

Week: 21  
Period: 41

English 5  
Date of teaching: 31/01/2024

## UNIT 12: DON'T RIDE YOUR BIKE TOO FAST?

### Lesson 2 (1-2-3)

<b>I. OBJECTIVES</b>			
By the end of the lesson, pupils will be able to:			
<b>Language knowledge &amp; skills</b>	<ul style="list-style-type: none"> <li>- Ask and answer questions about accident prevention.</li> <li>- Sentence Patterns: Why shouldn't I ___? – Because you may ___.</li> <li>- Vocabulary: play with the knife, cut yourself / play with the stove, get a burn / ride too fast, fall off your bike / run down the stairs, break your arm.</li> </ul>		
<b>Competences</b>	<ul style="list-style-type: none"> <li>- Co-operation (ready to help friends in pair work/ groupwork).</li> <li>- Self-study (can perform individual tasks and solve problems by themselves).</li> <li>- Using language to talk about possible accident at home, using <i>Don't ...! OK, I won't.</i></li> </ul>		
<b>Attributes</b>	<ul style="list-style-type: none"> <li>- Studious and obedient students and love their hometown, family and friends.</li> <li>- Know what is dangerous and warn others against doing such things</li> <li>- Educate Ss how to keep safe and prevent accidents.</li> </ul>		
<b>II. RESOURCES AND MATERIALS</b>			
	<ul style="list-style-type: none"> <li>- Student's book</li> <li>- Teacher's guide, Website <i>hoclieu.vn</i></li> <li>- Flash cards/ pictures and posters (Unit 12)</li> </ul>		
<b>III. PROCEDURE</b>	<b>Warm-up and review – Look, listen and repeat – Point and say - Let's chant and wrap-up</b>		
<b>Procedure</b>	<b>Teacher's and pupils' activities</b>	<b>Interaction</b>	<b>Handicapped students</b>
<b>Warm-up and review: 5 minutes</b>			
	<ul style="list-style-type: none"> <li>- Have the class sing the song <i>Don't do that!</i></li> <li>- Lead into new lesson</li> </ul>	Individual work	
<b>EXPLORATION: Activity 1. Look, listen and repeat. 10 minutes</b>			
a. Goal	To understand and correctly repeat the sentences in four communicative contexts focusing on asking and answering questions about accident prevention.		
b. Input	Why shouldn't I ___? – Because you may ___.		
c. Outcome	Pupils can understand and correctly repeat the sentences in four communicative contexts focusing on asking and answering questions about accident prevention.		
d. Procedure	<ul style="list-style-type: none"> <li>- Have them look at the pictures and guess what the story is about.</li> <li>- Check their comprehension by pointing at each picture and eliciting their answers to these questions: <i>Who are they? What are they talking about?</i></li> </ul>	Whole class/ Individual work	- Listen

	<p><i>What are they doing?</i></p> <ul style="list-style-type: none"> <li>- Play the recording and ask pupils to look at their book and listen to the tape</li> <li>- Play it again for them to repeat line by line</li> <li>- Ask pupils to work in pairs to practice the dialogue.</li> <li>- Go around and check pupils can repeat and understand the dialogue.</li> <li>- Check some pairs.</li> <li>- Others give comments.</li> <li>- Give comments.</li> </ul>	- Work in pairs.	<ul style="list-style-type: none"> <li>- Listen.</li> <li>- Work in pairs</li> </ul>
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Student's answers</li> <li>- Assessment tools: Observation; Questions &amp; Answers</li> </ul>		
<b>KNOWLEDGE CONSTRUCTION</b>			
<b>Activity 2. Point and say. 10 minutes</b>			
a. Goal	To correctly say the words and use <i>Why shouldn't I ___?</i> – Because you may ___. to ask and answer questions about accident prevention.		
b. Input	Four pictures showing accident prevention.		
c. Outcome	Pupils can understand and correctly repeat the sentences in four communicative contexts focusing on expressing and responding to concerns about accident prevention.		
d. Procedure	<ul style="list-style-type: none"> <li>- Tell the class that they are going to practice asking and answering questions about accident prevention.</li> <li>* Structure: <i>Why shouldn't I ...?</i> <i>Because you may ....</i></li> <li>- Explain new words: <i>fall off, break, leg.</i></li> <li><b>Check new word</b></li> <li>- Say aloud the structure and the words under each picture, then ask pupils to repeat them a few times.</li> <li>- Call some pupils to read aloud the structure and the words.</li> <li>- Ask pupils to write down them into their notebook.</li> <li>- Ask pupils to work in pairs, then point at the pictures to ask and answer using the structure.</li> <li>- Call some pairs to practice in front of the class.</li> </ul>	<p>Whole class/ Individual work</p> <p><b>Students play game on Plickers</b></p>	<ul style="list-style-type: none"> <li>- Listen</li> <li>- Say the structure and the words aloud.</li> <li>- Practice in pairs</li> </ul>

	- Give feedback and correct mistakes of pronunciation		
e. Assessment	- Performance products: Pupils' answers - Assessment tools: Observation; Questions & answers		
<b>PRODUCTION</b>			
<b>Activity 3. Let's talk. 7 minutes</b>			
a. Goal	To practice further by giving and responding to express and respond to concerns about accident prevention.		
b. Input	Why shouldn't I _____? – Because you may _____.		
c. Outcome	Pupils can express and respond to concerns about accident prevention.		
d. Procedure	<ul style="list-style-type: none"> <li>- Tell the class that they are going to practice by talking about accident prevention, using:</li> <li>+ <i>What is he/she doing?</i> → <i>He/ She is</i> .....</li> <li>+ <i>He/ She shouldn't do that!</i></li> <li>+ <i>Why shouldn't he/she ...?</i> → <i>Because he/she may</i> .....</li> <li>- Set a time limit for the class to practice talking in pairs.</li> <li>- Go around the class and offer help, if necessary.</li> <li>- Invite a few pairs to act out their exchanges in front of the class.</li> <li>- Give feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class/ Individual work</li> <li>Pair work</li> <li>Individual work</li> <li>Whole class/ Pair work</li> </ul>	- Practice in pairs
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Student's interaction and performance</li> <li>- Assessment tools: Observation; Questions &amp; answers</li> </ul>		
<b>Fun time &amp; Wrap-up : 3 minutes</b>			
	<ul style="list-style-type: none"> <li>- <b>Play game on Quizizz app</b></li> <li>- Summary the lesson</li> <li>- Do exercises in workbook, learn by heart the new words and the pattern.</li> </ul>	Whole class/	

Week: 21  
Period: 42

English 5  
Date of teaching: 31/01/2024

**UNIT 12: DON'T RIDE YOUR BIKE TOO FAST?**  
Lesson 3 (1-2-3)

<b>I. OBJECTIVES</b>			
By the end of the lesson, pupils will be able to:			
<b>Language knowledge &amp; skills</b>	<ul style="list-style-type: none"> <li>- Say questions and answers with the correct intonation.</li> <li>+Don't play with the knife. ~ - OK, I won't. ~</li> <li>+Don't play with the matches. ~ - OK, I won't. ~</li> <li>+Why shouldn't I play with the knife? ~ - Because you may cut yourself. ~</li> <li>+Why shouldn't I play with the stove? ~ - Because you may get a burn. ~</li> <li>- Listen and circle the letters showing the correct words filling the gapped sentences.</li> <li>- Say the chant Why shouldn't he do that?</li> <li>- Sentence Patterns: Revision</li> <li>- Vocabulary: Revision</li> </ul>		
<b>Competences</b>	<ul style="list-style-type: none"> <li>- Co-operation (Ready to help friends in pair work/ groupwork).</li> <li>- Self-study ( can perform individual tasks and solve problems by themselves).</li> <li>- Use language to talk about the listening task and read the chant.</li> </ul>		
<b>Attributes</b>	<ul style="list-style-type: none"> <li>- Studious and obedient students and love their hometown, family and friends.</li> <li>- Educate Ss how to keep safe and prevent accidents.</li> </ul>		
<b>II. RESOURCES AND MATERIALS</b>			
	<ul style="list-style-type: none"> <li>- Student's book</li> <li>- Teacher's guide, Website <i>hoclieu.vn</i></li> <li>- Flash cards/ pictures and posters (Unit 12)</li> </ul>		
<b>III. PROCEDURE</b>	<b>Warm-up and review – Listen and repeat – Listen and circle a or b– Let's chant and wrap-up</b>		
<b>Procedure</b>	<b>Teacher's and pupils' activities</b>	<b>Interaction</b>	<b>Handicapped students</b>
<b>Warm-up and review: 5 minutes</b>			
	<ul style="list-style-type: none"> <li>- Have the class play <i>Spelling bee</i> with words such as: <i>don't, play, ride, knife, stove, should, shouldn't, because, may and fall</i></li> <li>- Lead into new lesson</li> </ul>	Individual work	
<b>EXPLORATION: Activity 1. Listen and repeat. 10 minutes</b>			
a. Goal	- Say the questions and the answers with the correct intonation.		
b. Input	<ul style="list-style-type: none"> <li>Don't play with the knife. ~ - OK, I won't. ~</li> <li>Don't play with the matches ~ - OK, I won't. ~</li> <li>+Why shouldn't I play with the knife? ~ - Because you may cut yourself. ~</li> <li>+Why shouldn't I play with the stove? ~ - Because you may get a burn. ~</li> </ul>		

c. Outcome	- Say the questions and the answers with the correct intonation.		
d. Procedure	<ul style="list-style-type: none"> <li>- Tell the class that they are going to practice saying sentences with falling intonation.</li> <li>- Play the recording all the way through for pupils to listen first.</li> <li>- Play the recording again for them to repeat the sentences twice</li> <li>- Ask pupils to read the sentences until pupils feel confident.</li> <li>- Get some pupils to say the words and sentences in front of the class.</li> <li>- Correct mistakes of pronunciation.</li> </ul>	Who le class / Individual wor k	<ul style="list-style-type: none"> <li>- Listen</li> <li>- Listen.</li> <li>- Work in pairs</li> </ul>
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Student’s answers</li> <li>- Assessment tools: Observation; Questions &amp; Answers</li> </ul>		

### KNOWLEDGE CONSTRUCTION

#### Activity 2. Listen and circle a or b then say the sentences aloud. 7 minutes

a. Goal	- Listen and circle a or b. Then say the sentences aloud.		
b. Input			
c. Outcome	- Listen and circle a or b. Then say the sentences aloud.		
d. Procedure	<ul style="list-style-type: none"> <li>- Tell pupils that they are going to listen to the recording, circle a or b to complete the sentences.</li> <li>- Give them a few seconds to read the sentences in silence and guess the words to fill the gaps.</li> <li>- Play the recording twice for pupils to listen, circle a or b.</li> <li>- Play the recording again for pupils to listen and check. Ask the class to read the sentences aloud.</li> <li>- Give the correct answers.</li> <li>- <b>Play and check the answer on Plickers</b></li> <li>* Key: 1 a 2 a 3 b 4 b</li> </ul>	Whole class/ Individual work	<ul style="list-style-type: none"> <li>- Listen</li> <li>- Listen</li> </ul>
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Pupils’ answers</li> <li>- Assessment tools: Observation; Questions &amp; answers</li> </ul>		

### PRODUCTION

#### Activity 3. Let’s chant. 8 minutes

a. Goal	Say the chant: <i>Why shouldn’t he do that?</i>		
b. Input	Chant: “ <i>Why shouldn’t he do that?</i> ”		
c. Outcome	Pupils can say the chant <i>Why shouldn’t he do that?</i>		
d. Procedure	<ul style="list-style-type: none"> <li>- Tell pupils that they are going to say the chant: <i>Why shouldn’t he do that?</i></li> <li>- Play the recording all the way through for pupils</li> </ul>	Whole class/ Individual	-Listen

	<p>to listen and follow in their books.</p> <ul style="list-style-type: none"> <li>- Play the recording again, pausing after each line for pupils to repeat.</li> <li>- Play the recording once more for pupils to repeat the whole chant, show pupils how to chant and do the actions</li> <li>- Get pupils to work in pairs to practice chanting and doing the action.</li> <li>- Invite some pairs to say the chant and do actions in front of the class</li> <li>- Give feedback.</li> <li>- Ask the whole class to say the chant and clap along to the rhythm of the chant</li> </ul>	work	<p>- Repeat</p> <p>Practice in pair</p> <p>Chant</p>
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Student's interaction and performance</li> <li>- Assessment tools: Observation; Questions &amp; answers</li> </ul>		
<b>Wrap-up: 5 minutes</b>			
	<ul style="list-style-type: none"> <li>- Summary the lesson</li> <li>- Tell pupils to practice chanting again at home.</li> </ul>	Whole class/	

Week: 21

English 4

Period: 83

Date of teaching: 01/02/2024

## UNIT 12: JOBS

### Lesson 3 – Part 1,2,3

<b>I. OBJECTIVES</b> By the end of the lesson, pupils will be able to:			
<b>Language knowledge &amp; skills</b>	– correctly repeat the sounds of the letters <i>ar</i> and <i>ur</i> in isolation, in the words <i>farmer</i> and <i>nurse</i> , and in the sentences <i>My father is a farmer.</i> and <i>My mother is a nurse</i> with correct pronunciation and intonation. – identify the target words <i>farmer</i> and <i>nurse</i> while listening. – say the chant with the correct pronunciation and rhythm.		
<b>Competences</b>	- Communication and collaboration: work in pairs and groups to complete the learning tasks		
<b>Attributes</b>	- Show pride in their parent's jobs and respect to other people's jobs		
<b>II. RESOURCES AND MATERIALS</b>			
	- Student's book: Page 16 - Audio tracks 18, 19, 20 - Teacher's guide: Pages 179, 180 - Website <i>hoclieu.vn</i> - Flash cards/ pictures and posters (Unit 12) - Computer, projector, ...		
<b>III. PROCEDURE</b> <b>Warm-up and review – Listen and repeat – Listen and circle – Let's chant – Fun corner and wrap-up</b>			
<b>Procedure</b>	<b>Teacher's and pupils' activities</b>	<b>Interaction</b>	<b>Note</b>
<b>Warm-up and review: 5 minutes</b>			
	Greet the class and encourage pupils to respond to the greeting. Lip- reading game - Guide pupils to say any jobs they like without making a sound. Divide them into groups - Each pupil takes turns to say any job without making a sound while the rest guess the job.	Whole class/ Individual work	
<b>KNOWLEDGE CONSTRUCTION</b> <b>Activity 1. Listen and repeat. 5 minutes</b>			
a. Goal	To correctly repeat the sounds of the letters <i>ar</i> and <i>ur</i> in isolation, in the words <i>farmer</i> and <i>nurse</i> , and in the sentences <i>My father is a farmer.</i> and <i>My mother is a nurse</i> with correct pronunciation and intonation.		

b. Input	<p>– The letters <b>ar</b>, the word <i>farmer</i> and the sentence <i>My father is a farmer</i>.  – The letters <b>ur</b>, the word <i>nurse</i> and the sentence <i>My mother is a nurse</i>.</p>		
c. Outcome	Pupils can correctly repeat the sounds of the letters <b>ar</b> and <b>ur</b> in isolation, in the words <i>farmer</i> and <i>nurse</i> , and in the sentences <i>My father is a farmer</i> . and <i>My mother is a nurse</i> with correct pronunciation and intonation.		
d. Procedure	<p><b>Step 1:</b> Have pupils point at the letters <b>ar</b>, the word <i>farmer</i>, and the sentence <i>My father is a farmer</i>. Play the recording for them to listen and repeat in chorus and individually until they feel confident. Correct their pronunciation where necessary.</p> <p><b>Step 2:</b> Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class. Praise them when their pronunciation is good.</p> <p><b>Step 3:</b> Repeat <b>Steps 1</b> and <b>2</b> with the letters, the word and the sentence in the second line. Go around the classroom and correct their pronunciation where necessary.</p> <p><b>Step 4:</b> Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences until they feel confident.</p>	<p>Whole class</p> <p>Individual work</p> <p>Whole class</p> <p>Pair work</p>	
e. Assessment	<p>- Performance products: Pupils' answers.  - Assessment tools: Observation; Questions &amp; Answers.</p>		
<b>PRACTICE: Activity 2. Listen and circle. 10 minutes</b>			
a. Goal	To identify the target words <i>farmer</i> and <i>nurse</i> while listening.		
b. Input	<p>Two gapped sentences, each with three answer options</p> <p><b>Audio</b></p> <p><i>1. His mother is a nurse.</i>  <i>2. Her father is a farmer.</i></p>	<b>script:</b>	
c. Outcome	Pupils can identify the target words <i>farmer</i> and <i>nurse</i> while listening.		
d. Procedure	<p><b>Step 1:</b> Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.</p> <p><b>Step 2:</b> Get pupils to read the gapped sentences and guess which option can be chosen to fill in each gap.</p> <p><b>Step 3:</b> Play the recording, once or twice, for pupils to listen and circle the correct options. Get pupils to swap books with a partner and check their answers before checking as a class. Play the recording again for pupils to double-check their answers.</p> <p><b>Step 4:</b> Invite a few pupils to stand up, listen to and repeat the completed sentences in front of the class. Correct their pronunciation where necessary.</p> <p><b>Key: 1. b 2. c</b></p>	<p>Whole class/ Individual work</p>	





Week: 21  
Period: 84

English 4  
Date of teaching: 02/02/2024

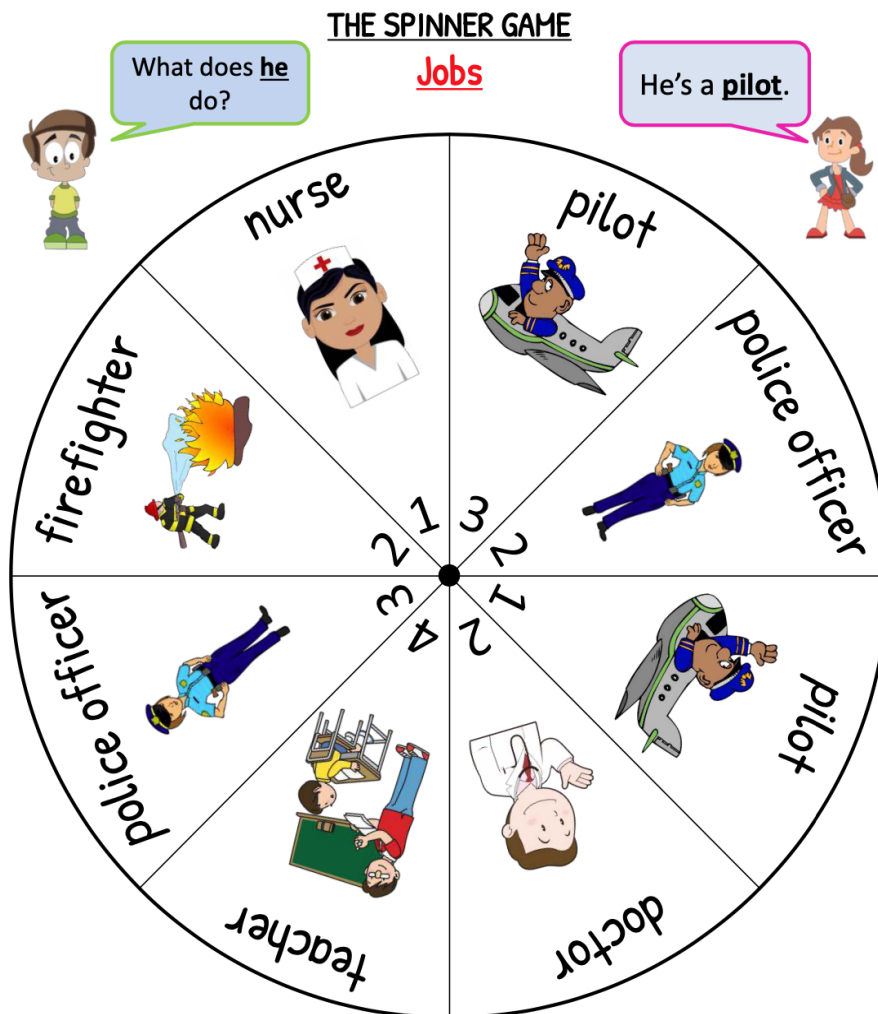
## UNIT 12: JOBS

### Lesson 3 – Part 4,5,6

<b>I. OBJECTIVES:</b> By the end of the lesson, pupils will be able to:			
<b>Language knowledge &amp; skills</b>	<ul style="list-style-type: none"> <li>– read and show understanding of the text by filling in the gaps in the table.</li> <li>– use the target language to complete a gapped text about pupils’ family members.</li> <li>– collect photos or draw pictures of family members at home and present them to the class by using the target language.</li> </ul>		
<b>Competences</b>	- Communication and collaboration: work in pairs and groups to complete the learning tasks		
<b>Attributes</b>	- Show pride in their parent's jobs and respect to other people’s jobs		
<b>II. RESOURCES AND MATERIALS</b>			
	<ul style="list-style-type: none"> <li>- Student’s book: Page 17</li> <li>- Teacher’s guide: Pages 180 - 182</li> <li>- Website <i>hoclieu.vn</i></li> <li>- Flash cards/ pictures and posters (Unit 12)</li> <li>- Computer, projector, ...</li> </ul>		
<b>III. PROCEDURE</b>			
<b>Warm-up and review – Read and complete – Let’s write – Project – Fun corner and wrap-up</b>			
<b>Procedure</b>	<b>Teacher’s and pupils’ activities</b>	<b>Interaction</b>	<b>Note</b>
<b>Warm-up and review: 5 minutes</b>			
	Greet the class and encourage pupils to respond to the greeting. Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant and clapping their hands.	Whole class/ Individual work	
<b>PRACTICE: Activity 4. Read and complete. 5 minutes</b>			
a. Goal	To read and show understanding of the text by filling in the gaps in the table.		
b. Input	<ul style="list-style-type: none"> <li>– A short text about a pupil’s family members</li> <li>– A table with gaps to complete</li> </ul>		
c. Outcome	Pupils can read and show understanding of the text by filling in the gaps in the table.		
d. Procedure	<b>Step 1:</b> Tell pupils the goal of the activity and explain that they should read the text and fill in the gaps in the table. Check comprehension.	Whole class	

	<p><b>Step 2:</b> Do the first gap as an example. First, have pupils read the question <i>What does she do?</i> to focus their attention on the job of the mother. Then have them read the text and choose the appropriate word to fill in the gap (<i>nurse</i>).</p> <p><b>Step 3:</b> Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.</p> <p><b>Step 4:</b> Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.</p> <p><b>Extension:</b> Invite one or two pupils to read the text in front of the class. Correct their pronunciation where necessary.</p>	Individual work Whole class Pair work	
e. Assessment	<p>- Performance products: Pupils' answers.</p> <p>- Assessment tools: Observation; Questions &amp; Answers.</p>		
<b>PRODUCTION: Activity 5. Let's write. 10 minutes</b>			
a. Goal	To use the target language to complete a gapped text about pupils' family members.		
b. Input	A short gapped text		
c. Outcome	Pupils can use the target language to complete a gapped text about the jobs and places of work of their family members.		
d. Procedure	<p><b>Step 1:</b> Tell the class the goal of the activity and explain that they should read the gapped text and fill in the gaps with their own information. Explain that the gaps in the text focus on the jobs and workplaces of their family members. Check comprehension.</p> <p><b>Step 2:</b> Have pupils do the first gapped sentence together as an example. Ask them to read the sentence and elicit their mothers' jobs. Then have them write the jobs down.</p> <p><b>Step 3:</b> Give pupils time to complete the text independently. Go around the classroom and offer help if necessary.</p> <p><b>Step 4:</b> Get pupils to swap their books with a partner and check their answers before checking as a class.</p>	Whole class/ Individual work  Whole class  Pair work	
e. Assessment	<p>- Performance products: Pupils' answers.</p> <p>- Assessment tools: Observation; Questions &amp; Answers.</p>		
<b>PRODUCTION: Activity 6. Project. 8 minutes</b>			
a. Goal	To collect photos or draw pictures of family members at home and present them to the class by using the target language.		
b. Input	A picture of a girl showing the photos /pictures of her family members she has selected or drawn at home and presenting to the class		
c. Outcome	Pupils can collect photos or draw pictures of their family members at home and present them to the class by using the target language.		
d. Procedure	<b>Step 1:</b> Tell pupils the goal of the activity. Explain that they have to show the photos / pictures that they have prepared at	Whole class/	

	<p>home and present them to the class.</p> <p><b>Step 2:</b> Have pupils work in groups of three. Each pupil shows their photo / picture and tells the group about it, e.g. <i>This is a photo of my family. This is my mother. She's a nurse. She works at a hospital. This is my father. He's a farmer. He works on a farm.</i> Go around the classroom and offer help if necessary.</p> <p><b>Step 3:</b> Invite a few pupils to show their photos and tell the class about them. Praise pupils when they do the task well.</p>	Individual work	
e. Assessment	<p>- Performance products: Pupils' answers.</p> <p>- Assessment tools: Observation; Questions &amp; Answers.</p>	Individual work	
<b>Fun corner and wrap-up: 5 minutes</b>			
	<b>Play the spinner game:</b> play in groups/ pairs with a pencil, spin the pencil and score one point with one correct answer.	Whole class	



*Xác nhận của Ban Giám hiệu*

