**WEEK 16** *Date of preparing: 16/12/2023*

 *Date of teaching: 18/12 – 22/12/2023*

**UNIT 9: OUR SPORTS DAY**

**Lesson 3 (4, 5, 6)**

**I .OBJECTIVES**

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

- Read and show understanding of a text by deciding if the statements are true or false.

 - Read, understand and complete the gapped text about a sports day.

 - Make a sports day poster at home and present them to the class, using the target language.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Game:

Put 4 flashcards into 4 different chairs.

 - Two pupils play each round.

- Teacher speaks a sentence in English. - Have pupils quickly sit on the chair with the sentence on.

- Who is faster is the winner. After the game, have the whole class repeat the sentences in chorus.

**2. Discover to practice the structure**

**Activity 4: Read and tick True or False**

- Ss read and show understanding of a text by deciding if the statements are true or false.

- Ss T supports:

+ Instruct how to do the task

+ Explain new words if apear

+ Set time for ss to do

- Ss do the task in pairs

- Some ss share their answer in front of the class, others give comments.

*Key: 1. T 2. F 3. T 4. F*

**Activity 5: Let’s write**

- SS read, understand and complete the gapped text about a sports day.

T guides:

+ Introduce the topic of the writing

+ Check understanding then elicit the missing words to complete the sentences.

+ Show a model writing for ss to refer

- Ss the task individually (T goes around offering help, if necessary).

- Ss swap their writing to partner

- Some ss writing theirs answers on the board, others give comments.

\* *Extension:* Use mindmap to create a completely talk for ss to practise speaking about themselve.

**Activity 6: Project**

- Ss make a sports day poster at home and present them to the class, using the target language.

T guides:

+ Give instruction how to do the task

+ Make a few questions to check Ss’ comprehension.

+ Show some models for ss to refer

- Ss do the task.

- Some ss present their project, others comment and vote for the best.

**3. Wrap – up.**

**IV. REGULATION:** (Optional)

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**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 1 (1, 2, 3)**

**I. Objectives:**

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

- Understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about if someone was somewhere in the past.

- Correctly say the phrases and use *Were you \_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.* to ask and answer questions about if someone was somewhere in the past.

- Enhance the correct use of *Were you \_\_\_\_\_ last weekend? – Yes, I was. / No, I wasn’t.* to ask and answer questions about if someone was somewhere in the past in a freer context.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Game: Guessing words

**Activity 1: Look, listen and repeat**

Aim: Ss discover the picture and listen to the conversation to identify the context

- Ss look at the pictures to identify the character, place… appear in pictures

*-* Ss learn new words from T

- Ss practise reading the dialoge and guess the meaning

- Ss act out in front of the class, others give comments

- Ss look at their books, listen and repeat then find out the new structure in conversation

**Activity 2: Listen, point and say**

- Ss follow the T to learn some new words

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

 + Introduces and explains the phrases

 + Models with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

Game: Teacher asks 4 pupils to come to the board and act to describe 4 break time activities (play volleyball, play basketball, play chess, play badminton)

Teacher asks the others to look at the pictures on the board and guess which pupils go with which picture.

**Activity 3: Let’s talk**

- Ss talk in pairs, practice further by asking and answering questions about addresses by using provided dialoge in the book.

- T supports:

+ Make a model with a student.

+ Let time for Ps work, goes around and offer help when necessary.

- Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

Game: Pokemon shuffle (ppt)

**Preparation for the project:**

Tell pupils about the project on page 73. Ask them to make their mind maps of where they were on holiday in the previous summer by writing about places, people, food, etc. They will present the results to the class at the Project time.

**IV. REGULATION:** (Optional)

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**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 1 (4-5-6)**

**I. Objectives:**

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

- Listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures.

- Complete two gapped sentences and two gapped exchanges with the help of picture cues.

- Sing the song *Were you on the beach yesterday?* with the correct pronunciation, rhythm and melody.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Revise the previous lesson by asking questions *Were you \_\_\_\_\_ last weekend?* and call on a few pupils to answer the questions.

**2. Discover to practice the structure**

**Activity 4: Listen and tick**

- Ss listen to the recording and tick the correct pictures.

T guides:

+ Aks ss to look at the picture to identify the context and appearances of each.

+ Play the recording twice

- Ss listen to the CD twice and number the correct answers

- Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*\* Assessment through the key: 1.a 2. b*

If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.

**Activity 5: Look, complete and read.**

- Ss complete the gapped sentences and read them aloud with the help of the picture cues.

- Ss pay attention to Pictures to identify the context and appearances of each

T supports:

+ Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

+ Model with sentence 1.

- Ss complete the sentences individually

- A few pupils write their answer on the board, others give feedback.

- Ss practice reading sentences in pair

- Some ss read aloud before class

*Key: 1. the campsite 2. at the zoo 3. the countryside 4. Were – Yes*

**Activity 6: Let’s sing**

- Ss sing the song Were you on the beach yesterday? with the correct pronunciation, rhythm and melody.

T supports:

+ Play the recording all the way through for pupilsto get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.

+ Play the recording again, pausing after each line for pupils to repeat (introduce new words)

+ Play the recording once more for pupils to repeat the whole song.

- Ss practice in groups.

- Some groups sing the song in front of the class. The rest clap their hands at rhythms

**3. Wrap – up.**

T shows 4 pictures on the board and asks pupils to repeat -> Wrap up..

**IV. REGULATION:** (Optional)

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**UNIT 10: OUR SUMMER HOLIDAYS**

**Lesson 2 (1, 2, 3)**

**I. Objectives:**

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

- Understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past. - Correctly say the words and use *Where were you last summer? – I was in \_\_\_\_\_.* to ask and answer questions about where someone was in the past.

- Enhance the correct use of *Where were you last summer? – I was in\_\_\_\_.* to ask and answer questions about where someone was in the past in a freer context.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Review the words of break time activities

- Teacher shows pictures of break time activities and asks individual pupils to repeat.

**Activity 1: Look, listen and repeat**

Aim: Ss discover the picture and listen to the conversation to identify the context

- Ss look at the pictures to identify the character, place… appear in pictures

*-* Ss learn new words from T

- Ss practise reading the dialoge and guess the meaning

- Ss act out in front of the class, others give comments

- Ss look at their books, listen and repeat then find out the new structure in conversation

**Activity 2: Listen, point and say**

- Ss follow the T to learn some new words

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

 + Introduces and explains the phrases

 + Models with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

**Activity 3: Let’s talk**

- Ss talk in pairs, practice further by asking and answering questions about addresses by using provided dialoge in the book.

- T supports:

+ Make a model with a student.

+ Let time for Ps work, goes around and offer help when necessary.

- Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

Game: Lucky star (ppt)

**IV. REGULATION:** (Optional)

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*Xuân Hóa, ngày ... tháng 12 năm 2023*

 **Chuyên môn ký duyệt**

 **P. Hiệu trưởng**

 **Cao Văn Thơm**