Teaching date:

**Unit 15: At the dining table**

**Lesson 1 (1, 2, 3)**

**I. Objectives:** By the end of the lesson Ps will be able to:

**1. Knowledge:**

- 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.

- ***Vocabulary:*** bean, fish, meat, juice, rice, would

- ***Model sentences***:

*A: Would you like some rice?*

*B: Yes, please. / No, thanks.*

**2. Skills.**

- ***Skills***: speaking and listening

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:* Teacher’s guide Pages 183, audio Tracks 42, 43, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 30, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:** *Game:* ***jigsaw puzzle***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  - Say “Open your book page 30” and look at “*Unit 15, Lesson 1 (1,2,3)”.*  **Activity 2. Look, listen and repeat:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the dialogue  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3** **Listen, point and say.**  - T asks Ss look at *picture a , b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  -Have Ss repeat the model sentences.  - Elicit and check comprehension the name of the rooms.  - Run through all the pictures.  - Run through model sentences.  + Run through the questions.  + Run through the answers  - Have Ss to practise:  + T says asks and Ss answer (change role).  + Ss – Ss (change role).  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - Encourage Ss to practise speaking English.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - T asks ss to guess each character and what the children say.  *+ What can you see in the picture?*  *+What food and drinks can you see on the table?*  - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss to work in pairs to ask and answer  - Invite some pupils to the front of the class to present their exchanges.  **Activity 5. Consolidation**  - Summary the lesson  **Homelink:**  Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 15, Lesson 1 (4,5,6).* | 1. **Look, listen and repeat**   *+ rice : cơm*  *+ juice : nước hoa quả*  *+ would : muốn*  **2. Listen, point and say**  *+ bean : đậu quả, hạt đậu*  *+ fish : cá*  *+ meat : thịt*  \*. ***Model sentences***:  *A: Would you like some rice?*  *B: Yes, please. / No, thanks*  **3. Let’s talk.**  *A: Would you like some rice?*  *B: Yes, please. / No, thanks* |

**IV. ADJUSTMENTS (if necessary):**

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Teaching date:

**Unit 15: At the dining table**

**Lesson 1 (4,5,6)**

**I. Objectives:** By the end of the lesson Ps will be able to:

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

- ***Skills***: speaking, listening, reading and writing.

**2. Skills.**

- ***Skills***: speaking and listening

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:*, audio, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1: Warm-up**  *Game:* ***“Passing the ball”***  - Divide class into 3 teams.  - Each team has 1 sticky ball.  - Play the music, ss in each team take turn to pass the ball.  - After the music ends, 3 ss have the ball – stand up and say the name, using the sentence model.  - Say “Open your book page 31” and look at *“Unit 15, Lesson 1 (4,5,6)”.*  **Activity 2. Listen and circle:**  - Elicit the name of the food in each picture  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  **Activity 3.** **Look, complete and read.**  - Have Ss look at the pictures and identify the food (*rice, beans, fish, juice*).  - Have Ss look at the four incomplete exchanges and elicits the missing words in the sentences.  - T models with sentence 1  + Ask Ss what is missing in the sentence.  + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.  -Have Ss work in groups and complete the sentences 2,3 and 4.  - Ask a few Ss to stand up and read the completed sentences aloud.  -T gives feedbacks.  **Activity 3. Let’s sing.**  - Introduce the title and lyrics of the song: “ *Would you like some…?* ” song.  - Play the recording for Ss to listen to the whole song.  + Have them repeat the title and lyrics line by line.  + Tell Ss to point at the relevant character while singing his or her name.  - Play the recording all the way through for Ss to listen to pronunciation and melody of the song.  - Play the recording line by line for Ss to listen, repeat and point at the relevant character.  - Play the recording for Ss to sing and do actions.  - Ask Ss to practice singing and doing actions in pairs or groups.  - Invite groups to the front of the classroom to perform the song  -T gives feedback.  **Activity 4. Consolidation**  -T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson? (if the teacher can take from the lesson).*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homelink:**  **-** Learn the sing by heart  - Prepare the new lesson: *Unit 15, Lesson 2 (1,2,3).* | **4. Listen and circle**  *Key: 1.b 2.b*    **5. Look, complete and read**  *Key:*   1. *rice 2. beans 3. fish; please*   *4. juice; No*  **6. Let’s sing.** |

**IV. ADJUSTMENTS (if necessary):**

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Teaching date:

**Unit 15: At the dining table**

**Lesson 2 (1, 2, 3)**

**I. Objectives:** By the end of the lesson Ps will be able to:

**1. Knowledge:**

- 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.

- ***Vocabulary:*** egg, chicken, water, milk, bread, eat, drink.

- ***Model sentences***:

*A: What would you like to eat / drink?*

*B: I’d like some bread/ milk, please*

- ***Skills***: speaking and listening

**2. Skills.**

- ***Skills***: speaking and listening

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:*, audio, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1. Warm- up:**  *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 Ss 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.  - Say “Open your book page 32” and look at “*Unit 13, Lesson 2 (1,2,3)”.*  **Activity 2. Look, listen and repeat:**  - Have Ss look at *Pictures a and b* and identify the characters in the pictures.  - Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.  - Have Ss to practice the diaguage  - T invites a few pairs to the front of the class to practice.  - T checks pronunciation for ss.  **Activity 3**. **Listen, point and say.**  - T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.  - T introduces new structure for Ss.  - T explains, models and gives meaning.  - Have Ss repeat the model sentences  - Elicit and check comprehension the name of each character.  - Run through all the pictures.  - Run through model sentences.  +Run through the question sentences  +Run through the answer sentences  - Have Ss to practise:  + T asks, Ss answer picture a  + Ss ask, T answers picture b  + Group A ask, group B answer picture c  + Group B ask, group A answer picture d  - Ask Ss to work in pairs.  - T controls and corrects.  - Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.  - T gives feedbacks.  **Activity 4. Let’s talk.**  - T asks ss to attend to the picture.  *+ What can you see in the picture?*  *+Where are they?*  *+ What would she like to eat/ drink?*  - T fills the gaps and writes the sentences on the board.  - T models  - T asks Ss *use of What would you like to eat / drink? – I’d like some …., please.* to ask and answer (groups of four)  - Invite some groups to perform.  - Give feedbacks  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  **-** Learn the vocabulary and model sentences by heart  - Prepare the new lesson: *Unit 15, Lesson 2 (4,5,6).* | **1. Look, listen and repeat:**  *+ bread : bánh mì*  *+ drink : uống*  **2***.* **Look, listen and repeat:**  *+ milk : sữa*  *+ egg : trứng*  *+ chicken : thịt gà*  *+ water : nước*  *+ eat : ăn*  ***\*/ Model sentences***:  *A: What would you like to eat / drink?*  *B: I’d like some bread/ milk, please*  **3. Let’s talk.** |

**IV. ADJUSTMENTS (if necessary):**

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Teaching date:

**Unit 15: At the dining table**

**Lesson 2 (4,5,6)**

**I. Objectives:** By the end of the lesson Ps will be able to:

**1. Knowledge:**

- 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.

- ***Vocabulary:*** Review

**2. Skills.**

- ***Skills***: speaking and listening

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:*, audio, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book, notebooks, workbooks, school things.

**IV. Procedures**

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| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1. Warm- up:**  *Sing a song:* ***“My house”***  - Show the song on the screen.  <https://www.youtube.com/watch?v=qZyJPZxsmZk>  - Ask pupils to listen, sing and dance the song.  - Say “Open your book page 33” and look at *“Unit 15, Lesson 2 (4,5,6)”.*  **Activity 2. Listen and number:**  - Elicit the names and ages of the characters in the pictures.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  **Activity 3.** **Look, complete and read.**  - Have Ss look at the pictures and identify food and drink in the pictures.  - T models with sentence 1.  + Have Ss look at the sentence.  + Ask them what is missing in the answer (*bread)*  + Have Ss circle the correct options  + Have Ss read the completed sentence in chorus.  -Have Ss work in pairs and circle the sentences 2, 3 and 4.  - Invite pairs of pupils to stand up and read aloud the sentences.  -T gives feedbacks.  **Activity 4. Let’s play.**  - Tell Ss that they are going to play the game *Board race.* Write Food and Drinks on opposite sides of the board.  - 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.  - 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.  - At the end of the game, announce the winner for the team that has written more correct words.  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  - Prepare the new lesson: *Unit 15, Lesson 3 (1,2,3).* | **1. Listen and number:**  *Key: 1.c 2. d 3. a 4. b*  **2. Look, complete and read.**  *Key:*   1. Bread 2. Chickens 3. Eggs 4. juice   **3. Let’s play.** |

**IV. ADJUSTMENTS (if necessary):**

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Teaching date:

**Unit 15: At the dining table**

**Lesson 3 (1,2,3)**

**I. Objectives:** By the end of the lesson Ps will be able to:

**1. Knowledge:**

- correctly repeat the sounds of the letters **ea** in isolation, the words *bread* and *meat* and the sentences *I’d like some bread, please.* and *Would you like some meat?.* with the correct pronunciation and intonation.

- identify the target words *bread* and *meat* while listening.

- say the chant with the correct rhythm and pronunciation.

- ***Vocabulary:*** Review

**2. Skills.**

- ***Skills***: speaking and listening

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:*, audio, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity 1.Warm- up:** Game: Find and circle the words   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | O | **B** | K | K | E | P | S | C | **E** | T | | O | **R** | T | **H** | **E** | **A** | **D** | C | **A** | H | | O | **E** | U | A | A | E | C | O | **T** | I | | R | **A** | M | **M** | F | C | C | S | H | N | | T | **D** | **B** | **E** | **A** | **N** | L | S | E | K | | R | T | R | **A** | R | C | L | S | E | B | | S | R | O | **T** | R | C | V | T | A | H | | M | M | T | H | H | R | S | T | A | Y | | D | **P** | **L** | **E** | **A** | **S** | **E** | R | S | M | | A | C | E | B | F | A | Z | Y | W |  |   - Divide class into 2 groups  - Ask Ss to find and circle the words that they learnt.  - Which groups find the best correct words is winner.  - Give Ss time to play the game.  **Rows:** *bean, please, head.*  **Columns***: bread, meat, eat.*  -T checks who’s winner?  - Say “Open your book page 34” and look at “*Unit 15, Lesson 3 (1,2,3)”.*  **Activity 2. Listen and repeat:**  - T gives instruction to theletters *ea in isolation, in the words bread and meat, and in the sentences I’d like some bread, please.* and *Would you like some meat?*  - Play the recording for the letter ***ea.***  - Encourage Ss to point at the letter/ word/ sentence while listening.  - Play the recording again and encourage Ss to listen and repeat.  - Do this several times until Ss feel confident.  - T calls some Ss to practice.  - T gives feedbacks.  **Activity 3.** **Listen and tick.**  - Elicit the sentences and explain that they have to listen.  - T ask Ss to guess the answers.  + T writes Ss’guessing on the board.  - Listen to the tape:  + Play the recording  + Play the recording again and get Ss to swap books with their partners.  + Play the recording again to check answers together as a class.  + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.  - Play the recording, sentence by sentence, for the class to listen and repeat in chorus.  - Invite one or two Ss to stand up and read the completed sentences.  **Activity 4. Let’s chant**  - Introduce the title and lyrics of the chant.  - Play the recording for Ss to listen to the whole chant.  + Have them repeat the title and lyrics line by line.  + Ask Ss to attend to the sounds of the letters *ea* and the words *bead* and *meat.*  - Play the recording all the way through for Ss to listen to pronunciation and melody.  - Play the recording line by line for Ss to listen and repeat  - Play the recording for Ss to chant and clap along.  - Ask Ss to practice chant and clap along in pairs or groups.  - Invite groups to the front of the classroom to perform the chant  -T gives feedback.  **Activity 5: Consolidation**  - Summary the lesson  **Homelink**  - Prepare the new lesson:  - Prepare the new lesson: *Unit 15, Lesson 3 (4,5,6).* | **1. Listen and repeat.**  **2.**  **Listen and tick.**  *Key: 1.b 2.c*  **3. Let’s chant** |

**IV. ADJUSTMENTS (if necessary):**

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Teaching date:

**Unit 15: At the dining table**

**Lesson 3 (1,2,3)**

**I. Objectives:** By the end of the lesson Ps will be able to:

**1. Knowledge:**

- read and complete a passage with five words “dining, drinks, like, rice, some” provided in a box.

- complete a paragraph about what a pupil and his / her family members would like to eat anddrink by writing the target words in the gaps.

- do a survey with classmates and tell the class about food and drinks they would like to eat or drink.

- ***Vocabulary:*** Review

**2. Skills.**

- ***Skills***: speaking and listening

**3. Attitude/ Quality:**

Kindness: help partners to complete learning tasks

Diligence: complete learning tasks

Honesty: tell the truth about feelings and emotions

Responsibility: appreciate kindness

**4. Forming competence:**

- Listening: listen and recognize the characters, then repeat

- Critical Thinking: self-introduce

- Self-control & independent learning: perform listening tasks

- Communication and collaboration: work in pairs or groups

**II. Methods:**

Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

- *Teacher:*, audio, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book, notebooks, workbooks, school things.

**IV. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **Activity1. Warm- up:**  *Game:* ***Brainstorming***  - Say “Open your book page 35” and look at *“Unit 15, Lesson 3 (4, 5, 6)”.*  **Activity 2. Read and complete:**  - Tell Ss how to complete the task.  - Point at the words provided in the box and the five gaps in the passage - Ask Ss attend to the blank in number 1 and find the missing word.  - Write the missing word on the board and get the class to read the completeed sentence together.  - Have Ss work in pairs and complete  - Tell Ss to swap books with a partner, then check answers together as a class.  - Write the correct answers on the board for pupils to correct their answers.  - Invite Ss to read the complete text aloud  -T gives feedbacks.  **Activity 3.** **Let’s write**  - Explain to the class the goal of this activity.  - Ask Ss to read each gapped sentence, look at the picture and fill in the gap.  - Give Ss time to write their answers  - Ask Ss to swap and correct their answers in pairs.  - Check the answers as a class.  **Activity 4. Project.**  **-** Draw the table on the board. Ask a pupil: *What would you like to eat and drink?,* then write their name and answers in the table.  - Ask Ss move around the classroom and find three classmates to ask.  - Remind Ss to write their answers in the table before moving on to the next person.  - Allow enough time for all Ss to complete their tables.  - Invite a few Ss to share their results with the class.  ***Activity 5: Consolidation***  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  *+What are the core values of the lesson?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  **Homelink.**  - Prepare the new lesson: *Review 3.* | **4. Read and complete:**  *Key: 1. dining 2. drinks 3. like*   1. *some 5. rice*   ***5.* Let’s write**  *Key:*  *Pupils’ own answers*  **6. Project.** |

**IV. ADJUSTMENTS (if necessary):**

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