**Date of preparation:** March 10th, 2024 **Week: 26**

**Date of teaching:** March 12th, 2024 **Period**: 101

**Unit 15: At the dining table.**

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

**I. OBJECTIVES:**

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

1. **Language knowledge & skills:**

- Correctly repeat the sounds of the letters **ea/**e/and **ea/i:/** in isolation, in the words **bread** and **meat**, and in the sentences “***I’d like some bread, please***.” as in “***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 pronunciation and rhythm.

**2. Competences:**

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

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

**3. Attributes:**

# - Street food near schools poses high risks.

**II. TEACHING AIDS:**

- Website hoclieu.vn, laptop, pictures, textbook, lesson plan, TV.

- Pupil’s book Page 34, notebooks, school things.

**III. PROCEDURE:**

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| **Time** | **Teaching Activities** | **Learning Activities** |
| 7ms  10ms  8ms  10ms | 1. **Activity 1: Warm –up**   - The teacher greets the class.  -Warm-up: game **“Moving”** (2 minutes)  (Action: Turn left, turn right, stand up, sit down)  - Review the previous lesson:  Game: **Find the treasure.** (5 minutes)  \* **Aims:** This game helps to create a friendly and active atmosphere in the class and has pupils revise the previous lesson.  **\* Procedure:**  **-**The teacherasks pupils to choose a number and answer the questions.  -The pupils answer the questions correctly can receive presents.  -The teacher gives comments and leads to the new lessons.  - The teacher asks pupils to open their books at page 34, look at Unit 15, Lesson 3, Activity 1 and tells them what they will learn in this lesson.  **2. Activity 2: Knowledge Construction**  **Task 1: Listen and repeat. (Individual work)**  **\* Aim:** Pupils cancorrectly repeat the sounds of the letters **ea/**e/and **ea/i:/** in isolation, in the words **bread** and **meat**, and in the sentences “***I’d like some bread, please***.” and “***Would you like some meat?”****.* with the correct pronunciation and intonation.  **\* Procedure:**  **-** The teacherhas pupils look at the letter **ea/**e/*,* the word ***bread***and the sentence ***I’d like some bread, please****.* The teacherplays the recording for pupils to listen and repeat in chorus and individually until they feel confident. The teacher corrects pupils’ pronunciation if necessary.  **-** The teacherinvites a few pupils to listen to and repeat the sound*,* the word, and the sentence in front of the class. Then the teacher praises them when their pronunciation is good.  - The teacherrepeats **Steps 1** and **2** for the letter, the word and the sentence in the second line.  -***ea meat*** ***Would you like some meat?***  -The teacher goes around the classroom and corrects pupils’ pronunciation if necessary.  -The teacher has pupils work in pairs practicing pronouncing.  -The teacher invites some pupils to read the sounds, words and sentences.  **-** The teacherhas pupils play a game: ***Who’s faster?*** to practise recognizing the sounds**ea/e**/and**ea/i:/** in some words: pea, sea, head, breakfast.  - The teacher chooses eight pupils at random and divides them into two teams. Each pupil in team 1 receives a pink flower and each pupil in team 2 receives a green flower. Pupils in each team take turn to listen to the recording and stick their flower on the correct sound.   |  |  | | --- | --- | | **ea/**e/ | **ea/i:/** | |  | Pea | | head |  | | breakfast |  | |  | Sea |   -The teacher gives comment.  **3. Activity 3: Practice**  **Task 2: Listen and tick. (Individual work)**  **\* Aim:** Pupils can identify the target words ***bread***and ***meat*** while listening.  **\* Procedure:**  **-** The teacher tells pupils the goal of the activity and explains that they have to listen to the recording and tick the correct options. Then the teacher checks pupils’ comprehension.  **-** The teachergets pupils to read the three options of each questions.  - The teacher calls some pupils to read the options.  **-** The teacherplays the recording, once or twice, for pupils to listen and tick the correct options.  -The teacher asks pupils to use the flowers to show their answers.  - The teacher plays the recording again for pupils to check their answers.  -The teacher gives comments.  -The teacher asks pupils to practice listening more about **ea/e/** and **ea/i:/** sounds.  -Pupils listen to the recording and consider whether the sentences are True or False. If the sentence is True, pupils show a happy face. And if the sentence is False, the pupils show a sad face.  -The teacher gives comment.  **4. Activity 4: Production**  **Task 3: Let’s chant. (Group work)**  **\* Aim:** Pupils can say the chant with the correct pronunciation and rhythm.  **\* Procedure:**  **-** The teacher has pupils look at the pictures and answer some questions: Who are they? Where are they? What are they doing?  -The teacher has pupils listen to the whole chant.  **-** The teacher plays the recording of the first verse for pupils to listen, then plays the recording again, line by line, for pupils to listen and repeat. The teacher draws their attention to the rhythm and pronunciation and encourages them to clap while chanting.  **-** The teacherrepeats the same stepsfor the second verse of the chant. **-** The teacherplays the recording all the way through for pupils to chant and clap along  - The teacher has pupils practice chanting in groups of four then present in front of the class.  -The teacher asks pupils to create and practice a new chant by changing the lyrics of the chant.  -The teacher asks pupils to replace **“bread”** by **“rice”** and **“meat”** by **“fish”.**  **-**The teacher has pupils practice chanting with the new lyrics in groups and present in front of the class.  -The teacher gives comments.  -The teacher asks pupils to remind what they have learnt today?  -The teacher asks pupils to remind some words containing **/e/** and **/i:/** sounds.  \*The teacher asks pupils to look at pictures and answer some questions: Who are they? What are they doing? Is it good?  -The teacher advices pupils to avoid eating street food and suggests some food and drinks that are good for their health. | -Pupils play the game  -Pupils choose numbers, answer the questions and receive presents.  -Pupils listen to the teacher.  -Pupils open their books.  -Pupils look at the letter, word and sentence.  -Pupils listen to the recording and repeat.  -Pupils listen and repeat the sound, the word and the sentence.  -Pupils follow teacher’s instructions.  -Pupils works in pairs.  -Pupils read the sounds, words and sentences.  -Pupils play the game.  -Pupils listen to the recording and stick their flowers on the right side.  -Pupils listen to the teacher.  -Pupils listen to the teacher.  -Pupils read three options of each questions.  -Pupils listen and tick the correct options.  -Pupils use the flowers to show their answers.  -Pupils check the answers.  -Pupils listen to the teacher.  -Pupils listen to the recording and choose happy face or sad face.  -Pupils listen to the teacher.  -Pupils look at the pictures and answer the questions.  -Pupils listen to the whole chant.  -Pupils practice chanting line by line.  -Pupils follow the teacher’s instructions.  -Pupils chant and clap along.  - Pupils practice chanting in groups of four then present in front of the class  -Pupils practice the new chant in chorus and in groups.  -Pupils present in front of the class.  -Pupils listen to the teacher.  -Pupils answers the questions.  -Pupils look at the pictures and answer the questions.  -Pupils listen to the teacher. |

**IV. ADJUSTMENT AFTER THE LESSON:**

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