**UNIT 4: MY BIRTHDAY PARTY**

**Lesson 1:1,2,3**

**I.DESIRED OBJECTIVES**

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

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

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

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

- Greet the class.

- Sing a song

- Lead into the new lesson.

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

**\*Vocabulary**

- T elicits the new words ( draw a mindmap) January…

 - T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**\* Look, listen and repeat.**

**-** Have pupils look at Pictures a and b and identify the characters in the pictures.

- T supports:

*1. Who are they?*

*2. Where are they?*

*3. In PA: What is Lucy doing ?*

*- How do students answer?*

*4. In PB: What does Bill Nam?How does Lucy answer?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

 + read in pairs.

 + some pairs role play in front of the class.

- Draw their attention to the question *When’s your birthday?*and the answer *It’s in May*. Tell pupils that these are a question and an answer about someone’s birthday.

\*Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

**2. Listen, point and say (15’)**

**-** Have pupils watch a video about months of the year, then introduce the five first months by having them look at the pictures and elicit the names of the months. Have them repeat the word a few times.

- T runs through months of the year under each picture.

-Have pupils point at the pictures,listen to the recording and repeat.

- T models with PA: T: *When’s your birthday? It’s ………………*

- Ss work in pairs to ask and answers 4 pictures ( 3minutes).

- Some pairs to act out in front of the class

\*Assessment: - Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4. Activity 3. Let’s talk.8 minutes**

**-** Draw pupils’ attention to the picture. Have them say the names of the months in the picture. Ask questions to help them identify the context (see *Input*).

**-** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentences.

**-** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.

**-** Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.

\*Assessment - Performance products: Student’s interaction and performance - Assessment tools: Observation; Questions & Answers

**5.Warp -up (3’)**

- Ask students what they have learnt through the lesson

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

\* **Preparation for the project:** Tell pupils about the project on page 33. Ask them to prepare for it at home by making birthday party invitations. Remind them to bring the invitations to class to present them at Project time.

**IV. REGULATION**

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 ***Date of teaching:12/10/ 2024***

**UNIT 4: MY BIRTHDAY PARTY**

**Lesson 1:4,5,6**

**I.DESIRED OBJECTIVES**

- Listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures.

- Complete four target gapped exchanges with the help of picture cues.

- Sing the song *When's your birthday?*with the correct pronunciation, rhythm and melody.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. wram up:** ﻿- Spend a few minutes revising the previous lesson. Get a few pupils to ask and answer questions about what someone wants to eat or drink in front of the class. Have the class make comments.

**2.Activity 4. Listen and number.**

**-** Draw pupils’ attention to the pictures. Elicit the name of the month in each picture.

**-** Play the recording all the way through so that pupils can become familiar with the characters’ voices. Then play the recording for them to listen and number the pictures.

**-** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

**-** Check answers as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.

**Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary. If they repeat well, praise them.

Picture cues:

a. a calendar showing February b. a calendar showing April

c. a calendar showing January d. a calendar showing March

\* Assessment - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers

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

- Have pupils look at thepictures. Have them identify thebirthdays (months) in the pictures.

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

﻿**-** Model Picture 1. Have pupils look at the dialogue. Then have them look at the picture and identify the month. Ask them what is missing in the answer (*March*). Ask them to complete the gap (*When’s your birthday? – It’s in March.*). Repeat the same procedure with Pictures 2, 3 and 4.

**-** Have pupils complete the dialogues individually and nominate a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

Key:1. March 2. May 3. birthday/February 4. When/in April

e. Assessment - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

4. **Activity 6. Let’s sing.**

**-** Draw pupils’ attention to the title and lyrics of the song. Encourage them to point at the pictures to reinforce the understanding.

**-** Play the recording all the way through. Encourage them to listen carefully to the pronunciation and melody.

**-** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**-** Play the recording all the way through and have pupils sing along.

**5. Wrap – up.**

- Ask students about what they have learnt from the lesson.

- Sing the song *When's your birthday?*

**IV. REGULATION**

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 ***Date of teaching:16/10/ 2024***

 **UNIT 4: MY BIRTHDAY PARTY**

**Lesson 2:1,2,3**

**I.DESIRED OBJECTIVES**

- Understand and correctly repeat the sentences in two communicative

contexts focusing on what someone wants to eat / drink.

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

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

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

- ﻿Spend a few minutes revising *Lesson 1* by calling a few pairs of pupils to act out the dialogue in Activity 1. If time allows, have pupils play *Bingo* or *Matching* game using the vocabulary learnt.

**2. Look, listen and repeat (10’)**

**+Vocabulary**

- T elicits the new words

*+ eat : ăn (meaning)*

*+ drink : uống (meaning)*

*+ some : 1 vài, 1 ít (meaning)*

*+ chips : khoaitâyrán (picture)*

*+ grape : nho (picture)*

*+ lemonade: nướcchanh (picture)*

*+ water : nướcuống (picture)*

 - T models *(3 times).*

- T writes the words on the board.

- Checking: Rub out and remember

**+ Look, listen and repeat.**

**-** Have pupils look at Pictures a and b and identify the characters in the pictures (*see Input*).

T supports:

*1. Who are they?*

*2. Where are they?*

*3. In PA: What is Lucy doing ?*

*4. In PB: What food does Lucy want to eat? How about drink?*

- Ss look, listen and repeat:

+ listen and repeat in chorus.(twice)

 + read in pairs.

 + some pairs role play in front of the class.

- Draw their attention to the question *What do you want to eat / drink?*and the answers *I want some jam.*and*I want some juice.* Tell pupils that they are used to ask and answer questions about what someone wants to eat / drink.

\*Assessment - Performance products: Student’s answers

- Assessment tools: Observation; Questions & Answers

**3.Activity 2. Listen, point and say** 10 minutes

- T runs through words under each picture.

-Have pupils point at the pictures,listen to the recording and repeat.

- T models with PA: T: *What do you want to eat?.............................*

- Ss work in pairs to ask and answers 4 pictures ( 3minutes).

- Some pairs to act out in front of the class

\*Assessment: - Performance products: Student's talks and interaction

 - Assessment tools: Observation; Answer keys

**4.Activity 3. Let’s talk.** 8 minutes

**-** Draw pupils’ attention to the picture. Have them say the names of the food and drinks in the picture. Ask questions to help them identify the context (*see Input*).

**-** Have pupils look at the bubbles to understand how the sentence pattern is used. Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue. Make sure pupils understand the structure and say them with the right pronunciation and intonation. Go around to observe and provide help.

**-** Invite some pupils to practise asking and answering questions in front of the class. Praise them if they perform well.

**Extension:** For a more able class, have pupils ask and answer questions about what they want to eat / drink at a birthday party, using the structure learnt.

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

**\*Game: Bomb Star**

- Divide the class into 3 teams.

- Pupils from each team choose a star, then answer the question.

- Pupils answer correctly to get some points or a bomb corresponding to the number of hamburgers.

**5.Wrap up**

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

- Learn vocab by heart.

- Prepare the next lesson: Lesson 2 (4,5,6).

**IV. REGULATION**

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***Date of teaching:17/10/ 2024***

 **UNIT 4: MY BIRTHDAY PARTY**

**Lesson 2: 4,5,6**

**I.DESIRED OBJECTIVES**

- Listen to and understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures.

- Complete two gapped dialogues with the help of picture cues.

- Revise the target vocabulary items through playing the game *Board race*.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

- Greet the class.

- Sing the song When’s your birthday?

\* Guessing game: - T prepare a bag with some food and drink inside it.

 - Get them play the game.

**2.Activity 4. Listen and tick**

**-** Draw pupils’ attention to the food and drinks in the pictures. Elicit the names of the food and drink items.

**-** Play the recording for Question 1 for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.

**-** Repeat Step 2 for Pictures 2a and 2b.

**-** Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board.

- Tell pupils to return the books to their partners

Play the recording for pupils to check their answers again.

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

**Key:** 1. a 2. a

\* Assessment - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers.

**3.Activity5. Look, complete and read.**

**-** Have pupils look at the two incomplete dialogues. Draw their attention to the missing words in the sentences.

**-** Model Dialogue 1. Have pupils look at the dialogue. Ask them what is missing in the question (*What*) and the answer (the food). Then have them look at the picture and identify the food. Ask them to complete the gap (*What do you want to eat, Mary? – I want some grapes.*). Repeat the same procedure with Dialogue 2.

**-** Have pupils complete the dialogues individually and ask a few pairs to read them aloud. Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good.

 **Key:** 1. What; grapes 2. drink; chips

Assessment: - Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys

**4.Activity 6. Let’s play.**

**-** Tell pupils the goal of the game and how to play it. Set a time limit for pupils to play the game.

**-** Divide pupils into two teams. They take turns going to the board and each pupil tries to write one word in the columns *Drinks and Food* as fast as possible.

**-** The team that writes the most words in the set time wins.

**-** Point to the words and have pupils read the words out loud.

**Extension:** If time allows, have pupils play the game using other word sets, e.g. months, countries, days of the week.

**\*Game: Food or Drinks**

- Divide the class into 2 teams.

- Have students look at the words and choose whether they are food or drinks.

- Pupils with correct answers will get some points.

**5. Wrap -up**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**IV. REGULATION**

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***Date of teaching: 18/10/ 2024***

**UNIT 4: MY BIRTHDAY PARTY**

**Lesson 3:1,2,3**

**I.DESIRED OBJECTIVES**

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

- Listen to and demonstrate understanding of simple communicative to identify the target words *jam* and *water* while listening.

- Say the chant with the correct pronunciation and rhythm

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

Greet the class.

﻿- Spend a few minutes revising the previous lesson by asking pupils to play the *Board race* game using the language learnt.

- Ask pupils to open their books at page 32 and look at *Unit 4, Lesson 3, Activity 1.*

**2.Activity 1. Listen and repeat.**

**-** Draw pupils’ attention to the letter *j*, the word *jam*, and the sentence *I like jam*. Play the recording and encourage them to point at the letter / word / sentence while listening.

**-** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good.

**-** Repeat Steps 1 and 2 for the letter *w*.

**-** Have pupils work in pairs or groups to pronounce the sounds of the letters *j* and *w*, say the words *jam* and *water*, and read the sentences *I like jam.*and*I want somewater*. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them..

\* Assessment - Performance products: Student’s answers - Assessment tools: Observation; Questions & Answers

**3.Activity 2. Listen and circle.**

- Have pupils watch the pronunciation video to learn the sounds of the letter w and j.

﻿**-** Draw pupils’ attention to the incomplete sentences and three answer options (*see Input*). Explain what pupils have to do. Check comprehension.

**-** Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options.

**-** Tell pupils to swap books with a partner, then check the answers together as a class. Write the correct answers on the board.

**-** Tell pupils to return the books to their partners. Play the recording so that pupils can check their answers again.

**Extension:** Invite one or two pupils to stand up, listen to and repeat the sentences. If there is time, teacher may have pupils play the Board Race game: Teacher says words, pupils race to slap the corresponding letters/sounds.

**4.Activity 3. Let’s chant.**

**-** Draw pupils’ attention to the lyrics of the chant. Check comprehension.

**-** Play the recording all the way through. Encourage pupils to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letters *j* and *w*, the words *jam* and *water*, and the sentences *There's jam onthe table. I want some jam.*and*There’s water on the table. I want some water.* in the chant.

**-** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.

**-** Play the recording all the way through for pupils to chant along. Encourage them to clap hands while chanting.

**Extension:** Divide the class into two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along.

**\*Minions Game**

- Divide the class into 3 teams.

- Pupils from each team choose a letter, then answer the question

- Pupils answer correctly and get some points corresponding to the number of bananas.

**5. Wrap – up. (3)**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**IV. REGULATION**

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 ***Date of teaching: 19/10/ 2024***

**UNIT 4: MY BIRTHDAY PARTY**

**Lesson 3:4,5,6**

**I.DESIRED OBJECTIVES**

- Read and understand a text (Bill’s letter) and circle the correct answers.

- Complete a gapped text using pupils’ personal information.

- Make birthday party invitations at home and present them to the class by using the target language.

**II. INSTRUCTIONAL RESOURCES**

- Student’s book

- Audio tracks

- Teacher’s guide:

- Hoclieu.vn

- Flash cards/ pictures and posters

- Computer, projector

**III. LEARNING PLAN**

**1. Warm up (5’)**

- Greet the class.

- Sing a song

**2.Activity 4: Read and circle.**

 **-** Draw pupils’ attention to Bill’s letter and read it together as a class. Check comprehension.

**-** Draw pupils’ attention to the incomplete sentences and answer options. Have pupils pay attention to the gap and the three answer options for each sentence. Ask pupils to read the letter again and circle the correct options.

**-** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.

 **-** Tell pupils to return the books to their partners. Ask pupils to look at the board and check their answers again.

***Key:1. b; 2. a; 3. a; 4. b***

**3.Activity 5. Let’s write.**

**\* Goals:** To complete a gapped text using pupils’ personal information.

**\* Procedure:**

**-** Tell the class the goal of this activity: to read the text and fill in the gaps using their personal information. Check their comprehension.

 **-**Write the first sentence on the board. Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say their own names. Give pupils time to write the answers. Repeat the same procedure with the other sentences.

**-** If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work.

**Suggested answer:**

***My name is Tram. I am from Viet Nam. My birthday is in May. I want some apples, sweets and fruit at my birthday.***

**4.Activity 6. Project**

**-** Tell pupils the goal of this activity. Explain that they are going to show the birthday party invitations that they have made at home and tell the class about their birthdays.

**-** Have pupils work in groups of five. Each pupil shows his / her invitation and tells the group about his / her birthday, e.g. My birthday’s in May. Go around the classroom and oﬀer help where necessary (e.g. when pupils need some more vocabulary to talk about their birthdays).

**-** Invite some pupils to show their work and talk about their birthdays. Have pupils stick their invitations on the wall of the classroom as a display.

**- The disabled:** Display their birthday party invitation in front of the class.

**\*Donkey Kong Game**

- Divide the class into 3 teams.

- Pupils from each team choose a chicken, then answer the question.

- Pupils answer correctly and get some points corresponding to the number of bananas.

**5. Wrap -up (3’)**

- Ask students to answer the following questions:

1. *What have you learnt from the lesson today?*

2. *What are the core values of the lesson?*

**IV. REGULATION**

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