Week: 24

Planning date: 24/02/ 2025.

Period: 93

Teaching date: 23-28 /02/ 2025.

UNIT 14: DAILY ACTIVITIES

<u>Lesson 2</u> – Period 3

I. OBJECTIVES By the end of the lesson, pupils will be able to: - understand and correctly repeat the sentences in two communicative Language knowledge & contexts focusing on asking and answering questions about what daily activity someone does. skills - correctly say the phrases and use What do you do in the morning? - I . to ask and answer questions about what activity someone does in the morning. - enhance the correct use of What do you do in the morning / afternoon / evening? -I . to ask and answer questions about what activity someone does in the morning / afternoon / evening in a freer context. **Competences** - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform listening tasks - Show responsibility for what they do in their daily life and respect for **Attributes** other's II. RESOURCES AND MATERIALS - Student's book: Page 26 - Audio tracks 35, 36 - Teacher's guide: Pages 201, 202, 203 - Website *hoclieu.vn* - Flash cards/ pictures and posters (Unit 14) - Computer, projector, ... III. Warm-up and review – Look, listen and repeat – Listen, point and say – **PROCEDURE** Let's talk – Fun corner and wrap-up

Procedure	Teacher's and pupils' activities	Interaction	Note	
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Warm-up an	d review: 5 minutes	
	- Greet the class.	
	Option 1: Change chairs game	Whole
	- Teacher says "Change your chairs if you watch TV in the morning/ afternoon/ evening/ at noon."	class/ Individual work
	- Students listen and change chairs if their answer is YES.	WOIK
	Option 2:	
	- Spend a few minutes revising the previous lesson by asking the class to sing the song <i>When do you watch TV and read books?</i>	
	- Have pupils open their books at page 26 and look at <i>Unit 14, Lesson 2, Activity 1.</i>	
EXPLORAT	ION	
Activity 1. Lo	ook, listen and repeat. 5 minutes	
a. Goal	To understand and correctly repeat the sentences in two co- contexts focusing on asking and answering questions about activity someone does.	
b. Input	- Context a: Bill: What do you do on Sundays, Linh? Linh: I do housework.	
	Bill: What do you do in the Mai: I clean the floor.	b: morning?
c. Outcome	Pupils can understand and correctly repeat the senter communicative contexts focusing on asking and answering about what activity daily someone does.	
d. Procedure	Step 1: Ask pupils to look at Pictures <i>a</i> and <i>b</i> , and identify what activities Linh does on Sundays.	Individual work/
	Step 2: Ask pupils to look at Picture <i>a</i> . Play the recording for them to listen.	Whole class
	Step 3: Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture <i>b</i> .	
	Step 4: Invite a few pairs to listen to and repeat the sentences in the recording.	Pair work Individual

	Step 5: Draw pupils' attention to the questions and answers in Pictures <i>a</i> and <i>b</i> . Tell them that they are used to ask and answer questions about what daily activity someone does.
e.	- Performance products: Student's answers
Assessment	- Assessment tools: Observation; Questions & Answers
KNOWLED	GE CONSTRUCTION
Activity 2. Li	sten, point and say. 10 minutes
a. Goal	To correctly say the phrases and use <i>What do you do in the morning?</i> - <i>I</i> to ask and answer questions about what activity someone does in the morning.
b. Input	– Picture cues:
	a. a girl washing the clothes
	b. a boy cleaning the floor
	c. a girl helping her mother with the cooking
	d. a girl washing the dishes
	- Speech bubbles: What do you do in the morning? - I
	Audio script:
	a. wash the clothes b. clean the floor
	c. help with the cooking d. wash the dishes
	a. A: What do you do in the morning?
	B: I wash the clothes.
	b. A: What do you do in the morning?
	B: I clean the floor.
	c. A: What do you do in the morning?
	B: I help with the cooking.
	d. A: What do you do in the morning?
	B: I wash the dishes.
c. Outcome	Pupils can correctly say the phrases and use <i>What do you do in the morning? - I</i> to ask and answer questions about what activity someone does in the morning.

d. Procedure Step 1: Have pupils look at the pictures, and elici activity each child is doing. Step 2: Have pupils point at Picture a, listen recording and repeat the phrase (wash the clothes) times. Repeat the same procedure with the other pictures.		Whole class/ Individual work
	Step 3: Point at the first speech bubble and have pupils listen and repeat after the recording (What do you do in the morning?). Point at Picture a and have pupils listen to and repeat the question and answer (What do you do in the morning? – I wash the clothes.). Have the class repeat the exchange a few times. Repeat the same procedure with the other three pictures.	Dainmark
	Step 4: Set a time limit for pupils to work in pairs, point at the pictures, and practice asking and answering <i>What do you do in the morning? – I</i>	Pair work
	Step 5: Invite a few pairs to the front of the class to take turns pointing at the pictures, and asking and answering <i>What do you do in the morning?</i> $-I$	
e.	- Performance products: Student's talks and interaction	
Assessment	- Assessment tools: Observation; Answer keys	
PRACTICE		
Activity 3. Le	et's talk. 8 minutes	
a. Goal	To enhance the correct use of <i>What do you do in the morning / evening? - I</i> to ask and answer questions about v someone does in the morning / afternoon / evening in a freer	what activity
b. Input	 Picture cues: family members doing the housework togethe the clothes, cleaning the floor, washing the dishes, helpi cooking) 	`
	- Speech bubbles: What do you do in the morning / afternood	on / evening?
c. Outcome	Pupils can enhance the correct use of <i>What do you do in that afternoon / evening? - I</i> to ask and answer question activity someone does in the morning / afternoon / evening context.	s about what
d. Procedure	Step 1: Have pupils look at the pictures and explain that each picture shows the members of a family doing the	Whole class/

	housework together (as mentioned in <i>Input</i>). Get pupils to look at the first speech bubble. Ask them to repeat the question a few times: <i>What do you do in the morning / afternoon / evening?</i> Then point at the boy who is cleaning the floor to elicit the answer (<i>I clean the floor.</i>). Have pupils repeat it a few times. Split the class into two groups to take turns pointing at each activity that a character is doing, asking and answering in chorus. Step 2: Set a time limit for pairs of pupils to practise asking and answering What do you do in the morning / afternoon / evening? — I Go around the classroom to offer help where necessary.	Individual work Pair work
	Step 3: Invite some pairs of pupils to the front of the class to take turns asking and answering questions about what activity someone does in the morning / afternoon / evening.	
e.	- Performance products: Student's interaction and performance	ce
Assessment	- Assessment tools: Observation; Questions & Answers	
Fun corner a	nd wrap-up: 5 minutes	,
	Option 1: Play the Game (ppt)	Group
	- Divide the class into 3 teams.	work
	- Pupils from each team choose a letter, then answer the question	
	- Pupils answer correctly and get some points coresponding to the letter they choose.	
	Option 2:	Whole
	Ask pupils what they have learnt from the lesson today	class/
	(- Use the phrases in the morning, at noon, in the afternoon, in the evening, wash the clothes, clean the floor, help with the cooking and wash the dishes in relation to the topic "Daily activities".	Individual work
	- Use <i>What do you do in the morning? – I</i> to ask and answer questions about what daily activities someone does in the morning.	
	- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Daily activities". talk about what daily activities someone does in the morning/ aftenoon/ evening.)	

<u>Week</u>: 24

Planning date: 24/02/ 2025.

Period: 94

Teaching date: 23-28 /02/ 2025.

UNIT 14: DAILY ACTIVITIES

Lesson 2 – Period 4

I. OBJECTIVES By the end of the lesson, pupils will be able to: Language - listen to and understand four communicative contexts in which pupils ask & and answer questions about what activities they do at a specific time of the knowledge day and number the correct pictures. skills - complete two gapped exchanges with the help of picture cues. - review asking and answering questions about what activity someone does at a specific time of the day by playing *Miming game*. **Competences** - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform reading and listening tasks **Attributes** - Show responsibility for what they do in their daily life and respect for others II. RESOURCES AND MATERIALS - Student's book: Page 27 - Audio track 37 - Teacher's guide: Pages 203, 204, 205 - Website hoclieu.vn - Flash cards/ pictures and posters (Unit 14) - Computer, projector, ... Warm-up and review - Listen and number - Look, complete and read -III. **PROCEDURE** Let's play – Fun corner and wrap-up

Procedure	Teacher's and pupils' activities	Interaction	Note
Warm-up an	d review: 5 minutes		

	- Greet the class.			
	Option 1: Listen and draw. (ppt)	Whole		
	- Teacher plays the audios, students listen and draw pictures in their white board/ paper.	class/ Individual work		
	Option 2:	WOIK		
	- Spend a few minutes revising the previous lesson by inviting a few pairs to the front of the class to take turns asking and answering questions about what activity each of them does in the morning / afternoon/ evening.			
	- Have pupils open their books at page 27 and look at <i>Unit 14, Lesson 2, Activity 4.</i>			
PRACTICE				
Activity 4. L	isten and number. 5 minutes			
a. Goal	To listen to and understand four communicative contexts in ask and answer questions about what activities they do at a softhe day and number the correct pictures.	^ ^		
b. Input	- Picture cues:			
	a. a boy washing dishes			
	b. a girl helping her mum with the cooking			
	c. a girl washing clothes			
	d. a boy cleaning the floor			
	-Audio script:			
	1. A: What do you do in the morning?			
	B: I wash my clothes.			
	2. A: What do you do at noon?			
	B: I wash the dishes.			
	3. A: What do you do in the afternoon?			
	B: I clean the floor.			
	4. A: What do you do in the evening?			
	B: I help my mum with the cooking.			
c. Outcome	Pupils can listen to and understand four exchanges about w characters do at a specific time of the day and number pictures.			

d. Procedure step 1: Have pupils look at four pictures. Elicit the activity that the girl is doing in each picture. Step 2: Play the recording of the first exchange for pupils to listen and tell them to identify the picture to number. Play the recording again for them to do the task. Tell them that they will need to pay attention to the activity that the girl is doing. It is Picture c (wash the clothes). They should write 1 in the box at the right-bottom of Picture c. Step 3: Play the recording of the other exchanges and have pupils number the pictures. Step 4: Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers where necessary. Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. PRACTICE Activity 5. Look, complete and read. 10 minutes a. Goal To complete two gapped exchanges with the help of picture curs. b. Input Two picture cues with two gapped exchanges to complete c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct their answers where necessary.			
being 2: Page 1: Percenting of the first exchange for pupils to listen and tell them to identify the picture to number. Play the recording again for them to do the task. Tell them that they will need to pay attention to the activity that the girl is doing. It is Picture c (wash the clothes). They should write 1 in the box at the right-bottom of Picture c. Step 3: Play the recording of the other exchanges and have pupils number the pictures. Step 4: Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers where necessary. Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Pair work Whole class/ Individual work The performance products: Student's answers - Assessment tools: Observation; Questions & Answers PRACTICE Activity 5. Look, complete and read. 10 minutes a. Goal To complete two gapped exchanges with the help of picture cues. b. Input Two picture cues with two gapped exchanges to complete c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct	d. Procedure		class/
pupils number the pictures. Step 4: Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers where necessary. Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Performance products: Student's answers - Assessment - Assessment tools: Observation; Questions & Answers PRACTICE Activity 5. Look, complete and read. 10 minutes a. Goal		to listen and tell them to identify the picture to number. Play the recording again for them to do the task. Tell them that they will need to pay attention to the activity that the girl is doing. It is Picture c (wash the clothes). They should	
check their answers before checking as a class. Correct the answers where necessary. Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. e Performance products: Student's answers - Assessment tools: Observation; Questions & Answers PRACTICE Activity 5. Look, complete and read. 10 minutes a. Goal To complete two gapped exchanges with the help of picture cues. b. Input Two picture cues with two gapped exchanges to complete c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Step 1: Get pupils to look at Exchange I and the picture. Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct		_ , _ ,	
sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. e.		check their answers before checking as a class. Correct the	Pair work
PRACTICE Activity 5. Look, complete and read. 10 minutes a. Goal To complete two gapped exchanges with the help of picture cues. b. Input Two picture cues with two gapped exchanges to complete c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Step 1: Get pupils to look at Exchange I and the picture. Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct		sentence, for the class to listen and repeat individually and	class/ Individual
PRACTICE Activity 5. Look, complete and read. 10 minutes a. Goal To complete two gapped exchanges with the help of picture cues. b. Input Two picture cues with two gapped exchanges to complete c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Step 1: Get pupils to look at Exchange I and the picture. Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct	e.	- Performance products: Student's answers	
a. Goal To complete two gapped exchanges with the help of picture cues. b. Input Two picture cues with two gapped exchanges to complete c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Step 1: Get pupils to look at Exchange 1 and the picture. Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct	Assessment	- Assessment tools: Observation; Questions & Answers	
a. Goal To complete two gapped exchanges with the help of picture cues. b. Input Two picture cues with two gapped exchanges to complete c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Step 1: Get pupils to look at Exchange I and the picture. Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct	PRACTICE		
b. Input Two picture cues with two gapped exchanges to complete c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Step 1: Get pupils to look at Exchange I and the picture. Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct	Activity 5. Lo	ook, complete and read. 10 minutes	
c. Outcome Pupils can complete two gapped exchanges with the help of picture cues. d. Procedure Step 1: Get pupils to look at Exchange I and the picture. Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct	a. Goal	To complete two gapped exchanges with the help of picture of	eues.
d. Procedure Step 1: Get pupils to look at Exchange 1 and the picture. Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct Whole class/ Individual work	b. Input	Two picture cues with two gapped exchanges to complete	
Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (clothes) and question (What). Repeat the same procedure with Exchange 2. Step 2: Set a time limit for pupils to do the task individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct	c. Outcome		of picture
individually. Step 3: Get pupils to swap books with their partners and check their answers before checking as a class. Correct Pair work	d. Procedure	Ask them what the character does in the pictures. Elicit the missing words in the question and answer from the picture cue and sentence. Complete the answer (<i>clothes</i>) and question (<i>What</i>). Repeat the same procedure with	class/ Individual
check their answers before checking as a class. Correct			
		check their answers before checking as a class. Correct	Pair work

	Extension: If time allows, invite a few pairs to stand up to take turns reading out the completed exchanges in this section.	Whole class/ Individual work	
e.	- Performance products: Student's talks and interaction		
Assessment	- Assessment tools: Observation; Answer keys		
PRACTICE	<u> </u>	I	
Activity 6. Le	et's play. 8 minutes		
a. Goal	To review asking and answering questions about what active does at a specific time of the day by playing <i>Miming game</i> .	rity someone	
b. Input	A picture cue showing four pupils miming activities		
c. Outcome	Pupils can review asking and answering questions about what activities someone does at a specific time of the day by playing <i>Mining game</i> .		
d. Procedure	Step 1: Explain the goal of the game and explain how the game is played.	Whole class/	
	Step 2: Write the question on the board What do you do in the? Ask one player from each team to come to the front of the class and whisper the answer to the question he / she wants to revise to the two players. They take turns miming the sentences they are told for their team to guess. Set a time limit of one minute for the teams to guess the sentences. The team gets one point if their guess is correct. The game continues until the time is up. The team with the most points at the end of the game wins.	Group work	
	Step 3: Write all correct answers on the board, under the question <i>What do you do in the?</i>		
	Step 4: When the game is over, get pairs of pupils to take turns asking and answering the question <i>What do you do in the morning / afternoon / evening?</i> using the answers on the board.	Pair work	
e.	- Performance products: Student's interaction and performance	ce	
Assessment	- Assessment tools: Observation; Questions & Answers		
Fun corner a	nd wrap-up: 5 minutes	I	

Option 1: Play the Game (ppt)		Group	
- Divide the class into 3 teams.		work	
- Pupils from each team choose a number, then answer question.	the		
- Pupils answer correctly and get some points.			
Option Ask pupils what they have learnt from the lesson today	2:	Whole class/	
(- Use the phrases in the morning, at noon, in the afternoon, in the evening, wash the clothes, clean the floor, help with the cooking and wash the dishes in relation to the topic "Daily activities".		Individual work	
- Use What do you do in the morning/ afternoon/ afternoon? – I to ask and answer questions about what someone's daily activities.)			

<u>Week</u>: 24

Planning date: 24/02/ 2025.

Period: 95

Teaching date: 23-28 /02/ 2025.

UNIT 14: DAILY ACTIVITIES

Lesson 3 – Period 5

I. OBJECTIVES By the end of the lesson, pupils will be able to: - correctly pronounce the sounds of the letters *tch* and *sh* in isolation, in Language knowledge & the words watch and wash, and in the sentences When do you watch TV? and I wash my clothes in the evening. skills - use the phrases in the morning, at noon, in the afternoon, in the evening, wash the clothes, clean the floor, help with the cooking and wash the dishes in relation to the topic "Daily activities". - use What do you do in the morning? - I _____. to ask and answer questions about what daily activities someone does in the morning; - listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Daily activities". **Competences** - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform listening tasks - Show responsibility for what they do in their daily life and respect for others Attributes II. RESOURCES AND MATERIALS - Student's book: Page 28 - Audio: Track 39, 40, 41 - Teacher's guide: Pages 186, 187 - Website *hoclieu.vn* - Flash cards/ pictures and posters (Unit 14) - Computer, projector, ... Warm-up and review - Listen and repeat - Listen and circle III. **PROCEDURE** Let's chant – Fun corner and wrap-up

Procedure	Teacher's and pupils' activities	Interaction	Note	
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Warm-up and review: 5 minutes			
	Greet the class.		
	Option 1: Pass the bomb game (ppt)	Group work	
	- Teacher gives students an object to pass around. Whoever got the object when the bomb goes off will have to answer the question		
	Option - Spend a few minutes revising the previous lesson by having the class play the game Spelling Bee, using the words from the previous lessons like wash, watch, clean, help, cook, clothes and dishes. - Have pupils open their books at page 28 and look at Unit 14, Lesson 3, Activity 1. Remind them of their project on page 29, Lesson 3, Activity 6.	Whole class/ Individual work	
KNOWLEDO	GE CONSTRUCTION		
Activity 1. Li	sten and repeat. 5 minutes		
a. Goal	To correctly repeat the sounds of the letters tch and sh in isolation, in the words watch and wash, and in the sentences <i>When do you watch TV? and I wash my clothes in the evening</i> . with the correct pronunciation and intonation.		
b. Input	- The letters <i>tch</i> , the word <i>watch</i> and the sentence <i>When do you watch TV?</i>		
	- The letters <i>sh</i> , the word <i>wash</i> and the sentence <i>I wash my evening</i> .	clothes in the	
c. Outcome	Pupils can correctly repeat the sounds of the letters <i>tch</i> and <i>sh</i> in isolation, in the words <i>watch</i> and <i>wash</i> , and in the sentences <i>When do you watch TV?</i> and <i>I wash my clothes in the evening</i> . with the correct pronunciation and intonation.		
d. Procedure	Step 1: Have pupils look at the letters tch, listen to the recording and repeat the letters until they feel confident. Correct their pronunciation where necessary.	Whole class/ Individual	
	Step 2: Have pupils point at the word <i>watch</i> , listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help where necessary.	work	
	Step 3: Get pupils to point at the sentence <i>When do you watch TV?</i> , listen to the recording and repeat it several times. Then invite a few pupils to stand up, listen to and		

	repeat the sentence.	
	Step 4: Repeat Steps 1 to 3 with the letters sh. Go around the classroom and correct their pronunciation where necessary.	Pair work
	Step 5: Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.	
e.	- Performance products: Student's answers	
Assessment	- Assessment tools: Observation; Questions & Answers	
PRACTICE		<u> </u>
Activity 2. Lis	sten and circle. 10 minutes	
a. Goal	To identify the target words <i>watch</i> and <i>wash</i> while listening.	
b. Input	Two gapped questions, each with three answer options	
	Audio script:	
	1. When do you wash your clothes?	
	2. When does your sister watch TV?	
c. Outcome	Pupils can identify the target words watch and wash while lis	tening.
d. Procedure	Step 1 : Have pupils read the gapped questions. Explain that they have to listen to the recording and circle the correct options to complete the questions. Explain that the word watch ends with the tch sound, and wash ends with the sh sound. Check their comprehension.	Whole class/ Individual work
	Step 2: Play the recording for pupils to listen. Play the recording again for them to do the task by circling the correct options. Then get pupils to swap books with their partners to check their answers before checking as a class. Correct the answers where necessary.	
	Step 3: Invite a few pupils to stand up and read the completed questions. Remind the class how to stress the target questions.	
e.	- Performance products: Student's talks and interaction	
Assessment - Assessment tools: Observation; Answer keys		
PRACTICE	<u> </u>	I

Activity 3. Let's chant. 8 minutes			
a. Goal	To say the chant with the correct rhythm and pronunciation.		
b. Input	The lyrics and the recording of the chant		
c. Outcome	Pupils can say the chant with the correct rhythm and pronunc	iation.	
d. Procedure	d. Procedure Step 1: Have pupils scan the first verse of the chant, and elicit the words ending with tch (watch). Check pupils' comprehension of the chant.		
	Step 2: Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands.	work	
	Step 3: Play the recording of the first verse again for pupils to do choral and individual repetition.		
	Step 4: Repeat Steps 1 to 3 for the second verse of the chant. Go around the classroom and offer help where necessary.		
	Extension: If there is enough time, divide the class into two groups to take turns chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite some groups to the front of the class to chant and clap their hands.	Group work	
e.	- Performance products: Student's interaction and performance	ce	
Assessment	- Assessment tools: Observation; Questions & Answers		
Fun corner a	nd wrap-up: 5 minutes		
	Option 1: Play Game (ppt)	Group	
	- Divide the class into 3 teams.	work	
	- Pupils from each team choose a letter, then answer the question		
	- Pupils answer correctly and get some points corresponding to the letter they choose.		
	Option 2:	Whole	
	Ask pupils what they have learnt from the lesson today	class/	
	(- Correctly pronounce the sounds of the letters <i>tch</i> and <i>sh</i> in isolation, in the words watch and wash, and in the sentences When do you watch TV? and I wash my	Individual work	

clothes	in	the	evening.	
- Use the phr	ases in the	morning, at	noon, in the	
afternoon, in t	he evening,	wash the cloth	hes, clean the	
floor, help wit	h the cooki	ng and wash	the dishes in	
relation to	the to	pic "Daily	activities".	
- Use What do	you do in th	e morning? – I	. to	
ask and answe	er questions	about what d	aily activities	
someone	does	in the	morning.	
- Listen to an	d demonstra	ate understand	ing of simple	
communicative			_	
activities".)			•	
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<u>Week</u>: 24

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UNIT 14: DAILY ACTIVITIES

<u>Lesson 3</u> – Period 6

I. OBJECTIVES By the end of the lesson, pupils will be able to: - use the phrases in the morning, at noon, in the afternoon, in the Language evening, wash the clothes, clean the floor, help with the cooking and wash knowledge dishes relation topic "Daily activities". skills the in to the read write about someone's daily activities. and - draw pictures or take notes of what daily activities pupils do at home and present the results to the class at Project time. Competences - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform writing tasks **Attributes** - Show pride in the travelling experience in their summer holidays II. RESOURCES AND MATERIALS - Student's book: Page 29 - Teacher's guide: Pages 188, 189 - Website *hoclieu.vn* - Flash cards/ pictures and posters (Unit 14) - Computer, projector, ... Warm-up and review - Read and match - Let's write - Project -III. **PROCEDURE** Fun corner and wrap-up

Procedure	Teacher's and pupils' activities	Interaction	Note
Warm-up an	Warm-up and review: 5 minutes		
	- Greet the class.		
	Option 1: Teacher says		
	- Do what teacher say, don't do what teacher do.		
		Whole	

	Option - Spend a few minutes revising the previous lesson by inviting two groups of three to the front of the class to take turns saying the two verses of the chant and clapping their hands. - Have pupils open their books at page 29 and look at <i>Unit 14, Lesson 3, Activity 4</i> .	class/ Individual work
PRACTICE		
Activity 4. Re	ead and match. 5 minutes	
a. Goal	To read a paragraph and show understanding of it by m phrases with the appropriate activities.	atching time
b. Input	A paragraph and two groups of phrases to match	
c. Outcome	Pupils can read two texts and complete the sentences about Tony's summer holiday.	ut Mai's and
d. Procedure	Step 1 : Have pupils read all the phrases under the paragraph. Tell them to read Phrase 1: in the morning. Then they should scan the paragraph for the appropriate activity related to the phrase.	Whole class/ Individual work
	Step 2: Repeat Step 1 with Phrases 2 and 3. Set a time limit for pupils to do the activity independently. Go around the classroom and offer help where necessary.	
	Step 3: Get pupils to swap books with their partners and check their answers before checking as a class.	Pair work
	Step 4: Invite some pupils to stand up and read the paragraph aloud.	Individual work
e.	- Performance products: Student's answers	
Assessment	- Assessment tools: Observation; Questions & Answers	
PRODUCTIO	ON	
Activity 5. Le	et's write. 10 minutes	
a. Goal	To complete a paragraph about pupils' activities on Sundays.	
b. Input	An incomplete paragraph with four gaps	
c. Outcome	Pupils can complete a paragraph about their activities on Sun	days.

d. Procedure	Step 1: Tell pupils what they are going to do. Then get them to read the incomplete paragraph. Ask them what the paragraph is about (the housework that you do on Sundays). Remind them to pay attention to the words before and after the blanks before they complete the sentences with the appropriate information.	Whole class/ Individual work	
	Step 2: Get pupils to fill the first gap as an example. Step 3: Set a time limit for pupils to complete the paragraph independently. Go around the classroom and	Pair work	
	offer help where necessary. Step 4: Get pupils to swap books with their partners and check their answers in pairs or groups.		
e. Assessment	- Performance products: Student's talks and interaction- Assessment tools: Observation; Answer keys		
PRODUCTIO	ON		
Activity 6. Pr	oject. 8 minutes		
a. Goal	To draw pictures or take notes of what daily activities p Sundays and present the results to the class, using the target l	_	
b. Input	Picture cue: A boy presenting his project to his class		
c. Outcome	Pupils can draw pictures or take notes of what daily activities they do on Sundays and present the results to the class, using the target language.		
d. Procedure	Step 1: Tell pupils the goal of the activity. Explain that they have to look at the pictures or notes they have prepared at home and present the results to the class.	Whole class/ Individual work	
	Step 2: Have pupils work in groups of five. Each pupil looks at their pictures or notes and tells the group about what daily activities he / she does on Sundays.	Group work	
	Step 3: Invite a few pupils to look at their pictures or notes and tell the class about them, e.g. <i>I do the housework on Sundays. In the morning,</i>	Whole class/ Individual	
	Step 4: Have the rest of class applaud if pupils perform well.	work	
e.	e Performance products: Student's interaction and performance		
Assessment	- Assessment tools: Observation; Questions & Answers		

Fun corner and wrap-up: 5 minutes				
	Option 1: Play Game (ppt) - Divide the class into 3 teams.	Group work		
	- Pupils from each team choose a number, then answer the question			
	- Pupils answer correctly get some points corresponding to the number they choose.			
	Ask pupils what they have learnt from the lesson today (- Use the phrases in the morning, at noon, in the afternoon, in the evening, wash the clothes, clean the floor, help with the cooking and wash the dishes in relation to the topic "Daily activities". - Read and write about someone's daily activities; draw pictures or take notes of what daily activities pupils do at home and present the results to the class at Project time.)	Whole class/ Individual work		

Thủy Thanh, ngày 23 tháng 02 năm 2025

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