the nouns and verbs in those sentences.- Get Ss to work in pairs to ask and answer questions about clothes. They may take turns to play the role of a customer and a sales assistant and point at other classmates’ clothes and ask and answer about the prices.- Call a few pairs to act out their exchanges. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 9/4/21 **Week 30 – Period 60**

 **Unit 17: HOW MUCH IS THE T-SHIRT?**

 **Lesson 3 (1.2.3)**

**I - Objectives:**

- By the end of the lesson, Ss will be able to pronounce the following words: ‘sandals, ‘trousers, ‘jumper, ‘jacket.

**Skills**: Listening, reading skills.

**Language focus:**

**-Phonic:** ‘sandals, ‘trousers, ‘jumper, ‘jacket.

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, …

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song Buying clothes. Have the class listen and clap their hands. | Whole class |
| **\* Presentation:** **1.Listen and repeat**‘sandals, ‘trousers, ‘jumper, ‘jacket. | - Tell pupils that they are going to pronounce the following words: ‘sandals, ‘trousers, ‘jumper, ‘jacket.- Explain to Ss what word stress is, in Vietnamese. (Word stress is the emphasis that you put on a syllable by saying it more loudly). Tell them that we use the stress mark (‘) to indicade word stress.- Play the recording of the sentences and have Ss repeat them, paying attention to the target words and stress. - Do choral and individual. Get Ss to say the sentences in front of the class. | - Whole class- Individual  |
| **\* Practice** **2. Look at the sentences and the stress marks(‘). Then listen and say the sentences aloud.** | - Tell pupils that they are going to listen to the sentences, listen to the recording and repeat the sentences.- Play the recording twice for pupils to repeat after. Ask them to pay attention to the underlined words and clap at the stressed syllables. - Ask them to read the sentences aloud, while the rest of the class clap at the stressed syllables. | - Whole class- Individual |
| **\* Production**  **3. Let’s chant**How much is/ are…..? | - Introduce the chant and ask pupils to do a matching exercise before listening to the chant How much is/ are…..?. - Check answers as a class. Then have pupils repeat each line twice.- Call two pairs to the front of the class to chant and do the actions. The rest of the class claps along the rhythm. | - Whole class- Work in pairs. |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Homework**:

- Ss prepare new lesson.

Teaching day: 16/4/2021

**Week 31 – Period 61**

 **Unit 18: WHAT’s your phone number?**

 **Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer questions about phone numbers, using *What’s your phone number? – It’s…...*

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *phone number, present, mobile phone*

-**Sentence patterns:** *What’s your phone number? – It’s…...*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, …

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:** | - Prepare Ss for this unit by revising numbers from zero to nine. |  Whole class. |
| **\* Presentation:** **1. Look, listen and repeat.** | - Tell the class that they are going to read a story in which the characters ask and answer questions about phone numbers, using *What’s your phone number? – It’s…...*- Have Ss listen the four pictures to discuss the context in which the language is used.- Ask them questions such as: *Who are they? Where are they? What are they talking about?*- Play the recording more than once, if necessary. - Play the recording again for pupils to check their answers.- Get them to swap their answers before you check as a class. | Whole class  |
| **\* Practice** **2. Point and say** | - Tell pupils that they are going to practice asking and answering questions about phone numbers, using *What’s your phone number? – It’s…...*- Call a few pairs to act out the dialogue in front of the class. Go around and offer help, if necessary. | Whole class Pairs  |
| **\* Production**  **Let’s talk**Work in pairs. Ask your partners’ phone numbers | **-** Tell pupils that they are going to ask their partner’s phone numbers in pairs.- Ask Ss to write their own phone number on a piece of paper.- Have them work in pairs, one asking and the other giving the answer.- Call on a few pairs to act out the dialogue in front of the class. Correct the pronunciation. | Whole class  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 16/4/2021

**Week 31 - Period 62**

 **Unit 18: WHAT’s your phone number?**

 **Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to accept and decline an invitation, using *Would you like to…? I’d love to./ Sorry, I can’t*.

 **Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *free, go for a picnic, call, back*

-**Sentence patterns:** *Would you like to…? I’d love to./ Sorry, I can’t*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, …

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | Spend a few minutes revising the previous lesson by calling some pupil to the front of the class to sing *What’s your phone number?*The class may sing the song together and clap hands or do actions. | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat** | - Tell the class that they are going to read a story in which the characters accept and decline an invitation, using *Would you like to…? I’d love to./ Sorry, I can’t*. - Ask pupil tolisten three pictures to understand how the language is used. Ask pupil questions such as Who are they? Where are they? What are they doing?(In Picture a, Peter is calling Mai from his home, asking May I speak to Mai, please.) Check comprehension.- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking.- Play the recording again for Ss to listen & repeat. | - Whole class- Whole class- Individual |
| **\* Practice** **2. Point and say***Would you like to…? I’d love to/ Sorry I can’t* |  - Tell pupils that they are going to practice making and accepting/declining an invitation, using *Would you like to…? I’d love to./ Sorry, I can’t*. - Have them listen the pictures to understand the collocations go for a walk, go for a picnic, fishing, go skating. Point to picture a and have them repeat the words under it. Do choral and individual repetition. Then tell the class to practice making an invitation and accepting or declining it in pairs..- Ask pupils to practice in pairs. | IndividualsPairsPairs |
| **\* Production**  **3. Let’s talk**- May I speak to….?- Would you like to…..? - What’s your phone number? | - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2.- Ask them to work in pairs, one asking the questions:- May I speak to….?- Would you like to…..? - What’s your phone number?.- Select some pairs to role-play the dialogue in front of the class. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 23/4/2021

**Week 32 – Period 63**

 **Unit 18: WHAT’S YOUR PHONE NUMBER?**

 **Lesson 3 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to pronounce correctly the sound of the stress marks(’).

**Skills**: Listening, speaking, writing skills.

**Language focus:**

- **Phonics:** *re’peat, en’joy, in’vite, com’plete.*

- **Sentence patterns:**

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, …

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Have Ss play the game: Find the phone number- Work in pairs to play the game.- A Ss saying the phone number that the teacher gives. Others find it.- Check and correct.- Read all phone numbers that have found. |  Pairs. |
| **\* Presentation:** **1. Listen and repeat** | - Tell pupils that they are going to practice saying the words *re’peat, en’joy, in’vite, com’plete* - Play the recording and ask pupils to repeat a few times.- Do choral and individual. Get Ss to say the sentences in front of the class. | Whole class Individuals  |
| **\* Practice** **2. Listen and circle. Then say the sentences aloud.** | - Tell pupils that they are going to the recording and circle the correct options and write the answer to complete the sentences.- Give them a few seconds to read each of the sentences in silence and guess the word to fill in the gap.- Play the recording once or twice for pupils to circle the words. Check as a class. Then give pupils time to make sentences with the circled words.- Call a few pupils to read aloud their sentences and correct their pronunciation, if necessary. | Whole class Pairs  |
| **\* Production** **5. Let’s chant***I’d like to invite to you to my happy.* | - Introduce the chant and ask pupils to do a matching exercise before listening to the chant *I’d like to invite to you to my happy..* - Check answers as a class. Then have pupils repeat each line twice.- Call two pairs to the front of the class to chant and do the actions. The rest of the class claps along the rhythm. | Whole class  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 23/4/202 1

**Week 32 - Period 64**

 **Unit 19: WHAT ANIMAL DO YOU WANT TO SEE?**

**Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer questions about someone’s desire.

 **Skills**: Listening, speaking, writing skills.

**Language focus:**

-**Vocabulary:** *wonderful, over there*

-**Sentence patterns:** *- What animal do you want to see? - I want to see....*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook,

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | \* Racing boat game- Give the comment.- Ss write the names of some pets.- Read aloud all words in chorus. | Whole class  |
| **\* Presentation:** **1. Look, listen and repeat** | - Tell the class that they are going to read a story in which Mai and Nam visit the zoo.- Ask pupils to listen the pictures to identify the context in which the language is used. Ask them question such as *What are they doing?* *Where are they?*- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking.- Play the recording again. | - Whole class- Whole class |
| **\* Practice** **2. Point and say** | - Tell pupils that they are going to practice asking and answering questions about what animal someone want to see, using *What animal do you want to see?*- Teach the form and the meaning of the pairs of adjectives under the pictures.- Point to the first picture and model the task with one pupil. Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.- Ask pupil to practise in pairs: one asks the question and the other gives the answer. | IndividualsPairsPairs |
| **\* Production**  **Let’s talk***Work in pairs. Ask your partners what animal they want to see at the zoo* | - Tell pupils that they are going to practice ask your partners what animal they want to see at the zoo:*What animal do you want to see? - I want to see....*- Do the task with one pupil as a model - Ask pupils to work in pairs, one pupil asking the questions and the other giving the answers.- Select some pairs to role-play the dialogues in front of the class. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 30/4/2021

**Week 33 – Period 65**

**Unit 19: WHAT ANIMAL DO YOU WANT TO SEE?**

**Lesson 2 (1.2.3)**

 **I - Objectives:**

*-* By the end of the lesson, Ss will be able to express reasons, using *I like…. Because…./ I don’t like……… because……..*

 **Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *why, scary, zebra, bear*

-**Sentence patterns:** *I like…. Because…./ I don’t like……… because……..*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, pen, eraser, pencil…

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | Spend a few minutes revising the previous lesson by calling some pupil to play Charades with the words for zoo animals. | Whole class  |
| **\* Presentation: 1. Look, listen and repeat** | - Tell the class that they are going to read aion conversation in which Linda and Nam ask and answer questions about zoo animals- Ask pupil questions such as Who are they? Where are they? What are they doing? Check comprehension.- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking.- Play the recording again for Ss to listen & repeat. | - Whole class- Whole class- Individual |
| **\* Practice** **2. Point and say***I like…. because…./* *I don’t like ……… because……..* |  - Tell pupils that they are going to practice expressing reasons why they like/ do not like some animals. - Tell the class to practice making an invitation and accepting or declining it in pairs..- Ask pupils to practice in pairs: one asks the question and the other gives the answer. | IndividualsPairsPairs |
| **\* Production 3. Let’s talk***I like…. Because…./* *I don’t like……… because……..* | - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2.- Ask them to work in pairs, one asking the questions:- What animal do you want to see?- *I like…. Because…./* *- I don’t like……… because……..*- Select some pairs to role-play the dialogue in front of the class. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

 - Ss prepare new lesson.

Teaching day: 30/ 4/2021

**Week 33 - Period 66**

**Unit 19: WHAT ANIMAL DO YOU WANT TO SEE?**

**Lesson 3 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to pronounce three-syllable words with the stress on the first syllable: *‘crocodiles, ‘elephant, ‘beautiful, ‘wonderful*.

**Skills**: Reading, listening and speaking skills.

**Language focus:**

-**Phonic:** *‘crocodiles, ‘elephant, ‘beautiful, ‘wonderful*

-**Sentence patterns:**

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook,…

**III - Procedures:**

**1. Organization**: - Greeting: *Good morning, students.*

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *Why or why not?* Have the class listen and clap their hands. | Whole class |
| **\* Presentation:** **1.Listen and** *‘crocodiles, ‘elephant, ‘beautiful, ‘wonderful* | - Tell pupils that they are going to practice saying the words *‘crocodiles, ‘elephant, ‘beautiful, ‘wonderful*.- Play the recording a few times and let pupils say the sentences, paying attention to the target sounds.- Do choral and individual. Get Ss to say the sentences in front of the class. | - Whole class- Individual  |
| **\* Practice** **2. Listen and circle. Then write and say aloud.**1.b, 2.b, 3.a, 4.b. | * **-** Tell pupils that they are going to listen to the recording and circle the correct words.
* - Ask them to listen the sentences and guess the words to fill the gaps.
* - Play the recording for pupils to listen and tick the words.
* - Play the recording again so they can check their answers.

- Get pupils to swap their answers before you check as a class. Then ask them to read the sentences aloud. | - Whole class- Individual |
| **\* Production** **3. Let’s chant***I want to go to the zoo* | - Introduce the chant and ask pupils to do a matching exercise before listening to the chant *I want to go to the zoo.* - Check answers as a class. Then have pupils repeat each line twice.- Call two pairs to the front of the class to chant and do the actions. The rest of the class claps along the rhythm. | - Whole class- Work in groups. |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 7/5/2021

**Week 34 – Period 67**

**Unit 20: WHAT ARE YOU GOING TO DO THIS SUMMER?**

 **Lesson 1 (1.2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to ask and answer about where someone plans to go.

**Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *until, Bay*

-**Sentence patterns:** *Where are you going this summer? I’m going to…..*

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, …

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Spend a few minutes revising the previous unit. Get some pupils to go to the front of the class to say the chant I want to go to the zoo. | Whole class |
| **\* Presentation: 1.Look, listen and repeat**Be going to + Verb is used to show a future plan | **-** Tell the class that they are going to find out about how to ask and answer questions where someone plans to go.- Ask questions: *Who are they? Where are they?* And *What are they talking about?* - Play the recording more than once for pupils to listen and repeat. Do choral and individual repetition, play the recording again. | - Whole class- Individual |
| **\* Practice** **2. Point and say***Where are you going this summer? I’m going to…..* | **-** Tell pupils that they are going to practice ask and answer questions where someone plans to go.- Teach the words and phrases under the pictures.- Point to the first picture and do the task with one pupil as a model. Ask pupils to say the question and the answer chorally. - Ask pupils to practice in pairs, using the prompts and the words/phrases under the pictures. Select some pairs to demonstrate the task in front of the class.  |  - Whole class- Pair work |
| **\* Production**  **Let’s talk**Work in pairs. Ask partners where they are going this summer | - Tell pupils that they are going to practice asking and answering questions where someone plans to go, using *Where are you going this summer? I’m going to…..*- Ask Ss to suggest festivals in Viet Nam and other countries.- Have Ss work in pairs: One pupil asks When is + (festival/holiday)? And the other answers it’s on … .- Select some pairs to role-play the dialogue in front of the class. The rest of the class observes. | - Whole classWork in pairs. |

**4. Consolidation**:

 - T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 7/5/2021

 **Week 34 - Period 68**

**Unit 20: WHAT ARE YOU GOING TO DO THIS SUMMER?**

 **Lesson 2 (1.2.3)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able ask and answer the questions about what someone plans to do, using What do you do at/on + (festivals)? I…

 **Skills**: Listening, speaking skills.

**Language focus:**

-**Vocabulary:** *prepare, in the sea, stay in a hotel, eat seafood, build sandcastles, go on a boat cruise*

-**Sentence patterns:** What are you going to do this summer?- I’m going to…..

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, pen, eraser, pencil…

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test** : Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | Spend a few minutes revising the previous lesson by calling some pupil to the front of the class to sing You are happy in summer holiday!The class may sing the song together and clap hands or do actions. | Whole class  |
| **\* Presentation: 1. Look, listen and repeat** | - Tell the class that they are going to find out about how the characters ask and answer questions about future plans. - Ask pupil to look at the four pictures to identify the characters and the context in which the language is used. Ask pupil questions such as Who are they? Where are they? What are they doing. Check comprehension.- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking.- Play the recording again for Ss to listen & repeat. | - Whole class- Whole class- Individual |
| **\* Practice** **2. Point and say**

|  |  |
| --- | --- |
|  |  |

What are you going to do this summer?- I’m going to….. |  - Tell pupils that they are going to practice asking and answering question about future plans.- Have them look at the bubbles to understand how the language is used. Then ask them to look at the pictures to identify what people do at Tet. Teach the phrases *in the sea, stay in a hotel, eat seafood, build sandcastles, go on a boat cruise*.- Point to the first picture and model the task with one pupil , using the question in the first bubble and the phrase under the picture for the answer. (Teach: What are you going to do this summer?- I’m going to…..). Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.- Ask pupils to practice in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Then select some pairs of pupils to role-play the dialogue in front of the class. | IndividualsPairsPairs |
| **\* Production 3. Let’s talk**- *Where are you going this summer? I’m going to…..*- What are you going to do this summer? | - Tell pupils that they are going to revise what they have learnt in Lessons 1 and 2.- Ask them to work in pairs, one asking the questions *Where are you going this summer?* And What are you going to do this summer?And the other giving the answers. You may suggest more phrases for pupils to use (Select some pairs to role-play the dialogue in front of the class. | Work in pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare new lesson.

Teaching day: 14/5/2021

**Week 35 – Period 69, 70**

**REVIEW 4 (1)**

**I - Objectives:**

 *-* By the end of the lesson, Ss will be able to practice and revise the topics, the language competences, the language knowledge (phonics, vocabulary, sentence patterns) and the language skills (listening, speaking, reading, writing) they have learnt from Unit 16 to Unit 20.

**Skills**: Listening, speaking, reading, writing skills.

**Language focus:**

- **Vocabulary:**

- **Sentence patterns:**

**II - Teaching aids:**

 - Teacher’s aids:Student’s Book *Tiếng Anh 4, r*ecordings,.

*-* Students’ aids*:* Student’s book, workbook, notebook,…

**III - Procedures:**

**1. Organization**: - Greeting.

 - Checking for the students' attendance.

**2. Oral test**: Check pupils’ books, note books ……

**3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Ask Ss sing a song.  | Whole class |
| **\* Presentation:** **1. Listen and tick** 1.b 2.a3.c 4.a5.c | - Tell Ss that they are going to listen to the dialogues and tick the correct pictures. - Check comprehension and elicit information in the pictures and give feedback- Play the recording three times for Ss to listen, do the task and check their answers.- Get Ss to swap and check their answers before checking as a class. | Whole class/Individual |
| **\* Practice** **2. Read and circle**1.a 2.c3. a 4. c**3. Read and match**1d, 2 e, 3 a, 4 b, 5 c **4. Write the answers.** | - Tell the Ss that they are going to read the text and circle the correct words to complete sentences.- Give the S time to read the questions and text in silence. Check understanding.Give them time to do. - Tell the Ss that they are going to read the questions, using the pictures cues.- Ask the S to swap the book before checking as a class.- Tell Ss that they are going to read the sentences on the left and pair them with those on the right by drawing a line between them.- Give 4 mins for Ss to do the task in pairs.- Go around to offer help if necessary.- Get Ss to swap and check their answers before checking as a class.- Call pairs to read.- Tell Ss that they are going to write the answers to the questions, using the pictures cues.- Get Ss to works in pairs. - Go around to offer help if necessary.- Call a few Ss to say. | Whole class/IndividualWhole class/Individual |
| **\* Production** **5. Look and write.** | - Tell the Ss that they are going to complete the text.- Ask them to listen the pictures and guess possible words or phrases to complete the sentences.- Give the Ss time to do.Get the Ss to swap their book before checking as a classCheck and mark some writing. | Individual |

**4. Consolidation:**

- T asks some Ss to summary the lesson.

**5. Home-link:**

- Ss prepare new lesson.

Teaching day: 14/5/2021

**Week 35 – Period 70**

**REVIEW 4 (2)**

**I - Objectives:**

*-* By the end of the lesson, Ss will be able to read, understand and listen to the story.

**Skills**: Listening, speaking, reading skills.

**Language focus:**

-**Vocabulary:**  *Don’t be silly.*

-**Sentence patterns:**

**II - Teaching aids:**

- Teacher’s aids:Student’s Book *Tiếng Anh 4,* recordings.

*-* Students’ aids*:* Student’s book, workbook, notebook, …

**III - Procedures:**

 **1. Organization**: - Greeting.

 - Checking for the students' attendance.

 **2. Oral test**: Check pupils’ books, note books ……

 **3. New lesson:**

|  |  |  |
| --- | --- | --- |
| **Content/Time** | **Teacher’s activities** | **Students’ activities** |
| **\* Warm-up:**  | - Tell Ss that they are going to sing the song” *Where are you going?”***-** Play the recording. |  Whole class |
| **\* Presentation:** **1. Read and listen to the story. Then correct the words in red.***1. lions**2. friendly**3. How**4. T-shirt**5. seventy thousand* | - Tell Ss that they are going to read and listen to the story and correct the words in red.- Ask Ss questions:*Where are Miu and Mary?**What animal can you see at the zoo?**What are Miu and Mary doing in the shop?*- Ask them to read the story in silence. Then play the tape and let the Ss listen. |  Whole class Individuals  |
| **\* Practice** **2. Work in pair. Put the words in the correct order. Then practice the conversation.**  **3. Correct the wrong sentences. (Two are correct)** | - Tell Ss that they are going to put the words in the correct order then practice the conversation.  - Give S time to do the task.-Ask Ss to practice the conversation.- Call a few pairs to act out the conversation.- Correct the pronunciation.- Tell Ss that they are going to read the sentences and see if they are right or wrong and then correct the wrong ones.- Give 4 mins for Ss to do the task in pairs.- Go around to offer help if necessary. | Whole class Pairs  |
| **\* Production**  **4. Unscramble these words from the story.**  | - Tell the Ss that they are going to put the letters in the correct order to make words, and they can find the words in the story.- Do the first word as an example.- Give Ss time to do the task- Ask the Ss to swap the book before checking as a class- Ask some Ss to read aloud the correct words.*1. friendly**2. elephant* *3. animals**4.really**5. goodbye**6. lions* | Individuals Pairs  |

**4. Consolidation**:

- T asks some Ss to summary the lesson.

**5. Home-link**:

- Ss prepare for the test.