Week: 27 Preparing date: 06/03/2025

Period: 105 Teaching date: 25/03/2025

**UNIT 7: MY FAMILY**

**LESSON 2.2 (C, D)**

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

* ***Cognition:*** identify the /ɒ/ and /ɜː/ sound and practice the conversations.
* ***Skill:*** Reading, Listening, Reading, and Speaking.
* *Student with disabilities: Ss will be able to identify vocabulary about where people work.*

*SS1: Point, say the words: store, bank*

**2. General Competences**

* ***Self-control and independent learning:*** identify the /ɒ/ - /ɜː/ sound.
* ***Communication and collaboration:*** work in pairs/ groups to talk about where their family members work.
* ***Critical thinking and creativity:*** learn how to talk about where their family members work correctly and fluently.

**3. Attributes**

* ***Kindness:*** support their friends to complete the learning tasks or play the games.
* ***Diligence:*** focus on the lesson and work hard to complete all the tasks.
* ***Honesty:*** play fair.
* ***Accountability:*** appreciate kindness, diligence, and honesty.

**B. LANGUAGE FOCUS**

* ***Vocabulary:*** *store, hospital, restaurant, office, farm, bank.*
* ***Sentence patterns:*** *Where does your father work?*

*My father works at a bank. He’s a cashier.*

*My father works on the farm. He’s a farmer.*

**C. INSTRUCTIONAL RESOURCES**

**1. Teacher**

* General education program 2018 – Foreign Languages
* ***Reference teaching materials:***Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book
* ***Teaching aids:***Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV, PowerPoint slides.
* ***Assessment tools:*** Observation sheets, games

**2. Students**

Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**D. TEACHING PROCEDURES**

**1. Warm up** (5 minutes)

**a. Objectives:** To review the vocabulary items about the places of job, generate students’ interests and, lead in the new lesson.

**b. Teaching method/techniques:** Playing the game: “Aha”.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Aha* game.*** Vocabulary: *store, hospital, restaurant, office, farm, bank.*
* Cover the flashcard with a piece of paper or card.
* Very slowly move the paper to reveal the picture.
* Ask students to guess the picture on the flashcard.
* Have them say “Aha” and the vocabulary.
 | * Follow their teacher’s instructions before playing the game.
* Look at the teacher showing the flashcard and try to guess the picture on it.
* Say “Aha” and the vocabulary.
 |

**d. Expected product**: Students can say the words.

**e. Expected assessment:**

* Task completed with excellence:Students can slap flashcards or/and say the words quickly and correctly.
* Task completed: Students can slap flashcards or/and say the words.
* Task uncompleted: Students slap the wrong flashcards or pronounce the words incorrectly.

**2. Presentation** (5 minutes)

**a. Objectives:** To help students identify the /ɒ/ and /ɜː/ sounds and practice saying the sounds in the chant.

**b. Teaching method/techniques:** Listening and repeating.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Listen and repeat.** (CD2 Track 9)* Draw attention to the the /ɒ/ and /ɜː/ sounds.
* Briefly explain and demonstrate the sounds.
* Play the audio (using DCR).
* Have the students notice the sounds.
* Play the audio again.
* Have the students listen and repeat.
* Correct the students’ pronunciation if needed.
 | * Listen and follow their teacher’s instructions.
* Listen to the audio.
* Listen and notice the sounds first.

Listen to the audio again and repeat the sound. |
| **2. Play *Guess.**** Arrange the flashcards *(store, hospital, restaurant, office, farm, bank)* on the board and write a number under each card.

*\*Student with disabilities:* * *Guide ss play the game with their friends*
* Have the students look at the flashcards for the count often.
* Turn the flashcards over to face the board when the students are not looking.
* Call out a number and have the students take turns guessing the face-down card. Turn the card over after each guess.
 | * Play with the whole class.

*\*Student with disabilities:* *SS1: Play the game with friends** Look at the flashcards for the count of ten.
* Take turns guessing the face-down card.
 |

**d. Expected product**: Students can identify the / ə / sound.

**e. Expected assessment:**

* Task completed with excellence: Students can identify the /ə/ sound and pronounce it correctly and fluently.
* Task completed: Students can identify the /ɒ/ and /ɜː/ sounds and pronounce them.
* Task uncompleted: Students are unable to identify the /ɒ/ and /ɜː/ sounds and pronounce them.

**3. Practice** (10 minutes)

**a. Objectives:** To help students identify the people and things in the story and practice listening and circle the words.

**b. Teaching method/techniques:** Listening, speaking and writing

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD2 Track 11)* Introduce the situation: “After school……”
* Have the students look at the story and ask these questions.
* *Who can you see? (Alfie, Lucy Nick)*
* *Where are they? (at home)*
* *Who are they talking about? (Lucy’s uncle and cousin, Nick’s mom and dad)*
* Play the audio.
* Have the students look and listen.
 | * Listen to their teacher’s introduction about the situation.
* Look at the story and answer their teacher’s questions.
* Listen to the story.
 |
| **2. Listen and circle.** (CD1 Track 12)* Play the audio and demonstrate the activity using the example.
* Play the audio and have the students listen and circle.
* Play the audio again and check answers as a whole class.

*\*Keys: 1: a hospital – doctor* *2: at a store – cashier* *3: bank – an office worker* *4: at a restaurant.* | * Listen and follow their teacher’s demonstration.
* Listen to the story and circle the words.
* Listen to the story again and check the answers as a whole class.
 |
| **3. Practice with your friends.** * Divide the class into two pairs.

*\*Student with disabilities:* *Have ss work in pair and practice** Have the students practice saying the sentences.

Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task.

*\*Student with disabilities:* *SS1: Point, say the words: store, bank** Practice saying the sentences.

Demonstrate the activity in front of the class. |

**d. Expected product**: Students can understand the story and circle the words.

**e. Expected assessment:**

* Task completed with excellence: Students can understand the story and circle the words correctly.
* Task completed: Students can understand the story and circle the words.
* Task uncompleted: Students fail to understand the story and circle the words.

**4. Production** (10 minutes)

**a. Objectives:** To help them practice the stories and use their own ideas.

**b. Teaching method/techniques:** Working with their partner.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.*** Have students work in groups of three students.
* Ask them to choose one of the stories from *Part 2 – Listen and circle.* as a sample.
* Give students enough time to make their stories using their own ideas.
* Walk around the class and support them if necessary.
* Invite some pairs to present their stories in front of the class.
* Help students with feedback and correct them if any.
 | * Work with their friends to complete the task.
* Choose one of the stories from *Part 2 – Listen and circle.* as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
 |

**d. Expected product**: Students can practice and use their own ideas to make a story.

**e. Expected assessment:**

* Task completed with excellence: Students can practice and use their own ideas to make a story naturally.
* Task completed: Students can practice and use their own ideas to make a story.
* Task uncompleted: Students cannot practice and use their own ideas to make a story.

**5. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students review the lesson by rearranging the sentences to make a meaning ful conversation.

**b. Teaching method/techniques:**  Making a conversation and assigning homework in the Workbook

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Ask the students work in groups of four or five students.
* Give each group a set of sentences and ask them to make a meaningful conversation.
* Give them enough time to rearrange the given sentences.
* Invite each group to present their answer.
* Have other groups comment and give the correct answer if any.
* Check the students’ answers as a whole class.
 | * Work in groups to complete the task.
* Make a meaningful conversation from the given sentences.
* Present their answer in front of the class.
* Give comments to other groups.
 |
| **Homework Assignment** * Require the students to do exercises on page 65 in the Workbook.
* Ask them to prepare Parts E and F, Lesson 2 on page 97 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
 |

**d. Expected product**: Students can rearrange the sentences to make a meaningful conversation.

**e. Expected assessment:**

**-** Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.

* Task completed: Students can rearrange the sentences to make a meaningful conversation.
* Task uncompleted: Students fail to can rearrange the sentences to make a meaningful conversation.

**\*Remark:**

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Week: 27 Preparing date: 07/03/2025

Period: 106 Teaching date: 26/03/2025

**UNIT 7: MY FAMILY**

**LESSON 2.3 (E, F)**

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

* ***Cognition:*** Ask where their family members work.
* ***Skill:*** Reading, Listening, Reading, and Speaking.
* *Student with disabilities: Ss will be able to identify vocabulary about where people work.*

*SS1: Point, say and write the words: store, bank*

**2. General Competences**

* ***Self-control and independent learning:*** ask and answer about where their family members work.
* ***Communication and collaboration:*** work in pairs/ groups to ask and answer about where their family members work.
* ***Critical thinking and creativity:*** learn how to ask and answer about where their family members work.

**3. Attributes**

* ***Kindness:*** support their friends to complete the learning tasks or play the games.
* ***Diligence:*** focus on the lesson and work hard to complete all the tasks.
* ***Honesty:*** play fair.
* ***Accountability:*** appreciate kindness, diligence, and honesty.

**B. LANGUAGE FOCUS**

* ***Vocabulary:*** *store, hospital, restaurant, office, farm, bank.*
* ***Sentence patterns:*** *Where does your father work?*

*My father works at a bank. He’s a cashier.*

*My father works on the farm. He’s a farmer.*

**C. INSTRUCTIONAL RESOURCES**

**1. Teacher**

* General education program 2018 – Foreign Languages
* ***Reference teaching materials:***Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book
* ***Teaching aids:***Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV, PowerPoint slides.
* ***Assessment tools:*** Observation sheets, games

**2. Students**

Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**D. TEACHING PROCEDURES**

**1. Warm up** (5 minutes)

**a. Objectives:** To review the vocabulary items about the places of work, generate students’ interests and, lead in the new lesson.

**b. Teaching method/techniques:** Playing the game: “Slap the board”.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Slap the board* game.*** *Vocabulary: store, hospital, restaurant, office, farm, bank.*
* Divide the class into two teams and have them form two lines.
* Place the flashcards about the countries on the board, showing the images.
* Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team.

\**Student with disabilities:** *Guide ss play the game with their friends*
 | * Make two lines to play this game.
* Look at the flashcards on the board.
* Carefully listen and run to the board to slap the correct card and read aloud the word on it.

\**Student with disabilities:* *SS1: Point, say and write the words: store, bank* |

**d. Expected product**: Students can say the words.

**e. Expected assessment:**

* Task completed with excellence:Students can slap flashcards and say the words quickly and correctly.
* Task completed: Students can slap flashcards and say the words.
* Task uncompleted: Students slap the wrong flashcards.

**2. Presentation** (5 minutes)

**a. Objectives:** To help students ask and answer about where their family members work correctly.

**b. Teaching method/techniques:** Listening and repeating.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.** * Use DCR on Eduhome to show to the class the sentence structures on Part E, page 97 in their Student’s Book.
* Give the students enough time to look at the target sentence structures and have them read them silently.
* Invite some students to ask and answer the question.
* Control the class and give them help if needed.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look at the target sentence structures on the screen and read it silently.

Ask and answer the question.  |

**d. Expected product**: Students can ask and answer where their family members work.

**e. Expected assessment:**

* Task completed with excellence: Students can ask and answer about where their family members work correctly.
* Task completed: Students can ask and answer about where their family members work.
* Task uncompleted: Students are unable to ask and answer about where their family members work.

**3. Practice** (10 minutes)

**a. Objectives:** To practice asking and answering the question about where their family members work.

**b. Teaching method/techniques:** Pointing, asking and answering

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Point, ask, and answer.**
* Divide the class into two pairs.
* Demonstrate the activity using the speech bubbles.
* Have the student A point and ask, have the student B answer.
* Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.

**Extra practice.** * Divide the class into two teams.
* Show one or two flashcards to the class and say a pronoun.
* Have Team A make a question and Team B answer.
* Swap roles and repeat.

e.g.(Teacher shows the flashcard “store”.)Teacher: *“mother”*Team A: *“Where does your mother work?”*Team B: *“She works in a store. She’a a cashier.”*(Teacher shows the flashcard “farm”)Teacher: *“grandfather”*Team A: *“Where does your grandfather work?”** Team B: *“He works in the farm. He’s a farmer.”*

\**Student with disabilities:* * *Have ss work in pairs and practice*
 | * Work with their partner to complete the task.
* Follow their teacher’s instructions.
* Ask and answer the other student’s question.
* Present their work in front of the class.
* Work with their teammates to complete the task.
* Follow their teacher’s instructions.
* Make questions or answer the questions from the other team.

\**Student with disabilities:* * *SS1: Point, say and write the words: store, bank*
 |

**d. Expected product**: Students can ask and answer the question about where their family members work.

**e. Expected assessment:**

Task completed with excellence: Students can ask and answer the question about where their family members work smoothly and correctly.

* Task completed: Students can ask and answer the question about where their family members work.
* Task uncompleted: Students fail to ask and answer the question about where their family members work.

**4. Production** (10 minutes)

**a. Objectives:** To help them produce the target sentence pattern about asking where their family members work.

**b. Teaching method/techniques:** Playing the game: “Pretend game”

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **E. Play *The Pretend game*.** * Have students time to look and read at the examples.
* Divide the class into two teams.
* Have a student stand facing away from the board and stick a flashcard on the board behind them.
* Have someone from the same team ask the student a question about the flashcard.
* Have a student try to guess the answer without looking at the flashcard.
* Give that team one point if it’s a correct guess.
* Have teams take turns asking and guessing.
 | * Look and read at the sentences on page 97.
* Listen and follow their teacher’s instructions carefully.
* Play the game with the whole class.
 |

**d. Expected product**: Students can ask and answer the questions about where their family members work.

**e. Expected assessment:**

* Task completed with excellence: Students can ask and answer the question about where their family members work quickly.
* Task completed: Students are able to ask and answer the question about where their family members work.
* Task uncompleted: Students cannot ask and answer the question about where their family members work.

**5. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students remember the language structures and pronounce the vocabulary items.

**b. Teaching method/techniques:**  Practicing the sentence structures and assigning homework in the Workbook.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Ask the students to focus on the language structures: *What does your father do? He is a/an …...*

*Where does he work? He works in/at ………** Randomly invite some pairs to practice the structures.
* Show the flashcards about the countries to the students so that they take turns asking and answering the questions.
* Correct the students’ mistakes if needed.
 | * Follow their teacher’s instructions.
* Work with their partner to complete the task.
* Ask and answer the questions using the target pattern sentence structures.
 |
| **Homework Assignment** * Require the students to practice the structures at home.
* Ask them to prepare Parts A and B, Lesson 3, Unit 7 on page 98 in the Student’s Book.
 | * Practice the structures at home.
* Prepare the new lesson.
 |

**d. Expected product**: Students can ask and answer the questions about the jobs and places of work

**e. Expected assessment:**

* Task completed with excellence: Students can use the vocabulary items and sentence structures to ask and answer the questions about the jobs and places of work confidently.
* Task completed: Students are able to use the vocabulary items and sentence structures to ask and answer the questions about the jobs and places of work.
* Task uncompleted: Students fail to use the vocabulary items and sentence structures to ask and answer the questions about the jobs and places of work.

**\*Remark:**

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Week: 27 Preparing date: 12/03/2025

Period: 107 Teaching date: 27/03/2025

**UNIT 7: MY FAMILY**

**LESSON 3.1 (A, B)**

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

* ***Cognition:*** Talk about chores they do.
* ***Skill:*** Reading, Listening, Reading, and Speaking.
* *Student with disabilities: Ss will be able to identify vocabulary about name some chores.*

*SS1: Point, say and write the words: walk the dog*

**2. General Competences**

* ***Self-control and independent learning:*** identify and name some chores they do.
* ***Communication and collaboration:*** work in pairs/ groups to ask and answer about chores they do.
* ***Critical thinking and creativity:*** learn how to ask and answer about chores they do correctly and fluently.

**3. Attributes**

* ***Kindness:*** support their friends to complete the learning tasks or play the games.
* ***Diligence:*** focus on the lesson and work hard to complete all the tasks.
* ***Honesty:*** play fair.
* ***Accountability:*** appreciate kindness, diligence, and honesty.

**B. LANGUAGE FOCUS**

* ***Vocabulary:*** *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*
* ***Sentence patterns:*** *What do you help at home? – I set the table.*

*What does your brother help at home? – My brother waters the plants.*

**C. INSTRUCTIONAL RESOURCES**

**1. Teacher**

* General education program 2018 – Foreign Languages
* ***Reference teaching materials:***Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book
* ***Teaching aids:***Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV, PowerPoint slides.
* ***Assessment tools:*** Observation sheets, games

**2. Students**

Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**D. TEACHING PROCEDURES**

**1. Warm up** (5 minutes)

**a. Objectives:** To review the vocabulary items about family members’ job, generate students’ interests and, lead in the new lesson.

**b. Teaching method/techniques:** Playing the game: “Slap the board”.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Playing the game “Slap the board”*** Vocabulary: *store, hospital, restaurant, office, farm, bank, cashier, doctor, farmer, waiter.*
* Divide the class into two teams and have them form two lines.
* Place the flashcards about family members on the board, showing the images.
* Call out a word and have the first student from each group race to slap the correct image on the board and say it correctly. The first student to slap the correct flashcard wins a point for their team.
 | * Make two lines to play this game.
* Look at the flashcards on the board.
* Carefully listen and run to the board to slap the correct card and read aloud the word on it.
 |

**d. Expected product**: Students can say the words.

**e. Expected assessment:**

* Task completed with excellence:Students can slap flashcards and say the words quickly and correctly.
* Task completed: Students can slap flashcards and say the words.
* Task uncompleted: Students slap the wrong flashcards.

**2. Presentation** (5 minutes)

**a. Objectives:** To help students identify and name some chores they do.

**b. Teaching method/techniques:** Listening, pointing and repeating.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 13)
* Arrange the flashcards *(set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry)* on the board.
* Ask students to listen and pay their attention.
* Use DCR on Eduhome to play the audio and point to each flashcard.
* Then play the audio again and have them point to the pictures in their Student’s Books.
* Play the audio and require them to listen and repeat.

*\*Student with disabilities:* * *Guide ss look at the picture, point and say. Then write the word*
* Help them with their pronunciation if necessary.
* Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity.
* Walk round the class and support them if needed.
 | * Listen and follow teacher’s instructions.
* Point to the pictures in their Student’s Books.
* Listen and repeat.
* Work with their partner to complete the task.

*\*Student with disabilities:* *SS1: Point, say and write the word: walk the dog* |
| **2. Play *Slow motion*.*** Vocabulary: *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*
* Divide the class into two teams.
* Have students look the pictures in their Student’s Books and guide them how to play the game.
* Hold up one flashcard that is covered with a piece of paper *(e.g: feed the cat)*
* Very slowly move the paper to reveal the flashcard.
* Have students say the word *feed the cat* aloud.
 | * Play with their teammates.
* Follow teacher’s instructions.
* Look at the flashcard covered with a piece of paper and quickly say *feed the cat* when their teacher slowly moves the paper.
 |

**d. Expected product**: Students can identify and read out loud the words.

**e. Expected assessment:**

* Task completed with excellence: Students can identify and read out loud the words correctly.
* Task completed: Students can identify and read out loud the words.
* Task uncompleted: Students are unable to point and read the correct words.

**3. Practice** (10 minutes)

**a. Objectives:** To practice asking and answering about what they do to help parents at home.

**b. Teaching method/techniques:** Listening and Speaking

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 14)
* Use DCR to show the useful language and have students look and read the useful language silently.

Explain that we use this to ask someone if something belongs to them. “*What do you help at home? – I set the table”**“What does your brother help at home? – My brother waters the plants.*”\*Note: For most verbs, the third person singular in simple present is formed with an *–s*: set, waters, mops. With *–es* if the verbs end in *–s, -z, -x, -ch, -sh*:  *Washes, brushes* If the verb ends in consonant *–y*, remove *–y* and add *–ies: flies, tries,…..** Play the audio and have them look at the useful language.
* Ask them to work in pairs and practice the useful language.
* Require them to use the vocabulary from Part A.
* Go around the class and support them if necessary.
 | * Look and read the useful language silently.
* Listen to the teacher’s explanation.
* Listen and look at the useful language again.
* Work in pairs and practice the useful language.
* Use the new words from Part A when practicing the useful language.
 |
| **2. Circle the correct words. Practice.*** Demonstrate the activity using the example.
* Have students look and read the sentences to choose the correct word for each in their Student’s Books.

*\*Student with disabilities:* * *Guide ss do exercise*
* Divide the class into pairs and have them check each other’s work.
* Use DCR to check the answers as a whole class.
* Have pairs practice saying the sentences.
* Monitor the class and support if needed.

*\*Keys:1 dog 2 table 3 feeds*  *4 water 5 floor 6 laundry* | * Carefully look at the teacher demonstrating the activity.
* Look and read the sentences to choose the correct word for each in their Student’s Books.

*\*Student with disabilities:* *SS1: Do exercise** Work in pairs and check their partner’s answers.
* Check the answers with the teacher and friends.

Practice saying the sentences with a friend. |

**d. Expected product**: Students can understand and practice asking and answering.

**e. Expected assessment:**

* Task completed with excellence: Students can understand and practice asking and answering about what they do to help parents at home correctly.
* Task completed: Students can ask and answer about what they do to help parents at home.
* Task uncompleted: Students fail to listen or respond about what they do to help parents at home.

**4. Production** (10 minutes)

**a. Objectives:** To help them remember the vocabulary and sentence pattern.

**b. Teaching method/techniques:** Playing the game: “Secret Envelopes”

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **Playing a game “Secret Envelopes”*** Have the class work in groups of four or five to complete the task.
* Prepare envelopes with word cards in them as follows:

Envelope 1: *sister – water the plants.*Envelope 2: *brother – feed the cat.*Envelope 3: *Ben – set the table.*Envelope 4: *Mai – mop the floor.*Envelope 5: *Lucy – do the laundry.*Envelope 6: *Alfie – walk the dog.** Randomly give each group an envelope one at a time.
* Get them to look at the words and rearrange the words to make the correct questions and answers. The answers can be Yes or No.
* The group having the first correct answer will get a point.
 | * Work with their friends to play the game.
* Carefully listen to and follow teacher’s instructions.
* Put the words into the correct order to make meaningful sentences.
* Show their answers to the teacher and the whole class.
 |

**d. Expected product**: Students can say aloud the sentences.

**e. Expected assessment:**

* Task completed with excellence: Students can say aloud the sentences about what chores they do at home quickly.
* Task completed: Students are able to say aloud the sentences about what chores they do at home.
* Task uncompleted: Students cannot say aloud the sentences about what chores they do at home.

**5. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students remember and pronounce the vocabulary items.

**b. Teaching method/techniques:**  Playing the game “Whispers” and assigning homework in the Workbook.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Vocabulary: *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*
* Have students play the game “Whispers”.
* Divide the class into two teams.
* Ask students to form two lines.
* Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud.
* The first student to say the correct word wins a point for their team.
* The team having more correct answers will win the game.
 | * Play the game “Whispers” with their teammates.
* Follow teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
 |
| **Homework Assignment** * Require students to do exercises on page 66 in the Workbook.
* Have them copy new words six times in their Tiếng Anh 4 i-Learn Smart Start Notebook.
* Ask them to prepare Parts C and D, Lesson 2 on page 99 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, and prepare the new lesson.
 |

**d. Expected product**: Students can ask and answer the questions about the jobs and places of work

**e. Expected assessment:**

**-** Task completed with excellence: Students can use the vocabulary items and sentence structures to ask and answer the questions about the jobs and places of work confidently.

- Task completed: Students are able to use the vocabulary items and sentence structures to ask and answer the questions about the jobs and places of work.

- Task uncompleted: Students fail to use the vocabulary items and sentence structures to ask and answer the questions about the jobs and places of work.

**\*Remark:**

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Week: 28 Preparing date: 13/03/2025

Period: 108 Teaching date: 28/03/2025

**UNIT 7: MY FAMILY**

**LESSON 3.2 (C, D)**

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

* ***Cognition:*** identify the /s/ - /ɔː/ sound and practice the conversations.
* ***Skill:*** Reading, Listening, Reading, and Speaking.
* *Student with disabilities: Ss will be able to identify vocabulary about name some chores.*

*SS1: Point, say and write the word: walk the dog*

**2. General Competences**

* ***Self-control and independent learning:*** identify the /s/ - /ɔː/ sound.
* ***Communication and collaboration:*** work in pairs or groups to ask and answer about some chores they do.
* ***Critical thinking and creativity:*** learn how to ask and answer about some chores they do correctly and fluently.

**3. Attributes**

* ***Kindness:*** support their friends to complete the learning tasks or play the games.
* ***Diligence:*** focus on the lesson and work hard to complete all the tasks.
* ***Honesty:*** play fair.
* ***Accountability:*** appreciate kindness, diligence, and honesty.

**B. LANGUAGE FOCUS**

* ***Vocabulary:*** *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*
* ***Sentence patterns:*** *What do you help at home? – I set the table.*

*What does your brother help at home? – My brother waters the plants.*

**C. INSTRUCTIONAL RESOURCES**

**1. Teacher**

* General education program 2018 – Foreign Languages
* ***Reference teaching materials:***Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book
* ***Teaching aids:***Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV, PowerPoint slides.
* ***Assessment tools:*** Observation sheets, games

**2. Students**

Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**D. TEACHING PROCEDURES**

**1. Warm up** (5 minutes)

**a. Objectives:** To review the vocabulary items about some chores they do, generate students’ interests and, lead in the new lesson.

**b. Teaching method/techniques:** Playing the game: “Point and roll”.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Point and roll* game.*** **Vocabulary:** *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*
* Divide the class into two groups and make two lines to play the game.
* Place the flashcard on the board, showing the picture.
* Call out a word, and a student from each team has to run to the board, point to the correct picture, and say out the word. If correct, they can roll dice and get points for their team.
* The team to get the most points at the end wins the game.
 | * Make two lines to play this game.
* Follow teacher’s instructions before playing the game.
* Quickly run to the board, point to the correct picture, and say out the word.
 |

**d. Expected product**: Students can say the correct words.

**e. Expected assessment:**

* Task completed with excellence:Students can point and say out the correct words on the flashcards quickly and correctly.
* Task completed: Students can point and say out the correct words on the flashcards.
* Task uncompleted: Students fail to point and say out the correct words on the flashcards.

**2. Presentation** (5 minutes)

**a. Objectives:** To help students identify the /s/ - /ɔː/ sound and practice saying the sound in the chant.

**b. Teaching method/techniques:** Listening and repeating.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **1. Listen and repeat.** (CD2 Track 15)* Draw attention to the /s/ - /ɔː/ sound.
* Briefly explain and demonstrate the sound.

*Note: in American English, the letters ‘au’ in ‘laundry” can also sound like /a:/** Play the audio (using DCR).
* Have the students notice the sound.
* Play the audio again.
* Have the students listen and repeat.
* Correct students’ pronunciation if needed.
 | * Listen and follow their teacher’s instructions.
* Listen to the audio.
* Listen and notice the sound first.

Listen to the audio again and repeat the sound. |
| **2. Chant.** (CD2 Track 16)* Write the words or put up the flashcards on the board.
* Play the audio (using DCR).
* Have the students listen to the chant.

*\*Student with disabilities:* * *Have ss listen and* *repeat the sound.*
* Point to a word or picture on the board, say the sound and word (e.g: sets) and have the students listen and repeat.
* Play the audio again.
* Have the students listen and clap along with the sounds and words as they hear them in the chant.
 | * Follow their teacher’s instructions.
* Listen to the chant.
* Listen and repeat the sound.

*\*Student with disabilities:* *SS1: Listen and repeat the sound.** Listen to the chant again.
* Listen and clap along with the sounds and words as they hear them in the chant.
 |

**d. Expected product**: Students can identify the /s/ - /ɔː/ sound

**e. Expected assessment:**

* Task completed with excellence: Students can identify the /s/ - /ɔː/ sound and pronounce it correctly and fluently.
* Task completed: Students can identify the /s/ - /ɔː/ sound and pronounce it.
* Task uncompleted: Students are unable to identify the /s/ - /ɔː/ sound and pronounce it.

**3. Practice** (10 minutes)

**a. Objectives:** To help the students identify the people and things in the story and practice listening and writing the missing words in the blanks.

**b. Teaching method/techniques:** Listening, speaking, and writing.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD2 Track 17)* Introduce the situation: “Time to clean…”
* Have the students look at the story (using DCR) and ask these questions.
* *Who can you see? (Tom, Alfie, and Tom’s dad)*
* *Where are they? (at school)*
* *What are they taking about? (cleaning the house)*
* Play the audio.
* Have students look and listen.
 | * Listen to their teacher’s introduction about the situation.
* Look at the story and answer their teacher’s questions.
* Listen to the story.
 |
| **2. Listen and circle.** (CD2 Track 18)* Play the audio (using DCR) and demonstrate the activity using the example.
* Play the audio and have the students listen and write.
* Play the audio again and check answers as a whole class.

*Sets the table 2**Mops the floor 4**Walk the dog 1**Do the laundry 3* | * Listen and follow their teacher’s demonstration.
* Listen to the story and write.

Listen to the story again and check the answers as a whole class. |
| **3. Role-play.** * Divide the class into two pairs.
* Have the students practice saying the sentences.

Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task.
* Practice saying the sentences.

Demonstrate the activity in front of the class. |

**d. Expected product**: Students can understand the story and number the phrases.

**e. Expected assessment:**

* Task completed with excellence: Students can understand the story and number the phrases correctly.
* Task completed: Students can understand the story and number the phrases.
* Task uncompleted: Students fail to understand the story and number the phrases.

**4. Production** (10 minutes)

**a. Objectives:** To help them practice the stories and use their own ideas.

**b. Teaching method/techniques:** Working with their partners.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.*** Have students work in groups of three students.
* Ask them to choose one of the stories from *Part 2 – Listen and number.* as a sample.
* Give the students enough time to make their stories using their own ideas.
* Walk around the class and support them if necessary.
* Invite some pairs to present their stories in front of the class.
* Help the students with feedback and correct them if any.
 | * Work with their friends to complete the task.
* Choose one of the stories from *Part 2 – Listen and number.* as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
 |

**d. Expected product**: Students can practice and make a story.

**e. Expected assessment:**

* Task completed with excellence: Students can practice and use their own ideas to make a story naturally.
* Task completed: Students can practice and use their own ideas to make a story.
* Task uncompleted: Students cannot practice and use their own ideas to make a story.

**5. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.

**b. Teaching method/techniques:**  Making a conversation and assigning homework in the Workbook.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Ask the students work in groups of four or five students.
* Give each group a set of sentences and ask them to make a meaningful conversation.
* Give them enough time to rearrange the given sentences.
* Invite each group to present their answer.
* Have other groups comment and give the correct answer if any.
* Check the students’ answers as a whole class.
 | * Work in groups to complete the task.
* Make a meaningful conversation from the given sentences.
* Present their answer in front of the class.
* Give comments to other groups.
 |
| **Homework Assignment** * Require the students to do exercises on page 67 in the Workbook.
* Ask them to prepare Parts E and F, Lesson 3 on page 100 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
 |

**d. Expected product**: Students can rearrange the sentences to make a meaningful conversation.

**e. Expected assessment:**

* Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.
* Task completed: Students can rearrange the sentences to make a meaningful conversation.
* Task uncompleted: Students fail to can rearrange the sentences to make a meaningful conversation.

**\*Remark:**

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Week: 28 Preparing date: 13/03/2025

Period: 109 Teaching date: 01/04/2025

**UNIT 7: MY FAMILY**

**LESSON 3.3 (E, F)**

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

* ***Cognition:*** talk about chores they do.
* ***Skill:*** Listening, Reading, and Speaking.
* *Student with disabilities: Ss will be able to identify vocabulary about name some chores.*

*SS1: Point and say: walk the dog*

**2. General Competences**

* ***Self-control and independent learning:*** identify and ask what chores they do.
* ***Communication and collaboration:*** work in pairs or groups to ask what chores they do.
* ***Critical thinking and creativity:*** learn how to ask and answer about what chores they do.

**3. Attributes**

* ***Kindness:*** support their friends to complete the learning tasks or play the games.
* ***Diligence:*** focus on the lesson and work hard to complete all the tasks.
* ***Honesty:*** play fair.
* ***Accountability:*** appreciate kindness, diligence, and honesty.

**B. LANGUAGE FOCUS**

* ***Vocabulary:*** *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*
* ***Sentence patterns:*** *What do you help at home? – I set the table.*

*What does your brother help at home? – My brother waters the plants.*

**C. INSTRUCTIONAL RESOURCES**

**1. Teacher**

* General education program 2018 – Foreign Languages
* ***Reference teaching materials:***Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book
* ***Teaching aids:***Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV, PowerPoint slides.
* ***Assessment tools:*** Observation sheets, games

**2. Students**

Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**D. TEACHING PROCEDURES**

**1. Warm up** (5 minutes)

**a. Objectives:** To review the vocabulary items about chores they do, generate students’ interests and, lead in the new lesson.

**b. Teaching method/techniques:** Playing the game: “Jump”

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Jump* game.*** Vocabulary: *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*
* Ask the children to stand at their desks.
* Hold up a flashcard from the vocabulary set and say a word.
* If the word is the same as the flashcard, they jump. If it isn't, they keep still.
* Ask them to say the word on the flashcard.
 | * Stand at their desks to play the game.
* Look at the flashcard and listen to their teacher.
* Jump if the word is the same as the flashcard.
* Don’t jump if the word isn’t the same as the flashcard.
* Say the word on the flashcard.
 |

**d. Expected product**: Students can say the correct words.

**e. Expected assessment:**

* ask completed with excellence:Students can jump and say the words quickly and correctly.
* Task completed: Students can jump and say the words.
* Task uncompleted: Students pronounce the words incorrectly.

**2. Presentation** (5 minutes)

**a. Objectives:** To help the students recognize the sentence patterns and ask what chores they do.

**b. Teaching method/techniques:** Listening and repeating.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.** * Use DCR on Eduhome to show to the class the sentence structures on Part E, page 100 in their Student’s Book.
* Give the students enough time to look at the target sentence structures and have them read it silently.
* Ask two students to read the question and answer first.
* Control the class and give them help if needed.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look at the target sentence structures on the screen and read it silently.

Read the question and answer first. |

**d. Expected product**: Students can identify the sentence structures.

**e. Expected assessment:**

* Task completed with excellence: Students can identify the sentence structures and ask what chores they do correctly.
* Task completed: Students can identify the sentence structures and ask what chores they do.
* Task uncompleted: Students are unable to use the sentence structures and ask what chores they do.

**3. Practice** (10 minutes)

**a. Objectives:** To practice asking and answering the question by using the given pictures.

**b. Teaching method/techniques:** Pointing, asking, and answering.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Point, ask, and answer.**
* Divide the class into two pairs.
* Demonstrate the activity using the speech bubbles.
* Have the student A point and ask, have the student B answer.
* Swap roles and repeat.

*\*Student with disabilities:* * *Have ss work in pairs and practice*
* Afterwards, have some pairs demonstrate the activity in front of the class.
 | * Work with their partner to complete the task.
* Follow their teacher’s instructions.
* Ask and answer the other student’s question.

*\*Student with disabilities:* *SS1: Point and say: walk the dog** Present their work in front of the class.
 |
| **Extra practice.** * Divide the class into two teams.
* Show one flashcard about chores to the class and say a family member.
* Have Team A make a question and Team B answer.
* Swap roles and repeat.

e.g.(Teacher shows the flashcard “set the table”.)Teacher: *“your sister”*Team A: *“How does your sister help at home?”*Team B: *“She sets the table.”*(Teacher shows the flashcard “walk the dog”.)Teacher: *“you”*Team A: *“How do you help at home?”*Team B: *“I walk the dog.”* | * Work with their teammates to complete the task.
* Follow their teacher’s instructions.

Make questions or answer the questions from the other team. |

**d. Expected product**: Students can ask and answer about what chores they to.

**e. Expected assessment:**

* Task completed with excellence: Students can ask and answer about what chores they do smoothly and correctly.
* Task completed: Students can ask and answer about what chores they do.
* Task uncompleted: Students fail to ask and answer about what chores they do.

**4. Production** (10 minutes)

**a. Objectives:** To help them produce the target sentence patterns about asking what chores they do.

**b. Teaching method/techniques:** Playing the game: “Pretend”

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **F. Play *Pretend* game.*** Have the students look at the example.
* Have one student come to the front of the class.
* Have that student do an action silently.
* Have the other students try to guess the action.
* Have the students swap roles and repeat.

*\*Student with disabilities:* * *Guide ss play the game with their friends*
 | * Look at the example.
* Come to the front of the class.
* Do an action silently.
* Try to guess the action.

*\*Student with disabilities:* *SS1: Play the game with friends* |

**d. Expected product**: Students can ask and answer about what chores they do.

**e. Expected assessment:**

* Task completed with excellence: Students can ask and answer about what chores they do quickly.
* Task completed: Students are able to ask and answer about what chores they do.
* Task uncompleted: Students cannot ask and answer about what chores they do.

**5. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students remember the target sentence structures.

**b. Teaching method/techniques:**  Playing the game “The chain game” and assigning homework in the Workbook.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Have the students play the game “The chain game”.
* Divide the class into two teams.
* Give yellow ball and blue ball to 2 students randomly.
* Play music for Ss to the throw the ball and stop the music:

Who gets the yellow ball will make questions about chores.Who gets the blue one will answer the questions.* Do until the song ends
 | * Play the game “The chain game” with their teammates.
* Follow their teacher’s instructions before playing the game.

Throw the ball and practice asking and answering when the T stops the music. |
| **Homework Assignment** * Require the students to practice the structures at home.
* Ask them to prepare Parts A and B, Ethics Lesson, Unit 1 on page 101 in the Student’s Book.
 | * Practice the structures at home.
* Prepare the new lesson.
 |

**d. Expected product**: Students can whisper the words.

**e. Expected assessment:**

* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.

**\*Remark:**

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Week: 28 Preparing date: 13/03/2025

Period: 110 Teaching date: 02/04/2025

**UNIT 7: MY FAMILY**

**ETHICS LESSON 4.1 (A, B)**

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

* ***Cognition:*** talk about the ways they help at home.
* ***Skill:*** Listening, Reading, Writing and Speaking.
* *Student with disabilities: Ss will be able to identify vocabulary about name some chores.*

*SS1: Point, say and write the words: wash the dishes.*

**2. General Competences**

* ***Self-control and independent learning:*** identify and talk about the ways they help at home.
* ***Communication and collaboration:*** work in pairs or groups to talk about the ways they help at home.
* ***Critical thinking and creativity:*** learn how to talk about the ways they help at home.

**3. Attributes**

* ***Kindness:*** support their friends to complete the learning tasks or play the games.
* ***Diligence:*** focus on the lesson and work hard to complete all the tasks.
* ***Honesty:*** play fair.
* ***Accountability:*** appreciate kindness, diligence, and honesty.

**B. LANGUAGE FOCUS**

* ***Vocabulary:*** *put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes.*
* ***Sentence patterns:*** *Who puts away groceries?*

 *I put away groceries/ I do.*

 *My sister puts away groceries/ My sister does.*

 *My sister and I put away groceries. / My sister and I do.*

**C. INSTRUCTIONAL RESOURCES**

**1. Teacher**

* General education program 2018 – Foreign Languages
* ***Reference teaching materials:***Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book
* ***Teaching aids:***Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV, PowerPoint slides.
* ***Assessment tools:*** Observation sheets, games

**2. Students**

Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**D. TEACHING PROCEDURES**

**1. Warm up** (5 minutes)

**a. Objectives:** To help students review the vocabulary from the previous lesson and motivate students’ learning.

**b. Teaching method/techniques:** Playing the game: “Go get it”

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Go get it* game.*** Vocabulary: *set the table, water the plants, walk the dog, feed the cat, mop the floor, do the laundry.*
* Divide the class into two teams.
* Place the flashcards around the class.
* Say the word twice so that the students can hear.
* Say “Go get it” and then the student from each team has to run quickly to find and grab the flashcard the teacher said and they have to repeat the word.
* The team with the most flashcards at the end wins.
* Lead in the new lesson.
 | * Work with their teammates to complete the task.
* Look at the flashcards around the class.
* Carefully listen to the word the teacher said and quickly grab that flashcard.
 |

**d. Expected product**: Students can say the correct words.

**e. Expected assessment:**

* Task completed with excellence:Students quickly identify and get the correct flashcards.
* Task completed: Students can identify and get the correct flashcards.
* Task uncompleted: Students are unable to identify and get the correct flashcards.

**2. Presentation** (5 minutes)

**a. Objectives:** To help the students recognize and talk about the ways they help at home.

**b. Teaching method/techniques:** Listening, pointing and repeating.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **A1. Listen and point. Repeat.** (CD2 Track 19)Arrange the flashcards *(put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes)* on the board.* Ask the students to listen and pay their attention.
* Use DCR on Eduhome to play the audio and point to each flashcard.
* Then play the audio again and have them point to the pictures in their Student’s Books.
* Play the audio and require them to listen and repeat.

*\*Student with disabilities:* * *Guide ss look at the picture, point and say. Then write the words.*
* Help them with their pronunciation if necessary.
* Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity.
* Walk round the class and support them if needed.
 | * Listen and follow their teacher’s instructions.
* Point to the pictures in their Student’s Books.
* Listen and repeat.
* Work with their partner to complete the task.

*\*Student with disabilities:* *SS1: Point, say and write the words: wash the dishes.* |
| **2. Play *Heads up. What’s missing?**** Arrange the flashcards on the board and remove one card when students are not looking.

*put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes.*One student from each team calls out the missing flashcard. | * Follow their teacher’s instructions.
* Look at 6 flashcards on the board.

Heads down on the table. When hearing the T’s sign, heads up and say aloud the missing flashcard. |

**d. Expected product**: Students can recognize and talk about the ways they help at home.

**e. Expected assessment:**

* Task completed with excellence: Students can recognize and talk about the ways they help at home correctly.
* Task completed: Students can recognize and talk about the ways they help at home.
* Task uncompleted: Students are unable to recognize and talk about the ways they help at home.

**3. Practice** (10 minutes)

**a. Objectives:** To practice using the useful language about the ways they help at home and circle the words.

**b. Teaching method/techniques:** Listening and Speaking

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **B1. Listen and practice.** (CD2 Track 20)* Use DCR on Eduhome to show the useful language and have the students look and read the useful language silently.
* Explain that we use it to ask and answer about the ways they help at home.

 *Who puts away groceries?* *I put away groceries/ I do.* *My sister puts away groceries/ My sister does.* *My sister and I put away groceries. / My sister and I do.** Play the audio and have them listen to the useful language.
* Ask them to work in pairs and practice the useful language.
* Require them to use the vocabulary from Part A.
* Go around the class and support them if necessary.
 | * Look and read the useful language silently.
* Listen to the teacher’s explanation.
* Listen and look at the useful language again.
* Work in pairs and practice the useful language.
* Use the new words from Part A when practicing the useful language.
 |
| **2. Circle the correct words. Practice.*** Demonstrate the activity using the example.
* Have the students read and circle their answers in their Student’s Books.

*\*Student with disabilities:* * *Guide ss do exercise*
* Divide the class into pairs and have them check each other’s work.
* Use DCR to check the answers as a whole class
* Have pairs practice saying the sentences.

Monitor the class and support if needed. | * Carefully look at the teacher demonstrating the activity.
* Read and circle their answers in their Student’s Books.

*\*Student with disabilities:* *SS1: Do exercise** Work in pairs and check their partner’s answers.
* Check the answers with the teacher and friends.

Practice saying the sentences with a friend. |

**d. Expected product**: Students can identify the vocabulary about the ways they help at home.

**e. Expected assessment:**

* Task completed with excellence: Students can identify the vocabulary about the ways they help at home and circle the words quickly.
* Task completed: Students can identify the vocabulary about the ways they help at home and circle the words.
* Task uncompleted: Students fail to identify the vocabulary about the ways they help at home and circle the words.

**4. Production** (10 minutes)

**a. Objectives:** To help them remember the vocabulary items and sentence pattern.

**b. Teaching method/techniques:** Asking and answering

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Ask and answer.**- Divide the class into two teams to complete the task.* Give them enough time to remember the conversation in *Part 2. Circle the correct words. Practice.*
* Tell them to close their Student’s books.
* Have Team A ask a question, and have Team B answer.
* Ask them to take turns asking and answering the questions.
* Support them if necessary.
 | * Work with their team to complete the task.
* Carefully listen to and follow their teacher’s instructions.
* Read and remember the conversation in *Part 2. Circle the correct words. Practice.*
* Close their Student’s books.
* Ask or answer the questions from the other team.
 |

**d. Expected product**: Students can ask and answer about the ways they help at home.

**e. Expected assessment:**

* Task completed with excellence: Students can ask and answer their friends about the ways they help at home quickly and correctly.
* Task completed: Students can ask and answer their friends about the ways they help at home.
* Task uncompleted: Students cannot ask and answer their friends about the ways they help at home.

**5. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students remember the target sentence structures.

**b. Teaching method/techniques:**  Playing the game “Whisper” and assigning homework in the Workbook.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Have the students play the game “Whispers”.
* Divide the class into two teams.
* Ask the students to form two lines.
* Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud.
* The first student to say the correct word wins a point for their team.
* The team having more correct answers will win the game.
 | * Play the game “Whispers” with their teammates.
* Follow their teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
 |
| **Homework Assignment** * Require the students to do exercises on page 68 in the Workbook.
* Have them copy new words and structure in their Tiếng Anh 4 i-Learn Smart Start Notebook.
* Ask them to prepare Parts C and D, Ethics Lesson on page 102 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, and prepare the new lesson.
 |

**d. Expected product**: Students can whisper the words.

**e. Expected assessment:**

* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.

**\*Remark:**

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Week: 28 Preparing date: 18/03/2025

Period: 111 Teaching date: 03/04/2025

**UNIT 7: MY FAMILY**

**ETHICS LESSON 4.2 (C, D)**

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

* ***Cognition:*** talk about the ways they help at home.
* ***Skill:*** Listening, Reading, Writing and Speaking.
* *Student with disabilities: Ss will be able to identify vocabulary about name some chores.*

*SS1: Point and say: feed the cat*

**2. General Competences**

* ***Self-control and independent learning:*** identify and talk about the ways they help at home.
* ***Communication and collaboration:*** work in pairs or groups to talk about the ways they help at home.
* ***Critical thinking and creativity:*** learn how to talk about the ways they help at home.

**3. Attributes**

* ***Kindness:*** support their friends to complete the learning tasks or play the games.
* ***Diligence:*** focus on the lesson and work hard to complete all the tasks.
* ***Honesty:*** play fair.
* ***Accountability:*** appreciate kindness, diligence, and honesty.

**B. LANGUAGE FOCUS**

* ***Vocabulary:*** *put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes.*
* ***Sentence patterns:*** *Who puts away groceries?*

 *I put away groceries/ I do.*

 *My sister puts away groceries/ My sister does.*

 *My sister and I put away groceries. / My sister and I do.*

**C. INSTRUCTIONAL RESOURCES**

**1. Teacher**

* General education program 2018 – Foreign Languages
* ***Reference teaching materials:***Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book
* ***Teaching aids:***Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV, PowerPoint slides.
* ***Assessment tools:*** Observation sheets, games

**2. Students**

Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**D. TEACHING PROCEDURES**

**1. Warm up** (5 minutes)

**a. Objectives:** To help students review the vocabulary from the previous lesson and motivate students’ learning.

**b. Teaching method/techniques:** Playing the game: “Go get it”

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Review the polite greetings.*** Divide the class into two teams.
* Use the body language to express the greetings: *put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes*.
* Have Team A ask a question, and have Team B answer.
* Swap roles and continue this activity.
* Correct the students’ mistakes if necessary.
* Lead in the new lesson.
 | * Work with their teammates to complete the task.
* Look at the teacher using the body language about the activities to help at home.
* Ask the other team a question about the ways they help at home.
 |

**d. Expected product**: Students can talk about the ways they help at home.

**e. Expected assessment:**

* Task completed with excellence:Students can talk about the ways they help at home smoothly.
* Task completed: Students can talk about the ways they help at home.
* Task uncompleted: Students are unable to talk about the ways they help at home.

**2. Presentation** (5 minutes)

**a. Objectives:** To help the students recognize the activities and fill in the blanks.

**b. Teaching method/techniques:** Listening, reading, writing, and speaking.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **C1. Read and fill in the blanks.** * Use DCR on Eduhome to show the students the text.

*\*Student with disabilities:* *Have ss point and say the words** Ask the students how many blanks to fill in are there.
* Have Ss to read the text as a whole class.
* Help them correct their pronunciation.
* Demonstrate the activity using the example.
* Have them look, read, and fill in the blanks.
* Check answers as a whole class.

\**Keys:**1. put away groceries**2. carry bags.**3. walks the dog.**4. washes the dishes.** *5. clears the table.*
 | * Listen and follow their teacher’s instructions.

*\*Student with disabilities:* *SS1: Point and say: feed the cat** Answer their teacher’s questions.
* Read the text as a whole class.
* Look, read, and fill in.
 |
| **2. Listen and read (CD2 – Track 21)**- Use DCR to show the text to the students.- Play the audio for Ss to listen and read.- Call out 1-2 students to read in front of the class. | * Look at the text.
* Listen and read.

Read in front of the class. |
| **D. 1. Look and listen.** (CD2 Track 22)* Have the students look at the script and pictures and ask these questions.

*Who are talking? (Tony and Phuong)**What are they talking about? (helping at home)*Play the audio and have them look and listen. | * Look at the script and pictures and ask their teacher’s questions.

Look and listen. |
| **2. Listen and circle.** (CD2 Track 23)* Have the students look at the sentences.
* Play the audio (using DCR) and demonstrate the activity using the example.
* Play the audio and have them listen and circle.

Play the audio again and check answers as a whole class. | * Look at the sentences.
* Follow their teacher’s instructions.
* Listen and circle.

Listen and check answers as a whole class. |

**d. Expected product**: Students can fill in the blanks.

**e. Expected assessment:**

* Task completed with excellence: Students can recognize the activities and fill in the blanks correctly.
* Task completed: Students can recognize the activities and fill in the blanks.
* Task uncompleted: Students are unable to recognize the activities and fill in the blanks.

**3. Practice** (10 minutes)

**a. Objectives:** To practice using the useful language to talk about the ways they help at home.

**b. Teaching method/techniques:** Listening and Speaking

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **3. Role-play.** * Divide the class into two pairs.
* Have the students practice saying the sentences.
* Have some pairs demonstrate the activity in front of the class.

*\*Student with disabilities:* *Have ss point and say the word* | * Work with their partner to complete the task.
* Practice saying the sentences.
* Demonstrate the activity in front of the class.

*\*Student with disabilities:* *SS1: Point and say: feed the cat* |

**d. Expected product**: Students can talk about the ways they help at home.

**e. Expected assessment:**

* Task completed with excellence: Students can talk about the ways they help at home quickly.
* Task completed: Students can talk about the ways they help at home.
* Task uncompleted: Students fail talk to about the ways they help at home.

**4. Production** (10 minutes)

**a. Objectives:** To help them remember the vocabulary items and sentence pattern.

**b. Teaching method/techniques:** Asking and answering

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.**- Have the students work with their partner.- Ask them to choose one of the stories from *Part 2 – Listen and circle.* as a sample.- Give the students enough time to make their stories using their own ideas.- Walk around the class and support them if necessary.- Invite some pairs to present their stories in front of the class.* Help the students with feedback and correct them if any.
 | * Work with their friend to complete the task.
* Choose one of the stories from *Part 2 – Listen and circle* as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
 |

**d. Expected product**: Students can ask and answer their friends’ question about the ways they help at home.

**e. Expected assessment:**

* Task completed with excellence: Students can ask and answer their friends’ questions about the ways they help at home quickly and correctly.
* Task completed: Students can ask and answer their friends’ questions about the ways they help at home.
* Task uncompleted: Students cannot identify the flashcards or ask and answer their friends’ questions about the ways they help at home.

**5. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help the students remember and pronounce the vocabulary items about the ways they help at home.

**b. Teaching method/techniques:**  Playing the game “Whisper” and assigning homework in the Workbook.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Have the students play the game “Whispers”.
* Divide the class into two teams.
* Ask the students to form two lines.
* Whisper a phrase to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud.
* The first student to say the correct word wins a point for their team.
* The team having more correct answers will win the game.
 | * Play the game “Whispers” with their teammates.
* Follow their teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
 |
| **Homework Assignment** * Require students to do exercises on page 69 in the Workbook.
* Ask them to prepare Parts E-G, Ethics Lesson on page 103 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
 |

**d. Expected product**: Students can whisper the words.

**e. Expected assessment:**

* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.

**\*Remark:**

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Week: 28 Preparing date: 18/03/2025

Period: 112 Teaching date: 04/04/2025

**UNIT 7: MY FAMILY**

**ETHICS LESSON 4.3 (E, F)**

**A. OBJECTIVES**

By the end of the lesson, students will be able to:

**1. Core competences**

* ***Cognition:*** talk about the ways they help at home.
* ***Skill:*** Listening, Reading, Writing and Speaking.
* *Student with disabilities: Ss will be able to identify vocabulary about name some chores.*

*SS1: Point and say the word: feed the cat*

**2. General Competences**

* ***Self-control and independent learning:*** identify and talk about the ways they help at home.
* ***Communication and collaboration:*** work in pairs or groups to talk about the ways they help at home.
* ***Critical thinking and creativity:*** learn how to talk about the ways they help at home.

**3. Attributes**

* ***Kindness:*** support their friends to complete the learning tasks or play the games.
* ***Diligence:*** focus on the lesson and work hard to complete all the tasks.
* ***Honesty:*** play fair.
* ***Accountability:*** appreciate kindness, diligence, and honesty.

**B. LANGUAGE FOCUS**

* ***Vocabulary:*** *put away groceries, carry bags, clear the table, sweep the floor, take out the trash, wash the dishes.*
* ***Sentence patterns:*** *Who puts away groceries?*

 *I put away groceries/ I do.*

 *My sister puts away groceries/ My sister does.*

 *My sister and I put away groceries. / My sister and I do.*

**C. INSTRUCTIONAL RESOURCES**

**1. Teacher**

* General education program 2018 – Foreign Languages
* ***Reference teaching materials:***Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book
* ***Teaching aids:***Class CDs, Flashcards, Digital Book (DCR & DHA on Eduhome), Projector/Interactive Whiteboard /TV, PowerPoint slides.
* ***Assessment tools:*** Observation sheets, games, ball

**2. Students**

Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

**D. TEACHING PROCEDURES**

**1. Warm up** (5 minutes)

**a. Objectives:** To help students have some general ideas about the reading.

**b. Teaching method/techniques:** Asking some questions

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the *Name memory* game.*** Have the class play the game together.
* Write the sentence patterns: “I’m… / He’s… / She’s…” on the board.
* Give a student a ball and ask them to introduce their name and pass the ball to a friend. The student with the ball has to introduce their name and his friend’s name.

Eg.*Student 1: Hello, I’m Quan.**Student 2: Hello, I’m Lan. He’s Quan.**Student 3: Hello, I’m Minh. He’s Quan. She’s Lan.** Correct the students’ mistakes if necessary.
* Lead in the new lesson.
 | * Play the game with their friends.
* Look at the patterns and follow their teacher’s instructions.
* Introduce their name and their friends’ names.
 |

**d. Expected product**: Students can answer the teather’s questions

**e. Expected assessment:**

* Task completed with excellence:Students can answer the teacher’s questions correctly and quickly.
* Task completed: Students can answer the teacher’s questions.
* Task uncompleted: Students fail to answer the teacher’s questions.

**2. Presentation** (5 minutes)

**a. Objectives:** To help the students have some general ideas about the reading.

**b. Teaching method/techniques:** Asking some questions.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Ask some questions.*** Use DCR on Eduhome to show the class the story on page 103.
* Have some look at the picture, the text and answer some questions.
* *Who is this? (Long)*
* *What is he talking about? (household chores)*
* Correct the students’ mistakes if necessary.
* Lead in the new lesson.
 | * Work individually to complete the task.
* Look at the picture and answer the teacher’s questions.
 |

**d. Expected product**: Students can answer the teather’s questions.

**e. Expected assessment:**

* Task completed with excellence:Students can answer the teacher’s questions correctly and quickly.
* Task completed: Students can answer the teacher’s questions.
* Task uncompleted: Students fail to answer the teacher’s questions.

**3. Practice** (10 minutes)

**a. Objectives:** To help the students know how to talk about what they and family members do at home and practice writing a paragraph.

**b. Teaching method/techniques:** Reading, Writing, and Speaking.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **E. Read and circle True or False.*** Use DCR on Eduhome to show the students the text.
* Have the students read the text individually.
* Read the text as a whole class.
* Demonstrate the activity using the example.
* Have them read and circle “True” or “False”.

*\*Student with disabilities:* * *Guide ss do exercise (sentences 1, 2)*
* Check answers as a whole class.
* *\*Keys: 1 False 2 True 3 True 4 True 5 True*
 | * Listen and follow their teacher’s instructions.
* Read the text individually.
* Read the text as a whole class.
* Read and circle “True” or “False”.

*\*Student with disabilities:* *SS1: Do exercise (sentences 1, 2)* |
| **F. Look at E. Write about who does things in your home.*** Have the students read the text in Part E again.

Ask them to fill in the blanks about who does things in their home. | * Read the text in Part E again.

Fill in the blanks about who does things in their home. |

**d. Expected product**: Students can know how to talk about what they and family members do at home.

**e. Expected assessment:**

* Task completed with excellence: Students can know how to talk about what they and family members do at home and practice writing a paragraph naturally.
* Task completed: Students can know know how to talk about what they and family members do at home and practice writing a paragraph.
* Task uncompleted: Students fail to know know how to talk about what they and family members do at home and practice writing a paragraph.

**4. Production** (10 minutes)

**a. Objectives:** To help them remember the vocabulary items and sentence patterns about the polite greetings.

**b. Teaching method/techniques:** Asking and answering

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **G. Talk about how you help at home.*** Divide the class into 4 groups.
* Have them to read their paragraphs to their group.

*\*Student with disabilities:* * *Have ss point and say the word*
* Afterwards, have some Ss speak in front of the class.
 | * Work with their partner to complete the task.
* Read their paragraphs to their group.

*\*Student with disabilities:* * *Point and say the word: feed the cat*
* Present their paragraphs in front of the class.
 |

**d. Expected product**: Students can use the vocabulary items and sentence patterns about the polite greetings.

**e. Expected assessment:**

* Task completed with excellence: Students can use the vocabulary items and sentence patterns about the polite greetings correctly.
* Task completed: Students can use the vocabulary items and sentence patterns about the polite greetings.
* Task uncompleted: Students cannot use the vocabulary items and sentence patterns about the polite greetings.

**5. Consolidation and homework assignment** (5 minutes)

**a. Objectives:** To help students remember and pronounce the vocabulary items about helping at home.

**b. Teaching method/techniques:**  Playing the game “Whisper” and assigning homework in the Workbook.

**c. Procedures**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Have the students play the game “Whispers”.
* Divide the class into two teams.
* Ask the students to form two lines.
* Whisper a word to the first student from each group. Then they whisper the word into the ear of the student standing next to them. They continue whispering the word until the end of the line. The last student has to say it out loud.
* The first student to say the correct word wins a point for their team.
* The team having more correct answers will win the game.
 | * Play the game “Whispers” with their teammates.
* Follow their teacher’s instructions before playing the game.
* Quickly whisper the word into the ear of the friend standing next to them.
 |
| **Homework Assignment** * Ask them to prepare Unit 7 – Review and Practice on page 104 in the Student’s Book.
 | * Follow their teacher’s instructions.

Prepare the new lesson. |

**d. Expected product**: Students can whisper the words to their friends.

**e. Expected assessment:**

* Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.
* Task completed: Students are able to whisper the words to their friends.
* Task uncompleted: Students fail to listen the new words or whisper them to their friends.

**\*Remark:**

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Ngày…..tháng……năm 2025

 Duyệt kế hoạch

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