

## Thanh Toan Primary School

### LESSON PLAN WEEK 24

Subject: English - Grade: 2

Unit 11 - Lesson 3: Activity 6-8

Teacher: Nguyễn Thị Phương Nhi

Date of teaching: From February 24th to February 28th 2025

#### I. OBJECTIVES

By the end of this lesson, pupils will be able to:

##### 1. Knowledge

- Use the sentence structure “*They’re \_\_\_\_\_ (Verb + -ing).*” to say what other people are doing.

- Sing a song with the sentence structure “*They’re \_\_\_\_\_ (Verb + -ing).*”

##### 2. Competences

- Communication and collaboration: work in pairs or groups to complete the learning task.

- Self-control & independent learning: perform listening and speaking tasks.

##### 3. Attributes

- Show their love and interest in outdoor activities.

- Be careful of doing outdoor activities to keep healthy and happy.

- Show their knowledge about recognizing information.

#### II. MATERIALS

- Pupil’s book: Page 50

- Audio Tracks 61, 62

- Teacher’s guide: Pages 88, 89

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 11)

- Computer, projector, ...

#### III. PROCEDURES

##### 1. WARM-UP & REVIEW (5 minutes)

###### a. Objectives:

- To review the vocabulary about outdoor activities (*sliding, riding and driving*).

###### b. Content:

- Game: “*Simon Says*”

###### c. Expected outcomes:

- Pupils can remember the vocabulary about outdoor activities (*sliding, riding and driving*).

**d. Organisation:**

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Game: "Choose the correct answer."		
<ul style="list-style-type: none"> <li>- Tell pupils that they are going to look at a picture, a word or a phrase and choose the correct answers a, b, or c.</li> <li>- Have pupils do the activity individually.</li> <li>- Model the activity first. Show a picture, e.g. "picture of a girl driving a car", have a pupil look at the picture and choose a correct answer, e.g. "b".</li> <li>- Check the answer as a class.</li> <li>- Continue the game until all the words are said.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's instructions.</li> <li>- Do the activity individually.</li> <li>- Follow the teacher demonstrating the activity. Look at the picture and choose the correct answer.</li> <li>- Check the answer as the class.</li> <li>- Continue playing the game</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of outdoor activities (<i>sliding, riding, driving</i>)</li> <li>- Words and phrases of outdoor activities (<i>sliding, riding a bike, driving a car</i>)</li> </ul> <p>* <b>Key:</b> 1. b, 2. b, 3. c</p>

**e. Assessment**

- Performance products: Pupils' answers and pronunciation
- Assessment tools: Observation; Questions & answers

**2. ACTIVITY 1** (10 minutes)

**a. Objectives:**

- To use the sentence structure "They're \_\_\_\_\_ (*verb + -ing*)." to say what other people are doing.

**b. Content:**

- Activity 6. Listen and repeat.

**c. Expected outcomes:**

- Pupils can use the sentence structure "They're \_\_\_\_\_ (*verb + -ing*)." to say what other people are doing.

**d. Organization**

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 6. Listen and repeat. (Track 61)		

<p><b>Step 1:</b> Draw pupils’ attention to the picture (say “Look at the picture.”). Say “They’re driving cars.”</p> <p><b>Step 2:</b> Have pupils point to the sentence (say “Point to the sentence.”). Play the recording and encourage pupils to repeat (say “Listen and repeat.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.</p>	<p>- Pupils look at the picture.</p> <p>- Pupils point to the sentence. Pupils listen to the recording and repeat.</p>	<p>- Speech bubble: “<i>They’re driving cars.</i>”</p> <p>- The picture shows a playground. Three boys are driving cars. A girl is watching them.</p> <p>- The girl is saying “They’re driving cars.”</p>
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**e. Assessment**

- Performance products: Pupils’ pronunciation
- Assessment tools: Observation; Feedback

**3. ACTIVITY 2 (8 minutes)**

**a. Objectives:**

- To use the sentence structure “*They’re \_\_\_\_\_ (Verb + -ing).*” to say what other people are doing.

**b. Content:**

- Activity 7. Let’s talk.

**c. Expected outcomes:**

- Pupils can use the sentence structure “*They’re \_\_\_\_\_ (Verb + -ing).*” to say what other people are doing.

**d. Organisation**

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	CONTENT
<b>Activity 7. Let’s talk.</b>		
<p><b>Step 1:</b> Write <i>They’re driving</i>. on the board and underline the word <i>driving</i>. Say “<i>They’re driving.</i>”</p> <p><b>Step 2:</b> Erase <i>driving</i> and replace it with <i>sliding</i>. Say “<i>They’re sliding.</i>”</p> <p><b>Step 3:</b> Repeat <b>Step 2</b> for <i>riding</i>.</p> <p><b>Step 4:</b> Erase <i>riding</i> and leave</p>	<p>- Pupils follow the teacher demonstrating the activity.</p> <p>- Pupils follow the teacher demonstrating the activity.</p> <p>- Pupils follow the teacher’s instructions.</p> <p>- Pupils look at the</p>	<p>There are three pictures showing (a) three children driving cars, (b) three children sliding, and (c) three children riding bikes, together with the incomplete sentence structure “<i>They’re _____ (verb + -ing).</i>”</p>

<p>the incomplete sentence structure “<i>They’re _____.</i>” on the board.</p> <p><b>Step 5:</b> Draw pupils’ attention to Picture a (say “Look at Picture a.”). Say “What are they doing?” and encourage pupils to answer using the full sentence structure. Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.</p> <p><b>Step 6:</b> Repeat <b>Step 5</b> for Pictures b and c.</p>	<p>incomplete sentence structure on the board.</p> <ul style="list-style-type: none"> <li>- Pupils look at Picture a and answer using the full sentence structure.</li>   <li>- Pupils follow the teacher’s instructions.</li> </ul>	
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**e. Assessment**

- Performance products: Pupils’ performance
- Assessment tools: Observation; Questions & answers

**4. ACTIVITY 3 (7 minutes)**

**a. Objectives:**

- To sing a song with the sentence structure “*They’re \_\_\_\_\_ (verb + -ing).*”

**b. Content:**

- Activity 8. Let’s sing.

**c. Expected outcomes:**

- Pupils can sing a song with the sentence structure “*They’re \_\_\_\_\_ (verb + -ing).*”

**d. Organisation**

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	CONTENT
<b>Activity 8. Let’s sing.</b> (Track 62)		
<p><b>Step 1:</b> Draw pupils’ attention to the picture (say “Look at the picture.”). Say “What are they doing?” and encourage pupils to answer using the full sentence structure.</p> <p><b>Step 2:</b> Play the recording of the song to familiarise pupils with the rhythm and melody (say “Listen.”).</p> <p><b>Step 3:</b> Read the song line by</p>	<ul style="list-style-type: none"> <li>- Pupils look at the picture and answer using the full sentence structure.</li>   <li>- Pupils listen to the recording of the song to familiarise with the rhythm and melody.</li> <li>- Pupils read the song line</li> </ul>	<ul style="list-style-type: none"> <li>- The lyrics and the recording of the song about the playground.</li> <li>- The picture shows children sliding, riding bikes and driving cars.</li> </ul>

<p>line and encourage pupils to repeat (say “Listen and repeat.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.</p> <p><b>Step 4:</b> Say “Let’s sing!” Play the recording line by line and encourage pupils to sing along.</p> <p><b>Step 5:</b> Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.</p>	<p>by line.</p> <ul style="list-style-type: none"> <li>- Pupils listen to the recording line by line and sing along.</li> <li>- Pupils work in groups to make up actions for the song. Pupils perform the song for the class.</li> </ul>	
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**e. Assessment**

- Performance products: Pupils’ performance
- Assessment tools: Observation; Feedback

**5. FUN CORNER AND WRAP-UP (5 minutes)**

**\* Option 1/ Game: “Rolling the dice”**

- Prepare a die with numbers on its faces and a set of pictures showing the actions (*sliding, riding, driving*). (Teacher can show the pictures on the PPT slide).
- Divide pupils into groups of four.
- Have them roll the dice and say what other people are doing in the picture corresponding to the number rolled. Award points for correct answers.
- The game continues with another pupil until enough turns.
- After finishing the game, the pupil having the highest score will win.

**\* Option 2/ Game: “Lucky gifts”**

- Prepare some gifts containing the pictures displayed on the slide.
  - Divide the class into 3 teams.
- Have a pupil from each team choose a gift, then look at the picture and say the actions (*sliding, riding, driving*).
- If the pupil says the word correctly, she/ he will open the gift and get their points.
- If a pupil is difficult to say, the teacher asks for help from a teammate.
- The group with the highest points will win.

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**UNIT 12: AT THE CAFE**  
**Lesson 1 - Period 1**

**I. OBJECTIVES**

By the end of this lesson, pupils will be able to:

**1. Knowledge and skills**

- correctly pronounce the name of the letter *A/a* (/eɪ/).
- correctly pronounce the sound of the letter *A/a* (/eɪ/) in isolation and in the words *grapes, cake* and *table*.

**2. Competences**

- Communication and collaboration: work in pairs or groups to complete the learning task.
- Self-control and independent learning: perform pronunciation tasks.

**3. Attributes**

- Show their love and interest in food and object.
- Be confident in communication.

**II. MATERIALS**

- Pupil's book: Page 51
- Audio Track 63
- Teacher's guide: Pages 90, 91, 92
- Website *hoclieu.vn*
- Flash cards/ pictures and posters (Unit 12)
- Computer, projector, ...

**III. PROCEDURES**

**1. WARM-UP & REVIEW** (5 minutes)

**a. Objectives:**

- To review the vocabulary about outdoor activities they have learnt.

**b. Content:**

- Game "*Butterfly Catching Game*"

**c. Expected outcomes:**

- Pupils can remember and say the vocabulary about outdoor activities they have learnt.

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
<b>Game: "<i>Butterfly Catching Game</i>"</b>		
<ul style="list-style-type: none"> <li>- Tell the class they are going to remember the pictures and say the pictures' names.</li> <li>- Show three butterflies on the board. Each butterfly contains a picture.</li> <li>- Ask one pupil to choose one butterfly (e.g. I choose a <i>red</i></li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher's explanation.</li> <li>- Look at the butterflies.</li> <li>- Choose one butterfly.</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures / slides (<i>sliding, driving, riding</i>).</li> </ul>

<p>butterfly).</p> <ul style="list-style-type: none"> <li>- Have that pupil look at the picture and say the word, e.g. “<i>sliding</i>” correctly. If the pupils say the correct word, they will get a gift from the teacher.</li> <li>- Praise pupils if they play the game well.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at the picture and say the word, e.g. “<i>sliding</i>”.</li> </ul>	
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**e. Assessment**

- Performance products: Pupils’ answers
- Assessment tools: Observation; Questions & answers

**2. ACTIVITY 1: EXPLORATION (10 minutes)**

**a. Objectives:**

- To correctly pronounce the name of the letter *A/a* and the sound /*eɪ*/, both in isolation and in the words *grapes*, *cake* and *table*.

**b. Content:**

- Activity 1. Listen and repeat.

**c. Expected outcomes:**

- Pupils can correctly pronounce the name of the letter *A/a* and the sound /*eɪ*/, both in isolation and in the words *grapes*, *cake* and *table*.

**d. Organisation**

TEACHER’S ACTIVITIES	PUPILS’ ACTIVITIES	CONTENT
<b>Activity 1. Listen and repeat.</b> (Track 63)		
<p><b>Step 1:</b> Draw pupils’ attention to the picture (say “Look at the picture.”). Ask questions to help them identify the context.</p> <p><b>Step 2:</b> Have pupils point to the letter <i>A/a</i> (say “Point to the letter <i>A</i>.”). Explain that the name of the letter <i>A/a</i> is sometimes different to its sound (say “Listen. /<i>eɪ</i>/ /<i>æ</i>/.”). Encourage pupils to say words containing the sound /<i>æ</i>/, which they learnt in Grade 1.</p> <p><b>Step 3:</b> Explain that the name of the letter <i>A/a</i> is sometimes the same as its sound (say “Listen. /<i>eɪ</i>/ /<i>eɪ</i>/.”).</p>	<ul style="list-style-type: none"> <li>- Pupils look at the picture and identify the context.</li> <li>- Pupils point to the letter <i>A/a</i>. Pupils listen to the teacher’s explanation.</li> <li>- Pupils listen to the teacher’s explanation.</li> <li>- Pupils listen to the</li> </ul>	<ul style="list-style-type: none"> <li>- The picture shows a café.</li> <li>- <i>Grapes</i>, <i>cake</i> and <i>table</i> are labelled, with the letter <i>a</i> in red.</li> <li>- The sound of the letter <i>A/a</i> (/<i>eɪ</i>/) is the focus of Unit 12.</li> </ul>

<p><b>Step 4:</b> Play the recording of the name and sound of the letter <i>A/a</i> and encourage pupils to repeat (say “Listen and repeat.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.</p> <p><b>Step 5:</b> Have pupils look at the grapes (say “Look at the grapes.”). Then have them point to the word <i>grapes</i> (say “Point to the word <i>grapes</i>.”). Draw their attention to the colour of the letter <i>a</i> (say “Look at the colour of the letter <i>a</i>. It is red.”).</p> <p><b>Step 6:</b> Play the recording of grapes and encourage pupils to repeat (say “Listen and repeat.”). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.</p> <p><b>Step 7:</b> Repeat <b>Steps 5</b> and <b>6</b> for <i>cake</i> and <i>table</i>.</p> <p><b>Step 8:</b> Play the recording in full and encourage pupils to repeat the name and sound of the letter <i>a</i>, <i>grapes</i>, <i>cake</i> and <i>table</i> both individually and in chorus.</p>	<p>recording of the name and sound of the letter <i>A/a</i> and repeat both individually and in chorus.</p> <ul style="list-style-type: none"> <li>- Pupils look at the grapes. Then pupils point to the word <i>grapes</i>. Pupils pay attention to the colour of the letter <i>a</i>.</li> <li>- Pupils listen to the recording of <i>grapes</i> and repeat.</li> <li>- Pupils follow the teacher’s instructions.</li> <li>- Pupils listen to the recording in full and repeat the name and sound of the letter <i>a</i>, <i>grapes</i>, <i>cake</i> and <i>table</i> both individually and in chorus.</li> </ul>	
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**e. Assessment**

- Performance products: Pupils’ answers and pronunciation
- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION (10 minutes)**



**a. Objectives:**

- To correctly identify and pronounce the words *grapes*, *cake* and *table*.

**b. Content:**

- Activity 2. Point and say.

**c. Expected outcomes:**

- Pupils can correctly identify and pronounce the words *grapes*, *cake* and *table*.

**d. Organisation**

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
<b>Activity 2. Point and say.</b>		
<p><b>Step 1:</b> Have pupils point to the letter <i>A/a</i> and correctly pronounce its name and sound (say "Point to the letter <i>A</i>. Say /ei/. Now say /ei/.").</p> <p><b>Step 2:</b> Have pupils point to and correctly pronounce the word <i>grapes</i> (say "Point to the grapes. Say <i>grapes</i>"). Do this several times, with pupils repeating both individually and in chorus. Correct their pronunciation if necessary, and praise them when their pronunciation is good.</p> <p><b>Step 3:</b> Repeat <b>Step 2</b> for <i>cake</i> and <i>table</i>.</p> <p><b>Step 4:</b> Put pupils into pairs or groups for further practice of <b>Steps 1</b> to <b>3</b>. Go around the class to offer help or correct pupils' pronunciation, if necessary.</p>	<ul style="list-style-type: none"> <li>- Pupils point to the letter <i>A/a</i> and correctly pronounce its name and sound.</li> <li>- Pupils point to and correctly pronounce the word <i>grapes</i>.</li> <li>- Pupils follow the teacher's instructions.</li> <li>- Pupils work in pairs or groups for further practice of <b>Steps 1</b> to <b>3</b>.</li> </ul>	Flashcards/pictures ( <i>grapes</i> , <i>cake</i> , <i>table</i> )

**e. Assessment**

- Performance products: Pupils' interaction and practice
- Assessment tools: Observation; Questions & Answers

**4. FUN CORNER AND WRAP-UP (10 minutes)**

**\* Game: "Spell it!"**

- On each slide, pupils will see a new picture and some scrambled letters.
- Use the scrambled letters to guess and spell the name of the item that pupils see in the picture.
- Call a pupil to say a letter and the teacher writes on the board.

- If they guess and spelled it correctly, they will get stars from the teacher.
- The pupil with the most stars wins!

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**LESSON PLAN WEEK 24**  
**Subject: English - Grade: 3**  
**Unit 14 - Lesson 2: period 3**

<b>I. OBJECTIVES</b>	
<b>Language</b>	By the end of the lesson, pupils will be able to: - understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room. - correctly say the words and use <i>The _____ is _____.</i> / <i>The _____ are _____.</i> to describe things in the room. - enhance the correct use of <i>The _____ is _____.</i> / <i>The _____ are _____.</i> to describe things in the room in a freer context.
<b>Core competencies</b>	problem-solving, decision making, teamwork, reliability, motivation, adaptability, and initiative
<b>General competencies</b>	Listening: look, listen and repeat Critical thinking: listen, point and say Oral communication: let's talk Sociability: talk to each other
<b>Attributes</b>	Diligence: complete learning tasks Responsibility: appreciate kindness
<b>II. RESOURCES AND MATERIAL:</b>	
	- Student's book Page 26 - Audio Tracks 35, 36 - Teacher's guide Pages 176, 177 - Website <i>hoclieu.vn</i> - Flashcards/pictures and posters (Unit 14) - Computer, projector...

**III. PROCEDURE**

Procedure	Teacher's activities	Interaction	Note
<b>Warm-up and review: 5 minutes</b>			
	<b>Option 1: Game: Who says fast?</b>	Whole class	

	<ul style="list-style-type: none"> <li>- Teacher holds a flashcard and a sentence with a missing word.</li> <li>- Ask pupils to guess the answer as fast as possible.</li> <li>- Then have pupils do the same with the rest.</li> <li>- This can be played in groups to make it more interesting.</li> </ul> <p><b>Option 2: Movement activity: Sing and dance along</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 4 groups.</li> <li>- Put the flashcards of rooms in the house on the board.</li> <li>- T plays the song of Unit 13 and asks pupils to watch, sing and dance along. When the music stops, pupils have to stand still, then point and name the pictures on the board.</li> </ul>	Individual work/ Group work	
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<b>EXPLORATION</b>			
<b>Activity 1. Look, listen and repeat. 8 minutes</b>			
a. Goal:	To understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room		
b. Input:	<ul style="list-style-type: none"> <li>– Context <b>a</b>: Mai: <i>This is my bedroom. The door is big.</i></li> <li>– Context <b>b</b>: Mai: <i>And look! The windows are small.</i></li> </ul>		
c. Outcome:	Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room.		
d. Procedure:	<p><b>Step 1:</b> Have pupils look at Pictures <b>a</b> and <b>b</b> and identify the characters in the pictures.</p> <p><b>Step 2:</b> Ask pupils to look at Picture <b>a</b>. 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</p>	<p>Whole class</p> <p>Whole class</p> <p>Whole class / Individual work</p> <p>Whole class / Pair work</p>	

	<p>necessary. Repeat the same procedure with Picture <b>b</b>.</p> <p><b>Step 4:</b> Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording.</p> <p><b>Step 5:</b> Draw pupils' attention to the sentences <i>The door is big.</i> and <i>The windows are small.</i> to describe things in the room.</p>	Individual work	
<p><b>KNOWLEDGE CONSTRUCTION</b>  <b>Activity 2. Listen, point and say.</b> 9 minutes</p>			
a. Goal:	To correctly say the words and use <i>The _____ is _____.</i> / <i>The _____ are _____.</i> to describe things in the room		
b. Input:	<p>– Picture cues: <b>a.</b> a big door                      <b>b.</b> a small door  <b>c.</b> two new chairs                      <b>d.</b> two old chairs</p> <p>– Speech bubbles:  <i>The _____ is _____.</i>  <i>The _____ are _____.</i></p> <p><b>Audio script:</b>  <b>a.</b> door / big            <b>b.</b> door / small            <b>c.</b> chairs / new  <b>d.</b> chairs / old</p> <p>The door is big.  The chairs are new.</p>		
c. Outcome:	Pupils can correctly say the words and use <i>The _____ is _____.</i> / <i>The _____ are _____.</i> to describe things in the room.		
d. Procedure:	<p><b>Step 1:</b> Have pupils look at the pictures and elicit the things in the room. Have pupils point at the words under the pictures, listen to the recording and repeat them.</p> <p><b>Step 2:</b> Model by pointing to the gapped sentence <i>The _____ is _____.</i> in the first bubble. Tell pupils that they should fill in the name of the thing in the picture (e.g. <i>door</i>) in the first gap and write an adjective under the picture (e.g. <i>big</i>) in the second gap. Then have</p>	<p>Whole class / Individual work</p> <p>Whole class / Individual work</p> <p>Whole class</p>	

	<p>them listen to the recording and repeat the sentence <i>The door is big.</i> a few times.</p> <p><b>Step 3:</b> Repeat <b>Step 2</b> with Pictures <b>b, c, d.</b> Explain that for plural things (e.g. <i>chairs</i>) they have to use the gapped sentence <i>The _____ are _____.</i> in the second bubble.</p> <p><b>Step 4:</b> Give pupils a time limit to practise describing things in the bedroom in pairs or groups. Then invite a few pupils to point at the things in the pictures and describe them in front of the class.</p> <p><b>Game: LUCKY WHEEL</b></p> <ul style="list-style-type: none"> <li>- Pupils choose a number.</li> <li>- T then asks pupils to make sentences with the words, phrases and pictures given.</li> <li>- Spin the wheel to get points.</li> </ul>	<p>Pair work/ Individual work</p> <p>Whole class</p>	
<b>PRACTICE</b>			
<b>Activity 3. Let's talk. 8 minutes</b>			
a. Goal:	To enhance the correct use of <i>The _____ is _____.</i> / <i>The _____ are _____.</i> to describe things in the room in a freer context.		
b. Input:	<p>– Picture cue: A bedroom with a bed, a desk, a door, two chairs and two windows</p> <p>– Speech bubbles: <i>The _____ is _____.</i> <i>The _____ are _____.</i></p>		
c. Outcome:	Pupils can enhance the correct use of <i>The _____ is _____.</i> / <i>The _____ are _____.</i> to describe things in the room in a freer context.		
d. Procedure:	<p><b>Step 1:</b> Have pupils look at the things in a bedroom and say their names. Then encourage them to describe the things in the bedroom.</p> <p><b>Step 2:</b> Have pupils complete the first gapped sentence (e.g. <i>The bed is big.</i>). Then have the class listen and repeat the</p>	<p>Whole class / Individual work</p> <p>Whole class / Individual work</p> <p>Individual</p>	

	<p>sentence again.</p> <p><b>Step 3:</b> Give pupils time to practise individually first and then in pairs or groups. Remind them that <i>The _____ is _____</i>. is used with a singular thing and <i>The _____ are _____</i>. Is used with plural things. Check comprehension.</p> <p><b>Step 4:</b> Invite a few pupils to point at and describe the things in the picture in front of the class. Praise them if they perform well.</p> <p><b>Extension:</b> If time allows, have pupils point at and describe the things in the classroom (e.g. <i>The windows are big.</i>).</p>	<p>work/ Pair work</p> <p>Individual work</p> <p>Individual work</p>	
<b>Fun corner and wrap-up: 5 minutes</b>			
	<p><b>Option 1:</b> Using <i>hoclieu.vn</i>, have pupils look at the words in the picture and repeat after the recording.</p> <p><b>Option 2: Game: Look and choose!</b></p> <ul style="list-style-type: none"> <li>- Teacher divides the class into 2 teams: BOYS and GIRLS.</li> <li>- 1 boy says 1 sentence using the words and structures in the lesson to describe 1 of 4 pictures (A, B, C, D) and 1 girl says out loud the picture the boy is talking about.</li> <li>- Then the girls team will read and the boys team will guess. Repeat until there are no questions left.</li> </ul>	<p>Whole class</p> <p>Team work</p>	

## UNIT 14: MY BEDROOM

### Lesson 2 – Period 4

<b>I. OBJECTIVES</b>	
<b>Language</b>	By the end of the lesson, pupils will be able to: - listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures. - complete four gapped sentences with the help of picture cues. - sing the song <i>My bedroom</i> with the correct pronunciation, rhythm and melody.
<b>Core competencies</b>	decision making, teamwork, motivation, problem-solving, integrity, communication, planning and organization
<b>General competencies</b>	Listening: listen and number Self-control & independent learning: perform listening tasks Communication and collaboration: work in pairs or groups
<b>Attributes</b>	Kindness: help partners to complete learning tasks Diligence: complete learning tasks Responsibility: appreciate kindness
<b>II. RESOURCES AND MATERIAL:</b>	
	<ul style="list-style-type: none"> <li>- Student's book Page 27</li> <li>- Audio Tracks 37, 38</li> <li>- Teacher's guide Pages 178, 179</li> <li>- Website <i>hoclieu.vn</i></li> <li>- Flashcards/pictures and posters (Unit 14)</li> <li>- Computer, projector...</li> </ul>

### **III. PROCEDURE**

Procedure	Teacher's activities	Interaction	Note
<b>Warm-up and review: 5 minutes</b>			
	Greet the class.		

	<p><b>Option 1:</b> Spend a few minutes revising the previous lesson by letting a few pupils describe things in the picture in Activity 3 or in the classroom.</p> <p><b>Option 2:</b> T may invite one or two groups of pupils to play the Memory game using the target vocabulary items such as big, small, old and new in front of the class.</p>	<p>Whole class</p> <p>Group work</p>	
<b>PRACTICE</b>			
<b>Activity 4. Listen and number. 8 minutes</b>			
a. Goal:	To listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures		
b. Input:	<p><b>Picture cues:</b></p> <p>a. a big bed in a bedroom                      b. a small bed in a bedroom</p> <p>c. two big chairs in a bedroom              d. two small chairs in a bedroom</p> <p><b>Audio script:</b></p> <p>1. There's a bed in my bedroom. It's small.</p> <p>2. There's a bed in my bedroom. It's big.</p> <p>3. There are two chairs in my bedroom. They're big.</p> <p>4. There are two chairs in my bedroom. They're small.</p>		
c. Outcome:	<p>Pupils can listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures.</p> <p><b>Key: 1. b 2. a 3. c 4. d</b></p>		
d. Procedure:	<p><b>Step 1:</b> Have pupils look at the pictures and ask them some questions such as What is this? and What are these? You may explain that they can see a bed in Pictures <b>a</b> and <b>b</b>, but that the bed in Picture <b>a</b> is big and the bed in Picture <b>b</b> is small. Ask them to talk about the chairs in Pictures <b>c</b> and <b>d</b>. Check</p>	<p>Whole class</p> <p>Whole class / Individual</p>	



	<p>comprehension.</p> <p><b>Step 2:</b> Play the recording all the way through so that pupils can get familiar with the characters' voices. Then play the recording for them to listen and number the pictures.</p> <p><b>Step 3:</b> Let them swap and check the answers before checking as a class. Correct the answers as necessary.</p> <p><b>Step 4:</b> If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct pronunciation if necessary.</p> <p><b>Extension:</b> For a more able class, invite a few pupils to point at and describe the pictures (e.g. <b>a.</b> The bed is big.). The class praises them if they perform well.</p> <p><b>Game:</b> Listen and choose the correct answer.</p> <ul style="list-style-type: none"> <li>- Teacher shows 2 pictures, and plays the recording twice.</li> <li>- Teacher asks pupils to listen carefully, then choose the correct answer (A or B).</li> <li>- If time allows, ask pupils to say the correct sentence again. (ppt game)</li> </ul>	<p>work</p> <p>Pair work</p> <p>Whole class/ Individual work</p> <p>Individual work</p> <p>Whole class/ Individual work</p>	
<p><b>PRACTICE</b></p> <p><b>Activity 5. Look, complete and read. 9 minutes</b></p>			
<p>a. Goal:</p>	<p>To complete four gapped sentences with the help of picture cues</p>		
<p>b. Input:</p>	<ul style="list-style-type: none"> <li>- Four picture cues</li> <li>- Four gapped sentences</li> </ul>		

c. Outcome:	Pupils can complete four gapped sentences with the help of picture cues. <b>Key: 1. bed 2. two lamps 3. big 4. small</b>		
d. Procedure:	<p><b>Step 1:</b> Have pupils read the first gapped sentence. Ask them: What is missing from sentence 1? (e.g. the thing in the bedroom). Then have them look at the picture. Ask: What's this? (e.g. It's a bed.). Ask pupils what word they should use to fill the gap (e.g. bed). Check comprehension.</p> <p><b>Step 2:</b> Give pupils a time limit to read the other gapped sentences, look at the pictures, and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.</p> <p><b>Step 3:</b> Ask pupils to swap and check their answers. Correct the answers.</p> <p><b>Step 4:</b> Invite a few pupils to read the completed texts aloud in front of the class.</p> <p><b>Mini game:</b> Sentence correction game</p> <ul style="list-style-type: none"> <li>- Divide the class into 4 groups.</li> <li>- Ask pupils to look at the pictures and read the sentences carefully. Give pupils 5 seconds to identify by pointing or circling the incorrect word. Then ask them to say the correct word.</li> </ul>	<p>Whole class</p> <p>Whole class / Individual work</p> <p>Pair work</p> <p>Individual work</p> <p>Group work</p>	
<p><b>PRODUCTION</b></p> <p><b>Activity 6. Let's sing. 8 minutes</b></p>			
a. Goal:	To sing the song My bedroom with the correct pronunciation, rhythm and melody		

b. Input:	The lyrics and the recording of the song My bedroom.	
c. Outcome:	Pupils can sing the song with the correct pronunciation, rhythm and melody.	
d. Procedure:	<p><b>Step 1:</b> Have pupils read the first verse of the lyrics. Then have them say its main idea. Draw their attention to the thing in the bedroom (e.g. bed) and how it is described (e.g. new). Check comprehension and give feedback.</p> <p><b>Step 2:</b> Have pupils listen to the whole verse, drawing their attention to the pronunciation, the rhythm and the melody. Then let pupils listen to the verse and practise singing it, line by line first while clapping their hands.</p> <p><b>Step 3:</b> Repeat Steps 1 and 2 with the second verse. Draw pupils' attention to the things in the bedroom (e.g. two windows) and how they are described (e.g. small).</p> <p><b>Step 4:</b> When pupils are familiar with the tune and melody, ask them to sing the whole song and clap their hands. You may get groups of pupils to sit face to face to practise singing and clapping their hands.</p> <p><b>Step 5:</b> Invite a few groups to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity.</p> <p><b>Mini Game: Click the box!</b></p> <ul style="list-style-type: none"> <li>- Ask students to close their student's books. Look at the picture and the lyrics on the screen.</li> <li>- Ask them to listen and write the missing words on their mini boards.</li> </ul>	<p>Whole class</p> <p>Individual work</p> <p>Whole class</p> <p>Whole class</p> <p>Group work</p> <p>Whole class</p>

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<b>Fun corner and wrap-up: 5 minutes</b>			
	<p><b>Option 1:</b> Write your song Ask pupils to write their own song lyrics about things in the room, based on the melody of the song My bedroom in Activity 6.</p> <p><b>Option 2:</b> Let's decorate your dream bedroom!</p> <ul style="list-style-type: none"> <li>- Ask pupils to work in pairs/ groups of four.</li> <li>- Pupils will draw things in his/her</li> </ul>	<p>Individual work</p> <p>Group work/ Whole class</p>	

	bedroom. Then introduce the picture to their friends.		
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**UNIT 14: MY BEDROOM**  
**Lesson 3 – Period 5**

<b>I. OBJECTIVES</b>	
<b>Language</b>	By the end of the lesson, pupils will be able to: - correctly repeat the sounds of the letters <i>oo</i> in isolation, in the words <i>room</i> and <i>door</i> , and in the sentences <i>There's a bed in the room.</i> and <i>The doors are big.</i> with the correct pronunciation and intonation. - identify the target words <i>room</i> and <i>door</i> while listening. - say the chant with the correct rhythm and pronunciation.
<b>Core competencies</b>	decision making, teamwork, motivation, adaptability, problem-solving, communication, planning and organization
<b>General competencies</b>	Listening: listen and repeat/ circle Communication and collaboration: work in pairs or groups
<b>Attributes</b>	Kindness: help partners to complete learning tasks Diligence: complete learning task
<b>II. RESOURCES AND MATERIAL:</b>	
	- Student's book Page 28 - Audio Tracks 39, 40, 41 - Teacher's guide Pages 179, 180, 181 - Website <i>hoclieu.vn</i> - Flashcards/pictures and posters (Unit 14) - Computer, projector...

**III. PROCEDURE**

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

	<p>Greet the class.</p> <p><b>Option 1:</b> Invite some pupils to the front of the class to sing the song <i>My bedroom</i>. The class may sing along and do actions.</p> <p><b>Option 2:</b> Teacher may select one or two pupils to go to the front of the class and describe things in the classroom.</p> <p>E.g: <i>There are two doors in the classroom. They're big.</i></p> <p><b>Option 3:</b> Game: Lucky numbers.</p> <ul style="list-style-type: none"> <li>- Divide the class into 2 - 4 groups.</li> <li>- Pupils choose numbers from 1 to 6. Look at the pictures then read the sentences to choose the correct answers. If they answer correctly, their groups will get points.</li> </ul>	<p>Whole class</p> <p>Individual work</p> <p>Individual work/ Group work</p>	
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## KNOWLEDGE CONSTRUCTION

### Activity 1. Listen and repeat. 8 minutes

a. Goal:	To correctly repeat the sounds of the letters <i>oo</i> in isolation, in the words <i>room</i> and <i>door</i> , and in the sentences <i>There's a bed in the room.</i> and <i>The doors are big.</i> with the correct pronunciation and intonation	
b. Input:	<ul style="list-style-type: none"> <li>– The letters <i>oo</i>, the word <i>room</i> and the sentence <i>There's a bed in the room.</i></li> <li>– The letters <i>oo</i>, the word <i>door</i> and the sentence <i>The doors are big.</i></li> </ul>	
c. Outcome:	Pupils can correctly repeat the sounds of the letters <i>oo</i> in isolation, in the words <i>room</i> and <i>door</i> , and in the sentences <i>There's a bed in the room.</i> and <i>The doors are big.</i> with the correct pronunciation and intonation.	
d. Procedure:	<b>Step 1:</b> Have pupils look at the letters <i>oo</i> , the word <i>room</i> and the sentence <i>There's a bed in the room.</i> Play the recording for them to listen and repeat in chorus and	<p>Whole class</p> <p>/ Individual work</p>

	<p>individually until they feel confident. Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class.</p> <p><b>Step 2:</b> Repeat Step 1 for the second line. Draw their attention to the difference in pronouncing the letters <i>oo</i> in the word <i>room</i> and the word <i>door</i>. Check comprehension. Go around the class and correct the pronunciation if necessary.</p> <p><b>Step 3:</b> Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences.</p> <p><b>Step 4:</b> Ask a few pupils to say two lines in front of the class. The class listens and makes comments.</p> <p><b>Game: Spelling bee</b></p> <ul style="list-style-type: none"> <li>- Teacher asks pupils to listen carefully, then choose the correct letters to make a word.</li> <li>- Ask pupils to spell the word again.</li> <li>- Check pupils' pronunciation if needed.</li> </ul>	<p>Whole class / Individual work</p> <p>Pair work/ Group work</p> <p>Individual work</p> <p>Whole class</p>	
<b>PRACTICE</b>			
<b>Activity 2. Listen and circle.</b> 9 minutes			
a. Goal:	To identify the target words room and door while listening		
b. Input:	<p>Two gapped sentences, each with three options</p> <p><b>Audio script:</b></p> <ol style="list-style-type: none"> <li>1. The door is there.</li> <li>2. The room is big.</li> </ol>		
c. Outcome:	Pupils can identify the target words room and door while listening.		

	<b>Key: 1. b 2. c</b>	
d. Procedure:	<p><b>Step 1:</b> Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.</p> <p><b>Step 2:</b> Get pupils to read the sentences and guess which option can be chosen to fill in the gaps. Then ask them to read the sentences and the words aloud.</p> <p><b>Step 3:</b> Play the recording once or twice for pupils to listen and circle the correct options.</p> <p><b>Step 4:</b> Let pupils swap and check their answers in pairs or groups before checking as a class.</p> <p><b>Extension:</b> Invite a few pupils to read the completed sentences aloud in front of the class.</p> <p><b>Practice: I'm a speed reader!</b></p> <ul style="list-style-type: none"> <li>- First, the teacher asks pupils to read each sentence at a slow speed.</li> <li>- Next, ask them to read a little bit faster.</li> <li>- Then, ask them to get ready and read it faster.</li> <li>- And finally, ask them to read as fast as possible!</li> </ul>	<p>Whole class</p> <p>Whole class / Individual work</p> <p>Individual work</p> <p>Whole class / Pair work</p> <p>Individual work</p> <p>Whole class</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 pronunciation and rhythm.	



<p>d. Procedure:</p>	<p><b>Step 1:</b> Have pupils read the first verse of the chant and elicit its meaning. Draw pupils' attention to the sounds of the letters <i>oo</i> and in the words <i>door</i> and <i>bedroom</i>. Check their comprehension.</p> <p><b>Step 2:</b> Play the recording for pupils to listen 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, more than once if necessary, for pupils to do choral and individual repetition. Then invite one or two groups of pupils to listen and repeat the verse in front of the class. Praise them to encourage their performance.</p> <p><b>Step 4:</b> Repeat Steps 1, 2 and 3 for the second verse of the chant. Go around the class and correct pronunciation if necessary.</p> <p><b>Step 5:</b> Put the class into two groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite a few groups to the front of the class to chant and clap hands. The rest of the class may clap along.</p>	<p>Whole class</p> <p>Whole class</p> <p>Group work/ Whole class</p> <p>Group work/ Whole class</p> <p>Group work</p>	
<p><b>Fun corner and wrap-up: 5 minutes</b></p>			
	<p><b>Option 1: Finish the sentences</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 4 groups.</li> <li>- Teacher writes a sentence on a board like "There are ...," followed by a blank space.</li> <li>- The first pupil in group 1 adds one word to the sentence, such as "There are two ...".</li> </ul>	<p>Group work</p>	

	<ul style="list-style-type: none"> <li>- Then each pupil in group 1 repeats all the sentences before including words of their own, such as “There are 2 windows ...”.</li> <li>- Suggested sentence: <i>There are 2 windows in my bedroom. They are new.</i></li> <li>- Repeat this process with other groups.</li> </ul> <p><b>Option 2: Speaking</b></p> <ul style="list-style-type: none"> <li>- Teacher asks some pupils to stand in front of the class to listen and answer the questions about their rooms.</li> <li>- Encourage them to practise with friends.</li> </ul>	<p>Individual work/ Group work</p>	
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## UNIT 14: MY BEDROOM

### Lesson 3 – Period 6

<b>I. OBJECTIVES</b>	
<b>Language</b>	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> <li>- read the text and complete the gapped sentences.</li> <li>- complete a gapped paragraph with the help of the picture cue.</li> </ul>

<b>Core competencies</b>	Decision making, teamwork, motivation, adaptability, problem-solving, communication, planning and organization
<b>General competencies</b>	Listening: listen to the teacher and classmates in communicating Critical thinking: complete a task in reading a text Oral communication: presenting a project Sociability: talk to each other
<b>Attributes</b>	Self-confidence: ability to work as a team member and practice speaking in front of the class

## **II. RESOURCES AND MATERIAL:**

	<ul style="list-style-type: none"> <li>- Student's book Page 29</li> <li>- Teacher's guide Pages 181, 182</li> <li>- Website <i>hoclieu.vn</i></li> <li>- Flashcards/pictures and posters (Unit 14)</li> <li>- Computer, projector...</li> </ul>
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## **III. PROCEDURE**

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

	<p>Greet the class.</p> <p><b>Option 1:</b> Invite one or two groups of pupils to the front of the class to sing the chant in lesson 3. The rest of the class may chant along and clap hands.</p> <p><b>Option 2: Brainstorming</b></p> <ul style="list-style-type: none"> <li>- Divide the class into four groups.</li> <li>- Each group chooses one pupil to be the 'runner'. The runners go to the teacher's desk and read the category.</li> </ul> <p>E.g. <i>objects/things in your bedroom/living room.</i></p> <ul style="list-style-type: none"> <li>- The runners then go back to their groups and tell their group members the category. Their groups brainstorm words of that category and write them down.</li> <li>- The first group to finish shouts 'stop' and then calls out their answers. If their answers are correct, they score one point for each word in the category.</li> <li>- The group with the highest score at the end of the game wins.</li> </ul>	<p>Group work</p> <p>Individual work/ Group work</p>	
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<b>PRACTICE</b>		
<b>Activity 4. Read and complete. 8 minutes</b>		
a. Goal:	To read the text and complete the gapped sentences	

b. Input:	A paragraph and four gapped sentences.	
c. Outcome:	Pupils can read the text and complete the gapped sentences. <b>Key: 1. desk 2. chairs 3. big 4. small</b>	
d. Procedure:	<p><b>Step 1:</b> Tell the class the goal of this activity. Tell pupils how to complete the task: They should read the text and find the information to fill the gaps in the sentences. Check comprehension and give feedback.</p> <p><b>Step 2:</b> Do <b>Sentence 1</b> as an example. First, have pupils read the sentence, focusing on the gap. Ask them what word is missing (one thing in the bedroom). Then have them read the text and find the appropriate word (e.g. desk) to fill in the gap. Check comprehension.</p> <p><b>Step 3:</b> Set a time limit for pupils to do the activity independently. Go around and offer help if necessary.</p> <p><b>Step 4:</b> Let pupils swap and check their answers. Correct the answers if necessary.</p> <p><b>Step 5:</b> Select one or two pupils to read the completed sentences in front of the class. The class makes comments. You may ask one or two pupils to read the text aloud in front of the class and check pronunciation if needed.</p> <p><b>Read and choose</b></p> <ul style="list-style-type: none"> <li>- Teacher asks pupils to read the text again.</li> <li>- Pupils look at the questions and write answers on their</li> </ul>	<p>Whole class</p> <p>Whole class/ Individual work</p> <p>Individual work</p> <p>Pair work</p> <p>Whole class/ Individual work</p> <p>Whole class</p>

	mini boards.		
<b>PRODUCTION</b>			
<b>Activity 5. Let's write. 8 minutes</b>			
a. Goal:	To complete a gapped paragraph with the help of the picture cue		
b. Input:	– Picture cue – The writing frame with five blanks to complete.		
c. Outcome:	Pupils can complete the gapped paragraph using the picture cue correctly. <b>Suggested answer:</b> small; bed / desk; small / old; chairs; old / new		
d. Procedure:	<p><b>Step 1:</b> Tell the class the goal of this activity. Have pupils read the gapped paragraph and say what is missing. Let them look at the picture and find appropriate words to fill in the gaps. Check comprehension.</p> <p><b>Step 2:</b> Let pupils complete the first gap together as an example. Ask them to answer some questions such as What does the word <i>It</i> mean? (e.g. <i>It</i> means the bedroom), What is missing? (e.g. big or small). Then let them look at the picture and fill in the gap (e.g. small).</p> <p><b>Step 3:</b> Give pupils time to complete the paragraph. Go around and offer help if necessary.</p> <p><b>Step 4:</b> In pairs or groups, ask pupils to swap their completed paragraphs before checking answers as a class.</p> <p><b>Extension:</b> If there is enough time, invite one pupil to read the completed text.</p>	<p>Whole class</p> <p>Individual work</p> <p>Whole class</p> <p>Group work</p> <p>Individual work</p>	
<b>PRODUCTION</b>			
<b>Activity 6. Project. 9 minutes</b>			

a. Goal	To find a picture of a bedroom and tell the class about things in the room		
b. Input	A picture of a bedroom (cut from newspapers or magazines) as homework.		
c. Outcome	Pupils can find a picture of a bedroom and tell the class about things in the room.		
d. Procedure	<p><b>Step 1:</b> Tell pupils to find a photo of a bedroom in a newspaper or a magazine as homework. They should bring their photos to class.</p> <p><b>Step 2:</b> Have them work in groups. Each member introduces the picture of the bedroom using the structures they have learnt in the unit.</p> <p><b>Step 3:</b> Invite one or two pupils to show their photos and describe them in front of the class.</p>	<p>Whole class</p> <p>Group work</p> <p>Individual work</p>	
<b>Fun corner and wrap-up: 5 minutes</b>			
	<p><b>Option 1:</b> Gallery walk</p> <ul style="list-style-type: none"> <li>- Teacher asks pupils to stick their bedroom pictures on the classroom wall.</li> <li>- Pupils walk around and look at their classmates' pictures.</li> <li>- Encourage them to ask their friends about his/her bedroom.</li> </ul>	Whole class	

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**LESSON PLAN WEEK 24**  
**Subject: English - Grade: 4**  
**Unit 14 - Lesson 2: period 3**

<b>I. OBJECTIVES</b>
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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 learning tasks</li> </ul>
<b>Attributes</b>	<ul style="list-style-type: none"> <li>- Care about other people</li> <li>- Be responsible for their daily activities and willing to share the housework with their family members</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>

### III. PROCEDURE

Procedure	Teacher's and pupils' activities	Interaction	Note
<b>Warm-up and review: 5 minutes</b>			
	<ul style="list-style-type: none"> <li>- Greet the class.</li> <li><b>Option 1: Game: Listen and draw. (ppt)</b></li> <li>- Teacher plays the audio, pupils listen and draw pictures on their white board/ paper.</li> <li><b>Option 2:</b></li> <li>- 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.</li> <li>* Have pupils open their books at page 27 and look at <i>Unit 14, Lesson 2, Activity 4</i>.</li> </ul>	<p>Whole class/ Individual work</p> <p>Pair work</p>	
<b>PRACTICE</b>			
<b>Activity 4. Listen and number. 5 minutes</b>			



a. Goal	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.		
b. Input	<p>– <b>Picture cues:</b></p> <p>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</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>		
c. Outcome	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.		
d. Procedure	<p><b>Step 1:</b> Have pupils look at four pictures. Elicit the activity that the character 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 character 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	- Performance products: Student's answers - Assessment tools: Observation; answer key		
<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	Four 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><b>Extension:</b> If time allows, invite a few pairs to stand up to take turns reading out the completed exchanges in this section.</p>	<p>Whole class/ Individual work</p> <p>Pair work</p> <p>Whole class/ Individual work</p>	
e. Assessment	- Performance products: Pupil's answers - 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</p>	<p>Whole class/ Group work</p>	

	<p>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>	Pair work	
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Pupil's answers and interaction</li> <li>- Assessment tools: Observation; Questions &amp; Answers</li> </ul>		
<b>Fun corner and wrap-up: 5 minutes</b>			
	<p><b>Game: Marvel (ppt)</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 3 teams.</li> <li>- Pupils from each team choose a superhero, then answer the question.</li> <li>- Pupils who answer correctly will get some points.</li> </ul>	Group work	

## 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 watch and wash, and in the sentences <i>When do you watch TV? and I wash my clothes in the evening.</i></li> <li>- identify the target words <i>watch</i> and <i>wash</i> while listening.</li> <li>- say the chant with the correct rhythm and pronunciation.</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 learning tasks</li> </ul>
<b>Attributes</b>	- Take care of family members and help them with their housework
<b>II. RESOURCES AND MATERIALS</b>	
	<ul style="list-style-type: none"> <li>- Student’s book: Page 28</li> <li>- Audio: Tracks 38, 39, 40</li> <li>- Teacher’s guide: Pages 205, 206, 207</li> <li>- Website <i>hoclieu.vn</i></li> <li>- Flash cards/ pictures and posters (Unit 14)</li> <li>- Computer, projector, ...</li> </ul>

### III. PROCEDURE

Procedure	Teacher’s and pupils’ activities	Interaction	Note
<b>Warm-up and review: 5 minutes</b>			
	Greet the class. <b>Option 1: Game: Pass the bomb! (ppt)</b> - Teacher gives students an object to pass around. Whoever got the object when the bomb goes off will have to answer the question.  <b>Option 2:</b> - 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.	Group work          Whole class/ Individual work	

	* Have pupils open their books at page 28 and look at Unit 14, Lesson 3, Activity 1.		
<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	<ul style="list-style-type: none"> <li>– The letters <i>tch</i>, the word <i>watch</i> and the sentence <i>When do you watch TV?</i></li> <li>– The letters <i>sh</i>, the word <i>wash</i> and the sentence <i>I wash my clothes in the evening.</i></li> </ul>		
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 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>	<p>Whole class/ Individual work</p> <p>Pair work/ Group work</p>	
e. Assessment	<ul style="list-style-type: none"> <li>- Performance products: Pupil's pronunciation</li> <li>- Assessment tools: Observation; Questions &amp; answers</li> </ul>		
<b>PRACTICE</b>			
<b>Activity 2. Listen and circle. 10 minutes</b>			
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 <i>Audio script:</i> 1. When do you wash your clothes? 2. When does your sister watch TV?		
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.</p>	<p>Whole class/ Individual work</p> <p>Whole class/ 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; Answer keys</li> </ul>		
<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</p>	<p>Whole class/ Individual work</p>	

	necessary. <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.	Group work	
e. Assessment	- Performance products: Student’s interaction and performance - Assessment tools: Observation; Questions & Answers		
<b>Fun corner and wrap-up: 5 minutes</b>			
	<b>Game: Board racing (ppt)</b> - Teacher draws two columns on the board. One column for the ending sound <i>-ch</i> , and the other for <i>-sh</i> . - Teacher divides the class into 2 teams: team <i>-ch</i> and team <i>-sh</i> . - Members from each team will take turns running to the board and write a word that has their team's ending sound. - Teacher checks and gives some more words.	Group work	

## 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>	- 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”. - 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.
<b>Competences</b>	- Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform learning tasks
<b>Attributes</b>	- Take care of family members and help them with their housework
<b>II. RESOURCES AND MATERIALS</b>	
	- Student’s book: Page 29 - Teacher’s guide: Pages 188, 189

	<ul style="list-style-type: none"> <li>- Website <i>hoclieu.vn</i></li> <li>- Flash cards/ pictures and posters (Unit 14)</li> <li>- Computer, projector, ...</li> </ul>
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### III. PROCEDURE

Procedure	Teacher's and pupils' activities	Interaction	Note
<b>Warm-up and review: 5 minutes</b>			
	<p>- Greet the class.</p> <p><b>Option 1: Teacher says</b></p> <p>- Do what the teacher says, don't do what the teacher does.</p> <p><b>Option 2:</b></p> <p>- 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.</p> <p>* Have pupils open their books at page 29 and look at <i>Unit 14, Lesson 3, Activity 4.</i></p>	Whole 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 read a paragraph and show understanding of it by matching time phrases with the appropriate activities.		
d. Procedure	<p><b>Step 1:</b> Have pupils read all the phrases under the paragraph. Tell them to read Phrase 1: <i>in the morning</i>. 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>	Whole class/ Individual work  Pair work  Individual work	



e. Assessment	- Performance products: Student's answers - Assessment tools: Observation; Questions & Answers		
<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 five gaps		
c. Outcome	Pupils can complete a paragraph about their activities on Sundays.		
d. Procedure	<p><b>Step 1:</b> 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.</p> <p><b>Step 2:</b> Get pupils to fill the first gap as an example.</p> <p><b>Step 3:</b> Set a time limit for pupils to complete the paragraph independently. Go around the classroom and offer help where necessary.</p> <p><b>Step 4:</b> Get pupils to swap books with their partners and check their answers in pairs or groups.</p>	Whole class/ Individual work          Pair work/ Group work	
e. Assessment	- Performance products: Pupil's answer - Assessment tools: Observation; Answer keys		
<b>PRODUCTION</b>			
<b>Activity 6. Project. 8 minutes</b>			
a. Goal	To draw pictures or take notes of the activities pupils do on Sundays and present the results to the class, using the target language.		
b. Input	Picture cue of a boy presenting his project to his class		
c. Outcome	Pupils can draw pictures or make notes of the activities they do on Sundays and present the results to the class, using the target language.		
d. Procedure	<p><b>Step 1:</b> 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.</p> <p><b>Step 2:</b> Have pupils work in groups of five. Each pupil looks at their pictures or notes and tells the group about the activities he / she does on Sundays.</p> <p><b>Step 3:</b> Invite a few pupils to look at their pictures or notes</p>	Whole class/ Individual work          Group work	

	and tell the class about them, e.g. <i>I do the housework on Sundays. In the morning, ...</i> <b>Step 4:</b> Have the rest of class applaud if pupils perform well.	Whole class/ Individual work	
e. Assessment	- Performance products: Pupil's pictures and presentations - Assessment tools: Observation; Questions & Answers		
<b>Fun corner and wrap-up: 5 minutes</b>			
	<b>Game: Mario (ppt)</b> - Divide the class into 3 teams. - Pupils from each team choose a letter, then answer the question. - Pupils answer correctly and get some points corresponding to the letter they choose.	Group work	

*Thủy Thanh, ngày 22 tháng 02 năm 2025*

**TM. TỔ CHUYÊN MÔN**

**NGƯỜI BIÊN SOẠN KHBD**

**TỔ TRƯỞNG**



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