

PHÒNG GIÁO DỤC & ĐÀO TẠO QUẬN LONG BIÊN
TRƯỜNG TIỂU HỌC GIANG BIÊN

KẾ HOẠCH DẠY HỌC LỚP 4

TUẦN 22



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UNIT 5 – GETTING AROUND
REVIEW AND PRACTICE 1 (page 76)

1. **Objectives**

By the end of this lesson, students will be able to review how to talk about different street signs, where places are, and how to ask for and give directions.

- **Language knowledge and skills**

- **Vocabulary:** stop, do not enter, turn left, turn right, no parking, near, behind, next to, opposite, in front of, go straight, go over, traffic lights, corner, bridge, on the left, on the right.

- **Sentence patterns:** What does that sign mean? It means “Stop”. Where’s the park? It’s next to the library. How do I get to the swimming pool? Go straight. Then, turn left. It’s on the right.

- **Skills:** Listening, Reading, Writing, and Speaking.

2. **Procedures**

Time	Teaching content	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	I/ Warm up: <i>*To help the students review talking about different street signs, where places are, and how to ask for and give directions, to motivate students’ learning, and lead in the new lesson.</i>	<p>Play the <i>Go get it</i> game.</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Place the flashcards around the class. - Say the word twice so that the students can hear. - Say “Go get it” and then the student from each team has to run quickly to find and grab the flashcard the teacher said and they have to repeat the word. - The team with the most flashcards at the end wins. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Work with their teammates to complete the task. - Look at the flashcards around the class. - Carefully listen to the word the teacher said and quickly grab that flashcard. 	Flash cards
10 mins	II/ Practice 1 <i>*To help the students review talking</i>	<ul style="list-style-type: none"> - Arrange the flashcards (<i>near, behind, next to, opposite, in front of</i>) on the board. 	<ul style="list-style-type: none"> - Listen and follow their teacher’s instructions. 	CDs

	<p><i>about different street signs, where places are, and how to ask for and give directions.</i></p> <p>Listen and draw lines. (CD2 Track 51)</p> <p>A. Look and read. Put a tick or a cross.</p> <p>C. Look at the map in F on page 72. Give directions to the places below.</p>	<ul style="list-style-type: none"> - Have students look at the pictures and call out the places and the prepositions they can see. - Play audio and demonstrate the activity using the example. - Play audio. Have students listen and draw lines. Play audio again and check answers as a whole class - Demonstrate the activity using the example. - Have students look at the pictures, read each statement, and put a tick in the box if the statement is true, or a cross in the box if the statement is false. - Check answers as a whole class. Afterwards, have students give a new true statement for each of the false statements - Demonstrate the activity using the example. - Have the students look and write their answers in their Student's Books. - Divide the class into pairs and have them check each other's work. - Have some pairs practice saying the sentences. Monitor the class and support if needed. 	<ul style="list-style-type: none"> - Point to the pictures in their Student's Books. - Listen and draw lines. Work with their partner to complete the task. - Listen to their teacher's explanation. - Look and read. - Do the task. Check. - Carefully look at the teacher demonstrating the activity. - Look and write their answers in their Student's Books. - Work in pairs and check their partner's answers. Practice saying the sentences with a friend. 	
<p>5 mins</p>	<p>III/ Production <i>*To help the students use</i></p>	<p>Use DHA on Eduhome.</p> <ul style="list-style-type: none"> - Open DHA (Unit 5 – P.E Lesson 4) on Eduhome to 	<ul style="list-style-type: none"> - Work with the whole class. 	<p>DHA on Eduhome</p>

	<i>the vocabulary items in the target language structure.</i>	help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.	Follow their teacher's instructions. - Use the structure: <i>What does that sign mean? It means "Stop".</i>	
5 mins	IV/ Consolidation <i>*To help the students remember the vocabulary items about the body parts.</i>	<ul style="list-style-type: none"> - Have the students play the game "Whispers". - Divide the class into two teams. - Ask the students to form two lines. - Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud. - The first student to say the correct word wins a point for their team. The team having more correct answers will win the game. 	<ul style="list-style-type: none"> - Play the game "Whispers" with their teammates. - Follow their teacher's instructions before playing the game. - Quickly whisper the word into the ear of the friend standing next to them. - 	NB

3. Reflection

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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**UNIT 5 – GETTING AROUND
REVIEW AND PRACTICE 2 (page 77)**

4. Objectives

By the end of this lesson, students will be able to review how to talk about different street signs, where places are, and how to ask for and give directions.

Language knowledge and skills

Vocabulary: stop, do not enter, turn left, turn right, no parking, near, behind, next to, opposite, in front of, go straight, go over, traffic lights, corner, bridge, on the left, on the right.

Sentence patterns: What does that sign mean? It means "Stop". Where's the park? It's next to the library. How do I get to the swimming pool? Go straight. Then, turn left. It's on the right.

Skills: Listening, Reading, Writing, and Speaking.

5. Teaching aids and materials

- **Teacher's aids:** Tiếng Anh 4 i-Learn Smart Start Student's Book and Teacher's book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Tiếng Anh 4 i-Learn Smart Start Student's Book, Workbook, Notebook.

6. Procedures

Time	Teaching content	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I/ Warm up <i>* To help the students review the previous lessons, generate the students' interests, and lead in the Review and Practice lesson</i> Play the Roll the dice game.	<ul style="list-style-type: none"> - Divide the class into two groups to play the game. - Choose six categories (<i>different street signs, where places are, and how to ask for and give directions</i>) and assign each category to a number on the dice. - Ask each team to roll the dice and say a word related to that category. - The team with the most correct answers wins the game. 	<ul style="list-style-type: none"> - Work with their teammates to play the game. - Follow their teacher's instructions. - Roll the dice and say a word related to that category. 	
15 mins	II/ Practice 1 <i>*To help the students</i>	Answer the questions.	<ul style="list-style-type: none"> - Look at the pictures on page 77. 	

	identify the pictures and get some general ideas before playing the game.	<ul style="list-style-type: none"> - Use DCR on Eduhome to show the class the pictures on page 77. - Point to each picture and ask them to ask these questions. <ul style="list-style-type: none"> • <i>What is it?</i> • <i>Where is.....</i> - Walk round the class and support them if needed. 	<ul style="list-style-type: none"> - Look at the pictures and answer their teacher's questions. 	
10 mins	III/ Practice 2 <i>*To practice their speaking skill by talking about different street signs, where places are, and how to ask for and give directions.</i>	<p>Play Connect three.</p> <ul style="list-style-type: none"> - Divide the class into groups of four with two pairs in each group. - Guide the students how to play the game. - Have the pairs play rock, paper, scissors to see which pair goes first. - Have the winning pair choose a space, match the symbol to the useful language, then ask and answer. - Have the pair mark that space as theirs if they use the useful language correctly. 	<ul style="list-style-type: none"> - Work in groups to complete the task. - Follow their teacher's instructions before playing the game. - Play rock, paper, scissors to start the game. - Choose a space, match the symbol to the useful language, then ask and answer. - Mark the space as theirs if they use the useful language correctly. - Swap their roles and play the game 	
10 mins	IV/ Production <i>*To help them remember the vocabulary and sentence pattern</i>	<p>Ask and answer.</p> <ul style="list-style-type: none"> - Let the class work in pairs to complete the task. - Have the students practice using the structures: <i>What does that sign mean? It means "Stop". Where's the park? It's next to the library. How do I get to the swimming</i> 	<ul style="list-style-type: none"> - Work with their partner to complete the task. - Follow their teacher's instructions. <p>Look at the flashcards and use the appropriate structures to ask their friends.</p>	SB, WB

		<p><i>pool? Go straight. Then, turn left. It's on the right.</i></p> <ul style="list-style-type: none"> - Show the flashcards to the class. - Require them to look at the flashcards and use the appropriate structures to ask their friends. <p>Monitor the class and support them if necessary</p>		
5 mins	<p>V/ Consolidation</p> <p><i>* To help the students memorize the key language structures they learned</i></p>	<ul style="list-style-type: none"> - Give the students enough time to memorize the target language structures they learned. - Ask some students to say the language structures in front of the class. 	<ul style="list-style-type: none"> - Memorize the target language structures they learned. - 	NB

7. Reflection

d. What I liked most about this lesson today:

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e. What I learned from this lesson today:

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f. What I should improve for this lesson next time:

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UNIT 6 – DESCRIBING PEOPLE

Lesson 1.1 (page 78)

8. Objectives

By the end of this lesson, students will be able to learn the target language to talk about family members.

Language knowledge and skills

Vocabulary: tall, short, big, slim, strong, weak.

Sentence pattern: Is your father big or slim? / He's slim. / Is your sister tall or short? / She's tall.

Skills: Listening, Reading, Writing, and Speaking.

9. Teaching aids and materials

- **Teacher's aids:** Tiếng Anh 4 i-Learn Smart Start Student's Book and Teacher's book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

- **Students' aids:** Tiếng Anh 4 i-Learn Smart Start Student's Book, Workbook, Notebook.

10. Procedures

Time	Teaching content	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I/ Warm up <i>*To review the vocabulary items about family members and lead in the new lesson.</i>	Play Stop the bus game. - Put the students into teams of four. - Students listen to the teacher carefully. - Give an example for the first time you play. " O-M-H-E-T-R." - The first team to finish shouts 'Stop the Bus!'. - Check their answer and ask them to write on the board and if it is correct that team wins a point. If there are any mistakes in their word, let the game continue for another few minutes.	- Follow their teacher's instructions before playing the game. - Listen and play the game.	Flash cards

<p>10 mins</p>	<p>II/ Presentation <i>*To help students recognize the adjectives.</i> B. 1. Listen and point. Repeat. (CD2 Track 52)</p> <p>2. Play Heads up. What's missing?</p>	<ul style="list-style-type: none"> - Arrange the flashcards (<i>the adjectives</i>) on the board. - Ask the students to listen and pay their attention. - Use DCR on Eduhome to play the audio and point to each flashcard. - Then play the audio again and have them point to the pictures in their Student's Books. - Play the audio and require them to listen and repeat. - Help them with their pronunciation if necessary. - Have the class work in pairs - Divide the class into two teams. - Arrange the flashcards on the board and remove one card when students are not looking. One student from each team calls out the missing flashcard. 	<ul style="list-style-type: none"> - Listen and follow their teacher's instructions. - Point to the pictures in their Student's Books. - Listen and repeat. - Work with their partner to complete the task. - Play with their teammates. - Follow their teacher's instructions. Look at the flashcard covered with a piece of paper and quickly say the new word when their teacher slowly moves the paper. 	<p>SB</p> <p>DCR on Eduhome</p> <p>Flash cards</p>
<p>10 mins</p>	<p>III/ Practice <i>*To practice asking and answering about family members.</i> C. 1. Listen and practice. (CD2 Track 53)</p>	<ul style="list-style-type: none"> - Use DCR to show the useful language and have students look and read the useful language silently. - Play the audio and have them look at the useful language. - Ask them to work in pairs and practice the useful language. - Require them to use the vocabulary from Part A. 	<ul style="list-style-type: none"> - Look and read the useful language silently. - Listen and look at the useful language again. - Work in pairs and practice the useful language. - Use the new words from Part A when practicing the useful language. 	<p>DCR on Eduhome</p>

		<ul style="list-style-type: none"> - Demonstrate the activity using the example. - Have the students look, read, and write. - Divide the class into pairs and have them check each other's work. - Use DCR to check the answers as a whole class. - Have pairs practice saying the sentences. - Monitor the class and support if needed. 	<ul style="list-style-type: none"> - Carefully look at the teacher demonstrating the activity. - Look, read and write. - Work in pairs and check their partner's answers. - Check the answers with the teacher and friends. <p>Practice saying the sentences with a friend.</p>	
5 mins	IV/ Production To help them review vocabulary confidently	Use DHA on Eduhome - Open DHA (Unit 6 – Lesson 1) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Play the game with the whole class. 	DHA on Eduhome
5 mins	V/ Consolidation <i>*To help students remember and pronounce the vocabulary items.</i>	<ul style="list-style-type: none"> - The students stand up and you say a word (<i>slim</i>). - Students take turn to spell it out, letter by letter. - If someone misses a letter, they sit down and are out of the game. - The last person left standing is the winner. 	<ul style="list-style-type: none"> - Follow their teacher's instructions before playing the game. - Play the game. - 	NB

Reflection

g. What I liked most about this lesson today:

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h. What I learned from this lesson today:

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i. What I should improve for this lesson next time:

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	<p>C2. Chant (CD2 Track 55)</p>	<ul style="list-style-type: none"> - Have the students listen to the chant - Point to a word or picture on the board, say the sound and word and have students listen and repeat. - Follow the same with the other sound and word. <ul style="list-style-type: none"> - Play the audio again. <p>Ss listen, and clap along with the sounds and words as they hear them in the chant.</p>	<ul style="list-style-type: none"> -Listen to the chant. -Listen and repeat the sound. -Listen again. <p>Listen and clap along with the sounds</p>	<p>Student's book Audio</p>
<p>10 mins</p>	<p>III. Practice: D1. Look and listen. (CD2 Track 56) <i>* To help students identify the people and things in the story and practice listening and writing the missing letters in the blanks.</i> D2. Listen and circle. (CD2 Track 57) D3. Role - play</p>	<ul style="list-style-type: none"> - Introduce the situation: "At Mai house...". - Ask them what they can see. - Play the audio. <p>Ss look and listen.</p> <ul style="list-style-type: none"> - Play the audio and demonstrate the activity using the example. - Play the audio and have students listen and circle. Play again and check the answers. - Divide the class into two pairs - Ask the students to practice saying the sentences. Have some pairs demonstrate the activity in front of the class. 	<ul style="list-style-type: none"> - Listen to the story <ul style="list-style-type: none"> - The whole class - Listen and circle. <p>- pairs work</p> <p>- Groups of four</p>	<p>DCR</p> <p>Student's book</p> <p>DCR</p>
<p>5 mins</p>	<p>IV. Production: Working with their partners <i>* To help them practice the stories and use their own ideas.</i></p>	<ul style="list-style-type: none"> - Have Ss work in groups of four students. - Give Ss enough time to make a meaningful conversation. Invite some pairs to present. Help Ss with feedback and correct if any. 	<ul style="list-style-type: none"> - The whole class 	<p>DCR</p>
<p>5 mins</p>	<p>V. Consolidation – homelink: <i>* To help the students review the lesson by rearranging the sentences to make a meaningful conversation.</i></p>	<ul style="list-style-type: none"> - Require the students to do exercises on page 53 in the Workbook - Ask them to prepare Parts E and F, Lesson 1 on page 80 in the Student's Book 	<ul style="list-style-type: none"> - The whole class 	<p>Workbook</p>

***Reflection**

j. What I liked most about this lesson today:

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- k. What I learned from this lesson today:
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- l. What I should improve for this lesson next time: