

LESSON PLAN

Week: 05

Period: 17

Date of teaching: from 02 to 06/10/2023

UNIT 2: DOES HE WORK IN A POLICE STATION?

Lesson One - Words (page 16)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify different places of work.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different places.
- *Problem-solving and creativity:* find out their favorite place.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* hospital, airport, police station, fire station, store.
- *Extra vocabulary:* work(v), cakes, delicious, parents, look(v), love(v), know(v).

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 16
- Audio tracks 13, 19-21
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Story poster 2
- Computer, projector,

*Values:

- All jobs are important!

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember jobs.</i></p>	
<p>* Game: Miming</p> <ul style="list-style-type: none"> - Sing <i>Can you see ...</i> from page 12 to energize the class. - Ask children what they can remember about the story from the previous unit. - Have children look at the story pictures on page 10. Ask <i>Is Billy a doctor? Is Grandma a teacher? Who are the heroes?</i> - Mime an action and ask the children to guess what the job is. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can mime actions and guess what the job is, using full sentences confidently and correctly. - <i>Task completed:</i> Students can mime actions and guess what the job is. - <i>Task uncompleted:</i> Students are unable to mime actions and guess what the job is. 	<ul style="list-style-type: none"> - Listen and sing along. - Listen and answer the questions.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students identify different places of work.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Elicit the vocabulary using the Places of work flashcards. - Hold them up one at a time for children to name the places. Model any unknown words. - Hold the flashcards up in a different order and repeat. <p>* Listen and point. Repeat. (Track 19)</p> <ul style="list-style-type: none"> - Ask children to look at the pictures of the different places in their books. - Play the first part of the recording. Children listen and point to the appropriate picture. Hold up the flashcard as each word is said. - Play the second part of the recording, pausing after each word for children to repeat. - Play the whole recording. Children listen and point and then repeat the words. 	<ul style="list-style-type: none"> - Look and answer. - Look at the pictures. - Listen to the recording and point. - Listen again and repeat.

<ul style="list-style-type: none"> - Hold up the flashcards in a random order and ask the class to say the words. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the words correctly and fluently. - <i>Task completed:</i> Students can point and say the words. - <i>Task uncompleted:</i> Students are unable to point and say the words. 	<ul style="list-style-type: none"> - Look and say the words.
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PRACTICE (8 minutes)

Aim: To help students identify different places of work and understand the story.

<p>*Listen and chant. (Track 20)</p> <ul style="list-style-type: none"> - Play the recording and teach the chant. - Play the recording a second time for children to repeat the words in the pauses in the chant. - Children say the chant as a class, without the recording. <p><u>Differentiation</u></p> <p><u>Below level: Differentiation</u></p> <ul style="list-style-type: none"> - <u>Below level:</u> Ask five children to come to the front to be different places. Give each of them a place of work flashcard. Play the chant. When a place is mentioned, they hold up the flashcard and wave. Give the flashcards to different children and repeat. - <u>At level:</u> Put the places of work flashcards around the classroom. Say one of the places. Children point to the correct flashcard. - <u>Above level:</u> Ask children to close their books. Scramble the letters of each word on the board. Call children to the board to unscramble the words. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can chant with actions in the front. - <i>Task completed:</i> Students can chant along the recording. - <i>Task uncompleted:</i> Students are unable to chant along the recording. <p>* Listen and read. (Track 21)</p>	<ul style="list-style-type: none"> - Listen to the chant. - Listen to the chant again to say the words. Point to the correct flashcards when you hear the words. - Chant and do the actions in two groups. The rest of the class claps along to the rhythm of the chant.
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<ul style="list-style-type: none"> - Talk about each frame with the class. Encourage predictions. - Ask children to look at the story in their books. Play the video or the recording. Children watch or listen and point to the different speech bubbles as they hear the words. - Ask comprehension questions, e.g., <i>Who is a police officer? Who works in a cake store?</i> - Ask children to look at the story again. They find and point to words from Exercise 1. - Ask the children what other words they know for places in a town. - Write them on the board as they say them. Ensure the children know the meanings of any new words. Ask children to give an example of the new places, e.g. <i>hospital – Cho Ray; airport – Tan Son Nhat International; store – Saigon Coop.</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can answer the questions correctly and give the teacher appropriate examples of the new places. - <i>Task completed:</i> Students can identify different places of work in the text. - <i>Task uncompleted:</i> Students are unable to identify different places of work in the text. 	<ul style="list-style-type: none"> - Answer the teacher’s questions. - Listen to the recording and look at the story. Point to each speech bubble as you hear the text. - Answer the questions. - Open their books. Listen and follow the words as listening the recording again. - Find and point to the words from exercises 1 and 2 that appear in the story. - Listen and give an example of the new places.
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PRODUCTION (10 minutes)

Aim: To help students remember job vocabulary and improve students’ integrated skills.

<p>*Game: “Mysterious bag”</p> <ul style="list-style-type: none"> - Put the things related to <i>different places of work</i> into a bag. - Explain how the game is played. - Call each student to put his/her hand in the bag, take things out and try to identify the <i>places of work</i>. - Encourage students to say the name of <i>the places of work</i>. - The student who names the correct <i>place of work</i> is the winner. - Praise the winner. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can name the most correct places of work. 	<ul style="list-style-type: none"> - Say the names of <i>different places of work</i>. - Listen to the teacher. - Do the task. - Say the name of <i>the places of work</i>. - The student who names the correct <i>place of work</i> is the winner.
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| <ul style="list-style-type: none">- <i>Task completed:</i> Students can name different places of work correctly.- <i>Task uncompleted:</i> Students are unable to name different places of work correctly. | |
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HOMEWORK (2 minutes)

- Learn new words by heart.
- Do the exercises in Workbook page 16.
- Prepare for the next lesson (Unit 2 - Lesson 2/ Part 1).

LESSON PLAN

Week: 05

Period: 18

Date of teaching: from 02 to 06/10/2023

UNIT 2: DOES HE WORK IN A POLICE STATION?

Lesson Two – Grammar – Period 2 (page 17)

A. DESIRED OBJECTIVES

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

1. Core competences

- Ask and answer questions about where people work.
- Write short answers.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about where people work.
- *Problem-solving and creativity:* find out their favorite place.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- Does he/she work in...? Yes/ No,

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 17
- Audio tracks 21-22
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

* Values

- All jobs are different!

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
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WARM-UP/REVIEW (5 minutes)

Aim: To motivate students and help students to remember different places of work.

*** Game: Hot Seat**

- Use flashcards showing places in the town.
- Quickly show them to the class.
- Now divide the class into groups. Invite one member from each group to come to the front and look at the friends.
- Hold up one card for the groups but the representatives cannot see it.
- Say *What do I have?* Ask the teams to use gestures to describe the picture.
- The representatives must say the correct word aloud.

- Look at the pictures and make guesses.

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can give clear gestures and the most correct guesses.
- *Task completed:* Students can remember different places of work.
- *Task uncompleted:* Students are unable to remember different places of work.

PRESENTATION (10 minutes)

Aim: To help students ask and answer questions about where people work.

***Lead-in:**

- Ask children what happened in the story in the previous lesson. Show the story in your book to encourage ideas.
- Close your book and ask which places were mentioned in the story.

- Answer the questions.
- Answer which places mentioned in the story. Write their answers on the board.

*** Listen and say. (Track 22)**

- Focus on the *Let's learn!* box. Ask *What can you see?*
- Play the recording, pausing after each sentence. Children point to the places and people in the picture, and repeat.

*(Does he work...? Yes, he does.
Does she work? No, she doesn't.)*

Replace the places in each sentence with flashcards to elicit sentences with the same pattern, e.g., *Does he work...? Yes, he does.
Does she work? No, she doesn't.*

- Look at the pictures and observe the questions and answers on the board.
- Listen to the recording. Repeat each line.
- Follow the teacher carefully.
- Repeat the new questions and answers.

<ul style="list-style-type: none"> - Say the new questions and answers for children to repeat. - Ask children to make new questions and answers. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	<ul style="list-style-type: none"> - Make new questions and answers.
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PRACTICE (8 minutes)
Aim: To help students ask and answer questions about where people work.

<p>* Look and say.</p> <ul style="list-style-type: none"> - Look at each picture and ask students what they can see. Ask the class to make sentences. - In pairs, children take turns making questions and answers describing where people work/don't work. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer questions about where people work correctly and fluently. - <i>Task completed:</i> Students can ask and answer questions about where people work. - <i>Task uncompleted:</i> Students are unable to ask and answer questions about where people work. <p>*Look again and write.</p> <ul style="list-style-type: none"> - Point to the first picture in Exercise 3 again. Ask <i>What can you see? Does she work in a store? No, she doesn't.</i> - Ask students to listen to the questions and write short answers in their notebooks/ mini boards. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write short answers correctly and ask about where people work fluently. - <i>Task completed:</i> Students can write short answers and ask about where people work. - <i>Task uncompleted:</i> Students are unable to write short answers and ask about where people work. 	<ul style="list-style-type: none"> - Look at the teacher and make sentences. - Look at the teacher carefully. - Work in pairs to take turns making questions and answers describing where people work/don't work. - Say the questions and answers in front of the class. <ul style="list-style-type: none"> - Look at the pictures. Answer the questions. - Work individually and write short answers in their notebooks/ mini boards. - Share their answers with your partner. - Say the answers in chorally. - Ask and answer about the pictures.
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<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students write short answers and ask about where people work.</i></p>	
<p>* Let’s talk</p> <ul style="list-style-type: none"> - Ask children to look at their friends’ family photos. - In pairs, children take turns asking and answering questions about where people work. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer about where people in the photos work confidently in the front. - <i>Task completed:</i> Students can ask and answer about where people in the photos work in pairs. - <i>Task uncompleted:</i> Students are unable to ask and answer about where people in the photos work in pairs. 	<ul style="list-style-type: none"> - Use family photos. - Work in pairs to take turns asking and answering questions about where people work. - Use other vocabulary on the page. - Perform in front of the class with your photos.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Learn the patterns by heart. - Do the exercises in Workbook page 17. - Prepare for the next lesson (Unit 2 - Lesson 3). 	

LESSON PLAN

Week: 05

Period: 19

Date of teaching: from 02 to 06/10/2023

UNIT 2: DOES HE WORK IN A POLICE STATION?

Lesson Two – Grammar – Period 2 (page 17)

A. DESIRED OBJECTIVES

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

1. Core competences

- Ask and answer questions about where people work.
- Write short answers.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about where people work.
- *Problem-solving and creativity:* find out their favorite place.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- Does he/she work in...? Yes/ No,

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 17
- Audio tracks 21-22
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

* Values

- All jobs are different!

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
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<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember different places of work.</i></p>	
<p>* Game: Hot Seat</p> <ul style="list-style-type: none"> - Use flashcards showing places in the town. - Quickly show them to the class. - Now divide the class into groups. Invite one member from each group to come to the front and look at the friends. - Hold up one card for the groups but the representatives cannot see it. - Say <i>What do I have?</i> Ask the teams to use gestures to describe the picture. - The representatives must say the correct word aloud. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can give clear gestures and the most correct guesses. - <i>Task completed:</i> Students can remember different places of work. - <i>Task uncompleted:</i> Students are unable to remember different places of work. 	<ul style="list-style-type: none"> - Look at the pictures and make guesses.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students ask and answer questions about where people work.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Ask children what happened in the story in the previous lesson. Show the story in your book to encourage ideas. - Close your book and ask which places were mentioned in the story. <p>* Listen and say. (Track 22)</p> <ul style="list-style-type: none"> - Focus on the <i>Let’s learn!</i> box. Ask <i>What can you see?</i> - Play the recording, pausing after each sentence. Children point to the places and people in the picture, and repeat. <p><i>(Does he work...? Yes, he does. Does she work? No, she doesn’t.)</i></p> <p>Replace the places in each sentence with flashcards to elicit sentences with the same pattern, e.g., <i>Does he work...? Yes, he does. Does she work? No, she doesn’t.</i></p>	<ul style="list-style-type: none"> - Answer the questions. - Answer which places mentioned in the story. Write their answers on the board. - Look at the pictures and observe the questions and answers on the board. - Listen to the recording. Repeat each line. - Follow the teacher carefully. - Repeat the new questions and answers.

<ul style="list-style-type: none"> - Say the new questions and answers for children to repeat. - Ask children to make new questions and answers. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the sentence pattern correctly and fluently. - <i>Task completed:</i> Students can say the sentence pattern. - <i>Task uncompleted:</i> Students are unable to say the sentence pattern. 	<ul style="list-style-type: none"> - Make new questions and answers.
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students ask and answer questions about where people work.</i></p>	
<p>* Look and say.</p> <ul style="list-style-type: none"> - Look at each picture and ask students what they can see. Ask the class to make sentences. - In pairs, children take turns making questions and answers describing where people work/don't work. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer questions about where people work correctly and fluently. - <i>Task completed:</i> Students can ask and answer questions about where people work. - <i>Task uncompleted:</i> Students are unable to ask and answer questions about where people work. <p>*Look again and write.</p> <ul style="list-style-type: none"> - Point to the first picture in Exercise 3 again. Ask <i>What can you see? Does she work in a store? No, she doesn't.</i> - Ask students to listen to the questions and write short answers in their notebooks/ mini boards. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write short answers correctly and ask about where people work fluently. - <i>Task completed:</i> Students can write short answers and ask about where people work. - <i>Task uncompleted:</i> Students are unable to write short answers and ask about where people work. 	<ul style="list-style-type: none"> - Look at the teacher and make sentences. - Look at the teacher carefully. - Work in pairs to take turns making questions and answers describing where people work/don't work. - Say the questions and answers in front of the class. <ul style="list-style-type: none"> - Look at the pictures. Answer the questions. - Work individually and write short answers in their notebooks/ mini boards. - Share their answers with your partner. - Say the answers in chorally. - Ask and answer about the pictures.

PRODUCTION (10 minutes)

Aim: To help students write short answers and ask about where people work.

*** Let’s talk**

- Ask children to look at their friends’ family photos.
- In pairs, children take turns asking and answering questions about where people work.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can ask and answer about where people in the photos work confidently in the front.
- *Task completed:* Students can ask and answer about where people in the photos work in pairs.
- *Task uncompleted:* Students are unable to ask and answer about where people in the photos work in pairs.

- Use family photos.
- Work in pairs to take turns asking and answering questions about where people work.
- Use other vocabulary on the page.
- Perform in front of the class with your photos.

HOMEWORK (2 minutes)

- Learn the patterns by heart.
- Do the exercises in Workbook page 17.
- Prepare for the next lesson (Unit 2 - Lesson 3).

LESSON PLAN

Week: 05

Period: 20

Date of teaching: from 02 to 06/10/2023

UNIT 2: DOES HE WORK IN A POLICE STATION?

Lesson Three - Song (page 18)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify more words for places of work.
- Use places of work words in the context of a song.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about places.
- *Problem-solving and creativity:* find out their favorite place.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* office, farm, bank
- *Extra vocabulary:* place, thing, out and about, dark, rain(v)
- *Recycled:* place of work words

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 18
- Audio tracks 23-24
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
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WARM-UP/REVIEW (5 minutes)

Aim: To motivate students and help students to revise different places of work.

***Game: “Smiley face”**

- Think of a word from the vocabulary the children have studied recently, and on the board, draw a short line for each letter in the word, one next to the other.
- Ask the children to guess the letters that are in the secret word, one-by-one.
- If a child guesses a letter correctly, write it on the correct line.
- If a child guesses incorrectly, write the letter on the board with an X through it, and draw a large circle to represent a face. With each letter that is guessed incorrectly, add another feature to the face (two eyes, a nose, a smile, two ears, a neck, and hair).
- The game continues until either the face or the word is complete. If the word is completed, the class has won; if the face is completed, the teacher has won.
- Ask children to work in pairs and play the game together, with other words from the unit.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can make all correct guesses.
- *Task completed:* Students can make a guess.
- *Task uncompleted:* Students are unable to make a guess.

- Observe the teacher.
- Guess the letters that are in the secret word, one-by-one.
- Write these letters on the correct line.
- Follow the teacher’s instructions.
- Work in pairs and play the game together, with other words from the unit.

PRESENTATION (10 minutes)

Aim: To help students identify more words for places of work.

*** Lead-in:**

- Use the Places of work flashcards to introduce the new vocabulary. Hold up the cards one at a time and say the words for children to repeat.
- Show the cards in a different order for children to repeat.

*** Listen, point and repeat (Track 23)**

- Ask children to look at the pictures in their books. Play the first part of the recording. Children point to the pictures.

- Repeat the words.
- Point to the correct flashcard and say the word.
- Look at the pictures.
- Listen to the recording. Point to the pictures in time with the audio.

<ul style="list-style-type: none"> - Play the second part of the recording for children to repeat the words. - Play the whole recording. Children listen and then repeat. - Hold up flashcards one at a time for individual children to say the words. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the words correctly. - <i>Task completed:</i> Students can listen and repeat the words. - <i>Task uncompleted:</i> Students are unable to listen and repeat the words. 	<ul style="list-style-type: none"> - Listen to the recording. Point to the pictures. - Listen to the recording. Repeat each word. - Listen to the recording all the way. Point, and then say the word. - Look at the flashcards. Say the words. - Read out the words.
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PRACTICE (8 minutes)

Aim: To help students use places of work words in the context of a song.

<p>* Listen and sing. (Track 24)</p> <ul style="list-style-type: none"> - Ask children to look at the pictures. Point to the different pictures for children to name the places. Ask children to predict what the song is about (<i>places a boy goes to</i>). Play the whole recording for children to listen. Then play it again as they follow the words in their books. - Read each line of the song out loud for children to repeat after you. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song fluently in the front. - <i>Task completed:</i> Students can sing along the song chorally. - <i>Task uncompleted:</i> Students are unable to sing along the song chorally. <p>* Sing and do.</p> <ul style="list-style-type: none"> - As a class, decide on the song actions (see ideas below). - Play the recording. Children sing and do the actions. - Say a sentence that ends with a place in the town, e.g. <i>In my town, there's a hospital ...</i> - Choose a child to continue the sentence, adding a new word to the end, e.g., <i>In my town, there's a hospital and a zoo ...</i> 	<ul style="list-style-type: none"> - Look at the pictures for the song. Answer the questions. - Listen to the recording and point to the pictures when you hear the words. - Listen to the recording again and point to the words in your books. - Listen and repeat after the teacher. - Listen to the recording again and sing along and follow the words in their books. - Look at the pictures and tell the teacher about the song actions. - Practice the actions with the teacher.
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<ul style="list-style-type: none"> - Continue the game until a child can't think of any more places, or until someone forgets the words in the chains. - Divide children into smaller groups of three to four to play together. <p>Song actions</p> <p>Invite two children to come to the front to be the boy and his mom and to do the following actions for each chorus:</p> <ul style="list-style-type: none"> • <i>Places to go</i> – walk • <i>Things to see</i> – shade eyes as if looking • <i>Out and about, my mom and me</i> – hold out arms towards each other <p>The rest of the children do the following actions:</p> <ul style="list-style-type: none"> • <i>We go to the bank</i> – count money • <i>We go to the park</i> – mime sitting on a swing • <i>We go to the farm</i> – mime digging the ground with a spade • <i>We go to the airport / We see some planes</i> – hold out arms like wings • <i>We go to Dad's office / before it rains</i> – put a hand out looking at the sky as if to check if it's raining and run on the spot; move arms in a circular motion at sides to imitate train's wheels <p>Differentiation</p> <ul style="list-style-type: none"> • Below level: Children point to the places they see in the song lyrics. Play the song again. Children clap when they hear a place. • At level: Write the song lyrics on the board with blanks for the places. Play the song again and ask children to say the places. • Above level: In pairs, children talk about places they go to with their families, e.g., <i>We go to the park</i>. Help with additional vocabulary if needed. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song with actions in the front. - <i>Task completed:</i> Students can sing the song with actions in groups. - <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups. 	<ul style="list-style-type: none"> - Continue the sentence, adding a new word to the end, e.g., <i>In my town, there's a hospital and a zoo ...</i> - Play the game in groups of three or four.
<p>PRODUCTION (10 minutes)</p>	

Aim: To help students use places of work words in the context of a song.

*** Game: “New version for the song”**

- Show the song with blanks.
- Ask the students to think of new words and use them to fill in the blanks.
- Put the students into small groups of four or five and ask them to do the task.
- Ask students to practice singing and doing the actions in groups.
- Praise students if they have done well.

- Look at the song with blanks.
- Think about the blanks.
- Work in groups to do the task.
- Practice singing and doing the actions in groups.
- Sing and do in the front.

→ Expected outcomes and assessment.

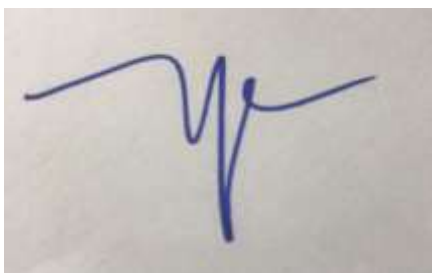
- *Task completed with excellence:* Students can write the new version for the song creatively.
- *Task completed:* Students can fill in the blanks to create the new version for the song.
- *Task uncompleted:* Students are unable to fill in the blanks to create the new version for the song.

HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 18.
- Prepare for the next lesson (Unit 2 - Lesson 4).

Ký duyệt của tổ trưởng

Ngày 02 tháng 10 năm 2023



Huỳnh Thị Yến Trang

LESSON PLAN

Week: 06

Period: 21

Date of teaching: from 09 to 13/10/2023

UNIT 2: DOES HE WORK IN A POLICE STATION?

Lesson Four - Phonics (page 19)

A. DESIRED OBJECTIVES

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

1. Core competences

- Recognize and learn the name of the letters n, o, and p, and associate them with their corresponding sounds.
- Pronounce the sounds /n/, /a/, /p/ on their own and as part of words.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different places.
- *Problem-solving and creativity:* find out their favorite place.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* nest, octopus, parrot
- *Extra:* plum, purple, net, orange

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 19
- Audio tracks 15, 25-27
- Teacher’s Guide
- Website *sachso.edu.vn*
- Phonics cards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
WARM-UP/REVIEW (5 minutes)	

<p>Aim: To motivate students and help students to remember the sounds/letters and words from the previous unit.</p>	
<p>* Chant</p> <ul style="list-style-type: none"> - Say the chant from page 13 to energize the class and review the phonics from the previous unit. <p>* Game “Vocabulary review”</p> <ul style="list-style-type: none"> - Put children into small groups of three or four. Each group has a pile of blank paper and a pen. - Hold up any flashcard from the last two lessons and ask children to write the word on the paper and hold it in the air. - Give points to the first team to hold up a correct word (spelling must be correct, too). <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember the sounds/letters and write all the words from the previous unit correctly. - <i>Task completed:</i> Students can remember the sounds/letters and words from the previous unit. - <i>Task uncompleted:</i> Students are unable to remember the sounds/letters and words from the previous unit. 	<ul style="list-style-type: none"> - Listen, chant along, and do the actions. - Work in groups. - Follow the teacher’s instructions.
<p>PRESENTATION (10 minutes)</p> <p>Aim: To help students recognize and learn the name of the letters n, o, and p, and associate them with their corresponding sounds.</p>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Teach the sounds and letters for this lesson using phonics cards. Hold up the first card. Say the letter name, sound, and then the word for children to repeat. Repeat the procedure with the other phonics cards. - Show each card one at a time and say the words for children to repeat. <p>* Listen, point and repeat (Track 25)</p> <ul style="list-style-type: none"> - Play the first part of the recording. Children listen and point to the pictures. - Play the second part of the recording for children to repeat. - Play the whole recording. Children point and then repeat. <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Look at the Phonics cards and listen to the teacher carefully. Then, answer the questions. - Listen carefully to notice it and repeat. - Listen and point. - Listen and repeat.

<p>* Listen and complete the words. Track 27</p> <ul style="list-style-type: none"> - Tell the children that you are going to play a recording. They have to listen and fill in the missing letters. - Children look at the first picture. Play the recording for them to listen to the first word. Ask <i>What's the word? (octopus)</i>. Draw attention to the example answer <i>o</i>. - Play the rest of the recording for children to write the missing letters. - Play the recording again for children to complete or check their answers. - Ask children to say the missing sounds and then the words. 	<ul style="list-style-type: none"> - Listen to the teacher carefully. - Listen to the recording and answer the questions. - Listen and write the missing letters. - Listen again and check the answers. - Say the missing sounds and then the words.
<p>Answers: 1 o 2 n 3 p, p 4 o 5 p</p>	
<p><u>Differentiation</u></p>	
<ul style="list-style-type: none"> • Below level: Drill the sounds /n/, /v/, and /p/. Ask children to point to each picture and say the word. Say the sounds next to the picture one at a time. Ask children to raise their hand when they hear the correct one. Then children do the exercise independently. • At level: Children complete the activity as suggested. • Above level: After children have completed the activity, have them draw three more pictures of words beginning with <i>n</i>, <i>o</i>, and <i>p</i>. If time permits, they can share their words and drawings with the class. 	
<p>→ Expected outcomes and assessment.</p>	
<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task as suggested confidently and then share their new words to their friends. - <i>Task completed:</i> Students can complete the task as suggested with support from the teacher. - <i>Task uncompleted:</i> Students are unable to complete the task as suggested with support from the teacher. 	
<p>PRODUCTION (10 minutes)</p>	
<p><i>Aim:</i> To help students listen, identify and pronounce the sounds /n/, /a/, /p/ on their own and as part of words.</p>	
<p>* Let's talk</p> <ul style="list-style-type: none"> - Ask children to look at the picture and speech bubble. Say <i>The parrots are in the nest!</i> 	<ul style="list-style-type: none"> - Look at the picture and read the speech bubble.

<ul style="list-style-type: none">- Ask a child to read the sentence.- In pairs, children take turns saying sentences using other vocabulary words on the page. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently in the front.- <i>Task completed:</i> Students can say the sentences with support from the teacher.- <i>Task uncompleted:</i> Students are unable to say the sentences with support from the teacher.	<ul style="list-style-type: none">- Look at the teacher's demonstration carefully.- Work in pairs to take turns saying sentences using other vocabulary words on the page.- Raise hands to come up to the board for choosing different combinations of the flashcards, then the class will say the sentence chorally.
<p style="text-align: center;">HOMEWORK (2 minutes)</p> <ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 13.- Prepare for the next lesson (Unit 1 - Lesson 5).	

LESSON PLAN

Week: 06

Period: 22

Date of teaching: from 09 to 13/10/2023

UNIT 2: DOES HE WORK IN A POLICE STATION?

Lesson Five - Skills Time! (page 20)

A. DESIRED OBJECTIVES

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

1. Core competences

- Understand an interview about someone’s job.
- Read for specific details.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about jobs.
- *Problem-solving and creativity:* find out their job likes.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Language

- *Recycled:* vocabulary and structures seen previously
- *Extra vocabulary:* take care of, feed.

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 20
- Audio tracks 24, 28
- Teacher’s Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim:</i> To motivate students and help students to review jobs, animals, colors and sports words.</p>	

<p>* Chant: Places to go – page 18</p> <p>* Game: “Vocabulary tennis”</p> <ul style="list-style-type: none"> - Divide the class into two teams. Tell the class the category is <i>jobs</i>. - The first team “serves” by saying the name of one job, and play passes to the second team, who has five seconds to name a job. - If they are successful, the play passes to the first team to name another job. The first team who repeats a word or cannot think of another job will lose. Repeat the game with other lexical sets such as animals, colors, food, and sports. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can remember all the words correctly. - <i>Task completed:</i> Students can remember the key words. - <i>Task uncompleted:</i> Students are unable to remember the key words. 	<ul style="list-style-type: none"> - Work in two groups. - Listen to the teacher’s instruction. - Play the game.
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PRESENTATION (10 minutes)

Aim: To help students understand an interview about someone’s job.

<p>* Lead-in:</p> <ul style="list-style-type: none"> - Talk about jobs with the class. Ask <i>Does anyone in your family work in a store / police station / hospital? What does he / she do?</i> - Draw some pictures of zoo animals on the board and ask children to guess what they are. - Encourage children to make predictions about what they are going to read, e.g., <i>She’s at the zoo. She feeds the animals.</i> <p>* Look. Does she work in an office? What do you see?</p> <ul style="list-style-type: none"> - Focus on the pictures again. Ask <i>Does she work in an office?</i> - Ask children to name the animals they can see. <p>Answers:</p> <ul style="list-style-type: none"> - No, she doesn’t. She works in a zoo. - Elephants, lions, giraffes. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can point and say the animals correctly and fluently. 	<ul style="list-style-type: none"> - Listen and answer the questions. - Try to guess what the animals are. - Predict what they are going to read. - Look at the pictures and answer the question. - Name the animals they can see.
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<ul style="list-style-type: none"> - <i>Task completed:</i> Students can point and say the animals. - <i>Task uncompleted:</i> Students are unable to point and say the animals. 	
<p>PRACTICE (8 minutes) <i>Aim: To help students read for specific details.</i></p>	
<p>* Listen and read. (Track 28)</p> <ul style="list-style-type: none"> - Tell the children they are going to hear a recording of the text. - Play the recording for children to listen to and follow along. - Play the recording a second time. Answer any questions. - Ask comprehension questions, e.g. <i>What does Vy do at the zoo? Which animals does she take care of? Does she like her job?</i> <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text and answer all the questions correctly. - <i>Task completed:</i> Students can listen and follow the text. - <i>Task uncompleted:</i> Students are unable to listen and follow the text. <p>* Read again and write T(true) or F(false).</p> <ul style="list-style-type: none"> - Write some of your own true and false sentences on the board and ask the children if they are true or false, e.g., <i>Vy takes care of the little animals (F). Vy starts work in the evening (F). Vy is always sad (F).</i> - Show the exercise. Ask them to read the sentences, re-read the text and write <i>T</i> or <i>F</i> next to each sentence. - Go over the answers with the class. Read each sentence for children to tell you which one is true and false. As a class, correct the false sentences. <p>Answers: 1 F 2 T 3 F 4 T 5 T</p> <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Write <i>works, takes care, starts work, eat, and go home</i> on the board and ask children to find the words in the text. Then they work in pairs to complete the activity. 	<ul style="list-style-type: none"> - Look at the picture and listen to the teacher. - Listen to the recording and follow along with your fingers. - Listen to the recording again. Answer the questions. - Read the sentences on the board and answer if they are true or false. - Read the sentences and re-read the text. Write T or F next to each sentence. - Check answers with the teacher.

<ul style="list-style-type: none"> • At level: Children complete the activity as suggested. • Above level: Put children in pairs; one is the reporter and the other works at the zoo. Write the text on the board with blanks for children to personalize, e.g. name and animals they take care of. Ask children to work together to write a new text. If time permits, children can switch papers and read each other's work. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task individually. - <i>Task completed:</i> Students can complete the task in pairs/groups. - <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about the animals in the zoo.</i></p>	
<p>* Think about an animal in the zoo. What does it eat? What doesn't it eat?</p> <ul style="list-style-type: none"> - Ask individuals which zoo animal they like and what foods it eats/doesn't eat. - Encourage them to ask other children questions. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about the animals in the zoo in the front confidently and fluently. - <i>Task completed:</i> Students can talk about the animals in the zoo in pairs/groups. - <i>Task uncompleted:</i> Students are unable to talk about the animals in the zoo in pairs/groups. 	<ul style="list-style-type: none"> - Think about a zoo animal they like and what foods it eats/doesn't eat. - Work in pairs to ask and answer the questions. - Talk in front of the class.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 20. - Prepare for the next lesson (Unit 2 - Lesson 6/ Part 1). 	

LESSON PLAN

Week: 06

Period: 23

Date of teaching: from 09 to 13/10/2023

UNIT 2: DOES HE WORK IN A POLICE STATION?

Lesson Six - Skills Time! – Period 1 (page 21)

A. DESIRED OBJECTIVES

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

1. Core competences

Listening

- Listen for specific information.

Speaking

- Ask and answer questions about someone’s job.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different jobs.
- *Problem-solving and creativity:* find out their jobs likes.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Language

- *Recycled:* vocabulary and patterns seen previously.

2. Skills: Listening and Speaking

C. RESOURCES AND MATERIALS

- Student book - page 21
- Audio tracks 29
- Teacher’s Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

E. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to remember different animals words.

***Game: “This is your zoo.”**

- Ask the class to work in groups of five.
- Give each group a large piece of paper and tell them they have five minutes to draw a zoo.
- All the children should draw at the same time and include as many animals as they can think of.
- At the end of five minutes, they should compare their zoo with the groups next to them. Ask *What animals can you see? Are they big or little.*

→ Expected outcomes and assessment

- *Task completed with excellence:* Students can draw the most animals and talk about them confidently.
- *Task completed:* Students can draw as many animals as they can think of and talk about them using short and simple sentences.
- *Task uncompleted:* Students are unable to draw as many animals as they can think of and talk about them using short and simple sentences.

- Work in groups of five.
- Draw a zoo in five minutes (include as many animals as they can think of).
- Compare their zoo with the groups next to them.
- Answer the questions.

PRACTICE (20 minutes)

Aim: To help students listen for specific information and ask/answer questions about someone’s job.

*** Lead-in:**

- Ask children what they can remember about the text from the previous lesson. Ask *Where does Vy work? What does she do every day? When does she go home?*
- Ask children to look at the pictures in Exercise 1 and identify the animals.

*** Listen and circle the correct words. (Track 29)**

- Point to the man in the picture. Say *This is Nam. He works with Vy at the zoo.*
- Tell children that they are going to hear a recording of Nam talking to the boy about his job.
- Play the recording for children to point to the animals.
- Ask the children to read the sentences. Play the recording again. Children circle the correct word in each sentence.
- Go over the answers with the class. Ask children to read the sentences in chorus.

- Answer the questions.
- Look at the pictures in Exercise 1 – page 21 and answer the questions.
- Look at the pictures in their books. Listen to the teacher explanation.
- Follow the teacher.
- Listen to the recording to point to the animals.
- Read the sentences. Listen again and circle the correct word in each sentence.

Answers

- 1 works
- 2 doesn't take care of
- 3 monkeys
- 4 12
- 5 takes care of
- 6 talks

Differentiation

- **Below level:** Before listening, play *Mime the word* (see Games bank) using the answer choices in the exercise. For the numbers, children can use their fingers to show the numbers or draw them in the air. Then they do the exercise.
- **At level:** Children complete the activity as suggested.
- **Above level:** After children finish, ask them to imagine they work at the zoo with Nam. They are being interviewed about their job. In pairs, children ask questions, e.g., *What's your favorite animal? Are they big or small? What colors are they?*, etc. Put some model questions on the board for support.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can complete the task quickly and correctly.
- *Task completed:* Students can complete the task as suggested with support from the teacher.
- *Task uncompleted:* Students are unable to complete the task as suggested with support from the teacher.

* **Ask and answer.**

- Focus attention on the speech bubbles. Ask a child to stand up. Read the questions for them to answer. Children repeat the questions and answers chorally.
- In pairs, children take turns asking and answering questions about Nam and his job with the sentences from Exercise 1.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can take turns asking and answering questions fluently and confidently in the front.
- *Task completed:* Students can take turns asking and answering questions in pairs.

- Peer-check answers with friends.
- Check the answers with the teacher.
- Read the sentences in chorus.

- Stand up and answer the questions. Then repeat the questions and answers chorally.
- Work in pairs to take turns asking and answering questions about Nam and his job with the sentences from Exercise 1.

<ul style="list-style-type: none"> - <i>Task uncompleted:</i> Students are unable to take turns asking and answering questions in pairs. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students talk about a family member’s job.</i></p>	
<p>* Talk about a family member’s job.</p> <ul style="list-style-type: none"> - Read aloud the example speech bubble and elicit sentences from the children. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can make sentences describing a family member’s job fluently in the front. - <i>Task completed:</i> Students can make sentences describing a family member’s job in pairs. - <i>Task uncompleted:</i> Students are unable to make sentences describing a family member’s job in pairs. 	<ul style="list-style-type: none"> - Listen and make sentences describing a family member’s job. - Tell the teacher about who you will talk about. - Talk to the partner. - Volunteer to talk in the front.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 21. - Prepare for the next lesson (Unit 2 - Lesson 6/Part 2). 	

LESSON PLAN

Week: 06

Period: 24

Date of teaching: from 09 to 13/10/2023

UNIT 2: DOES HE WORK IN A POLICE STATION?

Lesson Six - Skills Time! – Period 2 (page 21)

A. DESIRED OBJECTIVES

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

1. Core competences

Speaking

- Ask and answer questions about someone’s jobs.

Writing

- Write a job profile of a family member.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different jobs.
- *Problem-solving and creativity:* find out their jobs likes.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Vocabulary:* vocabulary seen previously.

2. Patterns:

patterns seen previously.

3. Skills:

Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

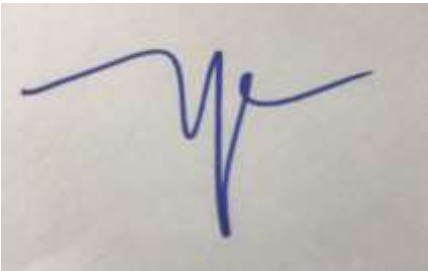
- Student book - page 21
- Teacher’s Guide
- Website *sachso.edu.vn*
- Jobs flashcards
- Computer, projector,

F. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
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<p>WARM-UP/REVIEW (10 minutes)</p> <p><i>Aim: To motivate students and help students to talk about a family member’s job.</i></p>	
<p>* Talk about a family member’s job.</p> <ul style="list-style-type: none"> - Read aloud the example speech bubble and elicit sentences from the children. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can make sentences describing a family member’s job confidently and fluently in the front. - <i>Task completed:</i> Students can make sentences describing a family member’s job in pairs. - <i>Task uncompleted:</i> Students are unable to make sentences describing a family member’s job in pairs. 	<ul style="list-style-type: none"> - Listen and make sentences describing a family member’s job. - Tell the teacher about who you will talk about. - Talk to the partner. - Volunteer to talk in the front.
<p>PRACTICE (20 minutes)</p> <p><i>Aim: To help students write a job profile of a family member.</i></p>	
<p>* Write about a family member’s job. Use the example to help you.</p> <ul style="list-style-type: none"> - Focus on the Job profile form. Explain that this is Vy’s job profile. Read out the headings and ask different children to read the example answers. - Ask the children to think about someone in their family and the job they do. - The children copy and complete the form in their notebooks. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write a job profile of a family member creatively and correctly. - <i>Task completed:</i> Students can write a job profile of a family member with support from the teacher. - <i>Task uncompleted:</i> Students are unable to write a job profile of a family member with support from the teacher. 	<ul style="list-style-type: none"> - Listen and read the example answers. - Think about someone in their family and the job they do. - Copy and complete the form in their notebooks.
<p>PRODUCTION (5 minutes)</p> <p><i>Aim: To help students ask and answer questions about someone’s jobs.</i></p>	
<p>* Interview game</p>	

<ul style="list-style-type: none">- Give instructions to the children.- Ask children to read their writing to their partners.- Play music for them to move around and talk about their writing or make questions to each other.- Praise the students with the appropriate writing. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can talk about their writing confidently and share it to the whole class.- <i>Task completed:</i> Students can talk about their writing in pairs.- <i>Task uncompleted:</i> Students are unable to talk about their writing in pairs.	<ul style="list-style-type: none">- Listen to the instructions carefully.- Read their writing to their partners.- Move around and talk about their writing while the music is playing.- Answer their friends' questions.
<p style="text-align: center;">HOMEWORK (2 minutes)</p> <ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 21.- Prepare for the next lesson (Unit 3 - Lesson 1).	

<p>Ký duyệt của tổ trưởng</p>
<p>Ngày 02 tháng 10 năm 2023</p>

<p>Huỳnh Thị Yên Trang</p>

LESSON PLAN

Week: 07

Period: 25

Date of teaching: from 16 to 20/10/2023

UNIT 3: WOULD YOU LIKE A BUBBLE TEA?

Lesson One - Words (page 22)

A. DESIRED OBJECTIVES

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

1. Core competences

- Identify types of food.
- Understand a short story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about types of food.
- *Problem-solving and creativity:* find out their favorite food.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* fries, noodles, pizza, bubble tea, chicken
- *Extra vocabulary:* It's OK, bad.

2. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 22
- Audio tracks 24, 30-32
- Teacher's Guide
- Website *sachso.edu.vn*
- Food flashcards
- Story poster 3
- Computer, projector,

* Values

- Always be polite!

G. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes) <i>Aim: To motivate students and help students to remember different places of work words.</i></p>	
<p>* Song: Places to go – page 18 →Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing and do the actions fluently in the front. - <i>Task completed:</i> Students can sing and do the actions. - <i>Task uncompleted:</i> Students are unable to sing and do the actions. 	<ul style="list-style-type: none"> - Sing along and do the actions.
<p>PRESENTATION (10 minutes) <i>Aim: To help students identify types of food.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Hold up your book to review the story from page 16. Ask <i>Does the boy’s dad work in a fire station? Does Tim’s mom work in a bank?</i> - Use the food flashcards to teach vocabulary. Hold up each one and ask, “<i>What’s this?</i>” Model any unknown words. - Hold the flashcards up in a different order and repeat. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the words correctly and fluently. - <i>Task completed:</i> Students can say the words. - <i>Task uncompleted:</i> Students are unable to say the words. <p>* Listen and point. Repeat. (Track 30)</p> <ul style="list-style-type: none"> - Ask children to look at the food pictures. Play the first part of the recording. Children point to the pictures. - Play the second part for children to repeat. - Play the whole recording. Children listen and point, and then repeat the words. - Put the flashcards in different places around the room. 	<ul style="list-style-type: none"> - Listen and answer the questions. - Repeat the words. - Listen to the recording. Point to the correct pictures. - Repeat each word after you hear it.

<p>the word after they've written it. Erase and repeat.</p> <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the chant with actions fluently in the front. - <i>Task completed:</i> Students can say the chant with actions. - <i>Task uncompleted:</i> Students are unable to say the chant with actions. <p>* Listen and read. (Track 32)</p> <ul style="list-style-type: none"> - Hold up your book to present the story. Talk about each frame and encourage predictions. - Ask children to look at the story in their books. Play the video or the recording for them to watch or listen and point to the different speech bubbles as they hear the words. - Ask questions to check comprehension, e.g. <i>Where are Mom, Rosy, and Billy? Does Rosy give Billy some noodles? Does Billy eat the noodles?</i> - Ask children to look at the story again. They find and point to the words from Exercise 1. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen to the story, point to the words and answer the questions correctly. - <i>Task completed:</i> Students can listen to the story and point to the words with support from the teacher. - <i>Task uncompleted:</i> Students are unable to listen to the story and point to the words with support from the teacher. 	<ul style="list-style-type: none"> - Listen and make predictions. - Listen to the recording and look at the story. Point to each speech bubble as you hear the text. - Answer the questions. - Open their books. Listen and follow the words as listening the recording again. - Find and point to the words from Exercises 1 that appear in the story.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students remember types of food vocabulary and improve students' integrated skills.</i></p>	
<p>*Game: "Mysterious bag"</p> <ul style="list-style-type: none"> - Put the things related to the <i>types of food</i> into a bag. - Explain how the game is played. - Call each student to put his/her hand in the bag and try to identify the <i>types of food</i> by touching the things. - Encourage students to say the name of the <i>types of food</i>. 	<ul style="list-style-type: none"> - Say the names of the <i>types of food</i>. - Listen to the teacher. - Put your hand in the bag and try to identify the <i>types of food</i> by touching the things. - Say the name of the <i>types of food</i>.

<ul style="list-style-type: none">- The student who names the correct <i>types of food</i> is the winner.- Praise the winner. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can name the most correct types of food.- <i>Task completed:</i> Students can name types of food.- <i>Task uncompleted:</i> Students are unable to name types of food.	<ul style="list-style-type: none">- The student who names the correct <i>types of food</i> is the winner.
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HOMEWORK (2 minutes)

- Learn new words by heart.
- Do the exercises in Workbook page 22.
- Prepare for the next lesson (Unit 3- Lesson 2/ Part 1).

LESSON PLAN

Week: 07

Period: 26

Date of teaching: from 16 to 20/10/2023

UNIT 3: WOULD YOU LIKE A BUBBLE TEA?

Lesson Two – Grammar – Period 1 (page 22)

A. DESIRED OBJECTIVES

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

1. Core competences

- Offer food/drink and respond.
- Act out the story.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about types of food.
- *Problem-solving and creativity:* find out their favorite food.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- Would you like ...? Yes, please./ No, thanks.

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 22
- Audio tracks 32-33
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
<p>WARM-UP/REVIEW (5 minutes)</p> <p><i>Aim: To motivate students and help students to remember different types of food words.</i></p>	

<p>*Game: “What’s missing?”</p> <ul style="list-style-type: none"> - Display the flashcards from the vocabulary set on the board. - Point to each one, one at a time, for children to say the words. Give the class a few seconds to look at them all. - Ask children to close their eyes and put their heads down. - Remove a card and rearrange the others. Ask <i>What’s missing?</i> - Repeat the activity to review all the vocabulary. <p>→Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say different types of food words correctly and confidently. - <i>Task completed:</i> Students can say different types of food words. - <i>Task uncompleted:</i> Students are unable to say different types of food words. 	<ul style="list-style-type: none"> - Look at the flashcards. - Close your eyes, then open the eyes and find out what the word is missing.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students act out the story and say what people’s jobs are and what they do.</i></p>	
<p>*Lead-in:</p> <ul style="list-style-type: none"> - Hold up your book on page 22. Ask children what happened in the story. Prompt with questions, e.g. <i>What happens to Billy’s noodles? (the birds eat them).</i> <p>*Listen to the story again. (Track 32)</p> <ul style="list-style-type: none"> - Ask children to turn to the story on page 22. Play the recording, pausing after each line for children to repeat. - As a class, decide on the story actions (see ideas below). - Divide the class into groups of three: Mom, Rosy, and Billy. - Children practice acting out the story in their groups. - Ask some of the groups to act out the story. <p><u>Story actions</u></p> <ul style="list-style-type: none"> • Picture 1: Mom puts down the bag of food and gives Rosy her bubble tea. 	<ul style="list-style-type: none"> - Answer the questions. - Answer which jobs appeared in the story. Write their answers on the board. - Turn to the story in your books. Say how many jobs you remembered. - Listen to the recording and repeat. - Play the roles of characters in the story in groups. - Look at the different actions that the characters do in the story. - Practice acting the story. Come to the front to act for the class.

- **Picture 2:** Mom holds up a bubble tea and water for Billy. Rosy points to him. Billy is playing with a toy plane.
- **Picture 3:** Mom holds up some chicken. Rosy holds up some noodles.
- **Picture 4:** Rosy gives the food to Billy.
- **Picture 5:** Billy bursts into tears. Mom and Rosy look worried. **Picture 6:** Mom pats Billy on the back to reassure him. Rosy scares away the birds.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can act out the story in the front confidently and fluently.
- *Task completed:* Students can act out the story in groups.
- *Task uncompleted:* Students are unable to act out the story in groups.

* **Listen and say. (Track 33)**

- Focus on *Let's learn!* box. Ask *What can you see?*
- Play the recording, pausing after each question and answer for children to point to the picture and repeat.
- Explain that when somebody offers you something with *Would you like ...?*, the polite answers are *Yes, please.* Or *No, thank you.*
- Write the questions on the board. Change the subject and replace the food words with flashcards to elicit similar sentences, e.g. *Would you like fries?* Children repeat the new questions and answer them. Draw attention to the questions and answers about what the girl likes. Point out that we use *like* to talk about preferences. Draw attention to *or* in the box and explain that we use it to say that the other person has a choice.

- Look at the pictures and observe the sentences on the board.
- Listen to the recording. Repeat each line.
- Follow the teacher carefully.

- Answer the teacher's questions.

→ **Expected outcomes and assessment.**

- *Task completed with excellence:* Students can say the sentence pattern correctly and fluently.
- *Task completed:* Students can say the sentence pattern.
- *Task uncompleted:* Students are unable to say the sentence pattern.

PRACTICE (8 minutes)

Aim: To help students offer food or drink and respond.

<ul style="list-style-type: none">- <i>Task completed:</i> Students can ask and answer the questions in pairs.- <i>Task uncompleted:</i> Students are unable to ask and answer the questions in pairs.	
<p style="text-align: center;">HOMEWORK (2 minutes)</p> <ul style="list-style-type: none">- Learn the patterns by heart.- Do the exercises in Workbook page 23.- Prepare for the next lesson (Unit 3 - Lesson 2/ Part 2).	

LESSON PLAN

Week: 07

Period: 27

Date of teaching: from 16 to 20/10/2023

UNIT 3: WOULD YOU LIKE A BUBBLE TEA?

Lesson Two – Grammar – Period 2 (page 23)

A. DESIRED OBJECTIVES

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

1. Core competences

- Ask and answer questions about what people like.
- Write short answers.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about types of food.
- *Problem-solving and creativity:* find out their favorite food/drink.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Patterns:

- What does she/he like?/ She/He likes/ doesn't like.....
- Would you like chicken or pizza? I would like

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 23
- Audio tracks 32-33
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher's activities	Students' activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to remember different types of food words.

***Game: “What’s missing?”**

- Display the flashcards from the vocabulary set on the board.
- Point to each one, one at a time, for children to say the words. Give the class a few seconds to look at them all.
- Ask children to close their eyes and put their heads down.
- Remove a card and rearrange the others. Ask *What’s missing?*
- Repeat the activity to review all the vocabulary.

- Look at the flashcards.
- Close your eyes, then open the eyes and find out what the word is missing.

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can find out the most missing words correctly.
- *Task completed:* Students can find out what the word is missing.
- *Task uncompleted:* Students are unable to find out what the word is missing.

PRESENTATION (10 minutes)

Aim: To help students ask and answer questions about what people like.

*** Listen and say. (Track 33)**

- Focus on the *Let’s learn!* box. Ask *What can you see?*
- Draw attention to the questions and answers about what the girl likes. Point out that we use *like* (without *would*) to ask question *What does she/he like? ...*

- Answer the questions.
- Listen to the teacher carefully.

→Expected outcomes and assessment.

- *Task completed with excellence:* Students can say the sentence pattern correctly and fluently.
- *Task completed:* Students can say the sentence pattern.
- *Task uncompleted:* Students are unable to say the sentence pattern.

PRACTICE (8 minutes)

Aim: To help students ask and answer questions about what people like.

*** Look and write.**

- Ask what food the two children are thinking of. Read the first question and show the example.

- Look and answer the questions.

<ul style="list-style-type: none"> - Ask children to write 1 to 5 in their notebooks and write the full questions and answers. - Ask children to work in pairs to ask and answer questions about what people like. <p>Answers</p> <ul style="list-style-type: none"> - 1 What does she like? She likes bubble tea. She doesn't like orange juice. - 2 What does he like? He doesn't like chicken. He likes fries. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer questions about what people like correctly and fluently. - <i>Task completed:</i> Students can ask and answer questions about what people like. - <i>Task uncompleted:</i> Students are unable to ask and answer questions about what people like. 	<ul style="list-style-type: none"> - Write 1 to 5 in their notebooks and write the full questions and answers. - Work in pairs to ask and answer questions about what people like.
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PRODUCTION (10 minutes)
Aim: To help students ask and answer questions about what people like.

<p>* Let's talk!</p> <ul style="list-style-type: none"> - Show the picture of a family member's food/drink like. - Ask a question and elicit answers from the children. - In pairs, children ask and answer the question, using the family member's photo. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer the question, using the family member's photo confidently in the front. - <i>Task completed:</i> Students can ask and answer the question, using the family member's photo in pairs. - <i>Task uncompleted:</i> Students are unable to ask and answer the question, using the family member's photo in pairs. 	<ul style="list-style-type: none"> - Look at the pictures. Listen and answer the questions. - Work in pairs to ask and answer the question, using the family member's photo.
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HOMEWORK (2 minutes)

- Learn the patterns by heart.
- Do the exercises in Workbook page 23.
- Prepare for the next lesson (Unit 3 - Lesson 3).

LESSON PLAN

Week: 07

Period: 28

Date of teaching: from 16 to 20/10/2023

UNIT 3: WOULD YOU LIKE A BUBBLE TEA?

Lesson Three - Song (page 34)

A. DESIRED OBJECTIVES

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

1. Core competences

- Learn numbers 10-100.
- Use numbers in the context of a song.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about types of food.
- *Problem-solving and creativity:* find out their favorite food.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* ten, twenty, thirty – one hundred
- *Extra vocabulary:* thousand, wait for(v), arrive(v)

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 24
- Audio tracks 34-35
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to revise numbers from 1 – 20.

<p>* Warmer</p> <ul style="list-style-type: none"> - Review numbers 1–20. Say <i>One</i>. Point to the child nearest you to say <i>Two</i>. The next child says <i>Three</i>, and so on. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say the numbers from 1 – 20 correctly and fluently. - <i>Task completed:</i> Students can say the numbers from 1 – 20. - <i>Task uncompleted:</i> Students are unable to say the numbers from 1 – 20. 	<ul style="list-style-type: none"> - Look and say the numbers.
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PRESENTATION (10 minutes)

Aim: To help students identify numbers from 10 to 100.

<p>* Lead-in:</p> <ul style="list-style-type: none"> - Hold up your hands showing numbers 1–10 in order for children to say them. Then hold up your hands showing the numbers in random order. - Hold up flashcards 1–20 from the previous level and say the words for children to repeat. - Show the cards in random order. Children say the numbers. <p>* Listen, point and repeat (Track 34)</p> <ul style="list-style-type: none"> - Ask children to look at the numbers. Play the first part of Track 34. Children point to the numbers and say the words. - Play the second part for children to repeat the words. - Play the whole recording. Children listen, point, then repeat. - Hold up flashcards 10–100 in random order for the children to say the words. - If your class has fewer than nineteen children, give a flashcard to each, and ask them to stand in the correct order. If your class has more than nineteen children, ask them to write a number between 10 and 100 in big digits, and ask them to stand in the correct order (there will be gaps and duplications, but that’s fine). - Call out the numbers in random order. As they hear their number, the children holding that number take a step forward and then back again. 	<ul style="list-style-type: none"> - Look at the teacher and listen to him/her. - Look at the flashcards and repeat. - Say the numbers. - Look at the numbers. - Listen to the recording. Point to the numbers and say the words. - Listen to the recording and repeat. - Listen to the recording. Listen, point, then repeat. - Say the word. - Follow the teacher’s instructions.
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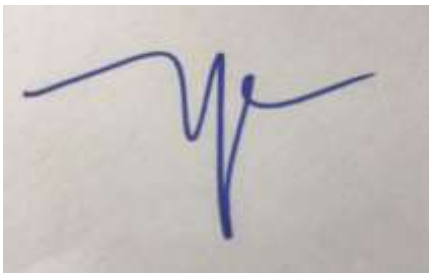
<p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can listen and repeat the words correctly. - <i>Task completed:</i> Students can listen and repeat the words. - <i>Task uncompleted:</i> Students are unable to listen and repeat the words. 	
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students use the numbers in the context of a song.</i></p>	
<p>* Listen and sing. (Track 35)</p> <ul style="list-style-type: none"> - Ask children to look at the pictures and to tell you what they think the song is about. Show the menu and the prices. Elicit or teach <i>thousand</i>. Read the prices and ask the children to repeat them. Repeat until they pronounce them comfortably. Play the song once for children to listen. Play it again as they follow the words in their books. - Play each line of the song for children to repeat aloud. - Play the recording again for children to sing along. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song fluently in the front. - <i>Task completed:</i> Students can sing along the song chorally. - <i>Task uncompleted:</i> Students are unable to sing along the song chorally. <p>* Sing and do.</p> <ul style="list-style-type: none"> - Play the recording. Children sing and do the actions (see suggestions below). - Play the song again. <p>Song actions</p> <ul style="list-style-type: none"> • <i>I would like a bubble tea.</i> – indicate the menu. • <i>One big cup, just for me!</i> – mime “big cup”. • <i>How much is that? Let me see</i> – mime checking the menu. • <i>Twenty-three thousand dong, please.</i> – pretend to count money. • <i>Would you like some orange juice?</i> – indicate the menu. • <i>One big cup, just for you!</i> – mime “big cup”. 	<ul style="list-style-type: none"> - Look at the pictures for the song. Answer the questions. - Listen to the recording and point to the pictures when you hear the words. - Listen to the recording again and point to the words in your books. - Listen and repeat after the teacher. - Listen to the recording again and sing along and follow the words in their books. - Look at the pictures and tell the teacher about the actions. - Practice the actions with the teacher. - Listen to the song and do their actions. - Sing and do the actions in front of the class.

<ul style="list-style-type: none"> • <i>How much is that? Let me see</i> – mime checking the menu. • <i>Twenty-two thousand dong, please.</i> – pretend to count money. • <i>An orange juice and a bubble tea.</i> – mime “big cups”. • <i>One for you and one for me.</i> – point to an imaginary friend and yourself. • <i>How much is that? Let me see</i> – mime checking the menu. • <i>Forty-five thousand dong, please.</i> – pretend to count money. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can sing the song with actions in the front. - <i>Task completed:</i> Students can sing the song with actions in groups. - <i>Task uncompleted:</i> Students are unable to sing the song with actions in groups. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students remember different jobs words.</i></p>	
<p>* Game: “New version for the song”</p> <ul style="list-style-type: none"> - Show the song with blanks. - Ask the students to think of new words and use them to fill in the blanks. - Put the students into small groups of four or five and ask them to do the task. - Ask students to practice singing and doing the actions in groups. - Praise students if they have done well. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can write the new version for the song creatively. - <i>Task completed:</i> Students can fill in the blanks to create the new version for the song. - <i>Task uncompleted:</i> Students are unable to fill in the blanks to create the new version for the song. 	<ul style="list-style-type: none"> - Look at the song with blanks. - Think about the blanks. - Work in groups to do the task. - Practice singing and doing the actions in groups. - Sing and do in the front.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 24. 	

- Prepare for the next lesson (Unit 3 - Lesson 4).

Ký duyệt của tổ trưởng

Ngày 02 tháng 10 năm 2023

A handwritten signature in blue ink, consisting of a horizontal line on the left, a vertical line in the middle, and a horizontal line on the right, with a small loop at the top of the vertical line.

Huỳnh Thị Yến Trang

LESSON PLAN

Week: 08

Period: 29

Date of teaching: from 23 to 27/10/2023

UNIT 3: WOULD YOU LIKE A BUBBLE TEA?

Lesson Four - Phonics (page 35)

A. DESIRED OBJECTIVES

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

1. Core competences

- To recognize and learn the name of the letters *q*, *r*, and *s*, and associate them with their corresponding sounds.
- To pronounce the sounds /kw/, /r/, and /s/ on their own and as part of words.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different types of food.
- *Problem-solving and creativity:* find out their favorite food.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Vocabulary

- *Core:* queen, rabbit, sofa
- *Extra:* question, socks, rocks

2. Skills: Listening and Speaking.

C. RESOURCES AND MATERIALS

- Student book - page 25
- Audio tracks 26, 36-38
- Teacher’s Guide
- Website *sachso.edu.vn*
- Phonics cards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
WARM-UP/REVIEW (5 minutes)	

<p><i>Aim: To motivate students and help students to remember the sounds they learnt from the previous phonics lesson.</i></p>	
<p>* Warmer</p> <ul style="list-style-type: none"> - Ask children to tell you which sounds they looked at in the previous phonics lesson (/n/, /v/, and /p/). - Play the chant from page 19 to review the sounds. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can say all the sounds they learnt from the previous phonics lesson correctly. - <i>Task completed:</i> Students can remember the sounds they learnt from the previous phonics lesson. - <i>Task uncompleted:</i> Students are unable to remember the sounds they learnt from the previous phonics lesson. 	<ul style="list-style-type: none"> - Tell the teacher which sounds they looked at in the previous phonics lesson (/n/, /v/, and /p/). - Chant along with actions.
<p>PRESENTATION (10 minutes)</p> <p><i>Aim: To help students recognize and learn the name of the letters q, r, and s, and associate them with their corresponding sounds.</i></p>	
<p>* Lead-in:</p> <ul style="list-style-type: none"> - Teach the new sounds and letters for this lesson, using phonics cards. Hold up the first card. Say the letter name, sound, and then the word for children to repeat. - Repeat the procedure with the other cards. - Show each card and say the words for children to repeat. <p>* Listen, point and repeat (Track 36)</p> <ul style="list-style-type: none"> - Ask children to look at the pictures in their books. Tell them that they are going to hear a recording of the different sounds. - Play the first part of the recording. Children listen and point to the pictures. - Play the second part for children to repeat. - Play the whole recording. Children point and then repeat. Hold up each of the phonics cards one at a time, showing only the picture. - Ask the class for the sound and the word. <p>→ Expected outcomes and assessment.</p>	<ul style="list-style-type: none"> - Look at the Phonics cards and listen to the teacher carefully. Then, answer the questions. - Listen to the teacher and say the words again. - Look at the words in your books. - Listen and point to the pictures.

<p>* Listen to the sounds and write the letters. (Track 38)</p> <ul style="list-style-type: none"> - Tell the students that they’re going to listen to the words in the colored boxes and that they will have to underline the Ask children what they can see (<i>a question mark, rocks, and socks</i>). Explain that they will hear different sounds from the lesson. They listen and write the letters they hear in their notebooks in the order they hear them. - Play the recording for them to listen to the first sound. Ask <i>What’s the sound?</i> The children write the letters. - Play the rest of the recording for children to write the letters. <p>Answers 1 q 2 r 3 s</p> <p><u>Differentiation</u></p> <ul style="list-style-type: none"> • Below level: Ask children to close their books. Elicit the target words, e.g. <i>question</i>. Ask <i>What is the beginning sound?</i> Children answer. Write the target sounds on the board for support if needed. Then children complete the activity. • At level: Children complete the activity as suggested. • Above level: After the children finish, put them in groups. Together, they think of other words with the same beginning sounds and make a list. Make it a game by giving one point for each word. The group with the most words wins. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task as suggested confidently and then share their new words to their friends. - <i>Task completed:</i> Students can complete the task as suggested with support from the teacher. - <i>Task uncompleted:</i> Students are unable to complete the task as suggested with support from the teacher. 	<ul style="list-style-type: none"> - Listen to the words in the colored boxes. Look at the teacher’s demonstration carefully. Answer the questions. - Listen to track 38 and write the letters. - Share your answers with your partner. - Peer-check with friends and the teacher.
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students listen, identify the sounds /kw/, /r/, and /s/ on their own and as part of words.</i></p>	
<p>* Let’s talk</p> <ul style="list-style-type: none"> - Ask the children to look at the picture and read the speech bubble. - In pairs, children take turns saying the sentence. 	<ul style="list-style-type: none"> - Look at the picture and read the speech bubble.

<ul style="list-style-type: none">- Encourage them to use other vocabulary words on the page. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none">- <i>Task completed with excellence:</i> Students can say the sentences correctly and fluently in the front.- <i>Task completed:</i> Students can say the sentences with support from the teacher.- <i>Task uncompleted:</i> Students are unable to say the sentences with support from the teacher.	<ul style="list-style-type: none">- In pairs, take turns saying the sentence, try to use other vocabulary words on the page.- Raise hands to come up to the board for choosing different combinations of the flashcards, then the class will say the sentence chorally.
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<p style="text-align: center;">HOMEWORK (2 minutes)</p> <ul style="list-style-type: none">- Revise the words and the patterns.- Do the exercises in Workbook page 35.- Prepare for the next lesson (Unit 3 - Lesson 5).
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LESSON PLAN

Week: 08

Period: 30

Date of teaching: from 23 to 27/10/2023

UNIT 3: WOULD YOU LIKE A BUBBLE TEA?

Lesson Five - Skills Time! (page 36)

A. DESIRED OBJECTIVES

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

1. Core competences

- Read and understand a caption story.
- Find specific information in a text.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about types of food.
- *Problem-solving and creativity:* find out their favorite food.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Language

- *Recycled:* vocabulary and structures seen previously
- *Extra vocabulary:* much, late

3. Skills: Listening, Speaking and Reading.

C. RESOURCES AND MATERIALS

- Student book - page 36
- Audio tracks 39
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

D. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
WARM-UP/REVIEW (5 minutes)	

Aim: To motivate students and help students to review numbers from 10 to 100.

***Game: “Forwards and Backwards”**

- Review the number vocabulary from the last lesson and write the numbers 10, 20, 30, 40, 50, 60, 70, 80, 90, and 100 on the board.
- Make sure children are sitting in rows so they can count around the room.
- Ask the children to start counting, with each child in turn saying the next number.
- Before they get to 100, say *Change!* The children have to then start counting backward from whatever number they have reached.
- Say *Change!* again and the children start counting forwards again.
- If the class is ready, try to play without looking at the numbers on the board.

- Listen to the teacher’s instruction.
- Start counting, with each child in turn saying the next number.
- Follow the teacher’s instructions.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can count numbers from 10 to 100 fluently.
- *Task completed:* Students can count numbers from 10 to 100.
- *Task uncompleted:* Students are unable to count numbers from 10 to 100.

PRESENTATION (10 minutes)

Aim: To help students read and understand a caption story.

*** Lead-in:**

- Talk about food with the class. Ask *Do you like pho? Spring rolls? Beef with rice? Seafood?* Encourage children to tell you what their favorite food is. Ask *Do you like Western food like pizza / burgers?*
- Ask the children to look at the story. Encourage them to make predictions about what they are going to read, e.g. *It’s a story. A boy is at a noodle stall.*

- Look at the pictures and answer the question from the teacher.
- Try to predict what the text is about.

*** Look at the pictures. What food does the boy like?**

- Ask children to look at the pictures and tell you what food the boy likes.

Answers: [bananas](#) [rice](#)

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can tell the teacher about what food the boy likes

- Look at the pictures and listen to the teacher.
- Tell the teacher about what food the boy likes.

<p>correctly and fluently.</p> <ul style="list-style-type: none"> - <i>Task completed:</i> Students can tell the teacher about what food the boy likes. - <i>Task uncompleted:</i> Students are unable to tell the teacher about what food the boy likes. 	
<p>PRACTICE (8 minutes)</p> <p><i>Aim: To help students find specific information in a text.</i></p>	
<p>* Listen and read. (Track 39)</p> <ul style="list-style-type: none"> - Tell children that they are going to hear a recording of the text. They should listen and follow in their books. Play the recording. Children listen and follow along. - Play the recording a second time. Answer any questions. - Ask comprehension questions, e.g., <i>Where is the boy? Does the man have a lot of food? Why not? What's the boy's new favorite food?</i> - In pairs, children take turns being the boy and the man from the noodle soup stall, and practicing reading the dialogue. - Children switch roles and repeat. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can understand the text and answer all the questions correctly. - <i>Task completed:</i> Students can listen and follow the text. - <i>Task uncompleted:</i> Students are unable to listen and follow the text. <p>* What food do they have? Put a check (✓) or cross (✗) in the box.</p> <ul style="list-style-type: none"> - Explain that children are going to read the text again and say what food the man in the noodle soup stall has. - Read the list of words together. Focus on the first food. Ask <i>Do they have chicken? (No)</i>. Point to the example. - Children read the word and then put a check or a cross in the box with their pencils. - Go over the answers with the class. <p><u>Answers</u></p> <p>chicken ✗, bananas ✓, rice ✓, noodles ✗</p>	<ul style="list-style-type: none"> - Look at the picture and listen to the teacher. - Listen to the recording and follow along with your fingers. - Listen to the recording again. Answer the questions. - In pairs, take turns being the boy and the man from the noodle soup stall, and practicing reading the dialogue. - Switch roles and repeat. - Listen to the teacher. - Say what food the man in the noodle soup stall has. - Listen and answer the questions. - Read the word and then put a check or a cross in the box with their pencils. - Check the answers in pairs and with the teacher.

<p>Differentiation</p> <ul style="list-style-type: none"> • Below level: Ask children to read the four words in the activity. Ask them to re-read the dialogue, look for those words, and point to them. Then they complete the activity. • At level: Children complete the activity as suggested. • Above level: Write the dialogue on the board with blanks for the food and drinks so that children can personalize it. Children copy the text into their notebooks and fill in the blanks with their own ideas. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task individually. - <i>Task completed:</i> Students can complete the task in pairs/groups. - <i>Task uncompleted:</i> Students are unable to complete the task with support from the teacher. 	
<p>PRODUCTION (10 minutes)</p> <p><i>Aim: To help students think and talk about what food people like.</i></p>	
<p>* What food does your friend like?</p> <ul style="list-style-type: none"> - Ask individuals to think about a friend and what food he/she likes. Invite them to share ideas with the class. - You can also put children into pairs. They ask and answer about what food/drink they like. Then they report their friend’s answers to the class. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can ask and answer about what food/drink they like confidently in the front. - <i>Task completed:</i> Students can ask and answer about what food/drink they like. - <i>Task uncompleted:</i> Students are unable to ask and answer about what food/drink they like. 	<ul style="list-style-type: none"> - Think about a friend and what food he/she likes. - Share ideas with the class. - Work in pairs to ask and answer about what food/drink they like. - Talk in front of the class.
<p>HOMEWORK (2 minutes)</p> <ul style="list-style-type: none"> - Revise the words and the patterns. - Do the exercises in Workbook page 36. - Prepare for the next lesson (Unit 3 - Lesson 6/ Part 1). 	

LESSON PLAN

Week: 08

Period: 31

Date of teaching: from 23 to 27/10/2023

UNIT 3: WOULD YOU LIKE A BUBBLE TEA?

Lesson Six - Skills Time! – Period 1 (page 27)

A. DESIRED OBJECTIVES

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

1. Core competences

Listening

- Listen for specific information.

Speaking

- Ask and answer questions about buying fruits.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different fruits.
- *Problem-solving and creativity:* find out their favorite fruits.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Language

- *Recycled:* vocabulary and patterns seen previously.

2. Skills: Listening and Speaking

C. RESOURCES AND MATERIALS

- Student book - page 27
- Audio tracks 40
- Teacher's Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

H. LEARNING EXPERIENCES

Teacher's activities	Students' activities
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WARM-UP/REVIEW (5 minutes)

Aim: To motivate students and help students to remember different types of food words.

***Game: “Shopping”**

- Children write down three different types of food from this unit.
- Have children work in pairs. One child is the customer and the other is the store employee. The customer uses his/her words to ask questions with *Do you have ... ?* The store employee looks at his/her list of words and answers the questions.

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can ask and answer questions about different types of food/drink correctly and fluently.
- *Task completed:* Students can ask and answer questions about different types of food/drink with support from the teacher.
- *Task uncompleted:* Students are unable to ask and answer questions about different types of food/drink with support from the teacher.

- Write down three different types of food from this unit.
- Work in pairs. One child is the customer and the other is the store employee. The customer uses his/her words to ask questions with *Do you have ... ?* The store employee looks at his/her list of words and answers the questions.

PRACTICE (20 minutes)

Aim: To help students listen for specific information and ask/answer questions about buying fruits.

*** Lead-in:**

- Ask *What can you remember about the story from the last lesson? What does the boy want? Does the man have noodles /chicken / bananas? What is the boy’s new favorite food?*
- Ask children to look at the pictures on page 27. Ask what they can see, and whether they like each food.

*** Listen and write Yes or No. (Track 40)**

- Tell children that they are going to hear a recording of a boy and girl buying fruit. They need to listen carefully and say which fruits the store does and doesn’t have.
- Play the recording. Children point to the correct fruit.
- Ask the children to write 1 to 4 in their notebooks. Play the recording a second time for children to write *Yes* and *No* next to the corresponding number in their notebooks.

Answers 1 Yes 2 No 3 No 4 Yes

→ Expected outcomes and assessment.

- Answer the questions.
- Look at the pictures in Exercise 1 – page 21 and answer the questions.
- Look at the pictures in their books. Listen to the teacher explanation.
- Listen to the recording to point to the correct fruit.
- Write 1 to 4 in the notebooks. Listen again and write *Yes* and *No* next to the corresponding number in the notebooks.
- Peer-check answers with friends.
- Check the answers with the teacher.

<ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can complete the task quickly and correctly. - <i>Task completed:</i> Students can complete the task as suggested with support from the teacher. - <i>Task uncompleted:</i> Students are unable to complete the task as suggested with support from the teacher. <p>* Point, ask, and answer.</p> <ul style="list-style-type: none"> - Ask children to look at the picture and tell you the different foods they can see at the stall. - Explain that they are going to practice asking for fruit at a fruit market. Ask three children to read the example dialogue. - In pairs, the children take turns pointing to the different fruits in the pictures, and asking and answering questions using the words in the box. <p>→ Expected outcomes and assessment.</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can take turns asking and answering questions fluently and confidently in the front. - <i>Task completed:</i> Students can take turns asking and answering questions in pairs. - <i>Task uncompleted:</i> Students are unable to take turns asking and answering questions in pairs. 	<ul style="list-style-type: none"> - Tell the teacher the different foods they can see at the stall. - Volunteer to read the example dialogue. - Work in pairs to take turns pointing to the different fruits in the pictures, and asking and answering questions using the words in the box.
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PRODUCTION (10 minutes)
Aim: To help students talk about a family member's fruit like.

<p>* What fruit does your mom or dad like?</p> <ul style="list-style-type: none"> - Read aloud the example speech bubble and elicit answers from the children. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can talk about a family member's fruit like fluently in the front. - <i>Task completed:</i> Students can talk about a family member's fruit like in pairs. - <i>Task uncompleted:</i> Students are unable to talk about a family member's fruit like in pairs. 	<ul style="list-style-type: none"> - Listen and answer the questions. - Tell the teacher about who you will talk about. - Talk to the partner. - Volunteer to talk in the front.
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HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 27.
- Prepare for the next lesson (Unit 3 - Lesson 6/Part 2).

LESSON PLAN

Week: 08

Period: 32

Date of teaching: from 23 to 27/10/2023

UNIT 3: WOULD YOU LIKE A BUBBLE TEA?

Lesson Six - Skills Time! – Period 2 (page 27)

A. DESIRED OBJECTIVES

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

1. Core competences

Speaking

- Ask and answer questions about buying fruits.

Writing

- Write a menu with six items and their prices.

2. General competences

- *Communication and collaboration:* work in pairs/groups to talk about different fruits.
- *Problem-solving and creativity:* find out their favorite fruits.

3. Attributes

- *Kindness:* help partners to complete learning tasks.
- *Diligence:* work hard to complete learning tasks.
- *Honesty:* tell the truth about feelings and emotions or play fair in games.
- *Responsibility:* appreciate kindness.
- *Leadership:* collaborate with teachers to enhance language skills.

B. LANGUAGE FOCUS AND SKILLS

1. Language

- *Core:* vocabulary and patterns seen previously.

2. Skills: Listening, Speaking and Writing.

C. RESOURCES AND MATERIALS

- Student book - page 27
- Teacher’s Guide
- Website *sachso.edu.vn*
- Flashcards
- Computer, projector,

I. LEARNING EXPERIENCES

Teacher’s activities	Students’ activities
WARM-UP/REVIEW (10 minutes)	

Aim: To motivate students and help students to talk about a family member's fruit like.

*** What fruit does your mom or dad like?**

- Read aloud the example speech bubble and elicit answers from the children.

→ Expected outcomes and assessment

- *Task completed with excellence:* Students can talk about a family member's fruit like fluently in the front.
- *Task completed:* Students can talk about a family member's fruit like in pairs.
- *Task uncompleted:* Students are unable to talk about a family member's fruit like in pairs.

- Listen and answer the questions.
- Tell the teacher about who you will talk about.
- Talk to the partner.
- Volunteer to talk in the front.

PRACTICE (20 minutes)

Aim: To help students write a menu with six items and their prices.

*** Write a menu with 6 types of food and drink. Use the example to help you.**

- Focus on the example menu. Ask the children to read it, and elicit what type of information needs to be included in a menu (*name of the canteen, food and drink options, prices*).
- Ask the children to choose six types of food and drink and write a menu with the price of each item in their notebooks.

Differentiation

- **Below level:** Ask children to tell you all the words for food and drink they know, and write them on the board. Then ask them to do the activity in pairs.
- **At level:** Children complete the activity as suggested. Ask them to swap notebooks and check each other's work.
- **Above level:** After children finish, put them into pairs. They take turns being the server and the guest. The server asks *Would you like (water or a bubble tea)?* The guest answers *I'd like (water), please.*

→ Expected outcomes and assessment.

- *Task completed with excellence:* Students can write the menu creatively and talk about a menu with six items and their prices fluently in the front.

- Listen and read the example menu.
- Talk about what type of information needs to be included in a menu (*name of the canteen, food and drink options, prices*).
- Choose six types of food and drink and write a menu with the price of each item in their notebooks.
- Talk about the menu in groups and in the front.

<ul style="list-style-type: none"> - <i>Task completed:</i> Students can write and talk about a menu with six items and their prices in pairs. - <i>Task uncompleted:</i> Students are unable to write and talk about a menu with six items and their prices in pairs. 	
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PRODUCTION (5 minutes)

Aim: To help students ask and answer questions about buying fruits.

<p>* Go shopping</p> <ul style="list-style-type: none"> - Ask children to draw food and drink they want to sell. - Explain that they are going to practice asking for fruit at a fruit market. - In pairs, the children take turns pointing to the different fruits, and asking and answering questions using the types of food and drink words. <p>→ Expected outcomes and assessment</p> <ul style="list-style-type: none"> - <i>Task completed with excellence:</i> Students can take turns pointing to the different fruits, and asking and answering questions using the types of food and drink words fluently and confidently. - <i>Task completed:</i> Students can take turns pointing to the different fruits, and asking and answering questions using the types of food and drink words. - <i>Task uncompleted:</i> Students are unable to take turns pointing to the different fruits, and asking and answering questions using the types of food and drink words. 	<ul style="list-style-type: none"> - Draw food and drink they want to sell. - Practice asking for fruit at a fruit market. - In pairs, take turns pointing to the different fruits, and asking and answering questions using the types of food and drink words.
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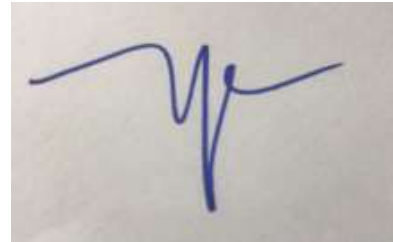
HOMEWORK (2 minutes)

- Revise the words and the patterns.
- Do the exercises in Workbook page 27.
- Prepare for the next lesson (Unit 4 - Lesson 1).

Duyệt ngày 06/10/2023
Phó hiệu trưởng

Nguyễn Thị Thanh Hải

Duyệt ngày 02/10/2023
Tổ trưởng



Huỳnh Thị Yến Trang