Week: 1 Date of planning: 01/09/2023

Period:1 Date of teaching: 06/09/2023

**INTRODUCTION**

1. **Giới thiệu bộ sách giáo khoa Tiếng Anh 4**
* Students’ book
* Work book
* Sách mềm Tiếng Anh 4
1. **Hướng dẫn kích hoạt Học liệu số:**
2. **Introduce book map:**

 ***\*. Theme : Me and my friend***

- Starter , Unit 1- unit 5 , Review 1

 ***\*. Theme : Me and my school***

* Unit 6- unit 10 , Review 2

 ***\*. Theme : Me and my family***

* Unit 11- unit 15 , Review 3

 ***\*. Theme : Me and the world around***

* Unit 16- unit 20 , Review 4
1. **Introduce the characters**
* Ms Hoa , Mr. Long
* Lucy , Linh , Mai , Mary
* Minh , Nam , Ben , Bill
1. **Introduce some support software:**
* Quizziz
* Homework.net
1. **Nội quy học tập**:

Thông qua một số nội quy lớp học cần thiết

**NỘI QUY HỌC TẬP**

**Môn: Tiếng Anh**

Năm học: 2023-2024

1. **School things** (Dụng cụ học tập):

\*. Luôn mang theo đầy đủ:

* Sách Tiếng Anh
* Sách bài tập Tiếng Anh
* Vở Tiếng Anh
* Vở chép từ vựng
* Bút, thước …
1. **At school**:
2. Tập trung chú ý nghe giáo viên giảng bài.
3. Ghi chép bài đầy đủ, sạch sẽ.
4. Tích cực giơ tay phát biểu xây dựng bài.
5. Hoàn thành mọi nhiệm vụ học tập.
6. **At home**:
7. Học thuộc bài.
8. Chép từ vựng và mẫu câu.
9. Làm bài tập ở sách bài tập.
10. Soạn bài

Week: 1 Date of planning: 01/09/2023

Period:2 Date of teaching: 06/09/2023

 **STARTER**

**Period 1 - Hello again**

**I. Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

**-** sing the song *Hello. How are you?* with the correct pronunciation, rhythm and melody.

* listen to and understand a short text in which Ms Hoa greets the characters, introduces herself and introduces the characters in the classroom and tick the correct pictures.
* spell some words learnt in Grade 3 by playing the game *Spelling Bee*.

**2. Competences**

- Communication

- Self-control & independent learning: perform listening tasks

**3. Attitude/ Qualities:**

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation:books, notebooks, workbooks.

**III. Procedures**

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| **Teacher’s and pupils’ activities** | **Interaction** |
| **Warm-up and review:**  5 minutes **Option 1:** Greet the class: * **Option 2:** Sing the *Hello. How are you?* song.

**\*. Game: Pass the ball**- Set the rules: Give 2 balls to pupils and turn on the music. Pupils pass the ball until the music stops. The one who is keeping the ball will introduce themselves with his/ her friends, asking *How are you?*, the others have to say the answer.- Give points to the pupils. | Group work |
| **Activity 1. Let’s sing.**  5 minutes*Goal : Pupils can sing the song Hello. How are you? with the correct pronunciation, rhythm and melody.***-** Draw pupils’ attention to the lyrics of the song. Encourage them to point at the pictures to reinforce their understanding.**-** Have pupils read the first verse of the lyrics. Explain that Minh meets and greets Lucy on the first day of school. Have pupils listen to the first verse, drawing their attention to the pronunciation, rhythm and melody. Then let them listen to and practise singing it, line by line, while clapping their hands.**-** Repeat Step 2 for the second verse. Explain that Nam introduces Mary and Mai. Check comprehension and give feedback.**-** Ask pupils to listen to and sing the whole song while clapping their hands. Go around the classroom and offer help where necessary.**-** Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity.**\*. Assessment:** - Performance products: Student’s pronunciation.- Assessment tools: Observation; Feedback. | Whole classWhole classWhole classWhole classGroup work |
| **Activity 2. Listen and tick.** 10 minutes*Goal:* *To listen to and understand a short text in which Ms Hoa greets the characters, introduces herself and introduces the characters in the classroom and tick the correct pictures.***-** Draw pupils’ attention to the pictures and ask questions such as *Who is he / she?* and *Where is he / she?* Check comprehension.Picture cues:**a.** Linh **b.** Ben **c.** Lucy **d.** Nam **e.** Mary **f.** Minh**-** Play the recording all the way through. Then play the recording for pupils to listen and tick the pictures.**-** Get pupils to swap books with a partner to check their answers before checking as a class. Correct the answers if necessary.*Key: f (Minh); b (Ben); a (Linh); c (Lucy)***Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.\*. **Assessment:**- Performance products: Student's answer, Peer feedback.- Assessment tools: Observation; Answer keys  | Whole class Individual workPair workWhole class |
| **Activity 3. Let’s play.** 8 minutes*Goal****:*** *To spell some words learnt in Grade 3 by playing the game Spelling bee.***-** Before playing the game, have pupils look at the English alphabet and sing The Alphabet song or spell the letters of the song.- Tell pupils that they are going to spell some words they have learnt. Explain how to play the game. Check comprehension and give feedback.- Write the words on a piece of paper or on the board.Five words: *hello, friend, classroom, outdoor, activities***-** Call a group of four pupils to the front of the class. Give the piece of paper to one of the group members. Ask him / her to say one word (e.g. *friend*). The other members spell the word (e.g. F-R-I-E-N-D). The pupil who correctly spells the word first gets one point or star. The pupil who has the most points or stars at the end of the game wins.**\*. Assessment:**- Performance products: Student’s listening and actions.- Assessment tools: Observation; Answer keys  | Whole classIndividual work Group work |
| **Fun corner and wrap-up:** 5 minutes**Game: Lie detector**- The students must look at the pictures and choose words to make a sentence that matches the picture.- Give points if pupils make a correct sentence. Give the turn to the other teams if their answer is not correct.- Check the answer with the whole class. | Whole class |

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Week: 1 Date of planning: 01/09/2023

Period:3 Date of teaching: 07/09/2023

**STARTER**

**Period 2 - Classroom activities**

**I. Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

**-** say the chant with the correct rhythm and pronunciation.

* listen to and understand four sentences describing what the characters are doing in the classroom at break time and number the correct pictures.
* listen to and understand a chant with seven sentences describing what the characters usually do in the classroom, and act out the chant.

**2. Competences**

- Communication

- Self-control & independent learning: perform listening tasks

**3. Attitude/ Qualities:**

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Interaction** |
| **Warm-up and review:**  5 minutes **Option 1:** Greet the class and play the game *Spelling bee*. - Invite two groups of pupils to the front of the class to take turns singing the song on page 7. Each group sings one verse of the song. The class sings along and claps their hands. - Ask pupils to open their books at page 8 and look at *Starter, B. Classroom activities.***Option 2: S**ay the song (Activity 1, Page 7).- Ask pupils to look at the pictures and guess the activities in the classroom. *Stand up. Sit down. Read. Write. Listen. Do a puzzle. Open your book. Be quiet.* | Group work |
| **Activity 1. Let’s chant.**  5 minutes*Goal****:*** *To say the chant with the correct rhythm and pronunciation.***-** Have pupils read the chant and elicit its meaning. Explain that these commands are usually used in the classroom. Check comprehension. **-** Play the recording for pupils to listen to and repeat the chant, line by line. Draw their attention to the rhythm and pronunciation. Encourage them to clap while chanting. **-** Play the recording all the way through for pupils to chant and clap. Go around the classroom and correct pronunciation if necessary.**-** Invite a few groups of pupils to listen to and repeat the chant in front of the class. Praise them to encourage their performance.**\*. Assessment :**- Performance products: Student’s pronunciation.- Assessment tools: Observation; Feedback. | Whole classGroup work |
| **Activity 2. Listen and number.**  10 minutes*Goal* ***:*** *To listen to and understand four sentences describing what the characters are doing in the classroom at break time and number the correct pictures.***-** Draw pupils’ attention to the pictures and ask questions such as *Who are they?* and *What are they doing?* Remind pupils to look at the activities the characters are doing in the classroom. **-** Play the recording all the way through for pupils to listen and familiarise themselves with the speaker’s voice. Then play the recording again for pupils to listen and number the pictures. **-** Get pupils to swap books with a partner to check theiranswers before checking as a class. Correct the answers where necessary. Key: 1. a 2. c 3. d 4. b**Extension:** If time allows, play the recording, sentence by sentence, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.\*. **Assessment:**- Performance products: Student's answer, Peer feedback.- Assessment tools: Observation; Answer keys  | Whole class/ Individual workPair workWhole class |
| **Activity 3. Listen and act out.** 8 minutes*Goal****:*** *To listen to and understand a chant with seven sentences describing what the characters usually do in the classroom, and act out the chant.***-** Draw pupils’ attention to the picture and ask questions such as *Who are they?* and *What are they doing?* Remind pupils to look at the activities the characters are doing in the classroom. **-** Play the recording all the way through for pupils to listen and familiarise themselves with the speaker’s voice. Then play the recording again for pupils to listen and point at the pictures. **-** Have pupils listen to the recording, line by line, and act out. Then invite a group to listen and act out in front of the class. ***Audio script:*** *Quiet. Sit down.* *Open your books. Read aloud. Close your books.* *Stand up. Let’s go out.***Extension:** If time allows, play the recording, line by line, for pupils to listen and repeat in chorus. Correct their pronunciation where necessary.\*. **Assessment:**- Performance products: Student’s listening and actions.- Assessment tools: Observation; Answer keys  | Whole class/ Individual workGroup work |
| **Fun corner and wrap-up:** 5 minutes**Option 1: Game: Miming game****Option 2: Game: Simon says …**- The pupils must obey all commands that begin with *Simon* *says ....* - If teacher says, *Simon says stand up* then all pupils must stand up. However, if teacher just says *Stand up* without saying *Simon says* first the pupils shouldn’t stand up. If they stand up, they are out until the next game. | Group workWhole class/ Individual work |

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Week: 1 Date of planning: 01/09/2023

Period:4 Date of teaching: 07/09/2023

**STARTER**

 **Period 3 – Outdoor activities**

**I. Objectives:** By the end of the Starter unit, pupils will be able to:

**1. Knowledge:** practise the names of outdoor activities by playing *Miming game*.

* match the pupils with the pictures and say about their hobbies.
* read the chant aloud and act out with the help of the lyrics and picture cues.

**2. Competences**

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

- Self-control & independent learning: perform listening tasks

**3. Attributes**

- show pride in what they can do and their hobbies by using appropriate gestures and intonation when talking about hobbies.

**II. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation:books, notebooks, workbooks.

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and pupils’ activities** | **Interaction** |
| **Warm-up and review:**  5 minutes - Greet the class.- Then spend a few minutes revising the previous lesson by inviting a group of pupils to the front of the class to say the chant on page 8. Then class claps along.- Ask Ps to open the books at p9 and look at *Starter,* *C. Outdoor activities.*- Review vocabulary: Action verbs**Game:** **Guessing game:** Pupils take turns to answer the questions.* They look at the hidden pictures and guess what activity is this.
 | Whole class |
| **Activity 1. Let’s play.**  5 minutes*Goal****:*** *To practise the names of outdoor activities by playing Miming game.***-** Elicit the language that pupils need to talk about break time activities, e.g. *What are they doing? – They’re\_\_\_.*, *swimming, running, singing, skating, skipping*. Check comprehension.**-** Explain how the game is played: Two pupils mime the action of an activity. One pupil asks *What are they doing?* and the other pupils guess the action and answer.**-** Divide the class into groups of five. Select two pupils to do the actions and one pupil to ask the questions, while the rest guess the actions and give the answers. The team that guesses the correct answer first gets one point or star. The team with the most points or stars is the winner. | Whole classPair workGroup work |
| **Activity 2. Follow the lines and say.** 10 minutes *Goal* ***:*** *To match the pupils with the pictures and say about their hobbies.***-** Tell pupils the goal of the activity and explain that they should follow the lines to match the pupils with the pictures, point to the pupils and say what their hobbies are. Check comprehension.**-** Do the first picture as an example. First, have pupils look at the pupil (Minh) and follow the line to Picture **b** (a swimsuit). Then have them say: *Look at Minh. His bobby is swimming*. Remind pupils that they have learnt the structure in Grade 3.*5 pupils: 1. Minh, 2. Linh, 3. Mary, 4. Ben, 5. Mai**5 pictures: a. a bike b. a swimsuit c. a football d. a skipping rope e. a pair of skates***-** Set a time limit for pupils to do the activity independently. Go around the classroom and offer help if necessary.**-** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary.**Extension:** Invite some pupils to look at the task they have done and say about the pupils' hobbies in front of the class.\*. **Assessment:**Answer key: **1.** b **2.** d **3.** e **4.** a **5.** c1. Look at Minh. His hobby is swimming.2. Look at Linh. Her hobby is skipping.3. Look at Mary. Her hobby is roller skating.4. Look at Ben. His hobby is cycling.5. Look at Mai. Her hobby is running. | Whole classIndividual workPair workWhole class |
| **Activity 3. Read and act out.** 8 minutes*Goal* ***:*** *To read the chant aloud and act out with the help of the lyrics and picture cues.***-** Have pupils look at the first picture to explain the meaning of the first two lines.**-** Get pupils to read aloud the first line and jump up. Then have them read the second line and jump up high.**-** Give pupils a time limit to read the first verse and act out in pairs or groups. Go around the classroom and give support to pupils who find it difficult to do the task.**-** Repeat Steps 1 to 3 with the other verse of the chant. Draw their attention to the meaning of the verses with the help of the picture cues.**-** When pupils are familiar with the verses and actions, ask them to read the whole chant aloud and act out. Then invite a few groups to the front of the class to say the chant and act out. The class may chant along and do actions or clap hands to reinforce the activity.**\*. Assessment:** To read the chant aloud and act out with the help of the lyrics and picture cues. | Whole class Individual work |
| **Fun corner and wrap-up:** 5 minutes**Fun Game:** - Divide the class into 2 teams: Boys and Girls.**-** Pupils take turns to answer the questions.**-** They look at the pictures and choose the correct answers.  **-** If they have the correct answers they get the points for their teams. If the answer is not correct, the other team answers. | Whole class |

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