

Thanh Toan Primary School

LESSON PLAN WEEK 25

Subject: English - Grade: 2

Unit 12 - Lesson 2: Period 2

Teacher: Nguyễn Thị Phương Nhi

Date of teaching: From March 3rd to March 7th 2025

I. OBJECTIVES

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

1. Knowledge and skills

- Say a chant with the sound of the letter *A/a (/ei/)*, the words *cake* and *grapes* and the sentence structure “*He’s/She’s having _____.*”
- Recognise target words and the sentence structure while listening.
- Complete and say the words *table*, *grapes* and *cake*.

2. Competences

- Communication and collaboration: work in pairs or groups to complete the learning tasks.
- Self-control & independent learning: perform listening and writing tasks.
- Problem-solving and creativity: confidently answer the questions.

3. Attributes

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

II. MATERIALS

- Pupil’s book: Page 52
- Audio Tracks 64, 65
- Teacher’s guide: Pages 92, 93
- 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 words about food and object they have learnt.

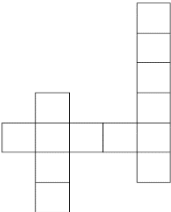
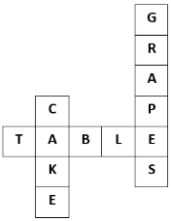
b. Content:

- Game: “*Crossword puzzle*”

c. Expected outcomes:

- Pupils can remember and say the words about food and object correctly.

d. Organisation:

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Game: "Crossword puzzle"		
<ul style="list-style-type: none"> - Have pupils look at the pictures and say the words. - Have pupils work in two teams. Give each team a crossword puzzle. - Ask the teams to look at the crossword puzzle and pictures, then complete the words in it. Model with the first word. - Go around and give further support to the team who find it difficult to do the task. - Check the answers as a class. - The team with more correct words is the winner. - Ask pupils to read all the words aloud. 	<ul style="list-style-type: none"> - Look at the pictures and say the words. - Work in two teams. - Look at the crossword puzzle and complete the words in it. Follow the teacher's instructions. - Check the answers as a class. - Praise the winner. - Read all the words aloud. 	<ul style="list-style-type: none"> - Crossword puzzle  <ul style="list-style-type: none"> - Pictures (<i>grapes, cake, table</i>) * Answer: 

e. Assessment

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

2. ACTIVITY 1: PRACTICE (10 minutes)

a. Objectives:

- To say a chant with the sound of the letter *A/a (/ei/)*, the words *cake* and *grapes* and the sentence structure "*He's/She's having _____.*"

b. Content:

- Activity 3. Listen and chant.

c. Expected outcomes:

- Pupils can say a chant with the sound of the letter *A/a (/ei/)*, the words *cake* and *grapes* and the sentence structure "*He's/She's having _____.*"

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 3. Listen and chant. (Track 64)		
<p>Step 1: Draw pupils' attention to the picture and have them point to the cake (say "Look at the picture. Point to the cake.").</p>	<ul style="list-style-type: none"> - Pupils look at the picture and point to the cake. 	<ul style="list-style-type: none"> - The lyrics and the recording of the chant about a café. - The picture shows a father, a mother and a son

<p>Step 2: Say “<i>He’s having a cake.</i>” and encourage pupils to repeat. To reinforce their understanding, mime eating cake.</p> <p>Step 3: Repeat Steps 1 and 2 for <i>grapes</i>.</p> <p>Step 4: Play the recording of the chant to familiarise pupils with the words and rhythm (say “Listen.”).</p> <p>Step 5: Have pupils point to the first line of the chant (say “Point to line one.”). Play the recording of the first line and encourage pupils to chant (say “Listen and chant.”).</p> <p>Step 6: Repeat Step 5 for the other lines of the chant.</p> <p>Step 7: Play the recording in full and encourage pupils to chant (say “Listen and chant.”). Pupils can clap along or do other actions to help them keep the rhythm.</p> <p>Step 8: Divide the class into two teams. Teams take it in turns to chant a line. The whole class can clap along or do other actions.</p>	<ul style="list-style-type: none"> - Pupils listen and repeat the sentence. - Pupils follow the teacher’s instructions. - Pupils listen to the chant to familiarise with the words and rhythm. - Pupils point to the first line of the chant. Pupils listen to the recording of the first line and chant. - Pupils follow the teacher’s instructions. - Pupils listen to the recording in full and chant. Pupils clap along or do other actions. - Pupils work in two teams and take turns to chant a line. The whole class can clap along or do other actions. 	<p>at a café. The mother is having grapes. The son is having a cake. The father is drinking coffee.</p>
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e. Assessment

- Performance products: Pupils’ interaction and performance
- Assessment tools: Observation; Questions & Answers

3. ACTIVITY 2: PRACTICE (8 minutes)

a. Objectives:

- To recognise the words *cake*, *grapes* and the sentence structure “*He’s/She’s having _____.*” while listening.

b. Content:

- Activity 4. Listen and circle.

c. Expected outcomes:

- Pupils can recognise the words *cake*, *grapes* and the sentence structure “*He’s/She’s having _____.*” while listening.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 4. Listen and circle. (Track 65)		
<p>Step 1: Have pupils look at the pictures and say the words (say "Point and say."). When pupils answer correctly, confirm by saying "cake/ apples/ grapes/ bananas".</p> <p>Step 2: Play the recording and allow pupils time to complete the activity (say "Listen and circle."). Play the recording again, if necessary (say "Listen again.").</p> <p>Step 3: Check the answers by asking "a or b?". When pupils answer correctly, confirm by saying "1a. He's having a cake."/ "2a. She's having grapes." and encourage them to repeat.</p>	<ul style="list-style-type: none"> - Pupils look at the pictures and say the words. - Pupils listen to the recording and complete the activity. - Pupils check the answers and repeat the sentences. 	<p>1. Pictures: (a) a boy having a cake and (b) a boy having apples. + Audio script: <i>He's having a cake.</i></p> <p>2. Pictures: (a) a girl having grapes and (b) a girl having bananas. + Audio script: <i>She's having grapes.</i> * Answers: 1. a, 2. a</p>

e. Assessment

- Performance products: Pupils' answers
- Assessment tools: Observation; Answer keys; Peer correction

4. ACTIVITY 3: PRODUCTION (7 minutes)

a. Objectives:

- To complete and say the words *table*, *grapes* and *cake*.

b. Content:

- Activity 5. Write and say.

c. Expected outcomes:

- Pupils can complete and say the words *table*, *grapes* and *cake*.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 5. Write and say.		
<p>Step 1: Write the letter <i>a</i> (lower case) on the board and say "a" (/eɪ/).</p> <p>Step 2: Write the letter <i>a</i> (lower case) on the board again, but this time more slowly. Invite a few pupils to come to the front</p>	<ul style="list-style-type: none"> - Pupils follow the teacher demonstrating the activity. - Pupils come to the front of the class and write the letter <i>a</i> (lower case) on the board. 	<p>Pictures of a table, grapes and a cake, with the labels <i>t__ble</i>, <i>gr__pes</i> and <i>c__ke</i> for completion.</p>

<p>of the class and write the letter <i>a</i> (lower case) on the board.</p> <p>Step 3: Draw pupils' attention to the pictures and labels (say "Look and write."). Allow pupils time to complete the activity. Go around the class to offer support and feedback.</p> <p>Step 4: Have pupils say the words (say "Say the words.").</p>	<p>- Pupils look at the pictures and labels and complete the activity.</p> <p>- Pupils say the words.</p>	
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e. Assessment

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

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

*** Game: "Apple Passing Game"**

- Choose six pupils and put them in a circle.
- Put the flash cards (*grapes, cake, table*) on the board.
- Use a fake apple and toss it to one pupil. Teacher must say one word, e.g. *grapes* as he/she passes the apple.
- The pupil throws to another pupil and says a different word. If the pupils drop the apple, they are out.
- The game ends when only one pupil holds the apple.

UNIT 12: AT THE CAFE
Lesson 3 - Period 3

I. OBJECTIVES

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

1. Knowledge

- use the sentence structure "*The _____ is/are on the table.*" to talk about the position of things.
- sing a song with the sentence structure "*The _____ is/are on the table.*"

2. Competences

- Critical thinking and creativity: learn how to talk about the position of things correctly and fluently.
- Communication and collaboration: work in pairs or groups to complete the learning tasks.
- Self-control & independent learning: perform speaking tasks.

3. Attributes

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

II. MATERIALS

- Pupil's book: Page 53

- Audio Tracks 66, 67
- Teacher's guide: Pages 93, 94
- 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 words with the sound of the letter A/a (*grapes, cake, table*).

b. Content:

- Game: "*Quiz Time*"

c. Expected outcomes:

- Pupils can remember the words with the sound of the letter A/a (*grapes, cake, table*).

d. Organisation:

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Game: "<i>Quiz Time</i>"		
<ul style="list-style-type: none"> - Explain how to play the game. - Show the pictures and the words with missing letters in turns. - Have pupils look at the picture and choose the correct missing letter. - Check the answers as a class. - If pupils choose the correct answer, they will get gifts from the teacher. - Praise pupils if they play the game well. - Lead in the new lesson. 	<ul style="list-style-type: none"> - Listen to the teacher's instructions. - Look at the pictures and the words with missing letters. - Look at the picture and choose the correct missing letter. - Check the answers. - Listen to the teacher. 	Pictures/ flashcards (<i>grapes, cake, table</i>)

e. Assessment

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

2. ACTIVITY 1: KNOWLEDGE CONSTRUCTION (10 minutes)

a. Objectives:

- To use the sentence structure "*The _____ is/are on the table.*" to talk about the position of things.

b. Content:

- Activity 6. Listen and repeat.

c. Expected outcomes:

- Pupils can use the sentence structure "*The _____ is/are on the table.*" to talk about the position of things.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 6. Listen and repeat. (Track 66)		
<p>Step 1: Draw pupils' attention to the picture (say "Look at the picture."). Say "The cake is on the table. The grapes are on the table.</p> <p>Step 2: Have pupils point to the sentences (say "Point to the sentences."). 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>	<ul style="list-style-type: none"> - Pupils look at the picture. - Pupils point to the sentences. Pupils listen to the recording and repeat. 	<ul style="list-style-type: none"> - Speech bubble: <i>The cake is on the table.</i> <i>The grapes are on the table.</i> - The picture shows a table with grapes and a cake on it. A girl and a boy are pointing at the table - The girl is saying "The cake is on the table." The boy is saying "The grapes are on the table."

e. Assessment

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

3. ACTIVITY 2: PRACTICE (8 minutes)

a. Objectives:

- To use the sentence structure "*The _____ is/are on the table.*" to talk about the position of things.

b. Content:

- Activity 7. Let's talk.

c. Expected outcomes:

- Pupils can use the sentence structure "*The _____ is/are on the table.*" to talk about the position of things.

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 7. Let's talk.		
<p>Step 1: Write <i>The apple is on the table.</i> on the board and underline the word <i>apple</i> and the phrase <i>on the table.</i> Say "The apple is on the table".</p>	<ul style="list-style-type: none"> - Pupils follow the teacher demonstrating the activity. - Pupils follow the teacher demonstrating the activity. 	<p>The picture shows a table with (a) an apple, (b) bananas, (c) grapes and (d) a cake on it, together with the incomplete sentence structure "<i>The _____ is</i></p>

<p>Step 2: Erase <i>apple</i> and replace it with <i>cake</i>. Say “The cake is on the table”</p> <p>Step 3: Write <i>The bananas are on the table.</i> on the board and underline the word <i>bananas</i> and the phrase <i>on the table.</i> Say “The bananas are on the table”.</p> <p>Step 4: Erase <i>bananas</i> and replace it with <i>grapes</i>. Say “The grapes are on the table”.</p> <p>Step 5: Erase <i>cake, grapes</i> and the phrase <i>on the table</i> and leave the incomplete sentence structure “<i>The _____ is _____.</i> / <i>The _____ are _____.</i>” on the board.</p> <p>Step 6: Draw pupils’ attention to food a (say “Look at food a.”). Point at the sentence structure on the board encourage pupils to say “The apple is on the table.” 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>Step 7: Repeat Step 6 for foods b, c and d.</p>	<ul style="list-style-type: none"> - Pupils follow the teacher demonstrating the activity. - Pupils follow the teacher demonstrating the activity. - Pupils follow the teacher demonstrating the activity. - Pupils look at food a and say the sentence. - Pupils follow the teacher’s instructions. 	<p>_____. / The _____ are _____.”</p>
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e. Assessment

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

4. ACTIVITY 3: PRACTICE (7 minutes)

a. Objectives:

- To sing a song with the sentence structure “*The _____ is/are on the table.*”

b. Content:

- Activity 8. Let’s sing.

c. Expected outcomes:

- Pupils can sing a song with the sentence structure “*The _____ is/are on the table.*”

d. Organisation

TEACHER'S ACTIVITIES	PUPILS' ACTIVITIES	CONTENT
Activity 8. Let's sing. (Track 67)		
<p>Step 1: Draw pupils' attention to the picture (say "Look at the picture.").</p> <p>Step 2: Play the recording of the song to familiarise pupils with the rhythm and melody (say "Listen.").</p> <p>Step 3: Read the song line by 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>Step 4: Say "Let's sing!". Play the recording line by line and encourage pupils to sing along.</p> <p>Step 5: Have pupils work in groups to make up actions for the song. Invite a few groups to perform the song for the class.</p>	<ul style="list-style-type: none"> - Pupils look at the picture. - Pupils listen to the recording of the song to familiarise with the rhythm and melody. - Pupils read the song line by line. - Pupils listen to the recording line by line and sing along. - Pupils work in groups to make up actions for the song. Pupils perform the song for the class. 	<p>The lyrics and the recording of the song about a café.</p> <ul style="list-style-type: none"> - The picture shows a father, a mother, a son and a daughter at a café. The father and mother are having grapes. The son and daughter are having cake.

e. Assessment

- Performance products: Pupils' performance
- Assessment tools: Observation; Questions & Answers

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

Game: "Lucky number"

- Prepare some numbers containing the pictures displayed on the slide.
 - Divide the class into 2 teams.
- Have a pupil from each team choose a number, then look at the picture and say the words (*grapes, cake, table, yogurt*).
- If the pupil says the word correctly, he/ she will get points for their group.
- If a pupil is difficult to say, the teacher asks for help from a teammate.
- The team that gets more points wins.



LESSON PLAN WEEK 25
Subject: English - Grade: 3
Unit 15 - Lesson 1: Period 1

I. OBJECTIVES	
Language	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - use the words <i>bean, fish, meat, juice</i> in relation to the topic “Food and drinks”; - use <i>Would you like some _____? – Yes, please. / No, thanks.</i> to offer someone food or drinks and accept or decline someone’s offer. - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone’s offer. - correctly use <i>Would you like some _____? – Yes, please. / No, thanks.</i> to offer someone food or drinks and accept or decline someone’s offer. - enhance the correct use of <i>Would you like some _____? – Yes, please. / No, thanks.</i> to offer someone food or drinks and accept or decline someone’s offer.
Core competencies	decision making, teamwork, work standards, reliability, motivation
General competencies	<p>Listening: listen and recognize the contexts, then repeat</p> <p>Critical thinking: talk about food and drinks</p> <p>Oral communication: speak about food and drinks, ask and answer the questions</p> <p>Self-control & independent learning: perform listening tasks</p> <p>Communication and collaboration: work in pairs or groups</p> <p>Sociability: talk to each other, say good words to others</p>
Attributes	<p>Kindness: help partners to complete learning tasks</p> <p>Diligence: complete learning tasks</p> <p>Honesty: tell the truth about feelings and emotions</p> <p>Responsibility: appreciate kindness</p>

	Leadership: collaborate with teachers to enhance language skills
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II. RESOURCES AND MATERIAL:

	<ul style="list-style-type: none"> - Student's book Page 30 - Audio Tracks 42, 43 - Teacher's guide Pages 183, 184, 185 - Website <i>hoclieu.vn</i> - Flashcards/pictures and posters (Unit 15) - Computer, projector...
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III. PROCEDURE

Procedure	Teacher's activities	Interaction	Note
Warm-up and review: 5 minutes			
	<p>Greet the class.</p> <p>Option 1: Sing the song in Unit 14, Lesson 2.</p> <ul style="list-style-type: none"> - Ask pupils to sing the song. - Invite some of them to come to the board to role play, the rest of the pupils will sing. <p>Option 2: Chant and do activities (Unit 14, Lesson 3).</p> <ul style="list-style-type: none"> - Ask pupils to chant and do the actions in Unit 14, Lesson 3 in groups. - Give points and encourage them. <p>Option 3: Game: Happy Flowers</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Each team chooses one flower to go to the question. - Have pupils look, read and choose the right option. 	<p>Whole class</p> <p>Group work</p> <p>Individual work/ Group work</p>	

	<ul style="list-style-type: none"> - Back to the menu for pupils to choose another question. - Pupils continue their turns until there is no flower left. - The team that gets the most points is the winner. 		
EXPLORATION			
Activity 1. Look, listen and repeat. 8 minutes			
a. Goal:	To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone's offer		
b. Input:	<ul style="list-style-type: none"> – Context a: Mother: <i>Would you like some rice?</i> Nam: <i>Yes, please.</i> – Context b: <i>Father: Would you like some juice?</i> Nam: <i>No, thanks.</i> 		
c. Outcome:	Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focused on offering someone food or drinks and accepting or declining someone's offer.		
d. Procedure:	<p>Step 1: Have pupils look at Pictures a and b and identify the characters in the pictures.</p> <p>Step 2: Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture b. Correct their pronunciation where necessary.</p> <p>Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.</p> <p>Step 4: Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.</p>	<p>Whole class</p> <p>Whole class</p> <p>Whole class / Individual work</p> <p>Pair work</p> <p>Individual work</p>	

	<p>Step 5: : Draw their attention to the question <i>Would you like some rice?</i> and the answer <i>Yes, please.</i> and <i>Would you like some juice?</i> and the answer <i>No, thanks.</i> Tell pupils that they are the questions and the answers about offering someone food or drinks and accepting or declining someone's offer.</p>	
<p>KNOWLEDGE CONSTRUCTION</p> <p>Activity 2. Listen, point and say. 9 minutes</p>		
a. Goal:	<p>To correctly use <i>Would you like some _____?</i> – <i>Yes, please.</i> / <i>No, thanks.</i> to offer someone food or drinks and accept or decline someone's offer</p>	
b. Input:	<p>– Picture cues:</p> <p>a. a plate of beans b. a plate of fish c. a plate of meat d. a bottle of juice</p> <p>– Speech bubbles: <i>Would you like some _____?</i> – <i>Yes, please.</i> / <i>No, thanks.</i></p> <p>Audio script:</p> <p>a. beans / yes b. fish / no c. meat / yes d. juice / no</p> <p>A: <i>Would you like some beans?</i> B: <i>Yes, please.</i></p> <p>A: <i>Would you like some fish?</i> B: <i>No, thanks.</i></p>	
c. Outcome:	<p>Pupils can correctly say the words and use <i>Would you like some _____?</i> – <i>Yes, please.</i> / <i>No, thanks.</i> to offer someone food or drinks and accept or decline someone's offer.</p>	

<p>d. Procedure:</p>	<p>Step 1: Have pupils look at the pictures and elicit the names of the food and drink. Have the class repeat the words a few times.</p> <p>Step 2: Have pupils point at Picture a, listen to the recording and repeat the words (<i>beans/ yes</i>). Follow the same procedure with the other three pictures. Have the class repeat the words a few times.</p> <p>Step 3: Point at Picture a and have pupils listen and repeat after the recording (<i>Would you like some beans? – Yes, please.</i>). Point at Picture c and have pupils listen and repeat after the recording (<i>Would you like some meat? – No, thanks.</i>).</p> <p>Step 4: Have pairs practise asking and answering questions <i>Would you like some _____? Yes, please./ No, thanks.</i> with Pictures b and d.</p> <p>Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.</p> <p>Game: Slap the board.</p> <ul style="list-style-type: none"> - Divide the class into four teams. - Stick the pictures of activities on the board. - Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. 	<p>Whole class/ Individual work</p> <p>Whole class/ Individual work</p> <p>Whole class/ Individual work</p> <p>Pair work</p> <p>Pair work</p> <p>Group work</p>	
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PRACTICE		
Activity 3. Let's talk. 8 minutes		
a. Goal:	To enhance the correct use of <i>Would you like some _____?</i> – <i>Yes, please. / No, thanks.</i> to offer someone food or drinks and accept or decline someone's offer in a freer context	
b. Input:	<p>– Picture cue: A family at the dining table: father, mother, their son and daughter are having lunch. There is some food and drinks on the table such as rice, fish, beans and juice.</p> <p>– Speech bubbles: <i>Would you like some _____?</i></p> <p>– <i>Yes, / No, _____.</i></p>	
c. Outcome:	Pupils can enhance the correct use of <i>Would you like some _____?</i> – <i>Yes, please. / No, thanks.</i> to offer someone food or drinks and accept or decline someone's offer in a freer context.	
d. Procedure:	<p>Step 1: Draw pupils' attention to the picture. Ask questions to help them identify the context (see Input).</p> <p>Step 2: Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.</p> <p>Step 3: Put pupils into pairs and encourage them to offer someone food or drinks and accept or decline someone's offer.</p> <p>Step 4: Invite some pairs to the front of the class to perform the conversations.</p> <p>Preparation for the project:</p> <p>Tell pupils about the project on page 35. Ask them to do it in class by doing a survey with classmates (interviewing) and report the results to the class at Project time about food and drinks their</p>	<p>Whole class/ Individual work</p> <p>Group work</p> <p>Pair work</p> <p>Pair work</p> <p>Whole class /Individual work</p>

	friends would like to eat and drink.		
Fun corner and wrap-up: 5 minutes			
	<p>Option 1: Use <i>hoclieu.vn</i>, have pupils look at the phrases or sentences in the pictures of the lesson and repeat after the recordings.</p> <p>Option 2: Game: Sentence Puzzle</p> <ul style="list-style-type: none"> - Divide the class into groups of four. - Give each group a sentence that is broken/cut into pieces. - Ask them to arrange the words to make a complete sentence, then read it aloud. <p>Option 3: Game: Happy Flowers 2</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Each team chooses one flower to go to the question. - Have pupils look, read and choose the right option. - Back to the menu for pupils to choose another question. - Pupils continue their turns until there is no flower left. - The team that gets the most points is the winner. 	<p>Whole class</p> <p>Group work</p> <p>Group work</p>	

Unit 15: AT THE DINING TABLE

Lesson 1 – Period 2

I. OBJECTIVES	
Language	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - use the words <i>bean, fish, meat, juice</i> in relation to the topic “Food and drinks”; - use <i>Would you like some _____? – Yes, please. / No, thanks.</i> to offer someone food or drinks and accept or decline someone’s offer. - listen to and understand two communicative contexts about food and drinks. - look, complete and read six target sentences with the help of picture cues. - sing the song <i>Would you like some ...?</i> with the correct pronunciation, rhythm and melody.
Core competencies	decision making, teamwork, work standards, reliability, motivation, adaptability, problem-solving
General competencies	<p>Listening: listen and recognize the contexts focus on food and drinks</p> <p>Self-control & independent learning: perform listening tasks</p> <p>Communication and collaboration: work in pairs or groups</p> <p>Sociability: talk to each other</p>
Attributes	<p>Kindness: help partners to complete learning tasks</p> <p>Diligence: complete learning tasks</p> <p>Honesty: tell the truth about feelings and emotions</p> <p>Responsibility: appreciate kindness</p> <p>Leadership: collaborate with teachers to enhance language skills</p>
II. RESOURCES AND MATERIAL:	
	<ul style="list-style-type: none"> - Student’s book Page 31 - Audio Tracks 44, 45 - Teacher’s guide Pages 185, 186 - Website <i>hoclieu.vn</i> - Flashcards/pictures and posters (Unit 15) - Computer, projector...

III. PROCEDURE

Procedure	Teaching and learning activities	Interaction	Note
Warm-up and review: 5 minutes			
	<p>Greet the class.</p> <p>Option 1: Sing the song in Unit 14, Lesson 2</p> <ul style="list-style-type: none"> - Ask pupils to sing the song. - Invite some of them to come to the board to role play, the rest of the pupils will sing. <p>Option 2: Chant and do activities (Unit 14, Lesson 3)</p> <ul style="list-style-type: none"> - Ask pupils to chant and do the actions in Unit 14, Lesson 3 in groups. - Give points and encourage them. <p>Option 3: Game: Fruit Juice</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Each team chooses one jar mug of juice to go to the question. - Have pupils look, read and choose the right option. - Click the ‘score’ mug to get back to the menu for pupils to choose another question. - Pupils continue their turns until there is no mug of juice left. - The team who gets the most points is the winner. 	<p>Whole class</p> <p>Group work</p> <p>Group work / Individual work</p>	
PRACTICE			
Activity 4. Listen and tick. 8 minutes			
a. Goal:	To listen to and understand two communicative contexts about food and drinks and tick the correct pictures		

b. Input:	<p>– Picture cues:</p> <p>1a. a bowl of rice 1b. a plate of fish</p> <p>2a. a plate of meat 2b. a glass of juice</p> <p>Audio script:</p> <p>1. A: <i>Would you like some fish?</i> B: <i>Yes, please.</i></p> <p>2. A: <i>Would you like some juice?</i> B: <i>Yes, please.</i></p>	
c. Outcome:	<p>Pupils can listen to and understand two communicative contexts about food and drinks and tick the correct pictures.</p> <p>Key: 1. b 2. b</p>	
d. Procedure:	<p>Step 1: Draw pupil’s attention to Pictures 1a and 1b. Elicit the names of the food. Play the recording for Question 1.</p> <p>Step 2: Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.</p> <p>Step 3: Repeat Steps 1 and 2 for Pictures 2a and 2b.</p> <p>Step 4: Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for the pupils to double-check their answers.</p> <p>Extension: If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.</p>	<p>Whole class</p> <p>Whole class</p> <p>Whole class</p> <p>Whole class/ Pair work</p> <p>Whole class/ Individual work</p>
<p>PRACTICE</p> <p>Activity 5. Look, complete and read. 9 minutes</p>		
a. Goal:	To look, complete and read six target sentences with the help of picture cues	
b. Input:	<p>– Picture cues</p> <p>– Six sentences / exchangers to complete</p>	

c. Outcome:	<p>Pupils can complete two sentences and two dialogues with the help of picture cues.</p> <p>Key: 1. rice 2. beans 3. fish; please 4. juice; No</p>	
d. Procedure:	<p>Step 1: Have pupils look at the pictures. Have them identify the names of food and drinks in the pictures.</p> <p>Step 2: Have pupils look at the incomplete sentences. Draw their attention to the missing words in the questions and answers.</p> <p>Step 3: Model with Picture 1. Have pupils look at the first question. Ask them what word is missing in the question (<i>rice</i>). Then have them complete the question (<i>Would you like some rice?</i>).</p> <p>Step 4: Follow the same procedure with Pictures 2, 3 and 4. Draw the pupils' attention to the gaps in the questions and answers in Pictures 2, 3 and 4.</p> <p>Step 5: Have pupils complete the gaps in the questions and answers individually and ask a few pairs to read them aloud.</p> <p>Game: Slap the board.</p> <ul style="list-style-type: none"> - Divide the class into four teams. - Stick the pictures of activities on the board. - Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points. 	<p>Whole class/ Individual work</p> <p>Whole class/ Individual work</p> <p>Whole class/ Individual work</p> <p>Individual work</p> <p>Individual work</p> <p>Pair work/ Individual work</p> <p>Group work</p>

PRACTICE		
Activity 6. Let's sing. 8 minutes		
a. Goal:	To sing the song <i>Would you like some ...?</i> with the correct pronunciation	
b. Input:	The lyrics and the recording of the song <i>Would you like some ...?</i>	
c. Outcome:	Pupils can sing the song <i>Would you like some ...?</i> with the correct melody and pronunciation.	
d. Procedure:	<p>Step 1: Draw pupils' attention to the title and lyrics of the song. Model the title and lyrics line by line for pupils to repeat. Encourage them to point at the characters' picture to reinforce their understanding.</p> <p>Step 2: Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.</p> <p>Step 3: Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.</p> <p>Step 4: Play the recording all the way through for pupils to sing along.</p> <p>Step 5: Introduce actions for pupils to do while singing along with the recording.</p> <p>Extension: Put pupils into groups to make up actions for the song. Invite some groups to the front of the class to perform while the rest of the class sings and/or claps along.</p> <p>Game: Matching game</p>	<p>Whole class/ Individual work</p> <p>Whole class</p> <p>Whole class /Individual work</p> <p>Whole class Group work</p> <p>Whole class / Individual work</p>

	<ul style="list-style-type: none"> - T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences. - Ask them to find and match. - Praise the ones who finish matching. - Then ask the class to look and say aloud. 		
Fun corner and wrap-up: 5 minutes			
	<p>Option 1: Game: Interview your friend(s). Each pupil gets 1 sheet of paper from the teacher. Have them fill in the information about their favourite food and drinks. Then they can move around the class to ask and answer the questions to know more about their friends' taste.</p> <p>Option 2: Game: Sentence Puzzle</p> <ul style="list-style-type: none"> - Divide the class into groups of four. - Give each group a sentence that is broken/cut into pieces. Ask them to arrange the words to make a complete sentence, then read it aloud. 	<p>Whole class</p> <p>Group work</p> <p>Whole class</p>	

Unit 15: AT THE DINING TABLE

Lesson 2 – Period 3

I. OBJECTIVES	
Language	<p>By the end of the lesson, pupils will be able to:</p> <ul style="list-style-type: none"> - use the words <i>bean, fish, meat, juice, egg, chicken, water, milk</i> and <i>rice</i> in relation to the topic “Food and drinks”; - use <i>What would you like to eat/drink? – I’d like some, please.</i> To ask and answer questions about food and drinks; - understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone would like to eat or drink. - correctly use <i>What would you like to eat / drink? - I’d like some ____, please.</i> to ask and answer questions about what someone would like to eat or drink. - enhance the correct use of <i>What would you like to eat / drink? – I’d like some ____, please.</i> to ask and answer questions about what someone would like to eat or drink.
Core competencies	communication, planning and organization, stress tolerance, and initiative
General competencies	<p>Listening: listen and repeat</p> <p>Oral communication: ask and answer the question about what people like to eat or drink</p> <p>Self-control & independent learning: perform listening tasks</p> <p>Communication and collaboration: work in pairs or groups</p> <p>Sociability: talk to each other, say good words to others</p>
Attributes	<p>Kindness: help partners to complete learning tasks</p> <p>Diligence: complete learning tasks</p> <p>Honesty: tell the truth about feelings and emotions</p> <p>Responsibility: appreciate kindness</p> <p>Leadership: collaborate with teachers to enhance language skills</p>
II. RESOURCES AND MATERIAL:	

	<ul style="list-style-type: none"> - Student's book Page 32 - Audio Tracks 46, 47 - Teacher's guide Pages 187, 188 - Website <i>hoclieu.vn</i> - Flashcards/pictures and posters (Unit 15) - Computer, projector...
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III. PROCEDURE

Procedure	Teacher's activities	Interaction	Note
Warm-up and review: 5 minutes			
	<p>Greet the class.</p> <p>Option 1: Sing the song in Unit 15, Lesson 1.</p> <ul style="list-style-type: none"> - Ask pupils to sing the song. - Invite some of them to come to the board to role play, the rest of the pupils will sing. <p>Option 2: Game "Board Race!"</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Give each team a coloured marker. - Draw a line down the middle of the board and write a topic at the top. - Have pupils write as many words related to the topic as possible in a relay. 	<p>Whole class</p> <p>Group work</p>	
EXPLORATION			
Activity 1. Look, listen and repeat. 8 minutes			
a. Goal:	To understand and correctly repeat the sentences in two communicative contexts (pictures). focusing on what someone would like to eat or drink		
b. Input:	<ul style="list-style-type: none"> - Context a: Staff: <i>What would you like to eat?</i> Nam: <i>I'd like some bread, please.</i> - Context b: Staff: <i>What would you like to drink?</i> Mai: <i>I'd like some milk, please.</i> 		
c. Outcome:	Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone would like to eat or drink.		

	<p><i>B:</i> I'd like some eggs, please.</p> <p><i>A:</i> What would you like to drink?</p> <p><i>B:</i> I'd like some water, please.</p>	
c. Outcome:	Pupils can correctly use <i>What would you like to eat / drink? – I'd like some _____, please.</i> to ask and answer questions about what someone would like to eat or drink.	
d. Procedure:	<p>Step 1: Have pupils look at the pictures and elicit the names of the food and drinks. Have the class repeat the words a few times.</p> <p>Step 2: Have pupils point at Picture a, listen to the recording and repeat the words (eggs). Follow the same procedure with the other three pictures.</p> <p>Step 3: Point at Picture a and have pupils listen and repeat after the recording (<i>What would you like to eat? – I'd like some eggs, please.</i>). Point at Picture c and have pupils listen and repeat after the recording (<i>What would you like to drink? – I'd like some water, please.</i>).</p> <p>Step 4: Have pairs practise asking and answering questions <i>What would you like to eat / drink? – I'd like some _____, please.</i> with Pictures b and d.</p> <p>Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.</p> <p>Game: What's missing?"</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Each team chooses one jar mug of juice to go to the question. - Have pupils find what is missing and say out loud the name of the missing food or drinks. - If students remember correctly, they will get to choose one food or drink to get points for their team. 	<p>Whole class/ Individual work</p> <p>Whole class/ Individual work</p> <p>Whole class/ Individual work</p> <p>Pair work</p> <p>Pair work</p> <p>Group work</p>

	<ul style="list-style-type: none"> - Back to the menu for pupils to choose another question. - Pupils continue their turns until there is no mug of juice left. <p>The team that gets the most points is the winner.</p>		
PRACTICE			
Activity 3. Let's talk. 8 minutes			
a. Goal:	To enhance the correct use of <i>What would you like to eat / drink? – I'd like some _____, please.</i> to ask and answer questions about what someone would like to eat or drink in a freer context		
b. Input:	<ul style="list-style-type: none"> – Picture cue: Mai is at the school canteen. A staff serves food like rice, bread, fish, chicken, meat, eggs, beans, and some drinks like water, milk and juice. Mai wants something to eat or drink. – Speech bubbles: <i>What would you like to eat / drink? – _____, _____.</i> 		
c. Outcome:	Pupils can enhance the correct use of <i>What would you like to eat / drink? – I'd like some _____, please.</i> to ask and answer questions about what someone would like to eat or drink in a freer context.		
d. Procedure:	<p>Step 1: Draw pupils' attention to the picture. Ask questions to help them identify the context (<i>see Input</i>).</p> <p>Step 2: Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.</p> <p>Step 3: Put pupils into pairs and encourage them to ask and answer questions about what someone would like to eat or drink. Go around the classroom to offer support.</p> <p>Step 4: Invite some pairs to the front of the class to perform their conversations.</p> <p>Matching game</p>	<p>Whole class/ Individual work</p> <p>Group work Individual work</p> <p>Pair work</p> <p>Individual work/ Whole class</p>	

	<p>T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud.</p>		
Fun corner and wrap-up: 5 minutes			
	<p>Option 1: Game Pictionary!</p> <ul style="list-style-type: none">- Before the class, prepare a bunch of words and put them in a bag.- Divide the class into two teams and draw a line down the middle of the board.- Give one pupil from each team a pen and ask them to choose a word from the bag.- Ask pupils to draw a picture that best describes the word on the board and encourage their team to guess the word.- The first team to shout the correct answer gets a point. <p>Option 2: Game “Yummy”</p> <ul style="list-style-type: none">- Divide the class into 2 teams.- Each team chooses one bowl to go to the question.- Have pupils look, read and choose the right picture.- Back to the menu for pupils to choose another question.- Pupils continue their turns until there is no bowl left.- The team that gets the most points is the winner.	<p>Group work</p> <p>Group work</p>	

Unit 15: AT THE DINING TABLE

Lesson 2 – Period 4

I. OBJECTIVES	
Language	By the end of the lesson, pupils will be able to: - use the words <i>bean, meat, juice, egg, chicken, water, milk</i> and <i>rice</i> in relation to the topic “Food and drinks”; - use <i>What would you like to eat/drink? – I’d like some _____, please.</i> to ask and answer questions about food and drinks; - listen to and understand four communicative contexts in relation to food and drinks and number the correct pictures - look, complete and read four target sentences with the help of picture cues. - revise target words about food and drinks by playing the game Board race.
Core competencies	communication, planning and organization, stress tolerance, and initiative
General competencies	Listening: listen and recognize the food and drinks Self-control & independent learning: perform listening tasks Communication and collaboration: work in pairs or groups Sociability: talk to each other
Attributes	Kindness: help partners to complete learning tasks Diligence: complete learning tasks Responsibility: appreciate kindness Leadership: collaborate with teachers to enhance language skills
II. RESOURCES AND MATERIAL:	
	<ul style="list-style-type: none"> - Student’s book Page 33 - Audio Tracks 48 - Teacher’s guide Pages 188, 189, 190 - Website <i>hoclieu.vn</i> - Flashcards/pictures and posters (Unit 15) - Computer, projector...

III. PROCEDURE

Procedure	Teacher’s activities	Interaction	Note
Warm-up and review: 5 minutes			
	Greet the class. Option 1: Sing the song in Unit 15,	Whole class	

b. Input:	<p>Four picture cues:</p> <p>a. a glass of milk b. a bottle of water c. some beans d. some meat</p> <p>Audio script:</p> <p>1. A: What would you like to eat? B: I'd like some beans, please.</p> <p>2. A: Would you like some meat? B: Yes, please.</p> <p>3. A: What would you like to drink? B: I'd like some milk, please.</p> <p>4. A: Would you like some water? B: Yes, please.</p>	
c. Outcome:	<p>Pupils can listen to and understand four communicative contexts in relation to food and drinks.</p> <p>Key: 1. c 2. d 3. a 4. b</p>	
d. Procedure:	<p>Step 1: Draw pupils' attention to the pictures. Elicit the names of the food and drinks. Play the recording for pupils to listen.</p> <p>Step 2: Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.</p> <p>Step 3: Check answers together as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.</p> <p>Extension: If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary.</p>	<p>Whole class</p> <p>Whole class</p> <p>Whole class/ Individual work</p> <p>Whole class</p>
PRACTICE		
Activity 5. Look, complete and read. 9 minutes		
a. Goal:	To complete two sentences and two dialogues with the help of picture cues	
b. Input:	<p>– Four picture cues</p> <p>– Two gapped sentences and two gapped dialogues to complete</p>	

c. Outcome:	Pupils can look, complete and read four target sentences with the help of picture cues. Key: 1. bread 2. chicken 3. eggs 4. juice	
d. Procedure:	<p>Step 1: Have pupils look at the pictures. Have them identify the names of food and drinks in the pictures.</p> <p>Step 2: Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.</p> <p>Step 3: Model with Picture 1. Have pupils look at the first sentence. Ask them what word is missing in the gap (bread). Then have them complete the sentence (I'd like some bread, please.).</p> <p>Step 4: Follow the same procedure with Pictures 2, 3 and 4. Draw the pupils' attention to the gaps in the sentences in Pictures 2, 3 and 4.</p> <p>Step 5: Have pupils complete the sentences individually and ask a few pairs to read them aloud.</p> <p>Game: Slap the board.</p> <p>Divide the class into four teams. Stick the pictures of food and drinks on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one who says faster will get points.</p>	<p>Whole class/ Individual work</p> <p>Individual work/ Pair work Group work</p>
<p>PRODUCTION</p> <p>Activity 6. Let's play. 8 minutes</p>		
a. Goal:	To revise target words about food and drinks by playing the game <i>Board race</i> .	
b. Input:	Divide the class into two teams and have those teams line up facing the board. Pupils at the front should be a few metres away from the board. Give pupils at the front board markers or chalk with different colours (e.g. Team A uses a red marker / chalk, Team B uses a white marker / chalk).	

c. Outcome:	Pupils can revise target words about food and drinks by playing the game Board race.		
d. Procedure:	<p>Step 1: Tell pupils that they are going to play the game Board race. Write Food and Drinks on opposite sides of the board.</p> <p>Step 2: Have two teams play the game. When you say “Go”, the teams have to race to write the name of a food or drink. Each pupil writes one word at a time, before passing the marker /chalk to the next pupil and going to the back of the line.</p> <p>Step 3: Explain that a pupil who makes spelling mistakes or writes a word of food or drink under the wrong category will be out of the game.</p> <p>Step 4: At the end of the game, announce the winner for the team that has written more correct words.</p> <p>Game: Matching game T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud.</p>	<p>Whole class/ Individual work Group work</p> <p>Whole class/ Individual work</p> <p>Whole class / Individual work</p>	
Fun corner and wrap-up: 5 minutes			
	<p>Game: Food Maze</p> <ul style="list-style-type: none"> - Have pupils look, read and choose the correct picture to lead the food eater to the food or drink. - This game is just for fun. 	Group work	

LESSON PLAN WEEK 25
Subject: English - Grade: 4
Unit 15 - Lesson 1: Period 1

I. OBJECTIVES	
By the end of the lesson, pupils will be able to:	
Language knowledge & skills	<ul style="list-style-type: none"> - understand and correctly repeat the sentences in two communicative contexts in which the characters ask and answer questions about where a family member goes at the weekend. - correctly say the words and use <i>Where does he / she go on Saturdays?</i> – <i>He / She goes to the _____.</i> to ask and answer questions about where a family member goes at the weekend. - enhance the correct use of <i>Where does he / she go on Saturdays?</i> – <i>He / She goes to the _____.</i> to ask and answer questions about where a family member goes at the weekend in a freer context.
Competences	<ul style="list-style-type: none"> - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform learning tasks
Attributes	<ul style="list-style-type: none"> - Express love and care for family members
II. RESOURCES AND MATERIALS	
	<ul style="list-style-type: none"> - Student’s book: Page 30 - Audio tracks 41, 42 - Teacher’s guide: Pages 209, 210, 211 - Website <i>hoclieu.vn</i> - Flash cards/ pictures and posters - Computer, projector, ...

III. PROCEDURE

Procedure	Teacher's and pupils' activities	Interaction	Note
Warm-up and review: 5 minutes			
	<p>Greet the class.</p> <p>Option 1: - Have some pupils say the chant on page 28. Praise them and get the class to cheer or clap if they do a good job.</p> <p>Option 2: - Spend a few minutes revising the previous lesson by having pupils play the <i>Miming game</i> on page 27.</p> <p>* Ask pupils to open their books at page 30 and look at <i>Unit 15, Lesson 1, Activity 1</i>.</p>	Whole class/ Individual work	
EXPLORATION			
Activity 1. Look, listen and repeat. 5 minutes			
a. Goal	To understand and correctly repeat the sentences in two communicative contexts in which the characters ask and answer questions about where a family member goes at the weekend.		
b. Input	<p>– Context a: Mary: <i>Where does your father go on Saturdays?</i> Mai: <i>He goes to the gym.</i></p> <p>– Context b: Mary: <i>What about your mother? Where does she go on Saturdays?</i> Mai: <i>She goes to the shopping centre.</i></p>		
c. Outcome	Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about where a family member goes at the weekend.		
d. Procedure	<p>Step 1: Have pupils look at Pictures a and b and identify the characters in the pictures.</p> <p>Step 2: Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary.</p> <p>Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.</p>	Whole class/ Individual work	

	<p>Step 4: Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.</p> <p>Step 5: Draw pupils' attention to the question <i>Where does she go on Saturdays?</i> and the answer <i>She goes to the shopping centre.</i> Tell pupils that they are used to ask and answer questions about where a family member goes at the weekend.</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 & Answers</p>		
KNOWLEDGE CONSTRUCTION			
Activity 2. Listen, point and say. 10 minutes			
a. Goal	<p>To correctly say the words and use <i>Where does he / she go on Saturdays?</i> – <i>He / She goes to the _____.</i> to ask and answer questions about where a family member goes at the weekend.</p>		
b. Input	<p>– Picture cues:</p> <p>a. a father at the sports centre b. a mother at the shopping centre c. a brother at the swimming pool d. a sister at the cinema</p> <p>– Speech bubbles: <i>Where does he / she go on Saturdays?</i> – <i>He / She goes to the _____.</i></p> <p>Audio script:</p> <p>a. sports centre b. shopping centre c. swimming pool d. cinema</p> <p>a. A: <i>Where does he go on Saturdays?</i> B: <i>He goes to the sports centre.</i></p> <p>b. A: <i>Where does she go on Saturdays?</i> B: <i>She goes to the shopping centre.</i></p> <p>c. A: <i>Where does he go on Saturdays?</i> B: <i>He goes to the swimming pool.</i></p> <p>d. A: <i>Where does she go on Saturdays?</i> B: <i>She goes to the cinema.</i></p>		
c. Outcome	<p>Pupils can correctly say the words and use <i>Where does he / she go on Saturdays?</i> – <i>He /She goes to the _____.</i> to ask and answer questions about where a family member goes at the weekend.</p>		
d. Procedure	<p>Step 1: Have pupils look at Pictures a, b, c and d and identify the people and the places.</p> <p>Step 2: Have pupils point at Picture a, listen to the recording and repeat the word (<i>sports centre</i>). Point at the bubbles and Picture a again and have pupils listen to and</p>	<p>Whole class/ Individual work</p>	

	<p>repeat after the recording (<i>Where does he go on Saturdays? – He goes to the sports centre.</i>).</p> <p>Step 3: Repeat the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.</p> <p>Step 4: Have pairs practise asking and answering the questions <i>Where does he / she go on Saturdays? – He / She goes to the _____.</i></p> <p>Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.</p>	<p>Pair work</p> <p>Whole class/ Pair work</p>	
e. Assessment	<p>- Performance products: Student's talks and interaction</p> <p>- Assessment tools: Observation; Answer keys</p>		
PRACTICE			
Activity 3. Let's talk. 8 minutes			
a. Goal	To enhance the correct use of <i>Where does he / she go on Saturdays? – He/ She goes to the _____.</i> to ask and answer questions about where a family member goes at the weekend in a freer context.		
b. Input	<p>– Picture cues: a father at the gym, a brother at the cinema, a sister at the shopping centre, a mother at the swimming pool.</p> <p>– Speech bubbles: <i>Where does he / she go on Saturdays? – _____.</i></p>		
c. Outcome	Pupils can enhance the correct use of <i>Where does he / she go on Saturdays? – He / She goes to the _____.</i> to ask and answer questions about where a family member goes at the weekend in a freer context.		
d. Procedure	<p>Step 1: Draw pupils' attention to the pictures. Ask questions to help them identify the context (see Input).</p> <p>Step 2: Put pupils into pairs and have them practise asking and answering questions about where a family member goes at the weekend. Go around the classroom to offer support where necessary.</p> <p>Step 3: Invite a few pairs to the front of the class to practise asking and answering questions about where a family member goes at the weekend. Praise pupils if they perform well.</p>	<p>Whole class/ Individual work Pair work</p>	
e. Assessment	<p>- Performance products: Student's talks and interactions</p> <p>- Assessment tools: Observation; Questions & Answers</p>		
Fun corner and wrap-up: 5 minutes			
	Game: Pokemon (ppt)		

	<ul style="list-style-type: none"> - Divide the class into 3 teams. - Pupils from each team choose a letter then answer the questions. - The team with the most points is the winner. - Ask pupils what they have learnt from the lesson (- Use <i>Where does he/ she go on Saturdays?</i> – <i>He/ She goes to the ____.</i> to ask and answer about where a family member goes at the weekend.) <p>** Preparation for the project: Tell pupils about the project on page 35, Lesson 3, Activity 6. Ask them to make notes about where their family members go and what they do on the weekend. They will present the results to the class at Project time.</p>	
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UNIT 15: MY FAMILY’S WEEKENDS

Lesson 1 – Period 2

I. OBJECTIVES	
By the end of the lesson, pupils will be able to:	
Language knowledge & skills	<ul style="list-style-type: none"> - listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures. - complete two gapped sentences and two gapped exchanges with the help of picture cues. - sing the song <i>Where do they go on Saturdays?</i> with the correct pronunciation, rhythm and melody.
Competences	<ul style="list-style-type: none"> - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform learning tasks
Attributes	<ul style="list-style-type: none"> - Express love and care for family members.
II. RESOURCES AND MATERIALS	
	<ul style="list-style-type: none"> - Student’s book: Page 31 - Audio tracks 43, 44 - Teacher’s guide: Pages 212, 213 - Website <i>hoclieu.vn</i> - Flash cards/ pictures and posters (Unit 15) - Computer, projector, ...

III. PROCEDURE

Procedure	Teacher's and pupils' activities	Interaction	Note
Warm-up and review: 5 minutes			
	Greet the class. Option 1: Game: Slap the board (ppt) - Divide the class into 2 teams. - Call 1 pupil from each team to come to the board. - Show clues (picture and some given letters) on the slides, pupils need to slap the board as quickly as possible to choose the missing letters. - The first pupil who slaps at the correct answer gets 1 point for their team. Option 2: - Use the flashcards to revise the words and phrases on page 30. - Spend a few minutes revising the previous lesson by asking the question <i>Where does he / she go on Saturdays?</i> and call on a few pupils to answer the question using picture cues. * Ask pupils to open their books at page 31 and look at Unit 15, Lesson 1, Activity 4.	Group work Whole class/ Individual work	
PRACTICE			
Activity 4. Listen and tick. 5 minutes			
a. Goal	To listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures.		
b. Input	Picture cues: 1a. a sister at the cinema 1b. a sister at the swimming pool 2a. a mother at the shopping centre 2b. a mother at the gym Audio script: 1. A: <i>Is your sister at home on Saturdays?</i> B: <i>No, she isn't.</i>		

	<p><i>A: Where does she go?</i></p> <p><i>B: She goes to the swimming pool.</i></p> <p>2. A: Is your mother at home on Saturdays?</p> <p><i>B: No, she isn't.</i></p> <p><i>A: Where does she go?</i></p> <p><i>B: She goes to the shopping centre.</i></p>		
c. Outcome	<p>Pupils can listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures.</p> <p>Key: 1. b 2. a</p>		
d. Procedure	<p>Step 1: Draw pupils' attention to Pictures 1a and 1b. Ask questions to help them identify the characters and places.</p> <p>Step 2: Play the recording of the first dialogue for pupils to listen to. Play the recording again for them to listen and do the task by ticking the correct picture.</p> <p>Step 3: Repeat Steps 1 and 2 for Pictures 2a and 2b.</p> <p>Step 4: Tell pupils to swap books with a partner, then check answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.</p> <p>Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.</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 & Answers</p>		
PRACTICE			
Activity 5. Look, complete and read. 10 minutes			
a. Goal	To complete two gapped sentences and two gapped exchanges with the help of picture cues.		
b. Input	<p>– Four picture cues</p> <p>– Two gapped sentences and two gapped exchanges</p>		
c. Outcome	<p>Pupils can complete two gapped sentences and two gapped exchanges with the help of picture cues.</p> <p>Key: 1. swimming pool 2. cinema</p> <p>3. goes; sports centre 4. Where; goes to the shopping centre</p>		

d. Procedure	<p>Step 1: Have pupils look at the pictures. Get them to identify the places and characters in the pictures.</p> <p>Step 2: Have pupils look at the gapped sentences. Draw their attention to the missing words and phrases in the sentences.</p> <p>Step 3: Model Sentence 1. Have pupils look at the sentence. Ask them what word is missing (<i>swimming pool</i>). Then have pupils complete it (<i>My brother goes to the swimming pool on Saturdays.</i>).</p> <p>Step 4: Repeat the same procedure with Sentence 2 and Exchanges 3 and 4.</p> <p>Step 5: Have pupils complete the gapped sentences and gapped exchanges individually and ask pupils to read them aloud.</p>	Whole class/ Individual work	
e. Assessment	<ul style="list-style-type: none"> - Performance products: Student's answers - Assessment tools: Observation; Answer keys 		
PRACTICE			
Activity 6. Let's sing. 8 minutes			
a. Goal	To sing the song <i>Where do they go on Saturdays?</i> with the correct pronunciation, rhythm and melody.		
b. Input	The lyrics and recording of the song <i>Where do they go on Saturdays?</i>		
c. Outcome	Pupils can sing the song <i>Where do they go on Saturdays?</i> with the correct pronunciation, rhythm and melody.		
d. Procedure	<p>Step 1: Draw pupils' attention to the title and lyrics of the song. Encourage them to point at the places in the pictures to reinforce their understanding.</p> <p>Step 2: Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation, rhythm and melody.</p> <p>Step 3: Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.</p> <p>Step 4: Play the recording all the way through for pupils to sing and clap along with the recording.</p> <p>Extension: Invite some groups to the front of the class to perform while the rest of the class sings and claps along.</p>	Whole class/ Individual work Group work	
e. Assessment	<ul style="list-style-type: none"> - Performance products: Student's interaction and performance - Assessment tools: Observation; Questions & Answers 		

Fun corner and wrap-up: 5 minutes			
	Game: Spin the wheel (ppt) - Divide the class into 2 teams. - Pupils from each team choose a number, then answer the questions. If the pupils answer correctly, the teacher spins the wheel on the slide to get the points for that question. - After 6 numbers, the team with the most points is the winner.	Group work	

UNIT 15: MY FAMILY'S WEEKEND

Lesson 2 – Period 3

I. OBJECTIVES	
By the end of the lesson, pupils will be able to:	
Language knowledge & skills	<ul style="list-style-type: none"> - understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what a family member does at the weekend. - correctly say the phrases and use <i>What does he / she do on Sundays? – He / She _____</i>. to ask and answer questions about what a family member does at the weekend. - enhance the correct use of <i>What does he / she do on Sundays? – He / She _____</i>. to ask and answer questions about what a family member does at the weekend in a freer context.
Competences	<ul style="list-style-type: none"> - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform learning tasks
Attributes	- Express love and care for family members.
II. RESOURCES AND MATERIALS	
	<ul style="list-style-type: none"> - Student's book: Page 32 - Audio tracks 45, 46 - Teacher's guide: Pages 214, 215, 216 - Website <i>hoc lieu.vn</i> - Flash cards/ pictures and posters (Unit 15) - Computer, projector, ...

III. PROCEDURE

Procedure	Teacher's and pupils' activities	Interaction	Note
Warm-up and review: 5 minutes			
	<p>Greet the class.</p> <p>Option 1:</p> <p>- Get the class to sing the song <i>Where do they go on Saturdays?</i> on page 31.</p> <p>Option 2: Game: Pass the ball</p> <p>- Pupils pass a ball when the teacher plays music. When the music stops, the pupil holding the ball says where he/she goes on Sundays.</p> <p>* Ask pupils to open their books at page 32 and look at Unit 15, Lesson 2, Activity 1.</p>	<p>Whole class/ Individual work</p> <p>Group work</p>	
EXPLORATION			
Activity 1. Look, listen and repeat.			
a. Goal	To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what a family member does at the weekend.		
b. Input	<p>– Context a:</p> <p>Ben: <i>Where does your father go on Sundays?</i></p> <p>Linh: <i>He goes to the sports centre.</i></p> <p>– Context b:</p> <p>Ben: <i>What does he do there?</i></p> <p>Linh: <i>He plays tennis.</i></p>		
c. Outcome	Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what a family member does at the weekend.		
d. Procedure	<p>Step 1: Have pupils look at Pictures a and b and identify the places, characters and their activities in the pictures.</p> <p>Step 2: Ask pupils to look at Picture a. Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Repeat the same procedure with Picture b. Correct their pronunciation where necessary.</p> <p>Step 3: Play the recording again for pupils to listen and repeat in chorus sentence by sentence.</p>	<p>Whole class/ Individual work</p>	

	<p>Step 4: Invite a few pairs to the front of the class to listen to and repeat the sentences in the recording.</p> <p>Step 5: Draw pupils' attention to the question <i>What does he do there?</i> and the answer <i>He plays tennis</i>. Tell pupils that they are used to asking and answering questions about what a family member does at the weekend.</p>	Pair work	
e. Assessment	<p>- Performance products: Student's answers</p> <p>- Assessment tools: Observation; Questions & Answers</p>		
KNOWLEDGE CONSTRUCTION			
Activity 2. Listen, point and say.			
a. Goal	<p>To correctly say the phrases and use <i>What does he / she do on Sundays?</i> – <i>He / She _____</i>. to ask and answer questions about what a family member does at the weekend.</p>		
b. Input	<p>– Picture cues:</p> <p>a. a sister cooking</p> <p>b. a father playing tennis</p> <p>c. a brother watching a film</p> <p>d. a mother doing yoga</p> <p>– Speech bubbles: <i>What does he / she do on Sundays?</i> – <i>He / She _____</i>.</p> <p>Audio script:</p> <p>a. <i>cooks meals</i> b. <i>plays tennis</i> c. <i>watches films</i> d. <i>does yoga</i></p> <p>a. A: <i>What does she do on Sundays?</i> B: <i>She cooks meals.</i></p> <p>b. A: <i>What does he do on Sundays?</i> B: <i>He plays tennis.</i></p> <p>c. A: <i>What does he do on Sundays?</i> B: <i>He watches films.</i></p> <p>d. A: <i>What does she do on Sundays?</i> B: <i>She does yoga.</i></p>		
c. Outcome	<p>Pupils can correctly say the phrases and use <i>What does he / she do on Sundays?</i> – <i>He / She _____</i>. to ask and answer questions about what a family member does at the weekend.</p>		

d. Procedure	<p>Step 1: Have pupils look at Pictures a, b, c and d and elicit the activities of the people.</p> <p>Step 2: Have pupils point at Picture a, listen to the recording and repeat the phrase (<i>cooks meals</i>). Point at the speech bubbles and Picture a again and have pupils listen to and repeat after the recording (<i>What does she do on Sundays? – She cooks meals.</i>).</p> <p>Step 3: Repeat the same procedure with the other three pictures. Have the class repeat the questions and answers a few times.</p> <p>Step 4: Have pairs practise asking and answering the questions <i>What does he / she do on Sundays? – He / She _____.</i> using picture cues.</p> <p>Step 5: Invite a few pairs to point at the pictures and say the questions and answers in front of the class.</p>	Whole class/ Individual work	
e. Assessment	<p>- Performance products: Student's talks and interaction</p> <p>- Assessment tools: Observation; Answer keys</p>		
PRACTICE			
Activity 3. Let's talk.			
a. Goal	To enhance the correct use of <i>What does he / she do on Sundays? – He / She _____.</i> to ask and answer questions about what a family member does at the weekend in a freer context.		
b. Input	<p>– Picture cue: a mother doing yoga, a brother cooking a meal, a sister watching a film, a father playing tennis</p> <p>– Speech bubbles: <i>What does he / she do on Sundays? – _____.</i></p>		
c. Outcome	Pupils can enhance the correct use of <i>What does he / she do on Sundays? – He / She _____.</i> to ask and answer questions about what a family member does at the weekend in a freer context.		
d. Procedure	<p>Step 1: Draw pupils' attention to the pictures. Ask questions to help them identify the context (see Input).</p> <p>Step 2: Put pupils into pairs and encourage them to ask and answer questions about what a family member does at the weekend. Go around the classroom to offer support where necessary.</p> <p>Step 3: Invite a few pairs to practise asking and answering questions about what a family member does at the weekend. Praise pupils if they perform well.</p>	Group work/ Pair work	

	Step 4: Invite a few pairs to the front of the class to perform their conversations.		
e. Assessment	<ul style="list-style-type: none"> - Performance products: Student’s talk and interaction - Assessment tools: Observation Questions & Answers 		
Fun corner and wrap-up: 5 minutes			
	Option 1: Game: Spin the wheel (ppt) <ul style="list-style-type: none"> - Teacher divides the class into 2 teams (boys and girls). - Each team takes turns choosing a number and answering the question. - The team that has more points is the winner. 		

UNIT 15: MY FAMILY’S WEEKENDS
Lesson 2 – Period 4

I. OBJECTIVES	
By the end of the lesson, pupils will be able to:	
Language knowledge & skills	<ul style="list-style-type: none"> - listen to and understand four communicative contexts about what a family member does at the weekend and match the correct pictures. - complete two gapped exchanges with the help of picture cues. - revise target words about family weekend activities by playing <i>Matching game</i>.
Competences	<ul style="list-style-type: none"> - Communication and collaboration: work in pairs and groups to complete the learning tasks - Self-control & independent learning: perform learning tasks
Attributes	<ul style="list-style-type: none"> - Express love and care for family members
II. RESOURCES AND MATERIALS	
	<ul style="list-style-type: none"> - Student’s book: Page 33 - Audio track 47 - Teacher’s guide: Pages 216, 217, 218 - Website <i>hoclieu.vn</i> - Flash cards/ pictures and posters (Unit 15) - Computer, projector, ...

III. PROCEDURE

Procedure	Teacher's and pupils' activities	Interaction	Note
Warm-up and review: 5 minutes			
	<p>- Greet the class.</p> <p>Option 1:</p> <p>- T asks pupils to sing the song <i>Where do they go on Saturdays?</i> in chorus.</p> <p>Option 2:</p> <p>- Use the flashcards to revise the words and phrases on page 30.</p> <p>- Spend a few minutes revising the previous lesson by getting a few pairs to ask and answer questions about what a family member does at the weekend, using <i>What does he / she do on Sundays? – He / She _____.</i></p> <p>* Ask pupils to open their books at page 33 and look at Unit 15, Lesson 2, Activity 4.</p>	Whole class/ Individual work	
PRACTICE Activity 4. Listen and match. 5 minutes			
a. Goal	To listen to and understand four communicative contexts about what a family member does at the weekend and match the correct pictures.		
b. Input	<p>Picture cues:</p> <p>1. a brother 2. a sister 3. a father 4. a mother a. cinema icon b. yoga icon c. tennis icon d. cooking icon</p> <p>Audio script:</p> <p>1. A: <i>What does your brother do on Sundays?</i> B: <i>He plays tennis.</i></p> <p>2. A: <i>What does your sister do on Sundays?</i> B: <i>She cooks meals.</i></p> <p>3. A: <i>What does your father do on Sundays?</i> B: <i>He watches films.</i></p> <p>4. A: <i>What does your mother do on Sundays?</i> B: <i>She does yoga.</i></p>		

c. Outcome	Pupils can listen to and understand four communicative contexts about what a family member does at the weekend and match the correct pictures. Key: 1. c 2. d 3. a 4. b		
d. Procedure	<p>Step 1: Draw pupils' attention to the pictures and the icons. Ask questions to help pupils identify the people in the pictures and the icons.</p> <p>Step 2: Play the recording for pupils to listen to. Play the recording again for them to listen and do the task by matching the people to the activities. Play the recording a third time to give pupils another listening opportunity.</p> <p>Step 3: Check answers as a class. Play the recording again for pupils to double-check their answers.</p> <p>Extension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary.</p>	Whole class/ Individual work	
e. Assessment	<ul style="list-style-type: none"> - Performance products: Student's answers - Assessment tools: Observation; Questions & Answers 		
PRACTICE			
Activity 5. Look, complete and read. 10 minutes			
a. Goal	To complete two gapped exchanges with the help of picture cues.		
b. Input	<ul style="list-style-type: none"> - Two picture cues - Two gapped exchanges to complete 		
c. Outcome	Pupils can complete two gapped exchanges with the help of picture cues. Key: 1. sports centre; do; tennis 2. home; What; cooks meals		
d. Procedure	<p>Step 1: Have pupils look at the pictures. Get them to identify the people and their activities in the pictures.</p> <p>Step 2: Have pupils look at the two gapped exchanges. Draw their attention to the missing words.</p> <p>Step 3: Model Exchange 1. Have pupils look at the first gap. Ask them what word is missing (<i>sports centre</i>). Then have them complete the sentence (<i>He goes to the sports centre.</i>). Get them to guess the missing words in the following sentences (<i>do; tennis</i>). Repeat the same procedure with Exchange 2.</p> <p>Step 4: Get pupils to swap books with a partner and check their answers before checking as a class. Ask a few pairs to read the completed exchanges aloud.</p>	Whole class/ Individual work Pair work	

e. Assessment	<ul style="list-style-type: none"> - Performance products: Student's answers - Assessment tools: Observation; Answer key 		
PRACTICE			
Activity 6. Let's play. 8 minutes			
a. Goal	To revise target words about family weekend activities by playing <i>Matching game</i> .		
b. Input	<ul style="list-style-type: none"> – Four word cards with places: <i>sports centre, gym, cinema</i> and <i>swimming pool</i> – Four word cards with activities: <i>play tennis, do yoga, watch films</i> and <i>swim</i> 		
c. Outcome	Pupils can revise target words about family weekend activities by playing <i>Matching game</i> .		
d. Procedure	<p>Step 1: Tell pupils that they are going to play <i>Matching game</i> in pairs. They will take turns turning over a pair of cards (as mentioned in <i>Input</i>).</p> <p>Step 2: The player turns over a pair of cards. If the cards show an activity and a place that matches, the player scores a point, e.g. the card <i>play tennis</i> matches the card <i>sports centre</i>.</p> <p>Step 3: The player continues to turn over pairs of cards. If the cards do not match, the other player has a turn. The player who gets more points is the winner.</p> <p>Step 4: Have pupils work in pairs. Invite one or two pairs to the front of the class to play the game.</p> <p>Extension: To make the game more challenging, ask pupils to make sentences with the words on the cards they have, e.g. <i>My father goes to the sports centre on Sundays. He plays tennis.</i></p>	Whole class/ Pair work	
e. Assessment	<ul style="list-style-type: none"> - Performance products: Student's interaction and performance - Assessment tools: Observation; Questions & Answers 		

Fun corner and wrap-up: 5 minutes

	<p>Game: Build a city (ppt)</p> <ul style="list-style-type: none">- Divide the class into 2 teams, Pupils choose any number, the teacher clicks the NUMBER to go to the question, after pupils answer correctly, the teacher clicks the key next to it to unlock.- Teacher clicks Start to build to go to the city building slide.- Teacher clicks the corresponding picture to put the object in the right place.- The game ends when the city is built.- Teachers can also add points for pupils to create more fun.	Group work	
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Thủy Thanh, ngày 02 tháng 03 năm 2025

TM. TỔ CHUYÊN MÔN

NGƯỜI BIÊN SOẠN KHBD

TỔ TRƯỞNG



Nguyễn Viết Mạnh



Nguyễn Thị Phương Nhi