**UNIT 13: OUR SPECIAL DAYS**

**Lesson 3 - Period 17**

*Teaching Day: 17/02 – 23/02/2025*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly say the stressed words in the questions ‘*What ‘food will you ‘have at the ‘party?* and ‘*What ‘drinks will you ’have at the ‘party?*

- identify and underline the stressed words in four questions while listening

- say the chant with the correct stressed words, pronunciation and rhythm.

**2. Competences**

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

- Critical thinking and creativity: learn how to ask and answer questions about someone’s food and drinks at an event correctly and fluently.

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

**3. Attributes**

- Enhance understanding of different kinds of food and drinks at different styles of events.

**II. MATERIALS**

- Pupil’s book: Page 22

- Audio Tracks 28, 29, 30

- Teacher’s guide: Pages 193, 194, 195

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the words about countries, sports and animals.

**b. Content**

- Game: *“Guess the food and drinks”*

**c. Expected outcomes**

- Pupils can remember and correctly say the words about food and drinks.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: *“Guess the food and drinks”*** | | |
| - Tell the pupils that they are going to play in 3 teams. In each round, 1 representative from each team will choose a color relatively to the boxes they want to open. Try to guess the food or drink shown on the screen. If the correct answer is given, their team will get 1 point. Teacher checks their pronunciation and lets the whole class repeat the word before moving to the next round. | -Work in three teams.  - Listen to the teacher’s instructions.  - Look at the picture and guess the food or drinks.  - Practise pronouncing the words. | Picture hints:  Cake  Lemonade  Chips  Pizza  water |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: KNOWLEDGE CONSTRUCTION** (5 minutes)

**a. Objectives**

- To correctly say the stressed words in the questions ‘*What ‘food will you ‘have at the ‘party?* and ‘*What ‘drinks will you ’have at the ‘party?*

**b. Content**

- Activity 1. Listen and repeat.

**c. Expected outcomes**

- Pupils can correctly repeat the stressed words in the questions ‘*What ‘food will you ‘have at the ‘party?* and ‘*What ‘drinks will you ’have at the ‘party?*

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Listen and repeat.** (Track 28) | | |
| **Step 1:** Have pupils look at the first question. Draw their attention to the stress on the words (e.g. *What*, *food, have,* and *party*). Explain that they are the “content” (important) words in the question and need to be stressed. Check comprehension.  **Step 2:** Play the recording for pupils to listen to and repeat, in chorus and individually, until they feel confident. Correct the stress and pronunciation if necessary. Repeat **Steps** **1** and **2** with the second question.  **Step 3:** Let pupils work in pairs or groups, saying questions with correct stressed words and pronunciation. Go around the classroom to offer help if necessary.  **Step 4:** Invite a few pupils to say the questions in front of the class. Praise them when they perform well. | - Pupils point to the word and sentence while listening. Pupils listen to the teacher’s explanation.  - Pupils listen to the recording again and repeat.  - Pupils follow the teacher’s instructions.    - Pupils work in pairs or groups to say the words and read the sentences. Pupils listen to the recording and say the language in front of the class. | **The questions:**  ‘What ‘food will you ‘have at the ‘party?  ‘What ‘drinks will you ’have at the ‘party? |

**e. Assessment**

- Performance products: Pupils’ pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To identify and underline the stressed words in four questions while listening.

**b. Content**

Activity 2. Listen and underline one more stressed word. Then repeat.

**c. Expected outcomes**

- Pupils can identify the stressed words in the questions and say them with correct stress.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen and underline one more stressed word. Then repeat.** (Track 29) | | |
| **Step 1:** Tell pupils the goal of the activity. Explain that they should listen to therecording and underline one more stressed word in each question. Check comprehension.  **Step 2:** Play the recording for pupils to listen. Play it again for pupils to listen and underline the stressed words. Then get pupils to swap books with a partner and check their answers before checking as a class.  **Step 3:** Have pupils read aloud the questions in pairs or groups. Go around the classroom and correct the stress in the questions if necessary.  **Step 4:** Invite a few pupils to read aloud the questions in front of the class. Praise when they perform well.  **Extension:** Have pupils write two or three questions with the mark on stressed words (e.g. *‘What did you ‘do ‘yesterday?, ‘Where did they ‘go last ‘month?*) | - Pupils listen to the teacher’s instructions  - Pupils listen to the audio. Listen and underline the stressed words.  - Pupils swap books with a partner, then check the answers as a class. Pupils listen to the recording again and check their answers again.  - Pupils stand up, listen to and repeat the questions.  - Pupils write two or three questions with the mark on stressed words. | Four questions:  Audio script:  1. ‘What ‘food will you ‘have at the ‘party?  2. ‘What ‘drinks will they ‘have at the ‘party?  3. ‘What will you ‘do at the ‘party?  4. ‘What will we ‘do at their ‘party? |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To say the chant with the correct stressed words, pronunciation and rhythm.

**b. Content**

- Activity 3. Let’s chant.

**c. Expected outcomes**

- Pupils can say the chant with correct stressed words, pronunciation and rhythm.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s chant.** (Track 30) | | |
| **Step 1:** Have pupils read the lyrics of the chant. Then get them to look at the food and drinks on the table to reinforce their understanding. Check comprehension.  **Step 2:** Play the recording all the way through for pupils to listen to the whole chant. draw their attention to the stressed words' pronunciation and rhythm. play it again line by line, for pupils to listen and repeat and encourage them to clap while chanting.  **Step 3:** Invite a few groups to say the chant in front of the class. The rest of the class chant and clap along.  **Extension:** Encourage pupils to make the chant of their own by replacing some food in the first verse (e.g. *Grapes and mangoes. / We’ll have grapes. / We’ll have mangoes. We’ll have grapes and mangoes.) and drinks in the second verse (e.g. Fruit juice and milk. / We’ll have fruit juice. / We’ll have milk. / We’ll have fruit juice and milk.)* | - Pupils pay attention to the picture and name the food and drinks on the table.    - Pupils pay attention to the lyrics of the chant, stressed words, pronunciation and rhythm.  - Pupils listen all the way through carefully to the rhythm and pronunciation.  - Pupils listen to the recording, line by line, and repeat.  - Pupils listen to the recording all the way through and chant along. Pupils clap while chanting.  - Pupils work in two or more groups to make the chant of their own by replacing some food in the first verse. | - Some food and drinks at an event  - The lyrics and recording of the chant |

**e. Assessment**

- Performance products: Pupils’ interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: *“Food party game”***

- Tell pupils that they are going to play in 2 teams.

- Choose a chips pack and answer the questions about food / drinks they will have at the party.

- If their answers are correct, click on the sellers and serve some burgers. If not, click on the burglar to go back to the questions board.

- Teams with more points will be the winner.

Pictures hints:

Cakes, pizza, fish, apple juice, water, chicken and rice, vegetables, milk tea, chips, lemonade.

**UNIT 13: OUR SPECIAL DAYS**

**Lesson 3 - Period 18**

*Teaching day: 17/02 – 23/02/2025*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- correctly say the stressed words in the wh-questions: ‘*What ‘food will you ‘have at the ‘party?* and *‘What ‘drinks will you ’have at the ‘party?*

- use *What will you do \_\_\_? – We’ll \_\_\_.* and *What food / drinks will you have at the party? – We’ll have \_\_\_.* to ask and answer questions about what someone will do for a special day, and the foodand drinks someone will have at an event;

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our special days”;

- read and write about what people will do and have at an event;

- make a menu s for a class party and present it to the class at Project time.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about personal information correctly and fluently.

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

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Enhance understanding of different kinds of food and drinks at different styles of events.

**II. MATERIALS**

- Pupil’s book: Page 23

- Teacher’s guide: Pages 195, 196

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 13)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the previous lesson by having pupils sing the song *“Back to school”*.

**b. Content**

- Let’s chant.

**c. Expected outcomes**

- Pupils can correctly sing the song with correct pronunciation, rhythm and melody.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Let’s chant.** | | |
| - Greet the class.  - Invite one or two groups of pupils to the front of the class to say the chant in Lesson 3, Activity 3. The rest of the class may chant and clap along.  - Have students look at the questions on the screen and answer.  - Ask pupils to open their books at page 23 and look at Unit 13, Lesson 3, Activity 4. | - Listen to the teacher’s instructions.  - Chant in groups.  - Look and answer the questions.  - Open the book | - The lyrics and recording of the chant. |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To read and show the understanding of the letter by answering the questions.

**b. Content**

- Activity 1. Read and complete.

**c. Expected outcomes**

- Pupils can read and show understanding of the letter and answer the question.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Read and answer.** | | |
| **Step 1:** Tell pupils the goal of the activity and explain that they should read the letter  and answer the questions. Check comprehension.  **Step 2:** Answer the first question as an example. Have pupils look at the first question. Explain that the word *When* in the question *When is Mai’s birthday?* expresses the time of the birthday. Then let them read the letter and find the appropriate information / sentence to match the question (*It’s my birthday on Sunday*). Invite one or two pupils to answer the question (e.g. *Her birthday is on Sunday or It’s Mai’s birthday on Sunday*.) **Step 3:** Set a time limit for pupils to do the task independently. Go around the classroom and offer help if necessary.  **Step 4:** Get pupils to swap their books with a partner and check their answers before checking as a class. Correct the answers where necessary. If time allows, invite one or two pupils to read the letter in front of the class. **Extension:** Divide pupils into groups and have them retell the main ideas of the letter using answers to the questions (e.g. *It’s Mai’s birthday on Sunday. Her party will be at 15 Quang Trung Street. They’ll have pizza, burgers and chips. They’ll drink lemonade, apple juice and milk tea*.) | -. Pupils pay attention to the letter and read them as a class.  - Answer the first question with the whole class.  - Answer the question individually.  - Swap their books and check. | – A short letter about food and drinks at Mai’s birthday party – Four question to answer  **Key:**  1. It’s Mai’s birthday on Sunday.  2. Her party will be at 15 Quang Trung Street.  3. They’ll have pizza, burgers and chips.  4. They’ll drink lemonade, apple juice and milk tea. |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: PRODUCTION** (10 minutes)

**a. Objectives**

- To write a text about food and drinks pupils will have at their birthday parties with the  
help of the suggested questions and gapped sentences.

**b. Content**

Activity 2. Let’s write.

**c. Expected outcomes**

-Pupils can write a text about food and drinks they will have at their birthday parties with the help of the suggested questions and gapped sentences.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Let’s write.** | | |
| **Step 1:** Tell the class the goal of the activity. Explain that they should answer the suggested questions and use the gapped sentences (see Input) to write the text, using their own information. Tell pupils that they should write about 40 words. Check comprehension.  **Step 2:** Have pupils do the first gapped sentence together as an example. Let them answer the first question and elicit the time of their birthday. Then have them fill in the gap of the first sentence (e.g. My birthday is in May.)  **Step 3:** Give pupils time to write the text independently. Go around the classroom and offer help if necessary.  **Step 4:** Get pupils to swap their books with a partner and check their writing before checking as a class.  ***Extension*:** If time allows, invite one or two pupils to read their completed texts in front of the class. | - Read the suggested questions and answer in pairs.  - Do the first gapped sentence.  - Write the text individually (about 40 words).  - Swap their books and check.  - Check with the whole class. | |  | | --- | | Three suggested questions |   Two gapped sentences as a guide (*My birthday is \_\_\_\_\_\_\_\_\_\_\_\_. At my birthday party, we’ll \_\_\_\_\_*.)  **Suggested answer:** My birthday is in May (It’s my birthday in May). I will invite some friends to my party. It will be at my home. We’ll have cakes, candies and fruit. I’ll have mineral water, lemonade and milk tea. We’ll sing and dance. I think we’ll have a lot of fun. |

**e. Assessment**

- Performance products: Pupils’ writing

- Assessment tools: Observation; Suggested answers

**4. ACTIVITY 3: PRODUCTION** (8 minutes)

**a. Objectives**

**-** To make a menu for the class party and present it to the class

**b. Content**

- Activity 3. Project.

**c. Expected outcomes**

- Pupils can make a menu for her / his class party and present it to the class.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Project** | | |
| **Step 1:** Tell pupils about the goal of the activity. Explain that they have to look at the menu they have prepared at home and oresent it to the class.  **Step 2:** Have pupils work in groups of three or four. Each pupil shows the menu and tells the group about it.  *E.g. Our class party will be next Saturday. We’ll have burgers, pizza, apples and grapes. We’ll drink mineral water and milk tea. We’ll have apples and grapes. Thank you for listening. Go around the classroom and offer help if necessary.*  **Step 3:** Invite one pupil to hold up her / his menu and present it to the class. Praise pupils when they do the task well. | - Pupils listen to the teacher’s explanation.  - Pupils work in groups of five. Pupils show his / her poster that they have made at home and tell the group about their menu.    - Pupils show their work and talk about their menu in front of the class. Pupils stick their posters on the wall (or board) as a display. | - A menu with three columns to write the names of the fruit, food, and drinks - A girl pointing at the menu, saying: *Our class party will be \_\_\_\_\_\_\_\_. We’ll have \_\_\_\_\_\_\_\_.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: *“Hot potatoes”***

- Teacher plays the music***.***

- Pupils pass the ball.

- Teacher stops music suddenly. Have the pupil with a ball talk about their menu for the next birthday party.

- Repeat the game several times.

**\* Option 2: Game: *“Lucky number”***

- Divide the class into two teams.

- Each team takes turns choosing the number and answering the question to get the stars.

- At the end of the game, the team with more stars is the winner.

**UNIT 14: STAYING HEALTHY**

**Lesson 1 - Period 19**

*Teaching day: 17/02 – 23/02/2025*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a family member’s lifestyle;

- correctly say the phrases and use *How does he / she stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about someone’s lifestyle;

- use *How does your \_\_\_\_\_ stay healthy? – He / She \_\_\_\_\_.* in a freer context;

- use the phrases *do morning exercise, play sports, drink fresh juice* and *eat healthy food* in relation to the topic *“Staying healthy”*.

**2. Competences**

- Critical thinking and creativity: learn how to ask and answer questions about a family member’s lifestyle correctly and fluently.

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

- Self-control & independent learning: perform pronunciation and speaking tasks.

**3. Attributes**

- Raise their knowledge of using healthy food and drinks.

- Show their awareness of doing morning exercise regularly.

**II. MATERIALS**

- Pupil’s book: Page 24

- Audio tracks 31, 32

- Teacher’s guide: Pages 222, 223, 224, 225

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 14)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To identify what healthy or unhealthy food is.

**b. Content**

- Game: Healthy Food or Unhealthy Food

**c. Expected outcomes**

- Pupils can correctly identify what healthy or unhealthy food is.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Healthy Food or Unhealthy Food** | | |
| - Tell pupils they are going to identify what healthy and unhealthy food is.  - Show pictures of food and explain healthy or unhealthy food.  - Show the pictures and have pupils identify whether the pictures are healthy or unhealthy food.  - Invite volunteers to give the answers. If they give the correct answers, they will get stickers from the teacher.  - Give comments and praise pupils. | - Pupils listen to the teacher’s explanation.  - Pupils listen to the teacher’s instruction.  - Pupils look at the pictures and identify whether the pictures are healthy or unhealthy food.  - Pupils give the answers.  - Pupils listen to the teacher. | Pictures of healthy food and unhealthy food |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: EXPLORATION** (5 minutes)

**a. Objectives**

- To understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a family member’s lifestyle.

**b. Content**

- Activity 1. Look, listen and repeat.

**c. Expected outcomes**

- Pupils can understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a family member’s lifestyle.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 1. Look, listen and repeat.** (Track 31) | | |
| **Step 1:** Ask pupils to look at Pictures **a** and **b** and identify the characters and say what they can see in the pictures. If pupils use Vietnamese, repeat their responses in English.  **Step 2:** Play the recording and encourage pupils to point at the characters while listening.  **Step 3:** Play the recording again, sentence by sentence, for pupils to listen, point to the sentences and repeat. Correct their pronunciation where necessary.  **Step 4:** Draw pupils’ attention to the question *How does he stay healthy?* and the answer *He does morning exercise every day*. Explain that they are used to ask and answer questions about someone’s lifestyle. | - Pupils look at Pictures **a** and **b**. Pupils identify the characters and say what they can see in the pictures.  - Pupils listen to the recording and point at the characters while listening.  - Pupils listen to the recording again, point to the sentences and repeat.  - Pupils listen to the teacher’s explanation. | - Context **a**: Lucy and Nam jogging, and Lucy’s brother doing morning exercise in the park  Nam: *I want to stay healthy, Lucy. I eat vegetables and drink a lot of water. Is that your*  *brother over there?*  Lucy: *Yes, that’s my brother, Tom. He also wants to stay healthy.*  - Context **b**: Lucy and Nam talking about Lucy’s brother, Tom  Nam: *How does he stay healthy?*  Lucy: *He does morning exercise every day.*  Nam: *Yeah, me too.* |

**e. Assessment**

- Performance products: Pupils’ answers and pronunciation

- Assessment tools: Observation; Questions & Answers

**3. ACTIVITY 2: KNOWLEDGE CONSTRUCTION** (10 minutes)

**a. Objectives**

- To correctly say the phrases and use *How does he / she stay healthy? - He / She \_\_\_\_\_.*to ask and answer questions about someone’s lifestyle.

**b. Content**

- Activity 2. Listen, point and say.

**c. Expected outcomes**

- Pupils can correctly say the phrases and use *How does he / she stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about someone’s lifestyle.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 2. Listen, point and say.** (Track 32) | | |
| **Step 1:** Have pupils look at the pictures, say what they can see in the pictures and identify the activities the characters do.  **Step 2:** Play the first part of the recording for pupils to listen to and repeat the phrases under the pictures in chorus and individually until they feel confident. Use the flashcards for *do morning exercise, play sports, drink fresh juice* and *eat healthy food* to practise the phrases.  **Step 3:** Have pupils point at Picture **a**. Draw pupils’ attention to the speech bubbles and elicit the missing words (*does morning exercise*). Draw pupils’ attention to the change in verb form in the answer (*does* instead of *do*). Play the next part of the recording a few times for pupils to listen to and repeat the sentences in Exchange **a**.  **Step 4:** Repeat **Step 3** for Pictures **b, c,** and **d**. Then let pupils practise asking and answering questions in pairs. Go around the classroom to offer help if necessary.  **Step 5:** Invite a few pairs to point at the pictures and ask and answer questions about a family member’s lifestyle.  **Extension:** Elicit additional vocabulary items related to the topic from the pupils, then use them to play a miming game. After a correct guess, ask *How does he / she stay healthy?*, to encourage pupils to provide answers using the vocabulary in the game. | - Pupils look at the pictures, say what they can see in the pictures and identify the activities the characters do.  - Pupils listen to the first part of the recording and repeat the phrases under the pictures in chorus and individually.  - Pupils point at Picture **a**. Pupils pay attention to the speech bubbles and elicit the missing words. Pupils listen to the next part of the recording and repeat the sentences.  - Pupils follow the teacher’s instructions. Then pupils practise asking and answering questions in pairs.  - A few pairs point at the pictures and ask and answer questions about a family member’s lifestyle.  - Pupils elicit additional vocabulary items related to the topic and play miming game. | - Picture and word cues:  **a.** a woman doing morning exercise, and the phrase *do morning exercise*  **b.** a man playing sports, and the phrase *play sports*  **c.** a woman holding a glass of fresh juice, and the phrase *drink fresh juice*  **d.** a boy with a bowl of healthy food, and the phrase *eat healthy food* *-* Speech bubbles: *How does he / she stay healthy? - He / She \_\_\_\_\_.*  **Audio script:**  **a.** do morning exercise  **b.** play sports  **c.** drink fresh juice  **d.** eat healthy food  **a.**  *A:* How does she stay healthy? *B:* She does morning exercise. **b.**  *A:* How does he stay healthy? *B:* He plays sports. **c.**  *A:* How does she stay healthy? *B:* She drinks fresh juice. **d.**  *A:* How does he stay healthy? *B:* He eats healthy food. |

**e. Assessment**

- Performance products: Pupils’ talks and interaction

- Assessment tools: Observation; Questions & Answers

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To use *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.* in a freer context.

**b. Content**

- Activity 3. Let’s talk.

**c. Expected outcomes**

- Pupils can use *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.* in a freer context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 3. Let’s talk.** | | |
| **Step 1:** Draw pupils’ attention to the pictures. Ask questions to help them identify the context.  **Step 2:** Point at the first picture and elicit the question (e.g. *How does your sister stay healthy?*) and an answer (*She does morning exercise.*). Then write the answer on the board. Repeat the same procedure with the other pictures. Get the pupils to say the four completed sentences.  **Step 3:** Put pupils into pairs to ask and answer questions about how their family members or friends stay healthy. Go around and offer support where necessary.  **Step 4:** Invite a few pairs to the front of the classroom to ask and answer questions about a family member’s lifestyle. | - Pupils pay attention to the pictures and answer the questions to identify the context.  - Pupils follow the teacher’s instructions. Then pupils look at the sentences on the board. Pupils say the completed sentences.  - Pupils work in pairs to ask and answer questions about how their family members or friends stay healthy.  - A few pairs come to the front of the class to ask and answer questions about a family member’s lifestyle. | - Picture cues: activities people do to stay healthy and healthy food and  drinks  - Speech bubbles: *How does your \_\_\_\_\_ stay healthy? – \_\_\_\_\_.*  **Suggested answers:**  *How does your mother / father / sister / brother stay healthy?*  *He / She drinks fresh juice / does morning exercise / eats healthy food / plays sports every day.* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Start preparing for the project:** Tell pupils about the project on page 29. Ask them to make a healthy habit circle about what they eat, drink and do to stay healthy. Tell them they will present their healthy habits to the class at Project time.

**\* Option 1: Game: Lucky fruits (ppt)**

- Tell pupils they are going to look at the pictures and ask and answer the questions about how someone stays healthy.

- Divide the class into two groups.

- Have two pupils from each group take turns to choose a fruit and ask and answer the question.

- If the group chooses a lucky fruit, they will get points and continue the next turn.

E.g. Pupil A: *How does your sister stay healthy?*

Pupil B: *She does morning exercise.*

- Continue the game with the other pupils.

- The group that gets the most points wins. Praise the winner.

**\* Option 2: Game: Musical cards**

- Stick the cards on the board. Ask pupils to say the words related to the cards.

- Hand out the cards to different pupils around the class.

- Play the song *“Staying healthy”* (Unit 14). Ask pupils to pass the cards to the pupils next to them while the music is playing.

- Stop the music suddenly. Invite a pupil to ask the question *“How does he stay healthy?”*. Ask a pupil who is holding the card to answer the question, e.g. *He plays sports.*

- Play the music again and repeat the activity.

**UNIT 14: STAYING HEALTHY**

**Lesson 1 - Period 20**

*Teaching day: 17/02 – 23/02/2025*

**I. OBJECTIVES**

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

**1. Knowledge and skills**

- listen to and understand four communicative contexts in which speakers ask and answer questions about a family member’s lifestyle and match the characters with the activities they do to stay healthy;

- complete four gapped exchanges with the help of picture cues;

- listen to and complete the song *Staying healthy* and sing it with the correct pronunciation, rhythm and melody.

**2. Competences**

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

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

**3. Attributes**

- Raise their knowledge of using healthy food and drink.

- Show their awareness of doing morning exercise regularly.

**II. MATERIALS**

- Pupil’s book: Page 25

- Audio tracks 33, 34

- Teacher’s guide: Pages 225, 226, 227

- Website *hoclieu.vn*

- Flash cards/ pictures and posters (Unit 14)

- Computer, projector, …

**III. PROCEDURES**

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

**a. Objectives**

- To revise the sentence structures *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about a family member’s lifestyle.

**b. Content**

- Game: Questions and answers

**c. Expected outcomes**

- Pupils can correctly remember and say the sentence structures *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.* to ask and answer questions about a family member’s lifestyle.

**d. Organisation**

|  |  |  |
| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Game: Questions and answers** | | |
| - Tell pupils that they are going to look at the picture given and ask and answer questions about a family member’s lifestyle.  - Model the first picture. Have pupils look at the picture and ask pupils *“What does your brother stay healthy?”*. Have one pupil answer the question, e.g. *He eats healthy food.* Give stickers if they ask and answer the questions correctly.  - Invite a few pairs to ask and answer the questions in front of the class.  - Praise pupils to encourage their performance. | - Pupils listen to the teacher’s explanation.  - Pupils follow the teacher demonstrating the activity.  - Pupils ask and answer the questions in front of the class. | Sentence structures:  *How does your \_\_\_\_\_ stay healthy? - He / She \_\_\_\_\_.*  Pictures (*do morning exercise, play sports, drink fresh juice, eat healthy food*) |

**e. Assessment**

- Performance products: Pupils’ performance and pronunciation

- Assessment tools: Observation; Questions & Answers

**2. ACTIVITY 1: PRACTICE** (5 minutes)

**a. Objectives**

- To listen to and understand four communicative contexts in which speakers ask and answer questions about a family member’s lifestyle and match the characters with the activities they do to stay healthy.

**b. Content**

- Activity 4. Listen and match.

**c. Expected outcomes**

- Pupils can understand four communicative contexts in which speakers ask and answer  
questions about a family member’s lifestyle and match the characters with the activities they do to stay healthy according to what they hear.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 4. Listen and match.** (Track 33) | | |
| **Step 1:** Draw pupils’ attention to the pictures and ask questions such as *What do you see?* to elicit the characters and the activities in the pictures. Tell them that they need to match Pictures **1, 2, 3** and **4** with Pictures **a, b, c** and **d** in correspondence with what they hear in the recording. Elicit the words *mother, father, sister* and *brother* in the first set of pictures, and *sports, fresh juice, morning exercise* and *healthy food* in the second set.  **Step 2:** Play the recording all the way through for pupils just to listen. Then play the recording again for pupils to listen again and match the correct picture to each  character.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Have pupils explain the answers by asking questions, for example, *Who are they talking about? How does he / she stay healthy? What does he / she do?*  **Extension:** Play the recording, pausing after each question, and have pupils recall the answer before you play it. Check if they can give the correct answer. Correct their pronunciation where necessary. | - Pupils look at the pictures. Pupils answer questions to elicit the characters and the activities in the pictures. Pupils follow the teacher’s instructions.    - Pupils listen to the recording all the way through. Then pupils listen to the recording again and match the correct pictures that the characters in the conversations do to stay healthy.  - Pupils swap books with a partner and check their answers before checking as a class. Pupils explain the answers by answering questions.  - Pupils listen to the recording again and recall the answer. | Picture cues:  **a.** a mother  **b**. a father  **c**. a sister  **d**. a brother  **1.** sports  **2.** fresh juice  **3.** morning exercise  **4.** healthy food  **Audio script:**  **1.** *A:* How does your mother stay healthy?  *B:* She plays sports regularly. She likes volleyball and badminton.  **2.** *A:* Does your father play football regularly?  *B:* No, he doesn’t.  *A:* How does he stay healthy?  *B:* He does morning exercise every day.  **3.** *A:* How does your sister stay healthy?  *B:* She drinks fresh juice regularly. **4.** *A:* How does your brother stay healthy?  *B:* He eats healthy food.  **Key:** *1. a 2. c 3. b 4. d* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys; Peer correction

**3. ACTIVITY 2: PRACTICE** (10 minutes)

**a. Objectives**

- To complete four gapped exchanges with the help of picture cues.

**b. Content**

- Activity 5. Read and complete.

**c. Expected outcomes**

- Pupils can complete four gapped exchanges with the help of picture cues.

**d. Organisation**

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| --- | --- | --- | --- |
| **TEACHER’S ACTIVITIES** | | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 5. Read and complete.** | | | |
| **Step 1:** Complete the first gapped  exchange with the class as an example. Have pupils read the exchange and try to guess the missing word. Then draw pupils’ attention to the picture and elicit the answer (*juice).*  **Step 2:** Give pupils a time limit to complete the gapped Exchanges **2, 3,** and **4** independently. Go around the classroom and help where necessary.  **Step 3:** Get pupils to swap books with a partner and check their answers before checking as a class. Invite one pupil to write the answers on the board. Check the answers. Ask questions to have pupils explain why they choose the answers. For example, for picture B, ask *Why do you choose morning exercise? - Because in the picture, she’s doing morning exercise. What is he/ she doing in the picture?* | - Pupils follow the teacher demonstrating the example. Pupils read the exchange and guess the missing words.    - Pupils complete the gapped Exchanges **2, 3,** and **4** independently.  - Pupils swap books with a partner and check their answers before checking as a class. One pupil writes the answers on the board. Pupils explain why they choose the answers. | | - Four picture cues  - Four gapped exchanges to complete  **Key:**  *1. juice*  *2. morning exercise*  *3. plays sports; volleyball*  *4. How does; food* |

**e. Assessment**

- Performance products: Pupils’ answers

- Assessment tools: Observation; Answer keys

**4. ACTIVITY 3: PRACTICE** (8 minutes)

**a. Objectives**

- To listen to and complete the song *Staying healthy* and to sing it with the correct pronunciation, rhythm and melody.

**b. Content**

- Activity 6. Listen, complete and sing.

**c. Expected outcomes**

- Pupils can complete the song *Staying healthy* and to sing it with the correct pronunciation, rhythm and melody.

**d. Organisation**

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| --- | --- | --- |
| **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **CONTENT** |
| **Activity 6. Listen, complete and sing.** (Track 34) | | |
| **Step 1:** Tell pupils the aim of the activity: They listen to the song, fill in the gaps in the lyrics and sing it with the correct pronunciation, rhythm and melody.  **Step 2:** Have pupils read the lyrics and guess the word(s) to fill in the gaps with the help of pictures.  **Step 3:** Have them listen to the song and fill in the gaps. Play the recording of the gapped sentences twice for pupils to fill in if necessary.  **Step 4:** Play the recording and let them listen to and practise singing the song, line by line, until they feel confident. Then have pupils listen to and sing the whole song while clapping their hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | - Pupils listen to the teacher’s explanation.  - Pupils read the lyrics and guess the word(s) to fill in the gaps with the help of pictures.  - Pupils listen to the song and fill in the gaps.  - Pupils listen to the song and practise singing the song, line by line. Then pupils listen to and sing the whole song while clapping their hands.  - A few groups come to the front of the class to sing the song. The class may sing along and clap to reinforce the activity. | The gapped lyrics and recording of the song *Staying healthy*  **Key:** *1. morning exercise 2. sports 3. fruit* |

**e. Assessment**

- Performance products: Pupil’s interaction and performance

- Assessment tools: Observation; Questions & Answers

**5. FUN CORNER AND WRAP-UP** (7 minutes)

**\* Option 1: Game: Whisper game (ppt)**

- Divide the class into two groups. Each group chooses five pupils.

- Ask the pupils to form two lines.

- Whisper a sentence to the first pupil from each group. Then ask them to whisper the sentence into the ear of the pupil standing next to them. They continue whispering the sentence until the end of the line. The last pupil has to say it out loud.

E.g.

Round 1: *My mother does morning exercise every day.*

Round 2: *My father plays sports every day.*

Round 3: *My grandmother drinks fresh juice every day.*

Round 4: *My grandfather eats healthy food every day.*

- The pupil saying the correct sentence wins a point for their group. The group with more points will win the game.

**\* Option 2: Game: Angry birds**

- Divide the class into 2 groups: Boys and Girls.

- Have pupils take turns to choose the numbers, then look at the picture and answer the questions.

E.g. picture of a woman drinking fresh juice. Teacher asks *“How does your mother stay healthy?* Have a pupil answer *“She drinks fresh juice.”*

- Have them look at the pictures and answer the questions. If they have the correct answers, they get the points for their groups. If the answer is not correct, the other group answers and gets points.

- The group with more points wins.