

Trung tâm Ngoại ngữ E-connect Hải Phòng

Địa chỉ:

Đường Đông Nam, KĐT Cự Viên, P. Bắc Sơn, Q. Kiến An, TP.
Hải Phòng

Website: www.e-connecthaiphong.edu.vn

Giáo âm

Chương trình Tiếng Anh tăng cường

Với giáo viên nước ngoài tại các trường Tiểu học
trên địa bàn thành phố Hải Phòng

Khối 4 – Global success

Đơn vị quản lý: Trung tâm ngoại ngữ E-connect Hải Phòng

Địa chỉ: Đường Đông Nam, khu đô thị Cự Viên, Q Kiến An, TP Hải Phòng

Website: www.e-connect.edu.vn

Email: haiphongbranch@e-connect.edu.vn

Điện thoại: 0225 3676 028

TEACHING PLAN

GRADE 4

UNIT 1: MY FRIEND

WEEK 1

Lesson content:

- **Vocab:** Britain, Malaysia, America, Australia, Singapore, Thailand, Vietnam
- **Phonics:** America, Australia
- **Structures:**
- **Hi.** Where are you from? - I'm from ...
- **Where is she/he from?** - He's/she's from ...

Aims:

- Asking and answering questions about where you are from
- Asking and answering questions about where someone is from

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Play "where are you from" song (from YouTube). Ask students to stand up, listen and dance along the song	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	Teach students new words. Pay attention to students' pronunciation. Have students read in chorus, in groups and individually.	Learn new words	Flashcards Magnet

TEACHING PLAN

GRADE 4

UNIT 2: TIME AND DAILY ROUTINES

WEEK 2

Lesson content:

- Vocab: at, fifteen, forty-five, thirty, o'clock, get up, go to bed, go to school, have breakfast
- Phonics: get, bed
- Structures:
- What time is it? - It's ...
- What time do you ...? - I...at...

Aims:

- Asking and telling the time
- Asking and answering questions about daily routines

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Play "What Time Is It?" song (from YouTube). Ask students to stand up, listen and dance along the song	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	Teach students new words. Pay attention to students' pronunciation. Have students read in chorus, in groups and individually.	Learn new words	Flashcards, PPT, Magnet

	<p>Activity: Whispering</p> <p>How to play:</p> <p>Divide class into 3 teams. Pick 5 students in each team come to the board and stands in 3 lines. Teacher gives 3 first students chalks.</p> <p>Teacher whispers a word (fifteen, forty-five, thirty, o'clock, get up, go to bed, go to school, have breakfast) to the 3 last student of line, and they continue to whisper that word to the next students standing in front of them and so on...</p> <p>The 3 first students will run to the board and write down the word they've listened.</p> <p>Who has correct answer fastest will get the points for their teams.</p>	Take part in the activity	Chalk, board
	<p>Read again all words (2-4 times) in chorus.</p> <p>Teacher writes the form on the board:</p> <ul style="list-style-type: none"> • What time is it? - It's ... • What time do you ...? - I...at... <p>Teach students by replacement words.</p> <p>Teacher asks some individual students and has their answer of daily routines with the structure they've learnt.</p>	Learn new forms	PPT, chalk, board
Structure (20 mins)	<p>Activity: Game: Pass the ball</p> <p>How to play</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Each team has 1 sticky ball. - Play the music. Have pupils in each team take turns to pass the ball. When the music ends, 3 students who are keeping the balls will stand up and say the time, using the sentence model 	Work in pairs/ groups	Sticky ball, song
Review	Let's review the last time together.	Read in chorus.	
Ending	T counts all the points and rewards the winning team.		

Giving homework.	Bye bye.	
Bye		



TEACHING PLAN
GRADE 4
REVIEW UNIT 1+2
WEEK 3

Lesson content:

Structures:

- Where are you from? – I'm from _____.
- Where's he / she from? – He's / She's from _____.
- What time is it? – It's _____.
- What time do you _____? – I _____ at _____.

Aims:

- Asking and answering questions about where you are from
- Asking and answering questions about where someone is from
- Asking and telling the time
- Asking and answering questions about daily routines

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	<p>Greeting students</p> <p>Play "Pass the balls" game</p> <ul style="list-style-type: none"> • Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). • Have students listen to music and pass the balls. • Stop music suddenly. • Have the student with a red ball make a question for the child who has yellow ball. 		Song, sticky ball

	E.g Student with the red ball will ask "where are you from?" The child with the yellow ball will answer his/ her friend's question "I'm from (Vietnam)."		
	<p>Activity 1: Guessing game</p> <p>How to play:</p> <p>T divides the class into 2 teams.</p> <p>T shows on the screen (review words in unit 1,2) and Ss guess what it is or what they are behind those squares.</p> <p>Each turn, each team guesses once. If their answer is correct, T gives them stars. If it is wrong, give it to another team.</p> <p>Then, T reviews all new words, asks the whole class to read loudly, have students read in chorus, then in groups and individuals. (each word 2-3 times)</p>	Learn new words	Flashcards, PPT, Magnet
Review vocabulary	<p>Activity: Hot seat</p> <ul style="list-style-type: none"> - Divide the class into 2 or 3 teams. - Call a pupil to come up to the front and pick a flash card. - He/She has to use gestures to show their friends what the word or phrase is. - A pupil from each team asks a question to find out the answer. - The team that has the correct answer gets a point. <p>Read again all words (2-4 times) in chorus.</p>	Take part in the activity	
Review structure (20 mins)	<p>T shows on the screen (review all structures in unit 1,2)</p> <p>Teacher asks some individual students and has their answer with the structure they've learnt in unit 1,2</p>	Learn new forms	PPT, chalk, board

Activity 1:
Option 1: Play "Bomb game"

How to play:

Teacher gives class 2 minutes to work in pairs, ask and answer about activities in periods of a day following the structure they've learnt.

Divide class into 3 teams. 3 teams play "Rock, paper, scissors" to get first player.

Teacher picks 1 pair in each team in turn to stand up, ask and answer about their daily routines.

After their conversation, teacher let them choose 1 number 1-20 and get the points for their team.

If they choose Bomb, they will lose all points.

If they choose Switch, they can choose to change points with another team.

Which team has more points will be the winner.

1.	2.	3.	4.	5.
+5	-2	Bomb	+10	+4
6.	7.	8.	9.	10.
-2	-3	Switch	+5	+8
11.	12.	13.	14.	15.
+3	Bomb	+10	+5	+10
16.	17.	18.	19.	20.
-5	+5	+2	-10	Switch

Option 2: Play "Mingle" game

Divide the class into pairs.

Play some music and encourage children to dance or walk around.

Stop the music suddenly.

When the music stops, each child finds a partner. He/ She asks his/her partner "What time do you ...?" and his/ her partner answers the question "I... at...."

Play the music and continue in this way.

Work in pairs/ groups

Take part in the activity

Review	Let's review the last time together.	Read in chorus.	
Ending	T counts all the points and rewards the winning team. Giving homework. Bye	Bye bye.	



TEACHING PLAN

GRADE 4

UNIT 3: MY WEEK

WEEK 4

Lesson content:

- Vocab: Today, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, do house work, listen to music, study at school.
- Phonics: music, Sunday
- Structures:
 - What day is it today? -It's ...
 - What do you do on...? - I....

Aims:

- Asking and answering questions the days of the week
- Asking and answering questions someone does on the days of the week

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.
- Song: "Seven Days a Week"

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song Play "Seven Days a Week" song (from YouTube). Ask students to stand up, listen and dance along the song	Sing and dance	Song
Vocab	Introduce the lesson	Look at the board.	

(15 mins)	<p>Teach students new words.</p> <p>Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually.</p> <p>Activity:</p> <p>- Option 1: Game: Word search</p> <p style="text-align: center;">DAYS OF THE WEEK</p> <pre> S H R R Y H Z B J G R T Q H G Y H Z N C A T V Q E K K P L A A M R W Z Z X Z O T W X J R O D R A E T E E D N U S E J M E R E A Y S L I E E W I R K F U X R F A N E E S K Q P R U T G Y U G D Q S D H A U S S Z K T T V K R G A W P R S U L J M W E R L B T F Y M X R U L J M W E R L B T F W X L L F Z Q D M R S U N D A A Y V Z I A X T G L O S U N D A A Y V Z Y Y A D S E N D M L Z F E I L H K O F X P T J D M L Z F E I L H J B V V H Q X B A G F F E I L L X C I V L L E P S Y B M H J S Z X </pre>	Learn new words	Flashcards, PPT, Magnet
	<p>Option 2: Play the Memory game from https://www.eslgamesplus.com/days-of-the-week-esl-vocabulary-game/</p> <ul style="list-style-type: none"> - Divide the class into groups. - Each group takes turns to answer the question in the game - The group that gets more correct answers wins. 	Take part in the activity	PPT
	Read again all words (2-4 times) in chorus.	Read in chorus.	

<p>Structure (20 mins)</p>	<p>Teacher writes the form on the board:</p> <ul style="list-style-type: none"> • What day is it today? - It's ... (Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday) • What do you do on...? - I.... (do house work, listen to music, study at school) <p>Teach students by replacement words.</p> <p>Teacher asks some individual students and has their answer of daily routines with the structure they've learnt.</p>	<p>Learn new forms</p>	<p>PPT, chalk, board</p>
<p>Review</p>	<p>Activity: Game: Pass the ball</p> <p>How to play</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Each team has 1 sticky ball. - Play the music. Have pupils in each team take turns to pass the ball. When the music ends, 3 students who are keeping the balls will stand up and say the time, using the sentence model 	<p>Work in pairs/ groups</p> <p>Take part in the activity</p>	<p>Sticky ball, song</p>
<p>Ending</p>	<p>Let's review the last time together.</p> <p>T counts all the points and rewards the winning team.</p> <p>Giving homework.</p> <p>Bye</p>	<p>Read in chorus.</p> <p>Bye bye.</p>	



TEACHING PLAN
GRADE 4
UNIT 4: MY BIRTHDAY PARTY
WEEK 5

Lesson content:

- Vocab: January, February, March, April, birthday, chips, grapes, jam, juice, lemonade, party, water
- Phonics: jam, water

- Structures:
- When's your birthday? - It's on the ...
- What do you want to eat/drink? - I want ...

Aims:

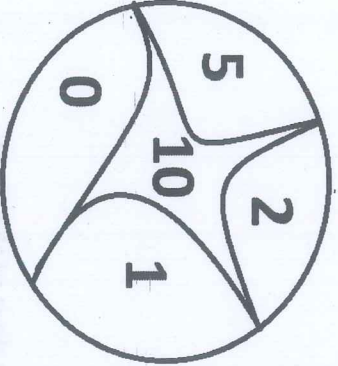
- Asking and answering questions about birthdays
- Asking and answering questions about what someone wants to eat/drink

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Game: Hangman How to play: 1. Split the class into three teams. 2. Play hangman with the word "BIRTHDAY" 3. Award 2 points for every correct letter and 10 points for the student/team that gets the word.	Take part in the activity	
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	Teach students new words. Pay attention to students' pronunciation. Have students read in chorus, in groups and individually.	Learn new words	Flashcards , PPT, Magnet

	<p>Activity: Sticky ball</p> <p>How to play:</p> <p>Divide class into 3 teams. Call 1 member from 1 team. 3 students in one line. Teacher calls a word on the board. Who can touch the word and say it correctly first will get 1 point for the team. After 3 times, change another person in team.</p> <p>At the end, which team has more points is the winner.</p> 	Take part in the activity	PPT
	<p>Read again all words (2-4 times) in chorus.</p> <p>Teacher writes the form on the board:</p> <ul style="list-style-type: none"> • When's your birthday? - It's on the ... • What do you want to eat/drink? - I want ... <p>Teach students by replacement words.</p> <p>Teacher asks some individual students and has their answer of daily routines with the structure they've learnt.</p>	Learn new forms	PPT, chalk, board
Structure (20 mins)	<p>Activity: Game: SpongeBob</p> <p>How to play</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Pupils from each team take turns to choose a letter and answer a question. - Pupils answer correctly to get some points corresponding to the number of hamburgers. 	Work in pairs/groups	PPT
Review	Let's review the last time together.	Read in chorus.	
Ending	T counts all the points and rewards the winning team. Giving homework.	Bye bye.	

Bye



TEACHING PLAN

GRADE 4

REVIEW UNIT 3-4

WEEK 6

Lesson content:

Structures:

- What day is it today? - It's ...
- What do you do on....? I.....
- When's your birthday? - It's on the ...
- What do you want to eat/drink? - I want ...

Aims:

- Asking and answering questions the days of the week
- Asking and answering questions someone does on the days of the week
- Asking and answering questions about birthdays
- Asking and answering questions about what someone wants to eat/drink

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Option 1: Play "Bingo" game - Teacher distributes a sheet of paper with 9 squares on it to each pupil. - Teacher shows a list of words (days of the week, months of the year, time, food, drink, ...) and asks pupils to choose the words and fill in the squares on the sheet of paper.		PPT

<p>Activity 1: Guessing game</p> <p>How to play:</p> <p>T divides the class into 2 teams.</p> <p>T shows on the screen (review words in unit 3,4) and Ss guess what it is or what they are behind those squares.</p> <p>Each turn, each team guesses once. If their answer is correct, T gives them stars. If it is wrong, give it to another team.</p> <p>Then, T reviews all new words, asks the whole class to read loudly, have students read in chorus, then in groups and individuals. (each word 2-3 times)</p>	<p>Learn new words</p>	<p>Flashcards, PPT, Magnet</p>
<p>Review vocabulary</p>	<p>Activity 2: Rock paper scissors game.</p> <p>Divide students into two groups.</p> <p>Put the flashcards on the floor in one line.</p> <p>Each group will stand on one pole of the line.</p> <p>The first two students of each line will play the “paper, scissors, stone”, who is the winner can move one step forward, next to a flash card and read out loud the word.</p> <p>Students in a group take turn to play the “paper, scissors, stone”.</p> <p>The game ends when one student can reach the other side of the line.</p>	<p>Take part in the activity</p>
<p>Review structure (20 mins)</p>	<p>T shows on the screen (review all structures in unit 3,4)</p> <p>Teacher asks some individual students and has their answer with the structure they’ve learnt in unit 3,4</p> <p>Option 1: Play “Bomb game”</p> <p>How to play:</p> <p>Teacher gives class 2 minutes to work in pairs, ask and answer about activities in periods of a day following the structure they’ve learnt.</p> <p>Divide class into 3 teams. 3 teams play “Rock, paper, scissors” to get first player.</p> <p>Teacher picks 1 pair in each team in turn to stand up, ask and answer about their daily routines.</p>	<p>Learn new forms</p> <p>PPT, chalk, board</p>

	<p>After their conversation, teacher let them choose 1 number 1-20 and get the points for their team.</p> <p>If they choose Bomb, they will lose all points.</p> <p>If they choose Switch, they can choose to change points with another team.</p>		
Review	Let's review the last time together.	Read in chorus.	
Ending	T counts all the points and rewards the winning team.	Bye bye.	
	Bye		

TEACHING PLAN

GRADE 4

UNIT 5: THINGS WE CAN DO

WEEK 7

Lesson content:

- Vocab: can, cook, draw, play the guitar, play the piano, ride a bike, ride a horse, roller skate, swim
- Phonics: yes, no
- Structures:
 - Can you ...? -Yes, I can/No, I can't
 - Can he/she...? -Yes, he/she can/ No, he/she can't, but he/she can ...

Aims:

- Asking and answering questions about someone's abilities
- Talking about abilities and lack of abilities

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Play "Pass the balls" game <ul style="list-style-type: none"> • Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). 	<ul style="list-style-type: none"> • Have students listen to music and pass the balls. • Stop music suddenly. • Have the student with a red ball make a question for the child who has yellow ball. 	PPT
	Greeting students Play "Pass the balls" game <ul style="list-style-type: none"> • Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). 	E.g Student with the red ball will ask "What's your name?" The child with the yellow ball will answer his/ her friend's question "My name is (Linda).".	

	<p>Introduce the lesson</p> <p>Teach students new words.</p> <p>Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually.</p> <p>Activity: Hot seat</p> <ul style="list-style-type: none"> - Divide the class into 2 or 3 teams. - Call a pupil to come up to the front and pick a flash card. - He/ She has to use gestures to show their friends what the word or phrase is. - A pupil from each team asks a question to find out the answer. - The team that has the correct answer gets a point. 	<p>Look at the board.</p> <p>Learn new words</p>	<p>Flashcards , PPT, Magnet</p>
Vocab (15 mins)	<p>Read again all words (2-4 times) in chorus.</p>	<p>Read in chorus.</p>	
Structure (20 mins)	<p>Teacher writes the form on the board:</p> <ul style="list-style-type: none"> • Can you ...? -Yes, I can/No, I can't • Can he/she...? -Yes, he/she can/ No, he/she can't, but he/she can ... Teach students by replacement words. <p>Teacher asks some individual students and has their answer of daily routines with the structure they've learnt.</p>	<p>Learn new forms</p>	<p>PPT, chalk, board</p>

	<p>Activity 1: The magic hat</p> <p>How to play:</p> <p>Teacher gives class 2 minutes to work in pairs, ask and answer about daily routines following the structure they've learnt.</p> <p>Divide class into 3 teams. 3 teams play "Rock, paper, scissors" to get first player.</p> <p>Teacher picks 2 students in each team to stand up, choose 1 number and then, one asks, one answers using the word they've chosen and the structure they've learnt.</p> <p>If they answer well, they can get the points by spinning the magic hat. They say "STOP" to stop the hat and get the points for their team.</p> <p>Which team has more points will be the winner.</p> <p>*Words:</p> <table border="1" data-bbox="1019 272 1265 965"> <tr> <td>1. cook</td> <td>2. draw</td> <td>3. play the guitar</td> <td>4. ride a bike</td> </tr> <tr> <td>5. ride a horse</td> <td>6. roller skate</td> <td>7. play the piano</td> <td>8. swim</td> </tr> </table>	1. cook	2. draw	3. play the guitar	4. ride a bike	5. ride a horse	6. roller skate	7. play the piano	8. swim	<p>Work in pairs/ groups</p> <p>Take part in the activity</p>	PPT
1. cook	2. draw	3. play the guitar	4. ride a bike								
5. ride a horse	6. roller skate	7. play the piano	8. swim								
Review	Let's review the last time together.	Read in chorus.									
Ending	T counts all the points and rewards the winning team. Giving homework. Bye	Bye bye.									

Lesson content:

Structures:

- Where are you from? – I'm from _____.
- Where's he / she from? – He's / She's from _____.
- What time is it? – It's _____.
- What time do you _____? – I _____ at _____.
- What day is it today? - It's ...
- What do you do on...? I.....
- When's your birthday? - It's on the ...
- What do you want to eat/drink? - I want ...
- Can you ...? -Yes, I can/No, I can't
- Can he/she...? -Yes, he/she can/ No, he/she can't, but he/she can ...

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
<p>Warm-up (5 mins)</p>	<p>Greeting students</p> <p>Option 1: Play "Bingo" game</p> <ul style="list-style-type: none"> - Teacher distributes a sheet of paper with 9 squares on it to each pupil. - Teacher shows a list of words (days of the week, months of the year, time, food, drink, ...) and asks pupils to choose the words and fill in the squares on the sheet of paper. 		<p>PPT</p>

<p>Review vocabulary</p>	<p>Activity 1: Guessing game</p> <p>How to play: T divides the class into 2 teams. T shows on the screen (review words in unit 3,4) and Ss guess what it is or what they are behind those squares. Each turn, each team guesses once. If their answer is correct, T gives them stars. If it is wrong, give it to another team. Then, T reviews all new words, asks the whole class to read loudly, have students read in chorus, then in groups and individuals. (each word 2-3 times)</p>	<p>Learn new words</p>	<p>Flashcards, PPT, Magnet</p>
<p>Y</p>	<p>Activity 2: Rock paper scissors game.</p> <p>Divide students into two groups. Put the flashcards on the floor in one line. Each group will stand on one pole of the line. The first two students of each line will play the “paper, scissors, stone”, who is the winner can move one step forward, next to a flash card and read out loud the word. Students in a group take turn to play the “paper, scissors, stone”. The game ends when one student can reach the other side of the line.</p>	<p>Take part in the activity</p>	
<p>Review structure (20 mins)</p>	<p>T shows on the screen (review all structures in unit 3,4) Teacher asks some individual students and has their answer with the structure they’ve learnt in unit 3,4</p>	<p>Learn new forms</p>	<p>PPT, chalk, board</p>

<p>Activity 1:</p> <p>Option 1: Play “Bomb game”</p> <p>How to play:</p> <p>Teacher gives class 2 minutes to work in pairs, ask and answer about activities in periods of a day following the structure they’ve learnt.</p> <p>Divide class into 3 teams. 3 teams play “Rock, paper, scissors” to get first player.</p> <p>Teacher picks 1 pair in each team in turn to stand up, ask and answer about their daily routines.</p> <p>After their conversation, teacher let them choose 1 number 1-20 and get the points for their team.</p> <p>If they choose Bomb, they will lose all points.</p> <p>If they choose Switch, they can choose to change points with another team.</p> <p>Option 2: Play “Mingle” game</p> <p>Divide the class into pairs.</p> <p>Play some music and encourage children to dance or walk around.</p> <p>Stop the music suddenly.</p> <p>When the music stops, each child finds a partner. He/ She asks his/her partner “when’s your birthday?” and his/ her partner answers the question “It’s on the....”</p> <p>Play the music and continue in this way.</p>	<p>Work in pairs/ groups</p> <p>Take part in the activity</p>	<p>PPT</p>
---	---	------------

Lesson content: Unit 6: Our school facilities

Aims: Students can use new words: city, mountains, town, village, building, computer room, garden, playground.

Students can use structure: Where's your school? - It's in the ...

How many ... are there at your school? - There is/are...

Material: Flashcards, Magnet, laptop/mobile phone

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	Teach students new words: city, mountains, town, village, building, computer room, garden, playground	Learn new words	Flashcards Magnet
	Pay attention to students' pronunciation. Have students read in chorus, in groups and individually		
Structure (20 mins)	Read again all words (2-4 times) in chorus. Teacher writes the form on the board. Teach students by replacement words.s	Read in chorus. Learn new forms	

	<p>Work in pairs/ in groups.</p> <p>Activity : Structure</p> <p>Where's your school? - It's in the ...</p> <p>How many ... are there at your school? - There is/are...</p> <p>Activity : Game: Hidden pictures</p> <p>How to play</p> <p>T sticks flashcards on the board and asks S read out loud. Divide class into 3 teams and calls 3 students from 3 teams standing back to the board.</p> <p>T takes away 1 flashcard and counts from 1 to 3, students turn back and the student can say out first and correctly will get 1 point for the team. After 3 times, change another person in team.</p> <p>At the end, which team has more points is the winner.</p>	<p>Work in pairs/ groups</p> <p>Take part in the activity</p>	<p>Sticky ball, flashcards</p>
<p>Review</p>	<p>Let's review the last time together.</p>	<p>Read in chorus.</p>	
<p>Ending</p>	<p>Giving homework.</p> <p>Bye</p>	<p>Bye bye.</p>	



TEACHING PLAN

GRADE 4

REVIEW UNIT 5+6

WEEK 10

Lesson content: Review unit 5-6

Aims: Students practice new words: city, mountains, town, village, building, computer room, garden, playground; cook, draw, play the guitar, play the piano, ride a bike, ride a horse, roller skate, swim.

Students can practice 2 structures:

1. Where's your school? - It's in the ...

How many ... are there at your school? - There is/are...

2. What can you do? - I can ...

Can you play ...? -Yes, I can/No, I can't

Material: Flashcards, Magnet, chalk

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	<ul style="list-style-type: none"> - Review for students words below: city, mountains, town, village, building, computer room, garden, playground; art, English, history and geography, maths, music, science, Vietnamese. Pay attention to students' pronunciation. <ul style="list-style-type: none"> - Have students read in chorus, in groups and individually 	Learn new words	Flashcards Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
	Teacher writes the form on the board: 1. What subjects do you have today? - I have ... When do you have ...? - I have it on ... 2. What's your favorite subject? - It's ... Why do you like ...? - Because I want to be ... Teach students by replacement words.s	Learn new forms	
Structure (20 mins)	Work in pairs/ in groups. Activity : Interview <ul style="list-style-type: none"> - Guide students to work in group 4 - Guide students to interview each other by asking question "What subjects do you have today?" and "When do you have ...?" - The others in group answer these question 	Work in pairs/ groups	chalk

Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
UNIT 7: OUR TIMETABLES
WEEK 11

Lesson content: Unit 7: Out timetables

Aims: Students can use new words: art, English, history and geography, maths, music, science, Vietnamese; day of the week. Students can use structure: What subjects do you have today? - I have ...

When do you have ...? - I have it on ...

Material: Flashcards, Magnet, laptop/mobilephone

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	Teach students new words: - art, English, history and geography, maths, music, science, Vietnamese - Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Pay attention to students' pronunciation. Have students read in chorus, in groups and individually	Learn new words	Flashcards Magnet

	Activity: How to play: Show only one of a part's flashcard for students to guess what it is	Take part in the activity	Flashcard.
	Read again all words (2-4 times) in chorus.	Read in chorus.	
	Teacher writes the form on the board: What subjects do you have today? - I have ... When do you have ...? - I have it on ... Teach students by replacement words.s	Learn new forms	
Structure (20 mins)	Work in pairs/ in groups.	Work in pairs/ groups	
	Activity : Interview		
	- Guide students to work in group 4		
	- Guide students to interview each other by asking question "What subjects do you have today?" and "When do you have ...?"	Take part in the activity	
	- The others in group answer these question		
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	

TEACHING PLAN

GRADE 4

UNIT 8: MY FAVORITE SUBJECTS

WEEK 12



Lesson content: Unit 8: My favourite subjects

Aims: Students can use new words: IT, PE

English teacher, painter, maths teacher

because, why. Students can use structure: What's your favorite subject? - It's ...

Why do you like ...? - Because I want to be ...

Material: Flashcards, Magnet, laptop/mobilephone

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	<p>Greeting students</p> <p>Activity: Song</p> <p>How to play:</p> <p>Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.</p>	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	<p>Teach students new words: IT, PE English teacher, painter, maths teacher because, why</p> <p>Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually</p>	Learn new words	Flashcards Magnet
	<p>Activity:</p> <p>How to play: Show only one of a part's flashcard for students to guess what it is</p> <p>Read again all words (2-4 times) in chorus.</p>	Take part in the activity	Sticky ball.
	<p>Teacher writes the form on the board.</p> <p>Teach students by replacement words.</p>	Learn new forms	
Structure (20 mins)	<p>Work in pairs/ in groups.</p> <p>Activity : Interview</p> <p>How to play</p> <ul style="list-style-type: none"> - Guide students to work in group 4 - Guide students to interview each other by asking question "What's your favorite subject?" and "Why do you like ...?" - The others in group answer these question 	Work in pairs/ groups Take part in the activity	

Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
REVIEW UNIT 7+8
WEEK 13

Lesson content: Review unit 7-8

Aims: Students practice new words: Art, English, history and geography, maths, music, science, Vietnamese. IT, PE, English teacher, painter, Maths teacher

Students can practice 2 structures:

1. What's your favorite subject? -It's ...
Why do you like...? -Because I want to be...
2. What subjects do you have today? - I have ...
When do you have ...? - I have it on ...

Material: Flashcards, Magnet, chalk

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab	Introduce the lesson	Look at the board.	

(15 mins)	<ul style="list-style-type: none"> - Review for students words below: city, mountains, town, village, building, computer room, garden, playground; art, English, history and geography, maths, music, science, Vietnamese. Pay attention to students' pronunciation. - Have students read in chorus, in groups and individually 	Learn new words	Flashcards Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
	<p>Teacher writes the form on the board:</p> <ol style="list-style-type: none"> 1. What subjects do you have today? - I have ... When do you have ...? - I have it on ... 2. What's your favorite subject? - It's ... Why do you like ...? - Because I want to be ... <p>Teach students by replacement words.s</p>	Learn new forms	
Structure (20 mins)	<p>Work in pairs/ in groups.</p> <p>Activity : Interview</p> <ul style="list-style-type: none"> - Guide students to work in group 4 - Guide students to interview each other by asking question "What subjects do you have today?" and "When do you have ...?" - The others in group answer these question 	Work in pairs/ groups	chalk
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	

Lesson content: Unit 9: Our sports day

Aims: Students can use new words: May, June, July, August, September, October, November, December; sports day. Students can use structure: Is your sports day in ... ?

- Yes, it is/ No, it isn't. It's ...

When's your sports day? - It's in ...

Material: Flashcards, Magnet, Sticky ball

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	<p>Greeting students</p> <p>Activity: Song</p> <p>How to play:</p> <p>Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.</p>	Sing and dance	Song
Vocab (15 mins)	<p>Introduce the lesson</p>	Look at the board.	
	<p>-Teach students new words: May, June, July, August, September, October, November, December; sports day.</p> <p>- Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually</p> <p>Activity:</p> <p>How to play: Teacher writes new words on the board. Then, teacher ask students go to the board to throw sticky ball into the new words</p> <p>- Ask students to pronounce those new words</p>	Learn new words	Flashcards Magnet
		Take part in the activity	Sticky ball.

	Read again all words (2-4 times) in chorus.	Read in chorus.	
	Teacher writes the form on the board: Is your sports day in ...? - Yes, it is/ No, it isn't. It's ... When's your sports day? - It's in ... Teach students by replacement words:s	Learn new forms	
Structure (20 mins)	Game: Lucky number (PPT) How to play: - Divide pupils into 2 teams: one team is X, one team is O. - Pupils select a number on the grid, then 2 representatives ask and answer based on the question cue. If they answer correctly, teacher clicks the home button to go back to the first slide, then click on X or O (depending on which team is answering). - The first team to get three Xs or three Os in a row wins!	Work in pairs/ groups Take part in the activity	
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	

TEACHING PLAN

GRADE 4

UNIT 10: OUR SUMMER HOLIDAYS

WEEK 15



Lesson content: Unit 10: Our summer holidays

Aims: Students can use new words: beach, campsite, countryside Bangkok, London, Sydney, Tokyo
at, on, in (+place).

Students can use structure: Were you ...last weekend? - Yes, I was/No, I wasn't
Where were you last summer? - I was in...

Material: Flashcards, Magnet, Sticky ball

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material

	<p>Greeting students</p> <p>Activity: Song</p> <p>How to play:</p> <p>Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.</p>	Sing and dance	Song
Warm-up (5 mins)	<p>Introduce the lesson</p> <p>Teach students new words: beach, campsite, countryside Bangkok, London, Sydney, Tokyo at, on, in (+place).</p> <p>Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually</p>	Look at the board. Learn new words	
Vocab (15 mins)	<p>Activity:</p> <p>How to play:</p> <p>T shows only one of a part's flashcard for students to guess what it is</p>	Take part in the activity	Flashcards Magnet
	<p>Read again all words (2-4 times) in chorus.</p> <p>Teacher writes the form on the board:</p> <p>Were you ...last weekend? - Yes, I was/No,I wasn't Where were you last summer? - I was in...</p> <p>Teach students by replacement words.s</p>	Read in chorus. Learn new forms	
Structure (20 mins)			

	Work in pairs/ in groups. Activity : Interview How to play - Guide students to work in group 4 - Guide students to interview each other by asking question "Were you ...last weekend?", and "Where were you last summer?" - The others in group answer these question	Work in pairs/ groups Take part in the activity	
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN

GRADE 4

REVIEW UNIT 9+10

WEEK 16

Lesson content: Review unit 9+10

Aims: Students practice new words: IT, PE, English teacher, painter, maths teacher; because, why. May, June, July, August, September, October, November, December; sports day

Students can practice 2 structures: 1. What's your favorite subject? - It's ...

Why do you like ...? - Because I want to be ...2. Is your sports day in ...?

- Yes, it is/ No, it isn't. It's ...

When's your sports day? - It's in ...

Material: : Flashcards, Magnet, chalk

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song

Vocab (15 mins)	Introduce the lesson	Look at the board.	
	<p>Teach students new words:</p> <p>IT, PE, English teacher, painter, maths teacher; because, why. May, June, July, August, September, October, November, December; sports day</p> <p>Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually</p>	Learn new words	Flashcard s Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
	<p>Teacher writes the form on the board:</p> <p>: 1. What's your favorite subject? - It's ...</p> <p>Why do you like ...? - Because I want to be ...</p> <p>2. Is your sports day in ...?</p> <p>- Yes, it is/ No, it isn't. It's ...</p> <p>When's your sports day? - It's in ...</p> <p>Teach students by replacement words.s</p>	Learn new forms	
Structure (20 mins)	<p>Game: Drawing pictures</p> <ul style="list-style-type: none"> - Ask students to work in 2 teams - Call a student from team 1 to draw a cue a about one of subject he/she enjoys in 30 seconds. He/she can drawing anything, except the name of that subject. Team 2 will guess what subject is - Each correct answer gets 10 points - Congrate the winning team 	Work in pairs/ groups	
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework.	Bye bye.	

Target of the lesson:

By the end of the lesson, pupils will be able to review vocabulary and structure from unit 6 to unit 10


Teaching material:

- Student's book
- Website hoclieu.vn
- Flash cards/ pictures and posters
- Computer, projector, ...

CLASS PROCEDURE

Teacher's and pupils' activities		Note
Warm-up		5 minutes
Greet the class. Play "Rooms of the house song " and dance with students. Song: Rooms of the house song (https://www.facebook.com/watch/?v=309664494161038)		
EXPLORATION		15 minutes
Activity 1. Review vocabulary by flashcards		
Unit 6 Phonics: Mountains villages	city, mountains, town, village, building, computer room, garden, playground	
Unit 7 Phonics: Vietnamese science	art, English, history and geography, maths, music, science, Vietnamese day of the week (review)	
Unit 8 Phonics: Like write	IT, PE English teacher, painter, maths teacher because, why.	
Unit 9 Phonics: February July	May, June, July, August, September, October, November, December sports day	

Unit 10 Phonics: Were where	beach, campsite, countryside Bangkok, London, Sydney, Tokyo at, on, in (+place)	
KNOWLEDGE CONSTRUCTION Activity 2. Review structure		
Unit 6	Where's your school? - It's in the ... How many ... are there at your school? - There is/are...	10 minutes Pair work/ Interview partner
Unit 7	What subjects do you have today? - I have ... When do you have ...? - I have it on ...	
Unit 8	What's your favorite subjects? - It's ... Why do you like ...? - Because I want to be ...	
Unit 9	Is your sports day in ...? - Yes, it is/ No, it isn't. It's ... When's your sports day? - It's in ...	
Unit 10	Is your sports day in ...? - Yes, it is/ No, it isn't. It's ... When's your sports day? - It's in ...	
PRACTICE Activity 3. Let's talk. 5 minutes		
<ul style="list-style-type: none"> - Teacher guides students to talk. - Invite a few pairs of pupils to act out the conversations in front of the class . They can choose 1 of 10 topics to do. - Teacher checks students's pronunciation. - T instructs students how to do the exercises at home. 		

	FINAL TEST THE 1st TERM TEST GRADE 4 WEEK 18 Total score: 100
---	---

SECTION A: INSTRUCTIONS FOR TEACHERS

(Use this test for Final Test at grade 4 students in Global success book)

NOTE FOR TEACHERS

Remember there are four important stages to the interview:

- 1) **The greeting.** The examiner calls student's name. Please smile and put the student at ease.
- 2) **The interview proper.** The interview should be conducted in a quiet, private room. Other students are going to do the crosswords during the oral test.

3) **The feedback.** If the students are able to understand give them feedback after the test. Feedback should include the students' strengths and what they need to work on.

How to use the ORAL FINAL TEST

- 1) Begin by greeting students and asking them to take a seat.
- 1) Next, show the students the picture and ask questions in turn. Mark each question based on student's performance in Fluency, Target Achievement, Pronunciation and Grammar.
- 2) Continue in this way until the last question.


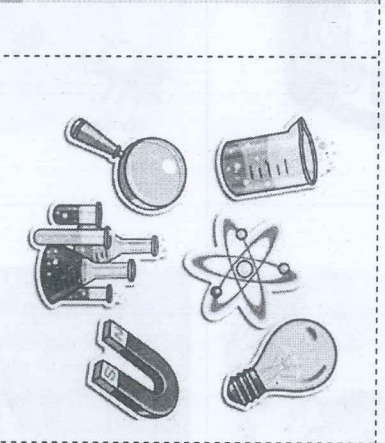
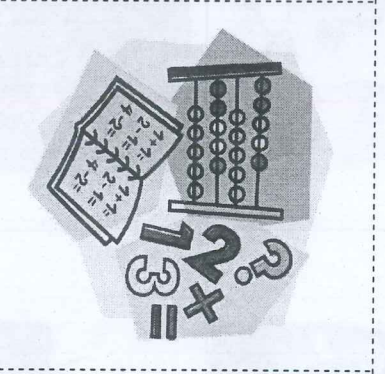
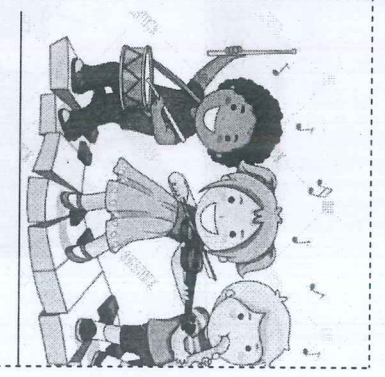
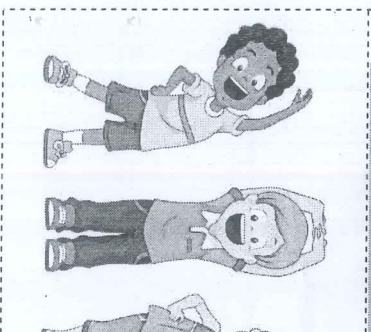
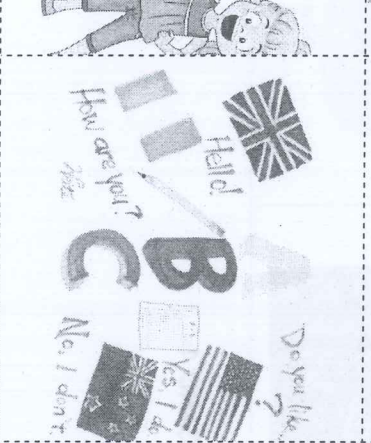
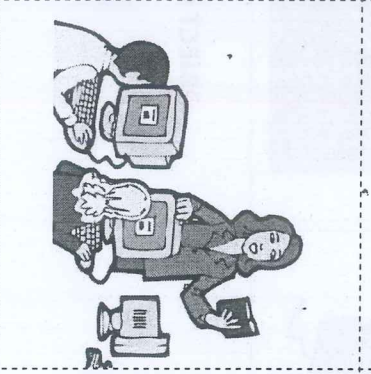
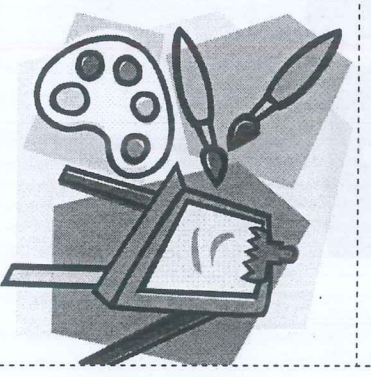
THE 1st TERM TEST GRADE 4
SECTION B: QUESTIONS

Examiner does this:	Examiner says this:	Minimum response expected from child:	Back-up questions
<p>(Candidate comes in)</p> <p>10 points</p> <p>(Unit 1,2,3 and 4)</p>	<ul style="list-style-type: none"> - Hello. I'm ...What's your name? How old are you? How are you? - What day is it today? - Where is your school? - When's your birthday? 	<ul style="list-style-type: none"> - Hello! - My name's Hoa. - I'm 9. - I'm fine, thank you. - It is the second of December. - It's in Tran Phu Street. - It's in... 	<ul style="list-style-type: none"> - Is your school beautiful?
<p>(20pts) (Unit 7: Our time table)</p>	<ul style="list-style-type: none"> - What subjects do you have today? - When do you have ...? 	<ul style="list-style-type: none"> - I have Vietnamese, Maths, English, PE, IT and science at school. - I have English on Tuesday. 	<ul style="list-style-type: none"> - Did you have 5 subjects today? - Do you have Science at school?
<p>Object card 1 (10pts)</p> <p>(Unit 8-My favourite subjects)</p>	<ul style="list-style-type: none"> - What is your favourite subject? - Why do you like (English)? 	<ul style="list-style-type: none"> - I like English - Because ... 	<ul style="list-style-type: none"> - Are you good at English?
<p>Object card 2 (10pts)</p> <p>(Unit 5: Things we can do)</p>	<ul style="list-style-type: none"> - What can you do? - Can you play ...? 	<ul style="list-style-type: none"> - I can swim. - Yes, I can/No, I can't 	<ul style="list-style-type: none"> - Are you good at swimming? - Can you drawing?

<p>Object card 3 (20pts) (Unit 9: What are you doing?)</p>	<ul style="list-style-type: none"> - How many people are there in the picture? - Who are they? - Where is s/he? Where are they? - What is s/he doing? - What are they doing? - Where were you last summer? - What did you do or play in the morning/ afternoon and after dinner)? Who did you play with? - Were you happy? 	<ul style="list-style-type: none"> - There are three. - They are the teacher and students. - S/he is in the library. S/he is reading a book. - They are in the classroom. They are writing. - I was at home yesterday. - In the morning, I watered the followers. In the afternoon, I played football with my friend. After dinner, I watched TV. - Yes, I am. 	<ul style="list-style-type: none"> - Is this a boy or girl? - Are they happy? Do you like watching with your family? - Was it cold or warm that day? - Did you have a lot of fun there?
---	--	---	--

- 10 pts for pronunciation

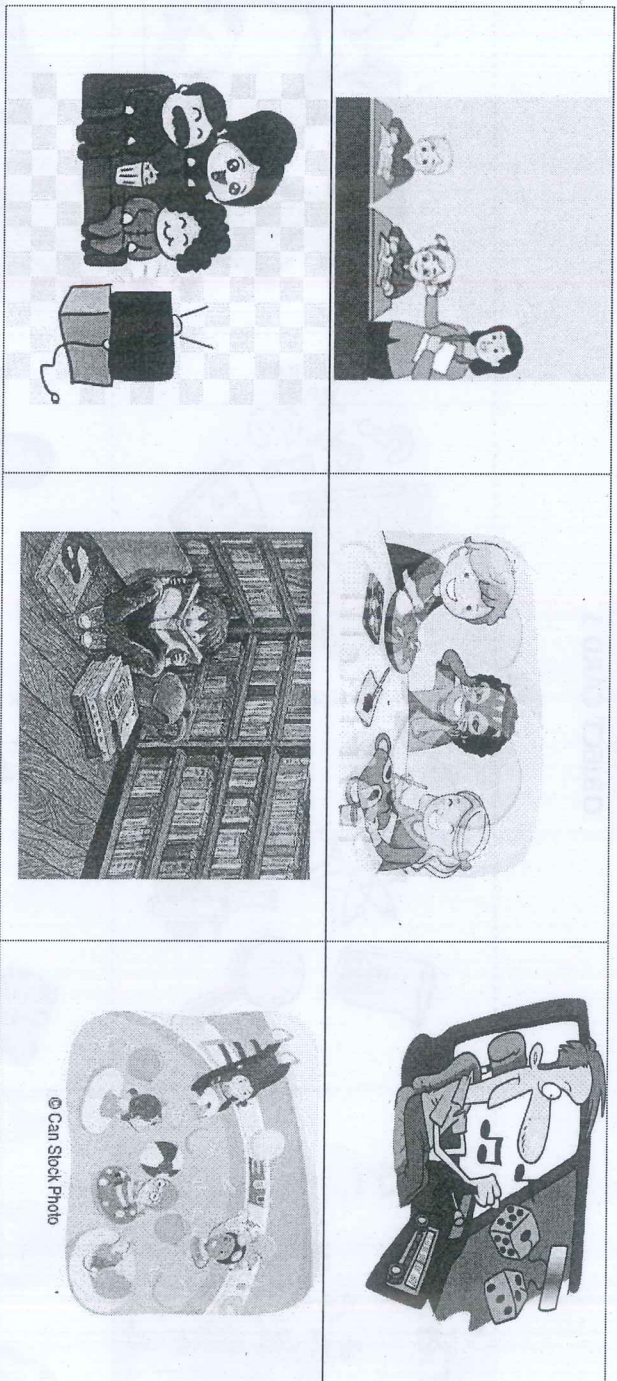
OBJECT CARD 1

OBJECT CARD 2

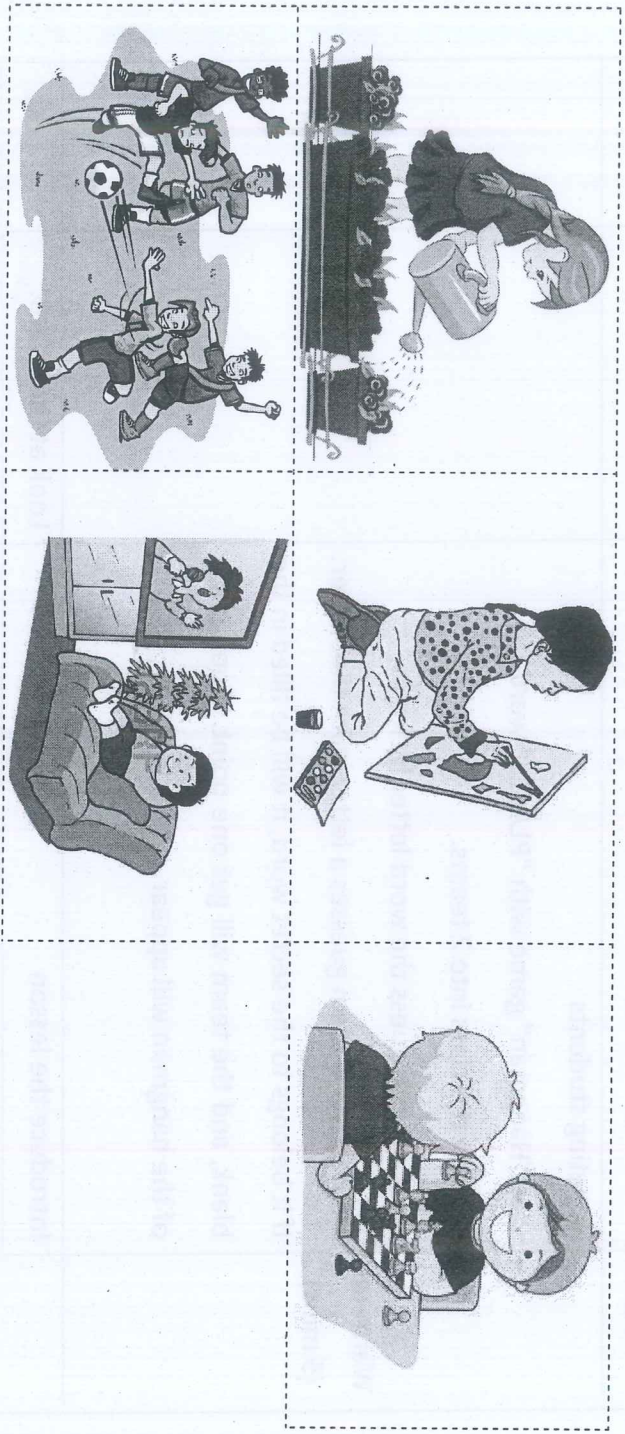
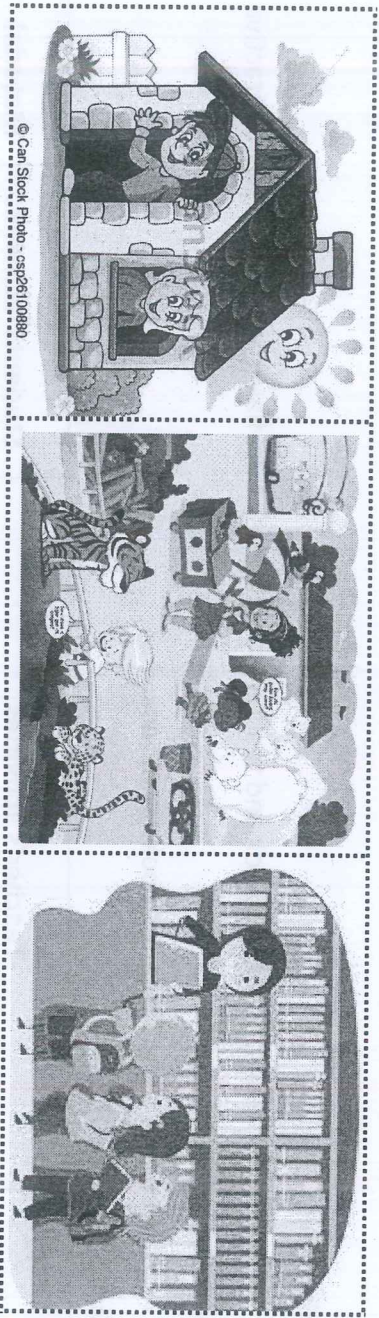


OBJECT CARD 3



OBJECT CARD 4

© Can Stock Photo



TEACHING PLAN
GRADE 4
UNIT 11: MY HOME
WEEK 19

Lesson content:

- Vocab: road, street, big, busy, live, noisy, quiet, at, in (+name of the street/road)
- Phonics: big, street
- Structures:
- Where do you live? - I live ...
- What's the ... like? - It's ...

Aims:

- Asking and answering questions about where someone lives
- Asking and answering questions about what a place is like

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	<p>Greeting students</p> <p>Play "Hangman" game with "PLACES" word</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Have pupils guess the word letter by letter. - Whenever a team guesses a letter, click that letter. <p>If it belongs to the secret word, it will be filled in the blank, and the team will get one point. If not, parts of the hangman will appear.</p>		Board, chalk
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	<p>Teach students new words.</p> <p>Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually.</p>	Learn new words	Flashcards , PPT, Magnet, sticky ball
<p>Activity: Sticky ball</p> <p>How to play:</p> <p>Divide class into 3 teams. Call 1 member from 1 team. 3 students in one line. Teacher calls a word on the board. Who can touch the word and say it correctly first will get 1 point for the team. After 3 times, change another person in team.</p> <p>At the end, which team has more points is the winner.</p>	Take part in the activity		
	Read again all words (2-4 times) in chorus.	Read in chorus.	

<p>Structure (20 mins)</p>	<p>Teacher writes the form on the board:</p> <ul style="list-style-type: none"> ● Where do you live? - I live ... ● What's the ... like? - It's ... <p>Teacher asks some individual students and has their answer with the structure they've learnt.</p> <p>Game: Sentence Puzzle</p> <p>- Divide the class into groups of four. Give each group a sentence that is broken/cut into pieces. Ask them to arrange them to make a complete sentence, then read it aloud.</p> <p>- The group that makes it first will be the winner.</p>	<p>Learn new forms</p> <p>Work in pairs/ groups</p> <p>Take part in the activity</p> <p>Read in chorus.</p>	<p>PPT, chalk, board</p> <p>PPT</p>
<p>Review</p>	<p>Let's review the last time together.</p>	<p>Read in chorus.</p>	
<p>Ending</p>	<p>T counts all the points and rewards the winning team. Giving homework. Bye</p>	<p>Bye bye.</p>	



TEACHING PLAN
GRADE 4
UNIT 12: JOBS
WEEK 20

Lesson content:

- Vocab: actor, farmer, nurse, office worker, policeman, factory, farm, hospital, nursing home
- Phonics: farmer, nurse
- Structures:
- What does he/she do? - He's/she's ...
- Where does he/she work? - He/she works...

Aims:

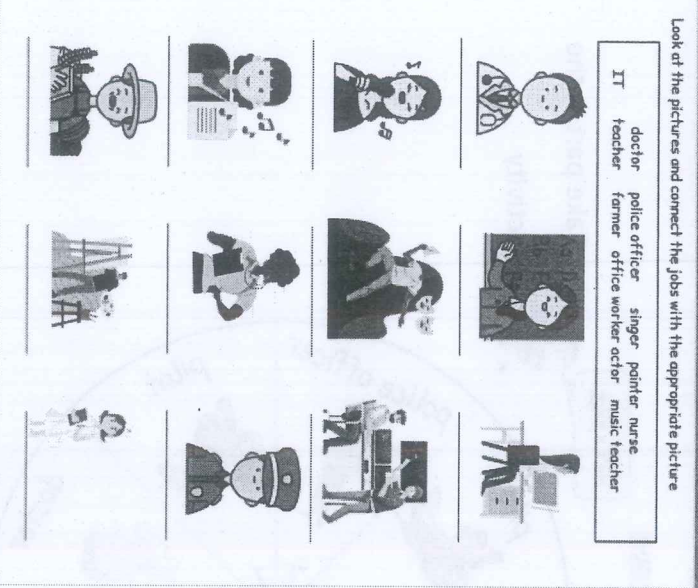
- Asking and answering questions about jobs
- Asking and answering questions about places of work

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	<p>Option 1: Play "Pass the balls" game</p> <ul style="list-style-type: none"> • Give two different colored balls to two students, a red ball (ask the question) and a yellow ball (answer the question). • Have students listen to music and pass the balls. • Stop music suddenly. • Have the student with a red ball make a question for the child who has yellow ball. 		Board, chalk
Vocab (15 mins)	<p>Introduce the lesson</p> <p>Teach students new words.</p> <p>Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually.</p>	Look at the board.	Flashcards , PPT, Magnet, sticky ball

	<p>Option 1: Do the matching exercise</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>JOBS</p> <p>Look at the pictures and connect the jobs with the appropriate picture</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>IT</td> <td>doctor</td> <td>police officer</td> <td>singer</td> <td>painter</td> <td>nurse</td> </tr> <tr> <td>teacher</td> <td>farmer</td> <td>office worker</td> <td>actor</td> <td>music teacher</td> <td></td> </tr> </table> </div>  <p>Option 2: Look at the picture, name the jobs and workplaces. (Powerpoint)</p> <p>Read again all words (2-4 times) in chorus.</p>	IT	doctor	police officer	singer	painter	nurse	teacher	farmer	office worker	actor	music teacher		<p>Take part in the activity</p>	
IT	doctor	police officer	singer	painter	nurse										
teacher	farmer	office worker	actor	music teacher											
	<p>Teacher writes the form on the board:</p> <ul style="list-style-type: none"> • What does he/she do? - He's/she's ... • Where does he/she work? - He/she works... <p>Teacher asks some individual students and has their answer with the structure they've learnt.</p>	<p>Learn new forms</p>													
<p>Structure (20 mins)</p>			<p>PPT, chalk, board</p>												

	<p>Option 1: Play the spinner game: play in groups/ pairs with a pencil, spin the pencil and score one point with one correct answer</p> <div data-bbox="1198 311 1870 917" style="text-align: center;"> <p>THE SPINNER GAME</p> <p>Jobs</p> </div>	<p>Work in pairs/ groups</p> <p>Take part in the activity</p>	<p>PPT</p>
<p>Review</p>	<p>Let's review the last time together.</p>	<p>Read in chorus.</p>	
<p>Ending</p>	<p>T counts all the points and rewards the winning team. Giving homework. Bye</p>	<p>Bye bye.</p>	



TEACHING PLAN
GRADE 4
REVIEW UNIT 11+12
WEEK 21

Lesson content:

- Vocab: road, street, big, busy, live, noisy, quiet, at, in (+name of the street/road), actor, farmer, nurse, office worker, policeman, factory, farm, hospital, nursing home,
- Structures:
 - Where do you live? - I live ...
 - What's the ... like? - It's ...
 - What does he/she do? - He's/she's ...
 - Where does he/she work? - He/she works...

Aims:

- Asking and answering questions about where someone lives
- Asking and answering questions about what a place is like
- Asking and answering questions about jobs
- Asking and answering questions about places of work

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	<p>Greeting students</p> <p>Activity: Hot seat</p> <ul style="list-style-type: none"> - Divide the class into 2 or 3 teams. - Call a pupil to come up to the front and pick a flash card. - He/ She has to use gestures to show their friends what the word or phrase is. - A pupil from each team asks a question to find out the answer. - The team that has the correct answer gets a point. 		PPT
Review vocabulary Y	<p>Greeting students</p> <p>Activity 1: Guessing game</p> <p>How to play:</p> <p>T divides the class into 2 teams.</p> <p>T shows on the screen (review words in unit 11,12) and Ss guess what it is or what they are behind those squares.</p> <p>Each turn, each team guesses once. If their answer is correct, T gives them stars. If it is wrong, give it to another team.</p> <p>Then, T reviews all new words, asks the whole class to read loudly, have students read in chorus, then in groups and individuals. (each word 2-3 times)</p>	Learn new words	Flashcards , PPT, Magnet

	<p>Activity 2: Rock paper scissors game.</p> <p>Divide students into two groups.</p> <p>Put the flashcards on the floor in one line.</p> <p>Each group will stand on one pole of the line.</p> <p>The first two students of each line will play the “paper, scissors, stone”, who is the winner can move one step forward, next to a flash card and read out loud the word.</p> <p>Students in a group take turn to play the “paper, scissors, stone”.</p> <p>The game ends when one student can reach the other side of the line.</p>	Take part in the activity	
Review structure (20 mins)	<p>T shows on the screen (review all structures in unit 11,12)</p> <p>Teacher asks some individual students and has their answer with the structure they’ve learnt in unit 11,12.</p> <p>Activity 1:</p> <p>Option 1: Play “Bomb game”</p> <p>How to play:</p> <p>Teacher gives class 2 minutes to work in pairs, ask and answer about activities in periods of a day following the structure they’ve learnt.</p> <p>Divide class into 3 teams. 3 teams play “Rock, paper, scissors” to get first player.</p> <p>Teacher picks 1 pair in each team in turn to stand up, ask and answer about their daily routines.</p> <p>After their conversation, teacher let them choose 1 number 1-20 and get the points for their team.</p> <p>If they choose Bomb, they will lose all points.</p> <p>If they choose Switch, they can choose to change points with another team.</p>	Learn new forms	PPT, chalk, board
Review	Let’s review the last time together.	Read in chorus.	

Ending	T counts all the points and rewards the winning team. Giving homework. Bye	Bye bye.	
--------	--	----------	--



TEACHING PLAN
GRADE 4
UNIT 13: APPEARANCE
WEEK 22

Lesson content:

- Vocab: big, short, slim, tall, eyes, face, hair, long, round
- Phonics: long, round
- Structures:
- What does he/she look like? - He's/she's ...
- What does he/she look like? - He/she has ...

Aims:

- Asking and answering questions about someone's appearance

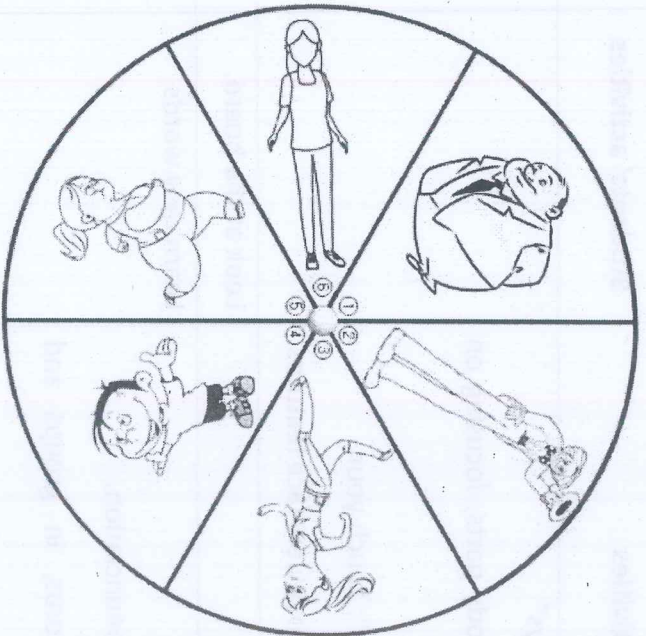
Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Option 2: Game: "Teacher says" – Teachers quickly review body parts, focusing on facial features. – Teacher plays "Teacher says": Touch your ears/nose/face/eyes/hair to review face features.		Board, chalk
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	Teach students new words. Pay attention to students' pronunciation. Have students read in chorus, in groups and individually.	Learn new words	Flashcards , PPT, Magnet, sticky ball

	<p>Activity: Sticky ball</p> <p>How to play:</p> <p>Divide class into 3 teams. Call 1 member from 1 team. 3 students in one line. Teacher calls a word on the board. Who can touch the word and say it correctly first will get 1 point for the team. After 3 times, change another person in team.</p>	Take part in the activity	
	<p>Read again all words (2-4 times) in chorus.</p>	Read in chorus.	
<p>Structure (20 mins)</p>	<p>Option 1: Game: Lucky number (PPT)</p> <ul style="list-style-type: none"> - Divide the class into 2-4 teams. - Pupils from each team choose a number, then ask and answer with the picture in that number. If the pupils answer correctly, they get the points for that question. <p>Option 2: Game: Spinner (template attached below)</p> <ul style="list-style-type: none"> - Pupils work in pairs. - Pupils take turns to put a pen/pencil in the middle of the spinner plate, then spin the pen/pencil to find out the picture the pen/pencil points to. Then ask and answer with the picture. 	<p>Work in pairs/ groups</p> <p>Take part in the activity</p>	<p>PPT, chalk, board</p>



Review	Let's review the last time together.	Read in chorus.	
Ending	T counts all the points and rewards the winning team. Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
UNIT 14: DAILY ACTIVITIES
WEEK 23

Lesson content:

- Vocab: at noon, in the afternoon, in the evening, in the morning, clean the floor, help with the cooking, wash the clothes, wash the dishes
- Phonics: watch, wash
- Structures:
 - When do you watch TV? - I watch TV ...
 - What do you do in the morning? I...

Aims:

- Asking and answering questions about when someone does an activity
- Asking and answering questions about what daily activities someone does

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	<p>Greeting students</p> <p>Option 1: Game: Change chairs</p> <p>- Teacher says "Change your chairs if you watch TV in the morning/ afternoon/ evening/ at noon."</p> <p>- Pupils listen and change chairs if their answer is YES.</p> <p>Option 2: Play game: "Teacher says"</p> <p>- Do what the teacher says, don't do what the teacher does.</p>		Board, chalk

Vocab (15 mins)	Introduce the lesson	Look at the board.	
	<p>Teach students new words.</p> <p>Pay attention to students' pronunciation.</p> <p>Have students read in chorus, in groups and individually.</p>	Learn new words	Flashcards, PPT, Magnet, sticky ball
	<p>Option 1: Game: Slap the board (ppt)</p> <ul style="list-style-type: none"> - Invite 2 or 3 pupils to come to the board. - Give each student a slapper (if not, students can play with their bare hands). - Players look at the pictures and the questions carefully. - Teacher counts down 3...2...1, players run to slap and say the words/phrases aloud 	Take part in the activity	
	<p>Read again all words (2-4 times) in chorus.</p>	Read in chorus.	
	<p>Teacher writes the form on the board:</p> <ul style="list-style-type: none"> ● When do you watch TV? - I watch TV ... ● What do you do in the morning? I... <p>Teacher asks some individual students and has their answer with the structure they've learnt.</p> <p>Option 1: Game: Claw machine (PPT)</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Choose 1 toy to answer the question. - Pupils answer the question correctly, move to the next slide to pick up the toy. If pupils pick the toy correctly, they will get 10 points. - Then click on the arrow or the toy image to return to the main game screen <p>Option 2: Game: Mario (PPT)</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Pupils from each team choose a letter, then answer the question. 	Learn new forms	
		Work in pairs/groups	
		Take part in the activity	PPT, chalk, board

	- Pupils answer correctly and get some points corresponding to the letter they choose.		
Review	Let's review the last time together.	Read in chorus.	
Ending	T counts all the points and rewards the winning team. Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
REVIEW UNIT 13+14
WEEK 24

Lesson content:

- **Vocab:** big, short, slim, tall, eyes, face, hair, long, round, at noon, in the afternoon, in the evening, in the morning, clean the floor, help with the cooking, wash the clothes, wash the dishes
- **Structures:**
 - What does he/she look like? - He's/she's ...
 - What does he/she look like? - He/she has ...
 - When do you watch TV? - I watch TV ...
 - What do you do in the morning? I...

Aims:

- Asking and answering questions about someone's appearance
- Asking and answering questions about when someone does an activity
- Asking and answering questions about what daily activities someone does

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
---------------	----------------------	----------------------	----------

<p>Warm-up (5 mins)</p>	<p>Greeting students Activity: Hot seat</p> <ul style="list-style-type: none"> - Divide the class into 2 or 3 teams. - Call a pupil to come up to the front and pick a flash card. - He/ She has to use gestures to show their friends what the word or phrase is. - A pupil from each team asks a question to find out the answer. - The team that has the correct answer gets a point. 		<p>PPT</p>
<p>Review vocabulary</p>	<p>Greeting students</p> <p>Activity 1: Guessing game</p> <p>How to play:</p> <p>T divides the class into 2 teams.</p> <p>T shows on the screen (review words in unit 13-14) and Ss guess what it is or what they are behind those squares.</p> <p>Each turn, each team guesses once. If their answer is correct, T gives them stars. If it is wrong, give it to another team.</p> <p>Then, T reviews all new words, asks the whole class to read loudly, have students read in chorus, then in groups and individuals. (each word 2-3 times)</p>	<p>Learn new words</p>	<p>Flashcards , PPT, Magnet</p>
<p>Y</p>	<p>Activity 2: Rock paper scissors game.</p> <p>Divide students into two groups.</p> <p>Put the flashcards on the floor in one line.</p> <p>Each group will stand on one pole of the line.</p> <p>The first two students of each line will play the “paper, scissors, stone”, who is the winner can move one step forward, next to a flash card and read out loud the word.</p> <p>Students in a group take turn to play the “paper, scissors, stone”.</p> <p>The game ends when one student can reach the other side of the line.</p>	<p>Take part in the activity</p>	

	<p>T shows on the screen (review all structures in unit 13,14)</p> <p>Teacher asks some individual students and has their answer with the structure they've learnt in unit 13,14</p> <p>Activity 1:</p> <p>Option 1: Play "Bomb game"</p> <p>Game: Mario (ppt)</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Pupils from each team choose a letter, then answer the question. - Pupils answer correctly and get some points corresponding to the letter they choose. <p>Option 2:</p> <ul style="list-style-type: none"> - Have pupils bring their family photo and describe their family to their friends in pairs or in groups. - Have pupils present their survey, using family photos as a support. 	Learn new forms	PPT, chalk, board, PPT
Review	Let's review the last time together.	Read in chorus.	
Ending	T counts all the points and rewards the winning team. Giving homework. Bye	Bye bye.	

Lesson content:

- Vocab: cinema, shopping centre, sports centre, swimming pool, cook meals, do yoga, play tennis, watch films
- Phonics: go, television
- Structures:
 - Where does he/she go on Saturdays? - He/she goes to the ...
 - What does he/she do on Sundays? - He/She...

Aims:

- Asking and answering questions about where someone goes
- Asking and answering questions about what someone does

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Game: Hot potato - Pupils pass a ball when the teacher plays music. When the music stops, the pupil holding the ball says where he/ she goes on Sundays.		Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	Teach students new words. Pay attention to students' pronunciation. Have students read in chorus, in groups and individually.	Learn new words	Flashcards , PPT, Magnet, sticky ball

	<p>Option 1: Game: Whisper</p> <ul style="list-style-type: none"> - Teacher divides the class into groups of 4. - Teachers ask 2 groups to get in 2 lines and stand back to the board. - Teacher asks the first pupil of each line to look at 1 out of 4 pictures and whisper to the next one. - The last one of each line comes to the board and chooses the picture and sticks it on the board. - Change the position of the first pupil and repeat the activities. 	Take part in the activity	
	<p>Read again all words (2-4 times) in chorus.</p> <p>Teacher writes the form on the board:</p> <ul style="list-style-type: none"> ● Where does he/she go on Saturdays? - He/she goes to the ... ● What does he/she do on Sundays? - He/She... <p>Teacher asks some individual students and has their answer with the structure they've learnt.</p>	Learn new forms	PPT, chalk, board
<p>Structure (20 mins)</p>	<p>Option 1: Game: Catch the sentence (PPT)</p> <ul style="list-style-type: none"> - Divide the class into 2 or 3 teams. - T calls one pupil from each team to come up to the front. - T explains the rules. - Letters or words will appear then disappear. - Read them quickly, the quicker one gets points for their team. <p>Option 1: Game: Pokemon (PPT)</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Pupils from each team choose a number then answer the questions - After 9 numbers, the team with the most points is the winner 	Work in pairs/groups	PPT
	Take part in the activity		

Review	Let's review the last time together.	Read in chorus.	
	T counts all the points and rewards the winning team.		
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
REVIEW UNIT 11-15
WEEK 26

Lesson content:

- Vocab: road, street, big, busy, live, noisy, quiet, at, in (+name of the street/road), actor, farmer, nurse, office worker, policeman, factory, farm, hospital, nursing home, big, short, slim, tall, eyes, face, hair, long, round, at noon, in the afternoon, in the evening, in the morning, clean the floor, help with the cooking, wash the clothes, wash the dishes, cinema, shopping centre, sports centre, swimming pool, cook meals, do yoga, play tennis, watch films

Structures:

- Structures:
 - Where do you live? - I live ...
 - What's the ... like? - It's ...
 - What does he/she do? - He's/she's ...
 - Where does he/she work? - He/she works...
 - What does he/she look like? - He's/she's ...
 - What does he/she look like? - He/she has ...
 - When do you watch TV? - I watch TV ...
 - What do you do in the morning? I...
 - Where does he/she go on Saturdays? - He/she goes to the ...
 - What does he/she do on Sundays? - He/She...

Aims:

- Asking and answering questions about where someone goes
- Asking and answering questions about what someone does

Material:

- Teacher's aids: Student's book and teacher's book, class CDs, flashcards, projector/ interactive whiteboard/ TV.
- Students' aids: Student's book, workbook.

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	<p>Greeting students</p> <p>Activity: Hot seat</p> <ul style="list-style-type: none"> - Divide the class into 2 or 3 teams. - Call a pupil to come up to the front and pick a flash card. - He/ She has to use gestures to show their friends what the word or phrase is. - A pupil from each team asks a question to find out the answer. - The team that has the correct answer gets a point. 		PPT
Review vocabulary	<p>Activity 1: Game: Slap the board</p> <ul style="list-style-type: none"> - T divides the class into 2 teams. - T calls 1 pupil from each team to come to the board. - T shows clues (picture and some given letters) on the slides, pupils need to slap the board as quickly as possible to choose the missing letters. - The first pupils who slap at the correct answer get 1 point for their team. 	Learn new words	Flashcards , PPT, Magnet
Y	<p>Activity 2: Rock paper scissors game.</p> <p>Divide students into two groups.</p> <p>Put the flashcards on the floor in one line.</p> <p>Each group will stand on one pole of the line.</p> <p>The first two students of each line will play the “paper, scissors, stone”, who is the winner can move one step forward, next to a flash card and read out loud the word.</p> <p>Students in a group take turn to play the “paper, scissors, stone”.</p> <p>The game ends when one student can reach the other side of the line.</p>	Take part in the activity	

<p>Review structure (20 mins)</p>	<p>T shows on the screen (review all structures in unit 15)</p> <p>Teacher asks some individual students and has their answer with the structure they've learnt in unit 15</p> <p>Activity 1: Game: Lucky Wheel (PPT)</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Pupils from each team choose a number, then answer the questions. If the pupils answer correctly, T spins the wheel on the slide to get the points for that question. <p>Activity 2: Game: Build the city (ppt)</p> <ul style="list-style-type: none"> - Divide the class into 2 teams, Pupils choose any number, the teacher clicks on the NUMBER to go to the question, after pupils answer correctly, the teacher clicks on the key next to it to unlock. - Teacher clicks on start to build to go to the city building slide. - Teacher clicks on the corresponding picture to put the object in the right place. - The game ends when the city is built. - Teachers can also add points for pupils to have more fun. 	<p>Learn new forms</p>	<p>PPT, chalk, board</p>
<p>Review</p>	<p>Let's review the last time together.</p>	<p>Read in chorus.</p>	
<p>Ending</p>	<p>T counts all the points and rewards the winning team.</p> <p>Giving homework.</p> <p>Bye</p>	<p>Bye bye.</p>	

TEACHING PLAN

GRADE 4

UNIT 16: WEATHER

WEEK 27

Lesson content: Unit 16: Weather

Aims: Students can use new words: cloudy, rainy, sunny, weather, windy bakery, bookshop, food stall, water park. Students can use structure: What was the weather like last weekend?

It was...

Do you want to go to the ...?

Great! Let's go./

Sorry, I can't.

Material: Flashcards, Magnet, laptop/mobilephone

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab (15 mins)	Teach students new words: cloudy, rainy, sunny, weather, windy bakery, bookshop, food stall, water park Pay attention to students' pronunciation. Have students read in chorus, in groups and individually	Learn new words	Flashcards Magnet
Structure (20 mins)	Teacher writes the form on the board. Teach students by replacement words. Work in pairs/ in groups. Activity : Structure	Learn new forms Work in pairs/ groups	Sticky ball, flashcards

	<p>What was the weather like last weekend? It was... Do you want to go to the ...? Great! Let's go./ Sorry, I can't. Activity : Game: Hidden pictures How to play T sticks flashcards on the board and asks S read out loud. Divide class into 3 teams and calls 3 students from 3 teams standing back to the board. T takes away 1 flashcard and counts from 1 to 3, students turn back and the student can say out first and correctly will get 1 point for the team. After 3 times, change another person in team. At the end, which team has more points is the winner.</p>	Take part in the activity	
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
REVIEW UNIT 15+16
WEEK 28

Lesson content

Aims: Students practice new words: cinema, shopping center, sports center, swimming pool cook meals, do yoga, play tennis, watch films; cloudy, rainy, sunny, weather, windy bakery, bookshop, food stall, water park

Students can practice 2 structures:

1. Where does he go on Saturdays?

He goes to the

What does he do on Sundays?

He ...

2. What was the weather like last weekend?

It was...

Do you want to go to the ...?

Great! Let's go./ Sorry, I can't.

Material: Flashcards, Magnets, chalk

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	<ul style="list-style-type: none">- Review for students words below: cinema, shopping center, sports center, swimming pool, cook meals, do yoga, play tennis, watch films; cloudy, rainy, sunny, weather, windy bakery, bookshop, food stall, water park- Pay attention to students' pronunciation.- Have students read in chorus, in groups and individually	Learn new words	Flashcards Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
Structure (20 mins)	Teacher writes the form on the board: 1. Where does he go on Saturdays? He goes to the What does he do on Sundays? He ... 2. What was the weather like last weekend? It was... Do you want to go to the ...? Great! Let's go./ Sorry, I can't.	Learn new forms	

	<ul style="list-style-type: none"> - students by replacement words.s 		
	<p>Work in pairs/ in groups.</p> <p>Activity : Interview</p> <ul style="list-style-type: none"> - Guide students to work in group 4 <p>Guide students to interview each other by asking question “What was the weather like last weekend?” and “Do you want to go to the ...?”</p> <ul style="list-style-type: none"> - The others in group answer these question 	<p>Work in pairs/ groups</p> <p>Take part in the activity</p>	<p>chalk</p>
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
UNIT 17: IN THE CITY
WEEK 29

Lesson content: Unit 17: In the city

Aims: Students can use new words: get, go straight, left, right, stop, turn, turn round. Students can use structure: What does it say?

It says ...

How can I get to the ... ?

Material: Flashcards, Magnet, laptop/mobilephone

CLASS PROCEDURE

Step/ Time	Teacher's activities -	Students' activities	Material
Warm-up (5 mins)	<p>Greeting students</p> <p>Activity: Song</p> <p>How to play:</p> <p>Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.</p>	<p>Sing and dance</p>	<p>Song</p>
Vocab	Introduce the lesson	Look at the board.	

(15 mins)	<ul style="list-style-type: none"> - Teach students new words: <ul style="list-style-type: none"> get, go straight, left, right, stop, turn, turn round - Pay attention to students' pronunciation. Have students read in chorus, in groups and individually 	Learn new words	Flashcards Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
Structure (20 mins)	Teacher writes the form on the board. Teach students by replacement words. s	Learn new forms	
	<p>Work in pairs/ in groups.</p> <p>Activity : Structure</p> <p>What does it say? It says ... How can I get to the ...?</p> <p>Activity : Game: Hidden pictures</p> <p>How to play</p> <p>T sticks flashcards on the board and asks S read out loud. Divide class into 3 teams and calls 3 students from 3 teams standing back to the board.</p> <p>T takes away 1 flashcard and counts from 1 to 3, students turn back and the student can say out first and correctly will get 1 point for the team. After 3 times, change another person in team.</p> <p>At the end, which team has more points is the winner.</p>	Work in pairs/ groups	
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
Unit 18: AT THE SHOPPING CENTER
WEEK 30

Aims: Students can use new words: behind, between, near, opposite; giftshop, skirt, T-shirt. Students can use structure: Where is the bookshop?
 It's ...
 How much is the ...?
 It's

Material: Flashcards, Magnet, laptop/mobilephone

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	
	<ul style="list-style-type: none"> Teach students new words: behind, between, near, opposite; giftshop, skirt, T-shirt Pay attention to students' pronunciation. Have students read in chorus, in groups and individually	Learn new words	Flashcards Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
	Teacher writes the form on the board. Teach students by replacement words.s	Learn new forms	
Structure (20 mins)	Work in pairs/ in groups.	Work in pairs/ groups	
	Activity : Structure Where is the bookshop? It's ... How much is the ...? It's Activity : Game: Hidden pictures	Take part in the activity	Sticky ball, flashcards

	<p>How to play</p> <p>Game: Lucky number (PPT)</p> <p>How to play:</p> <ul style="list-style-type: none"> - Divide pupils into 2 teams: one team is X, one team is O. - Pupils select a number on the grid, then 2 representatives ask and answer based on the question cue. If they answer correctly, teacher clicks the home button to go back to the first slide, then click on X or O (depending on which team is answering). - The first team to get three Xs or three Os in a row wins! 		
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
REVIEW UNIT 17+18
WEEK 31

Lesson content:

Aims: Students practice new words: get, go straight, left, right, stop, turn, turn round, behind, between, near, opposite; giftshop, skirt, T-shirt.

Students can practice 2 structures:

1. What does it say?

It says ...

How can I get to the ...?

2. Where is the bookshop?

It's ...

How much is the ...?

It's

Material: Flashcards, Magnets, chalk

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
	Introduce the lesson	Look at the board.	
Vocab (15 mins)	<ul style="list-style-type: none"> - Review for students words below: get, go straight, left, right, stop, turn, turn round, behind, between, near, opposite; giftshop, skirt, T-shirt - Pay attention to students' pronunciation. - Have students read in chorus, in groups and individually 	Learn new words	Flashcards Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
Structure (20 mins)	Teacher writes the form on the board: 1. What does it say? It says ... How can I get to the ...? 2. Where is the bookshop? It's ... How much is the ...? It's ... - students by replacement words.	Learn new forms	
	<p>Work in pairs/ in groups.</p> <p>Activity : Interview</p> <ul style="list-style-type: none"> - Guide students to work in group 4 <p>Guide students to interview each other by asking question "Where is the bookshop?" and "Where is the.....?"</p>	Work in pairs/ groups	chalk

	- The others in group answer these question	Take part in the activity	
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
UNIT 19: THE ANIMAL WORLD
WEEK 32

Lesson content:

Aims: Students can use new words: crocodiles, giraffes, hippos, lions dance beautifully, roar loudly, run quickly, sing merrily. Students can use structure: What are these animals?
They're ...
Why do you like ...?
Because they ...

Material: Flashcards, Magnets, laptop/mobilephone

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab	Introduce the lesson	Look at the board.	

(15 mins)	<ul style="list-style-type: none"> - Teach students new words: - crocodiles, giraffes, hippos, lions dance beautifully, roar loudly, run quickly, sing merrily - Pay attention to students' pronunciation. - Have students read in chorus, in groups and individually 	Learn new words	Flashcards Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
Structure (20 mins)	Teacher writes the form on the board. Teach students by replacement words.s	Learn new forms	
	<p>Work in pairs/ in groups.</p> <p>Activity : Structure</p> <p>What are these animals? They're ... Why do you like ...? Because they ...</p> <p>Activity : Game: Hidden pictures</p> <p>How to play</p> <p>T sticks flashcards on the board and asks S read out loud. Divide class into 3 teams and calls 3 students from 3 teams standing back to the board.</p> <p>T takes away 1 flashcard and counts from 1 to 3, students turn back and the student can say out first and correctly will get 1 point for the team. After 3 times, change another person in team.</p> <p>At the end, which team has more points is the winner.</p>	Work in pairs/ groups	Sticky ball, flashcards
Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN

GRADE 4

Unit 20: AT SUMMER CAMP

WEEK 33

Lesson content:

Aims: Students can use new words: building a campfire, dancing around the campfire, playing cardgames, playing tug of war, putting up a tent, singing songs, taking a photo, telling a story.

Students can use structure: What's he doing?

He's ...

What are they doing?

They're ...

Material: Flashcards, Magnets, laptop/mobilephone

CLASS PROCEDURE

Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab (15 mins)	Introduce the lesson	Look at the board.	

	<ul style="list-style-type: none"> - Teach students new words: building a campfire, dancing around the campfire, playing cardgames, playing tug of war, putting up a tent, singing songs, taking a photo, telling a story. - Pay attention to students' pronunciation. <ul style="list-style-type: none"> - Have students read in chorus, in groups and individually 	Learn new words	Flashcards Magnet
	Read again all words (2-4 times) in chorus.	Read in chorus.	
	Teacher writes the form on the board. Teach students by replacement words.s	Learn new forms	
	<p>Work in pairs/ in groups.</p> <p>Activity : Structure</p> <p>What's he doing?</p> <p>He's ...</p> <p>What are they doing?</p> <p>They're ...</p> <p>Activity : Game: Hidden pictures</p> <p>How to play</p> <p>Activity : Game: Hidden pictures</p> <p>How to play</p> <p>T sticks flashcards on the board and asks S read out loud. Divide class into 3 teams and calls 3 students from 3 teams standing back to the board.</p> <p>T takes away 1 flashcard and counts from 1 to 3, students turn back and the student can say out first and correctly will get 1 point for the team. After 3 times, change another person in team.</p> <p>At the end, which team has more points is the winner.</p>	Work in pairs/ groups	
Structure (20 mins)		Take part in the activity	Sticky ball, flashcards

Review	Let's review the last time together.	Read in chorus.	
Ending	Giving homework. Bye	Bye bye.	



TEACHING PLAN
GRADE 4
REVIEW UNIT 19+20
WEEK 34

Lesson content:

Aims: Students practice new words: crocodiles, giraffes, hippos, lions dance beautifully, roar loudly, run quickly, sing merrily; building a campfire, dancing around the campfire, playing cardgames, playing tug of war, putting up a tent, singing songs, taking a photo, telling a story.

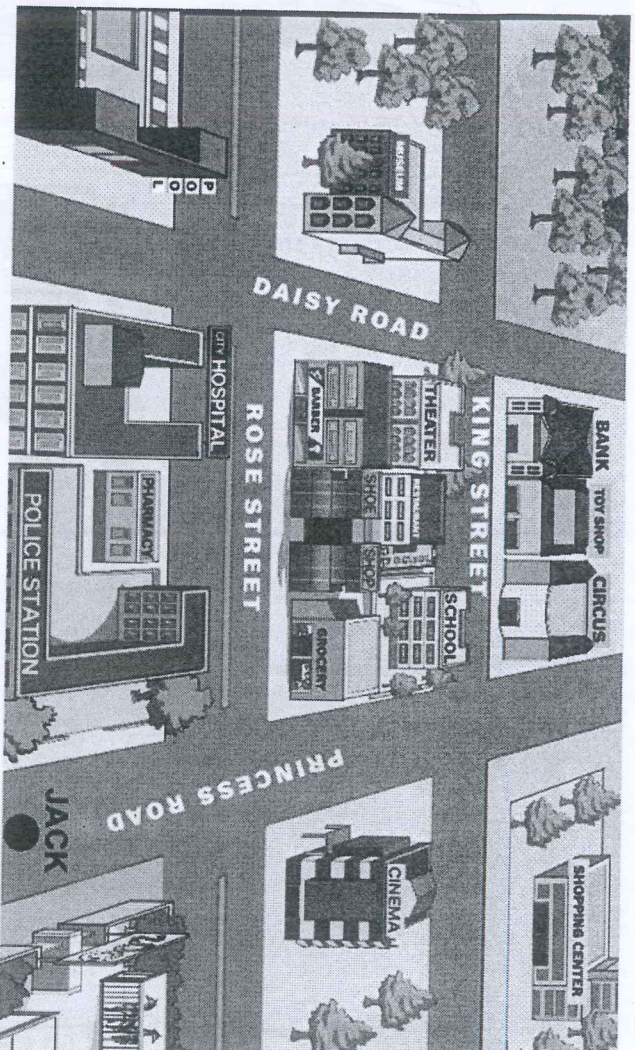
Students can practice 2 structures:

1. What are these animals?
They're ...
Why do you like ...?
Because they ...
2. What's he doing?
He's ...
What are they doing?
They're ...

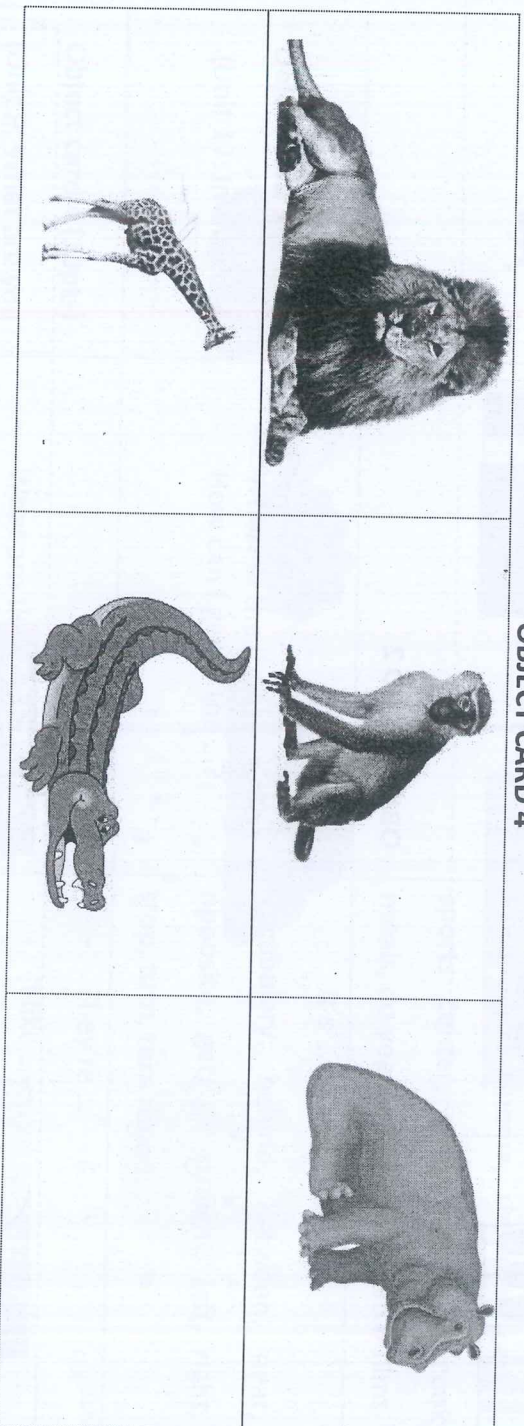
Material: Flashcards, Magnets, chalk

CLASS PROCEDURE

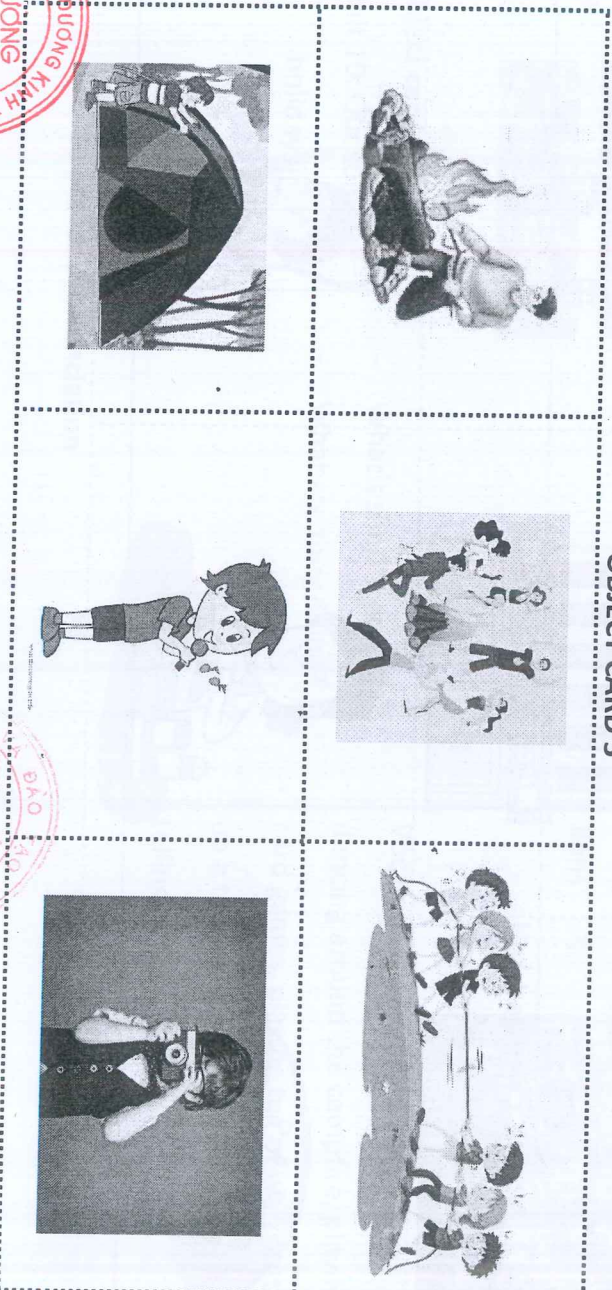
Step/ Time	Teacher's activities	Students' activities	Material
Warm-up (5 mins)	Greeting students Activity: Song How to play: Ask students to stand up, listen and dance along the song. Do it 2-3 times to get students be familiar with the song.	Sing and dance	Song
Vocab	Introduce the lesson	Look at the board.	



OBJECT CARD 4



OBJECT CARD 5



Nguyễn Thị Đan

---THE END---

78



Giám Đốc Nguyễn Thị Đan

