*Week 21 Preparing date: 2/2/2025*

*Period 81 Teaching date: 4/3/2025*

**Unit 12: Our Tet holiday**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone will go at Tet

- correctly use *Where will you go at Tet? – I’ll go to \_\_\_\_\_.* to ask and answer questions about where someone will go at Tet

- listen to and demonstrate understanding of simple exchanges in relation to the topic “*Our Tet holiday”.*

- ***Vocabulary:*** fireworks show, New Year party, flower festival, wear new clothes, eat delicious food.

- ***Structures***: *A: Where will you go at Tet?*

*B: I’ll go to my grandparents’ house.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about whether someone will do something for Tet.

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Self-control and independent learning: perform pronunciation and speaking tasks.

**3. Attitude/ Qualities:**

- Show their interest in activities for Tet holiday

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 198, 199, 200, audio Tracks 15, 16, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 14, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**  **2. Presentation (15’)**  **3.Practice: (7’)**  **4. Production: (6’)**  **5. Fun corner and wrap- up (4’)** | ***Game: Racing***  *\*****Aims:*** *create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  -Divide the class into three groups. Each group has equal numbers of ss.  - Ask ss to stand in lines. Set the timer.  - Ask the first student from each line “*Will you ……….. for Tet?”* he/ she must answer and in turn ask the second student in the line. The second student then answers and asks the third, and so on.  - The group which has the shortest time to finish asking and answering wins the game.  - Say “Open your book page 14” and look at “*Unit 12, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+*  *New Year party: tiệc năm mới (situation)*  *+ fireworks show: sự trình diễn pháo hoa (picture)*  *+ flower festival: hội chợ hoa (picture)*  *+ eat delicious food: ăn đồ ăn ngon (translation)*  *+ wear new clothes: mặc quần áo mới (picture)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts focusing*  *on asking and answering questions about where someone will go at Tet.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.  *+ Who are they?*  *+ Where are they?*  *+ What are they talking about?*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**  **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to* *correctly say the phrases and use Where will you go at Tet? - I’ll go to \_\_\_. to ask and answer questions about where someone will go at Tet.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: Where will you go at Tet?*  *B: I’ll go to my grandparents’ house.*  ***\*Drill pictures***  - Have Ss look at the pictures and say what they can see in the pictures.    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the question *Where will you go at Tet? - I’ll go to \_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *use Will you \_\_\_ for Tet? – \_\_\_. and Where will you go at Tet? – I’ll go to \_\_\_\_. in a freer context.*  **\*Procedure:**  - Draw Ss’ attention to the picture    - Point at the ﬁrst picture and elicit the question in the ﬁrst speech bubble *Will you …….. for Tet?* and *Where will you go at Tet?* and the answer in the second speech *Yes, I will. / No, I won’t. I’ll …….. And I’’ll go to………* as an example.  - Give Ss time to work in pairs and take turns pointing at each picture to ask and answer using bubble *Will you …….. for Tet?* and *Where will you go at Tet? - Yes, I will. / No, I won’t. I’ll …….. And I’’ll go to………*  - Invite a few pairs to come to the front of the classroom and act out the exchanges.  Game: **Lucky number**  - Divide the class into two teams.  - Each team takes turns to choose the number and answer the question to get the coins.  - At the end of the game, the team with the most coins is the winner. | - Ss listen to the teacher  - Ss play the game  *Ex.*  *A: Will you do the shopping for Tet?*  *B: Yes, I will.*  *B: Will you buy a branch of peach blossoms for Tet?*  *C: Yes, I will. / No, I won’t.*  - Ss listen and open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition  *(3 times).*  + Individual repetition  *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and say.  + In picture a:  Mary: *What are you doing, Linh?*  Linh: *What is Tet?*  Mai: *I’m decorating my house for Tet.*  + In picture b:  Mary: *Where will you go at Tet?*  Linh: *I’ll go to my grandparents’ house in the countryside.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen  - Ss look at the picture and answer.  -Ss listen  -Ss listen and repeat  -Ss repeat to the structures  - Ss look, listen and repeat  *+Picture a:*  *a child visiting his grandparents’ house*  *+ Picture b: a fireworks show*  *+ Picture c:* *a New Year party*  *+ Picture d:* *a flower festival*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and say  *+*  *a girl watching a fireworks show; a boy visiting her grandparents during Tet; a boy going to a flower festival with his mum; a girl having a New Year party with her family members*  - Ss look at the first picture and elicit the missing words in speech bubbles and say the completed sentences.  - Ss role-play to practise asking and answering questions  - Ss practise asking and answering questions in front of the class.  - Ss listen  -Ss listen and play the game |

**D. ADJUSTMENTS (if necessary):**

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*Week 21 Preparing date: 2/2/2025*

*Period 82 Teaching date: 4/2/2025*

**Unit 12: Our Tet holiday**

**Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand four communicative contexts about where someone will go at Tet, and number the pictures

- complete two gapped exchanges with the help of picture cues

- revise the target vocabulary items and structures by playing the game Board race.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform listening and reading tasks.

**3. Attitude/ Qualities:**

- Show their pride in the traditional holiday in their country.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 200, 201, 202; audio Tracks 17; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 15, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (5’)** | *Game:*  ***Pass the teddy bears***  *\*****Aims:*** *to* *revise the learned sentence structures.*  **\*Procedure:**  - Give two different coloured teddy bears to two ss, a black teddy bear (ask the question) and a white teddy bear (answer the question).  - Ask ss to listen to music and pass the teddy bears.  - Stop music suddenly. Have the student with a black teddy bear make a question. Have the student with a white teddy bear answer the question.  - Repeat the game several times.  - Say “Open your book page 15” and look at *“Unit 12, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts about where someone will go at Tet and number the correct pictures.*  **\*Procedure:**  - Elicit and ask questions to elicit the home in the pictures  + *What can you see in this picture?*  *+* *Where are they?*  *+* *What do they do?*    - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again for pupils to do the task.  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - If time allows, play the recording, sentence by sentence, for Ss to listen and repeat individually and in chorus  *Key: 1. b 2. a 3. d 4. c*  **Activity 2.** **Read and complete.**  ***\*Aims:*** *Ss will be able**to* *complete two gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have ss look at the pictures and identify the activities in the pictures.    - Have Ss look at the two incomplete exchanges and elicits the missing words in the sentences.  - T models with the first gap  + Have Ss look at the picture and identify the needed information *(where).*  - Have Ss work in groups and complete  - Get Ss to swap books with a partner and check their answers before checking as a class.  - Invite two pairs of Ss to act out the two completed exchanges in front of the class  *Key:*  *1. Where; grandparents’ house*  *2. won’t; Where; go to a fireworks show*  **Activity 3. Let’s play**  ***\*Aims:*** *Ss will be able to* *revise the target vocabulary items and structures by playing the game Board race.* **\*Procedure:**    - Tell ss that they are going to play the game *Board race* using the language learnt in Lesson 2.  - Divide the board into two columns for Groups 1 and 2. Divide the class into two teams. Give each team a task: each member of the team should take turns to run to the board and write about *where he / she will go at Tet*.  - Set a time limit for ss to play the game. The team that writes the most correct sentences within the time wins.  **Game:**  **Make banh chung**  - Divide the class into 2 teams: Boys and Girls  - Draw ss’ attention to the questions on the screen.  - In teams, they take turns choosing the number and looking at the picture then answer the questions. Read the question aloud and answer it. If they have the correct ones, they roll the dice and get the points.  - The team with more points wins the game. | - Ss listen  - Ss play the game  *Ex:*  *A: Where will you go at Tet?*  *B: I will go to a New Year party.*  - Continue playing the game.  - Ss open their books  -Look at the pictures and say:  *+ Picture a: a boy going to a flower festival*  *+ Picture b:*  *a boy visiting his grandparents at Tet*  *+ Picture c:*  *a boy watching a fireworks show with his parents*  *+ Picture d: a boy having a party with his parents at Tet.*  -Ss guess the answers  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books with their partner, then check answers as a class  + Ss check the answer and the guessing  -Ss listen and repeat  -Ss look at the picture and identify the activities  -Ss look and follow the teacher demonstrating the exchange 1.  -Ss answer: *(Where will you go?)*  -Ss complete the sentences  -Ss swap books with a partner and check their answers before checking as a class.  -Ss read the completed exchanges aloud.  - Ss follow the teacher’s instructions  - Ss play the game  - Ss continue playing the game.  -Ss praise the winner  -Ss listen  -Ss play a game  - Ss continue playing the game.  -Ss praise the winner |

**D. ADJUSTMENTS (if necessary):**

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*Week 21 Preparing date: 2/2/2025*

*Period 83 Teaching date: 7/2/2025*

**Unit 12: Our Tet holiday**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- stress the correct words in sentences *I’ll 'do the 'shopping for 'Tet.* and *We’ll 'decorate our 'house with 'flowers.*

- identify and underline the missing stressed word in four sentences, and to say the sentences with the correct stress while listening

- say the chant with the correct pronunciation, word stress and rhythm.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform pronunciation and listening tasks.

**3. Attitude/ Qualities:**

- Show their pride in what someone will do at Tet.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 203, 204; audio Tracks 18, 19, 20; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 16, notebooks, workbooks, school things.

**C. PROCEDURES:**

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| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2. Presentation (9’)**  **3.Practice: (17’)**  **3. Fun corner and wrap- up (4’)** | *Game:*  ***Pass the balls***  *\*****Aims:*** *to revise the learnt words and structures.*  **\*Procedure:**  - Give two different coloured balls to two ss, one ball (ask the question) and another one (answer the question).  - Ask ss to listen to music and pass the balls.  - Stop music suddenly. Have one student ask, the other answers the question.  - Repeat the game several times.  - Say “Open your book page 16” and look at “*Unit 12, Lesson 3 (1,2,3)”.*  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *stress the correct words in sentences I’ll 'do the 'shopping for 'Tet. and We’ll 'decorate our 'house with 'flowers.*  **\*Procedure:**  - T gives instruction the sentences *I’ll 'do the 'shopping for 'Tet. and We’ll 'decorate our 'house with 'flowers.*  - Play the recording and encourage Ss to point at the stressed words in the first sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Have Ss work in pairs or groups to do this several times until Ss feel confident.  - T invites some Ss to practice.  **Activity 2.** **Listen and underline one more stressed word. Then repeat**  ***\*Aims:*** *Ss will be able**to* *identify and underline the missing stressed word in four sentences, and to say the sentences with the correct stress while listening.*  **\*Procedure:**  - Explain what ss have to do and tell ss that the two / three underlined words in each question are stressed but that one additional stress is missing.  - Play the recording for ss to listen.  - Play the recording again for ss to listen and underline one more stressed word in each sentence.  - Tell ss to swap books with a partner, then check the answers as a class.  - Write the correct answers on the board.  - Play the recording again for ss to listen and check their answers again.  - Get some ss to say the sentences aloud in front of the class. Praise them if they do a good job.  *Key: 1. show 2. flowers 3. spring 4. Party*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct pronunciation, word stress and rhythm*  **\*Procedure:**  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to atten the word stress in the sentences  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  **Game:**  **Help the Kitchen Gods**  - Divide the class into 2 teams.  - In teams, they take turns reading the sentences and finding out the stressed words.  If they have the correct ones, they will get the points.  - The team with more points wins the game. | - Ss listen  -Ss listen the rules  - Ss play the game  *Ex:*  *A: Where will you go at Tet?*  *B: I’ll go to a flower festival*  - Ss open their books  - - Ss pay attention  - Ss listen and point  - Ss listen again and repeat  -Ss work in pairs and practice  -Ss say the language in front of the class  - Ss follow the teacher’s explanation.    - Ss listen and underline one more stressed word in each sentence.  - Ss swap books and check their answers as a class.  - Ss write the answer into notebooks  - Ss listen to the recording and check the correct answers again.  - Ss say the sentences aloud  - Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  - Ss note the rhythm and pronunciation.  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss play the game  -Ss praise the winner |

**D. ADJUSTMENTS (if necessary):**

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*Week 21 Preparing date:2/2/2025*

*Period 84 Teaching date: 7/2/2025*

**Unit 12: Our Tet holiday**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- read and show understanding of a postcard by completing five gapped sentences

- write a paragraph of about 40 words about their Tet holidays with the help of picture cues

- present a poster about Tet activities to the class.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform reading and writing tasks.

**3. Attitude/ Qualities:**

- Show their pride in the traditional holiday in their country.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 204, 205, 206; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 17, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (8’)**  **3.Production: (18’)**  **4. Fun corner and wrap- up (4’)** | *Game:*  ***Hot seat***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into 2 or 3 teams.  - Call a student to come up to the front and pick up a flash card.  - He/ She has to use gestures to show their friends what the word or phrase is.  - A student from each team asks a question to find out the answer.  - The team that has the correct answer gets a point.  - Say “Open your book page 17” and look at *“Unit 12, Lesson 3 (4,5,6)”.*  **Activity 1. Read and complete:**  ***\*Aims:*** *Ss will be able**to* *read and show understanding of a postcard by completing five gapped sentences.*  **\*Procedure:**  **-**  Draw ss’ attention to the text and read it as a class.  - Model sentence 1. First, have ss read the gapped sentence and identify what information is needed to complete the gap (*the thing that Minh’s father will buy for Tet*). Then, have ss find the information in the postcard.  + Ask where in the postcard they can find the information. Explain that ss need to find the sentence *My dad will buy a branch of peach blossoms.* in the postcard and read the words after that to identify the information to complete the gap in sentence 1 (*a*  *branch of peach blossoms*).  - Ask Ss complete with Sentences 2, 3, 4, 5.  - Tell Ss to swap books with a partner, then check answers as a class.  - Get Ss to look at the board and check their answers again.  + Have ss read the words / sentences in the reading text that help them find the information they need to fill in the gaps.  - Invite some Ss to say four or five sentences about what members of Minh’s family will do at Tet.  *Key:*  *1. a branch of peach blossoms*  *2. make banh chung*  *3. Minh’s sister*  *4. decorate the house*  *5. his grandparents*  **Activity 2.** **Look and write**  ***\*Aims:*** *Ss will be able to write a paragraph of about 40 words about their Tet holidays with the help of picture cues.*  **\*Procedure:**    - Tell the class the goal of this activity: they are going to look at the pictures and write sentences to complete the paragraph.  - Ask ss to point at the first picture (*a man buying a branch of peach blossoms*) and encourage ss to say the name of the activity (*buy a branch of peach blossoms*). Elicit what ss need to add before the activity (*I will or I’ll*). Give ss time to write the answer and read the sentence as a class.  - Encourage ss to also write their own sentences about different Tet activities.  - Invite a few ss to read the sentences they have completed in front of the class. The class should observe and praise their work.  *Key: Pupil’s answer*  *Ex:*  *Tet is coming soon.*  *For Tet, I’ll buy a branch of peach blossoms with my father. I’ll make banh chung with my mother. At Tet, I’ll go to a fireworks show with my sister. Our family will have a New Year party.*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to* *present a poster about Tet activities to the class.*  **\*Procedure:**    - Explain that Ss are going to show the posters that they have made at home and tell the class about activities that they will do at Tet.  - Have ss work in groups of five and tells the group about what he / she will do for / at Tet, *ex: I’ll make banh chung. I’ll buy a branch of peach blossoms*.  - Invite some ss to show their work and talk about their Tet activities in front of the class.  *Suggested presentation:*  *This is a picture of my activities at Tet. Before Tet, I will go to the market and I will buy a branch of peach blossoms with my father. I will make banh chung with my mother.*  *At Tet, I will go to a fireworks show with my friends. I will plant trees with them in the school garden. I love Tet.*  **Sing: Tet’s coming!**  - Show the video on the screen.  <https://www.youtube.com/watch?v=cv8d4alcdk8>  - Ask Ss to listen, sing and dance the song. | - Ss listen  - Ss listen to the rules  -Ss play game  - Ss open their books  - S pay attention to the text and read it as a class.  - Ss follow the teacher’s instruction with sentence 1.  - Ss do the task  - Ss swap books and check the answers  - Ss look at the board and check their answers again.  + Ss read the words / sentences in the reading text  - Ss say about what members of Minh’s family will do at Tet.  - Ss listen to the teacher’s explanation.  - Ss look at the board and read the text prompts, point at the first picture and say  - Ss do the task  - Ss read the sentences they have completed in front of the class.  - Ss listen to the teacher’s explanation.  - Ss work in groups and tell the group about what he / she will do for / at Tet.  - Ss talk about their Tet activities in front of the class.  -Ss listen to the teacher  - Ss ssing a song |

**D. ADJUSTMENTS (if necessary):**

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*Week 21 Preparing date: 2/2/2025*

*Period 81 Teaching date: 4/3/2025*

**Unit 12: Our Tet holiday**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone will go at Tet

- correctly use *Where will you go at Tet? – I’ll go to \_\_\_\_\_.* to ask and answer questions about where someone will go at Tet

- listen to and demonstrate understanding of simple exchanges in relation to the topic “*Our Tet holiday”.*

- ***Vocabulary:*** fireworks show, New Year party, flower festival, wear new clothes, eat delicious food.

- ***Structures***: *A: Where will you go at Tet?*

*B: I’ll go to my grandparents’ house.*

- ***Skills***: speaking and listening

**2. Competences:**

- Critical thinking and creativity: learn how to ask and answer questions about whether someone will do something for Tet.

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

- Self-control and independent learning: perform pronunciation and speaking tasks.

**3. Attitude/ Qualities:**

- Show their interest in activities for Tet holiday

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 198, 199, 200, audio Tracks 15, 16, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 14, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (3’)**  **2. Presentation (15’)**  **3.Practice: (7’)**  **4. Production: (6’)**  **5. Fun corner and wrap- up (4’)** | ***Game: Racing***  *\*****Aims:*** *create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  -Divide the class into three groups. Each group has equal numbers of ss.  - Ask ss to stand in lines. Set the timer.  - Ask the first student from each line “*Will you ……….. for Tet?”* he/ she must answer and in turn ask the second student in the line. The second student then answers and asks the third, and so on.  - The group which has the shortest time to finish asking and answering wins the game.  - Say “Open your book page 14” and look at “*Unit 12, Lesson 2 (1,2,3)”.*  **Activity 1. Vocabulary.**  ***\*Aims:*** *Ss will be able**to know the vocabulary in the new lesson.*  **\*Procedure:**  -T elicits the new words  *+*  *New Year party: tiệc năm mới (situation)*  *+ fireworks show: sự trình diễn pháo hoa (picture)*  *+ flower festival: hội chợ hoa (picture)*  *+ eat delicious food: ăn đồ ăn ngon (translation)*  *+ wear new clothes: mặc quần áo mới (picture)*  - T models *(3 times).*    - T writes the words on the board.  - *Checking: Rub out and remember*  **Activity 2. Look, listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *understand and correctly repeat the sentences in two communicative contexts focusing*  *on asking and answering questions about where someone will go at Tet.*  **\*Procedure:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.  *+ Who are they?*  *+ Where are they?*  *+ What are they talking about?*    - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**  **Listen, point and say.**  ***\*Aims:*** *Ss will be able**to* *correctly say the phrases and use Where will you go at Tet? - I’ll go to \_\_\_. to ask and answer questions about where someone will go at Tet.*  **\*Procedure:**  **\* *Structures:***  - T asks Ss look at *picture b* in activity 1 and helps Ss know the structure from the dialogue.  - T introduces new structures for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences.  *A: Where will you go at Tet?*  *B: I’ll go to my grandparents’ house.*  ***\*Drill pictures***  - Have Ss look at the pictures and say what they can see in the pictures.    - Have Ss point at pictures, listen and run through all the pictures.  - Have Ss point at the bubbles, listen and run through model sentences.  - Have Ss to practise:  + T asks the first picture, Ss answer  + Ss asks the second picture, T answers  + Group A asks the third picture, group B  answers  + Group B asks the last picture, group A  - Ask Ss to work in pairs to practise asking and answering the question *Where will you go at Tet? - I’ll go to \_\_\_.*  - T controls and corrects.  - Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Activity 4. Let’s talk.**  ***\*Aims:*** *Ss will be able to* *use Will you \_\_\_ for Tet? – \_\_\_. and Where will you go at Tet? – I’ll go to \_\_\_\_. in a freer context.*  **\*Procedure:**  - Draw Ss’ attention to the picture    - Point at the ﬁrst picture and elicit the question in the ﬁrst speech bubble *Will you …….. for Tet?* and *Where will you go at Tet?* and the answer in the second speech *Yes, I will. / No, I won’t. I’ll …….. And I’’ll go to………* as an example.  - Give Ss time to work in pairs and take turns pointing at each picture to ask and answer using bubble *Will you …….. for Tet?* and *Where will you go at Tet? - Yes, I will. / No, I won’t. I’ll …….. And I’’ll go to………*  - Invite a few pairs to come to the front of the classroom and act out the exchanges.  Game: **Lucky number**  - Divide the class into two teams.  - Each team takes turns to choose the number and answer the question to get the coins.  - At the end of the game, the team with the most coins is the winner. | - Ss listen to the teacher  - Ss play the game  *Ex.*  *A: Will you do the shopping for Tet?*  *B: Yes, I will.*  *B: Will you buy a branch of peach blossoms for Tet?*  *C: Yes, I will. / No, I won’t.*  - Ss listen and open their books  -Ss listen and answer  - - Ss listen and repeat  + Choral repetition  *(3 times).*  + Individual repetition  *(3 ss)*  - Ss take note  - Ss look, remember and write  -Look at the pictures and say.  + In picture a:  Mary: *What are you doing, Linh?*  Linh: *What is Tet?*  Mai: *I’m decorating my house for Tet.*  + In picture b:  Mary: *Where will you go at Tet?*  Linh: *I’ll go to my grandparents’ house in the countryside.*  -Ss listen and repeat in chorus *(twice)*  -Ss work in pairs to practice  -Ss come to the front of the classroom to practice.  -Ss listen  - Ss look at the picture and answer.  -Ss listen  -Ss listen and repeat  -Ss repeat to the structures  - Ss look, listen and repeat  *+Picture a:*  *a child visiting his grandparents’ house*  *+ Picture b: a fireworks show*  *+ Picture c:* *a New Year party*  *+ Picture d:* *a flower festival*  -Ss point at pictures, listen and repeat  -Ss point at the bubbles, listen and repeat  -Ss practice in chorus  -Ss practice in chorus  -Ss work in pairs to practise asking and answering the question  - Pairs of Ss point at the pictures and say in front of the class  -Ss look at the picture and say  *+*  *a girl watching a fireworks show; a boy visiting her grandparents during Tet; a boy going to a flower festival with his mum; a girl having a New Year party with her family members*  - Ss look at the first picture and elicit the missing words in speech bubbles and say the completed sentences.  - Ss role-play to practise asking and answering questions  - Ss practise asking and answering questions in front of the class.  - Ss listen  -Ss listen and play the game |

**D. ADJUSTMENTS (if necessary):**

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*Week 21 Preparing date: 2/2/2025*

*Period 82 Teaching date: 4/2/2025*

**Unit 12: Our Tet holiday**

**Lesson 2 (4, 5, 6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand four communicative contexts about where someone will go at Tet, and number the pictures

- complete two gapped exchanges with the help of picture cues

- revise the target vocabulary items and structures by playing the game Board race.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform listening and reading tasks.

**3. Attitude/ Qualities:**

- Show their pride in the traditional holiday in their country.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 200, 201, 202; audio Tracks 17; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 15, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/ Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (25’)**  **3. Fun corner and wrap- up (5’)** | *Game:*  ***Pass the teddy bears***  *\*****Aims:*** *to* *revise the learned sentence structures.*  **\*Procedure:**  - Give two different coloured teddy bears to two ss, a black teddy bear (ask the question) and a white teddy bear (answer the question).  - Ask ss to listen to music and pass the teddy bears.  - Stop music suddenly. Have the student with a black teddy bear make a question. Have the student with a white teddy bear answer the question.  - Repeat the game several times.  - Say “Open your book page 15” and look at *“Unit 12, Lesson 2 (4,5,6)”.*  **Activity 1. Listen and number:**  ***\*Aims:*** *Ss will be able**to* *listen to and understand four communicative contexts about where someone will go at Tet and number the correct pictures.*  **\*Procedure:**  - Elicit and ask questions to elicit the home in the pictures  + *What can you see in this picture?*  *+* *Where are they?*  *+* *What do they do?*    - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again for pupils to do the task.  + Play the recording a third time for pupils to check their answers.  - Get Ss to swap books with their partner, then check answers as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - If time allows, play the recording, sentence by sentence, for Ss to listen and repeat individually and in chorus  *Key: 1. b 2. a 3. d 4. c*  **Activity 2.** **Read and complete.**  ***\*Aims:*** *Ss will be able**to* *complete two gapped exchanges with the help of picture cues.*  **\*Procedure:**  - Have ss look at the pictures and identify the activities in the pictures.    - Have Ss look at the two incomplete exchanges and elicits the missing words in the sentences.  - T models with the first gap  + Have Ss look at the picture and identify the needed information *(where).*  - Have Ss work in groups and complete  - Get Ss to swap books with a partner and check their answers before checking as a class.  - Invite two pairs of Ss to act out the two completed exchanges in front of the class  *Key:*  *1. Where; grandparents’ house*  *2. won’t; Where; go to a fireworks show*  **Activity 3. Let’s play**  ***\*Aims:*** *Ss will be able to* *revise the target vocabulary items and structures by playing the game Board race.* **\*Procedure:**    - Tell ss that they are going to play the game *Board race* using the language learnt in Lesson 2.  - Divide the board into two columns for Groups 1 and 2. Divide the class into two teams. Give each team a task: each member of the team should take turns to run to the board and write about *where he / she will go at Tet*.  - Set a time limit for ss to play the game. The team that writes the most correct sentences within the time wins.  **Game:**  **Make banh chung**  - Divide the class into 2 teams: Boys and Girls  - Draw ss’ attention to the questions on the screen.  - In teams, they take turns choosing the number and looking at the picture then answer the questions. Read the question aloud and answer it. If they have the correct ones, they roll the dice and get the points.  - The team with more points wins the game. | - Ss listen  - Ss play the game  *Ex:*  *A: Where will you go at Tet?*  *B: I will go to a New Year party.*  - Continue playing the game.  - Ss open their books  -Look at the pictures and say:  *+ Picture a: a boy going to a flower festival*  *+ Picture b:*  *a boy visiting his grandparents at Tet*  *+ Picture c:*  *a boy watching a fireworks show with his parents*  *+ Picture d: a boy having a party with his parents at Tet.*  -Ss guess the answers  - Ss listen to the tape  - Ss listen again and do the task.  - Ss listen and check their answers  - Ss swap books with their partner, then check answers as a class  + Ss check the answer and the guessing  -Ss listen and repeat  -Ss look at the picture and identify the activities  -Ss look and follow the teacher demonstrating the exchange 1.  -Ss answer: *(Where will you go?)*  -Ss complete the sentences  -Ss swap books with a partner and check their answers before checking as a class.  -Ss read the completed exchanges aloud.  - Ss follow the teacher’s instructions  - Ss play the game  - Ss continue playing the game.  -Ss praise the winner  -Ss listen  -Ss play a game  - Ss continue playing the game.  -Ss praise the winner |

**D. ADJUSTMENTS (if necessary):**

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*Week 21 Preparing date: 2/2/2025*

*Period 83 Teaching date: 7/2/2025*

**Unit 12: Our Tet holiday**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- stress the correct words in sentences *I’ll 'do the 'shopping for 'Tet.* and *We’ll 'decorate our 'house with 'flowers.*

- identify and underline the missing stressed word in four sentences, and to say the sentences with the correct stress while listening

- say the chant with the correct pronunciation, word stress and rhythm.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform pronunciation and listening tasks.

**3. Attitude/ Qualities:**

- Show their pride in what someone will do at Tet.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 203, 204; audio Tracks 18, 19, 20; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Students’ book Page 16, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2. Presentation (9’)**  **3.Practice: (17’)**  **3. Fun corner and wrap- up (4’)** | *Game:*  ***Pass the balls***  *\*****Aims:*** *to revise the learnt words and structures.*  **\*Procedure:**  - Give two different coloured balls to two ss, one ball (ask the question) and another one (answer the question).  - Ask ss to listen to music and pass the balls.  - Stop music suddenly. Have one student ask, the other answers the question.  - Repeat the game several times.  - Say “Open your book page 16” and look at “*Unit 12, Lesson 3 (1,2,3)”.*  **Activity 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to* *stress the correct words in sentences I’ll 'do the 'shopping for 'Tet. and We’ll 'decorate our 'house with 'flowers.*  **\*Procedure:**  - T gives instruction the sentences *I’ll 'do the 'shopping for 'Tet. and We’ll 'decorate our 'house with 'flowers.*  - Play the recording and encourage Ss to point at the stressed words in the first sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Have Ss work in pairs or groups to do this several times until Ss feel confident.  - T invites some Ss to practice.  **Activity 2.** **Listen and underline one more stressed word. Then repeat**  ***\*Aims:*** *Ss will be able**to* *identify and underline the missing stressed word in four sentences, and to say the sentences with the correct stress while listening.*  **\*Procedure:**  - Explain what ss have to do and tell ss that the two / three underlined words in each question are stressed but that one additional stress is missing.  - Play the recording for ss to listen.  - Play the recording again for ss to listen and underline one more stressed word in each sentence.  - Tell ss to swap books with a partner, then check the answers as a class.  - Write the correct answers on the board.  - Play the recording again for ss to listen and check their answers again.  - Get some ss to say the sentences aloud in front of the class. Praise them if they do a good job.  *Key: 1. show 2. flowers 3. spring 4. Party*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct pronunciation, word stress and rhythm*  **\*Procedure:**  - Introduce the title and lyrics of the chant.    - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to atten the word stress in the sentences  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  **Game:**  **Help the Kitchen Gods**  - Divide the class into 2 teams.  - In teams, they take turns reading the sentences and finding out the stressed words.  If they have the correct ones, they will get the points.  - The team with more points wins the game. | - Ss listen  -Ss listen the rules  - Ss play the game  *Ex:*  *A: Where will you go at Tet?*  *B: I’ll go to a flower festival*  - Ss open their books  - - Ss pay attention  - Ss listen and point  - Ss listen again and repeat  -Ss work in pairs and practice  -Ss say the language in front of the class  - Ss follow the teacher’s explanation.    - Ss listen and underline one more stressed word in each sentence.  - Ss swap books and check their answers as a class.  - Ss write the answer into notebooks  - Ss listen to the recording and check the correct answers again.  - Ss say the sentences aloud  - Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  - Ss note the rhythm and pronunciation.  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss play the game  -Ss praise the winner |

**D. ADJUSTMENTS (if necessary):**

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*Week 21 Preparing date:2/2/2025*

*Period 84 Teaching date: 7/2/2025*

**Unit 12: Our Tet holiday**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- read and show understanding of a postcard by completing five gapped sentences

- write a paragraph of about 40 words about their Tet holidays with the help of picture cues

- present a poster about Tet activities to the class.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks.

- Self-control and independent learning: perform reading and writing tasks.

**3. Attitude/ Qualities:**

- Show their pride in the traditional holiday in their country.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 204, 205, 206; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Student’s book Page 17, notebooks, workbooks, school things.

**C. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/**  **Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up and review: (5’)**  **2.Practice: (8’)**  **3.Production: (18’)**  **4. Fun corner and wrap- up (4’)** | *Game:*  ***Hot seat***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**  - Divide the class into 2 or 3 teams.  - Call a student to come up to the front and pick up a flash card.  - He/ She has to use gestures to show their friends what the word or phrase is.  - A student from each team asks a question to find out the answer.  - The team that has the correct answer gets a point.  - Say “Open your book page 17” and look at *“Unit 12, Lesson 3 (4,5,6)”.*  **Activity 1. Read and complete:**  ***\*Aims:*** *Ss will be able**to* *read and show understanding of a postcard by completing five gapped sentences.*  **\*Procedure:**  **-**  Draw ss’ attention to the text and read it as a class.  - Model sentence 1. First, have ss read the gapped sentence and identify what information is needed to complete the gap (*the thing that Minh’s father will buy for Tet*). Then, have ss find the information in the postcard.  + Ask where in the postcard they can find the information. Explain that ss need to find the sentence *My dad will buy a branch of peach blossoms.* in the postcard and read the words after that to identify the information to complete the gap in sentence 1 (*a*  *branch of peach blossoms*).  - Ask Ss complete with Sentences 2, 3, 4, 5.  - Tell Ss to swap books with a partner, then check answers as a class.  - Get Ss to look at the board and check their answers again.  + Have ss read the words / sentences in the reading text that help them find the information they need to fill in the gaps.  - Invite some Ss to say four or five sentences about what members of Minh’s family will do at Tet.  *Key:*  *1. a branch of peach blossoms*  *2. make banh chung*  *3. Minh’s sister*  *4. decorate the house*  *5. his grandparents*  **Activity 2.** **Look and write**  ***\*Aims:*** *Ss will be able to write a paragraph of about 40 words about their Tet holidays with the help of picture cues.*  **\*Procedure:**    - Tell the class the goal of this activity: they are going to look at the pictures and write sentences to complete the paragraph.  - Ask ss to point at the first picture (*a man buying a branch of peach blossoms*) and encourage ss to say the name of the activity (*buy a branch of peach blossoms*). Elicit what ss need to add before the activity (*I will or I’ll*). Give ss time to write the answer and read the sentence as a class.  - Encourage ss to also write their own sentences about different Tet activities.  - Invite a few ss to read the sentences they have completed in front of the class. The class should observe and praise their work.  *Key: Pupil’s answer*  *Ex:*  *Tet is coming soon.*  *For Tet, I’ll buy a branch of peach blossoms with my father. I’ll make banh chung with my mother. At Tet, I’ll go to a fireworks show with my sister. Our family will have a New Year party.*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to* *present a poster about Tet activities to the class.*  **\*Procedure:**    - Explain that Ss are going to show the posters that they have made at home and tell the class about activities that they will do at Tet.  - Have ss work in groups of five and tells the group about what he / she will do for / at Tet, *ex: I’ll make banh chung. I’ll buy a branch of peach blossoms*.  - Invite some ss to show their work and talk about their Tet activities in front of the class.  *Suggested presentation:*  *This is a picture of my activities at Tet. Before Tet, I will go to the market and I will buy a branch of peach blossoms with my father. I will make banh chung with my mother.*  *At Tet, I will go to a fireworks show with my friends. I will plant trees with them in the school garden. I love Tet.*  **Sing: Tet’s coming!**  - Show the video on the screen.  <https://www.youtube.com/watch?v=cv8d4alcdk8>  - Ask Ss to listen, sing and dance the song. | - Ss listen  - Ss listen to the rules  -Ss play game  - Ss open their books  - S pay attention to the text and read it as a class.  - Ss follow the teacher’s instruction with sentence 1.  - Ss do the task  - Ss swap books and check the answers  - Ss look at the board and check their answers again.  + Ss read the words / sentences in the reading text  - Ss say about what members of Minh’s family will do at Tet.  - Ss listen to the teacher’s explanation.  - Ss look at the board and read the text prompts, point at the first picture and say  - Ss do the task  - Ss read the sentences they have completed in front of the class.  - Ss listen to the teacher’s explanation.  - Ss work in groups and tell the group about what he / she will do for / at Tet.  - Ss talk about their Tet activities in front of the class.  -Ss listen to the teacher  - Ss ssing a song |

**D. ADJUSTMENTS (if necessary):**

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