|  |  |  |
| --- | --- | --- |
| **Week: 27****Period:105** | **UNIT 16: MY PETS****Lesson 1: Parts 1, 2, 3 (Page 40)** | Planning day: 17/03/2024Teaching day: 19/03/2024 |

**I.Objectives:**

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

**1. Knowledge:**

- Use the words bird, parrot, rabbit, cat, dog

- Use **Do you have any………...?**

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My pets”

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreciate kindness.

**II. Preparation.**

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

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’****-** Sing the song “Would you like some.......?”- Invite some of them to come to the board to role play, the rest of the pupils will sing.- Lead to new lesson. | Whole classIndividual work/ Group work |
| **A. PRESENTATION** **\* New lesson:** **Activity 1. Look, listen and repeat. (**8 minutes)**Goal:** *- To understand and correctly repeat the sentencesin two communicative contexts (pictures) focusing on pets..*1. **Set the context:**

- Have pupils look at Pictures a, b and identify the characters in the pictures.**-** Ask pupils to look at Picture a. Play the recording for them to listen. **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.**-** Invite a few pairs role play.**-** Draw their attention to the questions *Do you have any cats / dogs?* and the answers *Yes I do / No, I don*’*t**.* Tell pupils that they are used to talk about pets. **1. Vocabulary:** -bird (picture) con chim-parrot (picture) con vẹt-rabbit (picture) con thỏ-cat (picture) con mèodog (picture) con chó**Check vocabulary: “**Slap the board”**2. Model sentence:****A: Do you have any birds?****B: Yes, I do/ No, I don’t.**- Practice reading the model sentences.- Check meaning, form, intonation.- Have Ps copy down in their note books.**B. PRACTICE****Activity 2. Listen, point and say. (** 9 minutes)**Goal:** - *Help ss to correctly say the words and use Do you have any cats / dogs?*  *Yes I do / No, I don*’*t to ask and answer questions about having pets.***-** Ask Ss look at the picture. Elicit the name of the pets.**-** Point at Picture a and say the words until they feel confident. Check comprehension and givefeedback**.** Ss repeat the words and point at the relevant school thing a few times.**-** T Explains the meaning. Elicit the missing words. Play the recording for pupils to repeat the sentence a few times.Go around and offer and offer or correct p's pronunciation**-** Repeat the same procedure with picture b, c, d.**-** Ss work in pairs or groups,pointing at the pictures and saying the quantitities of the things in the room.**-** Invite a few pairs to come to the front of the class.**C. PRODUCTION****Activity 3. Let’s talk.** 8 minutes**Goal:** *-* To correctly say the words *birds, parrots, rabbits, cats* and use *Do you have any ? – Yes, I do./ No, I don*’*t*. to ask and answer questions about having pets*.* **-** Draw pupil’s attention to the picture. Tell them about the activity. Ask questions to help them understand the context. **-** Put pupils into groups of four. Tell them to ask and answer questions using *Do you have any ?* – *Yes, / No, \_\_\_.* Go around the classroom to offer support.-Invite a few pupils to the front of the class to ask and answer questions about their pets-Go around the classroom to offer support where necessary. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole class/ Individual workPair work |
| **Fun corner and wrap-up: (**5 minutes)**Game: Can you say this?**Divide the class into groups of four. Ask pupils of each group to come to the board and practise saying the conversation of the characters. Give points to the groups. **Homelink:** Learn by heart vocabulary and practice model sentence | Group workWhole class |

**Comments:**

………………………………………………………………………………………….

|  |  |  |
| --- | --- | --- |
| **Week: 27****Period:106** | **UNIT 16: MY PETS****Lesson 1: Parts 4, 5, 6 (Page 41)** | Planning day: 17/03/2024Teaching day: 19/03/2024 |

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

**1. Knowledge:**

- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My pets”

**2. Competences:**

Listening: listen and recognize the characters, then repeat

Critical thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**3. Attributes**:

- help partners to complete learning tasks

- complete learning tasks

**II. Preparation.**

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

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**Game: Bingo-Have pupils time to play the game in pairs or groups.Go around the classroom to offer support where necessary.  | Whole classIndividual work/ Group work |
|  **\*New lesson:** **Activity 4. Listen and tick.** 8 minutes**Goal:** To listen to and understand two communicative contexts in which pupils ask and answer questions about pets and tick the correct pictures.-Have pupils looks at pictures 1a and 1b**-** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.Write the correct answers on the board.***Key:*** ***1.b 2. a*****Activity 5. Look ,complete and read. (9 minutes)****Goal:** To completete four gapped dialogues with the help of pictures cues.- Have pupils look at the pictures and identify the pets in the pictures and the pets.-Draw pupil's attention to gap in the sentence and say what they shoud write.Check comprehension.-Give pupils time to read the other gapped sentences and look at the pictres and fill in the gaps.-Ask pupils to swap and check the anwers .Invite a few pupils to read the completed sentences aloud in front of the class.***Key:*** **1.*cats*  *2.dogs 3. Have; parrots 4.don’t; rabbits*****Activity 6. Let’s sing. (**8 minutes)  **Goal**: To sing the song *My pets* with the correct pronunciation and melody.-Draw pupils’ attention to the title and lyrics of the song. Model the title and lyrics line by line for pupils to repeat. Encourage them to point at the pictures to reinforce their understanding.**-**Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.**-**Play the recording all the way through for pupils to sing along. Introduce actions for pupils to do while singing along with the recording, for example, use hand movements to show the questions and location of the rooms.**-**Put pupils into groups to practise the song and make up their own actions while singing.**-**Give pupils time to practise singing and doing actions in pairs or groups.**-**Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to perform the song and the rest of the class sings and / or claps along the song. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)  **Game: Bingo****Homelink:** prepare lesson 2 | Whole class |

**Comments:**

……………………………………………………………………………………………

|  |  |  |
| --- | --- | --- |
| **Week: 27****Period:107** | **UNIT 16: MY PETS****Lesson 2: Parts 1, 2, 3 (Page 42)** | Planning day: 17/03/2024Teaching day: 21/03/2024 |

**I.Objectives:**

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

**1. Knowledge:**

- Use the words goldfish, some,many.

- Understand and correctly repeat *How many …………do you have? – I have .* to ask and answer questions about the quantity of pets;

**2. Competences:**

- Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

 - Help partners to complete learning tasks.

- Tell the truth about feelings and emotions

- Keep things in the house clean

**II. Preparation:**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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

**III. Procedures:**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)**Game: Who says fast?** - Teacher holds a school thing card and a sentence with a missing word. - Ask pupils to guess the answer as fast as possible.- Then have pupils do the same with the rest.- This can be played in groups to make it more interesting.**A. PRESENTATION****\* New lesson:****Activity 1. Look, listen and repeat. (**8 minutes) | Whole classIndividual workGroup work |
| **Goal:** To understand and correctly repeat *How many \_\_\_\_\_\_\_\_do you have? − I have\_\_\_\_\_\_\_\_\_\_\_\_.* to ask and answer questions about the quantity of pets.**Set the context:****-** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.**-** Ask pupils to look at Picture **a**. Play the recording for them to listen.**-** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.-Invite a few pairs to the front of the classroom to listen to and repeat the sentences.**1. Vocabulary:** -T elicits the new words+ goldfish: cá vàng *(picture)*+ some: một vài *(picture)*+ many: nhiều *(picture)* - T models *(3 times).* - T writes the words on the board.- *Checking: Rub out and remember***2. Model sentence:** ***How many rabbits do you have?*** ***I have many.***- Practice reading the model sentences.- Check meaning, form, intonation.- Have Ps copy down in their note books**B. PRACTICE****Activity 2. Listen, point and say. (**9 minutes)**Goal:** To correctly say the words and use *How many\_\_\_\_\_\_\_\_do you have? − I have*\_\_\_\_\_\_\_*.* to ask and answer questions about the quantity of pets.- Have pupils look at the pictures and elicit the name of the pets. Have pupils point at the words under the pictures, listen to the recording and repeat them.- Model by pointing at the question *How* many\_\_\_\_\_\_\_\_do *you have?* and have pupils listen to the recording and repeat it a few times. Ask pupils to read the gapped answer in the second bubble and tell them that they should fill in the gap with the quantity of pets. Then have them listen to the recording and repeat the answer a few times. Finally, have pupils ask the question and give answer a few times in pairs.- Repeat Step 2 with Pictures b, c, d. Then give pupils time to work in pairs, pointing at the question and the pictures and giving the answers- Invite a few pupils to point at the things in the pictures and describe them in front of the class.**C. PRODUCTION****Activity 3. Let’s talk. (**8 minutes)**Goal:** To enhance the correct use of How many \_\_\_\_\_ do you have? − I have \_\_\_\_\_. to ask and answer questions about how many pets someone has in a freer context.**-** Draw pupils’ attention to the picture. Tell them about the activity. Ask questions to help them understand the context. **-**Put pupils into pairs and encourage them to ask and answer questions using the target patterns. Go around the classroom to offer support where necessary.- Invite a few pupils to point at and describe the things in the picture in front of the class. Praise them if they perform well. | Whole classWhole classWhole class/ Individual workPair workWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class Whole class Pair work/ Individual workWhole class Whole class/ Individual workPair work/ Whole classIndividual work |
| **Fun corner and wrap-up: (**5 minutes)**Game: LUCKY WHEEL**- Ask pupils to make sentences with words, phrases and pictures given.- Choose a number to have a question.- Spin the round to get points.Answer the questions, then give points to the pupils.**Homelink:** Learn by heart vocabulary and practice model sentence | Whole classGroup workWhole class |

**Comments:**

……………………………………………………………………………………………

|  |  |  |
| --- | --- | --- |
| **Week: 27****Period:108** | **UNIT 16: MY PETS****Lesson 2: Parts 4, 5, 6 (Page 43)** | Planning day: 17/03/2024Teaching day: 21/03/2024 |

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

**1. Knowledge:**

* Listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Pets";
* To complete four gapped sentences with the help of picture cues.

- To play the game *How many ...?* to review vocabulary and structure words related to the topic “Pets”.

**2. Competences:**

- Teamwork, reliability, motivation

**3. Attributes**:

- Help partners to complete learning tasks.

- Tell the truth about feelings and emotions

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)Game: Bricks down- Divide the class into 2 groups: Boys and Girls- (Teacher brings a dice to the class to play this game)- Two pupils from each team roll the dice to determine who will go first in a game. - Teacher clicks on the bricks. This will reveal the hidden picture. As the bricks disappear, pupils should try to guess what it is.- Group that has more correct answers is the winner | Individual work/ Group work |
| **\*New lesson:** **Activity 4. Listen and number. (**8 minutes)**Goal:**  *To listen to and understand four communicative contexts in which pupils ask and answer questions about how many rabbits someone has and number the correct pictures**-* Draw pupils’ attention to the pictures. Tell them about this activity. Elicit the number of rabbits in each picture and give feedback. Play the recording for pupils to listen. Play the recording again for pupils to do the task. Play the recording a third time for them to check their answers.- Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board for pupils to correct their answers.- Play the recording again for pupils to double-check their answers.- Check answers as a class. Play the recording again for the pupils to double-check their answers and correct their answers in pairs.Extension: If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary*.***Key: 1. b 2. c 3. d 4. a****Activity 5. Look, complete and read. (**9 minutes**)****- Goal:** *To complete four gapped sentences with the help of picture cues.*- Have pupils look at the pictures. Have them identify the pets in the pictures and their names.- Have pupils look at the four incomplete dialogues. Draw their attention to the missing words in the sentences.- Model with Picture 1. Have pupils look at the dialogue. Ask them what is missing in the answer (one). Then have them look at the picture and identify the quantity. Then have them complete the gap (I have one.).-Follow the same procedure with Pictures 2, 3 and 4. Draw the pupils’ attention to two gaps in the dialogues 3 and 4. - Ask pupils to swap and check their answers. Correct the answers.- Invite a few pupils to read the completed texts aloud in front of the class.**Key: 1. one 2. two 3. some 4. many****Activity 6. Let’s play. (**8 minutes)**Goal**: To play the game *How many ...?* to review vocabulary and structure words related to the topic “Pets”.- Tell pupils the goal of the game and how to play it. Ask them to look at the picture carefully, then listen to the questions to find the right answers.- Invite a group of four to the front of the class to demonstrate the game. Two pupils compete as a pair in one round. A teacher asks the question How many\_\_\_\_\_\_\_\_\_do you have? and the player who first correctly answers I have\_\_\_\_\_\_\_\_. wins one point for his / her group.- Give pupils time to play the game in groups of four. Go around the classroom during the activity and offer help where necessary.**Extension:** Divide the class into two groups. Use the words in the game to get the groups to take turns asking and answering questions about the number of pets. | Whole classWhole classWhole classWhole class/ Individual workWhole classIndividual work Whole classWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual work/ Group workPair workGroup work |
| **\*Fun corner and wrap-up: (**5 minutes)**Game**: CLICK ON THE BOX TO SHOW THE ANSWER (ALONG WITH A SONG)- Ask students to close their student’s book. Look at the picture and its lyrics on the screen.- Listen and write the missing words on their small board**Homelink:** prepare lesson 3 |  Whole class/ Individual workWhole class |

**Comments:**

………………………………………………………………………………

|  |  |  |
| --- | --- | --- |
| **Week: 28****Period:109** | **UNIT 16: MY PETS****Lesson 3: Parts 1, 2, 3 (Page 45)** | Planning day: 24/03/2024Teaching day: 26/03/2024 |

**I.Objectives:**

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

**1. Knowledge:**

- To correctly pronounce the sound of the letter *o* in isolation, in the words *dog* and *goldfish* and in the sentences *Do you have any dogs?* and *How many goldfish do you have?*

- To identify the target words dog and goldfish while listening.

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

**2. Competences:**

- Teamwork, reliability, motivation

**3. Attitude/ Qualities:**

- Help partners to complete learning tasks.

- Tell the truth about feelings and emotions

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)**Game: Lucky number.**- Divide the class into two/four groups.- Pupils have to choose numbers from 1 to 6. Look at the pictures then read a sentence to choose the correct answer. If they answer correctly, their group will get points.The group with the most points is the winner. | Whole classIndividually. |
| **\* New lesson:****Activity 1. Listen and repeat. (**10 minutes)**Goal*:*** To correctly repeat the sound of the letter **o** in isolation, in the words dog and goldfish, and in the sentences Do you have any dogs? and How many goldfish do you have? with the correct pronunciation and intonation.**-** Draw pupils’ attention to the letter **o**, the word *dog* and the sentence *Do you have any dogs?* Play the recording and encourage pupils to point at the corresponding letter/ word/ sentence while listening.**-** Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them if their pronunciation is good.**-**Repeatfor the letter **o** in the word *goldfish* and the sentence *How many goldfish do you have?***-**  Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences.**-**  Ask a few pupils to say two lines in front of the class. The class listens and makes comments.**Activity 2. Listen and circle.** ( 5minutes)**Goal:** - To identify the target words dog and goldfish while listening. - Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.- Get pupils to read the sentences and guess which option can be chosen to fill in the gaps. Then ask them to read the sentences and the words aloud.- Play the recording once or twice for pupils to listen and circle the correct options.- Let pupils swap and check their answers in pairs or groups before checking as a class.Extension: Invite a few pupils to read the completed sentences aloud in front of the class.Key: 1.b ; 2.a**Activity 3. Let’s chant. (**10 minutes) **Goal:** *To say the chant with the correct rhythm and pronunciation.*- Have pupils read the first verse of the chant and elicit its meaning. Draw pupils’ attention to the sounds of the letter **o** in the words *dogs* and *goldfish*. Check their comprehension.- Play the recording for pupils to listen and repeat the first verse, line by line. Show them how to chant and clap hands.- Play the recording of the first verse again, more than once if necessary, for pupils to do choral and individual repetition. - Then invite one or two groups of pupils to listen and repeat the verse in front of the class. Praise them to encourage their performance.- Repeat for the second verse of the chant. Go around the class and correct pronunciation if necessary.- Put the class into two groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite a few groups to the front of the class to chant and clap hands. The rest of the class may clap along.**Fun corner and wrap up:** 5 minutes**\* Game: Spelling bee**- Teacher asks pupils to listen carefully. Then choose the correct letters to make a word.- Spell the word again.- Check pupils’ pronunciation if needed. | Whole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workGroup workWhole class/Group workIndividual workWhole classIndividual work  |
| **Homelink:**  Prepare part 4,5,6 | Whole class |

**Comments**:…………………………………………………………………………….

|  |  |  |
| --- | --- | --- |
| **Week: 28****Period:110** | **UNIT 16: MY PETS****Lesson 3: Parts 4, 5, 6 (Page 46)** | Planning day: 24/03/2024Teaching day: 26/03/2024 |

**I. Objectives:**

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

**1. Knowledge:**

- Read the text and complete the gapped sentences.

- Complete a gapped paragraph with the help of the picture cue.

**-** To find a picture of their pets and tell the class about them.

**2. Competences:**

- Teamwork, reliability, motivation

**3. Attitude/ Qualities:**

- Help partners to complete learning tasks.

- Tell the truth about feelings and emotions.

- Complete learning tasks.

**II. Preparation.**

1. Teacher’s preparation: book, flashcards/pictures, CDs player, computer, TV

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

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: (**5 minutes)**Game:** Brainstorming: - Divide the class into four groups. - Each group chooses one pupil to be the 'runner'. The runners go to the teacher's desk and read the category.- E.g. Find objects/things in your bedroom/living room. - The runners then go back to their group and tell their group members the category. Their group brainstorms words from that category and writes them down. - The first group to finish shouts 'stop' and then calls out their answers. If their answers are correct, they score one point for each word in the category.- The group with the highest score at the end of the game wins. | Whole classGroup workIndividually. |
| **\* New lesson:****Activity 4. Read and complete** ( 8 minutes)**\*Goal:** To read and complete a target paragraph using the four words provided.**-** Tell the class the goal of this activity. Tell pupils how to complete the task: They should read the text and find the information to fill the gaps in the sentences. Check comprehension and give feedback.**-** Do Sentence 1 as an example. First, have pupils read the sentence, focusing on the gap. Ask them what word is missing. Then have them read the text and find the appropriate word to fill in the gap. Check comprehension.**-** Set a time limit for pupils to do the activity independently. Go around and oﬀer help if necessary.**-** Let pupils swap and check their answers. Correct the answers if necessary.**-** Select one or two pupils to read the completed sentences in front of the class. The class makes comments. You may ask one or two pupils to read the text aloud in front of the class and check pronunciation if needed.**Key**: **1. many 2. have 3. and 4. do****Activity 5. Let’s write.** ( 9 minutes)**Goal*:*** To read, understand and complete a gapped text about pets.**-** Tell the class the goal of this activity. Have pupils read the gapped paragraph and say what is missing. Let them look at the picture and find appropriate words to fill in the gaps. Check comprehension. -Let pupils complete the first gap together as an example - Give pupils time to complete the paragraph. Go around and oﬀer help if necessary.**-** In pairs or groups, ask pupils to swap their completed paragraphs before checking answers as a class.- Invite a few pupils to stand up and read their writing aloud**Activity 6. Project. (**8 minutes)**Goal:** To use the target language items they have learnt in a real context by showing the photos of their pets and telling the class about them.**-** Tell pupils to find a photo of a bedroom in a newspaper or a magazine as homework. They should bring their photos to class.**-** Have them work in groups. Each member introduces the picture of the bedroom using the structures they have learnt in the unit.**-** Invite one or two pupils to show their photos and describe them in front of the class.**Fun corner and wrap up:** 5 minutes**\*Game: Gallery walk**- Teacher asks pupils to stick their bedroom pictures on the classroom wall. - Pupils walk around and look at their classmates' pictures.- Encourage them to ask their friends about his/her bedroom.  | Whole classWhole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole classIndividual workIndividual workPair work/Group workWhole classWhole classIndividual workGroup worIndividual workPair work |
| **Homelink:** - Prepare the new lesson Unit 17 | Whole class |

**Comments:**

……………………………………………………………………………………………