

Preparing date:
Teaching date:

ENGLISH DISCOVERY 6

UNIT 0: MY WORLD

Period 1: Lesson 0.1: I'm...(Activity 1,6,8,9) P4-5

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- **Vocabulary:** The alphabet, spelling.
- **Grammar:** Subject pronouns, to be.

2. Competencies:

a. General competencies:

Form and/or improve such competencies as group work, independent working, pair work, linguistic competence, and cooperative learning.

b. Specific competencies:

Improve communicative competence related to the use of language (vocabulary, phonetics, grammar)

- *For a language lesson:* Students are expected to acknowledge the English alphabet and understand the main grammatical points of the lesson, then do the tasks assigned in the textbook.
- *For a skills lesson:* Students are expected to use the alphabet and grammar structures to practice asking and answering about spelling names.

3. Qualities:

- Being hard-working and attentive in class
- Have a positive attitude towards the lesson
- Being polite when asking others to spell their names

II. PREPARATIONS

Teacher: Textbooks, handout, PowerPoint slides, TV, projector, loudspeaker

Students: Textbooks, notebooks

III. PROCEDURE

ACTIVITY 1: WARM-UP (5')

1. **Aim:** To attract Ss' attention to the lesson and introduce T and Ss.
2. **Content:** Ss work as a whole class to answer Yes/No questions given by T and have a further discussion after that.
3. **Products:** Ss are able to answer the questions as instructed by T and to give appropriate reasons why they say Yes or No.
4. **Implementation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS										
Step 1: Task delivering <ul style="list-style-type: none">- T asks Ss Yes/No questions Step 2: Task performance <ul style="list-style-type: none">- Ss choose the answers they like by saying and doing big action (2 hands up/ standing up ...) Step 3: Report and discussion <ul style="list-style-type: none">- T may ask some reasons from Ss.	Game: This or That <table><tr><td>1. Do you like ... or ...?</td><td>Vanilla / Chocolate</td></tr><tr><td>2. Do you hate ... or ...?</td><td>Reading / Watching</td></tr><tr><td>3. Do you like or ...?</td><td>Summer / Winter</td></tr><tr><td>4. Where would you like to live?</td><td>Mountain / Beach</td></tr><tr><td>5. Are you a ... or a ...?</td><td>Kpop fan/ US-UK fan?</td></tr></table>	1. Do you like ... or ...?	Vanilla / Chocolate	2. Do you hate ... or ...?	Reading / Watching	3. Do you like or ...?	Summer / Winter	4. Where would you like to live?	Mountain / Beach	5. Are you a ... or a ...?	Kpop fan/ US-UK fan?
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ACTIVITY 2: KNOWLEDGE FORMATION (10')

1. **Aim:** To introduce the objectives of the lesson with a can-do statement.
2. **Content:** The objective of the lesson is listed below

- I can use subject pronouns and “to be” correctly.
- 3. Products:** Ss acknowledge the lesson’s objectives.
- 4. Implementation:** T introduces objectives to Ss.

ACTIVITY 3: SUBJECT PRONOUNS (10’)

- 1. Aim:** To review subject pronouns.
- 2. Content:** Ss work in pairs and in groups to match sentences with corresponding photos and then play the writing race game with the instruction from T.
- 3. Products:** Ss are able to accomplish the exercise with correct answers and then change nouns into subject pronouns in the game in order to win.
- 4. Implementation:**

TEACHER AND STUDENTS’ ACTIVITIES	CONTENTS
<p><u>Presentation</u></p> <p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T asks Ss to look at the photos and sentences. - T asks Ss to work in pairs and match sentences 1-5 with photos A-E. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss work in pairs and match sentences 1-5 with photos A-E. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T calls some Ss to stand up and say their answers. <p>Step 4: Judgment</p> <ul style="list-style-type: none"> - T checks and corrects their pronunciations. 	<p>Exercise 1: Match sentences 1-5 with photos A-E</p> <p>1 – B; 2 – D; 3 – E; 4 – A; 5 – C</p>

<ul style="list-style-type: none"> - T checks if Ss understand the meaning of ‘I, you, We, They, He, She, It’ and how they say these words in Vietnamese. 	
<p><u>Practice: Writing race</u></p> <p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T asks Ss to change nouns into Subject pronouns in groups. Which group is faster will be the winner. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss change nouns into Subject pronouns in groups. <p>Step 3: Judgment</p> <ul style="list-style-type: none"> - T checks and corrects. 	<p>Answers:</p> <p>School – It</p> <p>John – He</p> <p>Marry – She</p> <p>Lan and Mai – They</p> <p>Teacher and I - We</p>
<p>ACTIVITY 4: GRAMMAR “TO BE”(20’)</p> <ol style="list-style-type: none"> 1. Aim: To revise how to use ‘to be’ in present simple tense. 2. Content: Ss work individually to do the assigned exercises as instructed by T, and then in groups to play the game called Lucky letters. 3. Products: Ss are able to understand the grammatical points of the lesson and use them correctly to accomplish the given tasks. 4. Implementation: 	
<p><u>Presentation</u></p> <p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - Lead-in: structure of a sentence S – V – O. - T asks Ss to find examples of ‘to be’ in sentences in Exercise 1. 	<p>Exercise 2: Study Grammar B box. Find examples of tobe in the sentences in Exercise 1.</p> <ol style="list-style-type: none"> 1. are / ‘re (are) 2. ‘s (is) / are 3. is / ‘re

<p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss find examples of 'to be' in sentences in Exercise 1. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T calls some Ss to stand up and answer. <p>Step 4: Judgment</p> <ul style="list-style-type: none"> - T checks and corrects. - T asks Ss to look at the box and pay attention to the words in bold. - T explains symbols: + (Positive), - (Negative), ? (Interrogative), Short answers. 	<p>4. 'm (am)</p> <p>5. are / am</p>
<p><u>Practice</u></p> <p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T asks Ss to look at the sentences and underline subjects. - T lets Ss find these names in exercise 1 and complete the sentences with is/isn't, are/aren't. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss find these names in exercise 1 and complete the sentences with is/isn't, are/aren't. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T calls some Ss to go to the 	<p>Exercise 3: Complete the sentences about people in Exercise 1 with is/isn't, are/aren't.</p> <p>Answer:</p> <ol style="list-style-type: none"> 1. aren't 2. isn't 3. isn't 4. are 5. isn't 6. is

<p>board and write answers.</p> <p>Step 4: Judgment</p> <ul style="list-style-type: none"> - T checks and corrects. 	
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T asks Ss to replace the proper names with subject pronouns. - T divides the class into 4 groups. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss replace the proper names with subject pronouns. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T asks each member of each group to go to the board and write the answers one by one. Which group finishes first will be the winner. <p>Step 4: Judgment</p> <ul style="list-style-type: none"> - T checks and corrects the mistakes. 	<p>Exercise 4: Replace the words in bold in Exercise 3 with subject pronouns.</p> <p>Answer:</p> <ol style="list-style-type: none"> 2. He isn't a doctor. 3. She isn't a teacher. 4. We are teenagers. 5. She isn't from London. 6. She is an actress.
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T asks Ss to look at Exercise 5. - T lets Ss make questions with the given words. - Ss play games: Lucky letters. - T introduces the rules of Lucky letters: Divides class into 2 groups and gives names. T shows 6 letters including 4 	<p>Exercise 5: Make questions with to be.</p> <p>Game: Lucky letters</p> <p>Answer:</p> <ol style="list-style-type: none"> 2. A: Is Kasia fifteen? B: No, she isn't. 3.

<p>sentences in Exercise 5 and 2 lucky letters. If Ss choose a sentence, they have to make correct questions and get points. If they choose lucky letters, they will get points without answering questions. Which group gets more points will be the winner.</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss play games: Lucky letters. <p>Step 3: Judgement</p> <ul style="list-style-type: none"> - Which group gets more points will be the winner. 	<p>A: Are Marie and George students?</p> <p>B: No, they aren't.</p> <p>4.</p> <p>A: Is Kate in London?</p> <p>B: No, she isn't.</p> <p>5.</p> <p>A: Is Marry an actress?</p> <p>B: Yes, she is.</p>
<p>HOME ASSIGNMENT</p> <ul style="list-style-type: none"> - T assigns the home assignments. - Ss copy their home assignments. - T explains it carefully. 	<ul style="list-style-type: none"> - Do exercises 1, 2, 3, 4 on Workbook page 02. - Prepare Unit 0 Lesson 0.1 period 2.
<p>IV. FEED-BACK:</p> <p>With class</p> <p>.....</p> <p>.....</p>	
<p>Notes:</p> <p>.....</p> <p>.....</p>	

Preparing date:
Teaching date:

UNIT 0: MY WORLD

Period 2: Lesson 0.1: I'm...(Activity 2,3,4,5) P4-5

I. OBJECTIVES

By the end of the lesson, students are expected to achieve the following objectives:

1. Knowledge:

- **Vocabulary:** The alphabet
- **Grammar:** Possessive adjectives

2. Competencies:

a. General competencies:

Form and improve group work and independent working, pair work, and cooperative learning.

b. Specific competencies:

Improve communicative competence related to the use of language (vocabulary, phonetics, grammar)

- *For a language lesson:* Students are expected to use the English alphabet correctly and understand the main grammatical points of the lesson, then do the tasks assigned in the textbook.
- *For a skills lesson:* Students are expected to use grammar structures about possessive adjectives to practice talking about the state of having/owning something.

3. Qualities:

- Being hard-working and attentive in class
- Being collaborative while doing in-class exercises

II. PREPARATIONS

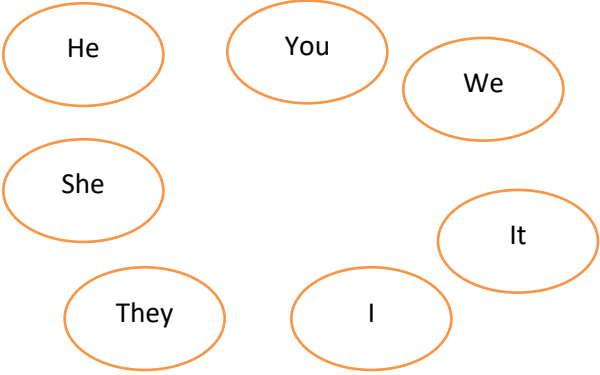
Teacher: Textbooks, PowerPoint slides, TV, projector, loudspeaker

Students: Textbooks, notebooks

III. PROCEDURE

ACTIVITY 1: WARM-UP (5')

- 1. Aim:** To attract Ss' attention to the lesson and to lead in the new lesson.
- 2. Content:** Ss play the game called Slap the board under the instruction from T.
- 3. Products:** Ss are able to recognize and match the proper names with the corresponding subject pronouns in order to win points for their group.
- 4. Implementation:**

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T asks Ss to retell subject pronouns then play the game "Slap the board". - T writes 7 Subject pronouns in 7 circles on the board. - T divides the class into 2 groups and tells the rules of the game: Each member of each group will go to the board, listen to the teacher saying proper names. Ss listen and slap the correct subject pronouns. Who is faster will get 1 point. Which groups get more points will be the winner. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Each member of each group will go to the board, listen to the teacher saying proper names. Ss listen and slap the correct subject pronouns. Who is faster will get 1 point. Which groups get more points will be the winner. 	<p>Game: Slap the board</p> 

Step 3: Judgment <ul style="list-style-type: none">- T sums up the point and leads in the new lesson.															
ACTIVITY 2: KNOWLEDGE FORMATION (10’) <ol style="list-style-type: none">1. Aim: To introduce to Ss what they can do after the lesson.2. Content: The objective of the lesson is listed below<ul style="list-style-type: none">- I can talk about possession with possessive pronouns and spell names.3. Products: Ss acknowledge the lesson’s objectives.4. Implementation: T introduces objectives to Ss.															
ACTIVITY 3: POSSESSIVE ADJECTIVES (15’) <ol style="list-style-type: none">1. Aim: To teach how to use possessive adjectives to talk about the ownership of something.2. Content: Ss work individually to complete the assigned exercises and then play the game called “Spinning the wheel” in groups under the instruction from T.3. Products: Ss are able to understand the grammar rules of possessive adjectives to accomplish the given tasks.4. Implementation:															
TEACHER AND STUDENTS’ ACTIVITIES	CONTENTS														
<u>Presentation</u> Step 1: Task delivering <ul style="list-style-type: none">- Lead-in: link subject pronouns or structure “have/has ...” to possessive adjectives.- T asks Ss to match Subject pronouns with suitable possessive adjectives. Step 2: Task performance	Matching <table><tr><td>I</td><td>Yo u</td><td>He</td><td>Sh e</td><td>It</td><td>We</td><td>The y</td></tr><tr><td>M y</td><td>Yo ur</td><td>His</td><td>He r</td><td>Its</td><td>Ou r</td><td>The ir</td></tr></table>	I	Yo u	He	Sh e	It	We	The y	M y	Yo ur	His	He r	Its	Ou r	The ir
I	Yo u	He	Sh e	It	We	The y									
M y	Yo ur	His	He r	Its	Ou r	The ir									

- Ss match Subject pronouns with suitable possessive adjectives.

Step 3: Judgment

- T checks and corrects if Ss have mistakes.

I	Yo u	W e	The y	He	Sh e	It
The ir	its	M y	His	He r	Ou r	Yo ur

Practice 1

Step 1: Task delivering

- T asks Ss to read sentences in exercise 6 and do the exercise individually.

Step 2: Task performance

- Ss read sentences in exercise 6 and do the exercise individually.

Step 3: Report and discussion

- T calls some Ss to stand up and read the whole sentence and answer.

Step 4: Judgment

- T checks and corrects mistakes.

Exercise 6: Study the Grammar C box. Choose the correct option.

Answers for Exercise 6:

1. Her
2. Our
3. Your
4. Their
5. His
6. Its

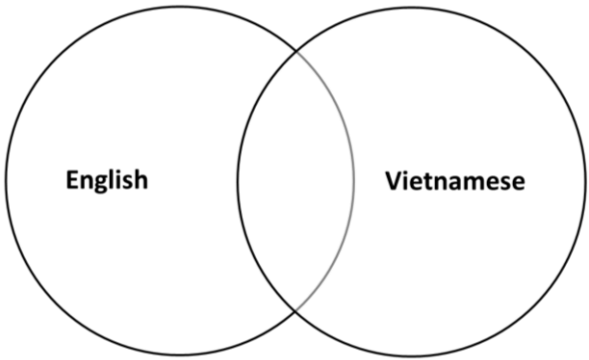
Practice 2

Step 1: Task delivering

- T introduces the game named

Exercise 5 (WB p2) Complete the sentences with possessive adjectives.

Answers:

<p>“Spinning the wheel”</p> <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss join in an interactive game named “Spinning the wheel” in groups. - T uses Exercise 5 in WB page 2 as material for the game. Ss choose a number, do the task then spin the wheel to get the points. 	<p>2. our</p> <p>3. your</p> <p>4. their</p> <p>5. His</p>
<p>ACTIVITY 4: ALPHABET AND SPELLING (15’)</p> <ol style="list-style-type: none"> 1. Aim: To review alphabets and how to spell names. 2. Content: Ss work in pairs individually and in groups of 4 to do the assigned exercises under the instruction from T. 3. Products: Ss are able to find similar sounds and different sounds between English and Vietnamese and then use their listening skills to correctly spell the names given in the exercises. 4. Implementation: 	
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T instructs Ss how to do Exercise 7 <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss work in pairs to find similar sounds and different sounds between English and Vietnamese. - T guides them to illustrate their answers with the Venn diagram. 	<p>Exercise 7. Go around the class saying the letters of the English alphabet. Which sound is not available in Vietnamese?</p> 
<p>Step 1: Task delivering</p>	<p>Exercise 8. Study the Watch-out box.</p>

<ul style="list-style-type: none"> - T asks Ss to look at Watch out! Box. - T guides Ss on how to spell a word and asks Ss to repeat spelling the words in the box. - T asks Ss to guess the name then calls some Ss to say their predictions. <p>Step 2: Task performance</p> <ul style="list-style-type: none"> - Ss guess the name then say their predictions as called by T. - Ss listen to audio track 0.1 and check their predictions. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T invites Ss to spell the answers. - T gives each Ss a number then asks Ss to spell their names. - T says randomly 2 numbers. Who has these numbers must stand up and spell their name immediately. Who finishes first will be the winner. 	<p>Listen and write down the names. Then spell your first name and your surname.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Javier 2. Krzys 3. Emma 4. Harley 5. Gillian 6. Eleanor
<p>Step 1: Task delivering</p> <ul style="list-style-type: none"> - T asks Ss to add an English name to their name. T makes a model: Thao Nancy. - T asks Ss to work in a group of four. One asks and others answer questions. <p>Step 2: Task performance</p>	<p>Exercise 9: Ask three of your friends to spell their names.</p> <p>B: How do you spell your name?</p> <p>L: L-A-N B-E-L-L. How do you spell your name?</p> <p>B: B-I-N-H J-O-H-N.</p>

<ul style="list-style-type: none"> - Ss work in a group of 4. One asks and others answer questions. - T goes around and checks. <p>Step 3: Report and discussion</p> <ul style="list-style-type: none"> - T calls some groups to go to the board and practice. 	
<p>HOME ASSIGNMENT</p> <ul style="list-style-type: none"> - T assigns the home assignments. - Ss copy their home assignments. - T explains it carefully. 	<ul style="list-style-type: none"> - Do exercises 5, 6 on Workbook page 2. - Prepare Unit 0 – Lesson 0.2.
<p>IV. FEED-BACK:</p> <p>With class</p> <p>.....</p> <p>.....</p>	
<p>Notes:</p> <p>.....</p> <p>.....</p>	