

**Week: 24**

**Planning date: 24/02/ 2025.**

**Period: 93**

**Teaching date: 23-28 /02/ 2025.**

**UNIT 14: DAILY ACTIVITIES**

**Lesson 2 – Period 3**

<b>I. OBJECTIVES</b>	
By the end of the lesson, pupils will be able to:	
<b>Language knowledge &amp; skills</b>	<ul style="list-style-type: none"><li>- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what daily activity someone does.</li><li>- correctly say the phrases and use <i>What do you do in the morning?</i></li><li>- <i>I _____</i>. to ask and answer questions about what activity someone does in the morning.</li><li>- enhance the correct use of <i>What do you do in the morning / afternoon / evening? – I _____</i>. to ask and answer questions about what activity someone does in the morning / afternoon / evening in a freer context.</li></ul>
<b>Competences</b>	<ul style="list-style-type: none"><li>- Communication and collaboration: work in pairs and groups to complete the learning tasks</li><li>- Self-control &amp; independent learning: perform listening tasks</li></ul>
<b>Attributes</b>	<ul style="list-style-type: none"><li>- Show responsibility for what they do in their daily life and respect for other's</li></ul>
<b>II. RESOURCES AND MATERIALS</b>	
	<ul style="list-style-type: none"><li>- Student's book: Page 26</li><li>- Audio tracks 35, 36</li><li>- Teacher's guide: Pages 201, 202, 203</li><li>- Website <i>hoclieu.vn</i></li><li>- Flash cards/ pictures and posters (Unit 14)</li><li>- Computer, projector, ...</li></ul>
<b>III. PROCEDURE</b>	<b>Warm-up and review – Look, listen and repeat – Listen, point and say – Let's talk – Fun corner and wrap-up</b>

Procedure	Teacher's and pupils' activities	Interaction	Note
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<b>Warm-up and review: 5 minutes</b>			
	<ul style="list-style-type: none"> <li>- Greet the class.</li> <li><b>Option 1: Change chairs game</b></li> <li>- Teacher says “Change your chairs if you watch TV in the morning/ afternoon/ evening/ at noon.”</li> <li>- Students listen and change chairs if their answer is YES.</li> <li><b>Option 2:</b></li> <li>- 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></li> <li>- Have pupils open their books at page 26 and look at <i>Unit 14, Lesson 2, Activity 1.</i></li> </ul>	Whole class/ Individual work	
<b>EXPLORATION</b>			
<b>Activity 1. Look, listen and repeat. 5 minutes</b>			
a. Goal	To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what daily activity someone does.		
b. Input	<p style="text-align: center;">– Context a:</p> <p>Bill: <i>What do you do on Sundays, Linh?</i> Linh: <i>I do housework.</i></p> <p style="text-align: center;">– Context b:</p> <p>Bill: <i>What do you do in the morning?</i> Mai: <i>I clean the floor.</i></p>		
c. Outcome	Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what activity daily someone does.		
d. Procedure	<p><b>Step 1:</b> Ask pupils to look at Pictures <i>a</i> and <i>b</i>, and identify what activities Linh does on Sundays.</p> <p><b>Step 2:</b> Ask pupils to look at Picture <i>a</i>. Play the recording for them to listen.</p> <p><b>Step 3:</b> 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>.</p> <p><b>Step 4:</b> Invite a few pairs to listen to and repeat the sentences in the recording.</p>	Individual work/ Whole class	Pair work Individual

	<b>Step 5:</b> 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.	work/ Whole class	
e. Assessment	- Performance products: Student's answers - Assessment tools: Observation; Questions & Answers		
<b>KNOWLEDGE CONSTRUCTION</b>			
<b>Activity 2. Listen, point and say. 10 minutes</b>			
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: <i>What do you do in the morning? – I _____</i> . <b>Audio script:</b> <i>a. wash the clothes                      b. clean the floor</i> <i>c. help with the cooking              d. wash the dishes</i> <i>a. A: What do you do in the morning?</i> <i>B: I wash the clothes.</i> <i>b. A: What do you do in the morning?</i> <i>B: I clean the floor.</i> <i>c. A: What do you do in the morning?</i> <i>B: I help with the cooking.</i> <i>d. A: What do you do in the morning?</i> <i>B: I wash the dishes.</i>		
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.		







**Week:** 24

**Planning date:** 24/02/ 2025.

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**Teaching date:** 23-28 /02/ 2025.

**UNIT 14: DAILY ACTIVITIES**

**Lesson 2 – Period 4**

<b>I. OBJECTIVES</b>	
By the end of the lesson, pupils will be able to:	
<b>Language knowledge &amp; skills</b>	<ul style="list-style-type: none"><li>- 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 day and number the correct pictures.</li><li>- complete two gapped exchanges with the help of picture cues.</li><li>- review asking and answering questions about what activity someone does at a specific time of the day by playing <i>Miming game</i>.</li></ul>
<b>Competences</b>	<ul style="list-style-type: none"><li>- Communication and collaboration: work in pairs and groups to complete the learning tasks</li><li>- Self-control &amp; independent learning: perform reading and listening tasks</li></ul>
<b>Attributes</b>	<ul style="list-style-type: none"><li>- Show responsibility for what they do in their daily life and respect for others</li></ul>
<b>II. RESOURCES AND MATERIALS</b>	
	<ul style="list-style-type: none"><li>- Student’s book: Page 27</li><li>- Audio track 37</li><li>- Teacher’s guide: Pages 203, 204, 205</li><li>- Website <i>hoclieu.vn</i></li><li>- Flash cards/ pictures and posters (Unit 14)</li><li>- Computer, projector, ...</li></ul>
<b>III. PROCEDURE</b>	<b>Warm-up and review – Listen and number – Look, complete and read – Let’s play – Fun corner and wrap-up</b>

Procedure	Teacher’s and pupils’ activities	Interaction	Note
<b>Warm-up and review:</b> 5 minutes			

	<p>- Greet the class.</p> <p><b>Option 1: Listen and draw. (ppt)</b></p> <p>- Teacher plays the audios, students listen and draw pictures in their white board/ paper.</p> <p><b>Option 2:</b></p> <p>- 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.</p> <p>- Have pupils open their books at page 27 and look at <i>Unit 14, Lesson 2, Activity 4.</i></p>	<p>Whole class/ Individual work</p>	
<p><b>PRACTICE</b></p> <p><b>Activity 4. Listen and number. 5 minutes</b></p>			
<p>a. Goal</p>	<p>To 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 day and number the correct pictures.</p>		
<p>b. Input</p>	<p>– <b>Picture cues:</b></p> <p>a. a boy washing dishes</p> <p>b. a girl helping her mum with the cooking</p> <p>c. a girl washing clothes</p> <p>d. a boy cleaning the floor</p> <p>– <b>Audio script:</b></p> <p>1. A: <i>What do you do in the morning?</i> B: <i>I wash my clothes.</i></p> <p>2. A: <i>What do you do at noon?</i> B: <i>I wash the dishes.</i></p> <p>3. A: <i>What do you do in the afternoon?</i> B: <i>I clean the floor.</i></p> <p>4. A: <i>What do you do in the evening?</i> B: <i>I help my mum with the cooking.</i></p>		
<p>c. Outcome</p>	<p>Pupils can listen to and understand four exchanges about what activities characters do at a specific time of the day and number the correct pictures.</p>		



d. Procedure	<p><b>Step 1:</b> Have pupils look at four pictures. Elicit the activity that the girl is doing in each picture.</p> <p><b>Step 2:</b> 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.</p> <p><b>Step 3:</b> Play the recording of the other exchanges and have pupils number the pictures.</p> <p><b>Step 4:</b> Get pupils to swap books with their partners and check their answers before checking as a class. Correct the answers where necessary.</p> <p><b>Extension:</b> 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.</p>	<p>Whole class/ Individual work</p> <p>Pair work</p> <p>Whole class/ Individual work</p>	
e. Assessment	<p>- Performance products: Student's answers</p> <p>- Assessment tools: Observation; Questions &amp; Answers</p>		
<b>PRACTICE</b>			
<b>Activity 5. Look, complete and read. 10 minutes</b>			
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	<p><b>Step 1:</b> 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 (<i>clothes</i>) and question (<i>What</i>). Repeat the same procedure with Exchange 2.</p> <p><b>Step 2:</b> Set a time limit for pupils to do the task individually.</p> <p><b>Step 3:</b> Get pupils to swap books with their partners and check their answers before checking as a class. Correct their answers where necessary.</p>	<p>Whole class/ Individual work</p> <p>Pair work</p>	

	<b>Extension:</b> 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. Assessment	- Performance products: Student's talks and interaction - Assessment tools: Observation; Answer keys		
<b>PRACTICE</b>			
<b>Activity 6. Let's play. 8 minutes</b>			
a. Goal	To review asking and answering questions about what activity someone does at a specific time of the day by playing <i>Miming game</i> .		
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>Miming game</i> .		
d. Procedure	<p><b>Step 1:</b> Explain the goal of the game and explain how the game is played.</p> <p><b>Step 2:</b> Write the question on the board <i>What do you do in the ...?</i> 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.</p> <p><b>Step 3:</b> Write all correct answers on the board, under the question <i>What do you do in the ...?</i></p> <p><b>Step 4:</b> 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.</p>	Whole class/ Group work  Pair work	
e. Assessment	- Performance products: Student's interaction and performance - Assessment tools: Observation; Questions & Answers		
<b>Fun corner and wrap-up: 5 minutes</b>			



**Week: 24**

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**Period: 95**

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**UNIT 14: DAILY ACTIVITIES**

**Lesson 3 – Period 5**

<b>I. OBJECTIVES</b>	
By the end of the lesson, pupils will be able to:	
<b>Language knowledge &amp; skills</b>	<ul style="list-style-type: none"><li>- correctly pronounce 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? and I wash my clothes in the evening.</i></li><li>- use the phrases <i>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</i> in relation to the topic “Daily activities”.</li><li>- 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;</li><li>- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Daily activities”.</li></ul>
<b>Competences</b>	<ul style="list-style-type: none"><li>- Communication and collaboration: work in pairs and groups to complete the learning tasks</li><li>- Self-control &amp; independent learning: perform listening tasks</li></ul>
<b>Attributes</b>	<ul style="list-style-type: none"><li>- Show responsibility for what they do in their daily life and respect for others</li></ul>
<b>II. RESOURCES AND MATERIALS</b>	
	<ul style="list-style-type: none"><li>- Student’s book: Page 28</li><li>- Audio: Track 39, 40, 41</li><li>- Teacher’s guide: Pages 186, 187</li><li>- Website <i>hoclieu.vn</i></li><li>- Flash cards/ pictures and posters (Unit 14)</li><li>- Computer, projector, ...</li></ul>
<b>III. PROCEDURE</b>	<b>Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up</b>

<b>Procedure</b>	<b>Teacher’s and pupils’ activities</b>	<b>Interaction</b>	<b>Note</b>
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<b>Warm-up and review: 5 minutes</b>			
	<p>Greet the class.</p> <p><b>Option 1: Pass the bomb game (ppt)</b></p> <p>- Teacher gives students an object to pass around. Whoever got the object when the bomb goes off will have to answer the question</p> <p><b>Option 2:</b></p> <p>- 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.</p> <p>- 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.</p>	<p>Group work</p> <p>Whole class/ Individual work</p>	
<b>KNOWLEDGE CONSTRUCTION</b>			
<b>Activity 1. Listen and repeat. 5 minutes</b>			
a. Goal	To 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.		
b. Input	<p>– The letters <i>tch</i>, the word <i>watch</i> and the sentence <i>When do you watch TV?</i></p> <p>– The letters <i>sh</i>, the word <i>wash</i> and the sentence <i>I wash my clothes in the evening.</i></p>		
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	<p><b>Step 1:</b> Have pupils look at the letters <i>tch</i>, listen to the recording and repeat the letters until they feel confident. Correct their pronunciation where necessary.</p> <p><b>Step 2:</b> 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.</p> <p><b>Step 3:</b> 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</p>	<p>Whole class/ Individual work</p>	

	<p>repeat the sentence.</p> <p><b>Step 4:</b> Repeat Steps 1 to 3 with the letters <i>sh</i>. Go around the classroom and correct their pronunciation where necessary.</p> <p><b>Step 5:</b> Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.</p>	Pair work	
e. Assessment	<p>- Performance products: Student's answers</p> <p>- Assessment tools: Observation; Questions &amp; Answers</p>		
<b>PRACTICE</b>			
<b>Activity 2. Listen and circle.</b> 10 minutes			
a. Goal	To identify the target words <i>watch</i> and <i>wash</i> while listening.		
b. Input	<p>Two gapped questions, each with three answer options</p> <p><b>Audio script:</b></p> <p>1. <i>When do you wash your clothes?</i></p> <p>2. <i>When does your sister watch TV?</i></p>		
c. Outcome	Pupils can identify the target words <i>watch</i> and <i>wash</i> while listening.		
d. Procedure	<p><b>Step 1:</b> 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 <i>watch</i> ends with the <i>tch</i> sound, and <i>wash</i> ends with the <i>sh</i> sound. Check their comprehension.</p> <p><b>Step 2:</b> 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.</p> <p><b>Step 3:</b> Invite a few pupils to stand up and read the completed questions. Remind the class how to stress the target questions.</p>	Whole class/ Individual work	
e. Assessment	<p>- Performance products: Student's talks and interaction</p> <p>- Assessment tools: Observation; Answer keys</p>		
<b>PRACTICE</b>			

<b>Activity 3. Let's chant. 8 minutes</b>			
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 pronunciation.		
d. Procedure	<p><b>Step 1:</b> Have pupils scan the first verse of the chant, and elicit the words ending with <b>tch</b> (<i>watch</i>). Check pupils' comprehension of the chant.</p> <p><b>Step 2:</b> Play the recording. Get pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap hands.</p> <p><b>Step 3:</b> Play the recording of the first verse again for pupils to do choral and individual repetition.</p> <p><b>Step 4:</b> Repeat Steps 1 to 3 for the second verse of the chant. Go around the classroom and offer help where necessary.</p> <p><b>Extension:</b> 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.</p>	<p>Whole class/ Individual work</p> <p>Group work</p>	
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Student's interaction and performance</li> <li>- Assessment tools: Observation; Questions &amp; Answers</li> </ul>		
<b>Fun corner and wrap-up: 5 minutes</b>			
	<p><b>Option 1: Play Game (ppt)</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 3 teams.</li> <li>- Pupils from each team choose a letter, then answer the question</li> <li>- Pupils answer correctly and get some points corresponding to the letter they choose.</li> </ul> <p><b>Option 2:</b></p> <p>Ask pupils what they have learnt from the lesson today</p> <p>(- Correctly pronounce the sounds of the letters <b>tch</b> and <b>sh</b> in isolation, in the words watch and wash, and in the sentences When do you watch TV? and I wash my</p>	<p>Group work</p> <p>Whole class/ Individual work</p>	

	<p>clothes in the evening.</p> <ul style="list-style-type: none"><li>- Use the phrases <i>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</i> in relation to the topic “Daily activities”.</li><li>- 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.</li><li>- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “<i>Daily activities</i>”.)</li></ul>		
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**UNIT 14: DAILY ACTIVITIES**

**Lesson 3 – Period 6**

<b>I. OBJECTIVES</b>	
By the end of the lesson, pupils will be able to:	
<b>Language knowledge &amp; skills</b>	<ul style="list-style-type: none"><li>- use the phrases <i>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</i> in relation to the topic “Daily activities”.</li><li>- read and write about someone’s daily activities.</li><li>- draw pictures or take notes of what daily activities pupils do at home and present the results to the class at Project time.</li></ul>
<b>Competences</b>	<ul style="list-style-type: none"><li>- Communication and collaboration: work in pairs and groups to complete the learning tasks</li><li>- Self-control &amp; independent learning: perform writing tasks</li></ul>
<b>Attributes</b>	<ul style="list-style-type: none"><li>- Show pride in the travelling experience in their summer holidays</li></ul>
<b>II. RESOURCES AND MATERIALS</b>	
	<ul style="list-style-type: none"><li>- Student’s book: Page 29</li><li>- Teacher’s guide: Pages 188, 189</li><li>- Website <i>hoclieu.vn</i></li><li>- Flash cards/ pictures and posters (Unit 14)</li><li>- Computer, projector, ...</li></ul>
<b>III. PROCEDURE</b>	<b>Warm-up and review – Read and match – Let’s write – Project – Fun corner and wrap-up</b>

<b>Procedure</b>	<b>Teacher’s and pupils’ activities</b>	<b>Interaction</b>	<b>Note</b>
<b>Warm-up and review: 5 minutes</b>			
	<ul style="list-style-type: none"><li>- Greet the class.</li></ul> <b>Option 1: Teacher says</b> <ul style="list-style-type: none"><li>- Do what teacher say, don’t do what teacher do.</li></ul>	Whole	

	<p><b>Option 2:</b></p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Have pupils open their books at page 29 and look at <i>Unit 14, Lesson 3, Activity 4.</i></li> </ul>	class/ Individual work	
<b>PRACTICE</b>			
<b>Activity 4. Read and match. 5 minutes</b>			
a. Goal	To read a paragraph and show understanding of it by matching time phrases with the appropriate activities.		
b. Input	A paragraph and two groups of phrases to match		
c. Outcome	Pupils can read two texts and complete the sentences about Mai's and Tony's summer holiday.		
d. Procedure	<p><b>Step 1:</b> 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.</p> <p><b>Step 2:</b> 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.</p> <p><b>Step 3:</b> Get pupils to swap books with their partners and check their answers before checking as a class.</p> <p><b>Step 4:</b> Invite some pupils to stand up and read the paragraph aloud.</p>	<p>Whole class/ Individual work</p> <p>Pair work</p> <p>Individual work</p>	
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Student's answers</li> <li>- Assessment tools: Observation; Questions &amp; Answers</li> </ul>		
<b>PRODUCTION</b>			
<b>Activity 5. Let's write. 10 minutes</b>			
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 Sundays.		



