*Week 26 Preparing date: March 4th 2024*

*Period 101 Teaching date: March 12th 2024*

**Unit 15: AT THE DINING TABLE**

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

**I. OBJECTIVES:**

By the end of the lesson, Ss 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

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

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 190; audio Tracks 49, 50, 51; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 34, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2. Presentation**  **(9’)**  **3.Practice: (19’)**  **4. Homework. (2’)** | *Game:* ***Find and circle the words***  *\*****Aims:*** *to create a friendly and active atmosphere in the class to beginning the lesson.*  **\*Procedure:**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 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 1. Listen and repeat:**  ***\*Aims:*** *Ss will be able**to correctly pronounce the sounds of the letters 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? with correct pronunciation and intonation.*  **\*Procedure:**  - 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 2.** **Listen and tick.**  ***\*Aims:*** *Ss will be able**to identify the target words bread and meat while listening.*  **\*Procedure:**  - 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.  *Key: 1.b 2.c*  **Activity 3. Let’s chant**  ***\*Aims:*** *Ss will be able to say the chant with the correct rhythm and pronunciation.*  **\*Procedure:**  - 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.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - 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.  **-** Practice the chant more.  - Prepare the new lesson: *Unit 15, Lesson 3 (4,5,6).* | - Ss listen  -Ss play game  - Ss open their books  - Ss recognize the differences about color of letter  - - Ss listen  - Ss listen and point  - Ss listen again and repeat  -Ss listen again and repeat  -Ss practice  -Ss listen  -Ss listen and say:  *+ Number 1: I’d like some…,please.*  *+ Number 2: Would you like some…..?.*  -Ss guess the answers  - Ss listen to the tape and tick  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss read the sentences  - Ss look and listen.  -Ss listen to the chant  - Ss listen and repeat line by line without clap their hands  -Ss note the sounds, words  -Ss listen to melody of the chant  - Ss listen and chant line by line.  - Ss chant and clap along.  - Ss work in groups (two groups) to chant  -Ss perform in front of the class.  -Ss listen  -Ss listen.  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 26 Preparing date: March 4th 2024*

*Period 102 Teaching date: March 12th 2024*

**Unit 15: AT THE DINING TABLE**

**Lesson 3 (4, 5, 6)**

**I. OBJECTIVES:**

By the end of the lesson, Ss 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 and drink 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

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

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 192, website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 35, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2. Practice: (8’)**  **3.Production: (19’)**  **4. Homework. (3’)** | *Game:* ***Brainstorming***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - Divide the class into four groups.  - Each group chooses one pupil to be the 'runner'. The runners go to the teacher's desk and read the category.  *Ex: Find food and drink*  - The runners then go back to their group and tell their group members the category. Their group brainstorm words from that category and write them down.  - The first group to finish shouts 'stop' and then calls out their answers. If their answers are correct, they score one point for each word in the category.  - The group with the highest score at the end of the game wins.  - Say “Open your book page 35” and look at *“Unit 15, Lesson 3 (4, 5, 6)”.*  **Activity 1. Read and complete:**  ***\*Aims:*** *Ss will be able to* *read and complete a passage with five words provided in a box.*  **\*Procedure:**  - 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.  *Key: 1. dining 2. drinks 3. like*  *4. some 5. rice*  **Activity 2.** **Let’s write**  ***\*Aims:*** *Ss will be able to 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.*  **\*Procedure:**  - 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.  *Key:*  *Pupils’ own answers*  **Activity 3. Project.**  ***\*Aims:*** *Ss will be able to do a survey with classmates to find out what they would like to eat and drink, then tell the class about the results.*  **\*Procedure:**  **-** 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.  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Review 3.* | - Ss listen  -Ss play game  - Ss open their books  -Ss listen  - Ss read and answer  -Ss read and complete  -Ss write the first word  -Ss work in pairs  -Ss swap books and check  -Ss check the correct their answers  -Ss read  -Ss listen  -Ss listen  -Ss read and answer  -Ss write  *My father and my mother would like some……………….*  *My sister/ brother would like …………………………………*  *I would like……..and………..*  -Ss swap books and check their answers  -Ss check  -Ss listen and answer  -Ss work in groups  -Ss write the answers  -Ss complete the table  -Ss perform in front of the class.  -Ss answer the questions  -Ss listen and clap their hands  -Ss listen and take note |

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

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*Week 26 Preparing date: March 4th 2024*

*Period 103 Teaching date: March 14th 2024*

**REVIEW 3**

**Parts 1, 2, 3**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- correctly use the following sentence patterns:

*+ Who’s this / that? It’s my ……..*

*+ How old is he / she? He’s /She’s ……….*

*+ What’s her job? – He’s / She’s ……..*

*+ Is he / she ………? – Yes, he / she is. / No, he / she isn’t.*

*+ Where’s ………..? – It’s here / there.*

*+ Where are the ……..? – They’re ………..*

*+ There’s / There are …………. in the room.*

*+ The …….. is ………. The ……… are ……….*

*+ Would you like some ……….? – Yes, please. / No, thanks.*

*+ What would you like to eat / drink? – I’d like some ………, please.*

- through different contexts, take part in three fun activities relating to their language knowledge and competences.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 194; Track 52, 53; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 36, 37, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (52’)**  **3. Homework. (3’)** | *Game:* ***Whispering***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - Divide class into 2 groups.  -Ask 5 Ss in each group stand in a straight line.  - T says a word or phrase to the first pupil in this line.  - Then, the first pupil whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase.  - The last pupil says the word or phrase out loud.  - The faster group has correct word or phrase is the winner.  - Say “Open your book page 36, 37” and look at *Review 3.*  **Activity 1. Listen and tick:**  ***\*Aims:*** *Ss will be able to* *listen to and understand five communicative contexts*  **\*Procedure:**  - Elicit the names of the characters in each picture and check comprehension.      - 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.  *Key: 1. a 2. a 3. b 4. b 5. a*  **Activity 2.** **Listen and number**  ***\*Aims:*** *Ss will be able**to listen to and understand four communicative contexts*  **\*Procedure:**  - Elicit the names of the characters in each picture and what they say      - 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.  *Key: 1. b 2. c 3. d 4. a*  **Activity 3. Read and match**  ***\*Aims:*** *Ss will be able to* *read and match pairs of target sentence patterns*  **\*Procedure:**  - Tell Ss about this activity. Point at sentence 1, elicit the answer and models.  - Give Ss work in pairs to do the sentence 2,3,4,5.  - Tell Ss to swap their books with their partners, then check answers together as a class.  - Write the correct answers on the board for Ss to correct their answers.  - Invite some pairs to stand up and read the matched exchanges aloud.  *Key:*  *1. c 2. e 3. d 4. b 5. a*  - Prepare the new lesson: *REVIEW 5.5* | - Ss listen  -Ss play game  - Ss open their books  -Look at the pictures and say:  *+ Picture 1a. a father*  *+ Picture 1b. a mother.*  *+ Picture 2a. a mother working as a doctor*  *+ Picture 2b. a mother working as a teacher*  *+ Picture 3a. a living room (near)*  *+ Picture 3b. a living room (far)*  *+ Picture 4a. a big window + Picture 4b. a small window.*  *+ Picture 5a. a carton of milk*  *+ Picture 5b. a carton of juice*  -Ss guess the answers  - Ss listen to the tape and tick  - Ss listen again, tick and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Look at the pictures and say:  *+ Picture a:*  *a mother giving chicken to her daughter*  *+ Picture b: a boy sitting near a birthday cake with the number 14 on it*  *+ Picture c:*  *a father driving a taxi*  *+ Picture d: two lamps on a table*  -Ss guess the answers  - Ss listen to the tape and write the number  - Ss listen again, write number and swap books with their partners.  - Ss check their answers and guessing  -Ss listen and repeat.  -Ss look at the sentence 1 and say  -Ss work in pairs and match  -Ss swap their books and match  -Ss check  -Ss read aloud  -Ss listen and take note |

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

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*Week 26 Preparing date: March 4th 2024*

*Period 104 Teaching date: March 14th 2024*

**REVIEW 3**

**Parts 4, 5**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- correctly use the following sentence patterns:

*+ Who’s this / that? It’s my ……..*

*+ How old is he / she? He’s /She’s ……….*

*+ What’s her job? – He’s / She’s ……..*

*+ Is he / she ………? – Yes, he / she is. / No, he / she isn’t.*

*+ Where’s ………..? – It’s here / there.*

*+ Where are the ……..? – They’re ………..*

*+ There’s / There are …………. in the room.*

*+ The …….. is ………. The ……… are ……….*

*+ Would you like some ……….? – Yes, please. / No, thanks.*

*+ What would you like to eat / drink? – I’d like some ………, please.*

- through different contexts, take part in three fun activities relating to their language knowledge and competences.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.

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

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

**II. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 194; Track 52, 53; website sachmem.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Students:* Pupil’s book Page 36, 37, notebooks, workbooks, school things.

**III. PROCEDURES:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Students’ activities** |
| **1.Warm- up:**  **(5’)**  **2.Practice: (52’)**  **3.Production: (10’)**  **4**  **. Homework. (3’)** | *Game:* ***Whispering***  *\*****Aims:*** *to review the vocabulary and structure about greet and respond to greetings.*  **\*Procedure:**  - Divide class into 2 groups.  -Ask 5 Ss in each group stand in a straight line.  - T says a word or phrase to the first pupil in this line.  - Then, the first pupil whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase.  - The last pupil says the word or phrase out loud.  - The faster group has correct word or phrase is the winner.  - Say “Open your book page 36, 37” and look at *Review 3.*  **Activity 4. Read and complete**  ***\*Aims:*** *Ss will be able to* *read and complete a gapped text.*  **\*Procedure:**  - Elicit the words in the box and the passage.  - Tell Ss about this activity. Point at number 1, elicit the answer and models.  - Give Ss work in pairs to do the task    - Tell Ss to swap their books with their partners, then check answers together as a class.  - Write the correct answers on the board for Ss to correct their answers.  - Invite some pairs to stand up and read the passage aloud.  *Key:*  *1. are 2. is 3. big 4. in 5. on*  \* **Mini game***: Comprehension questions*  - Ask Ss to read the conversation again  - Give Ss work in pairs and answer the questions:  + How many bedrooms in the passage?  *There are 2 bedrooms.*  + What thing does each bedroom have?  *There is a lamp.*  + Where is the clock?  *It’s on the desk.*  **Activity 5. Ask and answer**  ***\*Aims:*** *Ss will be able to* *read and answer questions using picture cues* **\*Procedure:**  - Ask Ss to read the question and elicit the answer    - Get Ss to role-play the exchange with sentence 1  - Give Ss time to take it in turns to role-play the four exchanges.  - Invite some paris to stand up and role-play.  *Key: Pupil’s answer*  ***\*Consolidation***  ***\*Aims:*** *Ss will be able consolidate and wrap up the content of the lesson.*  **\*Procedure:**  - T asks ss to answer the following questions:  *+ What have you learnt from the lesson today?*  - T praises some Ss who are hardworking / active/ good…. as well as encourage others to try more.  - Prepare the new lesson: *Fun time 3* | - Ss listen  -Ss play game  -Ss listen and answer  -Ss look at the dialogue and say number 1  -Ss work in pairs and complete  -Ss swap their books and complete  -Ss check  -Ss read aloud  - Ss open their book  -Ss read the passage again  -Ss work in pairs and answer  -Ss listen and answer  -Ss role play sentence 1  -Ss work in paris  -Ss role play  -Ss listen and answer  -Ss listen and clap their hands  -Ss listen and take note |

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

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