**ĐĂNG KÝ GIẢNG DẠY MÔN TIẾNG ANH**

**TUẦN 25**

**(Từ ngày 10/3 đến ngày 14/3/2025)**

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| --- | --- | --- | --- | --- | --- |
| **THỨ** | **BUỔI** | **LỚP** | **TIẾT** | **MÔN HỌC** | **TÊN BÀI** |
| *Thứ Hai*  *10/3* | Chiều | 3B | 1 | English | Unit 15: At the dining table. – Lesson 1: 1,2,3 |
| 3B | 2 | English | Unit 15: At the dining table. – Lesson 1: 4,5,6 |
|  | 3 |  |  |
| *Thứ Ba*  *11/3* | Sáng | 5A | 1 | English | Unit 15: Our health. – Lesson 1: 1,2,3 |
| 5A | 2 | English | Unit 15: Our health. – Lesson 1: 4,5,6 |
| 1B | 3 | English | Unit 12: At the lake. – Lesson 3: 6,7,8 |
| 1B | 4 | English | Review 3: 1,2 |
| Chiều |  | 1 |  |  |
| 3B | 2 | English | Unit 15: At the dining table. – Lesson 2: 1,2,3 |
| 3B | 3 | English | Unit 15: At the dining table. – Lesson 2: 4,5,6 |
| *Thứ Tư*  *12/3* | Sáng | 1A | 1 | English | Unit 12: At the lake. – Lesson 3: 6,7,8 |
| 1A | 2 | English | Review 3: 1,2 |
| 5A | 3 | English | Unit 15: Our health. – Lesson 2: 1,2,3 |
| 5A | 4 | English | Unit 15: Our health. – Lesson 2: 4,5,6 |
| *Thứ Năm*  *13/3* | Sáng | 2A | 1 | English | Unit 12: At the cafe. – Lesson 3: 6,7,8 |
| 2A | 2 | English | Review 3: 1,2 |
| 5C | 3 | English | Unit 15: Our health. – Lesson 1: 1,2,3 |
| 5C | 4 | English | Unit 15: Our health. – Lesson 1: 4,5,6 |
| *Thứ Sáu*  *14/3* | Sáng | 5C | 1 | English | Unit 15: Our health. – Lesson 2: 1,2,3 |
| 5C | 2 | English | Unit 15: Our health. – Lesson 2: 4,5,6 |
| 2B | 3 | English | Unit 12: At the cafe. – Lesson 3: 6,7,8 |
| 2B | 4 | English | Review 3: 1,2 |

*Duyệt bài ngày 7 tháng 3 năm 2025*

**HIỆU PHÓ**

**NGUYỄN THỊ HẰNG**

**WEEK 25**

**GRADE 1**

**The date of preparing:** 7/3/2025

**The date of teaching:**

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

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

**WEEK 25:**

**UNIT 12: AT THE LAKE**

**Lesson 3**

**I/ Objectives:**

**1.Knowledge:**

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

- use *Look at \_\_\_* to express a command.

sing a song with the structures *Look at \_\_\_\_\_ and She’s/It’s \_\_\_\_\_.*

**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:**

- Vocabulary: *review*

* - Sentence pattern: use *Look at \_\_\_* to express a command.

sing a song with the structures *Look at \_\_\_\_\_ and She’s/It’s \_\_\_\_\_.*

- 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 review some vocabulary that they learnt. | -Write the words on the board  - Call 2 Ss to go to the board and ask them to slap the word when T says one word aloud. | - SS say the letter and the sound.  -SS open their book |
| **6. Listen and repeat:9’** | **Aims:** to use*: - Look at \_\_\_ to express a command.*  *sing a song with the structures Look at \_\_\_\_\_ and She’s/It’s \_\_\_\_\_.* | Have pupils look at the picture, saying *Look at the picture, please!* Ask them who the girl is, saying *Who is she? Is she Lucy? Yes, she’s Lucy*. Then let them point to Lucy and say *Look at Lucy.* Play the recording several times for pupils to listen and repeat the sentence. Explain the meaning of the sentence and how it is used (as mentioned in *Input*).  Invite a few pupils to listen and repeat *Look at Lucy* in front of the class. Correct their pronunciation, if necessary or praise them if they pronounced the sentence correctly, saying *Very good!*  Repeat the same procedure with *Look at the lemons*. Go around and offer help, if necessary.  Play the recording again and let pupils listen and repeat *Look at Lucy* and *Look at the lemons* in pairs or groups. Correct pronunciation to make sure pupils can repeat correctly the two sentences.  Encourage some pupils to repeat the sentences in front of the class. Go around and praise them if they performed well, saying *Well done!* | Look at the picture and listen.  -Look at the picture and listen and repeat.  -Ss listen.  -Ss listen and repeat.  -SS say.  -SS chant in front of the class. |
| **7. Let’s talk:9’** | **Aims:** to use*: - Look at \_\_\_ to express a command.*  *sing a song with the structures Look at \_\_\_\_\_ and She’s/It’s \_\_\_\_\_.* | Have pupils look at the bubbles. Explain the difference between *Look at + name of people* and *Look at the + name of things*. Check comprehension.  Point to Picture *a* and model the task, using the expression in the bubble and the picture cue. For example, *Look at Lucy*.  Ask pupils to say *Look at Lucy* in chorus and individually. Correct pronunciation, if necessary. Get pupils to work in pairs or in groups to point to the pictures (*a* and *b*) and give commands, saying *Point to the pictures and say, please!* Go around and offer help, if necessary.  Repeat the same procedure with the second structure *“Look at the \_\_\_\_\_.”*  With better classes, let some pupils point to their friends and things in the classroom and say the sentences in front of the class. E.g. *Look at Mai. Look at the book*. | -Look at the picture and describe.  -Point and say  -SS listen and do the task.  -Work in pairs or in groups. |
| **8.Let’s sing:9’** | **\*Aims:** to Sing a song about the shop | Have pupils look at the first three sentences Look at Lucy of the first verse of the lyrics. Explain their meaning. Check comprehension.  Play the recording for pupils to listen and repeat three sentences, saying Listen and repeat, please! Show them how to sing and clap their hands or do actions.  Ask pupils to look at the sentence She’s running round the lake. Explain its meaning. Check comprehension. Then play the recording for pupils to listen and repeat She’s running round the lake. Correct pronunciation, if necessary.  Repeat the same procedure with the second verse of the lyrics.  Play the recording all the way through and ask pupils to do choral and individual repetition of the song. Then have them sing the song in pairs or groups, saying Listen and sing the song, please! Go around and offer help, if necessary.  Select some pairs or groups to the front of the class to sing the song. The class may sing along and clap their hands or do actions.  With a better class, have pupils change some lines in the second verse of the lyrics and perform the song in front of the class. E.g.  Look at the leaf. Look at the leaf.  Look at the leaf. It’s falling to the ground.  Look at the leaf. Look at the leaf.  Look at the lemons. They’re falling to the ground. | -Ss look and listen.  -Ss listen and repeat.  -SS do the task.  -SS sing the song. |
| **Home-link**  (2 minutes) |  | **-** Practice more at home.  - Prepare for the next lesson. |  |

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**REVIEW 3**

**Part 1-2**

**I. Class description**

1. Levels of students: most of the students are good, about some students are not very good.

2. Other features/ characteristics of this group of students: most of the students are active, some of them are quiet in the classroom.

**II. Aims and Objectives**

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

*1.Knowledge*

- recognize the sounds and the words they have learnt

- identify and say the words they have learnt.

*2. Skills*

- Recall all the new words and letters that they have learnt in previous lessons

*3. Attitude*

- Obtain positive attitude to introduce something

- Work in individual, pairs and groups effectively

***4. Forming competence:***

- Self-study ability

- Use language to read and write about their school and lessons

**III. Timing: 40 minutes**

**IV. Anticipated problems and Possible solutions**

- Students may forget to say the new words so the teacher models first and correct ss’ pronunciation mistakes.

**V. Teaching Aids**

-Teacher’s book, students’ book, ppt slides

**VI. Teaching Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step/Activity** | **Aims and Mode of interaction** | **Teacher’s activities** | **Students’ activities** |
| **Warm up**  (7 minutes) | -Help ss feel comfortable before learning the new lesson.  -Group work | - Greet students.  Use *sachmem* to show the pictures of the story in *Lesson 1 Review 2*. Ask pupils to retell the story in pairs from their memory. | **-** Greet the teacher.  **-** Sing the songhappily.  -Review the topics |
| **1.Listen and repeat**  (15 minutes) | **Aims:** Get students learn and practice the sounds of the letters in the words.  **Whole class**  **individual**  **Group**  Individual  Whole class  Pair work | Have pupils look at the pictures of question 1, saying e.g. *Look at Picture 1, please! What can you see* Draw pupils’ attention to the boxes next to the letters *a* and *b*.  Invite some pupils to point to the pictures and say the words in front of the class, saying *Point to the pictures and say, please!*  Before playing the recording, say *Are you ready? OK, now listen and tick, please!* Play the recording twice or more if needed. Ask pupils to listen and tick the correct box. Give further support to those pupils who find it difficult to do the task. | -Look at the pictures, identify the characters and answer T’s questions.  -Point to each sentence and listen to the dialogue  +Listen and read aloud line by line.  -Students perform the dialogue at the front of the class.  +Students say the new question and answer.  +Students read aloud |
| **2. Look and circle.** 8 minutes | - **Aims:** *Make sure that the students can remember the words that they have just learnt started with letters**with respectively sounds*  **Individual** | Explain to pupils that they are going to look at the four pictures and circle the words. These words all appear in the story (in the sentences or in the pictures).  Ask them to identify the thing/animals/actions, saying *What can you see in the pictures? Can you see the sun? Yes, it is the sun*. Say the word, please!  Ask pupils to repeat the words several times, saying Repeat, please! Tell pupils to circle the bag.  Ask pupils to look at the other pictures and circle the words, saying Now use your pencil to circle the words. Give pupils time to work. Give further support to those pupils who find it difficult to do the task.  Ask pupils to swap the answers with a classmate before checking as a class.  Invite some pupils to show what they have done. Praise them if they have done well. Have the class say all of the words they have circled. | **-**Students describe the table in the text book.  -Students listen to the teacher’s model.  -Students work in two groups to practise asking and answering the questions then change the roles. |
| **3. Listen and tick or cross** |  | Have pupils look at Picture 1 (saying Look at Picture 1, please!) and say what they can see, (saying What can you see? Can you see a bell? Yes, a bell). Follow the same procedure with the other three pictures. Invite some pupils to point to the pictures and say the words in front of the class, saying Point to the pictures and say, please! (e.g. 1. a bell, 2. fish…). |  |
| **Home-link**  (2 minutes) | -Help ss remind the lesson and know how to practise at home.  Whole class | - Repeat what Ss have learnt in the lesson. Ask ss to practice at home. Give compliments.  -Sing Goodbye song | -Recall the words and the question and answer they have learnt.  -Sing the song happily. |

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**GRADE 2**

**The date of preparing:** 7/3/2025

**The date of teaching:**

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

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

**WEEK 25:**

**UNIT 12: AT THE CAFÉ**

**Lesson 3**

**I/ Objectives:**

**1.Knowledge:**

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

- Use *:The\_\_\_\_\_\_\_\_is /are on the table* to talk about the posotion of things.

- Sing a song about the café

**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:**

- Vocabulary: *review*

- Sentence pattern: *The\_\_\_\_\_\_\_\_is /are on the 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) | **Aims** to help ss review some vocabulary that they learnt. | -Write the words on the board  - Call 2 Ss to go to the board and ask them to slap the word when T says one word aloud. | - SS say the letter and the sound.  -SS open their book |
| **6. Listen and repeat:9’** | to use *: The\_\_\_\_\_\_\_\_is /are on the table* to talk about the posotion of things. | - Have Ss look at the first picture. Play the recording for ss to listen and repeat,  - Have ss look at the sentence:  *The\_\_\_\_\_\_\_\_is /are on the table.* Explain the meaning of the sentence and how it is used. Check comprehension.  -Play the recording several times for ss to listen and repeat the sentence. Give more support to those ss who find it difficult to do the task.  - Invite somess to say the sentences in front of the class.  - T checks and corrects.  **\*Outcome:** Ss can use  *: The\_\_\_\_\_\_\_\_is /are on the table* to talk about the posotion of things. | Look at the picture and listen.  -Look at the picture and listen and repeat.  -Ss listen.  -Ss listen and repeat.  -SS say.  -SS talk in front of the class. |
| **7. Let’s talk:9’** | **\*Aims:** to use *: The\_\_\_\_\_\_\_\_is /are on the table* to talk about the posotion of things | - Have ss look at the first picture. Point to the pictures and ask them *What are they?/ is it?* Tell them about talking about the posotion of things.  - Ask ss to work in pairs to practise talking about the posotion of things.Offer help, if necessary.  - Have ss look at the second picture.And practise in pairs.  - Ask a few pairs of ss to practise in front of the class.Offer help, if necessary. - T gets feedback.  **\*Outcome:** Ss can use: *The\_\_\_\_\_\_\_\_is /are on the table* to talk about the posotion of things. | -Look at the picture and discribe.  -Point and say  -SS listen and do the task.  -Work in pairs or in groups. |
| **8.Let’s sing:9’** | to Sing a song about the café | -Have ss read the lyrics to familiarize themselves with the first verse of the song. Explain the meanings of the verse, if necessary.Check comprehension*.*  -Play the recording several times for ss to repeat line after line to make sure that they can sing the verse correctly.  - Do the same with the second verse ofthe lyrics. Play the recording several times for ss to repeat to make sure that they can sing the verse correctly. Check comprehension.  -Have time for ss practise singing the song. Help them sing the song sentence by sentence first. Then help them to sing the whole song.  - Call one or two groups to sing the song in front of the class.  **\*Outcome:** Ss can sing a song about the café | -Ss look and listen.  -Ss listen and repeat.  -SS do the task.  -SS sing the song. |
| **Home-link**  (2 minutes) |  | **-** Practice more at home.  - Prepare for the next lesson. |  |

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**REVIEW 3: PHIL AND SUE**

**I/ Objectives:**

**1.Knowledge:**

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

- review the name and the letter Y/y, Z/z, I/i, A/a

- review target words and sentence pattern.

- role play dialogue betwwen Phil and Sue.

**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:**

- Vocabulary : (review) yogurt, yams, yo-yos, zoo, zebu, zebra, sliding, riding, driving, grapes, cake, table,

- Sentence pattern: (review)

*+ What do you want? – I want some\_\_\_\_\_\_\_\_\_\_\_*

*+Do you like the\_\_\_\_\_\_\_\_\_\_\_\_? -> Yes, I do./ No, I don’t.*

*+ They’re \_\_\_\_\_\_\_\_\_\_\_\_ ( V-ing)*

*+ The\_\_\_\_\_\_\_\_\_\_\_\_is/ are on the table.*

- Skills: Integrated skills (reading, writing and listening, speaking)

**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 review some vocabulary that they learnt. | *Game: Vietnamese whisper.* | - SS listen and play game.  -SS open their book |
| **1. Listen and read. 6’** | **\*Aims:** to identify and pronounce the target words and sentence pattern as well as read understand a short story. | - Have ss look at the picture and draw Ss’ attention to the dialogue between Phil and Sue.  -Play the recording for ss to listen and repeat. Correct pronunciation, if necessary.  -Have time for ss to role play in pairs.  -Call some ss to role play in front of the class.  - T gets feedback.  **\*Outcome:** Ss can identify and pronounce the target words and sentence pattern as well as read understand a short story. | Look at the picture and listen.  -Look at the picture and listen.  -SS listen.  -Ss do the task. |
| **2. Look again and circle : 5’** | **\*Aims:** to identify the target words from the story. | - Have ss look at the picture and identify the other things. Then let them point to the pictures and say the words: grapes, yogurt, cake, yams, riding, sliding, zoo, zebra. Correct pronunciation, if necessary.  -Have time for ss to look at the pictures and circle the correct word individually.  - Call some ss to tell their answer.  - T gives the correct answer and corrects if necessary.  \* Keys: *grapes, yogurt, cake, riding*  **\*Outcome:** Ss can recognize target words while listening while playing game. | -Look at the picture and discribe.  -Ss look and identify.  -SS do the task.  -SS tell their answer. |
| **3. Listen and tick or cross. 5’** | **\*Aims:** to recognize target words while listening | - Have ss look at two pictures and say what they can see. Draw ss’ attention to the boxes. Check comprehension. -Encourage some ss to point to the pictures and say the words in front of the class .  - Play the recording for ss to listen and tick or cross on the box.  - Let ss to listen again and check .  - T gets feedback  \**Keys:* 1.tick, / 2.tick / 3. cross /4.cross  **\*Outcome:** Ss can to recognize target sounds while listening | -Ss look and listen.  --Look at the picture and listen.  -SS listen.  -Ss do the task. |
| **4. Listen and circle:5’** | **\*Aims:** to recognize target words while listening | - Have ss look at the letter and say.  -Encourage some ss to point to the letter and say the words in front of the class  - Play the recording for ss to listen and circle the correct answer.  - Let ss to listen again and check  - T gets feedback  \*Keys: 1- a/ 2-y/ 3-z/ 4-i | -Ss look and say.  -Ss point and say.  -SS do the task.  -SS tell their answer. |
| **5. Write and say:3”** | **Aims:** to write the letter a, y, i, z to complete | -Have ss look at the pictures and say what they can see. Draw ss’ attention to pictures. Check comprehension. -Have time for ss to look at the pictures and write the correct letter. Then say the correct words.  -Call some ss to write their answer on the board.  - T gets feedback.  -Call some ss to read the correct words.  \*Keys: 1.a / 2 .y / 3. i / 4. z | -Ss look and listen.  -Ss look and say.  -Ss do the task.  -Ss read. |
| **Home-link**  (2 minutes) |  | **-** Practice more at home.  - Prepare for the next lesson. |  |

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**GRADE 3**

**The date of preparing:** 7/3/2025

**The date of teaching:**

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

Afternoon Tuesday (Period 2nd + Period 3rd )

**WEEK 25**

**UNIT 15: AT THE DINING TABLE**

**Lesson 1 – Period 1**

|  |  |
| --- | --- |
| **I. Objectives** | By the end of the lesson, pupils will be able to: |
| **Language focus:** | * Use the words *bean, fish, meat, juice* in relation to the topic “Food and drinks”; * Use *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks*. To offer someone food or drinks and accept or decline someone’s offer. * understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone’s offer. * correctly use ***Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.*** to offer someone food or drinks and accept or decline someone’s offer. * enhance the correct use of Would you like some \_\_\_\_\_? – Yes, please. / No, thanks. to offer someone food or drinks and accept or decline someone’s offer. |
| **Core competencies:** | decision making, teamwork, work standards, reliability, motivation |
| **General Competences:** | Listening: listen and recognize the contexts focus on introduce someone, then repeat.  Critical Thinking: talk about friends.  Oral Communication: speak about friends, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others. |
| **Attributes:** | * Kindness: help partners to complete learning tasks * Diligence: complete learning tasks * Honesty: tell the truth about feelings and emotions * Responsibility: appreciate kindness * Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 30 * Audio Tracks 42, 43 * Teacher’s guide Pages 183 * Website *sachmem* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap up.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 14, Lesson 1.  - Ask pupils to sing the song  - Invite some of them come to the board to role play, the rest of the pupils will sing.  **Option 2**: Chant and do activities (Unit 14, Lesson 3).  - Ask pupils chant and do the actions in Unit 14, Lesson 3 in groups.  - Give point for the groups and encourage them.  **Option 3**:   * play game in the powerpoint for Unit 15 – lesson 1 – period 1   - Divide the class into 2 teams to play “Colourful flowers 1”.  - Each team choose one flower to go to the question  - Have pupils look, read and choose the right option.  - Back to the menu for pupils another question.  - Pupils continue their turn until there are not any flowers.  - The one who gets most points is the winner | Whole class  Group work  Individual work/ Group work |  |
| **Activity 1. Look, listen and repeat.** 8 minutes | | |  |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on offering someone food or drinks and accepting or declining someone’s offer. | |  |
| b. Input: | – Context a: Mother: *Would you like some rice? Nam : Yes, please.*  – Context b: *Father: Would you like some juice? Nam: No, thanks.* | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focus on offering someone food or drinks and accepting or declining someone’s offer. | |  |
| 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. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b.** Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** : Draw their attention to the question Would you like some rice? and the answer Yes, please. and *Would you like some juice*? and the answer *No, thanks*. Tell pupils that they are the questions and the answers about offering someone food or drinks and accepting or declining someone’s offer. | Whole class  Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Individual work |  |
| **Activity 2. Listen, point and say.** 9 minutes | |  |  |
| a. Goal: | To correctly use Would you like some \_\_\_\_\_? – Yes, please. / No, thanks. to offer someone food or drinks and accept or decline someone’s offer. | |  |
| b. Input: | **– Picture cues:** a. a plate of beans b. a plate of fish  c. a plate of meat d. a bottle of juice  **– Speech bubbles:** Would you like some \_\_\_\_\_? – Yes, please. / No, thanks.  **Audio script:**  **a.** beans / yes **b.** fish / no **c.** meat / yes **d.** juice / no  A: Would you like some beans?  B: Yes, please.  A: Would you like some fish?  B: No, thanks. | |  |
| c. Outcome: | Pupils can correctly use *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks*. to offer someone food or drinks and accept or decline someone’s offer | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the food and drink. Have the class repeat the words a few times.  **Step 2:** Have pupils point at Picture a, listen to the recording and repeat the words  (beans / yes). Follow the same procedure with the other three pictures. Have the class  repeat the words a few times.  **Step 3:** Point at Picture a and have pupils listen and repeat after the recording (Would  you like some beans? – Yes, please.). Point at Picture c and have pupils listen and repeat  after the recording (Would you like some meat? – No, thanks.).  **Step 4:** Have pairs practise asking and answering questions *Would you like some \_\_\_\_\_\_? Yes,please./ No, thanks*. with Pictures b and d.  **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one says faster will get points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work |  |
| **Activity 3. Let’s talk.** 8 minutes | |  |  |
| a. Goal | To enhance the correct use of Would you like some \_\_\_\_\_? – Yes, please. / No, thanks. to offer someone food or drinks and accept or decline someone’s offer. | |  |
| b. Input | – Picture cue: A family at the dining table: father, mother, their son and daughter are having lunch. There some food and drinks on the table such as rice, fish, beans and juice.  – Speech bubbles: *Would you like some \_\_\_\_\_? – Yes, / No, some \_\_\_\_\_.* | |  |
| c. Outcome | Pupils can enhance the correct use of Would you like some \_\_\_\_\_? – Yes, please. / No, thanks. to offer someone food or drinks and accept or decline someone’s offer. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (see Input).  **Step 2:** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.  **Step 3:** Put pupils into pairs and encourage them to offer someone food or drinks and accept or decline someone’s offer.  **Step 4:** Invite some pairs to the front of the class to perform the conversations.  **Preparation for the project:**  Tell pupils about the project on page 55. Ask them to prepare it at home by writing classroom instructions on pieces of paper and bring their work to the classroom at the  project time to choose one instruction and read it to the classmates to act out. | Whole class/ Individual work  Group work  Individual work  Individual work/ Whole class |  |
| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1**:  Using *sachmem.vn*, activity 1: Look, listen and repeat or activity 2: Listen, point and say, have pupils look at the phrases or sentences in the pictures and repeat after the recording.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut in to pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group makes it first will be the winner.  **Option 3: -** play game in the powerpoint for Unit 15 – lesson 1 – period 1  - Divide the class into 2 teams to play “ Colourful flowers 2”.  - Each team choose one flower to go to the question  - Have pupils look, read and choose the right option.  - Back to the menu for pupils another question.  - Pupils continue their turn until there are not any flowers.  - The one who gets most points is the winner | Whole class  Group work |  |

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**UNIT 15: AT THE DINING TABLE**

**Lesson 1 – Period 2**

|  |  |
| --- | --- |
| **I. OBJECTIVES** | By the end of the lesson, pupils will be able to: |
| **Language focus:** | * Use the words *bean, fish, meat, juice* in relation to the topic “Food and drinks”; * Use *Would you like some \_\_\_\_\_? – Yes, please. / No, thanks*. To offer someone food or drinks and accept or decline someone’s offer. * listen to and understand two communicative contexts about food and drinks. * look, complete and read six target sentences with the help of picture cues. * sing the song *Would you like some …?* with the correct pronunciation, rhythm and melody. |
| **Core competencies:** | decision making, teamwork, work standards, reliability, motivation, adaptability, problem-solving |
| **General Competences:** | Listening: listen and recognize the contexts focus on introduce someone, then repeat.  Critical Thinking: talk about friends.  Oral Communication: speak about friends, ask and answer the questions  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Sociability: talk to each other, say good words to others. |
| **Attributes:** | * Kindness: help partners to complete learning tasks * Diligence: complete learning tasks * Honesty: tell the truth about feelings and emotions * Responsibility: appreciate kindness * Leadership: collaborate with teachers to enhance language skills |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 31 * Audio Tracks 44, 45 * Teacher’s guide Pages 185 * Website *sachmem* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap up.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teaching and learning activities** | **Classroom management** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 14, Lesson 1.  - Ask pupils to sing the song  - Invite some of them come to the board to role play, the rest of the pupils will sing.  **Option 2**: Chant and do activities (Unit 14, Lesson 3).  - Ask pupils chant and do the actions in Unit 14, Lesson 3 in groups.  - Give point for the groups and encourage them.  **Option 3**: - play game in the powerpoint for Unit 15 – lesson 1 – period 2  - Divide the class into 2 teams to play “ Fruit Juice”.  - Each team choose one jar of juice to go to the question  - Have pupils look, read and choose the right option.  - Back to the menu for pupils another question.  - Pupils continue their turn until there are not any jars of juice.  - The one who gets most points is the winner | Whole class  Group work  Individual work/ Group work |  |
| **Activity 4. Listen and tick.** 8 minutes | | |  |
| a. Goal: | To listen to and understand two communicative contexts about food and drinks. | |  |
| b. Input: | **– Picture cues:**  1a. a bowl of rice 1b. a plate of fish  2a. a plate of meat 2b. a glass of juice  **Audio script:**  1. *A: Would you like some fish? B: Yes, please*.  2. *A: Would you like some juice? B: Yes, please*. | |  |
| c. Outcome: | Pupils can listen and understand two communicative contexts about food and drinks.  **Key:** 1. b 2. b | |  |
| d. Procedure: | **Step 1:** Draw pupil’s attention to Pictures **1a** and **1b.** Elicit the names of the food. Play the recording for Question 1.  **Step 2:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Repeat Steps **1** and **2** for Pictures **2a** and **2b.**  **Step 4:** Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board. Play the recording again for the pupils to double-check their answers.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Individual work |  |
| **Activity 5. Look, complete and read.** 9 minutes | |  |  |
| a. Goal: | To look, complete and read six target sentences with the help of picture cues. | |  |
| b. Input: | – Picture cues  – Six sentences / exchangers to complete | |  |
| c. Outcome: | Pupils can complete and read six target sentences with the help of picture cues.  **Key:** 1. rice 2. beans 3. fish; please 4. juice; No | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the names of food and drinks in the pictures.  **Step 2:** Have pupils look at the incomplete sentences. Draw their attention to the missing words in the questions and answers.  **Step 3:** Model with Picture 1. Have pupils look at the first question. Ask them what word is missing in the question (*rice*). Then have them complete the question (*Would you like some rice?).*  **Step 4:** Follow the same procedure with Pictures **2, 3** and **4**. Draw the pupils' attention to the gaps in the questions and answers in Pictures **2, 3** and **4**.  **Step 5:** Have pupils complete the gaps in the questions and answers individually and ask a few pairs to read them aloud..  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one says faster will get points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work |  |
| **Activity 6. Let’s Let’s sing.** 8 minutes | |  |  |
| a. Goal | To sing the song *Would you like some …?* with the correct pronunciation. | |  |
| b. Input | The lyrics and the recording of the song *Would you like some …?* | |  |
| c. Outcome | Pupils can sing the song *Would you like some …?* with the correct pronunciation | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the title and lyrics of the song. Model the title and lyrics line by line for pupils to repeat. Encourage them to point at the characters’ picture to reinforce their understanding.  **Step 2:** Play the recording all the way through for pupils to listen to the whole song. Encourage them to listen carefully to the pronunciation and the melody.  **Step 3:** Play the recording line by line for pupils to listen and repeat. Correct their pronunciation where necessary.  **Step 4:** Play the recording all the way through for pupils to sing along.  **Step 5:** Introduce actions for pupils to do while singing along with the recording.  **Extension:** Put pupils into groups to make up actions for the song. Invite some groups to the front of the class to perform while the rest of the class sings and/or claps along.  **Game:**  **Matching game**  Using pictures and flashcards, get 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Individual work  Individual work/ Whole class |  |
| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1**:  Game: **Interview your friend(s).**  Each pupil gets 1 sheet of paper from the teacher. They fill in the information about their favourite food and drink. Then they can move around the class to ask and answer the questions to know more about their friends’ favourite taste.  **Option 2:**  **Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut in to pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group makes it first will be the winner.  **Option 3:** play game in the powerpoint for Unit 15 – lesson 1 – period 2  Divide the class into 2 teams to play “ Yummy”.  - Each team choose one bowl to go to the question  - Have pupils look, read and choose the right option.  - Back to the menu for pupils another question.  - Pupils continue their turn until there are not any bowls.  - The one who gets most points is the winner | Whole class  Group work |  |

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**UNIT 15: AT THE DINING TABLE**

**Lesson 2 – Period 3**

|  |  |
| --- | --- |
| **I. Objectives** | By the end of the lesson, pupils will be able to: |
| **Language focus:** | * Use the words *bean, fish, meat, juice, egg, chicken, water, milk* and *rice* in relation to the topic “Food and drinks”; * Use ***What would you like to eat/drink? – I’d like some, please.*** To ask and answer questions about food and drinks; * understand and correctly repeat the sentences in two communicative contexts (pictures). focusing on what someone would like to eat or drink. * correctly use *What would you like to eat / drink*? - *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink. * enhance the correct use of *What would you like to eat / drink?* – *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink. |
| **Core competencies:** | communication, planning and organization, stress tolerance, and initiative. |
| **General Competences:** | Listening: listen and recognize someone, then repeat.  Critical Thinking: talk about someone.  Oral Communication: speak about someone, ask and answer the questions  Written Communication: practice writing about school things  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions after reading the story.  Sociability: talk to each other, say good words to others. |
| **Attributes:** | * Kindness: help partners to complete learning tasks * Diligence: complete learning tasks * Honesty: tell the truth about feelings and emotions * Responsibility: appreciate kindness * Leadership: collaborate with teachers to enhance language skills * Secure and Organized: keep school things in the right ways. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 32 * Audio Tracks 46, 47 * Teacher’s guide Pages 187 * Website *sachmem* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap up.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 15, Lesson 1.  - Ask pupils to sing the song  - Invite some of them come to the board to role play, the rest of the pupils will sing.  **Option 2**: Play game **Board Race!**  - Divide the class into two teams  - Give each team a colored marker.  - Draw a line down the middle of the board and write a topic at the top.  - Have pupils write as many words related to the topic in a relay.  - The first pupil will write the first word and pass the colored marker to the one next in line.  - Score each team with one point for each correct word. - Unreadable or misspelled words are not counted.  **Option 3**: - play game in the powerpoint for Unit 15 – lesson 2 – period 3  - Divide the class into 2 teams to play “ What’s missing”.  - Each team choose one jar of juice to go to the question  - Have pupils find out what is missing and say out loud the name of the food.  - Back to the menu for pupils another question.  - Pupils continue their turn until there are not any jars of juice.  - The one who gets most points is the winner | Whole class  Group work  Individual work/ Group work |  |
| **Activity 1. Look, listen and repeat.** 8 minutes | | |  |
| a. Goal: | To understand and correctly repeat the sentences in two communicative contexts (pictures). focusing on what someone would like to eat or drink. | |  |
| b. Input: | – Context a: Staff: *What would you like to eat?*  *Nam: I’d like some bread, please.*  – Context b: Staff: *What would you like to drink?*  *Mai: I’d like some milk, please.* | |  |
| c. Outcome: | Pupils can understand and correctly repeat the sentences in two communicative contexts (pictures) focus on what someone would like to eat or drink. | |  |
| d. Procedure: | **Step 1:** Have pupils look at Pictures a and b and identify the characters and food and drinks in the pictures.  **Step 2:** Ask pupils to look at Picture **a.** Play the recording for them to listen. Play the recording again, sentence by sentence, for pupils to listen and repeat. Follow the same procedure with Picture **b.** Correct their pronunciation where necessary.  **Step 3:** Play the recording again for pupils to listen and repeat in chorus sentence by sentence.  **Step 4:** Invite a few pairs to the front of the classroom to listen and repeat the sentences in the recording.  **Step 5:** Draw their attention to the question *What would you like to eat*? and the answer *I’d likesome bread, please*. and *What would you like to drink*? and the answer *I’d like some milk, please*. Tell pupils that they are the questions and the answers about what Nam and Mai would like toeat and drink | Whole class  Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Individual work |  |
| **Activity 2. Listen, point and say.** 9 minutes | |  |  |
| a. Goal: | To correctly use *What would you like to eat / drink*? - *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink. | |  |
| b. Input: | – **Picture cues:** a. some eggs b. some chicken  c. a bottle of water d. a box of milk  – Speech bubbles: *What would you like to eat / drink? – I’d like some \_\_\_\_, please.*  **Audio script:**  a. eggs b. chicken c. water d. milk  A: What would you like to eat?  B: I’d like some eggs, please.  A: What would you like to drink?  B: I’d like some water, please. | |  |
| c. Outcome: | Pupils can correctly use *What would you like to eat / drink? – I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink. | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures and elicit the names of the food and drinks. Have the class repeat the words a few times. **Step 2:** Have pupils point at Picture a, listen to the recording and repeat the words (eggs). Follow the same procedure with the other three pictures. **Step 3:** Point at Picture a and have pupils listen and repeat after the recording (*What would you like to eat? – I’d like some eggs, please.)*. Point at Picture c and have pupils listen and repeat after the recording *(What would you like to drink? – I’d like some water, please.).* **Step 4:** Have pairs practise asking and answering questions *What would you like to eat / drink? – I’d like some \_\_\_\_, please*. with Pictures **b** and **d**. **Step 5:** Invite a few pairs to point at the pictures and say the questions and answers in front of the class.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one says faster will get points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work |  |
| **Activity 3. Let’s talk.** 8 minutes | |  |  |
| a. Goal | To enhance the correct use of *What would you like to eat / drink?* – *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink. | |  |
| b. Input | – Picture cue: Mai is at the school canteen. A member of staff serves food like rice,  bread, fish, chicken, meat, eggs, beans, and some drinks like water, milk and juice. Mai wants  something to eat or drink.  – Speech bubbles: *What would you like to eat / drink? – \_\_\_\_, \_\_\_\_.* | |  |
| c. Outcome | Pupils can enhance the correct use of *What would you like to eat / drink? – I’d like some \_\_\_\_,please*. to ask and answer questions about what someone would like to eat or drink. | |  |
| d. Procedure | **Step 1:** Draw pupils’ attention to the picture. Ask questions to help them identify the context (*see Input).*  **Step 2:** Elicit the missing words in the speech bubble and write them on the board. Get pupils to say the completed sentence. Correct their pronunciation where necessary.  **Step 3:** Put pupils into pairs and encourage them to ask and answer questions about what someone would like to eat or drink. Go around the classroom to offer support.  **Step 4:** Invite some pairs to the front of the class to perform their conversations.  **Conversations Game:**  **Matching game**  Using pictures and flashcards, get 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Individual work  Individual work/ Whole class |  |
| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1**:  Using *sachmem.vn*, Using *sachmem.vn*, activity 1: Look, listen and repeat or activity 2: Listen, point and say, have pupils look at the words or sentences in the pictures and repeat after the recording  **Option 2:**  Play game **Pictionary!**   * Before the class starts, prepare a bunch of words and put them in a bag. * Divide the class into two teams and draw a line down the middle of the board. * Give one pupil from each team a pen and ask them to choose a word from the bag. * Ask pupils to draw the word as a picture on the board and encourage their team to guess the word.   - The first team to shout the correct answer gets a point.  - - The team with the most points wins.  **Option 3: -** play game in the powerpoint for Unit 15 – lesson 2 – period 3  - Divide the class into 2 teams to play “ Yummy”.  - Each team choose one bowl to go to the question  - Have pupils look, read and choose the right option.  - Back to the menu for pupils another question.  - Pupils continue their turn until there are not any bowls.  - The one who gets most points is the winner | Whole class  Group work |  |

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**UNIT 15: AT THE DINING TABLE**

**Lesson 2 – Period 4**

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| --- | --- |
| **I. Objectives** | By the end of the lesson, pupils will be able to: |
| **Language focus:** | * Use the words *bean, fish, meat, juice, egg, chicken, water, milk* and *rice* in relation to the topic “Food and drinks”; * Use ***What would you like to eat/drink? – I’d like some, please.*** To ask and answer questions about food and drinks; * listen to and understand four communicative contexts in relation to food and drinks. * look, complete and read four target sentences with the help of picture cues. * revise target words about food and drinks by playing the game Board race. |
| **Core competencies:** | communication, planning and organization, stress tolerance, and initiative. |
| **General Competences:** | Listening: listen and recognize someone, then repeat.  Critical Thinking: talk about someone.  Oral Communication: speak about someone, ask and answer the questions  Written Communication: practice writing about school things  Self-control & independent learning: perform listening tasks  Communication and collaboration: work in pairs or groups  Problem-solving and creativity: answer comprehension questions after reading the story.  Sociability: talk to each other, say good words to others. |
| **Attributes:** | * Kindness: help partners to complete learning tasks * Diligence: complete learning tasks * Honesty: tell the truth about feelings and emotions * Responsibility: appreciate kindness * Leadership: collaborate with teachers to enhance language skills * Secure and Organized: keep school things in the right ways. |
| **II.** **RESOURCES AND MATERIAL:** | |
|  | * Student’s book Page 33 * Audio Tracks 48 * Teacher’s guide Pages 188 * Website *sachmem* * Flashcards/pictures and posters (Unit 15) * Computer, projector… |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap up.** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Procedure** | **Teacher’s activities** | **Pupils’ activities** | **Note** |
| **Warm-up and review:** 5 minutes | | |  |
|  | Greet the class.  **Option 1:** Sing the song in Unit 15, Lesson 1.  - Ask pupils to sing the song  - Invite some of them come to the board to role play, the rest of the pupils will sing.  **Option 2**: Play game **Hot Seat!**  - Divide the class into 2 teams  - Choose one pupil to sit in front of their team  - Stand behind the pupil and write a word on the board.  - Have the pupil in the hot seat listens to their team mates and tries to guess the word.  - The first hot seat pupil to say the word wins a point for their team. Then change the pupils over, with a new member of each team taking their place in their team's hot seat.  **Option 3**: - play game in the powerpoint for Unit 15 – lesson 2 – period 4  - Divide the class into 2 teams to play “ Fruit Juice”.  - Each team choose one jar of juice to go to the question  - Have pupils look, read and choose the right option.  - Back to the menu for pupils another question.  - Pupils continue their turn until there are not any jars of juice.  - The one who gets most points 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 relation to food and drinks. | |  |
| b. Input: | **Four picture cues**: a. a glass of milk b. a bottle of water  c. some beans d. some meat  **Audio script:**  1. A: What would you like to eat?  B: I’d like some beans, please.  2. A: Would you like some meat?  B: Yes, please.  3. A: What would you like to drink?  B: I’d like some milk, please.  4. A: Would you like some water?  B: Yes, please. | |  |
| c. Outcome: | Pupils can listen to and understand four communicative contexts in relation to food and drinks.  **Key**: 1. c 2. d 3. a 4. b | |  |
| d. Procedure: | **Step 1:** Draw pupils’ attention to the pictures. Elicit the names of the food and drinks. Play the recording for pupils to listen.  **Step 2:** Play the recording again for pupils to do the task. Play the recording a third time to give pupils another listening opportunity.  **Step 3:** Check answers together as a class. Play the recording again for pupils to double-check their answers and correct their answers in pairs.  **Extension:** If time allows, play the recording sentence by sentence for the class to listen and repeat in chorus. Correct their pronunciation where necessary. | Whole class  Whole class  Whole class/ Individual work  Whole class/ Individual work  Pair work  Individual work |  |
| **Activity 5. Look, complete and read.** 9 minutes | |  |  |
| a. Goal: | To look, complete and read four target sentences with the help of picture cues. | |  |
| b. Input: | – Picture cues  – Two gapped sentences and two gapped exchanges to complete | |  |
| c. Outcome: | Pupils can look, complete and read four target sentences with the help of picture cues.  **Key:** 1. bread 2. chicken 3. eggs 4. juice | |  |
| d. Procedure: | **Step 1:** Have pupils look at the pictures. Have them identify the names of food and drinks in the pictures.  **Step 2:** Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.  **Step 3:** Model with Picture 1. Have pupils look at the first sentence. Ask them what word ismissing in the gap (bread). Then have them complete the sentence (I’d like some bread, please.).  **Step 4:** Follow the same procedure with Pictures **2, 3** and **4**. Draw the pupils' attention to the gaps in the sentences in Pictures **2, 3** and **4**.  **Step 5:** Have pupils complete the sentences individually and ask a few pairs to read them aloud.  **Game: Slap the board.**  Divide the class into four teams. Stick the pictures of activities on the board. Teacher says a sentence, a pupil from each team has to point/slap the right picture and says the sentence again. The one says faster will get points. | Whole class/ Individual work  Whole class/ Individual work  Whole class/ Individual work  Individual work  Group work |  |
| **Activity 6. Let’s play.** 8 minutes | |  |  |
| a. Goal | To revise target words about food and drinks by playing the game Board race. | |  |
| b. Input | Divide the class into two teams and have those teams line up facing the board. Pupils at the front should be a few metres away from the board. Give pupils at the front board markers or chalk with different colours (e.g. Team A uses a red marker / chalk, Team B uses a white marker / chalk) | |  |
| c. Outcome | Pupils can revise target words about food and drinks by playing the game Board race. | |  |
| d. Procedure | **Step 1:** Tell pupils that they are going to play the game Board race. Write Food and Drinks on opposite sides of the board.  **Step 2:** : Have two teams play the game. When you say “Go”, the teams have to race to write the name of a food or drinks. Each pupil writes one word at a time, before passing the marker /chalk to the next pupil and going to the back of the line.  **Step 3:** Explain that a pupil who makes spelling mistakes or writes a word of food or drink under the wrong category will be out of the game.  **Step 4:** At the end of the game, announce the winner for the team that has written more correct words.  **Game:Matching game**  Using pictures and flashcards, get 3 pupils hold the pictures and 3 more hold the sentences. Ask them to find and match. Praise the ones who finish the matching. Then ask the class to look and say aloud. | Whole class/ Individual work  Group work  Individual work  Individual work/ Whole class |  |
| **Fun corner and wrap up:** 5 minutes | | |  |
|  | **Option 1**:  Using *sachmem.vn*, activity 1: Look, listen and repeat or activity 2: Listen, point and say, have pupils look at the words, phrases and sentences in the pictures and repeat after the recording.  **Option 2: Game: Sentence Puzzle**  Divide the class into groups of four. Give each group a sentence that is broken/cut in to pieces. Ask them to arrange them to make a complete sentence, then read it aloud.  The group makes it first will be the winner.  **Option 3: -** play game in the powerpoint for Unit 15 – lesson 2 – period 4   * Have the whole class play “ Food maze” * Have pupils look, read and follow the food eater to find the food or drink. * This game is just for fun not for competition | Whole class  Group work |  |

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**GRADE 5**

**The date of preparing:** 7/3/2025

**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: 25**  **Period: 97**  **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 1**

**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 asking and answering questions about someone’s health problem;

- correctly say the words and use *What’s the matter? – I have a \_\_\_\_\_.* to ask and answer questions about common health problems;

- use *What’s the matter? – I have a \_\_\_.* in a freer context;

- use the words *toothache, headache, sore throat* and *stomach ache* in relation to the topic “Our health”.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about someone’s health 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 take care of themselves and prevent common diseases.

**II. MATERIALS**

- Pupil’s book: Page 30

- Audio tracks 41, 42

- Teacher’s guide: Pages 237, 238, 239

- Website *hoclieu.vn*

- Flashcards/ pictures and posters (Unit 15)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise Unit 14 by asking the class to present the project from Lesson 3.

**b. Content**

- Project Presentation

**c. Expected outcomes**

- Pupils can present their healthy lifestyle in class fluently.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Project Presentation** | | |
| - Tell pupils they are going to present their healthy lifestyle in class.  - Have pupils work in groups to practise their presentation. Go around the classroom and offer help where necessary.  - Invite a few pupils to show their healthy habits and present in front of the class.  - Praise good performances. | - Pupils listen to the teacher’s explanation.  - Pupils work in groups to practise their presentation.    - Pupils show their healthy habits in front of the class. | A pupil’s healthy lifestyle and a speech bubble: *This is my healthy lifestyle. I eat a lot of fruit. \_\_\_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- 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 asking and answering questions about someone’s health problem.

**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 asking and answering questions about someone’s health problem.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 41) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b**, and identify the characters and any other details they can describe.  **Step 2:** Ask pupils to look at Picture **a**. Play the recording of the first dialogue several times 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** and the second dialogue.  **Step 4:** Invite a few pairs to the front of the classroom to listen to and repeat the sentences in the recording. Check their pronunciation, and give feedback where necessary.  **Step 5:** Draw pupils’ attention to the question *What’s the matter?* and the answer *I have a headache*. Explain that they are a question and an answer about someone’s health problem. | - Pupils look at Pictures **a** and **b**, identify the characters and any other details.  - Pupils look at the Picture **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 question and the answer. Pupils listen to the teacher’s explanation. | - Context **a:** Lucy lying in her bed. Her mother sitting next to her.  Lucy’s mother: *Are you OK, Lucy?*  Lucy: *I don’t feel well.*  - Context **b**: Lucy’s mother asks Lucy about her health  Lucy’s mother: *What’s the matter?*  Lucy: *Ouch! I have a headache.* |

**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 words and use *What’s the matter? – I have a \_\_\_\_\_.* to ask and answer questions about common health problems.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the words and use *What’s the matter? – I have a \_\_\_\_\_.* to ask and answer questions about common health problems.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 42) | | |
| **Step 1:** Have pupils point at Picture **a**, listen to the first part of the recording and repeat the word *toothache*. Repeat the same procedure with Pictures **b, c** and **d**. Have the class repeat the words a few times.  **Step 2:** Point at the question pattern *What’s the matter?* Read it aloud and have pupils repeat it several times. Repeat the same procedure with the answer pattern *I have a \_\_\_.*  **Step 3:** Point at Picture **a** and have pupils listen to the next part of the recording and repeat *What’s the matter? – I have a toothache.* Repeat the same procedure with Pictures **b, c** and **d**.  **Step 4:** Divide the class into two groups to take turns repeating the question and the answer in Picture **a** until they feel confident. Repeat the same procedure with Pictures  **b, c** and **d**.  **Step 5:** Put pupils in pairs and have them practise asking and answering questions using the pictures. Invite a few pairs to point at the pictures and say the questions and answers in front of the class. Give feedback where necessary. | - Pupils point at Picture **a**, listen to the first part of the recording and repeat the word *toothache*. Pupils follow the teacher’s instructions with Pictures **b**, **c** and **d**. Pupils repeat the words a few times.  - Pupils follow the teacher’s instructions.  - Pupils point at Picture **a** and 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 question and the answer in Picture **a**. Pupils follow the teacher’s instructions with Pictures **b**, **c** and **d**.  - Pupils work in pairs and practise asking and answering questions using the pictures. A few pairs point at the pictures and say the questions and answers in front of the class. | - Picture and word cues:  **a.** a boy with a toothache, and the word *toothache*  **b.** a girl with a headache, and the word *headache*  **c.** a boy with a sore throat, and the words *sore throat*  **d.** a girl with a stomach ache, and the words *stomach ache*  - Speech bubbles:  *What’s the matter?*  *I have a \_\_\_\_\_.*  **Audio script:**  **a.** toothache  **b.** headache  **c.** sore throat  **d.** stomach ache  **a.** *A:* What’s the matter?  *B:* I have a toothache.  **b.** *A:* What’s the matter?  *B:* I have a headache.  **c.** *A:* What’s the matter?  *B:* I have a sore throat.  **d.** *A:* What’s the matter?  *B:* I have a stomach ache. |

**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 \_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *What’s the matter? – I have a \_\_\_.* 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 phrase *Phòng Y tế (School Clinic)* to guess the context of the picture. Ask them about the common health problems that the characters may have.  **Step 2:** Read the question in the speech bubble aloud and ask pupils to repeat it. Ask pupils to look at the second bubble and guess what the answer should start with (*I have a \_\_\_\_*).  **Step 3:** Have some pairs role-play by asking and answering questions about the health problems in the picture. Go around the classroom to observe and provide help.  **Step 4:** Invite some pairs to role-play as a doctor and a pupil to ask and answer questions about common health problems in front of the class. Give corrections and feedback where necessary.  **Extension:** Encourage pupils to brainstorm some other common health problems, then talk with each other using the sentence pattern they have learned in this lesson. | - Pupils look at the phrase *Phòng Y tế (School Clinic)* to guess the context of the picture. Pupils answer the health problems that the characters may have.  - Pupils repeat the question in the speech bubble. Pupils look at the second bubble and guess what the answer should be.  - Pupils work in pairs to role-play by asking and answering questions about the health problems in the picture.  - Some pairs role-play as a doctor and a pupil to ask and answer questions about health problems in front of the class. Then, pupils talk about the other health problems that they know. | - Picture cue: a clinic at a primary school where some pupils are waiting for the doctor  - Speech bubbles:  *What’s the matter? \_\_\_\_\_.*  **Suggested answers:**  *What the matter? – I have a stomach ache / a headache / a toothache / a sore throat /*  *backache.* |

**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: Yes or No (ppt)**

- Tell the class how to play the game. Ask pupils to play the game individually.

- Prepare Yes and No boards for pupils.

- Show a picture and a sentence on the board. Have pupils look at the picture and the sentence.

- Ask pupils to raise the Yes board if the picture and sentence are matched.

- Ask pupils to raise the No board if the picture and sentence are not matched. Have pupils say the correct sentence aloud.

E.g. (picture of a boy with a toothache) *- I have a toothache.*

The class raises the Yes board.

E.g. (picture of a girl with a sore throat) *- I have a stomach ache.*

The class raises the No board.

- Give stickers to the fastest pupil with the correct answer.

**\* Option 2: Game: Board race**

- Explain how to play the game. Give an example.

- Divide the class into two groups.

- Stick the flashcards (*toothache, headache, sore throat, stomach ache*) on the board.

- Say the word twice so that the pupils can hear.

- Say “Run” and then the pupil from each group has to run quickly to find and choose the flashcard the teacher said. Ask the pupil with the correct flashcard to say the word.

- The group with the most flashcards at the end is the winner. Praise the winner.

**\* Preparation for the project:** Ask pupils to prepare for the project on page 35 by doing a survey about common health problems that people have and creating some advice for them. Ask pupils to do the survey while they study Unit 15 so that they can present their survey results and their advice on a poster at Project time. Pupils could also include some information about the people they surveyed and the reasons why they have those common health problems*.*

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| **Week: 25**  **Period: 98**  **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: 25**  **Period: 99**  **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**

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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: 25**  **Period: 100**  **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.

**Duyệt bài ngày 7 tháng 3 năm 2025**

**HIỆU PHÓ**

Nguyễn Thị Hằng