**ĐĂNG KÝ GIẢNG DẠY MÔN TIẾNG ANH**

**TUẦN 24**

**(Từ ngày 3/3 đến ngày 7/3/2025)**

|  |  |  |  |  |  |
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| **THỨ** | **BUỔI** | **LỚP** | **TIẾT** | **MÔN HỌC** | **TÊN BÀI** |
| *Thứ Hai*  *3/3* | Chiều | 3B | 1 | English | Unit 14: My bedroom. – Lesson 2: 1,2,3 |
| 3B | 2 | English | Unit 14: My bedroom. – Lesson 2: 4,5,6 |
|  | 3 |  |  |
| *Thứ Ba*  *4/3* | Sáng | 5A | 1 | English | Unit 14: Staying healthy. – Lesson 2: 1,2,3 |
| 5A | 2 | English | Unit 14: Staying healthy. – Lesson 2: 4,5,6 |
| 1B | 3 | English | Unit 12: At the lake. – Lesson 1: 1,2 |
| 1B | 4 | English | Unit 12: At the lake. – Lesson 2: 3,4,5 |
| Chiều |  | 1 |  |  |
| 3B | 2 | English | Unit 14: My bedroom. – Lesson 3: 1,2,3 |
| 3B | 3 | English | Unit 14: My bedroom. – Lesson 3: 4,5,6 |
| *Thứ Tư*  *5/3* | Sáng | 1A | 1 | English | Unit 12: At the lake. – Lesson 1: 1,2 |
| 1A | 2 | English | Unit 12: At the lake. – Lesson 2: 3,4,5 |
| 5A | 3 | English | Unit 14: Staying healthy. – Lesson 3: 1,2,3 |
| 5A | 4 | English | Unit 14: Staying healthy. – Lesson 3: 4,5,6 |
| *Thứ Năm*  *6/3* | Sáng | 2A | 1 | English | Unit 12: At the cafe. – Lesson 1: 1,2 |
| 2A | 2 | English | Unit 12: At the cafe. – Lesson 2: 3,4,5 |
| 5C | 3 | English | Unit 14: Staying healthy. – Lesson 2: 1,2,3 |
| 5C | 4 | English | Unit 14: Staying healthy. – Lesson 2: 4,5,6 |
| *Thứ Sáu*  *7/3* | Sáng | 5C | 1 | English | Unit 14: Staying healthy. – Lesson 3: 1,2,3 |
| 5C | 2 | English | Unit 14: Staying healthy. – Lesson 3: 4,5,6 |
| 2B | 3 | English | Unit 12: At the cafe. – Lesson 1: 1,2 |
| 2B | 4 | English | Unit 12: At the cafe. – Lesson 2: 3,4,5 |

*Duyệt bài ngày 28 tháng 2 năm 2025*

**HIỆU PHÓ**

**NGUYỄN THỊ HẰNG**

**WEEK 24**

**GRADE 1**

**The date of preparing:** 28/2/2025

**The date of teaching:**

**Class 1A:** Morning Wednesday (Period 1st + Period 2nd )

**Class 1B:** Morning Tuesday (Period 3rd + Period 4th )

**WEEK 24:**

**UNIT 12: AT THE LAKE**

**Lesson 1**

**I/ Objectives:**

**1.Knowledge:**

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

- pronounce the sound of the letter L/l in isolation.

- say the words Lucy, lake, leaf, lemons correctly.

**2. Competencies:**

**2.1. Generic competencies:**

- Communication and cooperation competence: read and complete the sentences, work in pairs/groups.

- Problem-solving competence: observing, collecting and analyzing information

- Autonomy and self-learning: remembering, recalling and guessing words/ phrases

- Problem –solving and creativity: giving ideas, changing information, giving comments, critical thinking.

**2.2. Language competence:**

- sound of the letter L/l in isolation.

- say the words Lucy, lake, leaf, lemons correctly.

- Skills: Integrated skills (speaking and listening)

**3. Attitude / Qualities:**

Educate Ss to become studious and obedient students, love learning English

**II/ Teaching aids:**

**1.Teacher:** Pictures, words cards, worksheets, flashcards, objects, recording, computer, projector.

**2.Students:** Tieng Anh 1 students’ books, pens, pencils, crayons, notebooks.

**III/ Procedure:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step/Activity** | **Aims** | **Teacher’s activities** | **Students’ activities** |
| **Warm up**  (5 minutes) | help ss review some vocabulary that they learnt. | *Game:* Guessing game | **-** Greet the teacher.  - SS listen and play game. |
| **1. Listen and repeat: 10’** (8 minutes) | correctly pronounce the name of letter *L/ l* and the sound / *l/* bothin isolation and in the *Lucy, lake, leaf, lemons* | Open books or access sachmem. Have pupils look at the picture and answer some questions, such as Who are they? Where are they? What are they doing? and Can you see the lake? Can you see the leaf? Can you see the lemons? Draw pupil’s attention to the letter L/l, the words next to the character and things, and the colour of the letter L/l (as mentioned in Input). Check comprehension.  Have pupils point to the letter L/l, listen to the recording and repeat the sound of the letter L/l. Say Point to the letter L/l, listen and repeat, please! Play the recording several times for pupils to listen and repeat the sound of the letter.  Have them point to the lake and/or the word lake, listen to the recording and repeat the word lake, saying Point to the lake, listen and repeat, please! Then play the recording again, if necessary, for pupils to listen and repeat individually and in chorus. Correct pronunciation, if necessary. If they repeated well, praise them, saying Well done!  Repeat the same procedure with Lucy, the leaf and the lemons.  Correct pronunciation, if necessary.  Have pupils point to the letter L/l, the pictures, listen to the recording again and say the sound of the letter and the words again in pairs or groups.  Give further support to those pupils who find it difficult to do the task, if necessary.  Play the recording again and invite a few pupils to say the letter L/l and the words Lucy, lake, leaf, lemons in front of the class. | -Point, listen and repeat.  -Ss repeat.  -Ss listen and repeat.  -SS listen, point and repeat.  -SS say in front of the class. |
| **2.Point and say: 10’** | - **Aims: :** to correctly identify and pronounce the name the words *Lucy, lake, leaf, lemons* | Have pupils look at the picture again and explain the situation in which the language is used, saying Look at the picture and describe it, please! E.g. Lucy is drinking. The mother is eating. The father is reading. Draw their attention to the letter L/l and the words they have learnt in Activity 1. Tell pupils to point to the letter L/l and say its sound, saying Point to the letter L/l and say it, please!  Let them point to the lake and say the word lake as a model. Say Point and say, please! Remind them of the sound of the letter l in the word lake.  Then ask one pupil to point to the lake and say the word lake in front of the class. Check comprehension.  Follow the same procedure with other things. Correct pronunciation, if necessary. Give further support to those pupils who find it difficult to do the task.  Get pupils to work in pairs or groups, one pupil points to the character and things in the picture and the other one says the words. Go around to offer help or correct pronunciation, if necessary.  Select some better pupils or some pairs to point to the picture and say the sound of the letter and the words in front of the class. Correct pronunciation, if necessary. | Look at the picture and describe.  -Point and say  -Work in pairs or in groups. |
| **3. Play game: Kim’s game** | - **Aims:** to correctly pronounce the target words: *Lucy, lake, leaf, lemons* | Tell pupils that they are going to look at the flashcards/objects (the leaf, lemon, bus, truck, car, book, bag, box, ....) for 60 seconds and then write down the names of the objects as quickly and correctly as possible. Explain how the game is played. Check comprehension.  Arrange the flashcards/objects on the desk and cover them with a piece of cloth. Do not let pupils see what are beneath the piece of cloth.  Divide the class into groups. Do not allow pupils to write anything down.  Show the flashcards/objects under the piece of cloth for 60 seconds. Then cover them again. In their groups, the pupils try to write down the name of as many objects as they can remember.  Have the groups swap their answers and count the number of items they have written with correct spelling. Groups get a point for one correct item.  When pupils become experts of the game, reduce the time to 50 seconds for pupils to look at the flashcards/objects before writing down their names. | Look at Picture  Point and say the words |
| **Home-link**  (2 minutes) |  | **-** Practice more at home.  - Prepare for the next lesson. |  |

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**UNIT 12: AT THE LAKE**

**Lesson 2**

**I/ Objectives:**

**1.Knowledge:**

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

- say the sound of the letter L/l, the words lake, lemons, Lucy, the structure Look at \_\_\_ in a chant.

- listen and identify the sentences: Look at the lemons. Look at the lake.

- trace the letter L/l and write the letter L/l in the words Lucy, lake, leaf, lemons.

**2. Competencies:**

**2.1. Generic competencies:**

- Communication and cooperation competence: read and complete the sentences, work in pairs/groups.

- Problem-solving competence: observing, collecting and analyzing information

- Autonomy and self-learning: remembering, recalling and guessing words/ phrases

- Problem –solving and creativity: giving ideas, changing information, giving comments, critical thinking.

**2.2. Language competence:**

- Sound /l/

- Vocabulary: *review*

*- Sentence pattern:* Look at \_\_\_ in a chant.

- Skills: Integrated skills (speaking and listening)

**3. Attitude / Qualities:**

Educate Ss to become studious and obedient students; love learning English

**II/ Teaching aids:**

**1.Teacher:** Pictures, words cards, worksheets, flashcards, objects, recording, computer, projector.

**2.Students:** Tieng Anh 1 students’ books, pens, pencils, crayons, notebooks.

**III/ Procedure:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step/Activity** | **Aims** | **Teacher’s activities** | **Students’ activities** |
| **Warm up**  (5 minutes) | **Aims:** to help ss remember the words that they have learn in lesson 1. | -T asks ss to say the letter and the sound they learnt in lesson 1(*O/o*, /o/) | - SS say the letter and the sound. |
| **3. Listen and chant:10’** | * **Aims:** to correctly pronounce  *the sound of the letter L/l, the words lake, lemons, Lucy, the structure Look at \_\_\_ in a chant.* | Have pupils look at the first verse of the chant, saying Look at the first verse of the chant, please! Draw their attention to the letter L/l in the words Lucy, lake and lemons. Let them look at the second verse of the chant, saying Look at the second verse of the chant, please! Explain the meaning of each line (imperative sentences) Check comprehension.  comprehension.  Play the recording of the first verse for pupils to listen and repeat, saying Listen to the first verse, listen and repeat, please!  Get pupils to point to the second verse. Play the recording, ask pupils to listen and repeat the second verse. Show them how to chant and clap their hands.  Play the recording again (more than once, if necessary) for pupils to listen and repeat the chant individually and in chorus. Give further support to those pupils who find it difficult to do the task.  Select one or two groups to the front of the class to chant and clap their hands. The rest of the class may clap along to the rhythm.  With better classes, encourage pupils change some lines of the chant and sing the chant in front of the class. E.g.  L, l, Lucy. Look at Lucy.  L, l, lake. Look at the lake.  L, l, leaf. Look at the leaf.  L, l, lemons. Look at the lemons.  L, l, locks. Look at the locks. | Look at the picture and listen.  -Ss listen.  -Ss listen and repeat.  -SS listen and chant.  -SS chant.  -SS chant in front of the class. |
| **4. Listen and tick: 8’** | **\*Aims:** to recognize the words say the sound of the letter *L/l,* the words *lake, lemons, Lucy,* the structure *Look at \_\_\_* in a chant. | Have pupils look at the pictures and say imperative sentences, saying *Point to the pictures and say, please!* Pupils may point to the lemons and say, e.g. *Look at the* *lemons*. Draw pupils’ attention to the boxes next to the letters *a* and *b*. Check comprehension.  Select a few pupils to point to the pictures in Question 1 and express commands/say the imperative sentences/commands in front of the class. Say *Point to the pictures and say the sentences, please!* E.g. 1a: *Look at the lemons*, 1b: *Look at the apples*.  Play the recording of the first sentence for pupils to listen and tick, saying *Now listen to the recording and tick, please!* Play the recording of the first sentence again for pupils to listen and tick.  Ask pupils to say what they have heard and ticked.  Follow the same procedure with the pictures in Question 2. Before playing the recording, say *Are you ready? OK, now listen to the recording and tick, please!* Play the recording (several times if needed) for pupils to listen and tick the correct box. Call a few pupils to the front of the class to point to the pictures and say what they have heard. If they said correct words or sentences, praise them, saying *Very good!* | -Look at the picture and describe.  -Point and say  -SS listen and do the task.  -Work in pairs or in groups. |
| **5. Look and trace:9’** | * **\*Aims:** to write the letter  *L/l and write the letter L/l in the words Lucy, lake, leaf, lemons* | Have pupils look at the letter *L* (upper case) and *l* (lower case). Use *sachmem* to explain how *L* and *l* are traced. Ask some pupils to make sure if they recognize the two forms of the letter.  Tell pupils to trace the letter *L/l*, saying *Now use your pencil to trace the letter L/l.* You can demonstrate by air tracing or tracing the broken lines of the letter *L/l* on the board. Then let pupils do the tracing. Give further support to those pupils who find it difficult to do the task.  Have pupils look at the pictures and the incomplete words *\_\_ucy, \_\_ake, \_\_eaf* and *\_\_emons.* Explain how to complete the words. Check comprehension. Draw pupil’s attention to the letter *L* (upper case) in the word *Lucy*.  Give pupils time to complete the words independently, saying *Look at the pictures and complete the words, please!* Go around and offer help, if necessary.  Check the results of pupils’ tracing and give feedback. Ask pupils to work in pairs and swap their answers, saying *Now work in pairs and check each other’s answer*. Give pupils time to work.  If there is enough time, invite some pupils to point to the letter *L/l* and say its sound. Say *Point to the letter and say, please!* Then let them point to the pictures and say the complete words aloud, saying *Point to the pictures and say the words, please!* | -Ss look and listen  -Ss listen.  -SS do the task.  -Check in pairs.  -Ss show their work. |
| **Home-link**  (2 minutes) |  | **-** Practice more at home.  - Prepare for the next lesson. |  |

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**GRADE 2**

**The date of preparing:** 28/2/2025

**The date of teaching:**

Class 2A: Morning Thursday (Period 1st + Period 2nd )

Class 2B: Morning Friday (Period 3rd + Period 4th )

**WEEK 24:**

**UNIT 12: AT THE CAFÉ**

**Lesson 1**

**I/ Objectives:**

**1.Knowledge:**

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

*-* correctly pronounce the name of letter A*/ a* and the sound */a/* in

isolation.

- Say correctly the words :*cake, grapes, table*

**2. Competencies:**

**2.1.Generic competencies:**

- Communication and cooperation competence: read and complete the sentences, work in pairs/groups.

- Problem-solving competence: observing, collecting and analyzing information

- Autonomy and self-learning: remembering, recalling and guessing words/ phrases

- Problem –solving and creativity: giving ideas, changing information, giving comments, critical thinking.

**2.2. Language competence:**

- Sound /a/

- Vocabulary: *cake, grapes, table*

- Skills: Integrated skills (speaking and listening)

**3. Attitude / Qualities:**

Educate Ss to become studious and obedient students, love learning English

**II/ Teaching aids:**

**1.Teacher:** Pictures, words cards, worksheets, flashcards, objects, recording, computer, projector.

**2.Students:** Tieng Anh 2 students’ books, pens, pencils, crayons, notebooks.

**III/ Procedure:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step/Activity** | **Aims** | **Teacher’s activities** | **Students’ activities** |
| **Warm up**  (5 minutes) | help ss review some vocabulary that they learnt. | *Game:* Guessing game | **-** Greet the teacher.  - SS listen and play game. |
| **1. Listen and repeat: 10’** (8 minutes) | to correctly pronounce the name of letter A*/ a* and the sound / a*/* bothin isolation and in the words *cake, grapes, table* | - Have ss look at the picture and draw ss’ attention to the letter A*/ a* , the words next to the things and the colour of the letter *A/a*  -Ask ss to point to the letter A*/ a* Have them listen and repeat the sound of the letter A*/ a* more than once, if necessary.  -Tell ss to point to cake . Ask them to listen and repeat the word.  -Repeat the same Procedure: with the words:  *grapes, table ,* Give further support to those ss who find it difficult to do the task.  -Play the recording again and have them listen, point to the letter A*/ a and the cake, grapes, table* and repeat until they feel confident. Correct pronunciation, if necessary.  -Play the recording again and call some ss to say the *letter*  A*/ a and the words cake, grapes, table* in front of the class.  **\*Outcome:** Ss can correctly pronounce the name of letter  A*/ a* and the sound */a/* bothin isolation and in the words  *cake, grapes, table* | -Point, listen and repeat.  -Ss repeat.  -Ss listen and repeat.  -SS listen, point and repeat.  -SS say in front of the class. |
| **2.Point and say: 10’** | to correctly identify and pronounce the name the words  *cake, grapes, table* | - Have ss look at the picture again and ask them to describe the picture again (in Vietnamese). Draw their attention to the letter A*/ a , cake, grapes, table*  if necessary. - Get them to point to the letter A*/ a*  and say it. Let them point to the word and say,  - Give further support to those ss who find it difficult to do the task.  - Follow the same Procedure: with other things. Give further support to those Ss who find it difficult to do the task.  - Ask ss to work in pairs or in groups to point to the picture and say the sound of the letter A*/ a* and the words. Go around and offer help or correct pronunciation, if necessary.  -Invite two or three ss to point to the picture and say the sound of the letter and the words in front of the class.  - T gets feedback | Look at the picture and discribe.  -Point and say  -Work in pairs or in groups. |
| **3. Play game: Spell it!: 7’** | - **Aims:** to correctly pronounce the target words: *yams, yogurt, yo-yos* | - Explain that teams must spell a wordusing their flashcards.. A correct word scores one point.  - Have time for ss to play game.  -Count the points for each team and announce the winner.The team with the most points wins  **\*Outcome:** Ss can correctly spell target words | Look at Picture  Point and say the words |
| **Home-link**  (2 minutes) |  | **-** Practice more at home.  - Prepare for the next lesson. |  |

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**UNIT 12: AT THE CAFÉ**

**Lesson 2**

**I/ Objectives:**

**1.Knowledge:**

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

- correctly pronounce the words *cake, grapes, table and say the sentence pattern: He’s/ She’s having\_\_\_\_\_\_\_\_ in a chant.*

**2. Competencies:**

**2.1.Generic competencies:**

- Communication and cooperation competence: read and complete the sentences, work in pairs/groups.

- Problem-solving competence: observing, collecting and analyzing information

- Autonomy and self-learning: remembering, recalling and guessing words/ phrases

- Problem –solving and creativity: giving ideas, changing information, giving comments, critical thinking.

**2.2. Language competence:**

- Sound /a/

- Vocabulary: *review*

*- Sentence pattern: He’s/ She’s having\_\_\_\_\_\_\_\_*

- Skills: Integrated skills (speaking and listening)

**3. Attitude / Qualities:**

Educate Ss to become studious and obedient students; love learning English

**II/ Teaching aids:**

**1.Teacher:** Pictures, words cards, worksheets, flashcards, objects, recording, computer, projector.

**2.Students:** Tieng Anh 2 students’ books, pens, pencils, crayons, notebooks.

**III/ Procedure:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step/Activity** | **Aims** | **Teacher’s activities** | **Students’ activities** |
| **Warm up**  (5 minutes) | **Aims:** to help ss remember the words that they have learn in lesson 1.. | T asks ss to say the letter and the sound they learnt in lesson 1( A*/ a* , /a/)  Say “Open your book and look at lesson 2” | - SS say the letter and the sound.  -SS open their book |
| **3. Listen and chant:10’** | **Aims:** to correctly pronounce the words *cake, grapes, table and say the sentence pattern: He’s/ She’s having\_\_\_\_\_\_\_\_ in a chant.* | - Have ss look at the chant on p. 52 in their books and draw ss’ attention to the first line and explain its meaning. Ask them to pay attention to the letter A*/ a* and the words: *cake, grapes, table* . Check comprehension.  - Play the recording of the first verse for Ss to listen and to get familiarized with the tune.  - Play the recording again, ask ss to listen and repeat the first line. Then play the recording for them to listen and repeat until they feel confident. - Follow the same Procedure: with the other verse. Show ss how to chant and clap their hands. Correct pronunciation, if necessary.  - Play the recording all the way through. Ask ss to listen and repeat the chant individually and in chorus. Give further support to those ss who find it difficult to do the task.  - Select some ss to the front of the class to chant and clap their hands. The rest of the class may sing the chant along and clap their hands.  **\*Outcome:** Ss can correctly pronounce the words  *cake, grapes, table*  *and say the sentence pattern: He’s/ She’s having\_\_\_\_\_\_\_\_ in a chant* | Look at the picture and listen.  -Ss listen.  -Ss listen and repeat.  -SS listen and chant.  -SS chant.  -SS chant in front of the class. |
| **4. Listen and circle: 8’** | **\*Aims:** to recognize the words  *cake, grapes, table* and the*sentence pattern: He’s/ She’s having\_\_\_\_\_\_\_\_* | -Have Ss look at two pictures and say what they can see. Draw ss’ attention to the boxes next to the letters *a* and *b*. Check comprehension. -Encourage some ss to point to the pictures and say the words in front of the class . E.g. 1a: cake, 1b: cherry  - Play the recording for ss to listen and circle  - Let ss to listen again and check .  -T gets feedback.  \*Keys: 1.a / 2.a  **\*Outcome:** Ss can to recognize the words *kite, kitten, bike* and the*sentence pattern: He’s/ She’s having\_\_\_\_\_\_\_\_* | -Look at the picture and discribe.  -Point and say  -SS listen and do the task.  -Work in pairs or in groups. |
| **5. Look and write:9’** | to write the letter A*/ a* and complete the words: *cake, grapes, table* | - Have Ss look at the letter A(upper case) and a(lower case). Ask ss to make sure if they recognize the two forms of the letter.  - Tell ss to trace the letter A*/ a .*T can demonstrate by air tracing or tracing the broken lines of the letter A*/ a* on the board.  -Then let ss write the letter. Then find out the missing letter to complete the correct word. Give further support to those Ss who find it difficult to do the task.  - Check the results of ss’ tracing and give feedback. Ask ss to work in pairs and swap their answers. Give ss time to work. Go around and offer help, if necessary.  - Ask some ss to show what they have done.  **\*Outcome:** Ss can write the letter A*/ a* and complete the words: *cake, grapes, table* | -Ss look and listen.  -Ss listen.  -SS do the task.  -Check in pairs.  -Ss show their work. |
| **Home-link**  (2 minutes) |  | **-** Practice more at home.  - Prepare for the next lesson. |  |

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**GRADE 3**

**The date of preparing:** 28/2/2025

**The date of teaching:**

Class 3B: Afternoon Monday (Period 1st + Period 2nd )

Afternoon Tuesday (Period 2nd + Period 3rd )

**WEEK 24**

**UNIT 14: MY BEDROOM**

**Lesson 2 – Period 3**

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| **I. OBJECTIVES** | |
| **Language focus:** | By the end of the lesson, pupils will be able to:  - To understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room.  - To correctly say the words and use *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_*. to describe things in the room.  -To enhance the correct use of *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_.* to describe things in the room in a freer context. |
| **Core Competencies:** | Problem-solving, decision making, teamwork, reliability, motivation, adaptability, and initiative. |
| **General Competences:** | Listening: Look, listen and repeat  Critical Thinking: listen, point and say  Oral Communication: let’s talk  Sociability: talk to each other, say good words to others. |
| **Attributes:** | * Diligence: complete learning tasks * Responsibility: appreciate kindness * Secure and Organized: keep things in the house clean |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 26 * Audio Tracks 35, 36 * Teacher’s guide Pages 176 * Website *sachmem* * Flashcards/pictures and posters (Unit 14) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap up.** |

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| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class and encourage pupils to respond to your greeting.  **Option 1:** Sing the song *My bedroom* of Unit 14, page 27.  - Ask pupils to sing the song.  - Invite some of them come to the board to role play and do action, the rest of the pupils will sing.  **Game: Sing, sing, sing!**  Ask pupils to sing this song with some word are covered. When they finish singing, check the lyrics.  **Option 2**: **Game: Who says fast?**  Teacher hold a school thing card and a sentence with a missing word.  Ask pupils to guess the answer as fast as possible.  Then have pupils do the same with the rest.  This can be played in groups to make it more interesting.  **Option 3**:  Movement activity: Sing and dance along  Divide the class into 4 groups.  Put the flashcards about rooms in the house on the board.  T plays a song from Unit 13 and asks pupils to watch, sing and dance along. When the music stop, pupils have to stand still, then point and say about the pictures on the board.  Who can make it fast will get points for the group. | Whole class  Individual work / Group work  Individual work/ Group work  Individual work/ Group work  Whole class  Individual work/ Group work  Sing and dance along the music  Look at the pictures and say. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1. Look, listen and repeat.** 8 minutes | | |  |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room. | |  |
| b. Input: | – Context **a**: Mai: *This is my bedroom*. *The door is big.*  – Context **b**: Mai: *And look! The windows are small.* | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) to describe things in the room. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures **a** and **b** and identify the characters in the pictures.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording for them to listen.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences  in the recording.  **Step 5:** Draw pupils’ attention to the sentences *The door is big.* and *The windows are small.* to describe things in the room. | Whole class  Whole class  Whole class/ Individual work  Whole class/  Pair work  Individual work |  |
| **Activity 2. Listen, point and say.** 9 minutes | |  |  |
| a. Goal: | To correctly say the words and use *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_*. to describe things in the room. | |  |
| b. Input: | – Picture cues: **a.** a big door **b.** a small door  **c.** two new chairs **d.** two old chairs  – Speech bubbles:  *The \_\_\_\_\_ is \_\_\_\_\_.*  *The \_\_\_\_\_ are \_\_\_\_\_.*  **Audio script:**  **a.** door / big **b.** door / small **c.** chairs / new **d.** chairs / old  The door is big.  The chairs are new. | |  |
| c. Outcome: | Pupils can correctly say the words and use *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_.* to describe things in the room. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the things in the room. Have pupils point at the words under the pictures, listen to the recording and repeat them.  **Step 2:** Model by pointing to the gapped sentence *The \_\_\_\_\_ is \_\_\_\_\_*. in the first bubble. Tell pupils that they should fill in the name of the thing in the picture (e.g. *door*) in the first gap and write an adjective under the picture (e.g. *big*) in the second gap. Then have them listen to the recording and repeat the sentence *The door is big*. a few times.  **Step 3:** Repeat **Step 2** with Pictures **b**, **c**, **d**. Explain that for plural things (e.g. *chairs*) they  have to use the gapped sentence *The \_\_\_\_\_ are \_\_\_\_\_*. in the second bubble.  **Step 4:** Give pupils a time limit to practise describing things in the bedroom in pairs or  groups. Then invite a few pupils to point at the things in the pictures and describe them  in front of the class.  **Game: LUCKY WHEEL**  - Ask pupils *to make sentences with words, phrases and pictures given.*  - Choose a number to have a question.  - Spin the round to get points.  - Answer the questions, then give points to the pupils. | Whole class/ Individual work  Whole class/ Individual work  Whole class/  Pair work  Team work  Play the game |  |
| **Activity 3. Let’s talk.** 8 minutes | |  |  |
| a. Goal | To enhance the correct use of *The \_\_\_\_\_ is \_\_\_\_\_. / The \_\_\_\_\_ are \_\_\_\_\_.* to describe things in the room in a freer context. | |  |
| b. Input | – Picture cue: A bedroom with a bed, a desk, a door, two chairs and two windows  – Speech bubbles:  *The \_\_\_\_\_ is \_\_\_\_\_.*  *The \_\_\_\_\_ are \_\_\_\_\_.* | |  |
| c. Outcome | Pupils can enhance the correct use of *The \_\_\_\_\_ is \_\_\_\_\_. /*  *The \_\_\_\_\_ are \_\_\_\_\_*. to describe things in the room in a freer context. | |  |
| d. Procedure | **Step 1:** Have pupils look at the things in a bedroom and say their names. Then encourage  them to describe the things in the bedroom.  **Step 2:** Have pupils complete the first gapped sentence (e.g. *The bed is big.*). Then have the class listen and repeat the sentence again.  **Step 3:** Give pupils time to practise individually first and then in pairs or groups. Remind them that *The \_\_\_\_\_ is \_\_\_\_\_*. is used with a singular thing and *The \_\_\_\_\_ are \_\_\_\_\_*. Is used with plural things. Check comprehension.  **Step 4:** Invite a few pupils to point at and describe the things in the picture in front of the class. Praise them if they perform well.  **Extension:** If time allows, have pupils point at and describe the things in the classroom (e.g. *The windows are big*.). | Whole class/ Individual work  Individual work  Pair work |  |
| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1**:  Using *sachmem*, have pupils look at the words in the picture and repeat after the recording.  **Option 2:**  **Game: Look and choose**  -Teacher divides class into 2 reams BOYS and GIRLS  Round 1:  - 1 boy says 1 sentence using words and structures in the lesson to describe 1 of 4 pictures (A,B,C,D) and 1 girl says out loud the picture the boy talking about.  - Give points for the teams.  **Option 3: Preparation for the project:**  Tell pupils about the project on page 29. Ask them to find a picture of a bedroom and tell the class about it. They need to prepare the sentences that they are presenting.  In Lesson 2, period 4, remind pupils of what they need to prepare for the project. | Whole class  Team work  Individual work |  |

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**UNIT 14: MY BEDROOM**

**Lesson 2 – Period 4**

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| **I. OBJECTIVES** | |
| **Language focus:** | By the end of the lesson, pupils will be able to:  - To listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures.  - To complete four gapped sentences with the help of picture cues.  - To sing the song My bedroom with the correct pronunciation, rhythm and melody. |
| **Core competencies:** | Decision making, teamwork, motivation, problem-solving, integrity, communication, planning and organization. |
| **General Competences:** | Listening: Listen and number.  Self-control & independent learning: perform listening tasks.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | * Kindness: help partners to complete learning tasks. * Diligence: complete learning tasks * Responsibility: appreciate kindness |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 27 * Audio Tracks 37,38 * Teacher’s guide Pages 178,179 * Website *sachmem* * Flashcards/pictures and posters (Unit 14) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Listen and number – Look, complete and read – Let’s sing – Fun corner and wrap up.** |

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| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Spend a few minutes revising the previous lesson by letting a few pupils describe things in the picture in Activity 3 or in the classroom.  **Option 2**: Teacher may invite one or two groups of pupils to play the Memory game using the target vocabulary items such as big, small, old and new in front of the class..  **Option 3**: Game: Bricks down  - Divide class into 2 groups: Boys and Girls  (Teacher brings a dice to the class to play this game)  - Two pupils from each roll a dice to determine who will go first in a game.  - Teacher clicks on the bricks. This will reveal the hidden picture. As the bricks disappear, pupils should try to guess what it is.  - Group has more correct answers is the winner. | Whole class  Group work  Individual work/ Group work |  |
| **Activity 4. Listen and number.** 8 minutes | | |  |
| a. Goal: | To listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures. | |  |
| b. Input: | Picture cues:  a. a big bed in a bedroom b. a small bed in a bedroom  c. two big chairs in a bedroom d. two small chairs in a bedroom  Audio script:  1. There’s a bed in my bedroom. It’s small.  2. There’s a bed in my bedroom. It’s big.  3. There are two chairs in my bedroom. They’re big.  4. There are two chairs in my bedroom. They’re small. | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in which characters introduce and describe things in a bedroom and number the correct pictures.  Key: 1. b 2. a 3. c 4. d | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and ask them some questions such as What is this? and What are these? You may explain that they can see a bed in Pictures a and b, but that the bed in Picture a is big and the bed in Picture b is small. Ask them to talk about the chairs in Pictures c and d. Check comprehension.  **Step 2:** Play the recording all the way through so that pupils can get familiar with the characters’ voices. Then play the recording for them to listen and number the pictures.  **Step 3:** Let them swap and check the answers before checking as a class. Correct the answers as necessary.  **Step 4:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct pronunciation if necessary.  **Extension:** For a more able class, invite a few pupils to point at and describe the pictures (e.g. a. The bed is big.). The class praises if they perform well.  **Game:** Listen and choose the correct answer.  - Teacher shows 2 pictures, play the recording twice.  - Teacher asks pupils to listen carefully, then choose the correct answer (A or B).  - If time allows, ask pupils to say the correct sentence again. Who can say it correctly will get double points for the team. (ppt game)  - This game can be more interesting when playing in groups. | Whole class    Whole class/ Individual work  Whole class/ Individual work  Individual work  Whole class/ Individual work |  |
| **Activity 5. Look, complete and read.** 9 minutes | |  |  |
| a. Goal: | To complete four gapped sentences with the help of picture cues. | |  |
| b. Input: | – Four picture cues  – Four gapped sentences | |  |
| c. Outcome: | Pupils can complete four gapped sentences with the help of picture cues.  Key: 1. bed 2. two lamps 3. big 4. small | |  |
| d. Procedure: | **Step 1:** Have pupils read the first gapped sentence. Ask them: What is missing from  sentence 1? (e.g. the thing in the bedroom). Then have them look at the picture. Ask: What’s this? (e.g. It’s a bed.). Ask pupils what word they should use to fill the gap (e.g. bed). Check comprehension.  **Step 2:** Give pupils a time limit to read the other gapped sentences, look at the pictures, and fill in the gaps independently. Go around the classroom and give further support to pupils who find it difficult to do the task.  **Step 3:** Ask pupils to swap and check their answers. Correct the answers.  **Step 4:** Invite a few pupils to read the completed texts aloud in front of the class.  **Mini game:** Sentence Correction Game  - Divide class into 4 groups.  - Ask pupils to look at the pictures and read the sentences carefully. Then set time in 5 seconds for pupils to identify and point (or circle) the incorrect word. Then ask them to say the correct one. | Whole class  Whole class/ Individual work  Individual work  Individual work  Whole class/ group work |  |
| **Activity 6. Let’s sing.** 8 minutes | |  |  |
| a. Goal | To sing the song My bedroom with the correct pronunciation, rhythm and melody. | |  |
| b. Input | The lyrics and the recording of the song My bedroom. | |  |
| c. Outcome | Pupils can sing the song with the correct pronunciation, rhythm and melody. | |  |
| d. Procedure | - Ask student to close their Student book. Look at the picture and its lyrics on the screen.  - Listen a song and write the missing words on their mini board.  **Step 1:** Have pupils read the first verse of the lyrics. Then have them say its main idea.  Draw their attention to the thing in the bedroom (e.g. bed) and how it is described (e.g. new). Check comprehension and give feedback.  **Step 2:** Have pupils listen to the whole verse, drawing their attention to the pronunciation,  the rhythm and the melody. Then let pupils listen to the verse and practise singing it, line by line first while clapping their hands.  **Step 3:** Repeat Steps 1 and 2 with the second verse. Draw pupils’ attention to the things  in the bedroom (e.g. two windows) and how they are described (e.g. small).  **Step 4:** When pupils are familiar with the tune and melody, ask them to sing the whole song and clap their hands. You may get groups of pupils to sit face to face to practise singing and clapping their hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap hands to reinforce the activity.  **Mini Game**: CLICK ON THE BOX TO SHOW THE ANSWER (ALONG WITH A SONG)  Ask student to close their Student book. Look at the picture and its lyrics on the screen.  Listen and write the missing words on their mini board. | Whole class  Individual work  Group work/ Whole class  Group work |  |

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| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1**:  Using *sachmem*, have pupils look at the words in the picture and repeat after the recording.  **Option 2:** Write your song (Let’s make your song!)  Ask pupils to write their own song lyrics about things in the room, based on the tune and melody in Activity 6.  **Option 3:** Let’s decorate your dream bedroom!  - Ask pupils to work in pairs/ in groups of four.  - Each pupil will draw things in his/her bedroom. Then introduce the picture to their friends. | Whole class  Individual work  Group work/ Whole class |  |

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**UNIT 14: MY BEDROOM**

**Lesson 3 – Period 5**

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| **I. OBJECTIVES** | |
| **Language focus:** | By the end of the lesson, pupils will be able to:  - To correctly repeat the sounds of the letters oo in isolation, in the words room and door, and in the sentences There’s a bed in the room. and The doors are big. with the correct pronunciation and intonation.  - To identify the target words room and door while listening.  - To say the chant with the correct rhythm and pronunciation. |
| **Core competencies:** | Decision making, teamwork, motivation, adaptability, problem-solving, communication, planning and organization. |
| **General Competences:** | Listening: Listen and circle.  Self-control & independent learning: perform listening  Self-confidence: ability to work as a team member and practice speaking in front of the class.  Communication and collaboration: work in pairs or groups. |
| **Attributes:** | * Kindness: help partners to complete learning tasks * Diligence: complete learning task. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 28 * Audio Tracks 39,40,41 * Teacher’s guide Pages 179,180. * Website *sachmem* * Flashcards/pictures and posters (Unit 14) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap up.** |

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| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Invite some pupils to the front of the class to sing the song My bedroom. The class may sing along and do actions or clap hands.  **Option 2**: Teacher may select one or two pupils to the front of the class to describe things in the classroom, e.g. There are two doors in the classroom. They’re big.  **Option 3**: Lucky number.  - Divide class into two/four groups.  - Pupils have to choose number from 1 to 6. Look at the pictures then read a sentence to choose the correct answer. If they answer correctly, their group will get points.  - The group has the most points is the winner. | Whole class  Individual work/Group work  Individual work/ Group work |  |
| **Activity 1. Listen and repeat.** 8 minutes | | |  |
| a. Goal: | To correctly repeat the sounds of the letters oo in isolation, in the words room and door, and in the sentences There’s a bed in the room. and The doors are big. with the correct pronunciation and intonation. | |  |
| b. Input: | – The letters oo, the word room and the sentence *There’s a bed in the room.*  – The letters oo, the word door and the sentence *The doors are big.* | |  |
| c. Outcome: | Pupils can correctly repeat the sounds of the letters oo in isolation, in the words room and door, and in the sentences There’s a bed in the room. and The doors are big. with the  correct pronunciation and intonation. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the letters oo, the word room and the sentence There’s a bed in the room. Play the recording for them to listen and repeat in chorus and individually until they feel confident. Invite a few pupils to listen to and repeat the sound, the word and the sentence in front of the class.  **Step 2:** Repeat Step 1 for the second line. Draw their attention to the diﬀerence in pronouncing the letters oo in the word room and the word door. Check comprehension. Go around the class and correct the pronunciation if necessary.  **Step 3:** Let pupils work in pairs or groups, pronouncing the sounds, saying the words and reading the sentences.  **Step 4:** Ask a few pupils to say two lines in front of the class. The class listens and makes comments.  **Game Spelling bee**  - Teacher asks pupils to listen carefully. Then choose the correct letters to make a word.  - Spell the word again. Check pupils’ pronunciation if needed. | Whole class    Whole class/ Individual work  Group work  Individual work |  |
| **Activity 2. Listen and circle.** 9 minutes | |  |  |
| a. Goal: | To identify the target words room and door while listening. | |  |
| b. Input: | Two gapped sentences, each with three options  Audio script:  1. The door is there.  2. The room is big. | |  |
| c. Outcome: | Pupils can identify the target words room and door while listening.  Key: 1. b 2. c | |  |
| d. Procedure: | **Step 1:**Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.  **Step 2:** Get pupils to read the sentences and guess which option can be chosen to fill in the gaps. Then ask them to read the sentences and the words aloud.  **Step 3:** Play the recording once or twice for pupils to listen and circle the correct options.  **Step 4:** Let pupils swap and check their answers in pairs or groups before checking as a class.  Extension: Invite a few pupils to read the completed sentences aloud in front of the class.  **Practice: I’m a speed reader!**  - First, teacher asks pupils to read each sentence in a slow speed.  - Next, ask them to read a little bit faster.  - Then, ask them to get ready and read it faster.  - And finally, ask them to read as fast as possible! | Whole class  Whole class/ Individual work  Individual work  Whole class |  |
| **Activity 3. Let’s chant.** 8 minutes | |  |  |
| a. Goal | To say the chant with the correct rhythm and pronunciation. | |  |
| b. Input | The lyrics and the recording of the chant. | |  |
| c. Outcome | Pupils can say the chant with the correct pronunciation and rhythm. | |  |
| d. Procedure | **Step 1:** Have pupils read the first verse of the chant and elicit its meaning. Draw pupils’  attention to the sounds of the letters oo and in the words door and bedroom. Check their comprehension.  **Step 2:** Play the recording for pupils to listen and repeat the first verse, line by line.  Show them how to chant and clap hands.  **Step 3:** Play the recording of the first verse again, more than once if necessary, for pupils  to do choral and individual repetition. Then invite one or two groups of pupils to listen and repeat the verse in front of the class. Praise them to encourage their performance.  **Step 4:** Repeat Steps 1, 2 and 3 for the second verse of the chant. Go around the class and correct pronunciation if necessary.  **Step 5:** Put the class into two groups to practise chanting and clapping hands. Each of the groups should sing one verse of the chant. Then invite a few groups to the front of the class to chant and clap hands. The rest of the class may clap along. | Whole class  Individual work  Group work/ Whole class  Group work |  |
| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1**:  Using *sachmem*, have pupils look at the words in the picture and repeat after the recording.  **Option 2:** Finish the sentence activity  - Divide class into 4 groups.  -Teacher writes a sentence on a board like "There are...," followed by a blank space.  - The first pupil in group 1 adds an item to a list, such as “ There are 2 ...”.  - Afterward, each pupils in group 1 repeats all previous additions before including their own, such as “There are 2 windows ...”.  *Suggested sentence: There are 2 windows in my bedroom. They are new.*  - Repeat this process with the other groups.  **Option 3:** Speaking  - Teacher asks some pupils in front of class to listen and answer the questions about their room.  - Encourage them to practice with friends. | Whole class  Group work    Individual work/Group work |  |

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**UNIT 14: MY BEDROOM**

**Lesson 3 – Period 6**

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| **I. OBJECTIVES** | |
| **Language focus:** | By the end of the lesson, pupils will be able to:  - to read the text and complete the gapped sentences.  - to read the text and complete the gapped sentences.  - to complete a gapped paragraph with the help of the picture cue. |
| **Core competencies:** | Decision making, teamwork, motivation, adaptability, problem-solving, communication, planning and organization. |
| **General Competences:** | Listening: Listen to the teacher and classmates in communicating.  Critical Thinking: complete a task in reading a text.  Oral Communication: presenting a project.  Sociability: talk to each other, work in group to brainstorm. |
| **Attributes:** | Self-confidence: ability to work as a team member and practice speaking in front of the class. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 29 * Teacher’s guide Pages 181,182. * Website *sachmem* * Flashcards/pictures and posters (Unit 14) * Computer, projector… |

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| **III. PROCEDURE** | **Warm-up and review –Read and complete– Let’s write –Project– Fun corner and wrap up.** |

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| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1: Pass the ball game:**  Play the music, when it stops, teacher asks pupils to describe things in the classroom: point and say things in the classroom.  **Option 2**: Invite one or two groups of pupils to the front of the class to sing the chant in lesson 3. The rest of the class may chant along and clap hands.  **Option 3**: Brainstorming  - Divide the class into four groups.  - Each group chooses one pupil to be the 'runner'. The runners go to the teacher's desk and read the category.  e.g. Find objects/things in your bedroom/living room.  - The runners then go back to their group and tell their group members the category. Their group brainstorm words from that category and write them down.  - The first group to finish shouts 'stop' and then calls out their answers. If their answers are correct, they score one point for each word in the category.  - The group with the highest score at the end of the game wins. | Whole class  Group work  Individual work/ Group work |  |

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| **Activity 4. Read and complete.** 8 minutes | | |  |
| a. Goal: | To read the text and complete the gapped sentences. | |  |
| b. Input: | A paragraph and four gapped sentences. | |  |
| c. Outcome: | Pupils can read the text and complete the gapped sentences.  Key: 1. desk 2. chairs 3. big 4. small | |  |
| d. Procedure: | **Step 1:** Tell the class the goal of this activity. Tell pupils how to complete the task: They should read the text and find the information to fill the gaps in the sentences. Check comprehension and give feedback.  **Step 2:** Do Sentence 1 as an example. First, have pupils read the sentence, focusing on the gap. Ask them what word is missing (one thing in the bedroom). Then have them read the text and find the appropriate word (e.g. desk) to fill in the gap. Check  comprehension.  **Step 3:** Set a time limit for pupils to do the activity independently. Go around and oﬀer help if necessary.  **Step 4:** Let pupils swap and check their answers. Correct the answers if necessary.  **Step 5:** Select one or two pupils to read the completed sentences in front of the class. The class makes comments. You may ask one or two pupils to read the text aloud in front of the class and check pronunciation if needed.  **Read and choose**  - Teacher asks pupils to read the text again.  - Then ask them to choose the correct answers. Write their answers on mini board. | Whole class    Whole class/ Individual work  Individual work  Whole class/ Individual work  Whole class |  |
| **Activity 5. Let’s write.** 8 minutes | |  |  |
| a. Goal: | To complete a gapped paragraph with the help of the picture cue. | |  |
| b. Input: | – Picture cue  – The writing frame with five blanks to complete. | |  |
| c. Outcome: | Pupils can complete the gapped paragraph using the picture cue correctly.  Suggested answer: first gap: small; second gap: bed / desk; third gap: small / old; fourth gap: chairs; fifth gap: old / new | |  |
| d. Procedure: | **Step 1:** Tell the class the goal of this activity. Have pupils read the gapped paragraph and say what is missing. Let them look at the picture and find appropriate words to fill in the gaps. Check comprehension.  **Step 2:** Let pupils complete the first gap together as an example. Ask them to answer some questions such as What does the word It mean? (e.g. It means the bedroom),  What is missing? (e.g. big or small). Then let them look at the picture and fill in the gap (e.g. small).  **Step 3:** Give pupils time to complete the paragraph. Go around and oﬀer help if necessary.  **Step 4:** In pairs or groups, ask pupils to swap their completed paragraphs before checking answers as a class.  **Extension:** If there is enough time, invite one pupil to read the completed text. | Whole class  Individual work  Group work |  |
| **Activity 6. Project.** 9 minutes | |  |  |
| a. Goal | To find a picture of a bedroom and tell the class about things in the room. | |  |
| b. Input | A picture of a bedroom (cut from newspapers or magazines) as homework. | |  |
| c. Outcome | Pupils can find a picture of a bedroom and tell the class about things in the room. | |  |
| d. Procedure | **Step 1:** Tell pupils to find a photo of a bedroom in a newspaper or a magazine as homework. They should bring their photos to class.  **Step 2:** Have them work in groups. Each member introduces the picture of the bedroom using the structures they have learnt in the unit.  **Step 3:** Invite one or two pupils to show their photos and describe them in front of the class. | Whole class  Group work  Individual work |  |
| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1**:  Using *sachmem*, have pupils look at the words in the picture and repeat after the recording.  **Option 2:** Gallery walk  - Teacher asks pupils to stick their bedroom pictures on the classroom wall.  - Pupils walk around and look at their classmates' pictures.  - Encourage them to ask their friends about his/her bedroom.  **Option 3:** Which is my bedroom?  - Divide class into 2 groups. Have pupils in 2 groups take turn to choose a number.  - Ask one pupil to read a sentence. Groups will listen carefully and choose the correct picture.  - Have points/candies/flowers as given rewards for excellent answers. | Whole class  Whole class  Whole class  Group work |  |

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**GRADE 5**

**The date of preparing:** 28/2/2025

**The date of teaching:**

**Class 5A:** Morning Tuesday (Period 1st + Period 2nd)

Morning Wednesday (Period 3rd + Period 4th)

**Class 5C:** Morning Thursday (Period 3rd + Period 4th)

Morning Friday (Period 1st + Period 2nd)

|  |
| --- |
| **Week: 24**  **Period: 93**  **Date of teaching: …..** |

**LESSON PLAN**

*(Based on Official Letter No. 2345/BGDDT-GDTH dated June 07, 2021 of the MOET)*

**UNIT 15: OUR HEALTH**

**Lesson 1 - Period 2**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand four communicative contexts in which characters ask and answer questions about people’s health problems, and number the pictures;

- complete four gapped exchanges with the help of picture cues;

- sing the song *What’s the matter?* with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

**3. Attributes**

- Raise their knowledge of health.

- Show pupils how to take care of themselves and prevent common diseases.

**II. MATERIALS**

- Pupil’s book: Page 31

- Audio tracks 43, 44

- Teacher’s guide: Pages 240, 241, 242

- Website *hoclieu.vn*

- Flashcards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the vocabulary about some common diseases.

**b. Content**

- Game: Matching pairs

**c. Expected outcomes**

- Pupils can remember and say the vocabulary about some common diseases correctly.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Matching pairs** | | |
| - Tell pupils that they are going to find the pairs of pictures and words as quickly as possible.  - Divide the class into two groups.  - Stick the picture cards face down in the left column and the word cards face down in the right column on the board.  - Invite one pupil from each group to play the game by selecting a picture card and a word card. If two cards are a matching pair, ask the pupil to say the word aloud and he/ she will get one point for his/ her group. If the cards do not make a match, ask the pupil to turn them face down again and invite another pupil from another group to take the next turn.  - Let pupils play the game until all pairs have been matched.  - The group with more points wins the game. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pupils look at the picture cards and word cards on the board.  - Pupils play the game.  - Pupils praise the winner. | Pictures cards (*headache, toothache, sore throat, stomach ache*)  Word cards (*headache, toothache, sore throat, stomach ache*) |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand four communicative contexts in which characters ask and answer questions about people’s health problems, and number the pictures.

**b. Content**

- Activity 4. Listen and number.

**c. Expected outcomes**

- Pupils can understand four communicative contexts in which characters ask and answer questions about people’s health problems, and number the pictures.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and number.** (Track 43) | | |
| **Step 1:** Have pupils look at Activity 4. Ask them *How many pictures are there?* and *What health problems can you see in each picture?* Give pupils prompts for their guesses, such as *The boy has a pain in his head. The boy has a pain in his stomach*. Encourage pupils to say, for example, *The boy has a pain in his head. He has a headache. The boy has a pain in his stomach. He has a stomach ache.* Explain that they will write numbers 1 – 4 in the boxes of the pictures in the order that they hear them.  **Step 2:** Play the recording of the first dialogue. Ask pupils to find the correct picture and write number **1** in the box. Check their answers and give feedback.  **Step 3:** Play the other recordings. Ask pupils to work independently, then have them swap books to check answers. Go around the classroom and give support if necessary.  **Step 4:** Check the answers as a class. Correct the answers, if necessary. | - Pupils look at Activity 4. Pupils listen to the teacher’s explanation and answer the questions.  - Pupils listen to the recording of the first dialogue. Pupils find the correct picture and write number **1** in the box.  - Pupils listen to the other recording. Pupils work individually, then work in pairs for their peer-checks.  - Pupils check the answers as a class. | Picture cues:  **a.** a boy with a sore throat  **b.** a boy with a stomach ache  **c.** a boy with a headache  **d.** a boy with a toothache  **Audio script:**  1.  *A:* You look tired today. What’s the matter?  *B:* I have a stomach ache. 2.  *A:* You don’t look well today. What’s the matter?  *B:* I have a headache. 3.  *A:* You’re very quiet today. What’s the matter?  *B:* I have a sore throat. 4.  *A:* You’re eating slowly. What’s the matter?  *B:* I have a toothache.  \* **Key:** *1. b, 2. c, 3. a, 4. d* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To complete four gapped exchanges with the help of picture cues.

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete four gapped exchanges with the help of picture cues.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | | |
| **Step 1:** Ask pupils to look at the  pictures and identify the health  problems that the characters have.  **Step 2:** Have pupils read the  complete sentence in Question **1**.  Ask them what type of word is  missing in the second sentence (a health problem). Ask them to complete the gap using the information in the picture (a girl having a headache). Give the correct answer.  **Step 3:** Ask pupils to do the other questions independently, and then to check answers in pairs. Go around and give support if necessary. Ask questions to have pupils explain their answers. For example, for Question 1, ask *“How do you know the answer is “headache”? – Because she’s holding her head and she’s tired.*  **Step 4:** Ask two pupils and two pairs to read the sentences aloud. Give feedback and corrections if necessary. | - Pupils look at the pictures and identify the health problems that the characters have.  - Pupils read the complete sentence in Question 1. Pupils answer what is missing in the second sentence. Pupils complete the gap by finding the information from the picture.  - Pupils do the other questions in the same way individually, then in pairs for their peer-checks.  - Two pupils and two pairs read the sentences aloud. | | - Four picture cues  - Four gapped exchanges to complete  **Key:**  *1. headache*  *2. toothache*  *3. the matter; sore throat*  *4. matter; have a stomach ache* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To sing the song *What’s the matter?* with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Let’s sing.

**c. Expected outcomes**

- Pupils can sing the song *What’s the matter?* with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s sing.** (Track 44) | | |
| **Step 1:** Have pupils read the lyrics to familiarise themselves with the language. Check comprehension and give feedback.  **Step 2:** Have pupils listen to the entire song, drawing their attention to the pronunciation,  rhythm and melody.  **Step 3:** Play the recording of the song once or twice for pupils to listen to and practise singing it, line by line.  **Step 4:** When pupils feel confident and are familiar with the melody, ask them to sing the entire song while clapping their hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The rest of the class may sing along to reinforce the activity. | - Pupils read the lyrics to familiarise themselves with the language.  - Pupils listen to the entire song.  - Pupils listen to the song once or twice and practise singing it, line after line.  - Pupils sing the entire song while clapping their hands.  - A few groups come to the front of the class to sing the song. Pupils may sing along to reinforce the activity. | The lyrics and the recording of the song *What’s the matter?* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Lucky gift boxes (ppt)**

- Tell pupils they are going to look at the pictures and ask and answer about health problems.

- Prepare pictures of common diseases (*toothache, headache, sore throat, stomach ache*) and gift boxes.

- Have the class play the game in pairs.

- Each pair chooses a gift box they like, then asks and answers questions about health problems.

E.g. Pupil A: *What’s the matter?*

Pupil B: *I have a toothache.*

- If they ask and answer correctly, they will get gifts from the gift boxes.

- Continue with other pairs.

**\* Option 2: Game: Pass the bag**

- Explain that pupils are going to look at the pictures and say the sentence about health problems.

- Put some flash cards (*toothache, headache, sore throat, stomach ache*) in a bag.

- Have pupils make two circles.

- Ask pupils to pass the bag around the circle while music plays.

- When the music stops, ask the pupil holding the bag to take out a flash card in the bag and say a sentence, e.g. *I have a stomach ache.*

- Praise pupils to encourage their performance.

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| **Week: 24**  **Period: 94**  **Date of teaching: …** |

**LESSON PLAN**

*(Based on Official Letter No. 2345/BGDDT-GDTH dated June 07, 2021 of the MOET)*

**UNIT 15: OUR HEALTH**

**Lesson 2 - Period 3**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems;

- correctly say the phrases and use *You should \_\_\_\_\_. – Thanks for your advice*. to give and respond to advice about common health problems;

- use *What’s the matter? – I have a \_\_\_\_\_.* and *You should \_\_\_\_. – Thanks for your advice.* in a freer context;

- use the phrases *go to the dentist, have a rest, drink warm water* and *take some medicine* in relation to the topic *“*Our health*”*.

**2. Competences**

- Critical thinking and creativity: learn how to give and respond to advice about common health problems correctly and fluently.

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

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

**3. Attributes**

- Raise their knowledge of health.

- Show pupils how to give advice about health problems.

**II. MATERIALS**

- Pupil’s book: Page 32

- Audio tracks 45, 46

- Teacher’s guide: Pages 242, 243, 244, 245

- Website *hoclieu.vn*

- Flashcards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To motivate the class by completing and singing the song *“What’s the matter?”*.

**b. Content**

- Karaoke Show

**c. Expected outcomes**

- Pupils can complete and sing the song correctly.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Karaoke Show** | | |
| - Tell pupils they are going to listen to the song and fill in the gaps in the lyrics and sing it with correct pronunciation, rhythm, and melody.  - Have pupils listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in. Then check the answers as the class.  - Play the recording again and have pupils sing the whole song while clapping their hands.  - Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | - Pupils listen to the teacher’s explanation.    - Pupils listen to the song and fill in the gaps. Check the answers as the class.  - Pupils listen to the recording again and sing the whole song while clapping their hands.  - Pupils come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | The lyrics and the recording of the song *What’s the matter?*  Let’s go out and play.  I’m sorry. I can’t.  Why? What’s the (1) \_\_\_\_?  I’m not very well.  I have a (2) \_\_\_\_.  Let’s play and (3) \_\_\_\_\_.  I’m sorry. I can’t.  Why? What’s the matter?  I don’t feel well.  I have a (4) \_\_\_\_.  **Key:** *1. matter,*  *2. headache, 3. sing,*  *4. sore throat* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: EXPLORATION** (5 minutes)

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on giving and responding to advice about common health problems.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 45) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b**, and identify the characters. Have them say what they can see in the thought bubble in Picture B (Nam at the dentist’s).  **Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue several times for the pupils to listen.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat, individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture **b**.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Give feedback where necessary.  **Step 5:** Draw pupils’ attention to the advice *You should go to the dentist.* and the response *Thanks for your advice.* Tell pupils that the first sentence is a way to give advice about a common health problem and the second sentence is a response to receiving advice. | - Pupils look at Pictures **a** and **b** and identify the characters. Pupils say what they can see in the thought bubble.  - Pupils look at Pictures **a**. Pupils listen to the recording of the first dialogue several times.  - Pupils listen to the recording again, sentence by sentence and repeat individually and in chorus.  - A few pairs come to the front of the class to listen and repeat the sentences in the recording.  - Pupils look at the advice and the response. Pupils listen to the teacher’s explanation. | - Context **a**: Mary and Nam talking in the school playground. Nam holding  his cheek  Mary: *How are you today, Nam?*  Nam: *I don’t feel very well. I have a toothache.*  - Context **b**: Mary advising Nam to go to the dentist  Mary: *You should go to the dentist, Nam. You should go as soon as possible.*  Nam: *OK, I will. Thanks for your advice.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

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

**a. Objectives**

- To correctly say the phrases and use *You should \_\_\_\_\_. – Thanks for your advice*. to give and respond to advice about common health problems.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *You should \_\_\_\_\_. – Thanks for your advice*. to give and respond to advice about common health problems.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 46) | | |
| **Step 1:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the phrase *go to the dentist* several times. Repeat the same procedure with Pictures **b, c** and **d**. Have the class repeat all the phrases until they feel confident.  **Step 2:** Point at the advice pattern *You should \_\_\_\_.* Read it aloud and have pupils repeat it. Repeat the same procedure with the response *Thanks for your advice*.  **Step 3:** Point at Picture **a** and have pupils listen to the next part of the recording and repeat *You should go to the dentist. – Thanks for your advice.* Repeat the same procedure with Pictures **b, c** and **d.**  **Step 4:** Divide the class into two groups to take turns repeating the advice and the responses for Pictures **a, b, c** and **d** until they feel confident.  **Step 5:** Have pairs of pupils practise advising and responding to advice using the pictures. Invite a few pairs to perform a dialogue in front of the class. Check their pronunciation and give feedback where necessary. | - Pupils point at Picture **a**, listen to the first part of the recording and repeat the phrase *go to the dentist* several times. Pupils repeat the phrases.  - Pupils follow the teacher’s instructions.  - Pupils listen to the next part of the recording and repeat. Pupils follow the teacher’s instructions.  - Pupils work in two groups to take turns repeating the advice and the responses for Pictures **a - d**.  - Pairs of pupils practise advising and responding to the advice with the pictures. A few pairs of pupils perform a dialogue in front of the class. | - Picture and word cues:  **a.** a dentist checking her patient’s teeth, and the phrase *go to the dentist*  **b.** a girl having a rest, and the phrase *have a rest*  **c.** a cup of warm water, and the phrase *drink warm water*  **d.** some medicine, and the phrase take some medicine  - Speech bubbles:  *You should \_\_\_\_. Thanks for your advice.*  **Audio script:**  **a.** go to the dentist  **b.** have a rest  **c.** drink warm water  **d.** take some medicine  **a.** *A:* You should go to the dentist. *B:* Thanks for your advice.  **b.** *A:* You should have a rest.  *B:* Thanks for your advice.  **c.** *A:* You should drink warm water.  *B:* Thanks for your advice. **d.** *A:* You should take some medicine. *B:* Thanks for your advice. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To use *What’s the matter? – I have a \_\_\_\_\_.* and *You should \_\_\_\_. – Thanks for your advice.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What’s the matter? – I have a \_\_\_\_\_.* and *You should \_\_\_\_. – Thanks for your advice.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the pictures and guess the health problems that the characters have. Read the first speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second speech bubble and identify what the start of the answer should be (*I have a*). Do the same with the other pair of speech bubbles.  **Step 2:** Have pairs of pupils practise asking about health problems and giving advice. Go around the class and provide support when necessary.  **Step 3:** Invite a few pairs to practise the exchanges in front of the class. Make corrections and give feedback where necessary.  **Extension:** If you didn’t do so earlier, encourage pupils to brainstorm some other common health problems that they may know, such as flu, a cold, a fever and backache, etc., then give their health advice for them. | - Pupils look at the pictures and guess the health problems that the characters have. Pupils repeat the advice in the first speech bubble and repeat. Pupils look at the second bubble and identify what the answer should be.  - Pairs of pupils practise advising and responding to advice about health problems.  - A few pairs practise advising and responding to advice about health problems in front of the class.  - Pupils brainstorm some other common health problems that they may know, then give their health advice for them. | - Picture cues: characters with common health problems  - Speech bubbles:  *What’s the matter?*  *– \_\_\_\_\_.*  *You should \_\_\_\_. – \_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Quiz Time (ppt)**

- Place some gapped sentences and pictures.

- Have pupils play the game individually.

- Show a gapped sentence, a picture and three options A, B or C.

E.g. picture of “headache”/ *You should \_\_\_\_. - Thanks for your advice.*

*A. play football B. have a rest C. watch TV*

- Invite a pupil to answer.

- Continue with other sentences.

- Praise pupils if they do the game well.

**\* Option 2: Game: Questions and answers**

- Tell pupils how the game is played. Give an example.

- Put pupils into pairs.

- Encourage the pupils to play rock, paper, scissors. The loser gives advice. The winner responds to the advice.

E.g. Pupil A: *You should drink warm water.*

Pupil B: *Thanks for your advice.*

- Praise pupils to encourage their performance.

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| **Week: 24**  **Period: 95**  **Date of teaching: …** |

**LESSON PLAN**

*(Based on Official Letter No. 2345/BGDDT-GDTH dated June 07, 2021 of the MOET)*

**UNIT 15: OUR HEALTH**

**Lesson 2 - Period 4**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand two communicative contexts in which characters talk about health problems, and tick the correct pictures;

- complete two gapped exchanges with the help of picture cues;

- role-play asking for and giving health advice about common health problems.

**2. Competences**

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

- Self-control & independent learning: perform listening, reading and writing tasks.

**3. Attributes**

- Raise their knowledge of health.

- Show pupils how to give advice about health problems.

**II. MATERIALS**

- Pupil’s book: Page 33

- Audio track 47

- Teacher’s guide: Pages 245, 246, 247

- Website *hoclieu.vn*

- Flashcards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence patterns *You should \_\_\_\_\_. - Thanks for your advice*.

**b. Content**

- Game: Spin

**c. Expected outcomes**

- Pupils can correctly say the sentence patterns *You should \_\_\_\_\_. - Thanks for your advice*.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Spin** | | |
| - Tell pupils that they are going to give advice about health and get points from the spin.  - Divide the class into two groups.  - Have a pair of pupils from each group to choose a number, look at the picture, ask and answer the question, then give advice about health.  - If they say the sentences correctly, they will spin to get points for their group.  - The group with more points wins the game.  - Praise the winner. | - Pupils listen to the teacher’s explanation.  - Pupils work in two groups.  - Pupils choose a number, look at the picture, ask and answer the question, then give advice about health.  - Pupils spin to get points for their group.  - Pupils praise the winner. | Pictures (a *headache, a toothache, a stomach ache, a sore throat*)  Sentence patterns:  *What’s the matter?*  *I have \_\_\_\_\_.*  *You should \_\_\_\_\_.*  *Thanks for your advice*. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand two communicative contexts in which characters talk about health problems, and tick the correct pictures.

**b. Content**

- Activity 4. Listen and tick.

**c. Expected outcomes**

- Pupils can understand two communicative contexts in which characters talk about health problems, and tick the correct pictures.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and tick.** (Track 47) | | |
| **Step 1:** Have pupils look at the pictures. Ask *What health problems can you see in each*  *picture? What advice can you see in each picture?*  **Step 2:** Tell pupils to look at the pictures for Question **1**, and tell them they will hear a conversation between a boy and a girl about a health problem. Ask pupils to tick the picture that shows the boy’s health problem and the health advice that the girl gives him. Play the recording of the first conversation twice.  **Step 3:** Repeat the same procedure with the second conversation. Ask pupils to tick the picture that shows the girl’s common health problem and the advice that the boy gives her.  **Step 4:** Ask pupils to swap books and check each other’s answers. Check answers as a class. | - Pupils look at the pictures. Pupils answer the questions.  - Pupils look at the pictures for Question **1** and hear a conversation between a boy and girl about a health problem. Pupils tick the correct picture that shows the boy’s health problem and the advice that the girl gives him. Pupils listen to the first conversation twice.  - Pupils listen to the second conversation and tick the correct picture that shows the girl’s health problem and the advice that the boy gives her.  - Pupils work in pairs for their peer-checks. | - Picture cues:  **1a.** Nam with a headache, and Nam having a rest in bed  **1b.** Nam with a headache, and Nam watching TV  **1c.** Nam with a toothache, and Nam having a rest in bed  **2a.** Lucy with a toothache, and Lucy taking some medicine  **2b.** Lucy with a toothache, and Lucy having her teeth checked by the dentist  **2c.** Lucy with a headache, and Lucy takingsome medicine  **Audio script:**  **1.** *A:* You don’t look well. What’s the matter, Nam?  *B:* I have a headache.  *A:* Don’t watch lots of TV. You should have a rest.  *B:* OK, I will. Thanks for your advice.  **2.** *A:* You look tired. What’s the matter with you?  *B:* I have a toothache. It hurts.  *A:* You should go to the dentist.  *B:* That’s a good idea. Thanks for your advice.  **\* Key:** *1. a, 2. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To complete two gapped exchanges with the help of picture cues.

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete two gapped exchanges with the help of picture cues.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | |
| **Step 1:** Ask pupils to look at the  pictures and identify the characters’ health problems.  **Step 2:** Have pupils read Exchange **1**. Ask them what is missing from the gaps. Have them complete the gaps using clues from the context and the picture. Repeat the same procedure with Exchange **2**.  **Step 3:** Get pupils to complete the conversations independently, then ask a few pairs to read them aloud. Check their answers, giving feedback where necessary. **Step 4:** Ask two pairs to read the exchanges aloud. Give feedback if necessary. | - Pupils look at the pictures and identify the health problems that the characters have.  - Pupils read Exchange **1**. Pupils answer what is missing from the gaps. Pupils complete the gaps by finding the clues from the context and the picture.  - Pupils complete the conversations individually, then a few pairs of pupils read them aloud.  - Two pairs read the exchanges aloud. | - Two picture cues  - Two gapped exchanges to complete  **\* Key:**  *1. the matter; a headache; some medicine*  *2. a toothache; should go to the dentist* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To role-play asking for and giving health advice about common health problems.

**b. Content**

- Activity 6. Let’s play.

**c. Expected outcomes**

- Pupils can role-play asking for and giving health advice about common health problems.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Let’s play.** | | |
| **Step 1:** Tell pupils to form pairs and role-play as a doctor and a patient. Encourage them to ask for and give advice about health problems. Use the illustration as an example to demonstrate how  to play the game. Give them three minutes to complete their role-plays. Go around the classroom and give support when necessary.  **Step 2:** When the time is up, ask three pairs to perform in front of the class. Ask the class to vote for the best performance.  **Step 3:** Reward the pair with the most votes. | - Pupils listen to the teacher’s explanation. Pupils ask and give advice about health problems.    - Three pairs perform their roles in front of the class. The other pupils vote for the best performance.  - Pupils praise the pair with the most votes. | A picture of Mai and Nam role-playing as a doctor and a patient |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Spotlight (ppt)**

- Tell pupils they are going to guess what the picture is and then make a dialogue based on the picture.

- Divide the class into 2 teams.

- Invite one pair from each team.

- Spotlight a picture and a pair of pupils from Team 1 guess what the picture is. If their guess is correct, they have to exchange dialogue.

E.g. Pupil A: *What’s the matter?*

Pupil B: *I have a sore throat.*

Pupil A: *You should drink warm water.*

Pupil B: *Thanks for your advice.*

- Check pupils’ pronunciation and give them scores if they do the task well.

- If their guess is not correct, invite a pair from the other team.

**\* Option 2: Pass the balls**

- Give two different coloured balls to two pupils, a red ball (*ask the question*) and a yellow ball (*answer the question*).

- Ask pupils to listen to music and pass the balls.

- Stop music suddenly.

- Have the pupil with a red ball make a question. Have the pupil with a yellow ball answer the question.

E.g. Pupil A: *You should take a rest.*

Pupil B: *Thanks for your advice.*

- Praise pupils if they do the activity well.

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| **Week: 24**  **Period: 94**  **Date of teaching: …** |

**LESSON PLAN**

*(Based on Official Letter No. 2345/BGDDT-GDTH dated June 07, 2021 of the MOET)*

**UNIT 15: OUR HEALTH**

**Lesson 3 - Period 5**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

*-* stress the correct words in *Wh*-questions '*What’s* *the* '*matter?* and '*What should I* '*do?*;

*-* identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening;

- say the chant with the correct pronunciation, word stress and rhythm.

**2. Competences**

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

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

**3. Attributes**

- Raise their knowledge of health.

- Show pupils how to take care of themselves and prevent common diseases.

- Show pupils how to give advice about health problems.

**II. MATERIALS**

- Pupil’s book: Page 34

- Audio tracks 48, 49, 50

- Teacher’s guide: Pages 247, 248

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by asking and answering questions about health problems and giving advice about health.

**b. Content**

- Game: Zoom it in

**c. Expected outcomes**

- Pupils can correctly ask and answer questions about health and give advice for health.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Zoom it in** | | |
| - Prepare some pictures (*sore throat, headache, stomachache, toothache*) and zoom them in.  - Divide the class into two teams.  - Invite one pair of pupils from Team 1.  - Show a zoomed picture.  - Ask pupils to guess and say the name of the picture. If their guess is correct, they have to make a free conversation about health problems.  E.g.  Pupil A: *What’s the matter?*  Pupil B: *I have a headache.  What should I do?*  Pupil A: *You should take some medicine.*  Pupil B: *Thanks for your advice.*  - If their guess is not correct, invite a pair from the other team.  - Praise pupils to encourage their performance.  - Continue the game until all the pictures are used. | - Pupils listen to the teacher’s explanation.  - Pupils work in two teams.  - Pupils guess what the picture is and make a free conversation about health problems. | Sentence patterns:  *What’s the matter?*  *- I have \_\_\_\_\_.*  *You should \_\_\_\_.*  *- Thank you for your advice.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: KNOWLEDGE CONSTRUCTION** (5 minutes)

**a. Objectives**

- To stress the correct words in *Wh*-questions '*What’s* *the* '*matter?* and '*What should I* '*do?*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can stress the correct words in *Wh*-questions '*What’s* *the* '*matter?* and '*What should I* '*do?*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 48) | | |
| **Step 1:** Ask pupils to pay attention to the stressed words *What’s* and *matter* in the sentence *What’s the matter?* Have them listen to the recording and repeat the question until they feel confident. Correct their pronunciation if necessary.  **Step 2:** Repeat the same procedure with the second sentence.  **Step 3:** Give pupils a time limit to practise saying the questions in pairs or groups. Go around the classroom and give corrections when necessary. Invite some pupils to say the sentences, then give feedback and correct them when necessary. | - Pupils look at the stressed words *What’s* and *matter* in the sentence *What’s the matter?* Pupils listen to the recording and repeat the question.  - Pupils follow the teacher’s instructions.  - Pupils practise saying the questions in pairs or groups. Some pupils say the sentence in front of the class. | Two Wh-questions '*What’s* *the* '*matter?* and '*What should I* '*do?* |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening.

**b. Content**

- Activity 2. Listen and underline one more stressed word.

**c. Expected outcomes**

- Pupils can identify and underline the missing stressed word in four questions, and to say the questions with the correct stress while listening.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and underline one more stressed word.** (Track 49) | | |
| **Step 1:** Explain that pupils have to listen to the recording and underline one more stressed word in each of the four questions. Have them read Question **1** and guess the other stressed word. Repeat the same procedure with Questions **2, 3** and **4**.  **Step 2:** Play the recording all the way through for pupils to listen to the questions. Play the recording again for pupils to underline the answers.  **Step 3:** Get pupils to check their answers in pairs or groups.  **Step 4:** Invite a few pupils to read the sentences in front of the class. Give corrections and feedback where necessary. | - Pupils listen to the teacher’s explanation. Pupils read Question **1** and guess the other stressed word.    - Pupils follow the teacher’s instructions.  - Pupils check their answers in pairs or groups.  - A few pupils read the sentences in front of the class. | Four *Wh*-questions  **Audio script:**  1. 'How are you 'feeling 'today?  2. 'What 'time do you 'go to 'bed?  3. 'When should I 'go to the 'dentist?  4. 'What’s 'wrong with your 'teeth?  **\* Key:** *1. today, 2. bed,*  *3. go, 4. What’s* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To say the chant with the correct pronunciation, word stress and rhythm.

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

Pupils can say the chant with the correct pronunciation, word stress and rhythm.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 50) | | |
| **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the stress in *Wh*-questions.  **Step 2:** Play the first part of the  recording and ask pupils to listen to and repeat the first verse, line by line. Show them how to chant and clap their hands.  **Step 3:** Play the recording of the  first verse again for pupils to do choral and individual repetition. Give corrections and feedback where necessary.  **Step 4:** Repeat Steps **1** to **3** for the second verse of the chant. Draw pupils’ attention to the stress in *Wh*-questions.  **Extension:** Replace some of the health problems in the chant with others, for example, *a stomach ache, a sore throat, a cold, flu*. Have pupils adjust the last sentence of each verse and practise the new chant. | - Pupils scan the first verse of the chant. Pupils look at the stress in *Wh*-questions.  - Pupils listen to the first part of the recording and repeat the first verse, line by line.  - Pupils listen to the recording of the first verse again to do choral and individual repetition.  - Pupils follow the teacher’s instructions. Pupils look at the stress in *Wh*-questions.  - Pupils adjust the last sentence of each verse and practise the new chant. | The lyrics and the recording of the chant |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Miming game**

- Tell pupils that they are going to mime an action for their friends to guess what the matter is.

- Invite a volunteer to come and stand in the front of the class. Whisper a word to him/ her, e.g. *headache*. Have him/ her mime having a headache.

- Ask other pupils to guess what common disease he/ she has and say a sentence, e.g. *He/ She has a headache.*

- Continue with other words.

- Praise pupils if they play the game well.

**\* Option 2: Game: Musical cards (ppt)**

- Stick the cards on the board. Ask pupils to say the words related to the cards (*toothache, sore throat, headache, stomach ache*).

- Hand out the cards to different pupils around the class.

- Play the song *“What’s the matter?”* (Track 50). Ask pupils to pass the cards to the pupils next to them while the music is playing.

- Stop the music suddenly. Invite a few pupils to ask the question *“What’s the matter?”*. Ask pupils who are holding the card to answer the questions, e.g. *I have a toothache.*

- Play the music again and repeat the activity.

- Ask pupils to check their friends’ pronunciation.

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| **Week: 24**  **Period: 96**  **Date of teaching: ….** |

**LESSON PLAN**

*(Based on Official Letter No. 2345/BGDDT-GDTH dated June 07, 2021 of the MOET)*

**UNIT 15: OUR HEALTH**

**Lesson 3 - Period 6**

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- read and understand the text by matching three common health problems to three pieces of health advice;

- write a paragraph of about 40 words about health problems and advice;

- present the results of a survey about common health problems and give health advice.

**2. Competences**

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

- Self-control & independent learning: perform reading and writing tasks.

**3. Attributes**

- Raise their knowledge of health.

- Show pupils how to take care of themselves and prevent common diseases.

- Show pupils how to give advice about health problems.

**II. MATERIALS**

- Pupil’s book: Page 35

- Teacher’s guide: Pages 249, 250

- Website *hoclieu.vn*

- Flashcards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the chant of Unit 15 on page 34.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

- Pupils can say the chant with the correct pronunciation, word stress and rhythm.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant.** (Track 50) | | |
| - Play the chant for pupils to listen.  - Play the chant again for pupils to listen and chant along. Encourage them to clap their hands while chanting.  - Call on two or more groups to take turns listening to and repeating the chant, while the rest of the class claps their hands.  - Praise pupils if they perform well. | - Pupils listen to the chant.  - Pupils listen to the chant again and chant along. Clap their hands while chanting.  - Pupils take turns listening to and repeating the chant, while the rest of the class claps their hands. | The lyrics and recording of the chant (Unit 15, page 34) |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To read and understand the text by matching three common health problems to three pieces of health advice.

**b. Content**

- Activity 4. Read and match.

**c. Expected outcomes**

- Pupils can read and understand the text by matching three common health problems to three pieces of health advice.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Read and match.** | | |
| **Step 1:** Set a time limit and ask pupils to read the advice to get a general idea of it.  **Step 2:** Ask pupils to read the items in the columns *Health problems* and *Advice*. Encourage them to underline some keywords that can help them find the correct  answers. Tell them to read the advice again to do the matching. Let pupils do the activity independently, then swap their books with a partner and check the answers. Go around the classroom and offer help if necessary. For weaker classes, guide pupils to the pieces of advice in the texts.  **Step 3:** Ask a few pupils to read their answers in front of the class. Give corrections and feedback where necessary.  **Extension:** Ask pupils to choose some key information from the texts and have them work in pairs and talk about it. | - Pupils read the advice to get a general idea of it.  - Pupils read the items in the columns. Pupils underline some keywords that can help them find the correct answers. Pupils read the advice again to do the matching. Pupils do the activity independently, then swap their books with a partner and check the answers.  - A few pupils read their answers in front of the class.  - Pupils choose some key information from the texts and work in pairs and talk about it. | - Three photos of children with common health problems  - Three pieces of health advice for treating the children’s health problems  - Three common health problems and five short pieces of advice, to be  matched using the information in the texts **\* Key:** *1. a, d; 2. c, e; 3. b* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**3. ACTIVITY 2: PRODUCTION** (10 minutes)

**a. Objectives**

- To write a paragraph of about 40 words about health problems and advice.

**b. Content**

- Activity 5. Let’s write.

**c. Expected outcomes**

- Pupils can write a paragraph of about 40 words about health problems and advice.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Let’s write.** | | |
| **Step 1:** Ask pupils to read the sentences about Minh, Linda and Linh’s health problems. Tell pupils that they need to give the characters advice. They should write about 40 words.  **Step 2:** Give pupils enough time to write their advice. Let pupils work in pairs or groups to check each other’s work. Go around the classroom and give support when necessary.  **Step 3:** Have some pupils read their advice aloud. Give corrections and feedback where  necessary. | - Pupils read the sentences about Minh’s, Linda’s and Linh’s health problems. Pupils listen to the teacher’s explanation.  - Pupils write their advice. Pupils work in pairs or groups for cross checks.  - Some pupils read their advice aloud. | - Three short descriptions of characters’ health problems  - A short text to complete **Suggested answer:**  *Minh has a headache. He should have a rest. Linda has a toothache. She shouldn’t eat too much ice cream. She should also brush her teeth regularly. Linh has a sore throat. She should take some medicine and drink warm water.* |

**e. Assessment**

- Performance products: Pupil’s answer

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRODUCTION** (8 minutes)

**a. Objectives**

- To present the results of a survey about common health problems and give health advice.

**b. Content**

- Activity 6. Project

**c. Expected outcomes**

- Pupils can present the results of a survey about common health problems and give health advice.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Project** | | |
| **Step 1:** Point at the sample survey in the Student’s Book and explain that pupils are going to report the results of their surveys about people’s health problems. They will also give health advice for treating those problems.  **Step 2:** Revise some words and sentence patterns that pupils can use for their presentations. Give pupils some time to practise their presentations by themselves. Then have pupils perform their presentations within groups. Go around the classroom to monitor and offer support.  **Step 3:** Select a few pupils to give their presentations in front of the class. Give feedback where necessary. | - Pupils listen to the teacher’s explanation.  - Pupils practise their presentations by themselves and within groups.  - A few pupils give their presentations in front of the class. | - A picture of a pupil presenting his survey results  – Speech bubble: *Peter has a headache. He should \_\_\_\_\_.*  ***Suggested presentation:***  *These are the results of my survey about health problems. My brother Peter has a headache. He should have a rest. My friend David has a headache too. He watches too much TV. Now, he shouldn’t watch TV very often. He should go for a walk. Finally, my classmate Linh has a toothache. She should go to the dentist.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Running dictation**

- Explain how to play the game.

- Use three posters of Activity 4. Stick three posters on the wall.

- Have pupils work in three groups. Ask one pupil of each group to run and find the poster around him/ her, then turn back to his/ her group and tell what he/ she has read. Ask his/ her friend to write down the sentences.

- The group with the most correct sentences will win. Praise the winner.

**\* Option 2: Game: Whisper (ppt)**

- Demonstrate the game by using an example.

- Divide the class into two groups.

- Have pupils from each group stand or sit in a row.

- Whisper a sentence to the first pupils in each row.

E.g. *Linh has a sore throat. / Minh has a headache.*

- Have the first pupil whisper the sentence to the second pupil. Have groups continue whispering the sentence until it reaches the last pupils.

- The last pupil in the row has to say out the sentence.

- Click the number on the screen to show the answer.

- Give the first group saying the sentence correctly one point.

- The group with more points wins. Praise the winner.

**Duyệt bài ngày 28 tháng 2 năm 2025**

**HIỆU PHÓ**

Nguyễn Thị Hằng