

KẾ HOẠCH DẠY HỌC MÔN TIẾNG ANH NĂM HỌC 2024 - 2025

Tuần 12

Thứ	Tiết	Lớp	Tên bài dạy	Ghi chú
Thứ Hai 25/11/2024	3	4E	Unit 5: Leisure time Lesson 1: part 1, 2, 3	
	4	4E	Unit 5: Leisure time Lesson 1: part 4, 5, 6	
	6	5A	Unit 5: Celebrations Lesson 1: part 1, 2, 3	
	7	5A	Unit 5: Celebrations Lesson 1: part 4, 5, 6	
Thứ Ba 26/11/2024	1	5B	Unit 5: Celebrations Lesson 1: part 1, 2, 3	
	2	5B	Unit 5: Celebrations Lesson 1: part 4, 5, 6	
	3	5C	Unit 5: Celebrations Lesson 1: part 1, 2, 3	
	4	5C	Unit 5: Celebrations Lesson 1: part 4, 5, 6	
Thứ Tư 27/11/2024	1	5A	Unit 5: Celebrations Lesson 2: part 1, 2, 3	
	2	5A	Unit 5: Celebrations Lesson 2: part 4, 5, 6	
	3	5D	Unit 5: Celebrations Lesson 1: part 1, 2, 3	
	4	5D	Unit 5: Celebrations Lesson 1: part 4, 5, 6	
	6	5C	Unit 5: Celebrations Lesson 2: part 1, 2, 3	
	7	5C	Unit 5: Celebrations Lesson 2: part 4, 5, 6	
Thứ Năm 28/11/2024	1	4D	Unit 5: Leisure time Lesson 1: part 1, 2, 3	
	2	4D	Unit 5: Leisure time Lesson 1: part 4, 5, 6	
	3	5B	Unit 5: Celebrations Lesson 2: part 1, 2, 3	
	4	5B	Unit 5: Celebrations Lesson 2: part 4, 5, 6	
	6	4E	Unit 5: Leisure time Lesson 2: part 1, 2, 3	
	7	4E	Unit 5: Leisure time Lesson 2: part 4, 5, 6	

Thứ Sáu 29/11/2024	1	4D	Unit 5: Leisure time Lesson 2: part 1, 2, 3	
	2	4D	Unit 5: Leisure time Lesson 2: part 4, 5, 6	
	3	5D	Unit 5: Celebrations Lesson 2: part 1, 2, 3	
	4	5D	Unit 5: Celebrations Lesson 2: part 4, 5, 6	

Văn An, ngày 22 tháng 11 năm 2024

KT. HIỆU TRƯỞNG
PHÓ HIỆU TRƯỞNG

NGƯỜI LẬP KẾ HOẠCH

Nguyễn Thị Ngọc

Vũ Thị Lý

WEEK 12

GRADE 5

Monday, November 25th 2024

UNIT 5: CELEBRATIONS

Lesson 1: Part 1, 2, 3

I. OBJECTIVES

1. Knowledge

- Students can draw out new vocabulary listening and speaking the sentences.

2. Competences

- English competences: Students can use English to learn new vocabulary.
- Common competences: Students can talk about some new topic.

3. Qualities

- Students will learn words relating to the celebrations.
- Students will talk about new vocabulary.

II. EQUIPMENT AND MATERIALS

- Basic things: Student's book, flashcards, photos.
- Advanced things: PPT, laptop, TV.

III. LESSON PROCEDURE

Activity 1: Warm-up

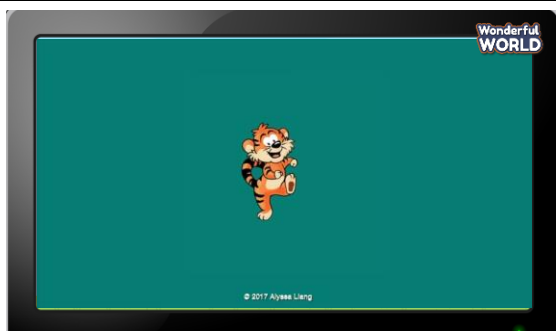
Activity 2: Presentation

Activity 3: Practice

Activity 4: Production

Activity 5: Wrap-up & Assessment

Activity 1: Warm-up (7 minutes) A guessing game "Unscramble the words?"	
a. Aims: Warm up the class with a song that is related to the topic and lead in the new lesson.	
Teacher's Activities	Students' Activities
b. Procedure	
-Greet students. Chatting... " <i>Do you want to hear a song?</i> " -T lets Ss listen to a song and guess what topic it is.	- Greet Teacher - Ss answer: "Yes" - Ss listen to a song - Then, guess what topic it is and answer the T.



- “The teacher will show a song, you can listen to it and guess what is the topic today.”

- Ask Ss to guess and lead in the new topic: Celebrations

- Lead in the new lesson:

Unit 1 – Lesson 1 Parts 1,2,3



- T asks Ss to describe their favourite celebration, what kind of celebration it is, and when and where it takes place.

“What is your favourite celebration? When does it happen? Where does it take place?”

- Then T shows some pictures and questions, let Ss think about those, and answer the following question.

- Ask Ss to tick and say their answer.

- T shows the correct answers.

- Then, T shows them a question and asks Ss to write their answers using some vocabulary and structures that they have learnt before.

-Write down the new topic in their notebooks.

-Answer the question about what their favourite celebration is, when, and where it takes place.

-Look at some pictures and answer the following question.

- Tick the correct answer and say aloud.

-Answer another question about what they do during the festival.

-Make their answer.

-Share their answers with their friends.





-Have Ss work in pairs and share their answers.

Activity 2: Presentation (10 minutes)

a. Aims:

- Ss understand the meaning and pronounce correctly new vocabulary: *celebration, bonfire, colourful, powder, throw, festival*.
- Finish part 1 – listen and read.

b. Procedure

Teacher's Activities	Students' Activities
<p>Lead in: Let Ss look at the picture and answer the question.</p>  <p>-T shows Ss a picture and asks them about the colours they can see in it. <i>"What can you see in this picture? What colours can you see?"</i></p> <p>Part 1. Listen and read.</p> 	<ul style="list-style-type: none"> - Ss can look at the picture and answer about what colour they can see such as: <i>blue, yellow, pink, green, white...</i> -Ss listen to the recording and repeat sentences after each pausing. -Ss read out a sentence from the text again. -Ss underline some new words on their books. -Ss listen and repeat each word. - Take part in the game. - Ss can roll the dice if they have

- Show the pictures and sentences on the screen.
- Play the recording 5.1. Pause after each sentence for Ss to repeat.
- Play the recording 5.1 again. Then ask Ss to read out a sentence from the text.
- Show the text again, and ask Ss to underline some new words.

Underline new words.

Holi is the Festival of Colours in India. The celebration is at the end of winter. It's in late February or early March. Before the festival, people buy colourful powder and paint. The first evening, there are bonfires to start the celebration. The next day, people go on into the streets with the powder and paint. They throw the colours onto other people and into the air. They sing, dance and play. Everybody is happy! The Holi Festival is an exciting, colourful way to start spring.



Wonderful WORLD

Part 2. Listen, point, and repeat.

- Tell Ss to look at the picture, and listen to the recording. Repeat after each word.



festival (n)
/'fes.ti.vel/

Wonderful WORLD

- Play the recording 5.2 again. Pause after each word for Ss to point and repeat.

Listen, point and repeat.



bonfire celebration colourful festival powder throw

Wonderful WORLD

Vocab Checking:

- T shows a "Protect Jungle" game and lets Ss answer the question to help some monkeys protect the jungle.

correct answers.

<div data-bbox="240 159 786 533" data-label="Image"> </div> <p>-If they have correct answers, Ss can roll the dice to get stars.</p>	
<p align="center">Activity 3: Practice – Controlled practice (8 minutes)</p>	
<p>a. Aims:</p> <ul style="list-style-type: none"> - Ss can practice new words through writing skills such as bonfire, colourful, festival, and powder. - Finish task 2 – Unscramble the words and match. <p>b. Procedure</p>	
Teacher's Activities	Students' Activities
<p>-Let Ss participate in the Unscramble words</p> <div data-bbox="237 1187 788 1628" data-label="Image"> </div> <ul style="list-style-type: none"> - Ask Ss to look at the picture and answer the correct words - Tell Ss to match the sentences with the correct photos. - Ask Ss to check them with the whole class. -Let Ss say aloud each sentence individually and in groups. 	<ul style="list-style-type: none"> -Ss do the task individually. -Ss say aloud the definition of words they have learnt.



Activity 4: Production – Free practice (6 minutes)

- a. Aims:** Apply the new words to talk about their favourite celebration
Encourage sts to answer and make full sentences using the new structure.
- b. Procedure**

Teacher's Activities




- T shows Ss a picture and lets them read the text.
- Give them 5 minutes to draw a picture of their favourite celebration.
- Then, use the example and make their text to talk about it.
- Ask some Ss to go to the board and talk about their favourite celebrations.

Students' Activities

- Sts look at the picture and read the text.
- They draw and make their sentences about the celebration.
- Some Ss read aloud their favourite celebration.

Activity 5: Wrap up & Assessment (4 minutes)

Teacher's Activities	Students' Activities
a. Aims: <ul style="list-style-type: none"> - Check students's understanding of what they have learnt. - Students rehearse what they have learnt in the lesson. b. Procedure	
<p>Asks sts to do the assessment.</p> <p>-T gives the assessment to the class and some Ss can answer them.</p>  <ul style="list-style-type: none"> - Check with the class. - Wrap-up * Remember <p>VOCABULARY</p> <p>celebration, bonfire, colourful, powder, throw, festival</p>	<ul style="list-style-type: none"> -Do the assessment. -Check with the teacher - Sts read the wrap-up - Stand up and say goodbye to the teacher.

IV. REMARK AFTER TEACHING (If have)

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UNIT 5: CELEBRATIONS

Lesson 1: Part 4, 5, 6

I. OBJECTIVES

1. Knowledge

- Students can draw out new grammar and new structure through listening and speaking the sentences.

2. Competences

- English competences: Students can use English to learn how to give commands.

- Common competences: Students can talk about some commands.

3. Qualities

- Students will be revised words relating to the celebrations.
- Students will talk about giving commands.

II. EQUIPMENT AND MATERIALS

- Basic things: Student's book, flashcards, photos.
- Advanced things: PPT, laptop, TV.

III. LESSON PROCEDURE

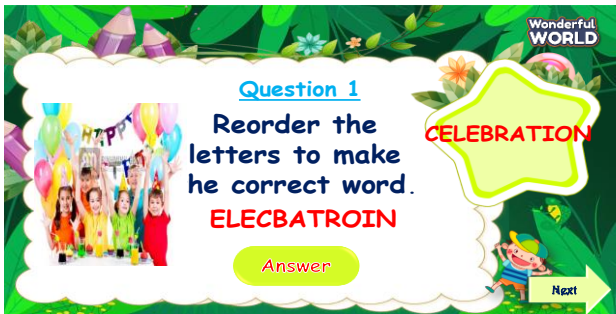
Activity 1: Warm-up

Activity 2: Presentation

Activity 3: Practice

Activity 4: Production

Activity 5: Wrap-up & Assessment

Activity 1: Warm-up (5 minutes)	
A guessing game "Unscramble the words?"	
a. Aims: Warm up the class with a pass-the-ball game to revise the vocabulary (colourful, celebration, festival, powder, throw) and lead in the new lesson.	
Teacher's Activities	Students' Activities
b. Procedure	
1. Greet students. Chatting... "Do you like playing games?" 2. Introduce the game: - Ask Ss to play the "Unscramble the words" game to revise the vocabulary. - T shows the task and some given letters. - Ask Ss to reorder the letters to make the correct words.	- Greet Teacher - Ss answers: "Yes" - Join the activity.
	
- "The teacher will show some letters, and you can reorder them to make correct	


<p>words. If you have the correct answer, you can roll the dice to get stars.”</p> <p>- Let students join the game and lead in the topic and write it down on the board.</p> <p>3. Play the game:</p> <p>- 4 turns to play using 4 words/flashcards: celebration, colourful, raisehand, throw.</p> <p>4. Lead in the new lesson:</p> <p>Unit 1 – Lesson 1 Parts 4,5,6</p>	<ul style="list-style-type: none"> - Look at the question and reorder the words. - Give the correct answers. - Ss roll the dice to get stars if they have correct answers.
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Activity 2: Presentation (10 minutes)

a. Aims:

- Ss understand the meaning and pronounce correctly new structures using commands: *don't*, *let's*
- Finish part 4 – listen and circle.

b. Procedure

Teacher's Activities	Students' Activities
<p>Lead in: Let Ss join the “Choose correct answer” game to learn about the new structure.</p>  <ul style="list-style-type: none"> - T shows Ss a picture with some numbers. - Ask them to choose numbers then look at pictures and choose the correct sentences for the pictures. 	<ul style="list-style-type: none"> -Ss participate in the game. -Raise hand and choose a number. -Answer the questions and through the dart to get stars. -Guess what structure that we learn. - Read the structures a loud. - Write the new structures on their notebooks.



“Look at the pictures and choose your correct sentences for the pictures that you can see.”

“If you have correct answers, you can through the dart to get stars.”

-After participating in the game, Ss can guess what structure we will learn.

- Show Ss the structures and let them write them on their notebooks.



Part 4. Listen and circle(6')




- Show the pictures and sentences on the screen.

- Tell students to look at the photo and say what they can see.

- Look at the picture and answer the question:

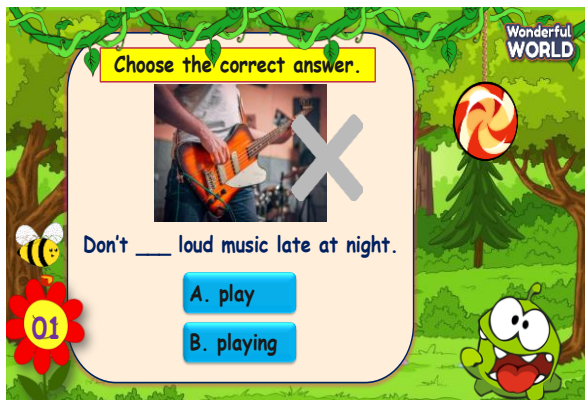
I can some people dancing at a party...

- Look at the first sentence, read it

<p><i>What can you see?</i></p> <ul style="list-style-type: none"> - Ask students to look at the first sentence. Read the sentence and guess the answer. - Listen to the recording and circle the correct words. - Check Ss's understanding of the task. Elicit the first answer. - T plays the recording twice. - Ask ss to read sentences individually and listen to the audio. Then circle the correct words. - Ask some Ss to give correct answers. If they have correct answers, they can come to the board and throw the ball to the dart. - Check answers as a class. <p>Part 4 Then read aloud (4')</p> <ul style="list-style-type: none"> - Then, let's Ss read sentences aloud in groups, individually, and in the whole class. 	<p>aloud, and guess what the answer is.</p> <ul style="list-style-type: none"> - Listen and circle the correct answer. - Ss listen and circle each sentence. Then give the correct answers. - Ss can swap their books and check their friend's results. <p><i>Answer:</i></p> <ol style="list-style-type: none"> 1. <i>don't go</i> 2. <i>don't forget</i> 3. <i>don't throw</i> 4. <i>buy</i> 5. <i>be</i> 6. <i>make sure</i> 7. <i>hope</i> <p>-Then, Ss listen to the sentences again and repeat them twice, individually and in groups.</p>
<p align="center">Activity 3: Practice – Controlled practice (10 minutes)</p>	
<p>a. Aims: - Ss can practice about commands through speaking skills such as: <i>Don't do something! Let's do something!</i> - Finish task 5 – Match and say.</p> <p>b. Procedure</p>	
<p align="center">Teacher's Activities</p>	<p align="center">Students' Activities</p>
<p>-Let's Ss participate in the “Candy Catcher” game to learn about how to give commands using don't and let's.</p>	<ul style="list-style-type: none"> - Ss join the game. - Some Ss raise their hands and answer the questions.



- T asks Ss to look at pictures and questions, and then choose the correct answers.
- If they have the correct answer, the frog will get candy.
- Ss can roll the dice to get stars for their team.



Answers: 1. A 2. A 3. B 4. C

Part 5. Match and say.

5 Match and say



- Ask Ss to look at the picture and answer what they can see in it.

"What can you see in the picture?"

"Who are they?" What are they doing?"

- Ss having correct answers will roll the dice to get stars.

- Ss look at 4 pictures and sentences, then answer what they can see in each picture.

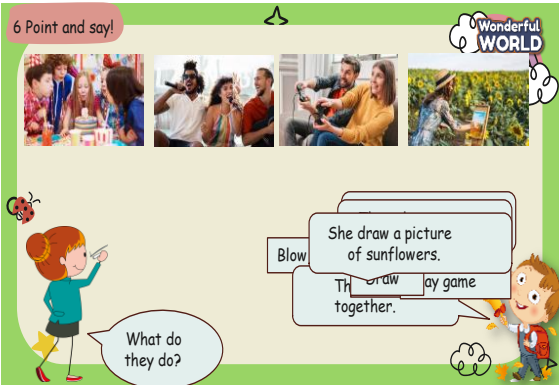
I can see some people gathering together.

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- Ss match the correct pictures to the correct sentences.

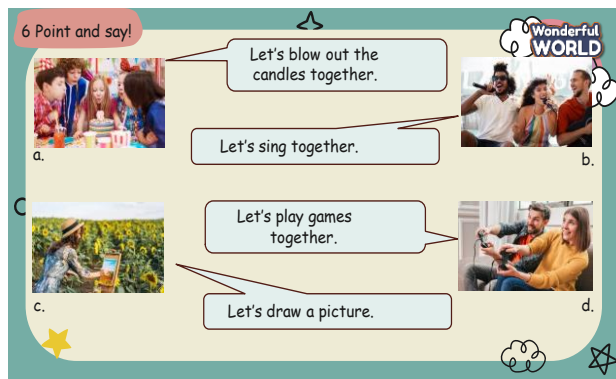
- Some Ss read their answers.

- Ss read sentences individually and in groups.

<ul style="list-style-type: none"> - Tell Ss to match the sentences with the correct photo. - Ask Ss to check them with the whole class. - Let Ss say aloud each sentence individually and in groups. 	
<p align="center">Activity 4: Production – Free practice (6 minutes)</p>	
<p>a. Aims: Apply the grammar to present in front of the class to discuss and make sentences using new structure: <i>Let's do something!</i></p> <p align="center">Encourage sts to answer and make full sentences using the new structure.</p> <p>b. Procedure</p>	
Teacher's Activities	Students' Activities
<p>Task 6: Point and say</p> <ul style="list-style-type: none"> -T shows the pictures and asks Ss what can they see in each picture. -Let Ss read questions and answers. <ol style="list-style-type: none"> 1. "What do they do?" - "They blow out the candle." 2. "What do they do?" - "They sing together." 3. "What do they do?" - "They play games together." 4. "What does she do?" – " She draws a picture."  <ul style="list-style-type: none"> -Tell Ss to look at the picture and make the sentences using structure: <i>Let's do something!</i> - Elicit the first example. Check whether Ss 	<ul style="list-style-type: none"> -Sts look at the picture and answer the questions they can see. <ul style="list-style-type: none"> -Ss say aloud some activities of those pictures. <ul style="list-style-type: none"> -Ss look at the picture and make sentences using structure. - Listen to the T - Make their sentences and write them in their notebooks. - Check the notebook for their friends. - Say aloud sentences.

understands the task.

- T shows Ss each picture and asks them to make sentences and answer.
- Let Ss write down their answers in the notebooks, then let their partners check their friend's results.



- Ask Ss to say aloud each sentence.

Activity 5: Wrap up & Assessment (4 minutes)

Teacher's Activities

Students' Activities

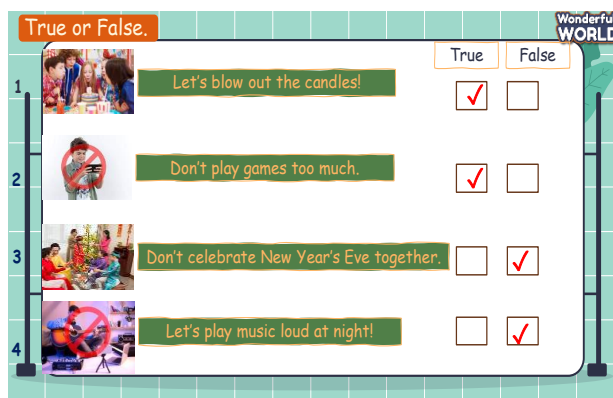
a. Aims:

- Check students's understanding of what they have learned.
- Students rehearse what they have learned in the lesson.

b. Procedure

Asks sts to do the assessment.

-T gives the assessment to the class and some Ss can answer them.



- Check with the class.
- Wrap-up
- * Remember

- Do the assessment.
- Check with the teacher
- Sts read the wrap-up
- Stand up and say goodbye to the teacher.

STRUCTURE	
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- | | |
|---|--|
| <ul style="list-style-type: none">- Let's blow out the candles together!- Don't throw the paint at the wall! | |
|---|--|

IV. REMARK AFTER TEACHING (If have)

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UNIT 5: CELEBRATIONS

Lesson 2: Part 1, 2, 3

I. OBJECTIVES

1. Knowledge

- Students can draw out new grammar and new structure through reading and listening to the sentences.

2. Competences

- English competences: Students can use English to introduce one of the traditional festivals in Vietnam.

- Common competences: Students can talk about the Mid-Autumn Festival.

3. Qualities

- Students will be revised about some activities they can do in the Mid-Autumn Festival.

- Students will talk about the things and activities in the Mid-Autumn Festival.

II. EQUIPMENT AND MATERIALS

- Basic things: Student's book, flashcards, paper, colour.

- Advanced things: PPT, laptop, TV.

III. LESSON PROCEDURE

Activity 1: Warm-up

Activity 2: Presentation

Activity 3: Practice

Activity 4: Production

Activity 5: Wrap-up & Assessment

<p>Activity 1: Warm-up (5 minutes)</p>

<p>A choosing game "Choose correct answer"</p>
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a. Aim: Warm up the class with a choosing correct answer game to revise the content of the previous lesson (*Let's __, Don't __*) and lead in the new lesson.

Teacher's Activities

Students' Activities

b. Procedure

1. Greet students. Chatting...
"Do you like playing games?"
2. Introduce the game:
 - Ask Ss to play the "Choose the correct answer" game to revise the vocabulary and structures.
 - T shows sentences and pictures. Ss can look at the picture to choose the correct answer. If they can choose the correct one, they can roll the dice to get stars for their team.



- "Teacher will show pictures and sentences, you can look at them and choose the answers. If you have the correct answer, you can roll the dice to get stars."
- Let students join the game and lead in the topic and write it on the board.
- 3. Play the game:
 - 4 turns to play using 4 pictures: celebrate, don't, powder, Mid-Autumn Festival
- 4. Lead in the new lesson:
Unit 5 – Lesson 2 Tasks 1,2,3

- Greet Teacher
- Ss answers: "Yes"
- Work in 4 teams.
- Join the activity.


- Look at the pictures and choose the correct answers.
- Ss roll the dice to get stars if they have correct answers.

Activity 2: Presentation (14 minutes)

a. Aims:

- Ss understand the meaning of words and paragraphs about the Mid-Autumn Festival; pronounce new words correctly such as *lantern, lion dance, lunar month, mooncake, Mid-Autumn Festival, parade*
- Finish task 1- Circle correct words.
- Finish task 2- Listen, point and say.

b. Procedure

Teacher's Activities	Students' Activities
<p>Lead in: Let Sts look at the picture and answer some questions. (1')</p>  <ul style="list-style-type: none"> - Show the video on the screen. Tell students to answer what they can see. <ul style="list-style-type: none"> - <i>Where can you see?</i> - <i>What is this festival?</i> 	<ul style="list-style-type: none"> -Look at the picture. - Answer 2 questions: <ul style="list-style-type: none"> + “I can see lanterns, children, colourful lanterns” + “This is the Mid-Autumn Festival.”
<p>Task 1. Listen and read. Then circle (7')</p> <ul style="list-style-type: none"> -Ask Sts to read the statement, then let Sts listen to the paragraph. -Play the recording. Pause after each sentence and ask Sts to repeat. - Let Sts read the paragraph in pairs and groups. 	<ul style="list-style-type: none"> -Sts read the paragraph individually. -Listen to the recording. -Repeat after each sentence. - Read the statement in pairs and groups.

-T plays the recording again, then asks Sts what they think is interesting about the Mid-Autumn Festival.

“What do you think are interesting activities in the Mid-Autumn Festival?”

- Ask Sts to look and say aloud each sentence.

- Elicit the first example: *“The Mid-Autumn Festival is also called the Full Moon Festival. So, we can circle Full Moon festival”*

-Then circle the correct answers.

Listen. Then circle



1. The Mid-Autumn Festival is also called the Full Moon Festival / August Festival.

2. The Mid-Autumn Festival is on the 14th / 15th day of eighth lunar month.

3. Children can enjoy monkey dances / lion dances during the Mid-Autumn Festival.

4. People often eat mooncakes / birthday cakes during the Mid-Autumn Festival.

- Check their results in the whole class.


“2. The Mid-Autumn Festival is on the 15th day of the eighth lunar month.

3. Children can enjoy lion dances during the Mid-Autumn Festival.

4. People often eat mooncakes during the Mid-Autumn Festival.”

- Ask Sts to read the paragraph again and underline the new words.

Underline new words



The Mid-Autumn Festival, or the Full Moon Festival, is a traditional festival in Vietnam. It is on the 15th day of the eighth lunar month. There are many fun activities. Families often get together to admire the full moon, enjoy mooncakes and watch lion dances. Children make colourful lanterns in many shapes and carry them in a parade through the streets. They also enjoy listening to stories about the Mid-Autumn Festival. They sing and dance, too. Everybody has a lot of fun.

- After listening to the recording, Sts answer what they think is interesting about the festival.

“I think children can make lanterns by themselves”

- Sts read 4 sentences and look at the first example.

- Sts circle the rest of the task.

2. 15th

3. lion dances

4. mooncakes

- Raise hands and choose their correct words.

- Check their results.

- Underline some new words: “lantern, lion dance, mooncake, lunar month,

Task 2. Listen, point and repeat. (6')



- Show the picture on the screen.
- Tell students to look at the photo and say what they can see.

“What can you see in the Mid-Autumn Festival?”

- Ask students to listen and repeat the words.
- T plays the recording again, then asks them to point and say the words.
- Ask ss to read words in chorus, in groups and individually in each sentence.



Mid-Autumn Festival, parade”

- Look at some pictures.
 - Answer the question: *“I can see lanterns”*.
 - Listen to the recording and repeat after each word.
 - Listen again and point, then say the word correctly.
 - Sts read aloud individually, in groups, and in the whole class.
- “lantern, lion dance, lunar month, mooncake, Mid-Autumn Festival, parade”*

Activity 3: Practice – Controlled practice (6 minutes)

a. Aim:

- Ss can practice some new words and structure through a game “Who wants to be a Millionaire?”

b. Procedure

Teacher’s Activities	Students’ Activities
- Let Sts participate in the Game “Who	- Sts participate in the Game.

wants to be a Millionaire?"



- T shows the questions and 4 answers. Sts can choose the correct one.

- Let them read aloud the correct answers.



-If they have the correct answer, they can play the dart to get stars.

- Raise hands and choose the correct answers.

- Read aloud their correct answers.

- Throw the dart to get stars.

Answers:

1. B Mid-Autumn Festival
2. A lanterns
3. B Mooncakes
4. C They watch lion dance
5. C It's on 15th
6. D parade

Activity 4: Production – Free practice (6 minutes)

a. Aims: Apply the grammar and new vocabulary presented in front of the class to discuss and make sentences using: *lantern*, *lion dance*, *lunar month*, *mooncake*, *Mid-Autumn Festival*, *parade*.

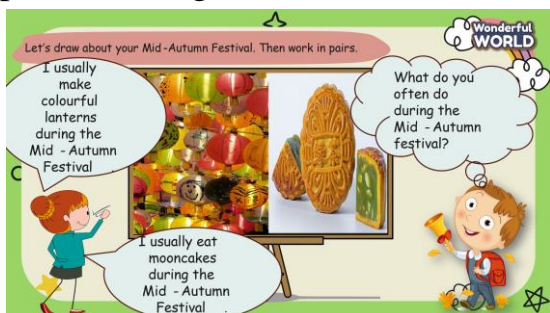
Encourage sts to answer and make full sentences using new words.

b. Procedure

Teacher's Activities

Task 3: Let's talk

-T shows the pictures and asks Ss to find out what activities they can do with the things in the picture during the Mid-Autumn festival.



Students' Activities

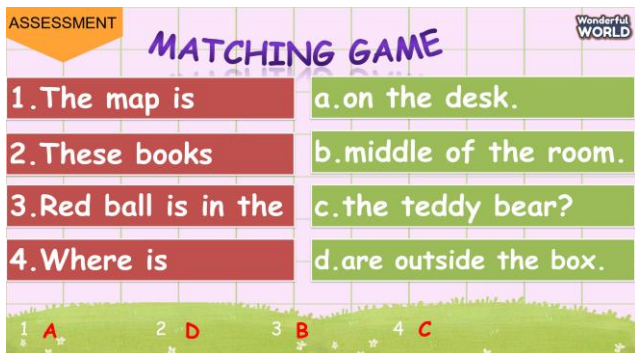
-Sts look at the picture and answer what activities they can do in the festival.

- Look at the pictures.

- Read the sentences. Choose the correct answers.

<p>-Let's Sts read aloud their sentences. Then, ask them to work in pairs, using the model sentences as an example.</p> <p><i>A: "What do you often do during the Mid-Autumn Festival?"</i></p> <p><i>B: I usually make colourful lanterns during the Mid-Autumn Festival."</i></p> <p><i>C: I usually eat mooncakes during the Mid-Autumn Festival.</i></p> <p><i>D: I often watch lion dances during the Mid-Autumn Festival.</i></p>	<p>- If they have the correct answer they can roll the dice to get stars for their team.</p> <p>- Sts work in pairs to make questions and answers using the sentences in the game.</p>
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Activity 5: Wrap up & Assessment (4 minutes)

Teacher's Activities	Students' Activities
<p>a. Aims:</p> <ul style="list-style-type: none"> - Check student's understanding of what they have learned. - Students rehearse what they have learned in the lesson. <p>b. Procedure</p>	
<p>Asks sts to do the assessment.</p> <p>- T gives the assessment to the class and some Ss can answer them.</p>  <p>- Check with the class.</p> <p>- Wrap-up</p> <p>* Remember</p> <p>VOCABULARY</p> <p><i>Inside, outside, in the middle of, below, above</i></p> <p>STRUCTURE</p> <p><i>"Where is the map?" – "It's in the middle</i></p>	<ul style="list-style-type: none"> - Do the assessment. - Check with the teacher - Sts read the wrap-up - Stand up and say goodbye to the teacher.

of the room.”

IV. REMARK AFTER TEACHING (If have)

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Unit 5. CELEBRATIONS

Lesson 2: Part 4, 5, 6

I. OBJECTIVES

1. Knowledge

- Students review words relating to celebrations.
- Students learn the usage of *countable/uncountable nouns*.

2. Competences

- English competences: Students can use English to talk about the celebrations.
- Common competences: Students can draw their celebrations and introduce them to their friends.

3. Qualities

- *Students will*
 - + show respect and sensitivity towards the traditions they study.
 - + understand the ethical implications of studying traditions is crucial.

II. EQUIPMENT AND MATERIALS

- Basic things: Student's book, flashcards, photos, papers
- Advanced things: PPT, laptop, TV.

III. LESSON PROCEDURE

Activity 1: Warm-up

Activity 2: Practice

Activity 3: Production

Activity 4: Wrap-up & Assessment

Activity 1: Warm-up (5 minutes)

A Zoom game

a. Aims: Welcome students. Warm the class up with a game to recall the symbols of the celebrations (festivals)

Teacher's Activities

Students' Activities

b. Procedure	
<p>-T: Do you want to play games? Now, Let's zoom into the picture. What do you see?</p> <p>Based on these visual clues, it appears to be a festival or cultural celebration. And tell me what's the festival?</p> <p>1. A Christmas tree. → It's Christmas. Can you see Santa Claus?</p> <p>2. A Cake. Do you know its name? – It's a moon cake. When do you see it? – In the Mid Autumn festival.</p> <p>(Moon cakes are traditionally eaten during this festival, symbolizing reunion and togetherness.)</p> <p>3. Wow, Money. Can you see the red envelope? What festival do you think about?</p> <p>- It's Tet or Lunar New Year. Lucky money is a symbol of good luck and blessings for the upcoming year.</p>	<p>- Greet Teacher</p> <p>- Join the activity.</p>
Activity 3: Practice – Controlled practice (8 minutes)	
a. Aims: Ss can identify the nouns (countable and uncountable nouns)	
b. Procedure	
Teacher's Activities	Students' Activities
<p>- Explain to the students that they will fill in the missing words in sentences based on the pictures you will show them.</p> <p>- Display each picture to the students one by one.</p> <p>- T will show the pictures in the sentences so that students will fill in the correct word.</p> <p>- After showing each picture, ask the students to fill in the blank in the sentence with the correct word they see in the picture.</p> <p>- Go through each sentence and ask students to share their answers. Discuss why they</p>	<p>- Fill the words.</p>

chose that particular word (***countable or uncountable nouns***) and confirm if it's correct.

- Summarize the activity by reviewing key vocabulary words

***Answer Keys:**

1. *Beer*
2. *Mooncakes*
3. *Balloons*
4. *Food*
5. *Housework*

- Then, help students review the words by Part 4

B. Part 4. Listen, read and match. TR: 5.6

- Tell students to match the sentence with a photo.
- Check students understand the task
- Check answers as a class. Ask Students to say aloud the sentences.

C. Game: Lucky balloons.

-By choosing the ball, students give the correct words and get the stars if they answer correctly.

The game helps students to identify more nouns:

1. Lanterns
2. Pieces of cakes
3. Music
4. Balloons
5. money

-The teacher can ask students some questions like this: Is this a countable or uncountable noun? Can you add "s" after **money**?

- *No. Yes, of course. Money is an uncountable noun.*
- *T says: " S" will be added after countable nouns.*

- Match

- Play the game.

D. Countable and Uncountable Nouns



-Give the grammar presentation of **Countable and Uncountable Nouns**.

Activity 4: Production – Free practice (6 minutes)

a. Aims:

Apply their understanding in discovering their favourite festival to draw and talk with their friends

b. Procedure

Teacher's Activities	Students' Activities
<p>1. Brainstorming and Vocabulary Development:</p> <p>-Encourage students to brainstorm a list of nouns related to festivals. These can include countable nouns like "decorations," "costumes," "parades," and uncountable nouns like "music," "food," "joy."</p> <p>2. Drawing Activity:</p> <p>-Ask students to choose their favorite festival and draw a scene or elements related to it. They can include both countable and uncountable nouns in their drawings.</p> <p>3. Talking with Friends:</p> <p>-After drawing, have students pair up or work in small groups. Ask them to describe their drawings and discuss their favorite festivals with their friends.</p> <p>-Prompt them to use both countable and uncountable nouns in their descriptions. For</p>	<p>- Draw and say in front of the class.</p> <div data-bbox="893 1299 1324 1545"> </div>

example:

"In the drawing, you can see colorful decorations hanging everywhere. "During the festival, we enjoy listening to traditional music and tasting delicious food. People wear beautiful costumes and participate in lively parades."

4. Feedback and Discussion:

-Facilitate a class discussion where students can share what they learned about each other's favorite festivals. Encourage them to identify and explain the use of countable and uncountable nouns in their descriptions.

Activity 5: Wrap up & Assessment (4 minutes)

Teacher's Activities

Students' Activities

a. Aims:

- Check students's understanding of what they have learned.
- Students rehearse what they have learned in the lesson.

b. Procedure

- Ask sts to do the assessment.
- T gives the assessment to the class and some Ss.

Read the paragraph. Write T (true) or F (False)

Mid-Autumn Festival is a joyful time for Vietnamese families. We celebrate under the round and bright full moon. One of the favorite treats we eat during this festival is mooncake, which are delicious filled with sweet ingredients like bean or salted egg yolk. Children love carrying colorful lanterns made from paper or plastic, often shaped like animals or fruits. Families come together for a special dinner and enjoy storytelling about the Moon Lady, who lives on the moon with her rabbit. It's a time for gratitude, happiness, and fun games with lanterns.

1. The Mid-Autumn Festival is also known as Tết Trung Thu in Vietnam. ☒ T
2. The Moon Lady lives on the sun ☐ F
3. Families gather for a special dinner during the Mid-Autumn Festival in Vietnam. ☒ T
4. Lanterns are not used during the Mid-Autumn Festival in Vietnam. ☐ F

- Check with the class.

- Wrap-up

* Remember

Vocabulary:

- Do the assessment.
- Check with the teacher
- Sts read the wrap-up
- Stand up and say goodbye to the teacher.

Review Vocabulary: lantern, lion dance, lunar month, mooncake, Mid-Autumn Festival, parade. Grammar: Countable / Uncountable nouns ● He buys six colourful balloons for me on my birthday. ● Minh has to do a lot of housework for his home before the Lunar New Year.	
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IV. REMARK AFTER TEACHING (If have)

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GRADE 4

UNIT 5: LEISURE TIME

Lesson 1: Part 1, 2, 3

I. OBJECTIVES

1. Knowledge: By the end of the lesson, Students will be able to

- Identify some weather phenomena: *cloudy, windy, snowy, stormy*.
- Listen to and read a dialogue about the weather.

2. Competences

- English competences: Students can talk about different weather and what they are wearing for different kinds of weather
- Common competences: Students will have the opportunity to develop *logical thinking* and develop *communication* among friends.
- Core competences: motivation, communication, creativity, collaboration.

3. Qualities

Students will:

- Develop a love for different weather.
- Be confident and active in communicating with friends and their teachers.

II. EQUIPMENT AND MATERIALS

- Student's book, flashcards, track 5.1, track 5.2.
- PowerPoint (PPT) presentation, projector/ laptop, speaker.

III. LESSON PROCEDURE

Teacher's Activities	Students' Activities
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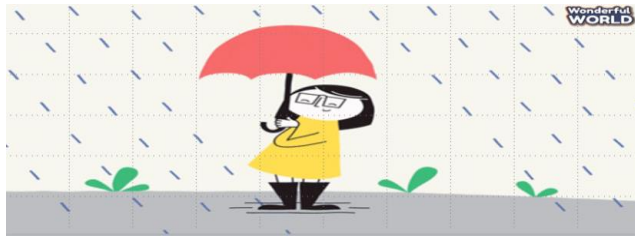
Activity 1: Warm-up (5 minutes)

a. Aims: Review some kinds of weather and engage students in the topic “weather” of the lesson.

b. Procedure

Warm-up: Play a small game “**Guess weather**”

- The teacher asks SS to listen to the sound and guess what weather it is.
- T calls Ss to answer and check their answers.
- T asks Ss to repeat the names of the weather.

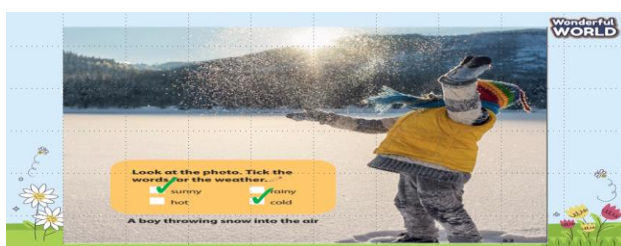


Answer keys:

1. *Rain*
2. *Wind*
3. *Storm*
4. *Sunshine*

Lead in: Photo time!

- T shows the picture of a boy throwing snow into the air and gives students some questions: What can you see? What is he wearing? Is it sunny/ rainy/cold/ hot?
- T calls SS to answer and check their answers.
- T introduces that they will learn about “Weather” today.
- Write on the board “Leisure time” and introduce the lesson.



- Listen to the sound and guess.
- Answer the questions.
- Repeat the name of the weather.

- Listen to the teacher.
- Answer the questions.
- Listen to the teacher.

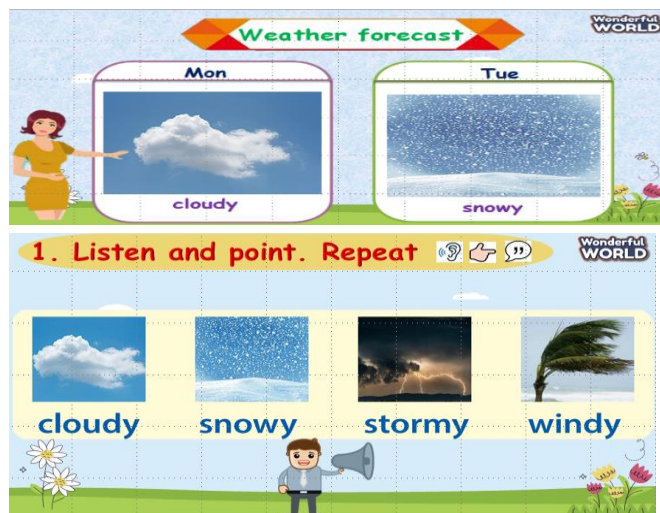
Activity 2: Presentation (8 minutes)

a. Aims: Present new vocabulary about some weather phenomena.

b. Procedure

Task 1: Listen and point. Repeat. (Track 5.1)

- Use flashcards to introduce the vocabulary and structure of the lesson.
- Say the words for students to repeat in the chorus.
- Say a word for students to repeat then point.
- Play track 5.1 for the students to listen to, point to, and repeat the words in chorus and groups.
- Check their pronunciation and give them feedback.



VOCABULARY CHECKING:

- Show pictures in random order and ask students to read aloud the correct words.
- Ask SS to say the words again.
- Check and give them feedback.



- Listen to the teacher.
- Repeat after the teacher.
- Listen and repeat then point.
- Listen to track 5.1, point, and repeat the words.

- Look and answer.
- Read aloud the words.
- Listen to the teacher.

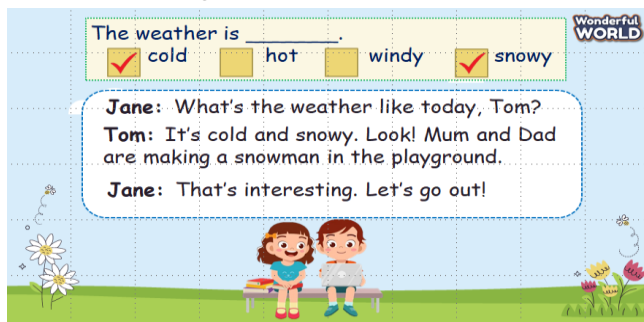
Activity 3: Practice (10 minutes)

a. Aims: Controlled practice: to listen to and read a dialogue about the weather, then make sentences to describe the weather.

b. Procedure

Task 2: Listen and read. Tick.

- Ask SS to identify the names of characters in the dialogue.
- Play track 5.2 and let SS listen to the dialogue, then repeat each sentence.
- Ask SS to read again, then tick the correct answers.
- Let Sts read the dialogue by role-playing “Jane and Tom” to practice the words and the sentences.
- Check and give them feedback.



- Answer the teacher.
- Listen to track 5.2 and repeat each sentence.
- Read and tick the correct answers.
- Role-play 2 characters: Jane and Tom to practice the dialogue.
- Listen to the teacher.

Task 3: Look and say:

- Look at the picture and let SS write the sentences and say these sentences like the example.
- Call SS to say aloud in front of the class.
- Check and give them feedback.



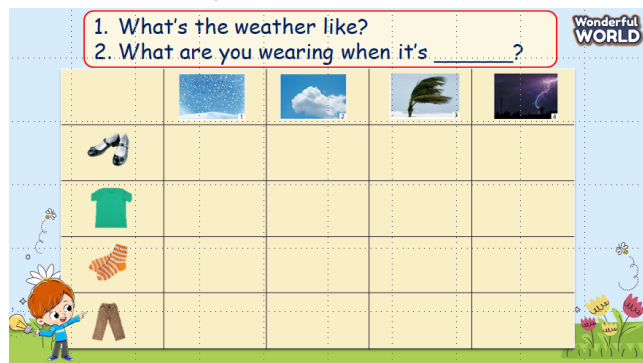
- Write the sentences and say.
- Say aloud in front of the class.

Activity 4: Production (9 minutes)

a. Aims: Apply vocabulary to the real world.

b. Procedure

- **Work in pairs.**
- Ask SS to look at the board and identify what they can see.
- Guide SS to answer 2 questions on the slides.
- Work in pairs and discuss what they are wearing in different kinds of weather.
- Call pairs to present in front of the class.
- Check and give feedback.



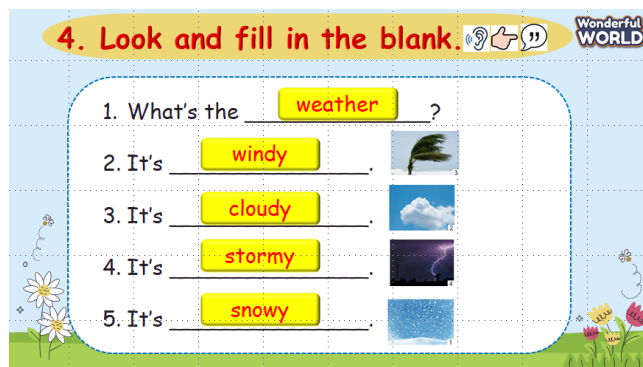
- Look at the board and answer the questions on the slides.
- Work in pairs and discuss.
- Some pairs present in front of the class.
- Listen to the teacher.

Activity 5: Assessment (3 minutes)

a. Aims: Consolidate the content of the lesson.

b. Procedure

- Ask sts to do the assessment.
- Check with the class.



- Do the assessment.
- Check with the teacher.

IV. REMARK AFTER TEACHING (If have)

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UNIT 5: LEISURE TIME

Lesson 1: Part 4, 5, 6

I. OBJECTIVES

1. Knowledge: By the end of the lesson, Students will be able to

- Review some weather phenomena: *cloudy, windy, snowy, stormy*.
- Learn words and phrases related to the topic: *Weather and Season: spring, er, autumn, winter*.

2. Competences

- English competences: Students can talk about different weather in different
ns.
- Common competences: Students will have the opportunity to develop
critical thinking and develop *communication* among friends.
- Core competences: motivation, communication, creativity, collaboration.

3. Qualities

Students will:

- Develop a love for different weather in different seasons in a year.
- Be confident and active in communicating with friends and their teachers.

II. EQUIPMENT AND MATERIALS

- Student's book, flashcards, track 5.3, a pen, and A4 paper.
- PowerPoint (PPT) presentation, projector/ laptop, speaker.

III. LESSON PROCEDURE

Teacher's Activities	Students' Activities
Activity 1: Warm-up (5 minutes)	
a. Aims: Review the vocabulary of the weather which they have learned from the previous lesson.	
b. Procedure Warm-up: Play a small game “ Hangman ” -The rule of the game: -T divides the class into 2 teams. -The teacher asks SS to say the different letters to guess the names of the weather. -T calls Ss to answer and check their answers. Which team has the correct answer will get 1 point. Which team has the most points will be the winner. T asks Ss to repeat the names of the	-Listen and answer the questions. -Guess the name of the weather - Answer the questions to get points. -Repeat the name of the weather.

weather.



Answer keys:

1. windy
2. stormy
3. snowy
4. cloudy

Lead in:

- T introduces that they will learn about “Weather in each season in a year” today.
- Write on the board “Leisure time” and introduce the lesson.

- Listen to the teacher.
- Answer the teacher.

Activity 2: Presentation (8 minutes)

a. Aims: Present the question and the answer about the weather.

b. Procedure

Task 1: Listen and point. Repeat. (Track 5.3)

- Use flashcards to introduce the vocabulary and structure of the lesson.
- Say the words for students to repeat in the chorus.
- Say a word for students to repeat then point.
- Use flashcard “winter” to introduce the structure of the lesson.
- Say the structure for SS to repeat in the chorus.
- Play track 5.3 for the students to listen to, point to, and repeat the words in chorus and groups.
- Call pairs of SS to present in front of the


- Listen to the teacher.
- Repeat after the teacher.
- Listen to the teacher.
- Listen and repeat the structure.
- Listen to track 5.3, point and repeat the words
- Some pairs present in front of the class.
- Listen to the teacher’s feedback.

class.

- Check and give them feedback.

4. Listen and repeat.

Wonderful WORLD



1. What's the weather like today? 2. What's the weather like in winter?

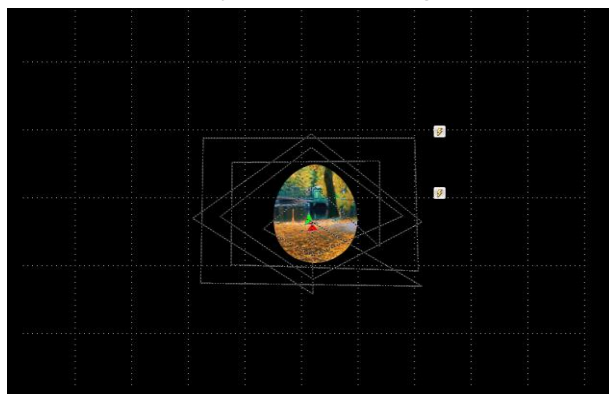
2 - It's windy. 4 - It's cold and snowy.

VOCABULARY CHECKING:

- Show pictures behind the black circles and ask students to guess the correct words. Then choose the kind of weather for each season.

- Check and give feedback.

- Ask SS to say the words again.



-Look at the pictures and guess the words.

- Listen to the teacher.

- Read aloud the words.

Activity 3: Practice (10 minutes)

a. Aims: Controlled practice: Make the sentences based on the structure they have learned.

b. Procedure

Task 5: Look and say

- Ask SS to identify the names of pictures and words under them.

- Ask SS to look at the board and call a student to role-play with T, then ask SS to work in pairs in 3 min.

- Let SS work in pairs and present in front of the class by spinning the circle to choose

-Answer the teacher

-Role-play.

-Work in pairs.

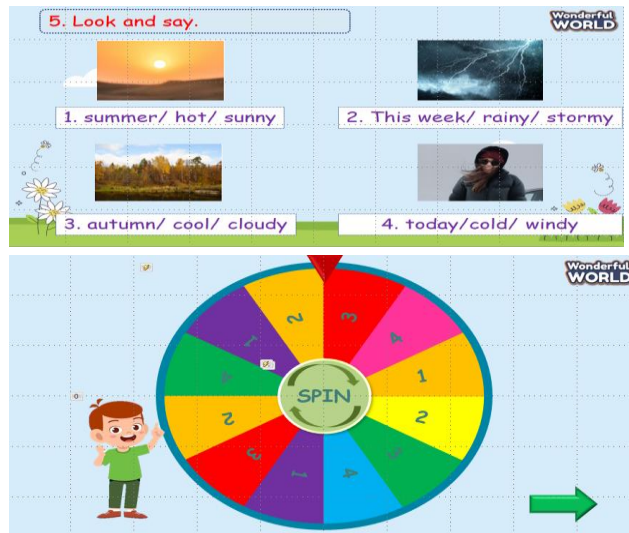
- Present in front of the class.

- Listen to teacher's comments.

- Write the sentences and say.

which picture they say.

- Call SS to present in front of the class and give them comments.
- Call Ss to write the correct answers on the board.
- Give them feedback.



- Listen to teacher's feedback.

Activity 4: Production (9 minutes)

a. Aims: Apply vocabulary and structure to make a small conversation about the weather with their classmates.

b. Procedure

6. Let's play.

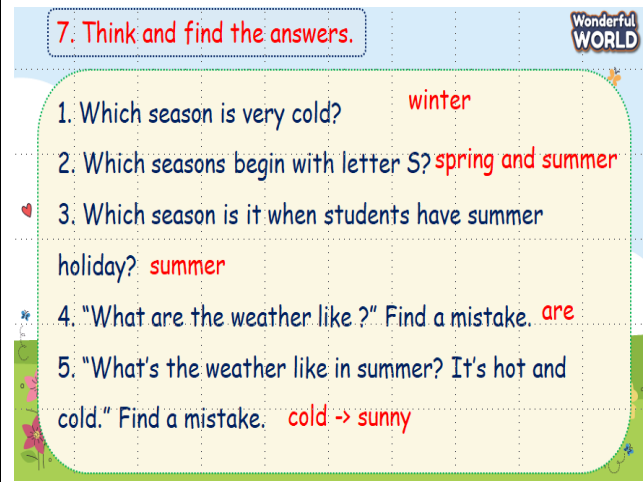
- Work in pairs.
- Ask SS to look at the board and call a student to make a conversation.
- Ask SS to prepare a pen and paper to draw the weather in 2 min. Then ask them to work in pairs to ask and answer.
- Call pairs to present in front of the class.
- Check and give feedback.



- Work in pairs and make a conversation.
- Draw the weather.
- Practice asking and answering about what you draw
- Some pairs present in front of the class.
- Listen to the teacher's feedback.

Activity 5: Assessment (3 minutes)

a. Aims: Consolidate the content of the lesson.

<p>b. Procedure</p> <ul style="list-style-type: none"> -Ask sts to do the assessment. - Check with the class. 	<ul style="list-style-type: none"> - Do the assessment. - Check with the teacher.
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IV. REMARK AFTER TEACHING (If have)

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UNIT 5: LEISURE TIME

Lesson 2: Part 1, 2, 3

I. OBJECTIVES

1. Knowledge: By the end of the lesson, Students will be able to

- Learn words and phrases related to the topic *Leisure activities: jump rope, play hide-and-seek, play on the seesaw, ride a horse.*
- Listen to and read a dialogue about leisure activities.

2. Competences

- English competences: Students have the ability to talk about different leisure activities and answer questions about what they are doing or what he/she is doing.

- Common competences: Students will have the opportunity to develop *logical thinking* and develop *communication* among friends.

- Core competences: motivation, communication, creativity, collaboration.


3. Qualities

Students will:

- Develop a love for different leisure activities.
- Be confident and active in communicating with friends and their teachers.

II. EQUIPMENT AND MATERIALS

- ### III. LESSON PROCEDURE

Teacher's Activities	Students' Activities
Activity 1: Warm-up (5 minutes)	
<p>a. Aims: Elicit some words that are used in vocabulary about leisure activities.</p>	
<p>b. Procedure</p> <p>Warm-up: Play a small game “Puzzle game”</p> <ul style="list-style-type: none"> -The teacher asks SS to identify different colours and choose a colour to guess the image behind the puzzles. -T calls Ss to answer and check their answers. -T asks Ss to repeat the names of objects in the image. 	<ul style="list-style-type: none"> -Play the game -Choose a colour and answer the questions. -Repeat the names of objects.
<div style="text-align: center;">  </div> <p><i>Answer keys:</i></p> <ol style="list-style-type: none"> 1. rope 2. horse 3. seesaw 4. hide-and-seek <p>Lead in:</p> <ul style="list-style-type: none"> - T introduces that they will learn about “leisure activities” which use the words in warm-up today. - Write on the board “Leisure time” and introduce the lesson. 	
Activity 2: Presentation (8 minutes)	
<p>a. Aims: Identify some leisure activities via the listening task</p>	
<p>b. Procedure</p>	

Task 1: Listen and point. Repeat.

(Track 5.4)

- Use flashcards to introduce the vocabulary of the lesson.
- Say the words for students to listen to and repeat in the chorus.
- Say a word for students to repeat then point.
- Check their pronunciation and give them feedback.



Checking vocabulary: Look and match.

- T asks SS to look at the pictures and words, and then match them together.
- Who can finish first can get stars or stickers.
- T calls SS to match and say the words again.
- Check and give them feedback.



- Play track 5.4 for the students to listen to, point to, and repeat the words in chorus and groups.
- Check and give them feedback.

- Listen to the teacher.
- Repeat after the teacher.

- Listen to the teacher, repeat, and point.

- Listen to the teacher.
- Match the pictures and the words.
- Listen to the teacher.

- Listen to track 5.4, point, and



repeat.

- Listen to the teacher's feedback.

Activity 3: Practice (10 minutes)

a. Aims:

- Be able to understand the questions of the listening task related to topic leisure activities.
- Be able to answer the questions and write to complete sentences.

b. Procedure

Task 2: Listen and read. Write. Track 5.5.

- Ask SS to look at the picture and answer some questions about it.

1. *How many children can you see?*
2. *What are they doing?*

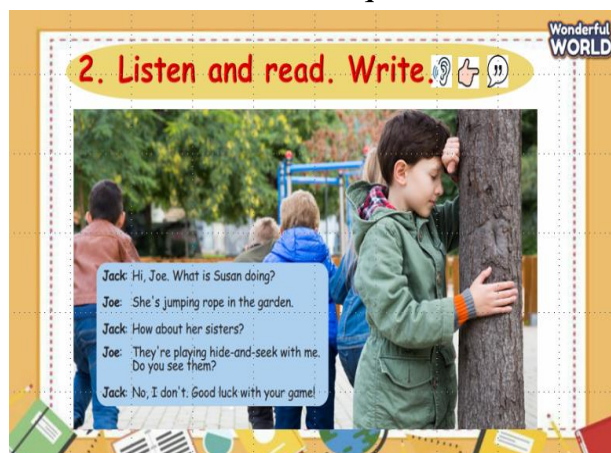
Answer keys:

1. *5 children.*
2. *Playing hide-and-seek.*

- Call Ss to answer the questions.

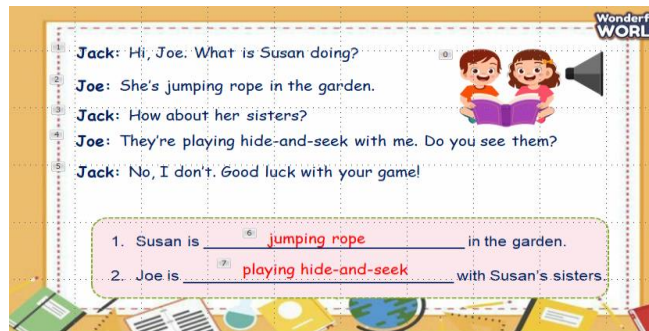
- Look at the picture and answer the teacher.

- Answer the questions.



- Ask SS to identify the names of characters in the dialogue.
- Play track 5.5 and let SS listen to the dialogue, then repeat each sentence.

- Ask SS to read again, then write the correct answers.
- Let Sts read the dialogue by role-playing “Jack and Joe” to practice the words and the sentences.
- Check their pronunciation and give feedback.



Task 3: Look and say:

- Look at the pictures and identify what they can see in each picture.
- Guide SS to make a sentence with a structure that talks about someone's actions.
- Look at the picture and let SS write the sentences and say these sentences like the example.
- Call SS to say aloud in front of the class.
- Help Ss identify the questions and answers in general.
- Call SS to work in pairs and use these structures in 2 min, then call them to present in front of the class.
- Check and give them feedback.



- Identify the names of characters.
- Listen to the dialogue and repeat each sentence.
- Read and write answers.
- Role play 2 characters: “Jack and Joe”.
- Listen to the teacher.

- Look and answer.
- Listen to the teacher. Make a sentence.
- Write the sentences and say
- Say aloud.
- Work in pairs, then present in front of the class.
- Listen to the teacher.

Activity 4: Production (9 minutes)

a. Aim: Apply to make a question or an answer (free leisure activities using vocab and structure they have learnt).

b. Procedure

- Work in groups.

- Ask SS to work in groups and look at the board and reorder the words to make a sentence, then answer the questions if it is a question or make a question if it is an answer.

- Call SS to answer then ask and answer in front of the class.

- Check and give feedback.



Answer keys:

1. What are they doing?
2. What is Joe doing?
3. She's riding a horse.
4. We're playing in the seesaw.

-Work in groups.

-Reorder the words, and make a sentence.

- Work in groups and present.

- Listen to the teacher.

Activity 5: Assessment (3 minutes)

a. Aims: Consolidate the content of the lesson.

b. Procedure

-Ask sts to do the assessment.

- Check with the class.



- Do the assessment.

- Check with the teacher.

IV. REMARK AFTER TEACHING (If have)

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UNIT 5: LEISURE TIME

Lesson 2: Part 4, 5, 6

I. OBJECTIVES

1. Knowledge: By the end of the lesson, Students will be able to

- Review words and phrases related to the topic *Leisure activities: jump rope, play hide-and-seek, play on the seesaw, ride a horse.*

- Learn new grammar related to *what someone is doing*:

Eg: - What is she doing?

She's jumping rope.

- What are they doing?

They're playing basketball.

- Practice the structures about what someone is doing.

2. Competences

- English competences: Students have the ability to answer questions about what they are doing or what he/she is doing.

- Common competences: Students will have the opportunity to develop *logical thinking* and develop *communication* among friends.

- Core competences: motivation, communication, creativity, collaboration.

3. Qualities

Students will:

- Develop a love for different leisure activities.

- Be confident and active in communicating with friends and their teachers.

II. EQUIPMENT AND MATERIALS

- Student's book, flashcards, track 5.6, track 5.7.

- PowerPoint (PPT) presentation, projector/ laptop, speaker.

III. LESSON PROCEDURE

Teacher's Activities	Students' Activities
Activity 1: Warm-up (5 minutes)	
a. Aims: Review some leisure activities they have learnt from the previous lesson.	

b. Procedure

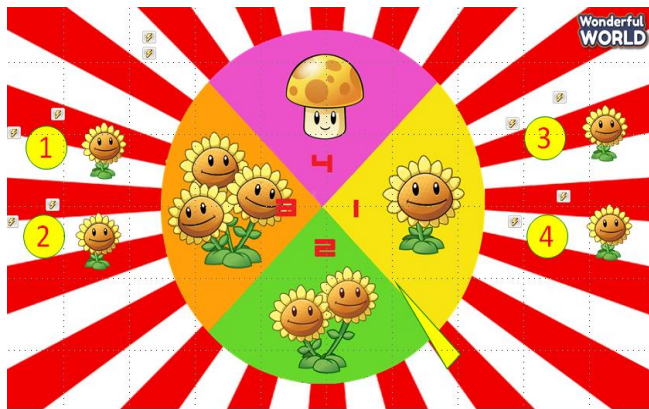
Warm-up: Play a small game “Picking flowers”

T divides the class into 2 teams.

T introduces the rule of the game:

(T calls SS to choose a flower and then answer the question on the slide. If he/she can answer correctly, he/she will have a chance to spin the wheel to get flowers. Which team has more flowers will be the winner.)

T asks Ss to repeat after each word that is found.



Answer keys:

1. Play hide-and-seek
2. Play on the seesaw
3. Jump rope
4. Ride a horse

Lead in:

- T introduces that they will continue to learn about “leisure activities” and the way to make questions with these words.
- Write on the board “Leisure time” and introduce the lesson.

-Listen and play the game.

-Repeat after each word.

- Listen to the teacher.

Activity 2: Presentation (10 minutes)

a. Aims: Present the grammar of present continuous to ask and answer about leisure activities.

b. Procedure

- Use flashcards to identify some

- Answer the questions.

information in each picture by asking some questions.

Picture 1: Is it a girl or a boy? (a girl)

How many girls are there? (one)

What activity is it? (jump rope)

- T guides SS to make the question with a person and underline the words “she’s” and “V-ing” for SS to understand this structure.

T continues to picture 2.

Picture 2: How many people are there?

(two)

What activity is it? (play basketball)

- T calls SS to read aloud in chorus.

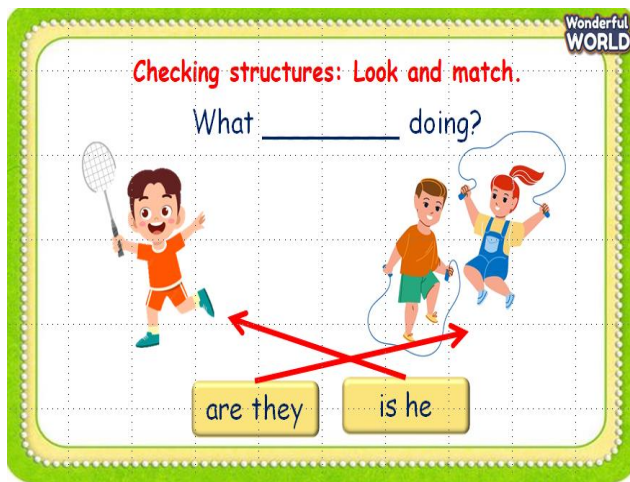


Checking structures: Look and match.

- T asks SS to work in pairs and match pictures with words, then make a question or answer to talk about these pictures.

- T invites SS to present in front of the class.

- Give them feedback.



- Listen to the teacher.

- Answer the teacher.

-Repeat after the teacher.

-Read aloud

- Work in pairs and match pictures with words.

-Practice asking and answering about pictures.

- Present in front of the class

- Listen to the teacher.

Task 1: Listen and point. Repeat. (Track 5.6)

- Play track 5.6, say the sentences for students to listen to, and repeat in the chorus.
- Say each sentence for students to repeat then point.
- Call SS to role-play in front of the class.
- Check and give them feedback.

4. Listen and repeat. TR:5.6



1. What is she doing?
- She's jumping rope.

2. What are they doing?
- They're playing basketball.

- Listen to the track.
- Repeat and point
- Role play.
- Listen to the teacher.

Activity 3: Practice (8 minutes)

a. Aims: Ask and answer about what someone is doing and use the grammar they have learnt.

b. Procedure

Task 5: Look and say

- Ask SS to look at the picture and identify what they can see in each picture.
- Call a student to role-play with T. T asks the student, then the student answers.
- Ask SS to work in pairs, ask and answer about each picture in 3 min.
- Call Ss to present in front of the class.
- Give them feedback.

5. Look and say.



1. What are they doing?
They're playing on the seesaw.

2. What is she doing?
She's jumping a rope.

- Listen and answer the teacher.
- Role-play with the teacher
- Work in pairs. Ask and answer about pictures.
- Present in front of the class.
- Listen to the teacher.

Activity 4: Production (9 minutes)

a. Aims: Chant the song correctly according to its lyrics.

b. Procedure

Task 6: Listen and chant. Track 5.7.

- Ask SS to look at the picture and answer some questions.

1. Who are they? (a family)
2. How many people are there? (three)
3. What season is it? (winter)
4. What's the weather like? (cold and snowy)

- Play track 5.7 and ask to listen and repeat in chorus.

- Ask SS to work in groups of 4 and chant again in 3 min.

- Call some groups present in front of the class.

- Check and give feedback.

- Look at pictures and answer the questions.

- Listen to track 5.7 and repeat.

- Work in groups and chant.

- Listen to teacher.

6. Listen and chant. TR:5.7

1. What's the weather like in summer?
2. It's sunny.

3. What's the weather like in winter?
4. It's snowy.

5. Sunny or snowy, we're not staying at home.
6. We're getting ready to go.

7. Jump rope!
8. Play hide-and-seek!

9. Let's go out and play!
10. Hooray!

Activity 5: Assessment (3 minutes)

a. Aims: Consolidate the content of the lesson.

b. Procedure

-Ask sts to do the assessment.

- Check with the class.

-Do the assessment.

- Check with the teacher.

7. Choose the best answer.

1. What is she doing?
A. They're riding a horse. B. She's riding a horse.

2. What are they doing?
A. They're playing jump rope. B. They're jumping rope.

3. What is he doing?
A. He's playing on the seesaw. B. He's play on the seesaw.

4. What is Linda doing?
A. He's playing badminton. B. He playing badminton.

5. What are Mary and Jack doing?
A. They're swimming. B. We're swimming.

IV. REMARK AFTER TEACHING (If have)

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Văn An, ngày 22 tháng 11 năm 2024

KT. HIỆU TRƯỞNG
PHÓ HIỆU TRƯỞNG

NGƯỜI LẬP KẾ HOẠCH

Nguyễn Thị Ngọc

Vũ Thị Lý