

**LỊCH BÁO GIẢNG TUẦN 7 (Từ ngày 28/ 10 đến ngày 01/ 11)**

<b>Thứ</b>	<b>Tiết</b>	<b>Lớp</b>	<b>Tiết thứ</b>	<b>Nội dung bài dạy</b>	<b>ƯDCNTT</b>	<b>Đồ dùng Dạy Học</b>
<b>2 28/10</b>	1					
	2					
	3					
	4					
	5	4A1	25	Unit 3: Lesson 2: 1, 2, 3	Sách mềm	Postcard
	6	4A1	26	Unit 3: Lesson 2: 4, 5, 6	Sách mềm	Postcard
	7	4A2	25	Unit 3: Lesson 2: 1, 2, 3	Sách mềm	Postcard
	8					
<b>3 29/10</b>	1					
	2					
	3					
	4					
	5	4A3	25	Unit 3: Lesson 2: 1, 2, 3	Sách mềm	Postcard
	6	4A3	26	Unit 3: Lesson 2: 4, 5, 6	Sách mềm	Postcard
	7	4A4	25	Unit 3: Lesson 2: 1, 2, 3	Sách mềm	Postcard
	8					
<b>4 30/10</b>	1	4A1	27	Unit 3: Lesson 2: 7, 8, 9	GADT	
	2	4A3	27	Unit 3: Lesson 2: 7, 8, 9	GADT	
	3	4A4	26	Unit 3: Lesson 2: 4, 5, 6	Sách mềm	Postcard
	4	4A2	26	Unit 3: Lesson 2: 4, 5, 6	Sách mềm	Postcard
	5	4A5	25	Unit 3: Lesson 2: 1, 2, 3	Sách mềm	Postcard
	6	4A5	26	Unit 3: Lesson 2: 4, 5, 6	Sách mềm	Postcard
	7	5A1	25	Unit 3: Lesson 2: 1, 2, 3	Sách mềm	Postcard
	8					
<b>5 31/10</b>	1	4A2	27	Unit 3: Lesson 2: 7, 8, 9	GADT	
	2	4A4	27	Unit 3: Lesson 2: 7, 8, 9	GADT	
	3	4A1	28	Unit 3: Lesson 3: 1, 2, 3	GADT	
	4	4A3	28	Unit 3: Lesson 3: 1, 2, 3	GADT	
	5	5A1	26	Unit 3: Lesson 2: 4, 5, 6	Sách mềm	Postcard
	6	5A1	27	Unit 3: Lesson 3: 1, 2, 3	GADT	
	7	4A5	27	Unit 3: Lesson 2: 7, 8, 9	GADT	
	8					
<b>6 01/11</b>	1	4A5	28	Unit 3: Lesson 3: 1, 2, 3	GADT	
	2	5A1	28	Unit 3: Lesson 3: 4, 5, 6	GADT	
	3	4A4	28	Unit 3: Lesson 3: 1, 2, 3	GADT	
	4	4A2	28	Unit 3: Lesson 3: 1, 2, 3	GADT	
	5					
	6					
	7					
	8					

**KẾ HOẠCH BÀI DẠY TIẾNG ANH 4 TUẦN 7**  
(Từ ngày 21 tháng 10 đến 25 tháng 10 năm 2024)

**Period: 25**

**Teaching date:**

4A1	4A2	4A3	4A4	4A5
28/ 10/ 2024	28/ 10/ 2024	29/ 10/ 2024	29/ 10/ 2024	30/ 10/ 2024

**Unit 3: ON THE FARM**

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

**I. OBJECTIVES:**

**1. Language knowledge & skills:**

Students will learn words about some body parts of animals: *hands, fur, legs, tail, wings*

**2. Competences:**

- English competences: Students will be able to identify some body parts of animals.
- Common competences: Students will have the opportunity to develop their communication skills through working in groups and making animal fact files.

**3. Attributes:**

- Students will be benevolent with animals.

**II. RESOURCES AND MATERIALS**

- For Teacher: PP, flashcards, handout, track 3.4, track 3.5
- For students: pens, A4 paper, crayons,

**III. PROCEDURE:**

**Activity 1: Warm up (5 minutes)**

**a. Aim:** Review the knowledge of the previous lesson by playing a song; introducing some activities to get ready for the lesson.

**Teacher's Activities**

**Students' Activities**

**b. Procedure**

- Greet the students.
- Divide the class into 4 teams.

Play the video : **WHAT DO YOU SEE ?**

Ask : *What do you see in the song?*



Link:

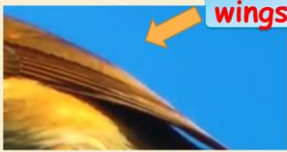
<https://www.youtube.com/watch?v=MCjhynvMunE>

Introduce the song

- Show the part of the animal and ask Ss “ What can

- Greet the teacher.
- Choose the team name.
- Look and sing along.

- Listen to teacher

<p>you see?” and ask “ What is it?” in order to elicit the content about the body parts of the animals.</p> <div data-bbox="316 203 801 472">  <p>What do you see ? Bird</p> </div> <ul style="list-style-type: none"> <li>- Mime some animal actions and have sts guess what animals they are</li> <li>- Listen and copy the actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Look</li> <li>- Guess and say the words such as <i>wings, legs, and tail...</i></li> <li>- Do actions</li> <li>- Listen and copy</li> </ul>
<p align="center"><b>Activity 2: Presentation (8 minutes)</b></p> <p><b>a. Aim:</b> Present some body parts of animals; guiding them how to listen and remember words.</p>	
Teacher’s Activities	Students’ Activities
<p><b>b. Procedure</b></p> <ul style="list-style-type: none"> <li>- Show the pictures and then play the recording. Tell students to look at the pictures and follow the sentences with their fingers.</li> <li>- Play the recording again. Ask students to repeat. Tell students to look at the pictures, play the recording for students to listen and point to the correct pictures.</li> <li>- <b>Ideas:</b> T use the gesture or the body language to mime the parts of the body ( show the hands, make the arms fly like wings, ..... ) and say the words.</li> <li>- Show pictures and do some actions for each one getting the S to copy.</li> <li>- Get each team to say words and sentences individually as well as the whole class.</li> </ul> <p>Award teams with stars.</p>	<ul style="list-style-type: none"> <li>- Look and guess.</li> <li>- Repeat.</li> <li>- Ss repeat vocabulary and use actions copying the teacher.</li> <li>- Chorally drill and repeat chants to help them retain the vocabulary and pronunciation.</li> </ul>
<p align="center"><b>Activity 3: Practice (10 minutes)</b></p> <p><b>a. Aims :</b> Controlled - Practice to read and say the body parts of animals.</p>	
Teacher’s Activities	Students’ Activities
<p><b>b. Procedure</b></p> <p><b>Task 2.Listen and Read. Tick.</b></p> <p>Set the context: <i>take Sts to visit the farm of the dad</i></p>	<ul style="list-style-type: none"> <li>- Listen and tick</li> </ul>

and the son. Then, listen to the dialogue between them.

Ask Sts to listen and tick the correct answer:



### 3, Look and Say

Play the game “GOLD MINER” and choose the pictures. Then look at the pictures and prompts and say. If they can say correctly, you can get gold, or If not ( minus STARS )

Keys:

1. cows/ long tails

*We've got some cows. They've got long tails.*

2. rabbits/ short tails

*We've got some rabbits. They've got short tails.*

3. sheep/ white fur

*We've got some sheep. They've got white fur.*

4. chickens/ small wings

*We've got some chickens. They've got small wings.*

5. horses/ long legs

*We've got some horses. They've got long legs.*



- Choose , answer.
- Look.
- Say.

### Activity 4: Production (9 minutes)

**a. Aims :** Apply the learned knowledge - words of the parts of animals to make a report: Animal fact file.

#### Teacher's Activities

#### Students' Activities

#### b. Procedure

##### Animal report

-Set context: *you are going to make a report after visiting the farm. You have to make your real animal fact file to report by completing the table below*

Animal fact file	
Name of animals	Animal information
Cows	Long tail
Chicken	small wings
horses	Long legs
sheep	White fur

- Listen to the teacher
- Complete the table



**Period: 26**

**Teaching date:**

4A1	4A2	4A3	4A4	4A5
28/ 10/ 2024	30/ 10/ 2024	29/ 10/ 2024	30/ 10/ 2024	30/ 10/ 2024

### **Unit 3: ON THE FARM**

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

#### **I. OBJECTIVES:**

##### **1. Language knowledge & skills:**

Students will review some body parts of animals and review vocabulary: *hands, fur, legs, tail, wings*

- *The horses haven't got wings.*
- *The cows haven't got hands.*

##### **2. Competences:**

- English competences: Students will be able to describe the body parts of some farm animals
- Common competences: Students will develop their cooperative skills in composing songs and making their farm.

##### **3. Attributes:**

- Students will think about animals and be nice to them.

#### **II. RESOURCES AND MATERIALS**

- For Teacher: PP, flashcards, handout, track 3.6.
- For students: pens, A4 paper, crayons,

#### **III. PROCEDURE:**

<b>Activity 1: Warm up (5 minutes)</b>	
<b>a. Aims: Review the words of the previous lesson about some body parts of animals and get the students ready for the lesson.</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>b. Procedure</b> - Greet the students. <b>Butterfly Catching Game</b> Teacher prepares flashcards or slides to review animals, especially their body parts. Give them the example: <i>The butterflies have got wings.</i> T can suggest by pointing to the part of animals and Sts have to say: What have the animals got? Ex: <i>The cows have got long tails.</i> <i>The sheep have got white fur.</i> <i>The horses have got long legs.</i> <i>The chickens have got small wings.</i> <i>The rabbits have got short tails.</i> Teacher splits sts into 2 teams. Name each team after	 - Greet the teacher.  - Listen to the teacher  - Listen to the game instructions  - Choose the team name.

<p>their favourite animal. 2 teams are going to play Butterfly Catching with each other. Sts choose a butterfly to catch. The team can rob the flag first and answer correctly the animal behind the chosen butterfly, that team gets the point. Who catches the most butterflies will be the game-winner.</p> <ul style="list-style-type: none"> <li>- Set context: Two animals are having a very important contest. The animal that catches most butterflies will become the King of the majesties' forest.</li> <li>- Set game rules</li> <li>- Play as a sample</li> <li>- Have teams choose a butterfly to catch</li> <li>- Answer the question hidden behind</li> <li>- Mark the team that has the correct answer</li> <li>- Award the new king of the forest</li> </ul>	<ul style="list-style-type: none"> <li>- Choose a butterfly</li> <li>- Drop the flag.</li> <li>- Answer the question</li> </ul>
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### Activity 2: Presentation (8 minutes)

**a,Aims:** Introduce the use of model sentence like *have not got = haven't got*.  
Guide them how to practice the model sentence.


Teacher's Activities	Students' Activities
<p><b>b. Procedure</b></p> <p><b>Do the task 4: Listen and repeat</b></p> <p><i>Context: Anna takes us to the farm today. She's a farmer. She wants us to visit the two farm animals at her farm. Guess what they are.</i></p> <ul style="list-style-type: none"> <li>- Show the picture of Anna with two of them</li> <li>- Ask sts to listen and repeat</li> <li>- Show the picture of cows and horses.</li> <li>- Ask sts to listen and repeat</li> <li>- Ask sts to take turns to practise as a tour</li> <li>- Perform in front of the class</li> <li>- Note how to use <i>have not got = haven't got</i>.</li> </ul> <p><b>Check Listen, Point, and Repeat.</b></p> <ul style="list-style-type: none"> <li>- Use the cards of animals and say sentences using <i>haven't got ..</i></li> <li>- Ask Sts to listen to T and point to other animals in different sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Guess what animals are</li> <li>- Look</li> <li>- Listen, and repeat</li> <li>- Practise saying the two sentences</li> <li>- Perform with friends</li> <li>- Listen, point then repeat.</li> <li>- Repeat after pointing.</li> </ul>

### Activity 3: Practice (10 minutes)

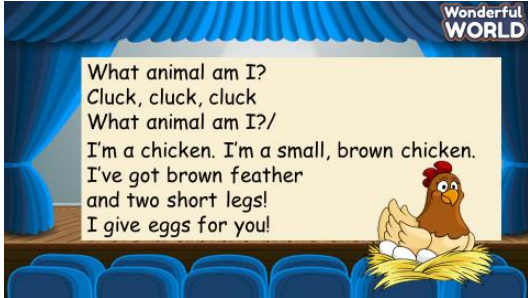
**a,Aim :** Controlled- Practice the model sentence: “ .....’ve got...”  
Get sts get ready for a song.

Teacher's Activities	Students' Activities
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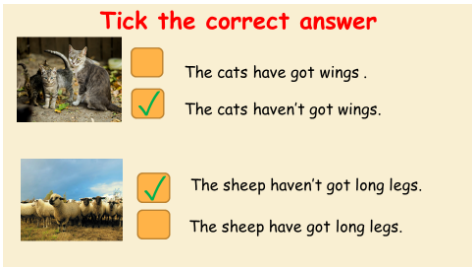

<p><b>b. Procedure :</b></p> <p><b>Task 5: Point and say</b></p> <ul style="list-style-type: none"> <li>- Use the wheel to give the chance for Ss say the sentences following the model sentence</li> <li>- If they can say correctly, get stars by spinning.</li> </ul> <p><b>Ideas :</b></p> <ul style="list-style-type: none"> <li>- Ask sts to work in 8 groups</li> <li>- Hand them 6 pictures in task 5</li> <li>- Ask the group to draw pointing hands which implicit the part which the animal hasn't got.</li> <li>- Ask Sts to practice picking up the pictures in turn and saying the sentence. Say BINGO when all group members have at least a chance to say</li> <li>- Go around to provide help when needed</li> </ul> <p><b>Task 6: Listen and sing</b></p> <p><b>-Set context:</b> <i>Do you want to listen to the animal song? Do you know this song? Do you want to dance and see what animals can do for?</i></p> <p>Song: <b>BABA BLACK SHEEP</b></p>  <p>And then introduce another song for Ss:</p> <ul style="list-style-type: none"> <li>- <b>Read the song lyric:</b></li> <li>- Show the lyric one by one</li> <li>- Ask sts to listen and repeat</li> <li>- <b>Model singing:</b></li> <li>- Tell sts if they want to understand animals and become their friends, you have to know how to sing and dance with them</li> <li>- Play the song once for sts to sing along.</li> <li>- <b>Sing the song</b></li> <li>- Ask sts to sing and act along several times</li> </ul>	<ul style="list-style-type: none"> <li>- Work in 8 groups</li> <li>- Receive the pictures</li> <li>- Draw pointing hands</li> <li>- Join the game</li> <li>- Listen to the teacher</li> <li>- Answer the teacher's questions</li> <li>- Look at the picture</li> <li>- Repeat the song lyric</li> <li>- Listen and act along</li> <li>- Sing and act along</li> <li>- Join the show</li> </ul>
<p align="center"><b>Activity 4: Production (9 minutes)</b></p> <p>a. <b>Aims :</b> Words and structure about the parts of animals to make a report. Sts can sing a song or can create their own song.</p>	
<p align="center"><b>Teacher's Activities</b></p>	<p align="center"><b>Students' Activities</b></p>
<p><b>b. Procedure :</b></p> <p><b>Animal show</b></p>	



<ul style="list-style-type: none"> <li>- Ask sts to work in 4 groups</li> <li>- Ask groups to find more animals and make their own song on posters</li> <li>- Give sts time to create their own song version</li> <li>- Groups perform their song in turns</li> <li>- Vote for the best performance</li> </ul> <p>Suggested song :</p> 	<p>Work in 4 groups</p> <ul style="list-style-type: none"> <li>- Create new song versions</li> <li>- Perform in front of the class</li> <li>- Vote for the best performance</li> </ul>
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### Activity 5: Assessment and Wrap up (3 minutes)

#### a. Aims : Consolidate the content of the lesson.

Teacher's Activities	Students' Activities
<p><b>b. Procedure :</b></p> <p>Ask sts to do the assessment.</p>  <ul style="list-style-type: none"> <li>- Drill the structure again and check for correct understanding.</li> <li>- Count stars and award stamps to winning team</li> <li>Say goodbye students</li> </ul>	<p>Do the assessment.</p> <ul style="list-style-type: none"> <li>- Check with the teacher</li> </ul>  <ul style="list-style-type: none"> <li>- Join in with drilling structure for their team</li> <li>Ss stand up to say</li> <li>- <i>Goodbye Teacher.</i></li> </ul>

**Period: 27**

**Teaching date:**

4A1	4A2	4A3	4A4	4A5
30/ 10/ 2014	31/ 10/ 2024	30/ 10/ 2024	31/ 10/ 2024	31/ 10/ 2024

### **Unit 3: ON THE FARM**

#### **Lesson 2: 7, 8, 9**

#### **I. OBJECTIVES:**

##### **1. Language knowledge & skills:**

Students will review some body parts of animals and describe the body parts of some farm animals.

##### **2. Competences:**

- English competences: Students will be able to describe the body parts of some farm animals.
- Common competences: Students will have the opportunity to develop *creativity* in drawing and colouring the craft.

##### **3. Attributes:**

- Students develop the love for animals.

#### **II. RESOURCES AND MATERIALS**

- For Teacher: PP, flashcards, handout, track 3.8
- For students: pens, A4 paper, crayons

#### **III. PROCEDURE:**

<b>Activity 1: Warm up (5 minutes)</b>	
<b>a. Aim:</b> Review the knowledge of the previous lesson by playing a game and practice the structures: <i>I have got ...../ We have got</i>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>b. Procedure</b> <ul style="list-style-type: none"><li>- Greet the students.</li><li>- Divide class into 4 teams.</li></ul> <b>Warm up by Hidden Animals game.</b> <ul style="list-style-type: none"><li>- Cover the part of the animal picture and then Sts have to guess by hearing the sound to guess the correct ones.</li><li>- Ask Sts to use the structures: <i>I have got ...../ We have got</i> to talk about the pictures</li></ul>	<ul style="list-style-type: none"><li>- Greet the teacher.</li><li>- Choose the team name.</li><li>- Look and guess.</li><li>- Work in pairs</li></ul>
<b>Activity 2: Presentation (8 minutes)</b>	
<b>a. Aim :</b> Present the structure “ ‘ve got / ‘s got”	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>b. Procedure</b> <b>Task 7. Listen and tick. Read</b> <ul style="list-style-type: none"><li>• Tell students they are going to listen to some sentences and tick the correct answers.</li><li>• Ask students to read aloud the questions 1 –</li></ul>	<ul style="list-style-type: none"><li>- Listen and tick</li><li>- Answer the questions and read</li></ul>

<p>5 and the answer options.</p> <ul style="list-style-type: none"> <li>• Play the recording and tell students to listen and tick the correct answers for questions 1 – 5. If students have difficulty understanding the audio, play it more than one.</li> <li>• Play the recording again and pause after each sentence to check the answers.</li> </ul>	<p>aloud.</p> <ul style="list-style-type: none"> <li>- Listen and tick the correct answers</li> <li>- Check the answers</li> </ul>
<p align="center"><b>Activity 3: Practice (10 minutes)</b></p> <p><b>a. Aim :</b> Controlled- Practice: Practice the model sentences using the vocab of animals.</p>	
Teacher's Activities	Students' Activities
<p><b>b. Procedure</b></p> <p>Look and say with the <b>Wheel of Fortune</b> game.</p> <p>If Ss can say the sentences correctly, let them spin the wheel and get stars.</p> <p>Tell the students to look at the picture for question 1 and read out the example sentences.</p> <ul style="list-style-type: none"> <li>• Explain the rest of the task to the students.</li> </ul> <p>Allow them enough time to practice saying the sentences individually and in pairs.</p> <ul style="list-style-type: none"> <li>• Go around the class helping students when necessary.</li> <li>• Give students suggestions if they have difficulty thinking of what to say.</li> </ul> <p>Sometimes get each team to say the sentences individually as well as the whole class.</p> <p>Award teams with stars</p>	<p>Join the game by looking and saying.</p> <p><b>Keys:</b></p> <p>2. <i>The elephant has big feet. It hasn't got long fur.</i></p> <p>3 <i>The chic kens have got wings. They haven't got long tails.</i></p> <p>4 <i>The sheep have got tails. They haven't got hands.</i></p> <p>5 <i>The horses have got long legs. It hasn't got wings.</i></p> <p>Chorally drill and repeat chants to help them retain the pronunciation and the structures.</p>
<p align="center"><b>Activity 4: Production (9 minutes)</b></p> <p><b>a. Aim:</b> Apply the learned knowledge: the parts of animals and the structures to make a presentation: draw and read aloud the project.</p>	
Teacher's Activities	Students' Activities
<p><b>b. Procedure</b></p> <ul style="list-style-type: none"> <li>- Ask students to look at the picture. Let students know that it is a picture of the girl's farm.</li> <li>- Read out the sentences to the students and ask them to repeat them. Tell students to draw a picture of a farm in their notebook or on a sheet of paper.</li> <li>• Ask students to write a description of their</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture</li> <li>- Repeat.</li> <li>- Draw a picture</li> <li>- Write</li> </ul>

<p>farm using the examples as a guide. Remind the students that they should write 10-20 words.</p> <ul style="list-style-type: none"> <li>• Tell students to complete the task. Help students with spelling where necessary.</li> <li>• Ask students to hold up their notebook/poster to show each other their pictures. Ask volunteers to read out their work.</li> </ul>	<p>- Hold up their picture and read out.</p>
<p align="center"><b>Activity 5: Assessment and Wrap up (3 minutes)</b></p> <p>a. Aims : Consolidate the content of the lesson.</p>	
Teacher's Activities	Students' Activities
<p><b>b. Procedure</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to do the assessment</li> </ul> <p align="center"><b>Circle</b></p> <ol style="list-style-type: none"> <li>1. We <b>haven't</b> / <b>hasn't</b> got a goat.</li> <li>2. Horses haven't got <b>wings</b> / <b>legs</b>.</li> <li>3. I <b>haven't</b> / <b>hasn't</b> got a sheep.</li> <li>4. Cows haven't got <b>tails</b> / <b>hands</b>.</li> <li>5. Fish haven't got <b>feet</b> / <b>eyes</b>.</li> </ol> <ul style="list-style-type: none"> <li>- Drill the structure again and check for correct understanding.</li> <li>- Count stars and award stamps to winning team</li> </ul> <p>Say goodbye students</p>	<ul style="list-style-type: none"> <li>- Do the assessment.</li> </ul> <p align="center"><b>Circle</b></p> <ol style="list-style-type: none"> <li>1. We <b>haven't</b> / <b>hasn't</b> got a goat.</li> <li>2. Horses haven't got <b>wings</b> / <b>legs</b>.</li> <li>3. I <b>haven't</b> / <b>hasn't</b> got a sheep.</li> <li>4. Cows haven't got <b>tails</b> / <b>hands</b>.</li> <li>5. Fish haven't got <b>feet</b> / <b>eyes</b>.</li> </ol> <ul style="list-style-type: none"> <li>- Join in with drilling structure for their team</li> <li>- Stand up to say Goodbye Teacher.</li> </ul>

**Period: 28**

**Teaching date:**

4A1	4A2	4A3	4A4	4A5
31/ 10/ 2024	01/ 11/ 2024	31/ 10/ 2024	01/ 11/ 2024	01/ 11/ 2024

### **Unit 3: ON THE FARM**

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

#### **I. OBJECTIVES:**

##### **1. Language knowledge & skills:**

Students will :

- Learn and use new vocabulary: *animals, field, fruit, plant*
- Use the grammar: *I have got/ I haven't got.....*

##### **2. Competences:**

- English competences: Students will be able to talk about what they've got.
- Common competences: Students will have the opportunity to develop *creativity* in drawing and colouring the craft.

##### **3. Attributes:**

- Students develop the love for the things in their house / their garden...


#### **II. RESOURCES AND MATERIALS**

- For Teacher: PP, flashcards, handout, track 3.9; 3.10
- For students: pens, A4 paper, crayons

#### **III. PROCEDURE:**

##### **Activity 1: Warm up (5 minutes)**

**a. Aim:** Get Sts ready for the lesson by listening to the song and leading to the words related by the farms such as apples; fruits.....

Teacher's Activities	Students' Activities
<p><b>b. Procedure :</b></p> <ul style="list-style-type: none"><li>- Greet the students.</li><li>- Divide class into 4 teams.</li></ul> <p><b>Warm up by the song:</b></p> <p><a href="https://youtu.be/wiA-zuAq5-s">https://youtu.be/wiA-zuAq5-s</a></p> <p>to lead the farm topic by the dialogue related to the words: <i>apples; fruits.....</i></p> <p>Then, listen to the dialogue and fill in the blanks:</p> 	<ul style="list-style-type: none"><li>- Greet the teacher.</li><li>- Choose the team name.</li></ul> <p>Sts listen to the song.</p> <p>Answer keys:</p> <ol style="list-style-type: none"><li>1. <i>apples</i></li><li>2. <i>fruit</i></li><li>3. <i>animals</i></li><li>4. <i>cows + horses + chickens</i></li></ol> <p>Sts listen and fill.</p>



##### **Activity 2: Presentation (8 minutes)**

**a. Aim:** Present the new words *animals, field, fruit, plant* with some related activities.



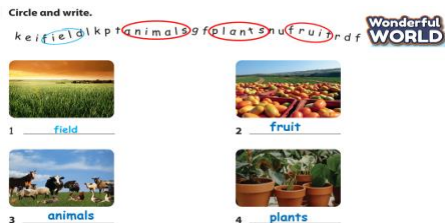
Teacher's Activities	Students' Activities
<p><b>b. Procedure :</b></p> <ul style="list-style-type: none"> <li>- Show the pictures and practice the words by listening and repeating.</li> </ul> <p><b>Vocabulary Checking Game power point .</b></p> <p>Let Sts look and remember all the new words, then hide one or two pictures.</p> <p>Ask Sts: What are the missing pictures? so that they can remember all the new words?</p> <p><b>Game in class (Optional ) Shoot for stars Game</b></p> <ul style="list-style-type: none"> <li>- Stick flashcards on board with different amounts of stars, hearts and bomb underneath.</li> <li>- S throws sticky ball at the word of their choice and say it out loud before revealing what is underneath</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and repeat.</li> <li>- Look and remember.</li> <li>- Answer</li> </ul> <p>Different Ss from all teams come up and practice vocabulary.</p>

### Activity 3: Practice (10 minutes)

**a. Aim:** Controlled- Practice the vocab by listening to the words using the model sentences.

Teacher's Activities	Students' Activities
<p><b>b. Procedure :</b></p> <p>Ask students to look at the photo and elicit what they can see. Let Sts listen again and <b>tick</b> the correct option.</p> <p><b>Listen and tick</b> </p> <p>1 They <input type="checkbox"/> have got <input type="checkbox"/> haven't got fruit trees on the farm.</p> <p>2 They <input type="checkbox"/> have got <input type="checkbox"/> haven't got animals on the farm.</p> <p>3 They've got <input type="checkbox"/> sheep <input type="checkbox"/> cows in the field.</p> <p><b>Game: Tic Tac Toe.</b></p> <p>Play the game by answering the questions, using the structures I have got/ I haven't got .....</p> <p><b>Rule :</b> <i>With each correct answer S can get the stars, but the winner team of the game, T can give them the award like candies or cookies to encourage.</i></p>	<ul style="list-style-type: none"> <li>- Look</li> <li>- Tick</li> </ul> <p><b>Listen and tick</b> </p> <p>1 They <input checked="" type="checkbox"/> have got <input type="checkbox"/> haven't got fruit trees on the farm.</p> <p>2 They <input checked="" type="checkbox"/> have got <input type="checkbox"/> haven't got animals on the farm.</p> <p>3 They've got <input type="checkbox"/> sheep <input checked="" type="checkbox"/> cows in the field.</p> <p><b>Answer Keys:</b></p> <ol style="list-style-type: none"> <li>1. They have got some fruits in their house.</li> <li>2. I've got some animals on my farm.</li> <li>3. We have got some plants in our house.</li> <li>4. I've got some plants in my house.</li> <li>5. I haven't got plants in my house.</li> <li>6. I haven't got some fruits in my garden.</li> <li>7. I have got some fruits in my garden.</li> </ol>



	<p>8. I haven't got animals in my house.</p> <p>9. I have got some animals in my garden.</p>
<p align="center"><b>Activity 4: Production (9 minutes)</b></p> <p><b>a. Aim:</b> To engage students with the topic and activate knowledge by making a craft: draw, write and say.</p>	
<p align="center"><b>Teacher's Activities</b></p>	<p align="center"><b>Students' Activities</b></p>
<p><b>b. Procedure :</b></p> <p>Let Sts take the paper to draw the picture to talk about what they have got in their house or their garden.</p> <p>Then, T asks them to talk about their pictures with their partners.</p> <p>Call some Sts to come and present in front of the class.</p> 	<ul style="list-style-type: none"> <li>- Draw the pictures.</li> <li>- Practice with the partners.</li> <li>- Present.</li> </ul>
<p align="center"><b>Activity 5: Assessment and Wrap up (3 minutes)</b></p> <p><b>a. Aims :</b> Consolidate the content of the lesson.</p>	
<p align="center"><b>Teacher's Activities</b></p>	<p align="center"><b>Students' Activities</b></p>
<p><b>b. Procedure :</b></p> <p>Ask sts to do the assessment: Circle and write</p>  <ul style="list-style-type: none"> <li>- Drill all words again and check for correct pronunciation</li> <li>- Count stars and award stamps to winning team</li> <li>- Say goodbye students</li> </ul>	<p>Do the assessment.</p>  <p>Join in with drilling words for their team.</p> <p>Stand up to say <i>Goodbye Teacher.</i></p>



**KẾ HOẠCH BÀI DẠY TIẾNG ANH 5 TUẦN 7**  
(Từ ngày 21 tháng 10 đến 25 tháng 10 năm 2024)

**Period: 25**

**Teaching date: 30/ 10/ 2024**

**UNIT 3: SCHOOL LIFE**

**Lesson 2: 1-2-3**

**I. OBJECTIVES:**

**1. Language knowledge & skills:**

- *Students get to know:*
- + *some new words “do homework, go to science clubs, have fun, play a musical instrument, walk to school, wear a uniform”*
- + *students can draw out new words through listening and reading the text.*
- + *student can use new grammar: present continuous negative, questions, short answers*

**2. Competences:**

- English competences: Students can use English to describe their school life.
- Common competences: Students can draw pictures about school life creatively and introduce them to their friends.

**3. Attributes:**

- *Students will*
- + *have a strong sense of familiar love.*
- + *show their love for people in school through words and behaviors.*

**II. RESOURCES AND MATERIALS**

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

**III. PROCEDURE:**

Activity 1: Warm-up (5 minutes) A guessing game “Hidden Picture”	
Teacher’s Activities	Students’ Activities
<b>a, Aims:</b> Welcome students. Engage the class with an activity: work in pairs and discuss their school timetables.	
<b>b, Procedure</b> 1. Greet students. 2. Introducing the game. - Work in pairs and discuss their school timetables. - Ask them what subjects they have each day and what time they have them. - Ask each student about one of their subjects. - Lead in the lesson: “Today we’ll learn about School life – lesson 2” - Write down the topic in the middle of the board	- Greet Teacher  - Join the activity.

## School life

Unit 3 – Lesson 2 task 1, 2, 3.

### Lead in: Photo time!



- Tell students to look at the photo on page 32 and ask who can you see?

- Look at the photo answer the question.

### Activity 2: Presentation (13 minutes)

#### Teacher's Activities

#### Students' Activities

#### a. Aims:

- Present some new words, do homework, *go to science clubs, have fun, play a musical instrument, walk to school, wear a uniform.*
- Encourage sts with the topic and vocabulary related to the topic.
- Develop sts' reading abilities

#### b. Procedure

##### Task 1. Listen and read. (5 minutes)

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

- Play track 3.4 for students to listen to.

- Show the text, play the audio again, and ask students to listen and read.

- Ask some volunteers to read it in front of the class.

- Ask ss to find out and underline new words.

- Use flashcards or PowerPoint to introduce the vocabulary of the lesson.

##### NEW VOCABULARY (4 minutes)

- Use flashcards and PowerPoint to introduce the lesson's vocabulary (*do homework, go to science clubs, have fun, play a musical instrument, walk to school, wear a uniform*).

+ (For the first 2 words) show the pictures-> show the words  
-> play audio twice for Ss to listen then ask them to repeat in chorus, groups, and individually.

- Correct student's pronunciation if necessary.

+ (For the next words) T can flexibly show cues/ do actions/ synonyms/ definition/... to elicit Ss to guess, then show the PowerPoint to check.

- Look and answer the questions.

- Listen.

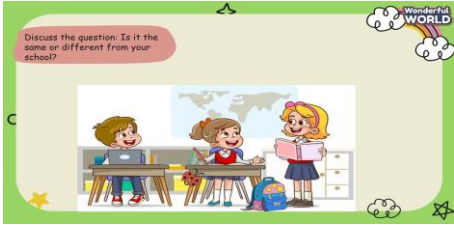
- Listen and read.

- Read in front of the class.

- Learn the vocabulary.

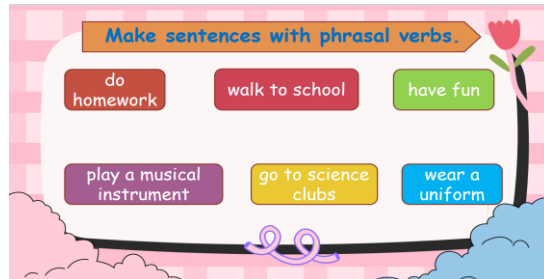
- Repeat after the teacher.

- Guess

<p><b>Task 2: Listen and point. Repeat. (Track 3.5) (2 minutes)</b></p> <ul style="list-style-type: none"> <li>- Show all the pictures of task 2 on the screen or use the flashcards and show them on the board.</li> <li>- Play track 3.5 for the students to listen to, point to, and repeat the words in chorus and group.</li> <li>- Show pictures randomly and ask students to read the correct words.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the pictures/ flashcards.</li> <li>- Listen to, point to, and repeat the words in chorus and group.</li> <li>- Look and read out the correct words.</li> </ul>
<p align="center"><b>Activity 3: Practice (4 minutes)</b></p>	
<p align="center"><b>Teacher's Activities</b></p>	<p align="center"><b>Students' Activities</b></p>
<p><b>a. Aims:</b> - Controlled practice: + students can find and correct mistakes in sentences. + develop speaking and listening skills, and observation skills.</p>	
<p><b>b. Procedure</b></p> <p><b>Task 3: Circle the mistakes. Then say the correct answers.</b></p> <ul style="list-style-type: none"> <li>- Tell students to read and circle the mistakes in the statements.</li> <li>- Each correct sentence = 2 stars.</li> <li>- Check whether students understand the task.</li> <li>- Elicit the first example.</li> <li>- Check answers as a class. Write them on the board if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Join the activity.</li> </ul>
<p align="center"><b>Activity 4: Production (8 minutes)</b></p>	
<p align="center"><b>Teacher's Activities</b></p>	<p align="center"><b>Students' Activities</b></p>
<p><b>a, Aims:</b> Apply the new words to present in front of the class about the description of school life using vocabulary in task 2.</p>	
<p><b>b. Procedure</b></p> <ul style="list-style-type: none"> <li>- Work in pairs and discuss the question: Is it the same or different from your school?</li> <li>- Call some students to answer the question.</li> </ul> 	<ul style="list-style-type: none"> <li>- Work in pairs and discuss the question.</li> </ul>
<p align="center"><b>Activity 5: Wrap up &amp; Assessment (5 minutes)</b></p>	
<p align="center"><b>Teacher's Activities</b></p>	<p align="center"><b>Students' Activities</b></p>

- a, Aims:** - Check student's understanding of what they have learned.  
- Students rehearse what they have learned in the lesson.

- Show phrasal verbs on the screen.
- Give ss time to write 1 or more sentences using these phrasal verbs.
- Call some ss, stand up and say.



- Check with the class.
- Wrap-up

\* Remember

### **VOCABULARY**

*do homework, go to science clubs, have fun, play a musical instrument, walk to school, wear a uniform.*

- Do the assessment.

- Check with the teacher.
- Ss read the wrap-up.
- Stand up and say goodbye to the teacher.

**Period: 26**

**Teaching date: 31/ 10/ 2024**

## **UNIT 3: SCHOOL LIFE**

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

#### **I. OBJECTIVES:**

##### **1. Language knowledge & skills:**

- *Students get to know:*

- + review some activities “do homework, go to science clubs, have fun, play a musical instrument, walk to school, wear a uniform” to do at school.
- + learn and use new grammar: Present simple (interrogative).
- + ask and answer about things you do at school.

##### **2. Competences:**

- English competences: Students can use English to ask and answer things they do at school.
- Common competences:
  - + Self-control and independent learning: listen and read, make sentences using given verbs.
  - + Communication and collaboration: work in pairs or groups to ask and answer things to do at school.

##### **3. Attributes:**

- Students will
  - + have a strong sense of familiar love.
  - + be confident and active in communicating with friends and teachers.

**II. RESOURCES AND MATERIALS** - Basic things: Student’s book, flashcards, photos.

- Advanced things: PPT, laptop, TV.

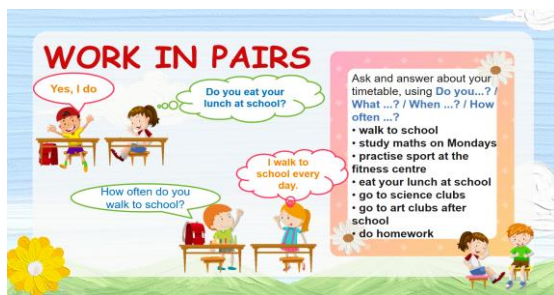
#### **III. PROCEDURE:**

<b>Activity 1: Warm-up (5 minutes)</b> <b>A game of “noughts and crosses”</b>	
<b>Teacher’s Activities</b>	<b>Students’ Activities</b>
<b>a, Aims:</b> Welcome students. Engage the class with a game to review some words “ <i>do homework, go to science clubs, have fun, play a musical instrument, walk to school, wear a uniform</i> ” relating to school.	
<b>b, Procedure:</b> 1. Greet students. Chatting..... Do you like playing games? 2. Introducing the game. - Divide the class into 2 teams. Each team chooses its symbol X or O. - Having 9 numbers and each number is a verb or phrasal verb.	- Greet Teacher  - Listen to the rules of the game. - Join the activity.

<ul style="list-style-type: none"> <li>- Call a student to choose a number and make a sentence with the verb or phrasal verb. If he/she has the correct sentence, put his/her team symbols.</li> <li>-Continue until which team has 3 noughts or crosses on a line, the team will be the winner.</li> </ul>	
<b>Activity 2: Presentation (14 minutes)</b>	
Teacher's Activities	Students' Activities
<p><b>a,Aims:</b></p> <ul style="list-style-type: none"> <li>- learn and recognize the use of the simple present in interrogative forms correctly.</li> <li>- construct a sentence using <i>do/does and wh-question</i>.</li> <li>- respond correctly to the interrogative form using short positive and negative answers.</li> <li>- make sentences using the interrogative form and short positive and negative answers.</li> </ul>	
<p><b>b, Procedure:</b></p> <p><b>GRAMMAR</b></p> <p>Context creating:</p> <ul style="list-style-type: none"> <li>- Let Ss watch a video. Ask them to pay attention to the sentences in the video.</li> <li>- Ask ss to say the sentence that they've heard in the video.</li> <li>- Lead in the lesson: <i>"Today we'll learn about School life – lesson 2 part 4,5,6"</i></li> <li>- Write down the topic in the middle of the board</li> </ul> <p>1. Learn and use new grammar ( 8 minutes)</p> <p><b><i>Present simple (interrogative)</i></b></p> <ul style="list-style-type: none"> <li>- To create a question that will be answered with a yes or no, start the question with Do/Does or Wh-question.</li> <li>- Help Ss to elicit the forms.</li> </ul> <div data-bbox="161 1675 552 1890" data-label="Image"> </div> <div data-bbox="644 1675 1027 1890" data-label="Image"> </div> <ul style="list-style-type: none"> <li>- Ask ss to make some questions using <b>"do"</b>.</li> <li>- Call a volunteer and try to give a short answer.</li> <li>- Do the same with <b>"does"</b> and <b>"Wh-question"</b>.</li> </ul> <p><b>Task 4 Listen and read. (Track 3.6)</b></p>	<ul style="list-style-type: none"> <li>- Watch a video.</li> <li>- Say the sentence: + Do you play football in your free time? – No, I don't. I don't play football. .....</li> <li>- Look at the screen.</li> <li>- Listen to the T.</li> <li>- Make questions.</li> </ul>

<ul style="list-style-type: none"> <li>- Tell students to look at the dialogue.</li> <li>- Play track 3.6 for students to listen to.</li> <li>- Play the audio again, and ask students to listen and read.</li> <li>- Ask students to work in pairs. One asks and one answers.</li> <li>- Call some pairs, ask and answer in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and tick the correct columns.</li> <li>- Work in pairs.</li> </ul>
<b>Activity 3: Practice (5 minutes)</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>a. Aims:</b> - Controlled practice: + develop writing skills, observation skills. + engaging in sentence structure practice.	
<b>b. Procedure</b> <b>Task 5: Write the questions for the underlined words/phrases.</b> <ul style="list-style-type: none"> <li>- Ask students to work in groups: write the questions for the underlined words/phrases.</li> <li>- Check whether students understand the task. Elicit number 1 if necessary.</li> <li>- Call some volunteers to write the questions on the board.</li> <li>- Others swap their answers in groups before checking as a class.</li> <li>- Check answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Join the activity.</li> <li>- Check answers.</li> <li>- Write the questions on the board.</li> <li>- Swap their answers</li> <li>- Check answers.</li> </ul>
<b>Activity 4: Production (6 minutes)</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>a. Aims:</b> Apply the words and grammar given to ask and answer about things you do at school.	
<b>b. Procedure:</b> <ul style="list-style-type: none"> <li>- Ask Ss to work in pairs, ask and answer about your timetable, using Do you...? / What ...? / When ...? / How often ...?</li> <li>- Elicit the first example. Check whether students understand the task.</li> <li>- Ask students to work in pairs. One will ask and one will answer. (Use given structures and phrases)</li> <li>- Ask students to say each sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer about your timetable</li> <li>- Join the activity.</li> <li>- Work in pair</li> </ul>





### Activity 5: Wrap up & Assessment (5 minutes)

#### Teacher's Activities

#### Students' Activities

#### a, Aims:

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

#### b. Procedure:

##### Play a game

- Ask ss to look at the screen and read the sentence carefully. Then, choose the correct answer.



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

*Grammar:*

*Present simple (interrogative)*

- Join the game

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

**Period: 27**

**Teaching date: 31/ 10/ 2024**

## **UNIT 3: SCHOOL LIFE**

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

#### **I. OBJECTIVES:**

##### **1. Language knowledge & skills:**

- *Students will be able to:*
- + *Review some activities to do at school*
- + *Use the words about subjects or school activities and the present simple tense to talk about what they do at school.*

##### **2. Competences:**

- English competences: Students will be able to use English to share what they do at school with their friends.
- Common competences: Students will be able to work in groups effectively to discuss what they do at school.

##### **3. Attributes:**

- *Students will*
- + *be encouraged to develop mutual bonding through discussion.*
- + *develop a sense of love towards school activities.*

#### **II. RESOURCES AND MATERIALS**

- Basic things: Student's Book, Class Audio CD, IWB, DVD.
- Advanced things: PPT, laptop, TV.

#### **III. PROCEDURE:**

<b>Activity 1: Warm-up (5 minutes)</b> "Name five"	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>a. Aims:</b> Welcome students. Engage and recall the class about subjects and things they do at school to lead in the lesson.	
<b>b. Procedure:</b> 1. Greeting Ss and chatting 2. Introducing and conducting the activity "Name five": - <i>Before starting the new lesson, let's do a "name five" activity to reveal what we will learn today.</i> - Show the requirements on the screen. Divide the class into two teams. Each team needs to list five words or phrases following the given criteria on the screen. Not any repeated words or phrases. - Let Ss from each team raise their hands to speak up for their points or stars. If they say repeated words or phrases, no points or stars.	 - Greet Teacher  - Join the activity.

<ul style="list-style-type: none"> <li>- There are two criteria.</li> <li>+ Name five subjects at school.</li> <li>+ Name five things Ss do at school.</li> <li>- Call one student from each team to write down the correct things Ss have said on the board.</li> <li>- Requirements:</li> <li>+ <i>We have two teams.</i></li> <li>+ <i>Ss from each team raise their hands to take turns to name five words or phrases.</i></li> <li>+ <i>Look at the screen. The first criteria: Name five subjects at school. Remember. No repeated words. The second criteria: Name five things you do at school and no repeated activities.</i></li> </ul> <p>3. Leading in the lesson: Unit 3 – Lesson 3 task 1, 2, 3.</p> <p><b>Lead in:</b> <i>So today, we are going to use these words or phrases to share with each other about things we do at school.</i></p>	<ul style="list-style-type: none"> <li>- Write down the correct things Ss have said on the board.</li> </ul>
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### Activity 2: Presentation (7 minutes)

Teacher's Activities	Students' Activities
<p><b>a. Aims:</b></p> <ul style="list-style-type: none"> <li>- Present the words about several things done at school: study, do arts and crafts, take care of plants, dance, sing</li> <li>- Complete task 1</li> </ul>	
<p><b>b. Procedure:</b></p> <p><b>Task 1. Look at the table. Do you often do these things at school? Tick the yellow boxes.</b></p> <p>1. Present the pictures of the activities in the Student book on the screen and check Ss' understanding by asking them "What do students do in the picture?". Let Ss guess and show words or phrases below those pictures.</p> <ul style="list-style-type: none"> <li>- Study</li> <li>- Do arts and crafts</li> <li>- Take care of plants</li> <li>- Dance</li> <li>- Sing</li> </ul> <p>2. Let Ss say those words or phrases aloud, especially more practice on these phrases "Do arts and crafts" &amp; "Take care of plants"</p> <p>3. Practice words or phrases Ss have just learnt by doing the</p>	<ul style="list-style-type: none"> <li>- Look, listen and answer the questions.</li> <li>- Say aloud chorally.</li> <li>- Tick boxes.</li> </ul>

activity “unscramble and match”.																											
4. Tell students to tick the yellow boxes if they often do these things at school.																											
Activity 3: Practice – Controlled practice (10 minutes)																											
Teacher’s Activities		Students’ Activities																									
<b>a. Aims:</b> Ss will be able to: - practice listening to the words or phrases in the audio of task 2. - use the words or phrases about things at school to complete task 3.																											
<b>b. Procedure:</b> <b>Task 2: Listen. What do students in this school do? Tick the blue boxes. (Tr 3.7)</b> - Tell students to listen and tick the blue boxes if students do at school. - Check whether students understand the task. Elicit number 1 if necessary. - Check answers as a class. <b>Task 3: What do you do at your school? Write.</b> - Tell students to use words about subjects and activities at school to fill in the gaps. - Check whether students understand the task. Elicit number 1 if necessary. *Note: Show pictures as the clues of the gaps. Ss can see pictures to know what they should write down in the blanks.		- Listen & tick boxes.  - Check with T.   - Use words about subjects and activities at school to fill in the gaps.																									
Activity 4: Production (8 minutes)																											
Teacher’s Activities		Students’ Activities																									
<b>a. Aims:</b> - Ss will be able to apply the structure “What do you often do at school?” to ask their partners as a group.																											
<b>b. Procedure:</b> - Divide the class into different groups of four. - Based on the writing of task 3, let Ss ask others in the group what they often do at school and take notes at the following table. <table><tr><th>Frequent activities at school</th><th>Me</th><th>Friend 1</th><th>Friend 2</th><th>Friend 3</th></tr><tr><td>study</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>		Frequent activities at school	Me	Friend 1	Friend 2	Friend 3	study	✓	✓	✓	✓																- Work as a team. - Take note of what activity is done by the others and what activities are done the most often at school.
Frequent activities at school	Me	Friend 1	Friend 2	Friend 3																							
study	✓	✓	✓	✓																							

<ul style="list-style-type: none"> <li>- Work in group to see what activities are done the most often at school.</li> <li>- Choose one or two groups to share in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Share in front of the class.</li> </ul>
<b>Activity 5: Wrap up &amp; Assessment (5 minutes)</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>a, Aims:</b> <ul style="list-style-type: none"> <li>- Assess individuals or groups who have done the best in the lesson.</li> <li>- Wrap up the activities Ss have done during the lesson.</li> </ul>	
<ul style="list-style-type: none"> <li>- Assessment: Give compliments to the individuals/ groups who have completed the activities the best and encourage the other groups/teams to keep doing them during the next lessons.</li> <li>- Wrap-up: <i>Ask Ss the question: "What activities do students do at school?"</i></li> </ul> <b>study, do arts and crafts, take care of plants, dance, sing</b>	<ul style="list-style-type: none"> <li>- Ss answer.</li> <li>- Stand up and say goodbye to the teacher.</li> </ul>

**Period: 28**

**Teaching date: 01/ 11/ 2024**

## **UNIT 3: SCHOOL LIFE**

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

#### **I. OBJECTIVES:**

##### **1. Language knowledge & skills:**

- *Students will be able to:*
- + To review some activities to do at school.
- + To learn the usage of adverbs of frequency in the present simple tense.

##### **2. Competences:**

- English competences: Students will be able to use English to write sentences about how often they do school activities.
- Common competences: Students will be able to build more confidence in writing sentences and speaking in English what they do at school and how often they do those.

##### **3. Attributes:**



















- *Students will*
- + *develop public speaking in front of the class.*
- + *develop a sense of love towards school activities.*

#### **II. RESOURCES AND MATERIALS**

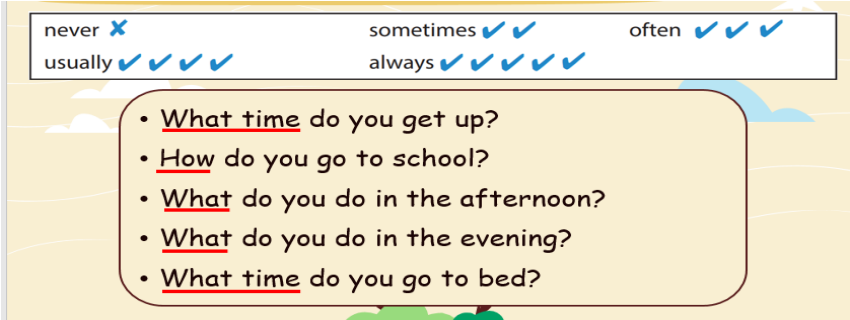
- Basic things: Student's Book, Class Audio CD, IWB, DVD.
- Advanced things: PPT, laptop, TV.

#### **III. PROCEDURE:**

<b>Activity 1: Warm-up (5 minutes)</b> <b>"Stop the bus"</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<b>a. Aims:</b> Welcome students. Engage and recall the class about school activities they have learned previously to lead in the lesson.	
<b>b. Procedure:</b> 1. Greeting Ss and chatting 2. Introducing and conducting the activity "Stop the bus": - <i>Before starting the new lesson, let's do a "Stop the bus" activity to review some phrases that we've learned before.</i> - Divide the class into different teams. It depends on T's plan. + Rule: A bus with one picture is shown on the screen. Ss have to look at the picture and guess what activity it is. + Let Ss from each team raise their hands to speak up for their points or stars. - Requirements: + <i>We have ... teams.</i>	 - Greet Teacher.  - Join the activity.

<p>+ Ss from each team raise their hands to say what they can see from the bus. Take turns to name five words or phrases.</p> <p>+ Keep in mind that the bus is coming quite fast. So stay focused.</p> <p>3. Leading in the lesson: Unit 3 – Lesson 3 task 4, 5, 6.</p> <p><b>Lead in:</b> So today, we are going to use these words or phrases to say or write how often we do these school activities.</p>																											
Activity 2: Presentation (7 minutes)																											
Teacher’s Activities		Students’ Activities																									
<p><b>a. Aims:</b></p> <p>- Check &amp; learn the usage of adverbs of frequency and their positions in the sentences.</p> <p>- Complete task 4.</p>																											
<p><b>b. Procedure:</b></p> <p><b>Task 4. Listen and read.</b></p> <p>1. Ask Ss to listen and read all sentences again.</p> <p>2. Ask Ss what the bold in-red words mean to check their knowledge.</p> <p>3. Show the chart to present the meaning of adverbs of frequency.</p> <p>4. Present the positions of adverbs of frequency.</p> <p>5. Ask Ss to read the text and complete the task to see how often Ann and Dough do activities. Check with the whole class.</p> <table border="1"><thead><tr><th></th><th>walk to school </th><th>ride a bike </th><th>go to science clubs </th><th>practise sport </th></tr></thead><tbody><tr><td>Ann </td><td>✓✓✓</td><td>✓✓</td><td>✓✓✓✓</td><td>✓✓</td></tr><tr><td>Doug </td><td>✓✓✓✓</td><td>✗</td><td>✗</td><td>✓✓✓✓</td></tr><tr><td>never ✗</td><td colspan="2">sometimes ✓✓</td><td colspan="2">often ✓✓✓</td></tr><tr><td>usually ✓✓✓✓</td><td colspan="2">always ✓✓✓✓✓</td><td colspan="2"></td></tr></tbody></table>			walk to school 	ride a bike 	go to science clubs 	practise sport 	Ann 	✓✓✓	✓✓	✓✓✓✓	✓✓	Doug 	✓✓✓✓	✗	✗	✓✓✓✓	never ✗	sometimes ✓✓		often ✓✓✓		usually ✓✓✓✓	always ✓✓✓✓✓				<p>- Look, listen and read again.</p> <p>- Answer the question.</p> <p>- Complete the table.</p>
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Activity 3: Practice – Controlled practice (10 minutes)																											
Teacher’s Activities		Students’ Activities																									
<p><b>a. Aims:</b></p> <p>Ss will practice using adverbs of frequency and complete task 5.</p>																											
<p><b>b. Procedure:</b></p> <p>- <b>Task 5: Read and write.</b></p> <p>+ Tell students to read and write the correct form of the given</p>		<p>- Read and write.</p>																									



<p>verbs and put adverbs of frequency in the correct place.</p> <p style="text-align: center;"><b>Minh's Day</b></p> <p>This is my friend, Minh. He (1) <u>usually gets up</u> (usually / get up) at 6.30 in the morning. He (2) <u>always has</u> (always / have) breakfast with his mum and dad. His mum drives him to school. Minh finishes school at 4 p.m. He (3) <u>sometimes visits</u> (sometimes / visit) his grandma in the afternoon. In the evening, Minh (4) <u>usually does</u> (usually / do) his homework. Then he (5) <u>often plays</u> (often / play) chess with his dad. He goes to bed at 10.30 at night.</p> <p>+ Show answers and do the correction.</p> <p><b>- Do “Tic-Tac-Toe” to practice adverbs of frequency.</b></p> <p>+ Requirements: Divide the class into two teams. One is placing X and one is placing O. Let Ss play “Rocks, papers, scissors to decide who is playing first. Ss pick numbers, and look at the question and answer. Which team has 3 of their marks in a row (up, down, across, or diagonally) is the winner. They have to answer questions using adverbs of frequency.</p> <ol style="list-style-type: none"> <li>1. How often do you walk to school?</li> <li>2. How often do you wear a uniform?</li> <li>3. How often do you do your homework?</li> <li>4. How often do you go to science clubs?</li> <li>5. How often do you have fun with your friends?</li> <li>6. How often do you play a musical instrument?</li> <li>7. How often do you ride a bike?</li> <li>8. How often do you play sports?</li> <li>9. How often do you do arts and crafts?</li> </ol>	<p>- Fill in the blanks.</p> <p>- Check with T.</p> <p>- Join in the activity by answering questions with adverbs of frequency.</p>
<b>Activity 4: Production (8 minutes)</b>	
<b>Teacher's Activities</b>	<b>Students' Activities</b>
<p><b>a. Aims:</b></p> <p>- Ss will be able to apply adverbs of frequency to write about their days and work in pairs to share with their partners.</p>	
<p><b>b. Procedure:</b></p> <p>- Work individually in 5 minutes to write sentences with adverbs of frequency answering the following questions about their days.</p> 	<p>- Write sentences.</p>

