

## INTRODUCTION THE ENGLISH 4 PROGRAMME AND TEXTBOOK

### A. OBJECTIVES:

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

#### 1. Knowledge:

- use the allocation in their study (at school + at home) and basic classroom language.
- **Skills**: speaking and listening

#### 2. Competences:

- Be self-study, communicative and interactive skill.
- Co-operation: ready to help friends in pair work/ group work.

#### - **Digital competence & AI literacy**:

- + Use teacher-provided digital learning materials (TV/projector/audio) to access and respond to simple English content.
- + Follow basic digital-safety rules: do not share passwords, phone numbers or home addresses.
- + Recognise that AI-generated answers may be incorrect and check them with the teacher/textbook before use.

#### 3. Attitude/ Qualities:

- Actively participate in activities with their classmates in pairs, groups or class. Educate Ss to become studious and obedient students, love learning English.
- Honesty, patience and friendliness.

### B. TEACHING AIDS:

- **Teacher**: Posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Students**: Textbooks, notebooks, workbooks, school things.
- **Digital/AI integration**: teacher-prepared Safe/Not safe cards and one simple AI-generated classroom-language example; no pupil account is required.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                   | Students' activities                                                                                                                  |
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| <b>1. Warm- up: (5')</b><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b><br>- Greet the class and introduce yourself, saying: <i>Hello. I'm Ms Huong.</i><br>- Encourage Ss to say their names | - Greet and introduce<br>- Ss greet and say their names<br>- Listen, sing and dance the song in chorus<br><br>- Listen to the teacher |

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| <p>- Sing a song</p> <p><b>2.Presentation (10')</b></p> <p><b><u>Activity 1.</u></b></p> <p><i>*Aims: Ss will be able to know about the English 3 programme and textbook.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Introduce about subject</li> <li>+ “English 4” has 3 books. (two student books and one exercise book)</li> <li>- Introduce the student’s book and workbook.</li> <li>- Say the main contents</li> </ul> <p><i>There are 20 Units, each Unit has 3 lessons</i></p> <p><b><u>Lesson 1:</u></b></p> <ol style="list-style-type: none"> <li>1.<br/><i>Look, listen and repeat</i></li> <li>2.<br/><i>Listen, point and say</i></li> <li>3.<br/><i>Let’s talk</i></li> <li>4.<br/><i>Listen and circle/ tick/ number</i></li> <li>5.<br/><i>Look, complete/ match and read</i></li> <li>6.<br/><i>Let’s sing / play</i></li> </ol> <p><b><u>Lesson 2:</u></b></p> <ol style="list-style-type: none"> <li>1.<br/><i>Look, listen and repeat</i></li> <li>2.<br/><i>Listen, point and say</i></li> <li>3.<br/><i>Let’s talk</i></li> <li>4.<br/><i>Listen and number/ tick</i></li> <li>5.</li> </ol> | <ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Listen to the teacher</li> <li>- Look and do action</li> <li>- Listen to the song through the tape.</li> <li>- Listen and repeat sentence by sentence link the action.</li> <li>- Sing all the text link the action in the chorus.</li> <li>- Work in groups (two groups) to sing</li> <li>- Ss look at the digital cards and choose Correct / Not correct.</li> <li>- Ss correct one simple AI-generated instruction.</li> <li>- Ss identify one item that should be kept private.</li> <li>- Listen to the teacher.</li> </ul> |
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*Look, complete and read.*

6.

*Let's sing/ play*

### Lesson 3:

1.

*Listen and repeat*

2.

*Listen and circle/ tick*

3.

*Let's chant*

4.

*Read and match/ circle/ compete/ write  
the answer/tick True/ False.*

5.

*Let's write*

6.

*Project*

*After 5 Units has a Review and extension activities.*

### **3.Practice: (10')**

#### **Activity 2.**

**\*Aims:** *Ss will be able to know and do action about classroom languages.*

#### **\*Procedure:**

- Say and model some classroom languages

+ *Open/ close your books, please!*

+ *Stand up/ Sit down, please!*

+ *Be quiet/ Don't talk, please!*

+ *Pick up your pen*

+ *Put your pen down*

+ *Raise your hands*

+ *Go to the board*

+ *Look*

+ *Complete*

+ *Let's play*

- + Ask/ answer the question
- + Work in pairs/groups
- + ....

#### **4. Production (8')**

##### **Activity 3**

*\*Aims: Ss will be able to sing and dance a song.*

##### **\*Procedure:**

- Sing and model the “**Hello**” song

##### ***Hello!***

*Hello, hello, hello, how are you?*

*Hello, hello, hello, how are you?*

*I'm good.*

*I'm great!*

*I'm wonderful!*

*I'm good.*

*I'm great!*

*I'm wonderful!*

*Hello, hello, hello, how are you?*

*Hello, hello, hello, how are you?*

*I'm tired.*

*I'm hungry.*

*I'm not so good.*

*I'm tired.*

*I'm hungry.*

*I'm not so good.*

*Hello, hello, hello, how are you?*

*Hello, hello, hello, how are you?*

*Hello, hello, hello, how are you?*

*Hello, hello, hello, how are you?*

##### **Digital & AI mini-task (integrated into Production – 3')**

- T shows three teacher-prepared digital cards: two correct classroom instructions and one AI-generated incorrect instruction (e.g. “Open your pen, please.”).
- Ask pupils: Correct or not? Pupils choose the incorrect card and correct it: “Open your book,

please.”

- T shows one Safe/Not safe card and reminds pupils: Never share your password, phone number or home address online.

- Digital/AI evidence: pupil identifies one incorrect AI sentence and one private-information item.

### 5. Homework. (2’)

- Practice more at home.

- Prepare for “Starter”

### D. ADJUSTMENTS (if necessary):

.....  
 .....  
 .....  
 .....

*Week 1*

*Preparing date: September ....., 2026*

*Period 2*

*Teaching date: September ....., 2026*

## STARTER

### A. Hello again!

#### A. OBJECTIVES:

By the end of the lesson, Ss will be able to revise some competences learnt in Grade 3:

#### 1. Knowledge:

- greeting, introducing themselves and introducing each other.
- talking about activities in the classroom.
- talking about outdoor activities.

- **Vocabulary:** Review

- **Skills:** speaking and listening

#### 2. Competences:

- Oral communication: introduce themselves
- Co-operation: ready to help friends in pair work/ group work.

#### - **Digital competence & AI literacy:**

- + Use digital audio/visual cues to identify classroom activities and follow instructions.
- + Check a simple AI-generated picture caption and correct it when it does not match the classroom action.
- + Use digital learning content responsibly under the teacher’s guidance.

- Sociability: Talk to each other, say good words to others.

#### - **Digital competence & AI literacy:**

- + Use teacher-provided digital audio/video to practise greetings and introductions.
- + Identify whether a simple AI-generated greeting/introduction is correct, appropriate and safe to share.

+ Remember not to include private information such as passwords, phone numbers or home addresses in a digital introduction.

### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.

### B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 10-11, audio Tracks 1,2, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 7, notebooks, workbooks, school things.
- **Digital/AI integration:** teacher-prepared slide with short greeting/introduction examples for pupils to check; AI is used only through teacher-controlled content.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><b>1. Warm- up: (3')</b></p> <p><i>Sing a song: <b>Hello song</b></i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show the song on the screen.<br/><a href="https://www.youtube.com/watch?v=tVlcKp3bWH8">https://www.youtube.com/watch?v=tVlcKp3bWH8</a></li> <li>- Ask pupils to listen, sing and dance the song.</li> <li>- Say "Open your book page 7" and look at "Starter, Hello again!"</li> </ul> <p><b>2. Practice (30')</b></p> <p><b>Activity 1. Let's sing</b></p> <p><i>*Aims: Ss will be able to sing the song "Hello. How are you?" with the correct pronunciation, rhythm and melody.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Draw pupils' attention to the lyric of the song.</li> <li>- Have pupils read the verses of the lyrics.</li> <li>- Have pupils listen to the verses, check comprehension, drawing their attention to the pronunciation, rhythm and melody.</li> </ul> | <ul style="list-style-type: none"> <li>- Sing and dance the song in chorus.</li> <li>- Ss listen and open their books.</li> <li>- Look at the board and listen.</li> <li>- Ss listen and read.</li> <li>- Ss listen and answer</li> <li>- Ss listen again and repeat.</li> <li>- Ss listen and sing whole song.</li> <li>- Ss sing in front of the class.</li> <li>- Look at the screen and listen.</li> <li>- Ss look, listen and answer.</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again and check themselves</li> <li>- Ss swap their books with their partners and check answers.</li> <li>- Ss listen and repeat in chorus</li> <li>- Ss look and sing a song.</li> <li>- Ss listen and note.</li> <li>- Ss listen and remember</li> <li>- Ss listen</li> <li>- Ss go the board and play the game.</li> <li>- Ss play the game</li> <li>- Ss get the point or star.</li> </ul> |

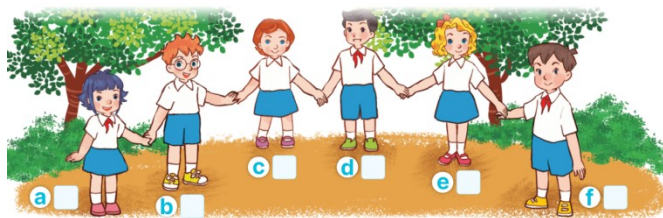
- + *Minh meets and greets Lucy on the first day of school.*
- + *Nam introduces Mary and Mai.*
- Listen to and practise singing the song, line by line, while clapping their hands.
- Ask pupils to listen to and sing the whole song while clapping their hands.
- Invite a few groups to the front of the class to sing the song.

### **Activity 2. Listen and tick:**

**\*Aims:** *Ss will be able to listen and understand a short text in which Ms Hoa greets the characters in the classroom and tick the correct pictures.*

#### **\*Procedure:**

- Draw pupils' attention to the characters and check comprehension.
- + *Who is he/she?*
- + *Where is he/she?*



- Play the recording all the way through.
- Play the recording and tick the pictures.
- Tell pupils to swap their books with their partners, then check answers together as a class.
- Have Ss to listen and repeat in chorus, sentence by sentence. Correct their pronunciation where necessary.

**Key:** *f (Minh); b (Ben); a (Linh); c (Lucy)*

### **Activity 3. Let's play**

**\*Aims:** *Ss will be able to spell some words learnt in Grade 3 by playing the game "Spelling bee".*

- Ss read/listen to the three examples.
- Ss choose the correct and safe introduction.
- Ss correct one AI-style language error and say "Keep passwords private."
- Ss listen and answer.
- Ss listen and pay attention.

**\*Procedure:**

- Before playing the game, have pupils look at the English alphabet and sing *The Alphabet song* or spell the letters of the song.
- Tell pupils that they are going to spell some words they have learnt.
- Explain how to play the game. Check comprehension and give feedback.
- Write the words on a piece of paper or on the board.
- Call a group of four pupils to the front of the class.
- Give the piece of paper to one of group members and ask him/her to say one word (*ex: friend*). The other members spell the word (*ex: F-R-I-E-N-D*). The pupil who correctly spells the word first gets one point or star.
- The pupil who has the most points or stars at the end of the game wins.

**Digital & AI mini-task: “Check the greeting!”**  
**(integrated into Activity 3 – 3’)**

- T displays three short teacher-prepared AI-style introductions: “Hello. I’m Ben.” / “Hello. I are Lucy.” / “Hello. My password is 1234.”
- Ask pupils to choose the correct and safe introduction, correct “I are Lucy” to “I’m Lucy”, and explain why the password sentence should not be shared.
- Digital/AI evidence: pupil checks language accuracy and privacy in one digital introduction.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:
- + *What have you learnt from the lesson*



today?

- T review the song.

### 3. **Homework.** (2')

- Learn the song.
- Prepare the new lesson: *B. Classroom activities.*

### D. **ADJUSTMENTS (if necessary):**

.....  
 .....  
 .....  
 .....

Week 1

Preparing date: September ....., 2026

Period 3

Teaching date: September ....., 2026

## STARTER

### B. Classroom activities

#### A. **OBJECTIVES:**

By the end of the lesson, Ss will be able to revise some competences learnt in Grade 3:

#### 1. **Knowledge:**

- greeting, introducing themselves and introducing each other.
- talking about activities in the classroom.
- talking about outdoor activities.
- **Vocabulary:** Review
- **Skills:** speaking and listening

#### 2. **Competences:**

- Critical thinking: read the classroom activities.
- Oral communication: practice speaking
- Co-operation: ready to help friends in pair work/ group work.

#### 3. **Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Leadership: collaborate with teachers to enhance language skills.

#### B. **TEACHING AIDS:**

- *Teacher:* Teacher's guide Page 12,13, audio Track 3,4,5, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Students:* Pupil's book Page 8, notebooks, workbooks, school things.

- Digital/AI integration: teacher-prepared picture-caption slides for an “AI says – Check it!” task; no pupil account or personal data is required.

## C. PROCEDURES:

| Teacher’s activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students’ activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>1. Warm- up: (3’)</b></p> <p><i>Sing a song: <b>Stand up sit down</b></i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show the song on the screen.<br/><a href="https://www.youtube.com/watch?v=DiXMZJi_2NU">https://www.youtube.com/watch?v=DiXMZJi_2NU</a></li> <li>- Ask pupils to listen, sing and dance the song.</li> <li>- Say “Open your book page 8” and look at “Starter, Classroom activities”.</li> </ul> <p><b>2. Practice (30’)</b></p> <p><b>Activity 1. Let’s chant:</b></p> <p><i>*Aims: Ss will be able to say the chant with the correct rhythm and pronunciation</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Have pupils read the chant and elicit its meaning. Check comprehension.</li> </ul> <div data-bbox="154 1260 792 1501">  <p>Come in, please!<br/>Sit down, please!<br/>Open your books, please!<br/>Read aloud, please!<br/>Stand up, please!<br/>Say goodbye, please!</p> </div> <ul style="list-style-type: none"> <li>- Play the recording for pupils to listen to and repeat the chant, line by line.</li> <li>- Draw their attention to the rhythm and pronunciation.</li> <li>- Play the recording all the way through for pupils to chant and clap.</li> <li>- Invite a few groups of pupils to listen to and repeat the chant in front of the class.</li> <li>- Praise them to encourage their</li> </ul> | <ul style="list-style-type: none"> <li>- Sing and dance the song in chorus.</li> <li>- Ss listen and open their books.</li> <li>- Look at the chant and read.</li> <li>- Ss listen and repeat.</li> <li>- Ss listen and pay attention</li> <li>- Ss listen and repeat</li> <li>- Ss sing and perform the chant in front of the class</li> <li>- Ss listen.</li> <li>- Look at the pictures and answer</li> <li>- Ss listen to the tape</li> <li>- Ss listen again and write the number</li> <li>- Ss swap books with the partner and check.</li> <li>- Ss check the answer together.</li> <li>- Ss listen and repeat, sentence by sentence.</li> <li>- Ss listen and answer</li> <li>- Ss listen and pay attention</li> <li>- Ss listen again and point at the pictures</li> <li>- Ss listen again and act out.</li> <li>- Ss listen and act out in front of the class</li> <li>- Ss listen and repeat.</li> <li>- Ss look at the pictures and captions.</li> <li>- Ss identify the wrong caption.</li> <li>- Ss say the corrected sentence.</li> <li>- Ss answer the questions</li> <li>- Ss listen</li> <li>- Ss listen</li> </ul> |

performance.

### **Activity 2: Listen and number**

*\*Aims: Ss will be able to listen to and understand four sentences describing what the characters are doing in the classroom at break time and number the correct pictures.*

#### **\*Procedure:**

- Draw pupils' attention to the pictures and ask and answer the questions:

+ *Who are they?*

+ *What are they doing?*



- Play the recording all the way through for pupils to listen and familiarise themselves with the speaker's voice.
- Play the recording again for pupils to listen and number the pictures.
- Get pupils to swap books with a partner to check their answers before checking as a class.
- Check the correct answer and give feedback.
- Play the recording, sentence by sentence, for pupils to listen and repeat in chorus.

*Key: 1.a 2.c 3.d 4.b*

### **Activity 3: Listen and act out**

*\*Aims: Ss will be able to listen and understand a chant with seven sentences describing what the characters usually do in the classroom, and act out the chant.*

#### **\*Procedure:**

- Draw pupils' attention to the picture and

answer the question:

+ *Who are they?*

+ *What are they doing?*



- Play the recording all the way through for pupils to listen and familiarise themselves with the speaker's voice.
- Play the recording again for pupils to listen and point at the pictures
- Give pupils listen to the recording, line by line, and act out.
- Invite a group to listen and act out in front of the class.
- Play the recording, line by line, for pupils to listen and repeat in chorus.

**Digital & AI mini-task: “AI says – Check it!”**  
(integrated into Activity 3 – 3’)

- T shows three classroom pictures with short AI-generated captions. One caption does not match the picture (e.g. a pupil is reading, but the caption says “She is singing.”).
- Ask pupils to find the mismatch and say the correct sentence.
- Digital/AI evidence: pupil matches visual information with language and corrects one inaccurate AI caption.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

- T review the classroom activities.

#### 4. **Homework.** (2')

- Learn the classroom activities.
- Prepare the new lesson: *C. Outdoor activities*

#### D. **ADJUSTMENTS (if necessary):**

Week 1

Preparing date: September ....., 2026

Period 4

Teaching date: September ....., 2026

### STARTER

#### C. Outdoor activities

##### A. **OBJECTIVES:**

By the end of the lesson, Ss will be able to revise some competences learnt in Grade 3:

##### 1. **Knowledge:**

- greeting, introducing themselves and introducing each other.
- talking about activities in the classroom.
- talking about outdoor activities.
- **Vocabulary:** Review
- **Skills:** listening, speaking and reading.

##### 2. **Competences:**

- Oral communication: let's play and say.
- Sociability: talk to each other, say good words to others.

##### - **Digital competence & AI literacy:**

- + Use teacher-provided digital pictures/audio to identify and talk about outdoor activities.
- + Compare an AI-generated activity caption with a picture and correct a mismatch using the learnt language.
- + Understand that pupils should not upload or share personal photos without an adult's permission.

##### 3. **Attitude/ Qualities:**

- Honesty: tell the truth about feelings and emotions.
- Responsibility: appreciate kindness

##### B. **TEACHING AIDS:**

- **Teacher:** Teacher's guide Page 14, 15, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Students:** Pupil's book Page 9, notebooks, workbooks, school things.

- **Digital/AI integration:** teacher-prepared outdoor-activity image/caption check and a simple photo-sharing safety reminder.

##### C. **PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>1. Warm- up: (3')</b></p> <p><i>Sing a song: What are you doing?</i></p> <p><b>*Aims:</b> to create a friendly and active atmosphere in the class to beginning the lesson.</p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show the song on the screen.<br/><a href="https://www.youtube.com/watch?v=HrHqq8xJiU4">https://www.youtube.com/watch?v=HrHqq8xJiU4</a></li> <li>- Ask pupils to listen, sing and dance the song.</li> <li>- Say "Open your book page 9" and look at "Starter, Outdoor activities".</li> </ul> <p><b>2. Practice (30')</b></p> <p><b>Activity 1. Let's play</b></p> <p><b>*Aims:</b> Ss will be able to practise the names of outdoor activities by playing "Miming game"</p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the language that pupils need to talk about break time activities.</li> <li>+ Ex: <i>What are they doing?</i><br/><i>They're .....(swimming, running, singing, skating, skipping).</i></li> </ul>  <ul style="list-style-type: none"> <li>- Explain how the game is played:</li> <li>+ Two pupils mime the action of an activity.</li> <li>+ One pupil ask <i>What are they doing?</i></li> <li>+ And the other pupils guess the action and answer.</li> <li>- Divide class into groups of five to play the game.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Sing and dance the song in chorus.</li> <li>- Ss listen and open their books.</li> <li>- Ss listen and answer</li> <li>- Ss listen and pay attention</li> <li>- Ss play the game</li> <li>- Ss play the game</li> <li>- Ss listen</li> <li>- Ss look and pay attention</li> <li>- Ss look at the picture and the line</li> <li>- Ss look and say</li> <li>- Ss do the task</li> <li>- Ss swap books together</li> <li>- Ss check the answer</li> <li>- Ss say about the pictures</li> <li>- Ss look at the picture and answer.</li> <li>- Ss read and act out</li> <li>- Ss read and act out in pairs</li> <li>- Ss work in pairs</li> <li>- Ss listen and repeat</li> <li>- Ss read and act out the whole chant</li> <li>- Ss say the chant and act out in front of the class.</li> <li>- Ss compare each picture and caption.</li> <li>- Ss correct the wrong caption using "They're ...".</li> <li>- Ss repeat the safety rule about sharing photos.</li> <li>- Ss answer the questions</li> <li>- Ss listen</li> <li>- Ss listen</li> </ul> |

- The team that guesses the correct answer first gets one point or star.
- The team with the most points or stars is the winner.

### **Activity 2 Follow the lines and say**

**\*Aims:** *Ss will be able to match the pupils with the pictures and talk about their hobbies.*

**\*Procedure:**

- Tell pupils the goal of the activity and explain that they should follow the lines to match the pupils with the pictures, point to the pupils and say what their hobbies are.



- Do the first picture as an example:
  - + *First, have pupils look at Minh and the line to Picture b (a swimsuit).*
  - + *Then have them say: “Look at Minh. His hobby is swimming”.*
- Set a time limit for pupils to do the activity independently. Go around the classroom and offer help if necessary.
- Get pupils to swap books with a partner and check their answer.
- Check the answer together.
- Invite some pupils to look at the task they have done and talk about pupils' hobbies in front of the class.

### ***Activity 3: Read and act out:***

**\*Aims:** *Ss will be able to read the chant aloud and act out with the help of the lyrics and picture cues.*



**\*Procedure:**

- Have pupils look at the first picture to identify the meaning of the first two lines.



Jump.  
Jump high!



Kick.  
Kick hard!



Cycle.  
Cycle fast!

- Get pupils to read aloud the first line and jump up. Then have them read the second line aloud and jump up high.
- Give pupils a time limit to read the first verse and act out in pairs or groups.
- Go around the classroom and give further support to pupils who find it difficult to do the task.
- Repeat with the second and third verses of the chant.
- When pupils are familiar with the verses and actions, ask them to read the whole chant aloud and act out.
- Invite a few groups to the front of the class to say the chant and act out.

**Digital & AI mini-task: “Picture or AI caption?” (integrated into Activity 3 – 3’)**

- T displays three outdoor-activity pictures with AI-generated captions such as “They are swimming / running / skating.” One caption is deliberately mismatched.
- Pupils find and correct the mismatch using “They’re ...”.
- T adds a simple safety reminder: Ask an adult before uploading or sharing a personal photo online.
- Digital/AI evidence: pupil corrects one inaccurate caption and states one safe photo-sharing rule.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.



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| <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to answer the following questions:</li> <li>+ <i>What have you learnt from the lesson today?</i></li> <li>- T review the outdoor activities.</li> </ul> <p><b>3. Homework. (2')</b></p> <ul style="list-style-type: none"> <li>- Learn the outdoor activities by heart</li> <li>- Prepare the new lesson: <i>Unit 1: My friends- Lesson 1.</i></li> </ul> |  |
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**D. ADJUSTMENTS (if necessary):**

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Week 2                      Preparing date: September ....., 2026

Period 5                  Teaching date: September ....., 2026

**Unit 1: My friends**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use country words in relation to the topic "My friends".
- use Where are you from? – I'm from ... to ask and answer where someone comes from.
- listen to and demonstrate understanding of simple communicative contexts about friends and countries.
- Vocabulary: Viet Nam, America, Australia, Britain.
- Skills: speaking and listening.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: talk to each other, say good words to others.

**- Digital competence & AI literacy:**

+ Use teacher-controlled country/character pictures and recognise that AI image tools can label or describe pictures incorrectly; check the output with the textbook before accepting it.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Respect: respect friends from different countries and cultures.

## B. TEACHING AIDS:

- Teacher: Teacher's guide, official audio, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration: teacher-controlled digital materials; AI 4.A1 - AI picture awareness; no pupil account or private data is required.**
- Students: Pupil's book, notebooks, workbooks, school things.

## C. PROCEDURES:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Warm-up (3'-5')</p> <ul style="list-style-type: none"> <li>- Greeting / review game.</li> </ul> <p>2. Presentation (15'-16')</p> <p>Activity 1. Vocabulary</p> <ul style="list-style-type: none"> <li>- Elicit country words from pictures.</li> </ul> <p>Activity 2. Look, listen and repeat</p> <ul style="list-style-type: none"> <li>- Play official audio; pupils listen and repeat.</li> </ul> <p>Activity 3. Listen, point and say</p> <ul style="list-style-type: none"> <li>- Introduce and practise the target question-answer pattern.</li> </ul> <p>3. Practice (7')</p> <ul style="list-style-type: none"> <li>- Drill pictures; pair work.</li> </ul> <p>4. Production (7')</p> <p>Activity 4. Let's talk.</p> <p><b>AI PICTURE CHECK: T shows a teacher-prepared country/character image with one AI-style wrong label. Pupils compare with the textbook and correct it.</b></p> <p>5. Homework (2')</p> <ul style="list-style-type: none"> <li>- Review the vocabulary and model sentences; prepare the next lesson.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss greet / play the review game.</li> <li>- Ss look, listen and repeat.</li> <li>- Ss practise the model sentence in chorus and pairs.</li> <li>- Ss ask and answer with picture cues.</li> <li>- Ss perform short exchanges.</li> <li>- <b>Digital/AI pupil action: compare the AI-style example with textbook/audio evidence and correct one error.</b></li> </ul> |
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## D. ADJUSTMENTS (if necessary):

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Week 2

Preparing date: September ....., 2026

Period 6

Teaching date: September ....., 2026

## Unit 1: My friends

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- listen to and understand simple exchanges about where someone comes from.
- complete gapped exchanges with picture cues.
- practise the target pattern in a song/game.
- Vocabulary: Review.
- Skills: speaking, listening, reading and writing.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Use teacher-provided digital learning sources to verify a character's name/country and avoid opening unrelated links.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Respect: respect friends from different countries and cultures.

#### B. TEACHING AIDS:

- Teacher: Teacher's guide, official audio, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- Digital/AI integration: teacher-controlled digital materials; NLS 1.2.CB2a - information verification; no pupil account or private data is required.
- Students: Pupil's book, notebooks, workbooks, school things.

#### C. PROCEDURES:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Warm-up (5')</p> <ul style="list-style-type: none"> <li>- Review vocabulary/model sentences.</li> </ul> <p>2. Practice (27')</p> <p>Activity 1. Listen and tick / number</p> <ul style="list-style-type: none"> <li>- Play the official recording; pupils choose the correct picture.</li> </ul> <p>Activity 2. Look, complete and read</p> <ul style="list-style-type: none"> <li>- Pupils complete gapped exchanges using picture cues.</li> </ul> <p>Activity 3. Let's sing / play</p> <ul style="list-style-type: none"> <li>- Practise the target language in a song/game.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss review and answer.</li> <li>- Ss listen and choose the correct pictures.</li> <li>- Ss compare/check answers in pairs.</li> <li>- Ss complete and read exchanges.</li> <li>- Ss sing/play using the target language.</li> <li>- Digital/AI pupil action: verify one item, correct one mismatch, and use only safe learning information.</li> </ul> |
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**TWO-SOURCE CHECK:** T provides two safe teacher-selected digital cards/pages. Pupils compare one character's country and confirm the matching information.

3. Consolidation

- Ask pupils what they have learnt.

4. Homework (2'-3')

- Prepare the next lesson.

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

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Week 2

Preparing date: September ....., 2026

Period 7

Teaching date: September ....., 2026

**Unit 1: My friends****Lesson 2 (1, 2, 3)****A. OBJECTIVES:**

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

**1. Knowledge:**

- use additional country words related to the topic “My friends”.
- use Where’s he / she from? – He’s / She’s from ... to ask and answer about a friend’s country.
- listen to and repeat simple communicative contexts.
- Vocabulary: Japan, Malaysia, Singapore, Thailand.
- Skills: speaking and listening.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: talk to each other, say good words to others.

**- Digital competence & AI literacy:**

+ Recognise that a teacher-controlled AI assistant can provide a model dialogue or pronunciation example, but pupils should compare it with official audio/teacher modelling.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Respect: respect friends from different countries and cultures.

**B. TEACHING AIDS:**

- Teacher: Teacher’s guide, official audio, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- Digital/AI integration: teacher-controlled digital materials; AI 4.A2 + NLS 2.1.CB2a - guided digital communication; no pupil account or private data is required.
- Students: Pupil’s book, notebooks, workbooks, school things.

**C. PROCEDURES:**

|                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warm-up (3’-5’)<br>- Greeting / review game.<br>2. Presentation (15’-16’)<br>Activity 1. Vocabulary<br>- Elicit country words from pictures.<br>Activity 2. Look, listen and repeat<br>- Play official audio; pupils listen and repeat.<br>Activity 3. Listen, point and say<br>- Introduce and practise the target question-answer pattern. | - Ss greet / play the review game.<br>- Ss look, listen and repeat.<br>- Ss practise the model sentence in chorus and pairs.<br>- Ss ask and answer with picture cues.<br>- Ss perform short exchanges.<br>- Digital/AI pupil action: compare the AI-style example with textbook/audio evidence and correct one error. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 3. Practice (7')

- Drill pictures; pair work.

## 4. Production (7')

Activity 4. Let's talk.

**AI DIALOGUE CHECK:** T shows a short AI-style dialogue with one wrong country or pronoun. Pupils listen/check and correct it.

## 5. Homework (2')

- Review the vocabulary and model sentences; prepare the next lesson.

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

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Week 2

Preparing date: September ....., 2026

Period 8

Teaching date: September ....., 2026

**Unit 1: My friends****Lesson 2 (4, 5, 6)****A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand exchanges about a friend's country.
- complete target sentence patterns with picture cues.
- practise asking and answering about friends in a freer context.
- Vocabulary: Review.
- Skills: speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: talk to each other, say good words to others.

**- Digital competence & AI literacy:**

+ Collaborate in a teacher-managed digital class table using only learning information needed for the task; do not share unnecessary personal data.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Respect: respect friends from different countries and cultures.

**B. TEACHING AIDS:**

- Teacher: Teacher's guide, official audio, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Digital/AI integration: teacher-controlled digital materials; NLS 2.4.CB2a

+ NLS 4.2.CB2b - collaboration and privacy; no pupil account or private data is required.

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

**C. PROCEDURES:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Warm-up (5')</p> <ul style="list-style-type: none"> <li>- Review vocabulary/model sentences.</li> </ul> <p>2. Practice (27')</p> <p>Activity 1. Listen and tick / number</p> <ul style="list-style-type: none"> <li>- Play the official recording; pupils choose the correct picture.</li> </ul> <p>Activity 2. Look, complete and read</p> <ul style="list-style-type: none"> <li>- Pupils complete gapped exchanges using picture cues.</li> </ul> <p>Activity 3. Let's sing / play</p> <ul style="list-style-type: none"> <li>- Practise the target language in a song/game.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss review and answer.</li> <li>- Ss listen and choose the correct pictures.</li> <li>- Ss compare/check answers in pairs.</li> <li>- Ss complete and read exchanges.</li> <li>- Ss sing/play using the target language.</li> <li>- Digital/AI pupil action: verify one item, correct one mismatch, and use only safe learning information.</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**SAFE CLASS TABLE:** pupils add only a character/name and country to a teacher-managed table; T shows one AI-style incorrect row for pupils to correct.

### 3. Consolidation

- Ask pupils what they have learnt.

### 4. Homework (2'-3')

- Prepare the next lesson.

## D. ADJUSTMENTS (if necessary):

Week 3

Preparing date: September ....., 2026

Period 9

Teaching date: September ....., 2026

## Unit 1: My friends

### Lesson 3 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- correctly pronounce the sounds of the letters *a* and *ia* in isolation, in the words *America* and *Australia*, and in the sentences *I'm from America.* and *She's from Australia.*
- use the words *America, Australia, Britain, Japan, Malaysia, Singapore, Thailand, and Viet Nam* in relation to the topic "My friends".
- use Where are you from? – I'm from ..... and Where's he / she from?  
– He's / She's from ..... to ask and answer questions about where someone comes from
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "My friends".
- read and write about where someone comes from.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

##### 2. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks.
- Self-control & independent learning: perform listening tasks.

##### - Digital competence & AI literacy:

+ Use teacher-controlled digital audio to compare pronunciation and check a simple AI-generated sentence about a character's country against the textbook before accepting it.



### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

### B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 26, 27, 28; audio Tracks 13, 14, 15; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration:* teacher-prepared pronunciation slide/audio and one simple AI-generated country sentence; no pupil account or personal data is required.
- *Students:* Pupil's book Page 14, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><i>Game: Slap the board</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide class into 2 groups</li> <li>- How to play: <ul style="list-style-type: none"> <li>+ Each group chooses five Ss to play.</li> <li>+ Class will read aloud.</li> <li>+ Look at the picture, listen and slap the picture you heard.</li> <li>+ Who faster will get 1 mark.</li> <li>+ Which group with higher mark is the winner.</li> </ul> </li> <li>- T gives feedback.</li> <li>- Say "Open your book page 14" and look at "Unit 1, Lesson 3 (1,2,3)".</li> </ul> <p><b>2. Presentation (9')</b></p> <p><b>Activity 1. Listen and repeat:</b></p> <p><i>*Aims: Ss will be able to correctly pronounce the sounds of the letters <b>a</b> and <b>ia</b> in isolation, in the words <b>America</b> and <b>Australia</b>, and in the sentences <b>I'm from America.</b> and <b>She's from Australia.</b></i></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss listen the rules</li> <li>- Ss play the game</li> <li>- Ss open their books</li> <li>- Ss recognize the differences about color of letter</li> <li>- Ss listen</li> <li>- Ss listen and point</li> <li>- Ss listen again and repeat</li> <li>-Ss work in pairs and practice</li> <li>-Ss practice in front of the class</li> <li>-Ss listen</li> <li>-Ss listen and say: <ul style="list-style-type: none"> <li>+ <i>Number 1: I'm from.....</i></li> <li>+ <i>Number 2: He's from.....</i></li> </ul> </li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and circle</li> <li>- Ss listen again, circle and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss read the sentences</li> <li>- Ss read aloud the completed sentences.</li> <li>- Ss look and listen.</li> <li>-Ss listen to the chant</li> <li>- Ss listen and repeat line by line without</li> </ul> |

**\*Procedure:**

- T gives instruction to the letter **a** and **ia**, the word *America* and *Australia* the sentence *I'm from America.* and *She's from Australia*
- Play the recording for the letter **a, ia**
- Encourage Ss to point at the letter/ word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Have pupils work in pairs or groups to do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

**3.Practice: (19')****Activity 2. Listen and circle.**

**\*Aims:** Ss will be able to identify the target words *America* and *Australia* while listening.

**\*Procedure:**

- Elicit the sentences and the gap-fill options.
- T ask Ss to guess the answers.
- + T writes Ss'guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

clap their hands

- Ss note the sounds, words
- Ss listen to melody of the song
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss check the sentence with the textbook/picture.
- Ss correct one wrong country sentence.

- Invite one or two Ss to stand up and read the completed sentences.

*Key: 1.a 2.b*

### **Activity 3. Let's chant**

*\*Aims: Ss will be able to say the chant with the correct rhythm and pronunciation.*

#### **\*Procedure:**

- Introduce the title and lyrics of the chant.



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *a* and *ia* and the words *America* and *Australia*.
- Play the recording all the way through for Ss to listen to pronunciation and melody.
- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom to perform the chant
- T gives feedback.

#### **\*Consolidation**

*\*Aims: Ss will be able consolidate and*

*wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T review the vocabulary and model sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (2')**

- Practice the chant more.

- Prepare the new lesson: *Unit 1, Lesson 3 (4,5,6).*

**Digital & AI mini-task: “Country sentence – Check it!”**

- T shows 3 short teacher-prepared sentences about the characters’ countries. One AI-style sentence is wrong, e.g. “Ben is from Japan” when the textbook shows another country.

- T asks pupils to check the sentence with the picture/textbook and correct it.

- Digital/AI evidence: pupil identifies one inaccurate AI-style statement and gives the correct country.

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

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*Week 3*

*Preparing date: September ....., 2026*

*Period 10*

*Teaching date: September ....., 2026*

**Unit 1: My friends**

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

**A. OBJECTIVES:**

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

### 1. **Knowledge:**

- correctly pronounce the sounds of the letters **a** and **ia** in isolation, in the words **America** and **Australia**, and in the sentences **I'm from America**. and **She's from Australia**.
- use the words *America, Australia, Britain, Japan, Malaysia, Singapore, Thailand, and Viet Nam* in relation to the topic “My friends”.
- use Where are you from? – I’m from ..... and Where’s he / she from?  
– He’s / She’s from ..... to ask and answer questions about where someone comes from
- read and write about where someone comes from.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

### 2. **Competences:**

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

#### - **Digital competence & AI literacy:**

+ Recognise that a digital pupil card should contain only learning information needed for the task; check AI-generated profile details before use.

### 3. **Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

### B. **TEACHING AIDS:**

- **Teacher:** Teacher’s guide Pages 25, 26; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital pupil-card example and one AI-style profile with a deliberate error; no real address, phone number or password is used.
- **Students:** Pupil’s book Page 15, notebooks, workbooks, school things.

### C. **PROCEDURES:**

| Teacher’s activities                                                                                                                                                                                              | Students’ activities                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5’)</b><br><i>Game: “ Backward spelling”</i><br><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i><br><b>*Procedure:</b><br>- T divides class into teams. | - Ss listen and answer<br>- Ss listen to the rules<br>-Ss play game<br>- Ss open their books<br>- Ss look at the sentences and listen |

- Each team takes turns to have a pupil stand in front of the board.
- The rest spell the word written by the teacher on the board backwards.
- The team that guesses the word first gets 1 point. The team with the most points is the winner.

Ex: N-A-P-A-J JAPAN

M-A-N-T-E-I-V VIETNAM

E-R-O-P-A-G-N-I-S SINGAPORE

- Say “Open your book page 15” and look at “Unit 1, Lesson 3 (4,5,6)”.

## 2.Practice: (8’)

### **Activity 1. Read and tick True or False:**

*\*Aims: Ss will be able to read and show understanding the sentences by deciding if the statements are true or false*

#### **\*Procedure:**

- Tell pupils the goal of the activity and explain that they should read the sentences and tick True or False.
- Model the first sentence. First, have pupils read the sentence and identify *Minh’s age*.
- Then have them read the text and find the correct information to tick the appropriate box
- Set a time limit for pupils to do the task independently.
- Get pupils to swap their books with a partner and check their answers before checking as a class.
- Correct the answers where necessary.
- Invite one or two pupils to read the text and the sentences in front of the class.
- T gives feedbacks.

*Key: 1. True 2. True 3. False 4. False*

- Ss read and circle
- Ss read the text and tick
- Ss read again and tick
- Ss swap books and check
- Ss check the correct their answers
- Ss read the text in front of the class
- Ss listen
- Ss listen and pay attention
- Ss look, listen and pay attention
- Ss write their names in the gap.
- Ss complete the text
- Ss swap books and check their answers
- Ss read the completed texts in front of the class
- Ss look and listen
- Ss prepare necessary school things to carry out the project (*paper, pens, pencils, coloured pencils, scissors, glue,.....*)
- Ss make their name cards and present them to their class.
- Ss work in groups
- Ss present their cards

*Ex: Hi. My name’s Huong. I’m from Viet Nam. This is Jenny. She’s nine years old. She’s from England. And this is Kate. He’s ten years old. He’s from Australia.*

- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss choose the information needed for a pupil card.
- Ss correct one wrong detail and say that private information should not be shared.

### 3. Production: (19')

#### **Activity 2. Let's write**

*\*Aims: Ss will be able to complete a gapped text about themselves and their friends*

**\*Procedure:**

- Tell and explain the class the goal of the activity.
- Explain that the gaps in the text focus on *their names and age(s), their friends' names and where they are from*
- Have pupils do the first gapped sentence together as an example.
- Give pupils time to complete the text independently.
- Get pupils to swap their books with a partner and check their answers before checking as a class.
- Invite one or two pupils to read their completed texts in front of the class.

*Key:*

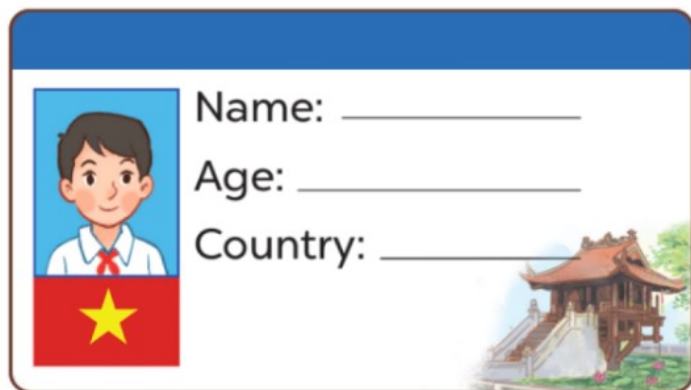
#### *1. Pupil's answer*

#### **Activity 3. Project.**

*\*Aims: Ss will be able to make pupil cards at home and present them to the class by using the target language*

**\*Procedure:**

- Stick the pupil card sample on the board and model with the *name, age and country*.



- T asks Ss to make their name cards and

present them to their class.  
- T asks ss to work in groups of five and do the project in class.

- Invite a few pupils to show their cards and tell the class about them.

- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (3')**

- Read again the text.

- Prepare the new lesson: *Unit 2, Lesson 1 (1,2,3).*

**Digital & AI mini-task: "Safe pupil card"**

- T displays a teacher-prepared pupil card and asks which information is needed: name, age, country.

- T shows an AI-style card containing one wrong detail and one unnecessary private item (e.g. phone number).

- T guides pupils to correct the wrong detail and remove the private item.

- Digital/AI evidence: pupil keeps only appropriate learning information and corrects one inaccurate detail.

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

Week 3

Period 11

Preparing date: September ..... 2026

Teaching date: September ....., 2026

**Unit 2: Time and daily routines**



## Lesson 1 (1, 2, 3)

### A. OBJECTIVES:

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

#### 1. Knowledge:

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.
- correctly say the phrases and use *What time is it? – It's .....* to ask and tell the time.
- enhance the correct use of *What time is it? – It's .....* to ask and tell the time in a freer context.

- **Vocabulary:** *o'clock, thirty, forty five.*

- **Skills:** speaking and listening

#### 2. Competences:

- Oral Communication: speak about names, ask and answer the questions
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

- **Digital competence & AI literacy:**

+ Use digital clock images to read time and check whether an AI-generated time sentence matches the clock before accepting it.

#### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions
- Diligence: complete learning tasks

### B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 30,31,32, audio Tracks 16,17, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital clocks and one AI-style time caption for checking; no pupil account is required.

- **Students:** Pupil's book Page 16, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                              | Students' activities                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (3')</b><br><b>Game: Slap the board (with numbers)</b><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b><br>- Divide the class into 3 teams. For each turn, invite 1 member from each team. | - Ss listen.<br>-Ss look at the board<br>- Ss play the game<br>- Ss listen and clap their hands<br>- Ss open their books<br>-Ss listen and answer |

- Teacher says the numbers for the pupils to slap and say aloud.
- Give points to the pupils with the correct choice and encourage them.
- Sum up and lead in to the lesson.
- Say "Open your book page 16" and look at "Unit 2, Lesson 1 (1,2,3)".

## 2. Presentation (16')

### Activity 1. Vocabulary.

**\*Aims:** Ss will be able to know the vocabulary in the new lesson.

#### \*Procedure:

- T elicits the new words
  - + *o'clock* : giờ đúng (translation)
  - + *thirty* : số 30 (picture)
  - + *forty five* : số 45 (picture)
  - + *time* : thời gian, giờ (translation)
- T models (3 times).

- T writes the words on the board.
- *Checking: Rub out and remember*

### Activity 2. Look, listen and repeat:

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and telling the time.

#### \*Procedure:

- Have pupils look at *Pictures a and b* and identify the characters in the pictures.



- Ss listen and repeat
  - + Choral repetition (3 times).
  - + Individual repetition (3 ss)
- Ss take note
- Ss look, remember and write
- Look at the pictures and get to know the characters in the pictures.
  - + *In picture a:* Ms Hoa asks: *What time is it?*

- Class answer: *It's eight thirty.*
- Ms Hoa says: *Let's have a break.*
- + *In picture b:* Bill asks: *What time is it?*
  - Linh answers: *It's three fifteen. Let's go into the classroom.*
  - Ss listen and repeat in chorus (twice)
  - Ss work in pairs to practice
  - Ss practice the dialogue
  - Ss listen
  - Ss look at the picture and answer.
  - Ss listen
  - Ss listen and repeat
  - Ss repeat to the introduce and respond to greetings.
  - Ss look, listen and repeat
  - Ss practice in chorus
  - Ss practice in chorus
  - Ss point at the pictures and repeat the time a few times.
  - Ss work in pairs to practice
  - Ss point and ask and answer
  - Ss listen.
  - Ss listen
  - Ss look at the picture and answer
  - + *Two pupils ask and tell the time shown on different clocks: 7:00 AM,*



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

*\*Aims: Ss will be able to correctly say the phrases and use **What time is it? – It's .....** to ask and tell the time.*

#### **\*Procedure:**

#### **\* Model sentences:**

- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

#### **\* Note:**

- *a.m.* is used to tell the time in the morning, from 00:00 to 12:00;
- *p.m.* is used to tell the time in the afternoon and evening (afternoon is from 12:00:01 to 17:00 or 18:00, and evening is from 17:00 or 18:00 to 23:59:59).

### **3.Practice: (7')**

#### **\*Drill pictures**

- Elicit and check comprehension to tell the time

8:15 AM, 2:30 PM and 4:45 PM.

- Ss listen and say
- Ss answer
- Ss work in pairs
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the clock and caption.
- Ss say the correct time using “It’s ...”.



- Run through all the pictures.
- Run through model sentences.
- + Run through the questions.
- + Run through the answers.
- Have Ss to practise:
- + T asks the first – Ss answer (change role).
- + Ss – Ss (change role).
- Ask Ss to work in pairs to ask and answer the question *What time is it? It's.....*
- T controls and corrects.
- Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers.
- Encourage Ss to practise speaking English.
- T gives feedbacks.

#### 4.Production: (7')

##### Activity 4. Let's talk.

*\*Aims: Ss will be able to enhance the correct use of **What time is it? – It'.....** to ask and tell the time in a freer context.*

##### **\*Procedure:**

- T asks ss look at the two speech bubbles and ask:
- + *Who are they?*
- + *What are they talking about?*



- Get Ss to repeat the question and the answer several times in pairs: *It's seven o'clock.*
- T models: Go around the classroom, pointing to Ss and asking *What time is it?*
- Ask Ss ask and answer about their own names in pairs.
- Invite some groups to perform in front of the class.
- Give feedbacks

### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T review the vocabulary and model sentences.
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **5. Homework. (2')**

- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 2, Lesson 1 (4,5,6).*

### **Digital & AI mini-task: "Clock or caption?"**

- T shows 3 digital clock pictures with short

captions. One AI-style caption gives the wrong time.  
 - T asks pupils to compare the clock and sentence, then correct the mismatch.  
 - Digital/AI evidence: pupil reads one clock correctly and repairs one inaccurate time caption.

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

.....  
 .....  
 .....  
 .....

*Week 3*

*Preparing date: September ....., 2026*

*Period 12*

*Teaching date: September ....., 2026*

**Unit 2: Time and daily routines**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.
- complete four gapped exchanges with the help of picture cues.
- review telling the time by playing the game *Which clock says ...?*
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

**- Digital competence & AI literacy:**

+ Check simple digital time information and correct an inaccurate AI-generated answer using visual evidence from a clock.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 32,33,34; audio Tracks 18; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.



- Digital/AI integration: teacher-prepared clock slides / interactive board and one incorrect AI-style answer for checking.

- Students: Pupil's book Page 17, notebooks, workbooks, school things.

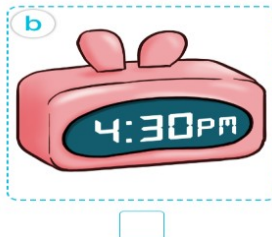
### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Sing a song: <b>What time is it?</b></i></p> <p><b>*Aims:</b> to create a friendly and active atmosphere in the class to beginning the lesson.</p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show the song on the screen.<br/><a href="https://www.youtube.com/watch?v=0Yq_rztquuU">https://www.youtube.com/watch?v=0Yq_rztquuU</a></li> <li>- Ask pupils to listen, sing and dance the song.</li> <li>- Say "Open your book page 17" and look at "Unit 2, Lesson 1 (4,5,6)".</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and tick:</b></p> <p><b>*Aims:</b> Ss will be able to listen to and understand two communicative contexts in which two pupils play a game asking and telling the time and tick the correct pictures.</p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the names of the characters in the pictures.</li> <li>- Point at the pictures respectively to explain the context.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss sing and dance</li> <li>- Ss open their books</li> <li>-Look at the pictures and say:<br/>+ <i>Picture 1a: a clock showing 9:00 AM</i><br/>+ <i>Picture 1b: a clock showing 9:15 AM</i><br/>+ <i>Picture 2a: a clock showing 4:00 PM</i><br/>+ <i>Picture 2b: a clock showing 4:30 PM</i></li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss look at the picture and say</li> <li>-Ss listen and answer</li> <li>-Ss answer: <i>It's ten o'clock.</i></li> <li>-Ss look and complete</li> <li>.</li> <li>-Ss complete the sentence</li> <li>-Ss ask and tell the time on the clock faces.</li> <li>- Ss look and listen.</li> <li>-Ss play game</li> </ul> <p>Example: <i>5:15, for the other player to find the clock which shows the correct time by saying its letter.</i></p> <ul style="list-style-type: none"> <li>+ <i>If it is correct, the correct finder will get one point.</i></li> <li>+<i>Every player has eight times to try.</i></li> <li>+<i>After the first round, the time teller will</i></li> </ul> |

1. 



2.



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1.b 2.b

### Activity 2. Look, complete and read.

**\*Aims:** Ss will be able to complete four gapped exchanges with the help of picture cues.

#### \*Procedure:

- Get Ss to look at the pictures and identify the time on the four clocks.



1. A: What time is it?  
B: It's \_\_\_\_\_ o'clock.



2. A: What time \_\_\_\_\_ ?  
B: It's one fifteen.



3. A: \_\_\_\_\_ is it?  
B: It's three \_\_\_\_\_.



4. A: \_\_\_\_\_ is it?  
B: It's \_\_\_\_\_.

- Ask pupils to look at each gapped exchange. Draw their attention to the missing words and time.
- Have pupils look at Picture 1. Ask them what is missing in the answer (*ten*).

become the clock finder.

+ All the clocks on the board are kept for later use

- Ss listen to the teacher
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

#### Digital/AI pupil actions:

- Ss choose Right / Wrong.
- Ss correct the time sentence.



- + Then have them complete the *gap* (*It's ten o'clock.*).
- + Repeat the same procedure with Pictures 2, 3 and 4.
- Set a time limit for pupils to complete the gapped exchanges individually
- Invite a few pairs to stand up to ask and tell the time on the clock faces.

*Key:*

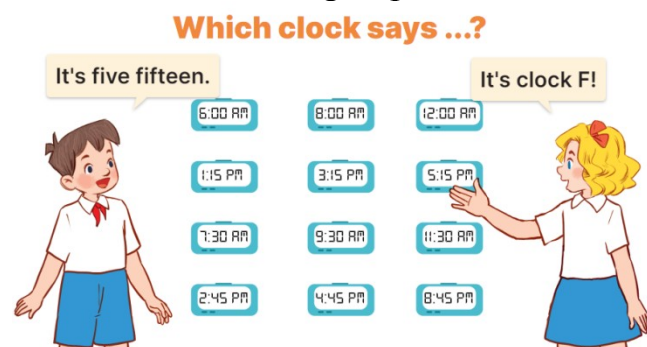
1. *ten*
2. *is it*
3. *What time; thirty*
4. *What time; four forty-five*

### **Activity 3. Let's play.**

**\*Aims:** *Ss will be able to review telling the time by playing the game Which clock says ...?*

**\*Procedure:**

- Divide class into 2 groups



- Tell pupils that they are going to play a game that involves finding and saying which clock shows the time told by another player.
- Invite two volunteers to stand in front of the board.
- + Tell them to decide who is the time teller and who is the clock finder.
- The time teller will tell a certain time.
- When the game is over, the player who has the most points is the winner.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Ask and answer about the pictures in part 5.
- Prepare the new lesson: *Unit 2, Lesson 2 (1,2,3).*

**Digital & AI mini-task: “AI says the time – Is it right?”**

- T displays a clock and an AI-style answer such as “It’s five thirty” when the clock shows 5:15.
- T asks pupils to decide Right / Wrong and give the correct answer.
- Digital/AI evidence: pupil uses the clock as evidence instead of copying the AI answer.

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

.....

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*Week 4**Preparing date: September ..... 2026**Period 13**Teaching date: September ....., 2026***Unit 2: Time and daily routines****Lesson 2 (1, 2, 3)****A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters’ daily routines.

- correctly say the phrases and use *What time do you..... – I..... at .....* to ask and answer questions about daily routines.
- enhance the correct use of *What time do you .....? - I .....at .....* to ask and answer about someone's daily routines.
- **Vocabulary:** *get up, have breakfast, go to school, go to bed, do homework.*
- **Skills:** speaking and listening

## 2. Competences:

- Oral Communication: speak about names, ask and answer the questions.
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform learning tasks.

## - Digital competence & AI literacy:

+ Use teacher-controlled digital routine pictures and check whether AI-generated routine/time sentences match the visual information.

## 3. Attitude/ Qualities:

- Show their responsibility by noticing the time and follow the timetable on time.

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 34, 35, 36, 37, audio Tracks 19,20, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared routine-and-clock slides and one AI-style incorrect routine/time sentence.
- **Students:** Pupil's book Page 18, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                          | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (3')</b><br><i>Game: Which clocks says.....</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b><br><ul style="list-style-type: none"> <li>- Spend a few minutes revising the previous lesson by having the class play the game <i>Which clock says ...?</i></li> <li>- Say "Open your book page 18" and look at "Unit 2, Lesson 2 (1,2,3)".</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen.</li> <li>- Ss play the game</li> <li>- Ss open their books</li> <li>-Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and write</li> <li>-Look at the pictures and get to know the characters in the pictures.</li> <li>+ In picture a: Minh asks: <i>What time do you get up?</i> And Mary answers: <i>I get up at six o'clock. And you?</i> Minh answers: <i>At five forty five.</i></li> <li>+ In picture b: Mary asks: <i>What time do you have breakfast?</i> And Minh</li> </ul> |
| <b>2. Presentation (16')</b><br><b>Activity 1. Vocabulary.</b><br><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i><br><b>*Procedure:</b><br><ul style="list-style-type: none"> <li>-T elicits the new words</li> </ul>                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

- + *get up* : thức dậy (situation)
- + *have breakfast* : ăn sáng (situation)
- + *go to school* : đi học (picture)
- + *go to bed* : đi ngủ (picture)
- + *do homework*: làm bài tập về nhà (picture)
- + *wash face* : rửa mặt (mime)
- + *clean teeth* : đánh răng (mime)
- T models (3 times).
- T writes the words on the board.

- *Checking: Rub out and remember*

### **Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the characters' daily routines.

#### **\*Procedure:**

- Have pupils look at *Pictures a and b* and identify the characters in the pictures.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.

answers: *At six fifteen.*

- Ss listen and repeat in chorus (twice)
- Ss work in pairs to practice
- Ss practice the dialogue
- Ss listen
- Ss look at the picture and answer.

- Ss listen
- Ss listen and repeat
- Ss repeat to the introduce and respond to greetings.

-Ss look at the picture and answer

+ *In picture a: a girl is getting up; a clock shows 5:00 AM*

+ *In picture b: a boy is having breakfast; a clock shows 6:15 AM*

+ *In picture c: a pupil is going to school; a clock shows 1:15 PM*

+ *In picture d: a boy is sleeping in bed; a clock shows 9:00 PM*

- Ss look, listen and repeat
- Ss practice in chorus
- Ss practice in chorus
- Ss work in pairs to practice
- Ss take turns pointing at the pictures, asking and answering the question in front of the class.

- Ss note
- Ss look at the picture and listen
- Ss look and answer
- + *I get up at five fifteen.*
- Ss repeat the question and answer
- Ss ask and answer
- Ss ask and answer the question
- Ss perform in front of the class.
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the picture, clock and sentence.

- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

*\*Aims: Ss will be able to correctly say the phrases and use **What time do you .....? – I ..... at .....** to ask and answer questions about daily routines.*

#### **\*Procedure:**

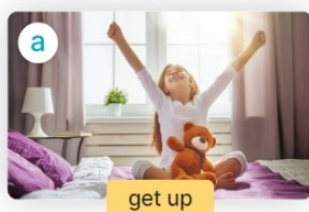
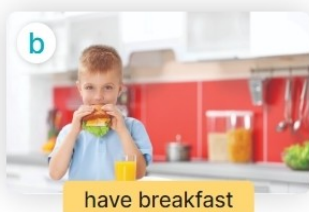
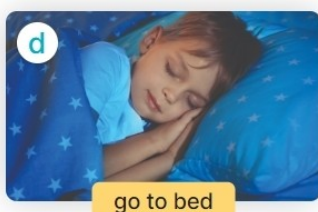
#### **\* Model sentences:**

- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### **3.Practice: (7')**

#### **\*Drill pictures**

- Elicit and check comprehension the activities and the time from them.



- Run through all the pictures.
- Run through model sentences.
- + Run through the questions.
- + Run through the answers.
- Have Ss to practise:
- + T asks the first – Ss answer (change role).
- + Ss – Ss (change role).
- Ask Ss to work in pairs to ask and answer the question **What time do you.....? I.....at...**
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom, point at the relevant character in

- Ss give the corrected sentence.

each picture, and act out his/her role.

- Encourage Ss to practise speaking English.
- T gives feedbacks.

#### 4. Production: (7')

##### **Activity 4. Let's talk.**

*\*Aims: Ss will be able to enhance the correct use of **What time do you .....? – I ..... at .....** to ask and answer questions about pupils' daily routines in a freer context.*

##### **\*Procedure:**

- Have pupils look at the picture and explain that *Nam and Lucy are asking and answering questions about Lucy's daily routines.*



- T asks Ss look at the first speech bubble and ask **What time do you get up?**
- Get Ss to repeat the question and the answer several times in pairs.
- T models: Go around the classroom, pointing to Ss and asking **What time do you .....?**
- Ask Ss ask and answer the question **What time do you .....? – I .....at .....**
- Invite some groups to perform in front of the class.
- Give feedbacks

##### **\*Consolidation**

*\*Aims: Ss will be able consolidate and wrap up the content of the lesson.*

##### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>- T review the vocabulary and model sentences.</li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> </ul> <p><b>5. Homework. (2')</b></p> <ul style="list-style-type: none"> <li>- Learn the vocabulary and model sentences by heart</li> <li>- Prepare the new lesson: <i>Unit 2, Lesson 2 (4,5,6).</i></li> </ul> <p><b>Digital &amp; AI mini-task: “Routine + time – Check it!”</b></p> <ul style="list-style-type: none"> <li>- T shows routine pictures with clocks and short AI-style sentences. One sentence mismatches the activity or time.</li> <li>- T asks pupils to check both the action and the clock before correcting the sentence.</li> <li>- Digital/AI evidence: pupil corrects one inaccurate routine/time sentence.</li> </ul> |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

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*Week 4*

*Preparing date: September ....., 2026*

*Period 14*

*Teaching date: September ....., 2026*

**Unit 2: Time and daily routines**  
**Lesson 2 (4,5,6)**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.
- complete four gapped exchanges with the help of picture cues.
- sing the song *What time do you go to school?* with the correct pronunciation, rhythm, and melody.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: self-introduce
- Communication and collaboration: work in pairs and groups to complete the learning tasks.
- Self-control and independent learning: perform listening tasks.

**- Digital competence & AI literacy:**

+ Use digital listening materials responsibly and check an AI-generated summary of a daily routine against the audio/pictures.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Show their responsibility by noticing the time and follow the timetable on time.
- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 37,38,39; audio Tracks 21, 22; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-controlled audio, routine pictures and one short AI-style summary for checking.

- *Students:* Pupil's book Page 19, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: Magic wheel</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Press "Spin" to play.</li> <li>- If pupils have the correct answer, they will get the points shown on the slide.</li> <li>- The team having higher scores will be the winner at the end of the game.</li> <li>- Say "Open your book page 19" and look at "Unit 2, Lesson 2 (4,5,6)".</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and number:</b></p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about daily routines and number the correct pictures.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the activities and the time in the</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say:<br/>+ <i>Picture a: a girl getting up at 5:45 a.m.</i><br/>+ <i>Picture b: a boy having breakfast at 6:00 a.m.</i><br/>+ <i>Picture c: a girl going to school at 6:30 a.m.</i><br/>+ <i>Picture d: a girl is in bed at 9:15 p.m.</i></li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and write number</li> <li>- Ss listen again, write and swap books with their partners.</li> <li>- Ss check their answers together</li> <li>-Ss write the correct answers and check ss' answers</li> <li>-Ss listen and repeat.</li> <li>-Ss look at the pictures and say:<br/>+ <i>A boy is holding a birthday cake with number 7 in picture a</i></li> </ul> |



pictures

- Draw pupils' attention to the boxes at the bottom right-hand corners of the pictures.



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

*Key: 1. d 2. c 3. a 4. b*

### **Activity 2. Look, complete and read.**

*\*Aims: Ss will be able complete four gapped exchanges with the help of picture cues.*

#### **\*Procedure:**

- Get Ss to look at the pictures and identify the ages



1. A: What time do you get up?  
B: I get up at \_\_\_\_\_.



2. A: What time do you have breakfast?  
B: I have breakfast at \_\_\_\_\_.

+ A girl is holding a birthday cake with number 8 in picture b

+ A girl is holding a birthday cake with number 9 in picture b

- Ss listen and answer
- Ss answer: *I get up at six o'clock.*
- Ss look, complete and read the completed sentence in chorus.
- Ss complete the sentence
- Ss read the sentence aloud
- Ss look and listen to the teacher
- Ss listen to the song
- Ss listen and repeat line by line without the action.
- Ss listen to melody of the song
- Ss listen and sing line by line.
- Ss sing and do actions.
- Ss work in groups (two groups) to sing.
- Ss perform in front of the class.
- Ss listen
- Ss listen to the teacher.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss listen/check the textbook evidence.
- Ss correct one wrong routine/time detail.



3. A: \_\_\_\_\_ do you go to school?

B: I go to school at \_\_\_\_\_.



4. A: What time do you \_\_\_\_\_?

B: I \_\_\_\_\_ at \_\_\_\_\_.

- Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.

- T models with sentence 1

+ Ask Ss what is missing in the sentence.

+ Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.

-Have Ss work in groups and complete the sentence 2, 3, 4.

- Ask a few Ss to stand up and read the completed sentences aloud.

-T gives feedbacks.

*Key:*

1. *six o'clock*      2. *six thirty*

3. *What time; six forty-five*

4. *go to bed; go to bed; nine fifteen*

### **Activity 3. Let's sing.**

**\*Aims:** Ss will be able to sing the song *What time do you go to school?* with the correct pronunciation, rhythm, and melody.

#### **\*Procedure:**

- Introduce the title and lyrics of the song:

“ *What time do you go to school?* ” song.

#### **What time do you go to school?**

What time do you get up?

I get up at six o'clock.

What time do you have breakfast?

I have breakfast at six fifteen.

What time do you go to school?

I go to school at six thirty.

What time do you go to bed?

I go to bed at nine forty-five.



- Play the recording for Ss to listen to the whole song.

+ Have them repeat the title and lyrics line by line.

- Play the recording all the way through for Ss to listen to pronunciation and melody of

the song.

- Play the recording line by line for Ss to listen, repeat
- Play the recording for Ss to sing and do actions.
- Ask Ss to practice singing and doing actions in pairs or groups.
- Invite groups to the front of the classroom to perform the song
- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Prepare the new lesson: *Unit 2, Lesson 3 (1,2,3).*

**Digital & AI mini-task: “Listen first – Check the AI summary”**

- After the listening task, T shows a 2-sentence AI-style summary with one wrong routine/time detail.
- T asks pupils to use what they heard and the textbook pictures to find the error.
- Digital/AI evidence: pupil identifies and corrects one unsupported summary detail.

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

.....

.....

.....

.....

Week 4

Preparing date: September ....., 2026

Period 15

Teaching date: September ....., 2026

**Unit 2: Time and daily routines**

## Lesson 3 (1, 2, 3)

### A. OBJECTIVES:

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

#### 1. Knowledge:

- correctly repeat the sounds of the letters **t** and **d** in isolation, in the words **get** and **bed**, and in the questions *What time do you get up?* and *What time do you go to bed?*
- identify the sounds of the letters t and d in sentences while listening.
- say the chant with the correct rhythm and pronunciation.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

#### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

#### - Digital competence & AI literacy:

+ Use digital audio to compare the target sounds t and d and recognise that AI pronunciation support should be checked with the textbook audio/teacher.

#### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

### B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 39, 40; audio Tracks 23, 24, 25; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled pronunciation audio and a simple AI-style pronunciation sorting example.

- **Students:** Pupil's book Page 20, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5')</b><br><b>Game: Pass the ball</b><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b> <ul style="list-style-type: none"> <li>- T gives Ss a ball.</li> <li>- T asks Ss to listen to music and transfer a ball around the class.</li> <li>- When the music stops, Ss who keep a ball have to answer the question using: <i>What time do you .....and I .....</i></li> <li>- T gives feedback.</li> <li>- Say "Open your book page 20" and look at</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss listen the rules</li> <li>- Ss play the game</li> <li>- Ss open their books</li> <li>- Ss recognize the differences about color of letter</li> <li>- Ss listen and repeat</li> <li>- Ss listen, point and repeat</li> <li>- Ss listen again and repeat</li> <li>-Ss listen again and repeat</li> <li>-Ss practice in pairs/ groups</li> <li>-Ss listen and say:</li> <li>+ <i>Number 1: I.....at six thirty.</i></li> </ul> |

“Unit 2, Lesson 3 (1,2,3) ”.

## 2. Presentation (9’)

### Activity 1. Listen and repeat:

*\*Aims: Ss will be able to correctly repeat the sounds of the letters **t** and **d** in isolation, in the words **get** and **bed**, and in the questions *What time do you get up?* and *What time do you go to bed?**

#### **\*Procedure:**

- T gives instruction to the letter **t** and **d**, the word **get and bed** , and the sentences *What time do you get up?* and *What time do you go to bed?*
- Have pupils look at the letter **t, d**, listen to the recording and repeat the letter until they feel confident.
- Have pupils point at the word get, listen to the recording and repeat the word until they feel confident.
- Get pupils to point at the sentence *What time do you get up?*, *What time do you go to bed?* listen to the recording and repeat it several times.
- Invite a few pupils to stand up to listen to and repeat the sentence.
- Give pupils a time limit to practise pronouncing the letters, saying the words, and reading the sentences in pairs or groups.

## 3.Practice: (19’)

### Activity 2. Listen and circle.

*\*Aims: Ss will be able to identify the sounds of the letters **t** and **d** in sentences while listening.*

#### **\*Procedure:**

- Have pupils read the incomplete sentences.
- Explain that they must listen to the recording and circle the correct options to complete the sentences.
- Play the recording and have pupils listen and

+ Number 2:I .....at five forty-five.

- Ss listen
- Ss listen to the tape and circle
- Ss listen again, circle and swap books with their partners.
- Ss read the sentences
- Ss look and listen.
- Ss listen to the chant
- Ss listen and repeat line by line without clap their hands
- Ss note the sounds, word
- Ss listen to melody of the song
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss listen and compare.
- Ss correct one wrongly classified word.

circle the correct options.

- Get pupils to swap books with a partner to check their answers before checking as a class.
- Invite a few pupils to stand up and read the completed sentences.

Key: 1.c 2.a

### **Activity 3. Let's chant**

**\*Aims:** *Ss will be able to say the chant with the correct rhythm and pronunciation.*

**\*Procedure:**

- Introduce the title and lyrics of the chant.

**What time do you go to school?**

Get up, get up.  
I get up at six o'clock.  
I get up at six o'clock.  
  
Go to bed, go to bed.  
I go to bed at nine fifteen.  
I go to bed at nine fifteen.



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *t* and *d* and the words *get* and *bed*.
- Play the recording all the way through for Ss to listen to pronunciation and melody.
- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom to perform the chant
- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:



+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T review the vocabulary and model sentences.
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

#### **4. Homework. (2')**

- Practice the chant more.
- Draw and colour a paper birthday cake.
- Prepare the new lesson: *Unit 2, Lesson 3 (4,5,6).*

#### **Digital & AI mini-task: "Sound check"**

- T plays/uses digital audio for target words such as get and bed.
- T shows a teacher-prepared AI-style sorting card with one word placed under the wrong target sound/letter.
- T asks pupils to listen again and correct the card.
- Digital/AI evidence: pupil corrects one pronunciation classification using the official audio.

#### **D. ADJUSTMENTS (if necessary):**

.....

.....

.....

Week 4

Preparing date: September ....., 2026

Period 16

Teaching date: September ....., 2026

## **Unit 2: Time and daily routines**

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

#### **A. OBJECTIVES:**

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

##### **1. Knowledge:**

- read and match the activities in a paragraph with the clocks showing the corresponding time.
- complete a paragraph about pupils' daily routines.
- draw pictures of their daily routines at home and present them to the class by using the target language.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

##### **2. Competences:**



- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform presentation skill.

**- Digital competence & AI literacy:**

+ Create or view a simple digital daily-routine sequence and protect personal information by using only activity and time data needed for learning.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 41,42; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-prepared digital routine template; pupils are not asked to share exact address, phone number, password or private photos.

- *Students:* Pupil's book Page 21, notebooks, workbooks, school things.

**C. PROCEDURES:**

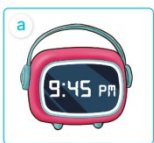
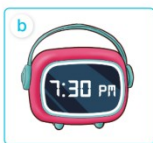
| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><b>"Chant"</b></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Ask Ss chant and do the actions in Unit 2, Lesson 3 page 20 in groups.</li> <li>- Give point for the groups and encourage them.</li> <li>- Say "Open your book page 21" and look at "Unit 2, Lesson 3 (4,5,6)".</li> </ul> <p><b>2.Practice: (8')</b></p> <p><b>Activity 1. Read and match:</b></p> <p><i>*Aims: Ss will be able to read and match the activities in a paragraph with the clocks showing the corresponding time.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show the pictures and ask Ss some questions: <ul style="list-style-type: none"> <li>+ <i>What's this?</i></li> <li>+ <i>What time is it?</i></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen and chant</li> <li>- Ss open their books</li> <li>- Ss look at the pictures and answer</li> <li>-Ss read and match</li> <li>-Ss listen</li> <li>-Ss do the activity and match</li> <li>-Ss swap books and check their answer</li> <li>-Ss read the paragraph aloud.</li> <li>-Ss listen</li> <li>-Ss listen to the teacher</li> <li>-Ss listen and answer</li> <li>-Ss complete the paragraph</li> <li>-Ss swap books and check their answers</li> <li>-Ss listen</li> <li>- Ss draw pictures of their daily routines at home.</li> <li>-Ss listen to the teacher</li> <li>-Ss pay attention</li> <li>-Ss repeat the key presentation</li> <li>-Ss work in groups</li> <li>-Ss present the project</li> <li>-Ss answer the questions</li> </ul> |

1. I get up.

2. I go to school.

3. I have dinner.

4. I go to bed.



- Have pupils read the paragraph, the sentences, and the time on the clocks.

- Model Sentence 1 (*clock d*).

- Set a time limit for pupils to do the activity independently.

- Get pupils to swap books with a partner and check their answers before checking as a class.

- Invite some pupils to stand up to read the paragraph aloud.

- T gives feedback.

*Key: 1. d 2. c 3. b 4. a*

### 3. Production: (19')

#### Activity 2. Let's write

*\*Aims: Ss will be able to complete a paragraph about pupils' daily routines*

#### **\*Procedure:**

- Tell pupils what they are going to do.

- Ask pupils what the paragraph is about (*daily routines*).

- Set a time limit for pupils to complete the paragraph independently.

- Get pupils to swap books and check their answers in pairs or groups before checking as a class.

- T gives feedback.

*.Key: Pupil's answer*

*Ex: I get up at six o'clock. I have breakfast at seven o'clock. I go to school at seven fifteen. What about you? What time do you go to school?*

#### Activity 3. Project.

*\*Aims: Ss will be able to draw pictures of*

-Ss listen and clap their hands

-Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss identify safe information for the routine card.

- Ss complete or correct one activity + time sentence.

*their daily routines at home and present them to the class by using the target language.*

**\*Procedure:**

- Ask Ss to draw pictures of their daily routines at home as homework before learning Unit 2 -Lesson 3 (4,5,6)



- Explain that pupils have to show simple pictures of their daily routines (*getting up, having breakfast, etc.*)
- Invite a pupil to the front of the class to model the presentation.
- Put the key presentation language on the board (*ex: I get up at six fifteen.*).
- Have pupils repeat the key presentation language a few times to make them feel confident when they present their daily routines before an audience.
- Set a time limit for pupils to work in groups.
- Invite a few pupils to the front of the class to present the project.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others

to try more.

#### 4. **Homework.** (3')

- Prepare the new lesson: *Unit 3, Lesson 1 (1,2,3)*.

#### **Digital & AI mini-task: “My safe routine card”**

- T shows a digital routine-card sample containing only activity + time.
- T reminds pupils not to add private information unrelated to the task.
- T may show one AI-style routine sentence with a mismatch for pupils to correct.
- Digital/AI evidence: pupil completes/checks one safe routine item.

#### **D. ADJUSTMENTS (if necessary):**

Week 5

Preparing date: October ....., 2026

Period 17

Teaching date: October ....., 2026

### **Unit 3: My week**

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

#### **A. OBJECTIVES:**

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

##### **1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the days of the week.
- correctly say the words and use *What day is it today? – It's .....* to ask and answer questions about the days of the week.
- enhance the correct use of *What day is it today? – It's .....* to ask and answer questions about the days of the week in a freer context.
- **Vocabulary:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today.
- **Skills:** speaking and listening

##### **2. Competences:**

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

##### **- Digital competence & AI literacy:**

+ Use a teacher-controlled digital calendar and check AI-generated day-of-the-week information against the calendar before use.

##### **3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 43, 44, 45, audio Tracks 26, 27, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: digital calendar/day cards and one AI-style incorrect day caption.
- *Students*: Pupil's book Page 22, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm-up: (3')</b></p> <p><i>Sing: What day is it today?</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Show the song on the screen.<br/><a href="https://www.youtube.com/watch?v=ij0iWJB2uMo">https://www.youtube.com/watch?v=ij0iWJB2uMo</a></li> <li>- Ask pupils to listen, sing and dance the song.</li> <li>- Say "Open your book page 22" and look at "Unit 3, Lesson 1 (1,2,3)".</li> </ul> <p><b>2. Presentation (16')</b></p> <p><b>Activity 1. Vocabulary.</b></p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T elicits the new words</li> <li>+ <i>Monday : thứ 2 (situation)</i></li> <li>+ <i>Tuesday : thứ 3 (situation)</i></li> <li>+ <i>Wednesday : thứ 4 (situation)</i></li> <li>+ <i>Thursday : thứ 5 (translation)</i></li> <li>+ <i>Friday : thứ 6 (translation)</i></li> <li>+ <i>Saturday : thứ 7 (situation)</i></li> <li>+ <i>Sunday : chủ nhật (situation)</i></li> <li>+ <i>today : hôm nay (translation)</i></li> <li>- T models (3 times).</li> </ul> | <ul style="list-style-type: none"> <li>- Ss sing and dance the song</li> <li>- Ss open their books</li> <li>- Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and match</li> <li>- Look at the pictures and get to know the characters in the pictures.</li> <li>+ <i>In picture a: Ms Hoa says: Hi, class. What day is it today? And Mr Long says: It's Monday.</i></li> <li>+ <i>In picture b: Mai says: That's Mr Long. And Bill says: Hello, Mr Long.</i></li> <li>- Ss listen and repeat in chorus (twice)</li> <li>- Ss work in pairs to practice</li> <li>- Ss practice the dialogue</li> <li>- Ss listen</li> <li>- Ss look at the picture and answer.</li> <li>- Ss listen</li> <li>- Ss listen and repeat</li> <li>- Ss repeat to the introduce someone.</li> <li>- Ss look, listen and answer</li> <li>+ <i>Picture a: Monday</i></li> <li>+ <i>Picture b: Tuesday</i></li> <li>+ <i>Picture c: Wednesday</i></li> <li>+ <i>Picture d: Thursday</i></li> </ul> |

- T writes the words on the board.

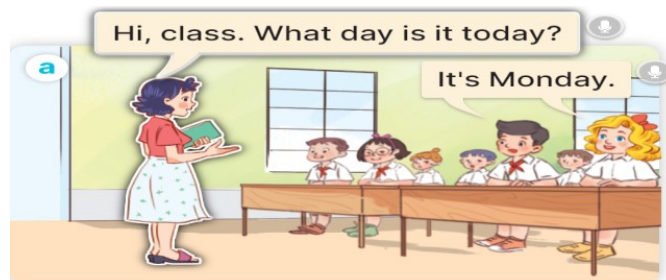
- *Checking: Matching*

### **Activity 2. Look, listen and repeat:**

**\*Aims:** *Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about the days of the week.*

#### **\*Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters in the pictures.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.

- Have Ss to practice the dialogue

- T invites a few pairs to the front of the class to practice.

- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

**\*Aims:** *Ss will be able to correctly say the words and use **What day is it today? – It's .....** to ask and answer questions about the days of the week.*

#### **\*Procedure:**

**\* Model sentences:**

-Ss listen and repeat

-Ss practice in chorus

-Ss practice

-Ss work in pairs to practice

-Ss point and say

-Ss listen.

-Ss listen

-Ss look at the picture and answer

+ *a boy asks a girl about the days of the week: Tuesday, Wednesday, Thursday, Friday (illustrated by calendars).*

-Ss note

- Ss say the completed sentences.

-Ss pay attention

-Ss work in groups

-Ss perform in front of the class.

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

-Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss look at the calendar.

- Ss correct one wrong day sentence.

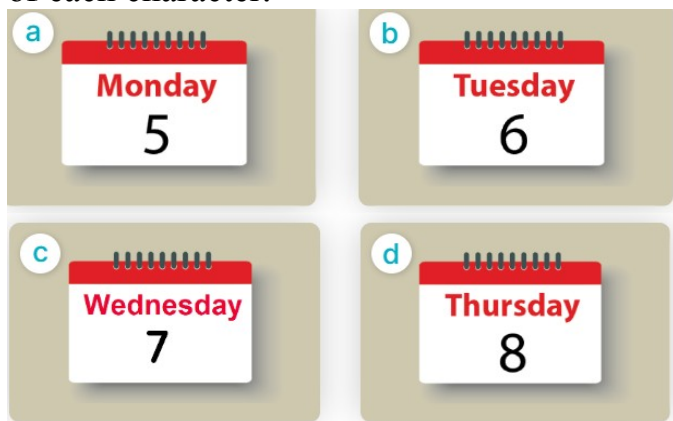


- T asks Ss look at *picture a, b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### 3.Practice: (7')

#### *\*Drill pictures*

- Elicit and check comprehension the name of each character.



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
  - + T says the first picture
  - + Ss says the second picture
  - + Group A says the third picture
  - + Group B say the last picture.
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.
- Encourage Ss to practise speaking English.
- T gives feedbacks.

### 4.Production: (7')

#### **Activity 4. Let's talk.**

*\*Aims: Ss will be able to enhance the correct use of What day is it today? – It's ..... to ask and answer questions about the days of the week in a freer context.*



**\*Procedure:**

- T asks ss to guess each character and what the children say.

+ *What can you see in the picture?*

+ *Who are they?*

+ *Where are they?*

+ *What are they saying?*

**3 Let's talk.**

- T fills the gaps and writes the sentences on the board.

- T models

- T asks Ss to greet and introduce someone.

(groups of four)

- Invite some groups to perform.

- Give feedbacks

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T review the vocabulary and model sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**5. Homework. (2')**

- Learn the vocabulary and model sentences

by heart

- Prepare the new lesson: *Unit 3, Lesson 1* (4,5,6).

**Digital & AI mini-task: “Calendar check”**

- T displays calendar cards and one AI-style statement such as “Today is Thursday” while the highlighted day is Friday.

- T asks pupils to check the visual evidence and correct the sentence.

- Digital/AI evidence: pupil identifies the correct day from the calendar.

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

.....  
 .....  
 .....  
 .....  
 .....

*Week 5*

*Preparing date: October ....., 2026*

*Period 18*

*Teaching date: October ....., 2026*

**Unit 3: My week**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand two communicative contexts about the days of the week and tick the correct pictures.

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

- revise target words about the days of the week by playing the game *Slap the board*.

- ***Vocabulary:*** Review

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

**2. Competences:**

- Critical Thinking: self-introduce

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

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

**- Digital competence & AI literacy:**

+ Check simple digital day information using picture/calendar evidence instead of copying an AI-generated answer automatically.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Communication and collaboration: work in pairs and groups to complete the learning tasks

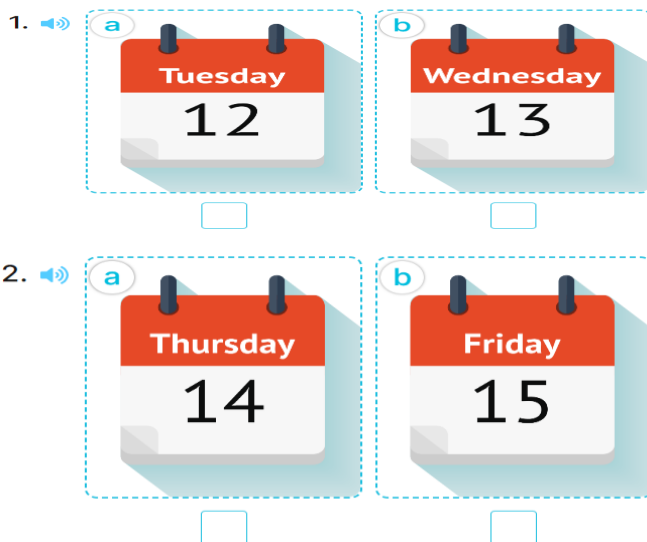
## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 45,46,47; audio Tracks 29; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-prepared red day-of-week slides and one deliberately incorrect AI-style answer.
- *Students*: Pupil's book Page 23, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><i>Game: Lucky number</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 2 teams (boys and girls).</li> <li>- Each team takes turns to choose a number.</li> <li>- They need to ask and answer with the picture corresponding to that number to get points.</li> <li>- The group with more points at the end of the game will be the winner.</li> <li>- Praise the winner, encourage the other team.</li> <li>- Say "Open your book page 23" and look at "Unit 3, Lesson 1 (4,5,6)".</li> </ul> <p><b>2. Practice: (27')</b></p> <p><b><u>Activity 1. Listen and tick:</u></b></p> <p><i>*Aims: Ss will be able to listen to and understand two communicative contexts about the days of the week and tick the correct pictures.</i></p> <p><b>*Procedure:</b></p> | <ul style="list-style-type: none"> <li>- Ss listen to the rule</li> <li>- Ss play game</li> </ul> <p><i>Ex: What day is it today?</i></p> <p><i>It's Tuesday.</i></p> <ul style="list-style-type: none"> <li>-Ss listen</li> <li>- Ss open their books</li> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ <i>Picture 1a: Tuesday</i></li> <li>+ <i>Picture 1b: Wednesday</i></li> <li>+ <i>Picture 2a: Thursday</i></li> <li>+ <i>Picture 2b: Friday</i></li> </ul> </li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap books with their partners.</li> <li>-Ss listen again and check</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss look at the picture and say:</li> <li>-Ss look and answer</li> <li>-Ss answer: <i>Monday</i></li> <li>-Ss look, complete and read the completed sentence in chorus.</li> <li>-Ss work in groups and complete the sentences</li> <li>-Ss read aloud</li> </ul> |

- Elicit the days of the week.
- Point at the pictures respectively to explain the context.



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1.b 2.a

### **Activity 2. Look, complete and read.**

*\*Aims: Ss will be able to complete four gapped exchanges with the help of picture cues.*

#### **\*Procedure:**

- Have pupils look at the pictures and identify the days of the week in the pictures.

- Ss listen
- Ss look and listen.
- Ss listen
- Ss pay attention
- Ss play the game
- Ss listen and play games
- Ss listen
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss check the calendar and choose the correct answer.
- Ss say "It's ...".



1. A: What day is it today?  
B: It's \_\_\_\_\_.



2. A: What day is it today?  
B: It's \_\_\_\_\_.



3. A: \_\_\_\_\_ is it today?  
B: \_\_\_\_\_ Tuesday.



4. A: What day is it \_\_\_\_\_?  
B: \_\_\_\_\_.

- Have Ss look at the two incomplete dialogue and elicits the missing words in the sentences.

- T models with picture 1

+ Ask Ss what is missing in the sentence.

+ Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.

-Have Ss work in groups and complete the picture 2.

- Ask a few Ss to stand up and read the completed sentences aloud.

-T gives feedbacks.

*Key:*

1.

*Monday*      2. *Friday*

2.

3. *What day; It's*

3.

4. *today; It's Thursday*

### **Activity 3. Let's play: Slap the board**

*\*Aims: Ss will be able to revise target words about the days of the week by playing the game Slap the board.*

#### **\*Procedure:**

- Tell pupils that they are going to listen to and slap the correct words as quickly as possible.

- Have them look at the days of the week on the board to recall the days of the week.

- Call two pupils to the front. Get them to stand at a certain distance from the board.
- Say a day of the week using *It's .....* with one of the words on the board, *for example, It's Monday.*
- The pupil who is the quickest to slap the right word (*Monday*) gets one point.
- The pupil who slaps the most words is the winner.
- Invite a few pairs to the front of the class to play the game.
- Praise pupils if they perform well.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Practice part 5 again.
- Prepare the new lesson: *Unit 3, Lesson 2 (1,2,3).*

**Digital & AI mini-task: "AI says the day – Check it!"**

- T shows two calendar pictures and short AI-style answers; one is incorrect.
- T asks pupils to tick the correct answer and explain by pointing to the calendar.
- Digital/AI evidence: pupil verifies one answer with visual evidence.

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

Week 5

Preparing date: October ....., 2026

Period 19

Teaching date: October ....., 2026

## Unit 3: My week

### Lesson 2 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week.
- correctly say the phrases and use *What do you do on .....? – I .....* to ask and answer questions about what someone does on certain days of the week.
- enhance the correct use of *What do you do on .....? – .....* to ask and answer questions about what someone does on certain days of the week in a freer context.
- **Vocabulary:** study at school, do housework, listen to music, stay at home
- **Skills:** speaking and listening

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Use teacher-controlled digital weekly-schedule pictures and check whether AI-generated activity/day sentences match the schedule.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

#### B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 47,48,49; audio Tracks 29,30, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** digital weekly schedule and one AI-style mismatched activity/day sentence.
- **Students:** Pupil's book Page 24, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher's activities | Students' activities |
|----------------------|----------------------|
| 1. Warm- up: (3')    |                      |



**Game: Pass the ball**

**\*Aims:** to create a friendly and active atmosphere in the class to beginning the lesson.

**\*Procedure:**

- T gives Ss a ball.
- T asks Ss to listen to music and transfer a ball around the class.
- When the music stops, Ss who keep a ball have to look at the picture and answer the question using: *What day is it today?* and *It's.....*
- T gives feedback.
- Say "Open your book page 24" and look at "Unit 3, Lesson 2 (1,2,3)".

**2. Presentation (16')****Activity 1. Vocabulary.**

**\*Aims:** Ss will be able to know the vocabulary in front of starting the new lesson.

**\*Procedure:**

- T elicits the new words
  - + *study at school* : học ở trường (situation)
  - + *do housework* : làm việc nhà (situation)
  - + *listen to music* : nghe nhạc (mime)
  - + *stay at home* : ở nhà (translation)
- T models (3 times).

- T writes the words on the board.

- Checking: *What and where*

**Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what someone does on certain days of the week.

**\*Procedure:**

- Ss listen
- Ss play the game
- Ss open their books
- Ss listen and answer
- Ss listen and repeat
  - + Choral repetition (3 times).
  - + Individual repetition (3 ss)
- Ss take note
- Ss look, remember and slap
- Look at the pictures and get to know the characters in the pictures.
- + In picture a:
  - Ms Hoa: *What day is it today?*
  - Nam: *It's Thursday.*
  - Ms Hoa: *What do you do on Thursdays?*
  - Nam: *I study at school.*
- In picture b:
  - Bill: *What do you do on Saturdays?*
  - Mai: *I do housework.*
- Ss listen and repeat in chorus (twice)
- Ss work in pairs to practice
- Ss practice the diaguage
- Ss listen
- Ss look at the picture and answer.
- Ss listen
- Ss listen and repeat
- Ss repeat to the introduce someone
- Ss listen and answer
- Ss look, listen and repeat
- Ss practice in chorus
- Ex: *Mondays/ study at school*
- A: *What do you do on Mondays?*
- B: *I study at school.*
- Ss work in pairs to practice
- Ss listen
- Ss point and say
- Ss go to the board and role play.

- Have Ss look at *Pictures a and b* and identify the characters in the pictures.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.

- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### **Activity 3. Listen, point and say.**

*\*Aims:* Ss will be able to correctly say the phrases and use *What do you do on .....? – I ..... to ask and answer questions about what someone does on certain days of the week*

#### **\*Procedure:**

#### **\* Model sentences:**

- T asks Ss look at *picture a, b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### **3.Practice: (7')**

#### **\*Drill pictures**

-Ss listen

-Ss look at the picture and answer  
+ *A boy asks a girl about what she does on Tuesdays, Fridays and Sundays (illustrated by the calendars and her activities)*

-Ss note

- Ss say the completed sentences.

-Ss work in pairs

-Ss perform in front of the class.

-Ss listen

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

-Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the sentence with the weekly schedule.
- Ss give the correct activity/day sentence.

- Have pupils look at the pictures and elicit the activities and the days of the week.



Mondays / study at school



Wednesdays / go to school



Saturdays / do housework



Sundays / listen to music

- Run through all the pictures.
- Run through model sentences.
- + Run through the questions
- + Run through the answers
- Have Ss to practise:
- + T asks Ss answer (change role).
- + Ss – Ss (change role).
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom, point at the relevant character in each picture, and act out his/her role.
- Invite Ss to go to the board and role play. Encourage Ss to practise speaking English.
- T gives feedbacks.

#### 4. Production: (7')

##### **Activity 4. Let's talk.**

*\*Aims: Ss will be able to enhance the correct use of **What do you do on .....?** – ..... to ask and answer questions about what someone does on certain days of the week in a freer context.*

##### **\*Procedure:**

- Ask questions to help them identify the context.
- + *What can you see in the picture?*

+ *Who are they?*

+ *Where are they?*

+ *What are they saying?*



- T fills the gaps and writes the sentences on the board.

- T models

- T asks Ss use of *What do you do on....?* to ask, and answer (work in pairs)

- Invite some groups to perform.

- Give feedbacks

### **\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

### **\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T review the vocabulary and model sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **5. Homework. (2')**

- Learn the vocabulary and model sentences by heart

- Prepare the new lesson: *Unit 3, Lesson 2 (4,5,6).*

**Digital & AI mini-task: "Weekly schedule – Check it!"**

- T shows a simple weekly schedule and an AI-style

|                                                                                                                                                                                                                                                                                                       |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>sentence such as “I listen to music on Monday” when the schedule shows another activity.</p> <ul style="list-style-type: none"> <li>- T asks pupils to check the day and activity, then correct the sentence.</li> <li>- Digital/AI evidence: pupil corrects one activity/day mismatch.</li> </ul> |  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

.....

.....

.....

.....

.....

## Unit 3: My week

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- - listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.
- complete four gapped exchanges with the help of picture cues.
- sing the song My week with the correct pronunciation, rhythm and melody.
- **Vocabulary**: Review
- **Skills**: speaking, listening, reading and writing.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

##### - **Digital competence & AI literacy**:

+ Use digital listening/picture information to verify a short AI-generated weekly-routine summary and correct unsupported details.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

#### B. TEACHING AIDS:

- **Teacher**: Teacher's guide Pages 49, 50,51; audio Tracks 31, 32; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: teacher-controlled audio, weekly schedule pictures and one short AI-style summary.
- **Students**: Pupil's book Page 25, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                   | Students' activities                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (5')</b><br><i>Play a game: <b>Guess the pictures</b></i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b><br>- The first Ss has to take the last four or three | - Sing and dance the song in chorus.<br>- Ss open their books<br>- Look at the pictures and say:<br><i>a. a girl listening to music on Sundays</i><br><i>b. a calendar: Friday</i> |



letters of that word and form a new word.

- The second Ss does the same, and the chain continues until a Ss is unable to form a word.

- The Ss who fails to form a word or misspells it is out of the game.

-T give feedback

- Say “Open your book page 25” and look at “Unit 3, Lesson 2 (4,5,6)”.

## 2.Practice: (27’)

### **Activity 1. Listen and number:**

*\*Aims: Ss will be able to listen to and understand four communicative contexts about days of the week and what someone does on certain days of the week and number the correct pictures.*

#### **\*Procedure:**

- Elicit the activities and the days of the week.
- Point at the pictures respectively to explain the context.



- T ask Ss to guess the answers.
- + T writes Ss’guessing on the board.
- Listen to the tape:
- + Play the recording

c. a calendar: Monday

d. a boy doing housework on Saturdays

- Ss guess the answers
- Ss listen to the tape and write number
- Ss listen again, write number and swap books with their partners.
- Ss check their answers and guessing
- Ss listen and repeat.
- Ss look and answer
- Ss answer: *It’s Tuesday.*
- Ss look, complete and read the completed sentence in chorus.
- Ss work in groups and complete the sentence
- Ss read aloud
- Ss listen
- Ss listen to the song
- Ss listen and repeat line by line
- Ss listen and sing along
- Ss sing and clap along
- Ss sing with the correct pronunciation, rhythm and melody.
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen

#### **Digital/AI pupil actions:**

- Ss use the audio/pictures to check the summary.
- Ss correct one wrong day/activity detail.



- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

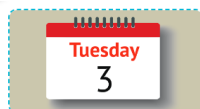
*Key: 1. c    2. d    3. b    4. a*

## **Activity 2. Look, complete and read**

*\*Aims: Ss will be able to complete four gapped exchanges with the help of picture cues.*

### **\*Procedure:**

- Have pupils look at the pictures and identify the days of the week and the activities in the pictures.



1. A: What day is it today?  
B: It's \_\_\_\_\_.



2. A: \_\_\_\_\_ is it today?  
B: It's \_\_\_\_\_.



3. A: What do you do on Thursdays?  
B: I \_\_\_\_\_.



4. A: \_\_\_\_\_ do you do on Sundays?  
B: I \_\_\_\_\_.

- Have Ss look at the four incomplete dialogue and elicits the missing words in the sentences.
- T models with picture 1
- + Ask Ss what is missing in the sentence.
- + Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.
- Have Ss work in groups and complete the picture 2, 3 and 4.
- Ask a few Ss to stand up and read the completed sentences aloud.

-T gives feedbacks.

*Key: 1. Tuesday*

*2. What day; Wednesday*

*3. study at school*

*4. What; listen to music*

### **Activity 3. Let's sing.**

**\*Aims:** *Ss will be able sing the song **What day is it today?** with the correct pronunciation, rhythm and melody.*

#### **\*Procedure:**

- Draw pupils' attention to the title and lyrics of the song.
- Encourage pupils to point at the characters' activities to reinforce their understanding.



- Play the recording all the way through for pupils to listen to the whole song.
- Play the recording line by line for pupils to listen and repeat.
- Play the recording all the way through for pupils to sing along.
- Play the recording again for pupils to sing and clap along with the recording.
- Pupils can sing the song **What day is it today?** with the correct pronunciation, rhythm and melody.

#### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

#### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson*

today?

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### 3. **Homework.** (3')

- Practice part 5 again.

- Prepare the new lesson: *Unit 3, Lesson 3 (1,2,3).*

### **Digital & AI mini-task: “My week – Listen, then check”**

- T shows a short AI-style weekly-routine summary after the listening/song activities.

- T includes one wrong day/activity detail and asks pupils to compare it with the lesson evidence.

- Digital/AI evidence: pupil identifies and corrects one unsupported detail.

### **D. ADJUSTMENTS (if necessary):**

.....  
 .....  
 .....  
 .....

*Made by facebook Huong Le - 0374629390*

*Week 6*

*Preparing date: October ....., 2026*

*Period 21*

*Teaching date: October ....., 2026*

## **Unit 3: My week**

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

### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- correctly repeat the sounds of the letter **u** in isolation, in the word *music (/ju/)* as in the sentence *I listen to music on Saturdays*, and the word *Sunday (/ʌ/)* as in *I do housework on Sundays*.

- identify the target words *music* and *Sunday* while listening.

- say the chant with the correct pronunciation and rhythm.

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

## 2. Competences:

- Listening: listen and recognize someone, then repeat
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

### - Digital competence & AI literacy:

+ Use teacher-controlled digital audio to compare the two sounds of the letter u in music and Sunday; recognise that AI pronunciation support must be checked with the textbook audio/teacher.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 51,52,53; audio Tracks 33, 34,35; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled pronunciation audio/slide and one simple AI-style sound classification for checking; no pupil account is required.
- **Students:** Pupil's book Page 26, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students' activities |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>1.Warm- up: (5')</b><br><i>Game: Find and circle the words</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><i>*Procedure:</i><br><table><tr><td>L</td><td>U</td><td>N</td><td>C</td><td>H</td><td>R</td><td>S</td><td>C</td><td>S</td><td>T</td></tr><tr><td>H</td><td>C</td><td>T</td><td>H</td><td>N</td><td>O</td><td>H</td><td>C</td><td>U</td><td>H</td></tr><tr><td>C</td><td>L</td><td>U</td><td>A</td><td>A</td><td>M</td><td>A</td><td>O</td><td>N</td><td>I</td></tr><tr><td>L</td><td>E</td><td>L</td><td>N</td><td>N</td><td>U</td><td>T</td><td>S</td><td>D</td><td>N</td></tr><tr><td>A</td><td>A</td><td>W</td><td>K</td><td>E</td><td>S</td><td>O</td><td>E</td><td>A</td><td>K</td></tr><tr><td>S</td><td>N</td><td>J</td><td>Z</td><td>R</td><td>I</td><td>I</td><td>I</td><td>Y</td><td>B</td></tr><tr><td>S</td><td>R</td><td>O</td><td>E</td><td>E</td><td>C</td><td>V</td><td>C</td><td>A</td><td>H</td></tr><tr><td>S</td><td>T</td><td>U</td><td>E</td><td>S</td><td>D</td><td>A</td><td>Y</td><td>A</td><td>Y</td></tr><tr><td>D</td><td>T</td><td>S</td><td>S</td><td>R</td><td>I</td><td>O</td><td>T</td><td>S</td><td>M</td></tr></table><br><ul style="list-style-type: none"><li>- Divide class into 2 groups</li><li>- Ask Ss to find and circle the words and characters that they learnt.</li><li>- Which groups find the best correct words is</li></ul> | L                    | U | N | C | H | R | S | C | S | T | H | C | T | H | N | O | H | C | U | H | C | L | U | A | A | M | A | O | N | I | L | E | L | N | N | U | T | S | D | N | A | A | W | K | E | S | O | E | A | K | S | N | J | Z | R | I | I | I | Y | B | S | R | O | E | E | C | V | C | A | H | S | T | U | E | S | D | A | Y | A | Y | D | T | S | S | R | I | O | T | S | M | <ul style="list-style-type: none"><li>- Ss listen</li><li>-Ss listen the rules</li><li>- Ss play the game</li><li>- Ss open their books</li><li>- Ss recognize the differences about color of letter</li><li>- Ss listen</li><li>- Ss listen and point</li><li>- Ss listen again and repeat</li><li>-Ss listen again and repeat</li><li>-Ss practice</li><li>-Ss listen</li><li>-Ss listen and circle</li><li>-Ss read and guess the answers</li><li>- Ss listen to the tape and circle.</li><li>- Ss listen again and circle the correct answers</li><li>- Ss listen and swap books with their</li></ul> |
| L                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | U                    | N | C | H | R | S | C | S | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| H                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | C                    | T | H | N | O | H | C | U | H |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| C                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | L                    | U | A | A | M | A | O | N | I |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| L                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | E                    | L | N | N | U | T | S | D | N |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | A                    | W | K | E | S | O | E | A | K |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| S                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | N                    | J | Z | R | I | I | I | Y | B |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| S                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | R                    | O | E | E | C | V | C | A | H |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| S                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | T                    | U | E | S | D | A | Y | A | Y |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | T                    | S | S | R | I | O | T | S | M |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

winner.

- Give Ss time to play the game.

**Rows:** *lunch, Tuesday*

**Columns:** *Music, Sunday*

- T checks who's winner?

- Say "Open your book page 26" and look at "Unit 3, Lesson 3 (1,2,3)".

## 2. Presentation (9')

### **Activity 1. Listen and repeat:**

*\*Aims: Ss will be able to correctly repeat the sounds of the letter **u** in isolation, in the words **music** and **Sunday**, and in the sentences **I listen to music on Saturdays.** and **I do housework on Sundays.** with the correct pronunciation and intonation.*

#### **\*Procedure:**

- T gives instruction to the letter **u** in isolation, the words **music** and **Sunday**, and the sentences **I listen to music on Saturdays.** and **I do housework on Sundays**
- Play the recording for the letter **u**
- Encourage Ss to point at the letter/ word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

## 3.Practice: (19')

### **Activity 2. Listen and circle**

*\*Aims: Ss will be able to identify the target words **music** and **Sunday** while listening.*

#### **\*Procedure:**

- Tell pupils that they are going to listen to the recording and circle the correct options.
- Get them to read the options and guess the

partners.

- Ss write the correct answer
- Ss check their answers
- Ss listen and repeat.
- Ss look and listen.
- Ss listen to the chant
- Ss listen and repeat line by line without clap their hands
- Ss note the sounds, words
- Ss listen to melody of the song
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note
- Digital/AI pupil actions:**
- Ss listen and compare the sounds.
- Ss correct one wrongly classified word.

sentences they may hear in the recording.

- Play the recording for pupils to listen.
- Play the recording again for pupils to listen and circle the correct options.
- Tell pupils to swap books with a partner, then check the answers together as a class.
- Write the correct answers on the board.
- Play the recording again for pupils to double-check their answers.
- Invite one or two pupils to stand up, listen to and repeat the sentences.

*Key: 1.a    2.b*

### **Activity 3. Let's chant**

**\*Aims:** *Ss will be able to say the chant with the correct pronunciation and rhythm.*

**\*Procedure:**

- Introduce the title and lyrics of the chant.

Music, music, music,  
I listen to music on Saturdays.  
I listen to music on Saturdays. 🎧

Sundays, Sundays, Sundays.  
What do you do on Sundays?  
I do housework on Sundays. 🧹



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *u* and the words *music* and *Sunday*.
- Play the recording all the way through for Ss to listen to pronunciation and melody.
- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>to perform the chant</p> <p>-T gives feedback.</p> <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p><b>*Procedure:</b></p> <p>- T asks ss to answer the following questions:</p> <p>+ <i>What have you learnt from the lesson today?</i></p> <p>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></p> <p>- T review the vocabulary and model sentences.</p> <p>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p><b>4. Homework. (2')</b></p> <p>- Practice the chant more.</p> <p>- Draw and colour three pictures of your friends.</p> <p>- Prepare the new lesson: <i>Unit 3, Lesson 3 (4,5,6).</i></p> <p><b>Digital &amp; AI mini-task: “Listen – Check the sound”</b></p> <p>- T plays the official audio for music and Sunday, then shows a teacher-prepared AI-style sorting card with one word placed under the wrong sound.</p> <p>- T asks pupils to listen again, compare and correct the card.</p> <p>- Digital/AI evidence: pupil corrects one sound classification using the official audio.</p> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

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.....

.....

.....

Week 6

Preparing date: October ....., 2026

Period 22

Teaching date: October ....., 2026



## Unit 3: My week

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

#### A. OBJECTIVES:

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

##### 1. **Knowledge:**

- read and show understanding of a text and complete a table about *Nam's week*.
- complete a paragraph about what pupils do on certain days of the week by writing the target words in the gaps.
- draw two pictures about weekend activities at home and present them to the class by using the target language.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

##### 2. **Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

##### - **Digital competence & AI literacy:**

+ Use a simple digital weekly timetable to organise information and check an AI-generated summary of Nam's week against the reading before accepting it.

##### 3. **Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

#### B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 53,54, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital weekly timetable and one short AI-style summary containing a deliberate day/activity error.
- **Students:** Pupil's book Page 27, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                               | Students' activities                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (5')</b><br><b>"Chant"</b><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b><br>- Ask Ss chant and do the actions in Unit 3, | - Ss listen and chant<br>- Ss open their books<br>- Ss pay attention the text and the table<br>-Ss read and complete<br>-Ss read again and fill in the gaps<br>-Ss swap books and check |

Lesson 3 page 26 in groups.

- Give point for the groups and encourage them.
- Say “Open your book page 27” and look at “Unit 3, Lesson 3 (4,5,6)”.

## 2.Practice: (8’)

### **Activity 1. Read and complete:**

*\*Aims: Ss will be able to read and show understanding of a text and complete a table about Nam’s week.*

#### **\*Procedure:**

- Draw pupils’ attention to the words provided in the table and the four gaps about Nam’s activities on some days of the week.
- Ask pupils to read the text and complete the table with the missing words.
- Set a time limit for pupils to read the text again and look for specific information to fill in the gaps in the table.
- Tell pupils to swap their answers with a partner.
- Check answers together as a class.
- Write the answers on the board.
- T gives feedbacks.

*Key: 1. Go to school    2. go to school  
3. do housework    4. Watch TV*

## 3.Production: (19’)

### **Activity 2. Let’s write**

*\*Aims: Ss will be able to complete a paragraph about what pupils do on certain days of the week by writing the target words in the gaps.*

#### **\*Procedure:**

- Ask pupils to read the gapped text and fill in the gaps with their own information.
- Tell pupils that the gaps in the text should focus on their activities and the days on which

- Ss check the correct their answers
- Ss write the answers on the board
- Ss listen

-Ss read the gapped text and fill in the gaps

*Ex: I am Huong. I go to school on Mondays, Tuesdays, Wednesdays, Thursday and Fridays. I do housework on Saturdays. On Sundays I play football and listen to music. What do you do at the weekend?*

- Ss write the answer
- Ss swap books and check their answer
- Ss read the sentences
- Ss drew and coloured draw two pictures at home.
- Ss listen to the teacher
- Ss work in groups and say
- Ss present their pictures

*Ex: Hello, everyone. My name’s Huong. I study at Nghia Lam Primary School. I’m in class 4D. Today, I would like to talk about My weekend: On Saturdays, I play football with my friends. On Sundays, I do housework and watch TV.*

- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss check the text/table.
- Ss correct one wrong day/activity detail.

they do the activities.

- Have pupils do the first gapped sentence together as an example.
- Ask them to read the sentence and elicit the names and write their names in the gap.
- Give pupils time to complete the text independently.
- Get pupils to swap their books with a partner and check their answers before checking as a class.
- Invite a few pupils to read their completed texts in front of the class

*Key: 1. Is*

*2. This is my*

*3. That's my teacher*

### **Activity 3. Project.**

*\*Aims: Ss will be able to draw two pictures about weekend activities at home and present them to the class by using the target language.*

#### **\*Procedure:**

- Ask Ss to draw two pictures about weekend activities at home.

### **Weekend activities**



- Tell pupils the goal of the activity.
- Have pupils work in groups of five or six.
- Each pupil looks at his / her notes and tell the group *about what he / she does on Saturdays and Sundays.*
- Invite a few pupils to look at the notes in

their tables and tell the class about them.

- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (3')**

- Prepare the new lesson: *Unit 4, Lesson 1 (1,2,3).*

**Digital & AI mini-task: “Nam’s week – Check the summary”**

- T displays a simple weekly table based on the reading and a short AI-style summary with one wrong day/activity detail.

- T asks pupils to find evidence in the text/table and correct the error.

- Digital/AI evidence: pupil identifies and repairs one unsupported weekly-routine statement.

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

Week 6

Preparing date: October ....., 2026

Period 23

Teaching date: October ....., 2026

## Unit 4: My birthday party

### Lesson 1 (1, 2, 3)

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays.

- correctly say the words and use *When's your birthday? – It's in .....* to ask and answer questions about someone's birthday.
- enhance the correct use of *When's your birthday? – It's in .....* to ask and answer questions about someone's birthday in a freer context.
- **Vocabulary:** January, February, March, April, May, June, birthday.
- **Skills:** speaking and listening

## 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

### - Digital competence & AI literacy:

+ Use a teacher-controlled digital calendar to identify months and check whether an AI-generated birthday sentence matches the calendar/picture evidence.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 55,56,57 audio Tracks 36,37; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** digital month/calendar cards and one AI-style birthday sentence for checking; no real birth date is required beyond the textbook task.
- **Students:** Pupil's book Page 28, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (3')</b><br><i>Sing: Happy birthday to you</i><br><b>*Aims:</b> to create a friendly and active atmosphere in the class to beginning the lesson<br><b>*Procedure:</b><br>- Show the song on the screen.<br><a href="https://www.youtube.com/watch?v=90w2RegGf9w">https://www.youtube.com/watch?v=90w2RegGf9w</a><br>- Ask pupils to listen, sing and dance the song.<br>- Say "Open your book page 28" and look at "Unit 4, Lesson 1 (1,2,3)".<br><b>2. Presentation (16')</b><br><b>Activity 1. Vocabulary.</b> | - Ss sing and dance the song<br>- Ss open their books<br>- Ss listen and answer<br>- Ss listen and repeat<br>+ Choral repetition (3 times).<br>+ Individual repetition (3 ss)<br>- Ss take note<br>- Ss look, remember and write<br>- Look at the pictures and get to know the characters in the pictures.<br>+ In picture a:<br>Nam: Hi, Lucy. What are you doing?<br>Lucy: I'm making a hat for my birthday party. |

**\*Aims:** Ss will be able to know the vocabulary in the new lesson.

**\*Procedure:**

-T elicits the new words

- + January :tháng 1 (situation)
- + February :tháng 2 (situation)
- + March :tháng 3 (translation)
- + April :tháng 4 (translation)
- + May :tháng 5 (situation)
- + June :tháng 6 (translation)
- + birthday : ngày sinh, sinh nhật (picture)

- T models (3 times).

- T writes the words on the board.

- Checking: Rub out and remember

**Activity 2. 1. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about birthdays

**\*Procedure:**

- Have Ss look at Pictures a and b and identify the characters in the pictures.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.

- Have Ss to practice the dialogue

- T invites a few pairs to the front of the class to practice.

+ In picture b:

Nam: When's your birthday?

Lucy: It's in May.

-Ss listen and repeat in chorus (twice)

-Ss work in pairs to practice

-Ss practice the dialogue

-Ss listen

-Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss repeat to parts of the body.

- Ss look, listen and answer

+Picture a: a calendar showing January.

+ Picture b: a calendar showing February.

+ Picture c: a calendar showing March.

+ Picture d: a calendar showing April.

-Ss listen and repeat

-Ss practice in chorus

-Ss practice in chorus

-Ss work in pairs to practice

-Ss listen

-Ss point and say the questions

-Ss listen.

-Ss look at the bubbles and picture and answer

+ It's in .....

-Ss listen and pay attention

- Ss answer

-Ss work in pairs, ask and answer

-SS ask and answer with the right pronunciation and intonation.



- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

*\*Aims: Ss will be able to correctly say the words and use **When's your birthday? – It's in .....** to ask and answer questions about someone's birthday.*

#### **\*Procedure:**

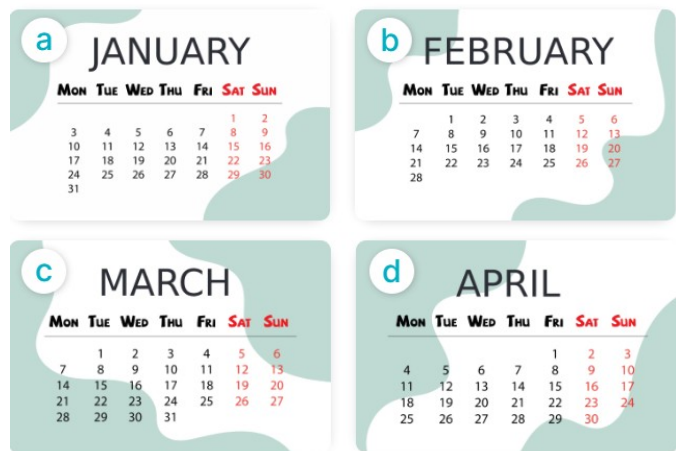
#### **\* Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### **3.Practice: (7')**

#### **\*Drill pictures**

- Have pupils look at the pictures and elicit the names of the months.



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
  - + T asks the first picture, Ss answer
  - + Ss asks the second picture, T answers
  - + Group A asks the third picture, group B answers
  - + Group B asks the last picture, group A answers.
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of

- Ss perform in front of the class.

- Ss answer the questions

- Ss listen

- Ss listen and clap their hands

- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the sentence with the month/calendar picture.
- Ss correct the birthday-month sentence.



the classroom, point at the pictures, and say the questions and answers in front of the class.

- T gives feedbacks.

#### 4. Production: (7')

##### Activity 4. Let's talk.

*\*Aims:* Ss will be able to enhance the correct use of *When's your birthday? – It's in .....* to ask and answer questions about someone's birthday in a freer context.

##### *\*Procedure:*

- Have pupils say the names of the months in the picture.

+ *When's your birthday? – It's in .....*



- Elicit the missing words in the speech bubble and write them on the board.
- Have pupils look at the bubbles to understand how the sentence pattern is used.
- Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues.
- Make sure pupils understand the structure and say them with the right pronunciation and intonation.
- Invite some pupils to practise asking and answering questions in front of the class.

##### *\*Consolidation*

*\*Aims:* Ss will be able to consolidate and wrap up the content of the lesson.

##### *\*Procedure:*

- T asks ss to answer the following

questions:

- + *What have you learnt from the lesson today?*
- + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T review the vocabulary and model sentences.
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### 5. **Homework.** (2')

- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 4, Lesson 1 (4,5,6).*

### **Digital & AI mini-task: “Birthday month – Check it!”**

- T shows month cards/calendar pictures and one AI-style sentence such as “Her birthday is in March” when the picture shows another month.
- T asks pupils to compare the sentence with the visual evidence and correct it.
- Digital/AI evidence: pupil gives the correct month using “It’s in ...”.

### **D. ADJUSTMENTS (if necessary):**

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*Week 6*

*Preparing date: October ....., 2026*

*Period 24*

*Teaching date: October ....., 2026*

## **Unit 4: My birthday party**

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

### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures.
- complete four target gapped exchanges with the help of picture cues.
- sing the song *When's your birthday?* with the correct pronunciation, rhythm and melody.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

## 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

### - Digital competence & AI literacy:

+ Use digital listening materials responsibly and verify a short AI-generated birthday summary against the official audio/picture cues.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 57,58,59,60; audio Tracks 39, 40; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled audio, month pictures and one short AI-style birthday summary with one deliberate error.
- **Students:** Pupil's book Page 29, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5')</b><br><b>Game: <i>Slap the board</i></b><br><b>*Aims:</b> to create a friendly and active atmosphere in the class to beginning the lesson.<br><b>*Procedure:</b> <ul style="list-style-type: none"> <li>- Divide class into 2 groups: Tom and Jerry.</li> <li>- How to play: <ul style="list-style-type: none"> <li>+ Each group chooses five Ss to play.</li> <li>+ Class will read aloud.</li> <li>+ Look at the picture, listen and slap the picture you heard.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen to the rule</li> <li>- Ss play game</li> <li>- Ss listen</li> <li>- Ss open their books</li> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ <i>Picture a:</i> a calendar showing February.</li> <li>+ <i>Picture b:</i> a calendar showing April.</li> <li>+ <i>Picture c:</i> a calendar showing January</li> <li>+ <i>Picture d:</i> a calendar showing March</li> </ul> </li> </ul> |

- + Who faster will get 1 mark.
- + Which group with higher mark is the winner.

- Say “Open your book page 29” and look at “Unit 4, Lesson 1 (4,5,6)”.

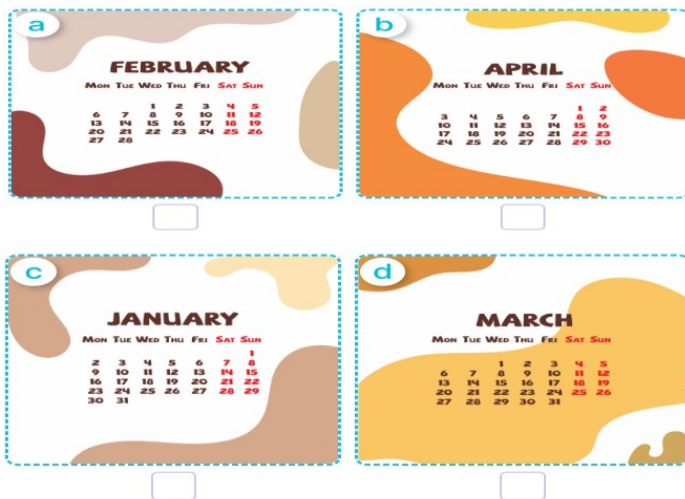
## 2.Practice: (27’)

### Activity 1. Listen and number:

*\*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about their birthdays and number the correct pictures.*

#### **\*Procedure:**

- Elicit the name of the month in each picture.



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.

- Ss guess the answers
- Ss listen to the tape and number
- Ss listen again, number and swap books with their partners.
- Ss listen again and check.
- Ss check their answers and guessing
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and answer
- Ss answer: *It's in March.....*
- Ss look, complete and read the completed sentence in chorus.
- Ss complete the sentences
- Ss read aloud
- Ss look and listen.
- Ss listen to the song
- Ss listen and repeat line by line without the action.
- Ss point to the parts of their body while singing
- Ss listen to melody of the song
- Ss listen and sing line by line.
- Ss sing and do actions.
- + Ss work in groups (two groups) to sing.
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss use the audio/pictures to check the summary.
- Ss correct one wrong month.

- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1.b 2.a 3.d 4.c

### **Activity 2. Look, complete and read.**

**\*Aims:** Ss will be able to complete four target gapped exchanges with the help of picture cues.

#### **\*Procedure:**

- Get Ss to look at the pictures and identify the body parts in the pictures.



1. A: When's your birthday?  
B: It's in \_\_\_\_\_.



2. A: When's your birthday?  
B: It's in \_\_\_\_\_.



3. A: When's your \_\_\_\_\_?  
B: It's in \_\_\_\_\_.



4. A: \_\_\_\_\_ your birthday?  
B: It's \_\_\_\_\_.

- Have Ss look at the four incomplete dialogues and elicits the missing words in the sentences.

- T models with picture 1

+ Ask Ss what is missing in the sentence.

+ Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.

-Have Ss work in groups and complete the picture 2, 3 and 4.

- Ask a few Ss to stand up and read the completed sentences aloud.

-T gives feedbacks.

Key: 1. March 2. May

3. birthday; February

4. When's; in April

### **Activity 3. Let's sing.**

**\*Aims:** Ss will be able to sing the song

*When's your birthday?* with the correct

*pronunciation, rhythm and melody.*

**\*Procedure:**

- Introduce the title and lyrics of the song: "*When's your birthday?*"

*When's your birthday?*

When's your birthday?

When's your birthday?

It's in January.

My birthday's in January. ①



When's your birthday?

When's your birthday?

It's in February.

My birthday's in February.

- Play the recording for Ss to listen to the whole song.
- + Have them repeat the title and lyrics line by line.
- + Tell Ss to point at the parts of their body while singing his or her name.
- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.
- Play the recording line by line for Ss to listen, repeat and point to the part of their body
- Play the recording for Ss to sing and do actions.
- Ask Ss to practice singing and doing actions in pairs or groups.
- Invite groups to the front of the classroom to perform the song
- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if*

*the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### 3. **Homework.** (3')

- Practice part 5 again.

- Prepare the new lesson: *Unit 4, Lesson 2* (1,2,3).

#### **Digital & AI mini-task: “Listen first – Check the AI”**

- After the listening activity, T shows a 2-sentence AI-style summary with one wrong birthday month.

- T asks pupils to use the official audio/picture cues to find and correct the error.

- Digital/AI evidence: pupil verifies one birthday detail with lesson evidence.

#### **D. ADJUSTMENTS (if necessary):**

.....  
 .....  
 .....  
 .....  
 .....

*Week 7*

*Preparing date: October ..... 2026*

*Period 25*

*Teaching date: October ....., 2026*

## **Unit 4: My birthday party**

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

#### **A. OBJECTIVES:**

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

##### **1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts focusing on what someone wants to eat / drink.

- correctly say the phrases and use *What do you want to eat / drink? – I want .....* to ask and answer questions about what someone wants to eat / drink.

- enhance the correct use of *What do you want to eat / drink? – .....* to ask and answer questions about what someone wants to eat / drink in a freer context.

- **Vocabulary:** *chips, grapes, jam, juice.*

- **Skills:** speaking and listening

##### **2. Competences:**



- Oral Communication: speak about names, ask and answer the questions
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

**- Digital competence & AI literacy:**

+ Use teacher-controlled digital food/drink images and check whether AI-generated preference sentences match the visual information.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions
- Diligence: complete learning tasks

**B. TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 59, 60, 61, audio Tracks 40, 41, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* digital food/drink picture cards and one AI-style mismatched sentence; no pupil account is required.

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

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (3')</b></p> <p><i>Sing a song</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> <li>- Sing the song <i>When's your birthday?</i> on page 29.</li> <li>- Say "Open your book page 30" and look at "Unit 4, Lesson 2 (1,2,3)".</li> </ul> <p><b>2. Presentation (16')</b></p> <p><b>Activity 1. Vocabulary.</b></p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> <li>- T elicits the new words</li> <li>+ <i>chips</i> : khoai tây chiên (<i>realia</i>)</li> <li>+ <i>grapes</i> : quả nho (<i>realia</i>)</li> <li>+ <i>jam</i> : mứt (<i>realia</i>)</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen, sing and dance</li> <li>- Ss open their books</li> <li>- Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (<i>3 times</i>).</li> <li>+ Individual repetition (<i>3 ss</i>)</li> <li>- Ss take note</li> <li>- Ss look, remember and write</li> <li>- Look at the pictures and get to know the characters in the pictures.</li> <li>+ <i>In picture a:</i></li> <li>Nam: <i>Happy birthday, Lucy.</i></li> <li>Lucy: <i>Thank you.</i></li> <li>+ <i>In picture b:</i></li> <li>Lucy: <i>What do you want to eat, Nam?</i></li> <li>Nam: <i>I want some jam.</i></li> <li>Lucy: <i>What do you want to drink?</i></li> <li>Nam: <i>I want some juice.</i></li> <li>- Ss listen and repeat in chorus (<i>twice</i>)</li> <li>- Ss work in pairs to practice</li> </ul> |

+ *juice* : nước ép (realia)

- T models (3 times).

- T writes the words on the board.

- *Checking: Rub out and remember*

### **Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on what someone wants to eat / drink.

#### **\*Procedure:**

- Have pupils look at *Pictures a and b* and identify the characters in the pictures.



-

Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.

- Have Ss to practice the dialogue

- T invites a few pairs to the front of the class to practice.

- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

**\*Aims:** Ss will be able to correctly say the phrases and use *What do you want to eat / drink? – I want .....* to ask and answer questions about what someone wants to eat / drink

#### **\*Procedure:**

#### **\* Model sentences:**

- T asks Ss look at *picture a, b* and helps Ss know the structure from the dialogue.

-Ss practice the dialogue

-Ss listen

-Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss look at the picture and answer

+ *In picture a: some chips*

+ *In picture b: some grapes*

+ *In picture c: a glass of lemonade*

+ *In picture d: a bottle of water*

- Ss look, listen and repeat

-Ss practice in chorus

-Ss work in pairs to practice

-Ss point and ask and answer

-Ss listen.

-Ss take turns pointing at the pictures, asking and answering the question in front of the class.

-Ss look at the picture and listen

*Minh and Mary asking and answering questions about food and drink items on a table at a birthday party: jam, lemonade, water, chips, and grapes*

-Ss look and pay attention

-Ss work in pairs

-Ss perform in front of the class.

-Ss says about the birthday party.

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

-Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the picture and sentence.

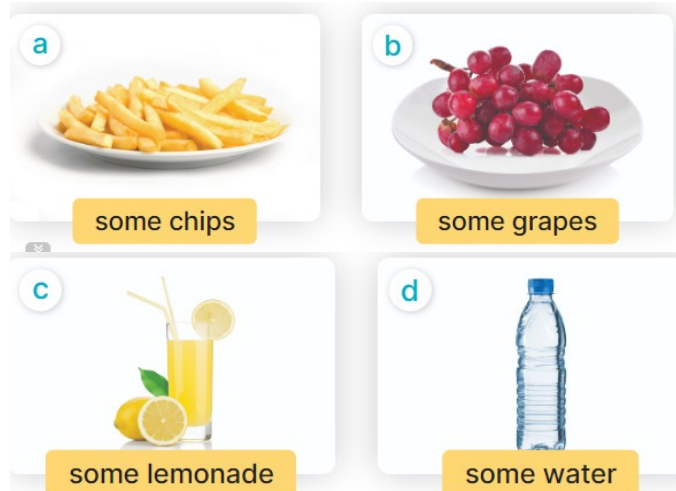
- Ss give the correct answer.

- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### 3.Practice: (7')

#### *\*Drill pictures*

- Have pupils look at the pictures and elicit the names of the food and drinks.



- Run through all the pictures.
- Run through model sentences.
- + Run through the questions.
- + Run through the answers.
- Have Ss to practise:
- + T asks the first – Ss answer (change role).
- + Ss – Ss (change role).
- Ask Ss to work in pairs to ask and answer the question *What do you want to eat/ drink? I want.....*
- T controls and corrects.
- Invite a few pairs to point at the pictures and giving the instructions in front of the class.
- Encourage Ss to practise speaking English.
- T gives feedbacks.

### 4.Production: (7')

#### Activity 4. Let's talk.

*\*Aims:* Ss will be able to enhance the correct use of *What do you want to eat / drink? – I want .....* to ask and answer

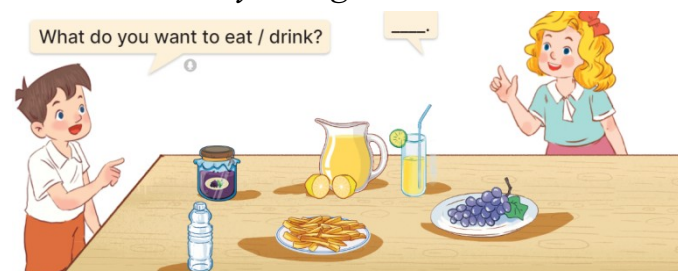
questions about what someone wants to eat / drink in a freer context.

**\*Procedure:**

- Have Ss look at the picture and answer the questions:

+ *Who are they?*

+ *What are they doing?*



- Have pupils look at the bubbles to understand how the sentence pattern is used.

- Have pupils role-play to practise asking the questions and giving their answers in pairs, using the picture cue.

- Invite some pupils to practise asking and answering questions in front of the class.

- Have pupils ask and answer questions about *what they want to eat / drink at a birthday party*, using the structure learnt.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T review the vocabulary and model sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### 5. **Homework.** (2')

- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 4, Lesson 2 (4,5,6).*

#### **Digital & AI mini-task: “Food or drink – Check the sentence”**

- T displays 3 food/drink pictures with short AI-style answers. One answer mismatches the picture.
- T asks pupils to check and correct the sentence using “I want some ...”.
- Digital/AI evidence: pupil corrects one inaccurate food/drink answer.

### **D. ADJUSTMENTS (if necessary):**

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*Week 7*

*Preparing date: October ..... 2026*

*Period 26*

*Teaching date: October ....., 2026*

## **Unit 4: My birthday party**

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

#### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- listen to and understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures.
- complete two gapped dialogues with the help of picture cues.
- revise the target vocabulary items through playing the game *Board race*.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

#### **2. Competences:**

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

#### **- Digital competence & AI literacy:**

+ Check a simple AI-generated food/drink dialogue against picture cues and use only lesson information needed for the task.

### 3. Attitude/ Qualities:

- Kindness: show kindness in inviting someone to a birthday party and offering them food and drink they want.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

### B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 62,63; audio Tracks 42; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration:* teacher-prepared digital dialogue card with one wrong food/drink word.
- *Students:* Pupil's book Page 31, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: <b>Guessing game</b></i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> <li>- T introduces and explains the game.</li> <li>- How to play:</li> <li>+ T will show some pictures which is hidden.</li> <li>+ Ss look at the pictures in the screen.</li> <li>+ Ss tell what someone is doing.</li> <li>- T models. (<i>jam</i>)</li> <li>- Ss play the game.</li> <li>- T gives feedback.</li> <li>- <i>Ex:</i></li> </ul> <p>1. <i>jam</i>      2. <i>grapes</i>      3. <i>chips</i></p> <p>4. <i>milk</i>      5. <i>lemonade</i>      6. <i>chicken</i></p> <ul style="list-style-type: none"> <li>- Say "Open your book page 31" and look at "Unit 4, Lesson 2 (4,5,6)".</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and tick:</b></p> <p><i>*Aims: Ss will be able to listen to and</i></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> </ul> <div>   </div> <div>   </div> <div>   </div> <ul style="list-style-type: none"> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ <i>Picture 1a: grapes</i></li> <li>+ <i>Picture 1b: chips</i></li> <li>+ <i>Picture 2a: jam ad lemonade</i></li> <li>+ <i>Picture 2b: jam and water</i></li> </ul> </li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and write number</li> <li>- Ss listen again, write and swap books with their partners.</li> </ul> |



*understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures.*

**\*Procedure:**

- Elicit the names of the food and drink items.
- Point at the pictures respectively to explain the context.

1.  a  b 

☐ ☐

2.  a  b 

☐ ☐

- T ask Ss to guess the answers.
- + T writes Ss'guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

*Key: 1. a      2.a*

**Activity 2. Look, complete and read.**

*\*Aims: Ss will be able to complete two gapped dialogues with the help of picture*

- Ss check their answers and guessing
- Ss listen and repeat.
- Ss look at the pictures and say
- Ss listen and pay attention
- Ss read and answer
- Ss complete the sentence
- Ss complete the second dialogues
- Ss read aloud
- Ss listen
- Ss listen
- Ss play the game
- Ss play the game
- Ss listen to the teacher.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss check the dialogue with the picture.
- Ss correct and read the exchange.



cues.

**\*Procedure:**

- Have pupils look at the pictures and identify the food and drink items in the pictures.



1. A: Happy birthday, Nam!

B: Thank you. \_\_\_\_\_ do you want to eat, Mary?

A: I want some \_\_\_\_\_.

2. A: What do you want to \_\_\_\_\_, Ben?

B: I want some water.

A: What do you want to eat?

B: I want some \_\_\_\_\_.

- Have pupils look at the two incomplete dialogues.
- Model Dialogue 1, ask pupils what is missing in the question (*What*) and the answer (*the food*).
- Ask pupils to complete the gap (*What do you want to eat, Mary? – I want some grapes.*).
- Have pupils complete the dialogues individually.
- Ask a few pairs to read them aloud.
- Correct their pronunciation where necessary, praise the readers, and get the class to clap or cheer if their pronunciation is good

*Key: 1. What; grapes    2. drink; chips*

**Activity 3. Let's play.**

**\*Aims:** *Ss will be able to revise the target vocabulary items through playing the game Board race.*

**\*Procedure:**

- Tell pupils the goal of the game and how to play it.
- Divide pupils into two teams. They take turns going to the board and each pupil tries to write one word in the columns *Drinks and Food* as fast as possible.

- The team that writes the most words in the set time wins.
- Point to the words and have pupils read the words out loud.
- Have pupils play the game using other word sets, ex: *months, countries, days of the week.*

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Practice about the pictures on page 31.
- Prepare the new lesson: *Unit 4, Lesson 3 (1,2,3).*

**Digital & AI mini-task: "Dialogue checker"**

- T shows a short AI-style dialogue with one wrong food/drink item.
- T asks pupils to compare it with the picture cue and repair the dialogue.
- Digital/AI evidence: pupil corrects one word and reads the repaired exchange.

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

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*Week 7*

*Preparing date: October ..... 2026*

*Period 27*

*Teaching date: October ....., 2026*

**Unit 4: My birthday party**

## Lesson 3 (1, 2, 3)

### A. OBJECTIVES:

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

#### 1. Knowledge:

- correctly repeat the sounds of the letters **j** and **w** in isolation, in the words **jam** and **water**, and in the sentences **I like jam.** and **I want some water.**
- listen to and demonstrate understanding of simple communicative to identify the target words jam and water while listening.
- say the chant with the correct pronunciation and rhythm.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

#### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.
- **Digital competence & AI literacy:**  
+ Use digital audio to compare the target sounds/letters j and w in jam and water and correct an AI-style pronunciation classification using the official audio.

#### 3. Attitude/ Qualities:

- Kindness: show self-respect to what they want and what others want
- Honesty: tell the truth about feelings and emotions

### B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 64,65; audio Tracks 43,44,45; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled pronunciation audio and one AI-style sound/word classification card.
- **Students:** Pupil's book Page 32, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                          | Students' activities                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5')</b><br><i>Game: Pass the ball</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b><br>- T gives Ss a ball.<br>- T asks Ss to listen to music and transfer a ball around the class.<br>- When the music stops, Ss who keep a ball have to answer the question using: <i>What do</i> | - Ss listen<br>-Ss play the game<br>- Ss open their books<br>- Ss recognize the differences about color of letter<br>- Ss listen<br>- Ss listen and point<br>- Ss listen again and repeat<br>-Ss listen again and repeat |

*you want to eat/ drink? and I want some.....*

- T gives feedback.
- Say “Open your book page 32” and look at “Unit 4, Lesson 3 (1,2,3)”.

## **2. Presentation (9’)**

### **Activity 1. Listen and repeat:**

*\*Aims: Ss will be able to correctly repeat the sounds of the letters **j** and **w** in isolation, in the words **jam** and **water**, and in the sentences **I like jam.** and **I want some water.***

#### **\*Procedure:**

- T gives instruction to the letter **j** and **w**, in the words **jam** and **water**, and in the sentences **I like jam.** and **I want some water.**
- Play the recording for the letter **j, w.**
- Encourage Ss to point at the letter /word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

## **3.Practice: (19’)**

### **Activity 2. Listen and circle.**

*\*Aims: Ss will be able to identify the target words **jam** and **water** while listening.*

#### **\*Procedure:**

- Elicit the sentences and the gap-fill options.
- T ask Ss to guess the answers.
- + T writes Ss’ guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.

-Ss practice

-Ss listen

-Ss listen and say:

+ *Number 1: I want some.....*

+ *Number 2: There is some....on the table.*

-Ss guess the answers

- Ss listen to the tape and circle

- Ss listen again, circle and swap books with their partners.

- Ss check their answers and guessing

-Ss listen and repeat.

-Ss read the sentences

- Ss look and listen.

-Ss listen to the chant

- Ss listen and repeat line by line without clap their hands

-Ss note the sounds, words

-Ss listen to melody of the chant

- Ss listen and chant line by line.

- Ss chant and clap along.

- Ss work in groups (two groups) to chant

-Ss perform in front of the class.

-Ss listen

-Ss answer the questions

-Ss listen and clap their hands

-Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss listen and compare.

- Ss correct one sound/letter classification.

+ Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.

- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

- Invite one or two Ss to stand up and read the completed sentences.

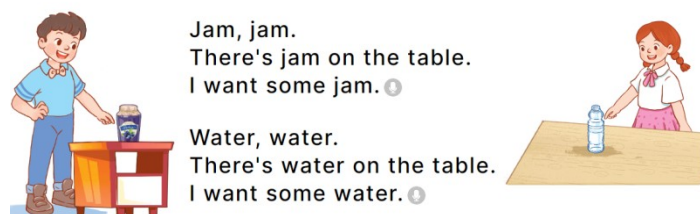
*Key: 1.b 2.c*

### **Activity 3. Let's chant**

*\*Aims: Ss will be able to say the chant with the correct rhythm and pronunciation.*

#### **\*Procedure:**

- Introduce the title and lyrics of the chant.



- Play the recording for Ss to listen to the whole chant.

+ Have them repeat the title and lyrics line by line.

+ Ask Ss to attend to the sounds of the letters *j* and *w* and the words *jam* and *water*..

- Play the recording all the way through for Ss to listen to pronunciation and melody.

- Play the recording line by line for Ss to listen and repeat

- Play the recording for Ss to chant and clap along.

- Ask Ss to practice chant and clap along in pairs or groups.

- Invite groups to the front of the classroom to perform the chant

-T gives feedback.

#### **\*Consolidation**

*\*Aims: Ss will be able consolidate and wrap*

up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (2')**

- Practice the chant more.
- Prepare the new lesson: *Unit 4, Lesson 3 (4,5,6).*

**Digital & AI mini-task: “J or W?”**

- T plays the official audio for jam and water and shows one AI-style sorting card with a deliberate error.
- T asks pupils to listen again and move/correct the wrong word.
- Digital/AI evidence: pupil checks pronunciation with the official audio rather than copying the AI card.

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

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.....

.....

Week 7

Preparing date: October ..... 2026

Period 28

Teaching date: October ....., 2026

## Unit 4: My birthday party

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- read and understand a text (*Bill's letter*) and circle the correct answers.
- complete a gapped text using pupils' personal information.

- make birthday party invitations at home and present them to the class by using the target language.

- **Vocabulary:** Review

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

## 2. Competences:

- Critical Thinking: self-introduce

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

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

## - Digital competence & AI literacy:

+ Create/view a simple digital birthday invitation while protecting personal information; recognise that an invitation should not contain unnecessary private data.

## 3. Attitude/ Qualities:

- Kindness: Show kindness in inviting someone to a birthday party and offering them food and drink they want.

- Honesty: Show pride in the date of birth of themselves and others' and respect to their parents for their presence.

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 66, 67; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital birthday-invitation sample and one unsafe sample containing unnecessary private information.

- **Students:** Pupil's book Page 33, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                     | Students' activities                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5')</b><br><b>"Chant"</b><br><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i><br><b>*Procedure:</b><br>- Ask Ss chant and do the actions in Unit 4, Lesson 3 page 32 in groups.<br>- Give point for the groups and encourage them.<br>- Say "Open your book page 33" and look at "Unit 4, Lesson 3 (4, 5, 6)". | - Ss listen and chant<br>- Ss open their books<br>- Ss look at the letter and answer<br>-Ss read and pay attention<br>-SS read again and circle<br>-Ss swap books and check<br>-Ss write the correct answer<br>-Ss return the books to their partners<br>-Ss check their answer again. |
| <b>2.Practice: (8')</b><br><b>Activity 1. Read and circle:</b>                                                                                                                                                                                                                                                                                                           | -Ss pay attention<br>-Ss listen and asnwer<br>-Ss write<br>-Ss write about themselves                                                                                                                                                                                                  |



**\*Aims:** *Ss will be able to read and understand a text (Bill's letter) and circle the correct answers.*

**\*Procedure:**

- Draw pupils' attention to *Bill's letter* and read it together as a class.
- Have pupils pay attention to the gap and the three answer options for each sentence.
- Ask pupils to read the letter again and circle the correct options.
- Tell pupils to swap books with a partner, then check answers together as a class.
- Write the correct answers on the board.
- Tell pupils to return the books to their partners.
- Ask pupils to look at the board and check their answers again.

*Key: 1. b    2. a    3. a    4. b*

**3.Production: (19')**

**Activity 2. Let's write**

**\*Aims:** *Ss will be able to complete a gapped text using pupils' personal information.*

**\*Procedure:**

- Tell the class the goal of this activity: *to read the text and fill in the gaps using their personal information.*
- Write the first sentence on the board.
- Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say their own names.
- Give pupils time to write the answers.
- Repeat the same procedure with the other sentences.
- Invite a few pupils to read the sentences they have completed aloud in front of the class.

*Ex: My name is Huong. I am from Nghia*

- Ss write about themselves
- Ss read the sentences they have completed.
- Ss listen
- Ss listen to the teacher
- Ss work in groups and talk
- Some Ss perform in front of the class.
- Ss vote the best invitations
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss identify suitable information for an invitation.
- Ss remove/avoid private information and correct one wrong detail.

Lam Village. My birthday is in October. I want some chips, milk and a birthday cake at the party.

### **Activity 3. Project.**

**\*Aims:** Ss will be able to make birthday party invitations at home and present them to the class by using the target language.

**\*Procedure:**

- Tell pupils the goal of this activity.

#### **A birthday party invitation**



- Explain that they are going to show the birthday party invitations that they have made at home and tell the class about their birthdays.
- Have pupils work in groups of five.
- + Each pupil shows his / her invitation and tells the group about his / her birthday
- + Ex: *My birthday's in May.*
- Invite some pupils to show their work and talk about their birthdays.
- Have pupils stick their invitations on the wall of the classroom as a display.

### **\*Consolidation**

**\*Aims:** Ss will be able to consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if*

*the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

#### **4. Homework. (3')**

- Prepare the new lesson: *Unit 5, Lesson 1 (1, 2, 3).*

#### **Digital & AI mini-task: “Safe birthday invitation”**

- T shows two simple birthday-invitation samples and asks what information is needed for the class task.

- T points out that phone numbers, passwords or detailed private information should not be added or entered into AI tools.

- T may show one AI-style invitation with a wrong detail for pupils to correct.

- Digital/AI evidence: pupil keeps only suitable invitation information and corrects one inaccurate detail.

#### **D. ADJUSTMENTS (if necessary):**

***NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated from 2026 to 2026.***

*Week 8*

*Preparing date: October ....., 2026*

*Period 29*

*Teaching date: October ....., 2026*

## **Unit 5: Things we can do**

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

#### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone’s abilities.

- correctly say the phrases and use *Can you .....? – Yes, I can. / No, I can’t.* to ask and answer questions about someone’s abilities.

- enhance the correct use of *Can you .....? – Yes, / No, .....* to ask and answer questions about pupils’ abilities in a freer context.

- **Vocabulary:** ride a bike, ride a horse, play the piano, play the guitar.

- **Skills:** speaking and listening

## 2. Competences:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

### - Digital competence & AI literacy:

+ Use teacher-controlled digital ability pictures and check whether AI-generated Can you...? answers match the visible action.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Show pride in what they can do and great respect for other people's abilities by using appropriate gestures and intonation when asking and answering about abilities.

## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 68,69,70, audio Tracks 46,47, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: digital ability picture cards and one AI-style wrong Yes/No answer.

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

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (3')</b></p> <p><i>Sing: The hobby song</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> <li>- Show the song on the screen.<br/><a href="https://www.youtube.com/watch?v=90LfcLAjLiI">https://www.youtube.com/watch?v=90LfcLAjLiI</a></li> <li>- Ask Ss to listen, sing and dance the song.</li> <li>- Say "Open your book page 34" and look at "Unit 5, Lesson 1 (1,2,3)".</li> </ul> <p><b>2. Presentation(16')</b></p> <p><b>Activity 1. Vocabulary.</b></p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> <li>-T elicits the new words</li> <li>+ <i>ride a bike</i> : đạp xe (picture)</li> </ul> | <ul style="list-style-type: none"> <li>- Ss sing and dance the song</li> <li>- Ss open their books</li> <li>-Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and match</li> <li>-Look at the pictures and get to know the characters in the pictures.</li> <li>+ <i>In picture a:</i></li> <li>Mary: <i>I can fly a kite.</i></li> <li>Mai: <i>I can skip.</i></li> <li>+ <i>In picture b:</i></li> <li>Minh: <i>Can you ride a bike?</i></li> <li>Mary: <i>Yes, I can.</i></li> <li>Mai: <i>No, I can't.</i></li> <li>-Ss listen and repeat in chorus (twice)</li> <li>-Ss work in pairs to practice</li> <li>-Ss practice the dialogue</li> </ul> |

- + *ride a horse* : cưỡi ngựa (picture)
- + *play the piano* : chơi đàn pi-a-no (mime)
- + *play the guitar* : chơi đàn ghi ta (mime)
- T models (3 times).

- T writes the words on the board.

- *Checking: Matching*

### **Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) in which pupils ask and answer questions about someone's abilities.

#### **\*Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters in the pictures.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.

- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

**\*Aims:** Ss will be able to correctly say the phrases and use *Can you .....? – Yes, I can. /No, I can't.* to ask and answer questions about someone's abilities

#### **\*Procedure:**

#### **\* Model sentences:**

- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.

-Ss listen

-Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss repeat to the the sentences

- Ss look, listen and answer

+ *Picture a:* a girl riding a bike

+ *Picture b:* a boy who can't ride a horse

+ *Picture c:* a boy playing the piano

+ *Picture d:* a girl who can't play the guitar

-Ss listen and repeat

-Ss practice in chorus

-Ss practice in chorus

-Ss work in pairs to practice

-Ss point and say

-Ss listen.

-Ss look at the picture and answer

*A summer camp poster. There are four activities in the poster.*

-Ss note

- Ss say the completed sentences.

-Ss work in pairs

-Ss perform in front of the class.

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

-Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss check the picture.
- Ss choose Right / Wrong and give the correct answer.

- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### 3.Practice: (7')

#### \*Drill pictures

- Elicit and check comprehension the name of each character.



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
  - + T asks, Ss answer picture a
  - + Ss ask, T answers picture b
  - + Group A ask, group B answer picture c
  - + Group B ask, group A answer picture d
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.
- T gives feedbacks.

### 4.Production: (7')

#### **Activity 4. Let's talk.**

*\*Aims: Ss will be able to enhance the correct use of Can you .... ? – Yes, / No, ..... to ask and answer questions about pupils' abilities in a freer context.*

#### **\*Procedure:**

- T asks ss to guess each character and what the children say.
- + *What can you see in the picture?*





- T fills the gaps and writes the sentences on the board.
- T models
- T asks Ss to ask and answer questions using *Can you? –Yes/ No, .....*
- Invite some pairs to perform.
- Give feedbacks

### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T review the vocabulary and model sentences.
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **5. Homework. (2')**

- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 5, Lesson 1 (4,5,6).*

### **Digital & AI mini-task: “Can or can’t – Check it!”**

- T shows an ability picture and an AI-style answer such as “Yes, I can” when the picture indicates “No”.
- T asks pupils to decide Right / Wrong and correct the answer.
- Digital/AI evidence: pupil matches ability evidence with the correct Yes/No response.



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

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 .....  
 .....  
 .....

*Week 8*

*Preparing date: October ....., 2026*

*Period 30*

*Teaching date: October ....., 2026*

**Unit 5: Things we can do**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- listen to and understand two communicative contexts in which pupils ask and answer questions about someone's abilities and tick the correct pictures.
- complete four gapped exchanges with the help of picture cues.
- practise the target vocabulary and sentence patterns by playing the game *Can you ...?*
- ***Vocabulary:*** Review
- ***Skills:*** speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

**- Digital competence & AI literacy:**

+ Verify AI-generated ability statements against the official listening/picture cues instead of accepting them automatically.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 70,71,72; audio Tracks 48; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled audio/pictures and one short AI-style ability summary.

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

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><b>Game: Lucky number</b></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 3 groups.</li> <li>- Pupils from each team choose a number, then ask and answer with the picture in that number.</li> <li>- Pupil or teacher clicks the “play” button to roll the dice and clicks the “stop” button to get points.</li> <li>- After 9 numbers, the group with the most points is the winner</li> <li>- Say “Open your book page 35” and look at “Unit 5, Lesson 1 (4,5,6)”.</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and tick:</b></p> <p><i>*Aims: Ss will be able to listen to and understand two communicative contexts in which pupils ask and answer questions about someone's abilities and tick the correct pictures.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the names of the characters in the pictures.</li> <li>- Point at the pictures respectively to explain the context.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen and pay attention</li> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say:<br/>+ <i>Picture 1a: a girl playing the piano.</i><br/>+ <i>Picture 1b: a girl riding a horse</i> + <i>Picture 2a: a boy riding a bike</i><br/>+ <i>Picture 2b: a boy playing the guitar</i></li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss write the correct answer.</li> <li>-Ss listen and repeat.</li> <li>-Ss look at the picture and say</li> <li>-Ss look and answer</li> <li>-Ss do the task</li> <li>-Ss work in pairs and swap books</li> <li>-Ss write the answer on the board</li> <li>-Ss act out</li> <li>- Ss listen</li> <li>-Ss play game</li> <li>- Ss listen and play game</li> <li>-Ss answer the questions</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul> <p><b>Digital/AI pupil actions:</b></p> <ul style="list-style-type: none"> <li>- Ss check the summary with lesson evidence.</li> <li>- Ss correct one wrong ability.</li> </ul> |



2. 



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1. b      2. b

### **Activity 2. Look, complete and read**

*\*Aims: Ss will be able to complete four gapped exchanges with the help of picture cues.*

#### **\*Procedure:**

- Have pupils read the exchange and guess the missing words in the answer.



1. A: Can you play the piano?

B: \_\_\_\_\_.



2. A: Can you ride a bike?

B: \_\_\_\_\_.



3. A: Can you \_\_\_\_\_?

B: \_\_\_\_\_, I can.



4. A: Can you \_\_\_\_\_?

B: \_\_\_\_\_, I can't.

- Have Ss look at the four sentences and the pictures. Elicit with picture 1
- Give pupils time to do the task

independently.

- Get pupils to swap books with a partner and check their answers before checking as a class.
- Nominate a pupil to write the answers on the board.
- Invite four pairs of pupils to act out four complete exchanges in front of the class.

*Key:*

1. *Yes, I can*                      2. *No, I can't*  
 3. *ride a horse; Yes*    4. *play the guitar; No*

### **Activity 3.    Let's play**

*\*Aims: Ss will be able to practise the target vocabulary and sentence patterns by playing the game **Can you ...?***

#### **\*Procedure:**

- Invite two groups, each with six pupils, to play the game.
- Tell pupils the goal of the game and how to play it.
- + Each group has two minutes to play.
- + The teacher holds up a flash card (*ride a bike*), the first pair looks at the picture, one pupil asks (*ex: Can you ride a bike?*) and another pupil replies as quickly as possible.
- + Check with the whole class if the question is correct or not, and ask the group to demonstrate the action.
- + The pair who has played goes to the end of the line.
- + The second pair moves up and continues with the next flash card.
- + For each pair, the group gets three stars, one star for the question, one for the answer and one for the group action.
- Play the game with other groups in the class. The group with the most stars is the

winner.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Practice part 5 again.
- Prepare the new lesson: *Unit 5, Lesson 2 (1,2,3).*

**Digital & AI mini-task: "Listen – Then verify"**

- After the listening task, T shows a short AI-style summary with one incorrect ability.
- T asks pupils to use the audio/pictures to find the mismatch and correct it.
- Digital/AI evidence: pupil cites the picture/audio clue and corrects one statement.

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

.....  
 .....  
 .....  
 .....

Week 8

Preparing date: October ....., 2026

Period 31

Teaching date: October ....., 2026

**Unit 5: Things we can do**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.

- correctly say the words and use *Can he / she .....? – Yes, he / she can. / No, he / she can't, but he / she can ..... to talk about abilities and lack of abilities.*
- enhance the correct use of *Can he / she .....? – Yes, ..... / No, ....., but ..... to talk about abilities and lack of abilities in a freer context.*

- **Vocabulary:** roller skate

- **Skills:** speaking and listening

## 2. Competences:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

### - Digital competence & AI literacy:

+ Use digital character pictures to check AI-generated he/she ability sentences and avoid making claims that are not shown in the lesson evidence.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

## B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 72,73,74; audio Tracks 49, 50, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-prepared character/ability slides and one AI-style sentence with a deliberate he/she or can/can't error.

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

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (3')</b><br><i>Game: Guessing game</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b> <ul style="list-style-type: none"> <li>- Divide the class into 3 teams.</li> <li>- Pupils take turns to answer the questions.</li> <li>- They look at the objects and guess what activity they can do with the objects.</li> <li>- If they have the correct answers, they get the points for their teams. If the answer is not correct, another team answers</li> <li>- Say "Open your book page 36" and look at</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play the game</li> <li>-Ss play the game</li> <li>- Ss open their books</li> <li>-Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and slap</li> <li>-Look at the pictures and get to know the characters in the pictures.</li> <li>+ In picture a:</li> <li>Mr Long: <i>Can Linh play badminton?</i></li> </ul> |



“Unit 5, Lesson 2 (1,2,3) ”.

## 2. Presentation (16')

### Activity 1. Vocabulary.

**\*Aims:** Ss will be able to know the vocabulary in the new lesson.

#### \*Procedure:

- T elicits the new words
- + roller skate : trượt pa tin (picture)
- T models (3 times).

- T writes the words on the board.

- Checking: What and where

### Activity 2. Look, listen and repeat:

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) in which the characters talk about abilities and lack of abilities.

#### \*Procedure:

- Have Ss look at Pictures a and b and identify the characters and predict the activities that Linh can do on the sports day.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the diaguage
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### Activity 3. Listen, point and say.

**\*Aims:** Ss will be able to correctly say the phrases and use *Can he / she ... ? – Yes, he/ she can. / No, he/ she can't, but he/ she can*

Ben: *Yes, she can.*

– In picture b:

Mr Long: *Can she play football?*

Ben: *No, she can't, but she can swim.*

- Ss listen and repeat in chorus (twice)
- Ss work in pairs to practice
- Ss practice the diaguage
- Ss listen
- Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss repeat to the sentences.

-Ss listen and answer

+Picture a: swim/ yes

+Picture b. roller skate/ no/ swim

+Picture c. cook/ yes

+Picture d. draw/ no/ cook.

- Ss look, listen and repeat

- Ss practice in chorus

- Ss practice in chorus

-Ss work in pairs to practice

-Ss listen

-Ss go to the board and point and say

-Ss listen

-Ss look at the picture and answer

+ Lucy is cooking, Nam is drawing, Lucy cannot skate, Nam cannot swim.

-Ss work in pairs

-Ss write the missing words

-Ss say the completed sentences

-Ss check nd answer

-Ss act out in front of the class

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

-Ss listen and take note



..... to talk about abilities or lack of abilities.

**\*Procedure:**

**\* Model sentences:**

- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

**3.Practice: (7')**

**\*Drill pictures**

- Have Ss look at the pictures and elicit the activities.



- Run through all the pictures.
- Run through model sentences.
- + Run through the questions
- + Run through the answers
- Have Ss to practise:
- + T asks – Ss answer (change role).
- + Ss – Ss (change role).
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom, point at the pictures and say the questions and answers in front of the class.
- T gives feedbacks.

**4.Production: (7')**

**Activity 4. Let's talk.**

**\*Aims:** Ss will be able to enhance the correct use of *Can he / she ....*

**Digital/AI pupil actions:**

- Ss compare the character picture and sentence.
- Ss correct the pronoun/ability statement.

? – Yes, .... / No,  
, but ..... to talk about abilities and lack of abilities in a freer context.

**\*Procedure:**

- T asks ss to guess each character and what the children say.

+ *What can you see in the picture?*

+ *Who are they?*

+ *Where are they?*

+ *What are they doing?*



- Put Ss into pairs and encourage them to ask and answer questions using *Can he/ she....? I Yes/ No, I.....*

- Elicit the missing words in the speech bubbles and write them on the board.

- Get pupils to say the completed sentences.

- Give pupils time to work in pairs and take turns asking and answering about what the friends in the pictures can or can't do.

- Invite a few pairs to come to the front of the classroom and act out the roles.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T review the vocabulary and model

sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### 5. **Homework.** (2')

- Learn the vocabulary and model sentences by heart

- Prepare the new lesson: *Unit 5, Lesson 2* (4,5,6).

### **Digital & AI mini-task: “He / She – Ability checker”**

- T displays character pictures and AI-style ability sentences; one sentence has the wrong pronoun or ability.

- T asks pupils to correct it using “Yes, he/she can” or “No, he/she can’t, but ...”.

- Digital/AI evidence: pupil corrects one character/ability statement from observable evidence.

## **D. ADJUSTMENTS (if necessary):**

.....  
 .....  
 .....  
 .....

*Week 8*

*Preparing date: October ....., 2026*

*Period 32*

*Teaching date: October ....., 2026*

## **Unit 5: Things we can do**

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

### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- listen to and understand four communicative contexts in which pupils talk about abilities and lack of abilities and tick or cross the pictures.

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

- sing the song *Things they can do* with the correct pronunciation, rhythm and melody.

- **Vocabulary:** Review

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

## 2. Competences:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

### - Digital competence & AI literacy:

+ Use digital listening and picture information to verify a short AI-generated summary of abilities and lack of abilities.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 75,76; audio Tracks 51, 52; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-controlled audio/picture cues and one short AI-style summary with one incorrect ability.

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

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: Slap the board</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into two or three teams.</li> <li>- Teacher puts up a set of pictures or words on a board.</li> <li>- A pupil from each team comes up to the board with fly swatters.</li> <li>- They listen as the teacher calls out a word or a sentence and they race to slap the correct picture.</li> <li>- Whoever is the fastest with the correct slap gets a point for their team.</li> <li>- Team with the most points is the winner.</li> <li>- Say "Open your book page 13" and look at "Unit 5, Lesson 2 (4,5,6)".</li> </ul> <p><b>2.Practice: (27')</b></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>- Ss open their books</li> <li>- Look at the pictures and say:               <ul style="list-style-type: none"> <li>+ <i>Picture 1. a boy cooking</i></li> <li>+ <i>Picture 2. a girl falling off her roller skates</i></li> <li>+ <i>Picture 3. a girl riding a bike</i></li> <li>+ <i>Picture 4. a girl painting</i></li> </ul> </li> <li>- Ss guess the answers</li> <li>- Ss listen to the tape and tick/ cross</li> <li>- Ss listen again, tick/ cross and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>- Ss listen and repeat.</li> <li>- Ss look at the picture and say</li> <li>- Ss answer: <i>Yes, she can</i></li> <li>- Ss look, complete and read the</li> </ul> |

**Activity 1. Listen and tick or cross:**

**\*Aims:** *Ss will be able to listen to and understand two communicative contexts in which pupils discuss different hobbies.*

**\*Procedure:**

- Elicit the activities in the pictures and tick or cross the boxes while listening.



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

*Key: 1. Tick 2. Cross 4. Tick 5. Cross*

**Activity 2. Look, complete and read**

**\*Aims:** *Ss will be able to complete four target sentences with the help of picture cues.*

**\*Procedure:**

completed sentence in chorus.

- Ss complete the sentence
- Ss read aloud
- Ss listen
- Ss listen to the song
- Ss listen and repeat line by line without the action.
- Ss point to the pictures while singing
- Ss listen to melody of the song
- Ss listen and sing line by line.
- Ss sing and do actions.
- + Ss work in groups (two groups) to sing.
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen

**Digital/AI pupil actions:**

- Ss check the audio/picture evidence.
- Ss correct one wrong ability statement.

- Draw pupils' attention to the picture and elicit the words to complete the sentence.



1. A: Can she cook?

B: \_\_\_\_\_, she \_\_\_\_\_.



2. A: Can he draw?

B: \_\_\_\_\_, he \_\_\_\_\_.



3. A: Can she ride a \_\_\_\_\_?

B: No, she can't, but she \_\_\_\_\_ swim.



4. A: \_\_\_\_\_ he play badminton?

B: No, he can't, \_\_\_\_\_ he can roller skate.

- Have Ss look at the four incomplete sentences and elicits the missing words in the sentences.

- T models with picture 1

+ Ask Ss what is missing in the sentence.

+ Have Ss look at the picture and complete the gap, then read the completed sentence in chorus.

-Have Ss work in groups and complete the picture 2, 3 and 4.

- Ask a few Ss to stand up and read the completed sentences aloud.

-T gives feedbacks.

*Key: 1. Yes; can      2. No; can't*

*3. bike; can      4. Can; but*

### **Activity 3. Let's sing.**

**\*Aims:** Ss will be able to sing the song

*Things they can do* with the correct pronunciation, rhythm and melody.

#### **\*Procedure:**

- Introduce the title and lyrics of the song: “

*Things they can do* ”





- Play the recording for Ss to listen to the whole song.
- + Have them repeat the title and lyrics line by line.
- + Tell Ss to point at the pictures while singing.
- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.
- Play the recording line by line for Ss to listen, repeat and point to the pictures
- Play the recording for Ss to sing and do actions.
- Ask Ss to practice singing and doing actions in pairs or groups.
- Invite groups to the front of the classroom to perform the song
- T gives feedback.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> <li>- Practice part 5 again.</li> <li>- Prepare the new lesson: <i>Unit 5, Lesson 3 (1,2,3).</i></li> </ul> <p><b>Digital &amp; AI mini-task: “AI ability summary – Check it!”</b></p> <ul style="list-style-type: none"> <li>- T shows a short AI-style summary after the listening/song task.</li> <li>- T asks pupils to find one mismatch using the official audio/pictures and repair it.</li> <li>- Digital/AI evidence: pupil corrects one unsupported claim.</li> </ul> |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

#### D. ADJUSTMENTS (if necessary):

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***NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated from 2026 to 2026.***

Week 9

Preparing date: November ..... 2026

Period 33

Teaching date: November ....., 2026

## Unit 5: Things we can do

### Lesson 3 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- correctly repeat the sounds of the letters **y** and **n** in isolation, in the words yes and no, and in the sentences *Can you draw? – Yes, I can. and Can she swim? – No, she can’t.* with the correct pronunciation and intonation.

- identify the target words yes and no while listening.

- say the chant with the correct pronunciation and rhythm.

- **Vocabulary:** Review

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

##### 2. Competences:

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

- Sociability: Talk to each other, say good words to others.

- **Digital competence & AI literacy:**

+ Use official digital audio to check the pronunciation of yes and no and correct a simple AI-style pronunciation/word classification.

### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

### B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 77,78; audio Tracks 53,54,55; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration:* teacher-controlled pronunciation audio and one AI-style yes/no sound card.
- *Students:* Pupil's book Page 38, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><i>Game: Slap the board</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into two or three teams.</li> <li>- Teacher puts up a set of pictures or words on a board.</li> <li>- A pupil from each team comes up to the board with fly swatters.</li> <li>- They listen as the teacher calls out a word or a sentence and they race to slap the correct picture.</li> <li>- Whoever is the fastest with the correct slap gets a point for their team.</li> <li>- Team with the most points is the winner.</li> <li>- Say "Open your book page 38" and look at "Unit 5, Lesson 3 (1,2,3)".</li> </ul> <p><b>2. Presentation (9')</b></p> <p><b>Activity 1. Listen and repeat:</b></p> <p><i>*Aims: Ss will be able to correctly repeat the sounds of the letters <b>y</b> and <b>n</b> in isolation, in the words <b>yes</b> and <b>no</b>, and in the sentences</i></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>- Ss open their books</li> <li>- Ss recognize the differences about color of letter</li> <li>- Ss listen</li> <li>- Ss listen and point</li> <li>- Ss listen again and repeat</li> <li>- Ss listen again and repeat</li> <li>- Ss practice</li> <li>- Ss listen</li> <li>- Ss listen and say: <ul style="list-style-type: none"> <li>+ Number 1: Can he swim?</li> <li>+ Number 2: Can he draw?</li> </ul> </li> <li>- Ss guess the answers</li> <li>- Ss listen to the tape and circle</li> <li>- Ss listen again, circle and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>- Ss listen and repeat.</li> <li>- Ss read the sentences</li> <li>- Ss look and listen.</li> <li>- Ss listen to the chant</li> <li>- Ss listen and repeat line by line without clap their hands</li> <li>- Ss note the sounds, words</li> </ul> |

*Can you draw? – Yes, I can. and Can she swim? – No, she can't. with the correct pronunciation and intonation.*

**\*Procedure:**

- T gives instruction to the letter **y** and **n**, *yes* and *no*, and in the sentences *Can you draw? – Yes, I can.* and *Can she swim? – No, she can't.*
- Play the recording for the letter **y,n**.
- Encourage Ss to point at the letter/ word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

**3.Practice: (19')**

**Activity 2. Listen and circle.**

**\*Aims:** *Ss will be able to identify the target words **yes** and **no** while listening.*

**\*Procedure:**

- Elicit the sentences and the gap-fill options.
- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read

- Ss listen to melody of the chant
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss listen.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss listen and compare.
- Ss correct the wrong item.

the completed sentences.

*Key: 1.a 2.b*

### **Activity 3. Let's chant**

**\*Aims:** *Ss will be able to say the chant with the correct rhythm and pronunciation.*

**\*Procedure:**

- Introduce the title and lyrics of the chant.



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *y* and *n* and the words *yes* and *no*..
- Play the recording all the way through for Ss to listen to pronunciation and melody.
- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom to perform the chant
- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

#### 4. **Homework.** (2')

- Practice the chant more.

- Prepare the new lesson: *Unit 5, Lesson 3* (4,5,6).

#### **Digital & AI mini-task: “Yes / No sound check”**

- T plays the official pronunciation audio and shows a teacher-prepared AI-style card with one target word/letter placed incorrectly.

- T asks pupils to listen, compare and correct it.

- Digital/AI evidence: pupil uses official audio as evidence.

### **D. ADJUSTMENTS (if necessary):**

.....  
 .....  
 .....  
 .....  
 .....

*Week 9*

*Preparing date: November ..... 2026*

*Period 34*

*Teaching date: November ....., 2026*

## **Unit 5: Things we can do**

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

#### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- read and show understanding of a text by deciding if the statements are true or false;
- complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves;
- carry out a school club survey, collect the information and present their friends' abilities and lack of abilities to the class by using the target language.

- **Vocabulary:** Review

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

#### **2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

**- Digital competence & AI literacy:**

+ Collect simple class ability data in a teacher-managed digital table while protecting classmates' privacy; check AI-generated conclusions against the actual survey data.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

**B. TEACHING AIDS:**

- *Teacher*: Teacher's guide Pages 78,79,80; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-managed anonymous class survey/table; no full names, photos, phone numbers or other private data are required.
- *Students*: Pupil's book Page 39, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: Hot seat</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 2 or 3 teams.</li> <li>- Call a pupil to come up to the front and pick a flash card.</li> <li>- He/ She has to use gestures to show their friends what the word or phrase is.</li> <li>- A pupil from each team asks a question to find out the answer.</li> <li>- The team that has the correct answer gets a point.</li> <li>- Say "Open your book page 39" and look at "Unit 5, Lesson 3 (4, 5, 6)".</li> </ul> <p><b>2.Practice: (8')</b></p> <p><b>Activity 1. Read and tick True or False:</b></p> <p><i>*Aims: Ss will be able to read and show understanding of a text by deciding if the statements are true or false.</i></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>- Ss read and answer</li> <li>-Ss read and tick</li> <li>-Ss swap books and check</li> <li>-Ss check the correct their answers</li> <li>-Ss say</li> <li>-Ss listen</li> <li>-Ss listen</li> <li>-Ss listen and pay attention</li> <li>-Ss write the first gapped sentence.</li> <li>-Ss read and complete the sentence</li> <li>-Ss write the answer in the gap</li> <li>-Ss complete the text</li> <li>-Ss swap books and check their answers</li> <li>-Ss read the completes texts.</li> <li>-Ss listen</li> <li>-Ss listen and pay attention.</li> </ul> |

**\*Procedure:**

-Tell pupils the goal of the activity and explain that they should read the text and tick if the Sentences 1 to 4 are true or false.

- Do Sentence 1 as an example.

+ Have pupils read Sentence 1 and find who the sentence is about (*It's about Ha.*) and what Ha can do (*Ha can swim.*).

+ Ask pupils to find the information about Ha in the text.

+ Ask them to read carefully to decide if the sentence is true or false.

- Set a time limit for pupils to do the task independently.

- Invite one or two pupils to read the text in front of the class.

*Key: 1.False 2.True 3.False 4.True*

**3.Production: (19')****Activity 2. Let's write**

*\*Aims: Ss will be able to complete a gapped text about the abilities and lack of abilities of Lucy, Ben and the pupils themselves.*

**\*Procedure:**

- Explain that they should read the gapped text and fill in the gaps using the picture cues and with their own information.

- Explain that the gaps in the text focus on the things that *people can or can't do*.

- Have pupils do the first gapped sentence together as an example.

+ Ask them to read the sentence, look at the picture about Lucy and complete the sentence.

+ Have them write the answer in the gap.

- Give pupils time to complete the text independently.

- Get pupils to swap their books with a partner and check their answers before checking as a

-Ss work in groups and survey.

-Ss present their surveys

-Ss answer the questions

-Ss listen and clap their hands

-Ss listen and take note

**Digital/AI pupil actions:**

- Ss contribute only safe learning data.

- Ss compare the AI-style conclusion with the table and correct it.



class.

- Invite one or two pupils to read their completed texts in front of the class.

*Example: I have two friends, Lucy and Ben. Lucy can run, but she can't ride a bike. Ben can swim, but he can't sing. I can sing, but I can't play the piano.*

### **Activity 3. Project.**

**\*Aims:** Ss will be able to carry out a school club survey, collect the information and present their friends' abilities and lack of abilities to the class by using the target language.

#### **\*Procedure:**

- Explain the goal of this activity to Ss.

#### **A school club survey**

Hoa can swim, but she can't roller skate.



| Our school clubs |                                     | <input checked="" type="checkbox"/> Sports | <input type="checkbox"/> Music |
|------------------|-------------------------------------|--------------------------------------------|--------------------------------|
| Name             | Can you swim?                       | Can you roller skate?                      |                                |
| Hoa              | <input checked="" type="checkbox"/> | X                                          |                                |
| An               | X                                   | X                                          |                                |
| Lam              | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>        |                                |

- Explain again that they need to work in groups of four or five to complete a school club survey.
- + Each group should choose two clubs *such as sports or music*.
- + Each pupil in a group needs to write questions to ask their friends to find out what they can or can't do to find members for the club
- + Ask pupils presents his / her survey results to the class.
- + Ask pupils to show the completed survey that they have prepared at home.
- Have pupils work in their groups.
- + Each pupil should hold up their survey results and tell their group about them, *ex:*

*Hoa can swim, but she can't roller skate.*

- Invite a few groups to present their surveys to the class.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson?*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (3')**

- Prepare the new lesson: *Review 1*

**Digital & AI mini-task: "School club survey – Check the data"**

- T records only necessary survey data (e.g. can swim / can play the piano) in a class table using initials or anonymous group labels.

- T shows one AI-style conclusion that does not match the totals.

- T asks pupils to compare the conclusion with the table and correct it.

- Digital/AI evidence: pupil reads one result correctly and rejects one unsupported conclusion.

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

*Week 9*

*Period 35, 36*

*Preparing date: November ..... 2026*

*Teaching date: November ....., 2026*

**Review 1**

**Parts 1, 2, 3, 4, 5**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly use the following sentence patterns:

+ *Where are you from? – I'm from*

.....

+ *Where's he / she from? – He's / She's from .....*

+ *What time is it? – It's.....*

+ *What time do you*

*? – I .....at .....*

+ *What day is it today? – It's .....*

+ *What do you do on .....? – I.....*

+ *When's your birthday? – It's in.....*

+ *What do you want to eat / drink? – I want*

.

+ *Can you .....? – Yes, I can. / No, I can't.*

+ *Can he / she .....? – Yes, he / she can. / No, he / she can't, but he / she can.....*

- **Vocabulary:** Review

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

## 2. **Competences:**

- Critical Thinking: self-introduce

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

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

- **Digital competence & AI literacy:**

+ Use a teacher-controlled digital review quiz to practise Units 1–5 and recognise that AI-generated answers may be wrong and must be checked with learnt language patterns.

## 3. **Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

## B. **TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 73, 74; Track 56; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital review slides/quiz and 2-3 AI-style sample answers for checking; no pupil accounts are required.

- *Students:* Pupil's book Page 40, 41, notebooks, workbooks, school things.

## C. **PROCEDURES:**

| Teacher's activities                                                                                                                              | Students' activities                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (5')</b><br><i>Game: Whispering</i><br><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i> | - Ss listen<br>- Ss play game<br>- Ss open their books<br>- Look at the pictures and say: |

### \*Procedure:

- Divide class into 2 groups.
- Ask 5 Ss in each group stand in a straight line.
- T says a word or phrase to the first pupil in this line.
- Then, the first pupil whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase.
- The last pupil says the word or phrase out loud.
- The faster group has correct word or phrase is the winner.
- Say “Open your book page 40, 41” and look at *Review 1*.

### 2.Practice: (52’)

#### Activity 1. Listen and tick:

**\*Aims:** Ss will be able to listen to and understand five communicative contexts and tick the correct pictures.

### \*Procedure:

- Elicit the names of the characters in each picture and what they say.



- + *Picture 1a: the Vietnamese flag*
- + *Picture 1b: the English flag*
- + *Picture 1c: the Japanese flag*
- + *Picture 2a: a boy roller skating*
- + *Picture 2b: a boy cooking*
- + *Picture 2c: a boy drawing*
- + *Picture 3a: calendar showing 8 February*
- + *Picture 3b. a calendar showing 8 March*
- + *Picture 3c. a calendar showing 8 April*
- + *Picture 4a. a girl studying at school on Fridays*
- + *Picture 4b. a girl listening to music on Fridays*
- + *Picture 4c. a girl doing housework on Fridays*
- + *Picture 5a. a boy having breakfast at 6:15 a.m.*
- + *Picture 5b. a boy having breakfast at 6:30 a.m.*
- + *Picture 5c. a boy having breakfast at 6:45 a.m.*
- Ss guess the answers
- Ss listen to the tape and tick
- Ss listen again, tick and swap books with their partners.
- Ss check their answers and guessing
- Ss listen and repeat.
- Look at the pictures and say:
- + *Picture a:*  
Lucy: *What time do you go to school?*  
Nam: .....
- + *Picture b:*  
Lucy: *What do you want to drink?*  
Nam: .....



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

*Key: 1. c 2. a 3. c 4. b 5. c*

### **Activity 2. Ask and answer:**

*\*Aims: Ss will be able to ask and answer questions using picture cues.*

#### **\*Procedure:**

- Get pupils to look at the clock to identify the time shown on it



- Draw pupils' attention to Question 1.
- Have pupils look at the clock in the picture to answer the question.
- Have pupils work in pairs to role-play the four exchanges.
- Invite pairs of pupils to stand up and take

+ *Picture c:*

Lucy: *Where's he from?*

Nam: .....

+ *Picture d:*

Lucy: *Can you cook?*

Nam: .....

- Ss listen to the teacher
- Ss look at the clock and answer.
- Ss work in pairs to role play
- Ss role play
- Ss listen and repeat.
- Ss look at the sentence 1 and say
- Ss work in pairs and match
- Ss swap their books and match
- Ss check their answer
- Ss read aloud
- Ss read the passage
- Ss look at the passage
- Ss point at the first gap and read
- Ss complete the missing word
- Ss swap their books and check their answer.
- Ss read aloud
- Ss read the passage again
- Ss work in pairs and answer
- Ss listen and answer
- Ss pay attention
- Ss point and answer the first gap
- Ss complete the sentences
- Ss read aloud.
- Ss listen and answer
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss answer the digital review questions.
- Ss check the AI-style answers and correct mistakes.

it in turns to role-play the target exchanges.

*Key: 1. b    2. c*

*3. d*

*4. a*

### **Activity 3. Read and match**

*\*Aims: Ss will be able to read and match pairs of target sentence patterns*

**\*Procedure:**

- Tell Ss about this activity. Point at sentence 1, elicit the answer and models.
- Give Ss work in pairs to do the sentence 2,3,4,5.
- Tell Ss to swap their books with their partners, then check answers together as a class.
- Write the correct answers on the board for Ss to correct their answers.
- Invite some pairs to stand up and read the matched exchanges aloud.

*Key:*

*1. c    2. d    3. b    4. e    5. a*

### **Activity 4. Read and complete**

*\*Aims: Ss will be able to read and complete a gapped passage about Ben.*

**\*Procedure:**

- Have pupils read the passage about Ben.
- Have pupils look at the gapped passage.
- Point at the sentence with the first gap and read it as a class.
- Elicit the missing word and give feedback. Complete the sentence and get pupils to read the completed sentence in chorus.
- Get pupils to swap books with a partner, then check answers as a class. Write the correct answer on the board.
- Invite some pupils to stand up and read the



completed passage aloud.

*Key:*

*1. Australia 2. Friday*

*3. guitar 4. Sunday*

**\* Mini game:** *Comprehension questions*

- Ask Ss to read the conversation again
- Give Ss work in pairs and answer the questions:

+ *Where is Ben from?*

*He's from Australia.*

+ *How many days does Ben go to school?*

*Five days (from Monday to Friday)*

+ *Can he play football?*

*Yes, he can.*

+ *Can he play the guitar?*

*Yes, he can.*

+ *Does he go to school on Saturdays?*

*No, he doesn't.*

### **3.Production: (10')**

#### **Activity 5. Let's write**

**\*Aims:** *Ss will be able to complete a gapped text with the help of picture cues.*

**\*Procedure:**

- Ask Ss to read the question and elicit the answer

I have a friend. Her name is Ann. She is from  (1) \_\_\_\_\_. Her birthday is in  (2) \_\_\_\_\_. She can  (3) \_\_\_\_\_ and  (4) \_\_\_\_\_, but she can't  (5) \_\_\_\_\_.

- Tell the class the goal of this activity: to read the gapped text and fill in the gaps using picture cues.

- Write the sentence with the first gap on the board. Read the sentence as a class. When



you reach the gap, ask pupils to point at the picture and write (*the America*).

- Ask pupils complete the other sentences.
- Invite a few pupils to read the sentences they have completed aloud in front of the class.

*Key: 1. America    2. April*

*3. sing    4. draw    5. Roller skate.*

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson?*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (3')**

- Prepare the new lesson: *Extension activities.*

**Digital & AI mini-task: "Review detective"**

- T shows several short review questions covering country, time, days, food/drink and abilities.
- T adds 2-3 AI-style sample answers, including at least one deliberate error.
- T asks pupils to compare each answer with the learnt sentence pattern or picture clue and correct errors.
- Digital/AI evidence: pupil identifies/corrects at least one inaccurate review answer.

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

*NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated from 2026 to 2026.*

*Week 10*

*Preparing date: November ....., 2026*

*Period 37*

*Teaching date: November ....., 2026*

## Extension activities

### A. OBJECTIVES:

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

#### 1. Knowledge:

- take part in fun activities to apply their language knowledge and competences.
- *Vocabulary*: Review
- *Skills*: speaking, writing and listening

#### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

#### - **Digital competence & AI literacy**:

+ Use teacher-controlled digital review activities to connect previously learnt countries, times, days and abilities; check visual/digital information before answering.

#### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

### B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 76, 77; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration**: teacher-prepared interactive review slides containing countries, clocks, days and simple language tasks.

- *Students*: Pupil's book Page 42, 43, notebooks, workbooks, school things.

### C. PROCEDURES:

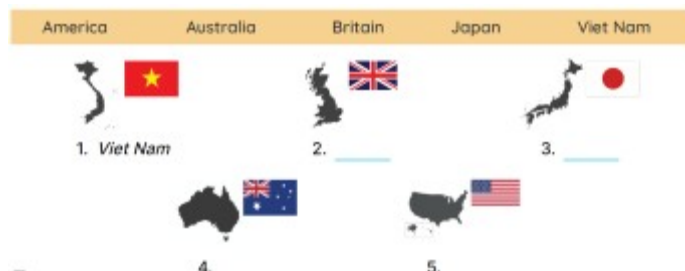
| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students' activities                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (3')</b><br><i>Sing: Head, shoulders, knees and toes</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b><br>- Show the song on the screen.<br><a href="https://www.youtube.com/watch?v=WX8HmogNyCY">https://www.youtube.com/watch?v=WX8HmogNyCY</a><br>- Ask Ss to listen, sing and dance the song.<br>- Say "Open your book page 42, 43" and look at "Extension activities". | - Ss listen<br>- Ss sing a song<br>- Ss open the book<br>- Ss look at the picture and answer<br>- Ss note<br>- Ss answer<br>- Ss point and answer<br>- Ss do the task<br>- Ss check their answer<br>- Ss look at the clocks<br>- Ss pay attention |
| <b>2. Practice (30')</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                   |

## Activity 1. Look and write

**\*Aims:** Ss will be able to identify five different countries in the pictures.

### \*Procedure:

- Have Ss look at the pictures and ask  
+ *What do you see in the pictures?*



- Draw pupils' attention to the pictures.
- Ask *Where is Viet Nam?* and encourage pupils to point to it. Write *Viet Nam* on the board.
- Point and ask about the other pictures: *England, Japan, Australia and America.*
- Have pupils complete the activity by writing the name next to each country.
- Check answers together as a class.

**Key:** 1. Viet Nam 2. England  
3. Japan 4. Australia 5. America.

## Activity 2. Look and write

**\*Aims:** Ss will be able to identify the different times in different countries.

### \*Procedure:

- Have pupils look at the clocks.

|          |                        |                                            |
|----------|------------------------|--------------------------------------------|
| 8:00 pm  | Washington DC, America | 1. In America, it's <u>eight o'clock</u> . |
| 1:00 pm  | London, Britain        | 2. In Britain, it's _____.                 |
| 7:00 pm  | Ha Noi, Viet Nam       | 3. In Viet Nam, it's _____.                |
| 9:00 pm  | Tokyo, Japan           | 4. In Japan, it's _____.                   |
| 10:00 pm | Canberra, Australia    | 5. In Australia, it's _____.               |

- Draw pupils' attention to the different times in different countries.
- Write *In America, it's \_\_\_\_\_.* on the board.

-Ss listen and answer

-Ss answer

-Ss complete the sentences

-Ss check their answers

- Ss look, listen and answer

- Ss answer

-Ss listen and answer

-Ss do the task

-Ss swap books and check their answer.

-Ss write the correct answer on the board

- Ss ask and answer the questions

-Ss answer the questions

-Ss listen and clap their hands

-Ss listen and take note

### Digital/AI pupil actions:

- Ss observe the digital review slide.
- Ss correct one mismatched label/caption.

-Read the first part of the sentence aloud and encourage pupils to complete it. When pupils answer correctly, write the answer on the board: 8:00 AM.

- Have pupils work in pairs and complete the activity by completing the sentences.

- Check answers as a class.

*Key: 1. 8:00 AM    2. 1:00 PM*

*3. 7:00 PM    4. 9:00 PM*

*5. 10:00 PM*

**Activity 3. Read the questions. Then tick the answers.**

*\*Aims: Ss will be able to read the questions and tick the correct answers, then say what countries are near / far from Viet Nam.*

**\*Procedure:**

- Draw pupils' attention to Question 1 and read it as a class.

Which country is near Viet Nam?

|    |                                                                                                                           |                                                                                                                         |                                                                                                                          |
|----|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| 1. | <br>Thailand <input type="checkbox"/>  | <br>America <input type="checkbox"/> | <br>Russia <input type="checkbox"/>   |
| 2. | <br>Australia <input type="checkbox"/> | <br>Britain <input type="checkbox"/> | <br>Malaysia <input type="checkbox"/> |

Which country is far from Viet Nam?

|    |                                                                                                                          |                                                                                                                           |                                                                                                                           |
|----|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 3. | <br>Canada <input type="checkbox"/>   | <br>Thailand <input type="checkbox"/>  | <br>Singapore <input type="checkbox"/> |
| 4. | <br>Thailand <input type="checkbox"/> | <br>Australia <input type="checkbox"/> | <br>Laos <input type="checkbox"/>      |

- Ask pupils to look at *Answer A* with three answer options a, b and c.

- Explain the new word *Russia*. Get them to look at the flags of *Thailand*, *America* and *Russia*, elicit the right answer and tick it (*Picture a*).

- Repeat the same procedure with Answer B and question 2.
- Get pupils to swap books with a partner, then check answers together as a class.
- Write the correct answers on the board for pupils to correct their answers.
- Have pupils say the answers by asking them Questions 1 and 2

*Key: 1. A. It's Thailand. B. It's Malaysia  
2. A. It's Canada. B. It's Australia.*

**\*Consolidation**

*\*Aims: Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (2')**

- Prepare the new lesson: *Unit 6, Lesson 1 (1,2,3).*

**Digital & AI mini-task: "Extension challenge – Check before you answer"**

- T displays a mixed review slide with country, clock and language information plus one AI-style mismatched label/caption.
- T asks pupils to use the visual evidence to correct the mismatch.
- Digital/AI evidence: pupil corrects one digital label/caption and explains by pointing to the clue.

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

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Week 10  
Period 38

Preparing date: November ....., 2026  
Teaching date: November ....., 2026

## Unit 6: Our school facilities

### Lesson 1 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use the words city, mountains, town, village in relation to the topic "Our school facilities".
- use *Where's your school? – It's in the .....* to ask and answer questions about the location of a school;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Our school facilities".
- read and write about school locations
- **Vocabulary**: city, mountains, village, town
- **Skills**: speaking and listening

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

##### - **Digital competence & AI literacy**:

+ Use a teacher-controlled digital map/picture set to identify school locations and check an AI-generated school-location sentence against the map/picture.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: Show pride in where they're from and great respect for other people's locations by using appropriate gesture and intonation when asking and answering about school locations.

#### B. TEACHING AIDS:

- **Teacher**: Teacher's guide Pages 78,79, audio Tracks 58, 59, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: simple digital map/pictures of city, town, village and mountains; one AI-style location sentence for checking.
- **Students**: Pupil's book Page 44, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher's activities                                   | Students' activities |
|--------------------------------------------------------|----------------------|
| <b>1. Warm- up: (3')</b><br><i>Sing: Jigsaw puzzle</i> | - Ss listen          |



**\*Aims:** to create a friendly and active atmosphere in the class to beginning the lesson.

**\*Procedure:**

- Divide class into 4 groups: Tom, Jerry, Miu and Chit.
- Ask Ss look at the pieces of picture.



- Ask Ss go to the board and jigsaw puzzle into the correct picture.
- T checks who's the winner?
- Say "Open your book page 44" and look at "Unit 6, Lesson 1 (1,2,3)".

**2. Presentation (16')**

**Activity 1. Vocabulary.**

**\*Aims:** Ss will be able to know the vocabulary in the new lesson.

**\*Procedure:**

- T elicits the new words
- + city : thành phố (picture)
- + mountain : vùng núi (picture)
- + town : thị trấn (picture)
- + village : ngôi làng (picture)
- T models (3 times).

- T writes the words on the board.

- Checking: Matching

**Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking

- Ss look at the pieces of the picture
- Ss put into the correct picture
- Ss check

- Ss open their books

- Ss listen and answer

- Ss listen and repeat

+ Choral repetition (3 times).

+ Individual repetition (3 ss)

- Ss take note

- Ss look, remember and match

- Look at the pictures and say

+ In picture a:

Hung: *Where's your school, Lucy?*

Lucy: *It's in the city*

+ In picture b:

Lucy: *And where's your school, Hung?*

Hung: *It's in the mountains*

- Ss listen and repeat in chorus (twice)

- Ss work in pairs to practice

- Ss practice the dialogue

- Ss listen

- Ss look at the picture and answer.

- Ss listen

- Ss listen and repeat

- Ss repeat to the place

- Ss look, listen and answer

+ Picture a. a school in the mountains

+ Picture b. a school in the village

+ Picture c. a school in the city

+ Picture d. a school in the town

- Ss listen and repeat

- Ss practice in chorus

- Ss work in pairs to practice

- Ss point and say

- Ss listen.

- Ss look at the picture and answer



and answering questions about the location of a school.

**\*Procedure:**

- Have Ss look at *Pictures a and b* and guess the locations of the schools.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

**Activity 3 Listen, point and say.**

**\*Aims:** Ss will be able to correctly say the words and use *Where's your school? – It's in the .....* to ask and answer questions about the location of a school.

**\*Procedure:**

**\* Model sentences:**

- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

**3.Practice: (7')**

**\*Drill pictures**

- Elicit and check comprehension the places of school



+ I can see 4 places...

+ There are 4 pictures

- Ss look and answer
- Ss pay attention and answer
- Ss repeat and answer
- Ss work in pairs to ask and answer
- Ss perform in front of the class.
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss look at the map/picture.
- Ss correct the school-location sentence.



- Run through all the pictures.
- Run through model sentences.
- + Run through the question sentences
- + Run through the answer sentences
- Have Ss to practise:
- + T asks, Ss answer picture a
- + Ss ask, T answers picture b
- + Group A ask, group B answer picture c
- + Group B ask, group A answer picture d
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.
- T gives feedbacks.

#### 4. Production: (7')

##### Activity 4. Let's talk.

*\*Aims: Ss will be able to enhance the correct use of **Where's your school? – It's in the .....** to ask and answer questions about the location of a school in a freer context*

##### **\*Procedure:**

- Have Ss look at the picture and elicit the question and the answer in context.
- + *What can you see in the picture?*
- + *How many places are there?*



- Ask pupils to look at the second bubble and identify what the answer should be.
- Give an example answer *It's in the village.*
- Get pupils to repeat the question and the answer several times.
- Have pairs of pupils practise asking and answering questions about the locations of the schools in the paintings.
- Invite some pairs of Ss to the front of the class to perform their conversations.

### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T review the vocabulary and model sentences.
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **5. Homework. (2')**

- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 6, Lesson 1 (4,5,6).*

**Digital & AI mini-task: "Where's the school? –**

**Map check”**

- T shows four location pictures/a simple map and an AI-style sentence such as “The school is in the city” when the visual shows a village.
- T asks pupils to compare and correct the sentence.
- Digital/AI evidence: pupil gives the correct location using “It’s in the ...”.

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

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*Week 10*

*Preparing date: November ....., 2026*

*Period 39*

*Teaching date: November ....., 2026*

**Unit 6: Our school facilities****Lesson 1 (4, 5, 6)****A. OBJECTIVES:**

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

**1. Knowledge:**

- use the words city, mountains, town, village in relation to the topic "Our school facilities";
- use *Where’s your school? – It’s in the .....* to ask and answer questions about the location of a school;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our school facilities*”.
- read and write about school locations
- ***Vocabulary:*** Review
- ***Skills:*** speaking, listening, reading and writing.

**2. Competences:**

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

**- Digital competence & AI literacy:**

+ Verify a short AI-generated school-location summary against official listening/picture information and avoid treating AI output as automatically correct.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 80,81,82; audio Tracks 60; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-controlled audio/pictures and one short AI-style school-location summary.
- *Students*: Pupil's book Page 45, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: play the Doraemon Game (ppt)</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 3 teams.</li> <li>- Pupils from each team choose a letter, then answer the question</li> <li>- Pupils answer correctly get some points corresponding to the number of pies.</li> <li>- Say "Open your book page 45" and look at "Unit 6, Lesson 1 (4,5,6)".</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and number:</b></p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about school locations and number the correct pictures.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Point at the pictures respectively to explain the context.</li> <li>+ <i>How many pictures are there?</i></li> <li>+ <i>What can you see in each picture?</i></li> </ul> | <ul style="list-style-type: none"> <li>- Ss read the words</li> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ <i>Picture a. a school in the city</i></li> <li>+ <i>Picture b. a school in the village</i></li> <li>+ <i>Picture c. a school in the town</i></li> <li>+ <i>Picture d. a school in the mountains</i></li> </ul> </li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and number</li> <li>- Ss listen again, number and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss look at the picture and say</li> <li>-Ss look and answer</li> <li>-Ss read</li> <li>-Ss say and complete</li> <li>-Ss work in pairs and complete</li> <li>-Ss read aloud</li> <li>- Ss listen</li> <li>-Ss listen</li> <li>-Ss play the game</li> <li>-Ss play the game</li> <li>-Ss play the game</li> <li>-Ss answer the questions</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul> |





### Digital/AI pupil actions:

- Ss check the summary with the audio/pictures.
- Ss correct one wrong location.

- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1. c 2. d 3.a 4.b

### Activity 2. Look, complete and read

**\*Aims:** Ss will be able to complete four target gapped exchanges with the help of picture cues

### \*Procedure:

- Ask pupils to look at the pictures and identify the school locations in the four pictures.



1. A: Where's your school?  
B: It's in the \_\_\_\_\_.



2. A: Where's your school?  
B: It's in \_\_\_\_\_.



3. A: Where's your \_\_\_\_\_?  
B: It's in \_\_\_\_\_.



4. A: \_\_\_\_\_ your school?  
B: It's \_\_\_\_\_.

- Have Ss look at the four dialogue and the pictures. Elicit and model with picture 1



- + Ask Ss to read the sentence 1 in chorus.
- + Ask them what is missing in the question (*village*). Then have them complete the gap (*Is It's in the village*).
- Have Ss work in pairs and complete the dialogue 2, 3, 4.
- Ask a few Ss to stand up and read the sentences aloud.
- T gives feedbacks.

*Key:*

*1. village    2. the town*

*3. school, the city*

*4. Where's, in the mountains*

### **Activity 3.    Let's play**

#### **Matching pairs**

*\*Aims: Ss will be able to review the words mountains, village, city and town by playing the game Matching pairs.*

#### **\*Procedure:**

- Tell pupils that they are going to find four pairs of pictures and words as quickly as possible.
- Stick the picture cards face down in the left column on the board. Stick the word cards face down in the right column on the board.
- Invite one pupil to play the game by selecting a picture card and a word card, turning them over.
- + If two cards are a matching pair, ask the pupil to say the word aloud.
- + The pupil can continue to take another turn.
- + If the cards do not make a match, ask the pupil to turn them face down again, and invite another pupil to take the next turn.
- Let pupils play the game until all pairs



have been matched.

- Play the game several times if there is enough time.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Practice part 5 again.

- Prepare the new lesson: *Unit 6, Lesson 2 (1,2,3).*

**Digital & AI mini-task: “Listen – Check the school location”**

- After the listening/reading task, T shows a short AI-style summary with one wrong school location.

- T asks pupils to use the official lesson evidence to find and correct the error.

- Digital/AI evidence: pupil verifies one school-location statement.

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

.....  
 .....  
 .....  
 .....  
 .....

Week 10

Preparing date: November ....., 2026

Period 40

Teaching date: November ....., 2026

**Unit 6: Our school facilities**

## Lesson 2 (1, 2, 3)

### A. OBJECTIVES:

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

#### 1. Knowledge:

- use *How many ..... are there at your school? – There is ..... / There are .....* to ask and answer questions about the quantity of school facilities;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our school facilities”.
- draw their school with some facilities and present it to the class.
- **Vocabulary**: building, garden.
- **Skills**: speaking and listening

#### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.
- **Digital competence & AI literacy**:  
+ Use a teacher-controlled digital school picture to count facilities and check AI-generated There is/There are sentences against the visual evidence.

#### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

### B. TEACHING AIDS:

- *Teacher*: Teacher’s guide Pages 82, 83, 84; audio Tracks 61, 62, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: digital school-facility picture/slide and one AI-style quantity sentence with a deliberate error.
- *Students*: Pupil’s book Page 46, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher’s activities                                                                                                                                                                                                                                                                                                                                          | Students’ activities                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (3’)</b><br><i>Game: Guessing and Choosing</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b><br>- T shows 4 pictures of places and calls 4 Ss to come to the board and choose.<br>- T asks 4 Ss to come to the board and choose 1 picture of place and keep them in | - Ss listen<br>- Ss play the game<br>-Ss play game<br>- Ss open their books<br>-Ss listen and answer<br>- Ss listen and repeat<br>+ Choral repetition (3 times).<br>+ Individual repetition (3 ss)<br>- Ss take note |

secret by covering them.

- The others will write their place in the board at their desks and keep their ideas in secret.
- The Ss on the board will 1 by 1 show their pictures they choose.
- When the teacher says the word of the pictures 1 by 1 shown on the board, who has the same places will raise their board or raise their hands.
- The Ss on the board will get the same points as the numbers of Ss raising their hands.
- Say “Open your book page 46” and look at “Unit 6, Lesson 2 (1,2,3)”.

## 2. Presentation (16')

### Activity 1. Vocabulary.

*\*Aims: Ss will be able to know the vocabulary in the new lesson.*

#### **\*Procedure:**

- T elicits the new words
- + *building* : *tòa nhà* (picture)
- + *garden* : *khu vườn* (picture)
- T models (3 times).
- T writes the words on the board.
- *Checking: What and where*

### Activity 2. Look, listen and repeat:

*\*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about the quantity of school facilities.*

#### **\*Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters in the pictures.

- Ss look, remember and slap
- Look at the pictures and get to know the characters in the pictures.
- + *In picture a:*  
Linh: *Where's your school, Bill?*  
Bill: *It's in the town.*
- *In picture b:*  
Linh: *How many buildings are there at your school?*  
Bill: *There are three.*
- Ss listen and repeat in chorus (twice)
- Ss work in pairs to practice
- Ss practice the diaguage
- Ss listen
- Ss look at the picture and answer.
- Ss listen
- Ss listen and repeat
- Ss repeat to the hobbies
- Ss listen and answer
- +*Picture a: one playground*
- +*Picture b: two computer rooms*
- +*Picture c: one garden*
- +*Picture d: three buildings*
- Ss look, listen and repeat
- Ss practice in chorus
- Ss practice in chorus
- Ss work in pairs to practice
- Ss listen
- Ss go to the board and point and say
- Ss listen
- Ss look at the picture and answer
- + *a school with two buildings, a playground, a computer room and a garden*
- Ss listen and answer
- Ss work in pairs and ask, answer



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.

- Have Ss to practice the diaguage
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### **Activity 3. Listen, point and say.**

*\*Aims: Ss will be able to correctly say the phrases and use **How many ..... are there at your school?** – **There is ..... / There are ..... to ask and answer questions about the quantity of school facilities.***

#### **\*Procedure:**

#### **\* Model sentences:**

- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### **3.Practice: (7')**

#### **\*Drill pictures**

- Have Ss look at the pictures and elicit the names of the places



- Ss perform in font of the class.
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss count the facilities.
- Ss correct the **There is / There are** sentence.



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
  - + T say – Ss respond (change role).
  - + Ss – Ss (change role).
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom, point at the pictures and say the questions and answers in front of the class.
- T gives feedbacks.

#### 4. Production: (7')

##### Activity 4. Let's talk.

*\*Aims: Ss will be able to enhance the correct use of **How many..... are there at your school?** and **There is .....** / **There are .....** to ask and answer questions about the quantity of school facilities in a freer context.*

##### **\*Procedure:**

- Ask questions to help them identify the context.
- + *What can you see in the picture?*



- Elicit the missing words in the speech bubbles and write them on the board. Get pupils to say the completed sentences.

- Have pairs of pupils practise asking and answering the questions about the quantity of school facilities in the picture.
- Invite some pairs to practise asking and answering questions about the quantity of school facilities in front of the class.
- \*Consolidation**
- \*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*
- \*Procedure:**
- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
- T review the vocabulary and model sentences.
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.
- 5. Homework. (2')**
- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 6, Lesson 2 (4,5,6).*
- Digital & AI mini-task: "Count and check"**
- T displays a school-facility picture and an AI-style sentence such as "There are three buildings" when the picture shows a different number.
- T asks pupils to count, decide Right / Wrong and repair the sentence.
- Digital/AI evidence: pupil uses visual counting evidence to correct one quantity statement.

#### **D. ADJUSTMENTS (if necessary):**

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*Made by facebook Huong Le - 0374629390*

***NOTE: Week 2 is reconstructed from the previously prepared Unit 1 KHDH and the confirmed sequence/content of Global Success 4. Text highlighted in light blue is the Digital Competence & AI integration. Year: 2026.***

Week 2

Preparing date: September ....., 2026

Period 5

Teaching date: September ....., 2026

## Unit 1: My friends

### Lesson 1 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use country words in relation to the topic “My friends”.
- use Where are you from? – I’m from ... to ask and answer where someone comes from.
- listen to and demonstrate understanding of simple communicative contexts about friends and countries.
- Vocabulary: Viet Nam, America, Australia, Britain.
- Skills: speaking and listening.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Use teacher-controlled country/character pictures and recognise that AI image tools can label or describe pictures incorrectly; check the output with the textbook before accepting it.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Respect: respect friends from different countries and cultures.

#### B. TEACHING AIDS:

- Teacher: Teacher’s guide, official audio, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Digital/AI integration: teacher-controlled digital materials; AI 4.A1 - AI picture awareness; no pupil account or private data is required.

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

#### C. PROCEDURES:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Warm-up (3’-5’)</p> <ul style="list-style-type: none"> <li>- Greeting / review game.</li> </ul> <p>2. Presentation (15’-16’)</p> <p>Activity 1. Vocabulary</p> <ul style="list-style-type: none"> <li>- Elicit country words from pictures.</li> </ul> <p>Activity 2. Look, listen and repeat</p> <ul style="list-style-type: none"> <li>- Play official audio; pupils listen and repeat.</li> </ul> <p>Activity 3. Listen, point and say</p> <ul style="list-style-type: none"> <li>- Introduce and practise the target question-answer pattern.</li> </ul> <p>3. Practice (7’)</p> <ul style="list-style-type: none"> <li>- Drill pictures; pair work.</li> </ul> <p>4. Production (7’)</p> <p>Activity 4. Let’s talk.</p> <p><b>AI PICTURE CHECK: T shows a teacher-</b></p> | <ul style="list-style-type: none"> <li>- Ss greet / play the review game.</li> <li>- Ss look, listen and repeat.</li> <li>- Ss practise the model sentence in chorus and pairs.</li> <li>- Ss ask and answer with picture cues.</li> <li>- Ss perform short exchanges.</li> <li>- Digital/AI pupil action: compare the AI-style example with textbook/audio evidence and correct one error.</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



prepared country/character image with one AI-style wrong label. Pupils compare with the textbook and correct it.

5. Homework (2')

- Review the vocabulary and model sentences; prepare the next lesson.

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

.....

Week 2 Preparing date: September ....., 2026

Period 6 Teaching date: September ....., 2026

## Unit 1: My friends

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- listen to and understand simple exchanges about where someone comes from.
- complete gapped exchanges with picture cues.
- practise the target pattern in a song/game.
- Vocabulary: Review.
- Skills: speaking, listening, reading and writing.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Use teacher-provided digital learning sources to verify a character's name/country and avoid opening unrelated links.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Respect: respect friends from different countries and cultures.

#### B. TEACHING AIDS:

- Teacher: Teacher's guide, official audio, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Digital/AI integration: teacher-controlled digital materials; NLS 1.2.CB2a - information verification; no pupil account or private data is required.

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

#### C. PROCEDURES:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>1. Warm-up (5')</p> <ul style="list-style-type: none"> <li>- Review vocabulary/model sentences.</li> </ul> <p>2. Practice (27')</p> <p>Activity 1. Listen and tick / number</p> <ul style="list-style-type: none"> <li>- Play the official recording; pupils choose the correct picture.</li> </ul> <p>Activity 2. Look, complete and read</p> <ul style="list-style-type: none"> <li>- Pupils complete gapped exchanges using picture cues.</li> </ul> <p>Activity 3. Let's sing / play</p> <ul style="list-style-type: none"> <li>- Practise the target language in a song/game.</li> </ul> <p><b>TWO-SOURCE CHECK: T provides two safe teacher-selected digital cards/pages. Pupils compare one character's country and confirm the matching information.</b></p> | <ul style="list-style-type: none"> <li>- Ss review and answer.</li> <li>- Ss listen and choose the correct pictures.</li> <li>- Ss compare/check answers in pairs.</li> <li>- Ss complete and read exchanges.</li> <li>- Ss sing/play using the target language.</li> <li>- <b>Digital/AI pupil action: verify one item, correct one mismatch, and use only safe learning information.</b></li> </ul> |
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|--------------------------------------------------------------------------------------------------------------|--|
| 3. Consolidation<br>- Ask pupils what they have learnt.<br>4. Homework (2'-3')<br>- Prepare the next lesson. |  |
|--------------------------------------------------------------------------------------------------------------|--|

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

.....

Week 2 Preparing date: September ....., 2026

Period 7 Teaching date: September ....., 2026

## Unit 1: My friends

### Lesson 2 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use additional country words related to the topic “My friends”.
- use Where’s he / she from? – He’s / She’s from ... to ask and answer about a friend’s country.
- listen to and repeat simple communicative contexts.
- Vocabulary: Japan, Malaysia, Singapore, Thailand.
- Skills: speaking and listening.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Recognise that a teacher-controlled AI assistant can provide a model dialogue or pronunciation example, but pupils should compare it with official audio/teacher modelling.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Respect: respect friends from different countries and cultures.

#### B. TEACHING AIDS:

- Teacher: Teacher’s guide, official audio, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Digital/AI integration: teacher-controlled digital materials; AI 4.A2 + NLS 2.1.CB2a - guided digital communication; no pupil account or private data is required.

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

#### C. PROCEDURES:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Warm-up (3’-5’)</p> <ul style="list-style-type: none"> <li>- Greeting / review game.</li> </ul> <p>2. Presentation (15’-16’)</p> <p>Activity 1. Vocabulary</p> <ul style="list-style-type: none"> <li>- Elicit country words from pictures.</li> </ul> <p>Activity 2. Look, listen and repeat</p> <ul style="list-style-type: none"> <li>- Play official audio; pupils listen and repeat.</li> </ul> <p>Activity 3. Listen, point and say</p> <ul style="list-style-type: none"> <li>- Introduce and practise the target question-answer pattern.</li> </ul> <p>3. Practice (7’)</p> <ul style="list-style-type: none"> <li>- Drill pictures; pair work.</li> </ul> <p>4. Production (7’)</p> <p>Activity 4. Let’s talk.</p> | <ul style="list-style-type: none"> <li>- Ss greet / play the review game.</li> <li>- Ss look, listen and repeat.</li> <li>- Ss practise the model sentence in chorus and pairs.</li> <li>- Ss ask and answer with picture cues.</li> <li>- Ss perform short exchanges.</li> <li>- Digital/AI pupil action: compare the AI-style example with textbook/audio evidence and correct one error.</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

AI DIALOGUE CHECK: T shows a short AI-style dialogue with one wrong country or pronoun. Pupils listen/check and correct it.

5. Homework (2')

- Review the vocabulary and model sentences; prepare the next lesson.

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

.....

Week 2 Preparing date: September ....., 2026

Period 8 Teaching date: September ....., 2026

## Unit 1: My friends

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- listen to and understand exchanges about a friend's country.
- complete target sentence patterns with picture cues.
- practise asking and answering about friends in a freer context.
- Vocabulary: Review.
- Skills: speaking, listening, reading and writing.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Collaborate in a teacher-managed digital class table using only learning information needed for the task; do not share unnecessary personal data.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Respect: respect friends from different countries and cultures.

#### B. TEACHING AIDS:

- Teacher: Teacher's guide, official audio, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Digital/AI integration: teacher-controlled digital materials; NLS 2.4.CB2a + NLS 4.2.CB2b

- collaboration and privacy; no pupil account or private data is required.

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

#### C. PROCEDURES:

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Warm-up (5')</p> <ul style="list-style-type: none"> <li>- Review vocabulary/model sentences.</li> </ul> <p>2. Practice (27')</p> <p>Activity 1. Listen and tick / number</p> <ul style="list-style-type: none"> <li>- Play the official recording; pupils choose the correct picture.</li> </ul> <p>Activity 2. Look, complete and read</p> <ul style="list-style-type: none"> <li>- Pupils complete gapped exchanges using picture cues.</li> </ul> <p>Activity 3. Let's sing / play</p> <ul style="list-style-type: none"> <li>- Practise the target language in a song/game.</li> </ul> <p><b>SAFE CLASS TABLE: pupils add only a character/name and country to a teacher-managed table; T shows one AI-style incorrect row for pupils to correct.</b></p> | <ul style="list-style-type: none"> <li>- Ss review and answer.</li> <li>- Ss listen and choose the correct pictures.</li> <li>- Ss compare/check answers in pairs.</li> <li>- Ss complete and read exchanges.</li> <li>- Ss sing/play using the target language.</li> <li>- Digital/AI pupil action: verify one item, correct one mismatch, and use only safe learning information.</li> </ul> |
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| 3. Consolidation<br>- Ask pupils what they have learnt.<br>4. Homework (2’-3’)<br>- Prepare the next lesson. |  |
|--------------------------------------------------------------------------------------------------------------|--|

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

.....  
Week 11

Preparing date: November ....., 2026

Period 41

Teaching date: November ....., 2026

## Unit 6: Our school facilities

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use **How many .... are there at your school? – There is ..... / There are .....** to ask and answer questions about the quantity of school facilities.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our school facilities*”.
- draw their school with some facilities and present it to the class.
- **Vocabulary**: Review
- **Skills**: speaking, listening, reading and writing.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

##### - **Digital competence & AI literacy**:

+ Use a digital school picture to count facilities and check whether AI-generated There is/There are statements match the visual evidence.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Show pride and responsibility in the facilities they have at their school.

#### B. TEACHING AIDS:

- **Teacher**: Teacher’s guide Pages 94,95; audio Tracks 62,63; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration**: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students**: Pupil’s book Page 47, notebooks, workbooks, school things.

#### C. PROCEDURES:



| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><b>Game: <i>Slap the board</i></b></p> <p><b>*Aims:</b> <i>to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide class into 2 groups</li> <li>- How to play: <ul style="list-style-type: none"> <li>+ Each group chooses five Ss to play.</li> <li>+ Class will read aloud.</li> <li>+ Look at the picture, listen and slap the picture you heard.</li> <li>+ Who faster will get 1 mark.</li> <li>+ Which group with higher mark is the winner.</li> </ul> </li> <li>- T gives feedback.</li> <li>- Say "Open your book page 47" and look at "Unit 6, Lesson 2 (4,5,6)".</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and tick:</b></p> <p><b>*Aims:</b> <i>Ss will be able to listen to and understand two communicative contexts in which characters ask and answer questions about the quantity of school facilities, and tick the correct pictures.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Elicit the word for the place in each picture</li> <li>- Point at the pictures respectively to explain the context.</li> </ul> <div data-bbox="149 1549 836 1753"> </div> <ul style="list-style-type: none"> <li>- T ask Ss to guess the answers.</li> <li>+ T writes Ss' guessing on the board.</li> <li>- Listen to the tape:</li> <li>+ Play the recording</li> </ul> | <ul style="list-style-type: none"> <li>- Ss read the words</li> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ <i>Picture 1a. a school with a red building and a green building</i></li> <li>+ <i>Picture 1b. a school with three buildings</i></li> <li>+ <i>Picture 2a. a school with a computer room</i></li> <li>+ <i>Picture 2b. a school with two computer rooms</i></li> </ul> </li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss look at the picture and say</li> <li>-Ss look and answer</li> <li>-Ss read aloud</li> <li>-Ss work in pairs and complete</li> <li>-Ss read aloud</li> <li>- Ss listen</li> <li>-Ss listen and pay attention</li> <li>-Ss listen and repeat line by line</li> <li>-Ss sing the whole song</li> <li>-Ss sing in front of the class</li> <li>-Ss answer the questions</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul> <p><b>Digital/AI pupil actions:</b></p> <ul style="list-style-type: none"> <li>- <i>Ss count the facilities.</i></li> <li>- <i>Ss correct one There is/There are sentence.</i></li> </ul> |

- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1. a 2. a

### **Activity 2. Look, complete and read**

**\*Aims:** Ss will be able to complete target sentence patterns in two dialogues with the help of picture cues.

#### **\*Procedure:**

- Get Ss to look at the pictures and identify about school location.



1. A: Nice to meet you, Nam.

Where's your school?

B: It's in the \_\_\_\_\_.

A: How many playgrounds are there at your school?

B: There is \_\_\_\_\_.



2. A: \_\_\_\_\_ buildings are there at your school?

B: There are \_\_\_\_\_.

A: How many gardens \_\_\_\_\_ at your school?

B: There is one.

- Give pupils complete the gaps in Dialogue 1, then have them compare their answers in pairs.
- Ask some pairs to read aloud the dialogue.
- Repeat the same procedure with Dialogue 2.
- Invite one or two Ss to stand up and read the completed sentences.

Key:

1.

mountains, one

2.

How many, two, are there

3.

### **Activity 3. Let's sing**

**\*Aims:** Ss will be able to sing the song *How many ...?* with the correct pronunciation, rhythm and melody.

**\*Procedure:**

- Have pupils read the lyrics to familiarise themselves with the questions and answers

**Gardens and buildings at my school**

How many gardens are there at your school?  
There's one. There's one.  
There's one garden at my school. ①



How many buildings are there at your school?  
There are three. There are three.  
There are three buildings at my school. ③

- Have pupils listen to the whole song, drawing their attention to the pronunciation, the rhythm and the melody of the song.
- Play the recording of the song once or twice for pupils to listen and repeat line by line and do related actions, *ex: using fingers for numbers one and three.*
- Ask the to sing the whole song while doing actions or clapping hands.
- Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **3. Homework. (3')**

- Practice part 5 again.
- Prepare the new lesson: *Unit 6, Lesson 3 (1,2,3).*

**Digital & AI mini-task: “Count and check”**

- T shows a school-facility picture and one AI-style quantity sentence with a deliberate error.
- T asks pupils to count and correct the sentence.
- Digital/AI evidence: pupil uses visual counting evidence to repair one statement.

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

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.....

.....

*Week 11*

*Preparing date: November ....., 2026*

*Period 42*

*Teaching date: November ....., 2026*

## Unit 6: Our school facilities

### Lesson 3 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- correctly pronounce the sounds of the letters *s* and *es* as final consonants in the words *mountains* and *villages*, and in the sentences *My school is in the mountains.* and *There are three villages near my school.*
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our school facilities*”.
- read about school locations and describe the surrounding
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Use official digital audio to check pronunciation and correct a teacher-prepared AI-style sound/word classification using the textbook audio as evidence.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 96,97; audio Tracks 64, 65, 66; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- *Students*: Pupil's book Page 48, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><i>Game: play the Zootopia Game ( ppt)</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 3 teams.</li> <li>- Pupils from each team choose a letter, then answer the question</li> <li>- Pupils answer correctly get some points corresponding to the number of dollars for the letter they choose.</li> </ul> <p>They can choose deal to get more or less points</p> <ul style="list-style-type: none"> <li>- Say "Open your book page 48" and look at "Unit 6, Lesson 3 (1,2,3)".</li> </ul> <p><b>2. Presentation(9')</b></p> <p><b>Activity 1. Listen and repeat:</b></p> <p><i>*Aims: Ss will be able to correctly pronounce the sounds of the letters <b>s</b> and <b>es</b> in isolation, in the words <b>mountains</b> and <b>villages</b>, and in the sentences <b>My school is in the mountains.</b> and <b>There are three villages near my school</b></i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T gives instruction to the letter <b>s</b> and <b>es</b> in isolation, in the words <b>mountains</b> and <b>villages</b>, and in the sentences <b>My school is in the mountains.</b> and <b>There are three</b></li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>- Ss recognize the differences about color of letter</li> <li>- Ss listen</li> <li>- Ss listen and point</li> <li>- Ss listen again and repeat</li> <li>-Ss listen again and repeat</li> <li>-Ss practice</li> <li>-Ss listen</li> <li>-Ss listen and say:</li> <li>+ <i>Number 1: Our school is near two</i></li> <li>....</li> <li>+ <i>Number 2: There are two ..... not far from my school.</i></li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and circle</li> <li>- Ss listen again, circle and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss read the sentences</li> <li>- Ss look and listen.</li> <li>-Ss listen to the chant</li> <li>- Ss listen and repeat line by line</li> </ul> |

*villages near my school*

- Play the recording for the letter *s, es*
- Encourage Ss to point at the letter/ word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

**3.Practice: (19')**

**Activity 2. Listen and circle.**

*\*Aims: Ss will be able to identify the target words *mountains* and *village* while listening.*

**\*Procedure:**

- Elicit the sentences and the gap-fill options.
- T ask Ss to guess the answers.
- + T writes Ss'guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

*Key: 1.b 2.c*

**Activity 3. Let's chant**

*\*Aims: Ss will be able to say the chant with the correct rhythm and pronunciation.*

without clap their hands

- Ss note the sounds, words
- Ss listen to melody of the chant
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss listen.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss listen and compare.
- Ss correct one pronunciation item.

**\*Procedure:**

- Introduce the title and lyrics of the chant.

Where's your school?  
It's in the mountains.  
It's in the mountains.  
My school is in the mountains. ①



Where's your school?  
It's in the village.  
It's in the village.  
My school is in the village.



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *s* and *es* and the words *mountains* and *villages*.
- Play the recording all the way through for Ss to listen to pronunciation and melody.
- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom to perform the chant
- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking /



active/ good.... as well as encourage others to try more.

#### 4. **Homework.** (2')

- Practice the chant more.
- Prepare a poster about their school in order to introduce their school to a new pupil.
- Prepare the new lesson: *Unit 6, Lesson 3 (4,5,6)*.

#### **Digital & AI mini-task: “Listen – Check the sound”**

- T plays the official audio, then shows one AI-style pronunciation card with a deliberate error.
- T asks pupils to listen again and correct the card.
- Digital/AI evidence: pupil corrects one item using official audio.

#### **D. ADJUSTMENTS (if necessary):**

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 .....  
 .....  
 .....  
 .....

*Week 11*

*Preparing date: November ....., 2026*

*Period 43*

*Teaching date: November ....., 2026*

## **Unit 6: Our school facilities**

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

#### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- use the words city, mountains, town, village in relation to the topic "*Our school facilities*".
- use *Where's your school? – It's in the .....* to ask and answer questions about the location of a school;
- read and demonstrate understanding of simple communicative contexts in relation to the topic "*Our school facilities*".
- write and draw about school locations and describe the surrounding.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

## 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

### - Digital competence & AI literacy:

+ Use teacher-controlled digital school pictures/maps to verify school-location and facility information before accepting an AI-generated sentence.

## 3. Attitude/ Qualities:

- Show pride in where they're from and great respect for other people's locations by using appropriate gesture and intonation when asking and answering about school locations

## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 98, 99; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- *Students*: Pupil's book Page 49, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                      | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5')</b><br><i>Game: "Chant"</i><br><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i><br><b>*Procedure:</b> <ul style="list-style-type: none"> <li>- Ask Ss chant and do the actions in Unit 6, Lesson 3 page 48 in groups.</li> <li>- Give point for the groups and encourage them.</li> <li>- Say "Open your book page 49" and look at "Unit 6, Lesson 3 (4, 5, 6)".</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen and chant</li> <li>- Ss open their books</li> <li>- Ss listen and answer</li> <li>-Ss read the words and fill</li> <li>-Ss fill in the gap</li> <li>-Ss complete the text</li> <li>-Ss check their answer</li> <li>-Ss read aloud</li> <li>-Ss listen</li> <li>-Ss guess the missing word</li> <li>-Ss write the answers</li> <li>-Ss swap books and check the answer</li> <li>-SS read aloud</li> <li>-Ss listen</li> <li>-Ss show the picture</li> <li>-Ss practice</li> <li>-Ss work in groups and practice</li> <li>-Ss present in front of the class</li> <li>-Ss comments, and give corrections</li> <li>-Ss answer the questions</li> </ul> |
| <b>2.Practice: (8')</b><br><b>Activity 1. Read and complete:</b><br><i>*Aims: Ss will be able to read a paragraph about a school and complete four gapped sentences about its location and facilities.</i><br><b>*Procedure:</b> <ul style="list-style-type: none"> <li>- Elicit and introduce the context.</li> <li>- Have Ss read aloud the words to fill in.</li> <li>- Model the first blank with Ss to make sure</li> </ul>          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

that they know how to do the task.

- Give Ss enough time to complete the text.
- Check the answers as a class.
- Have Ss read the text aloud.

*Key: 1. village    2. three  
3. garden    4. big playground*

### **3.Production: (19')**

#### **Activity 2. Let's write**

*\*Aims: Ss will be able to read, understand and complete a gapped paragraph about their own school locations and facilities.*

#### **\*Procedure:**

- Explain to the class the goal of this activity.
- Have pupils to guess the missing information and complete the sentence with their own information.
- Give pupils time to write their answers.
- Get pupils to swap books and correct their answers in pairs.
- Invite a pupil to stand up and read his / her completed sentences.

*Key: Pupils' answer*

*Ex: My school is big. There are three buildings at my school. There is a big garden. My school has a playground. We can play football, badminton and volleyball there. I love my school!*

#### **Activity 3. Project.**

*\*Aims: Ss will be able to draw pupils' schools and its facilities and present their drawings to the class*

#### **\*Procedure:**

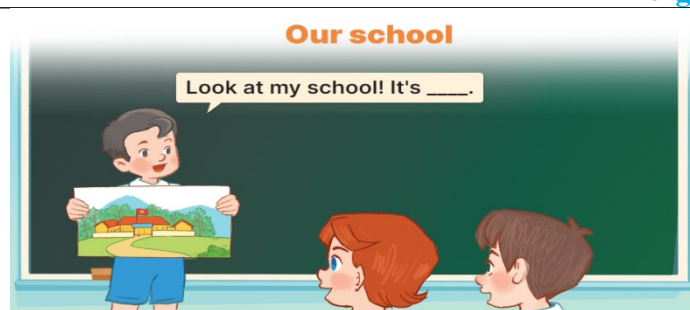
- Point at the sample drawing and explain that pupils are going to talk about the drawings of their schools including its location and some of its facilities.

-Ss listen and clap their hands

-Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the picture/map and sentence.
- Ss give the corrected statement.



- Have pupils show their drawings that they have prepared for the project.
- Give pupils time to practise their presentations by themselves.
- Give pupils some time to use their drawings to practise presenting in groups.
- Select a few pupils to give their presentations in front of the class.
- Get other pupils to give comments, and give corrections and feedback as necessary.

### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **4. Homework. (3')**

- Prepare the new lesson: *Unit 7, Lesson 1 (1, 2, 3).*

### **Digital & AI mini-task: "School picture – Check it!"**

- T displays a school picture/map and one AI-style sentence with a wrong location/facility detail.
- T asks pupils to compare the sentence with the visual evidence and correct it.
- Digital/AI evidence: pupil corrects one unsupported school statement.

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

.....  
 .....  
 Week 11

Preparing date: November ....., 2026

Period 44

Teaching date: November ....., 2026

**Unit 7: Our timetables****Lesson 1 (1, 2, 3)****A. OBJECTIVES:**

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

**1. Knowledge:**

- use the words *English, maths, science, Vietnamese* in relation to the topic “*Our timetable*”
- use *What subjects do you have today? – I have .....* to ask and answer questions about school subjects
- **Vocabulary:** English, maths, science, Vietnamese, subject
- **Skills:** speaking and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

**- Digital competence & AI literacy:**

+ Use a teacher-controlled digital timetable to verify subjects/days and correct an AI-generated timetable sentence that does not match the schedule.

**3. Attitude/ Qualities:**

- Show their responsibility to follow the timetable and prepare their subjects before school.

**B. TEACHING AIDS:**

- **Teacher:** Teacher’s guide Pages 100, 101, audio Tracks 67, 68, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil’s book Page 50, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Teacher’s activities                                                                                                                                 | Students’ activities                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (3’)</b><br><i>Sing: Baby shark</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> | <ul style="list-style-type: none"> <li>- Ss sing and dance the song</li> <li>- Ss open their books</li> <li>-Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> </ul> |

**\*Procedure:**

- Show the song on the screen.

<https://www.youtube.com/watch?v=XqZsoesa55w>

- Ask Ss to listen, sing and dance the song.

- Say “Open your book page 50” and look at “Unit 7, Lesson 1 (1,2,3)”.

**2. Presentation (16’)****Activity 1. Vocabulary.**

**\*Aims:** Ss will be able to know the vocabulary in the new lesson.

**\*Procedure:**

-T elicits the new words

+ *English* : môn tiếng anh (*realia*)

+ *Vietnamese* : môn tiếng việt (*realia*)

+ *Maths* : môn toán (*realia*)

+ *Science* : môn khoa học (*realia*)

+ *subject* : môn học (*translation*)

- T models (3 times).

- T writes the words on the board.

- *Checking: Rub out and remember*

**Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about what subjects they have.

**\*Procedure:**

- Have Ss look at *Pictures a and b* and identify names of the speakers in the pictures.

+ *Who is he / she?*

+ *Where is he / she?*

+ Individual repetition (3 ss)

- Ss take note

- Ss look, remember and write

-Look at the pictures and say

+ *In picture a:*

Mum: *What time do you have school today, Minh?*

Minh: *At eight, Mum.*

+ *In picture b:*

Mum: *What subjects do you have today?*

Minh: *I have English and maths.*

-Ss listen and repeat in chorus (*twice*)

-Ss work in pairs to practice

-Ss practice the dialogue

-Ss listen

-Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss repeat

- Ss look, listen and answer

+ *Picture a:* A Vietnamese textbook

+ *Picture b:* An English textbook

+ *Picture c:* A maths textbook

+ *Picture d:* A science textbook

-Ss listen and repeat

-Ss listen and repeat

-Ss practice

-Ss point, ask and answer.

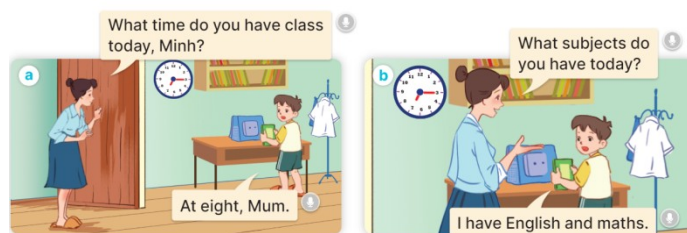
-Ss look at the picture and answer

+ *a boy and a girl talking about school subjects with four textbooks*

(*Vietnamese, English, maths, science*)  
*on a desk*

-Ss listen and answer

-Ss say the completed sentences



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### **Activity 3 2. Listen, point and say.**

*\*Aims: Ss will be able to correctly say the words and use **What subjects do you have today?** – **I have .....** to ask and answer questions about school subjects.*

#### **\*Procedure:**

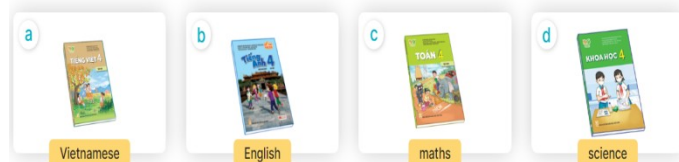
#### **\* Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### **3.Practice: (7')**

#### **\*Drill pictures**

- Ask pupils to look at Pictures a, b, c and d and identify the names of the subjects.



- Play the recording for pupils to listen to and repeat the words under the pictures in chorus and individually.
- Play the recording for pupils to listen to and repeat the sentences in both bubbles a few times.

- Ss work in pairs
- SS point, ask and answer.
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note
- Digital/AI pupil actions:**
  - Ss check the timetable.
  - Ss correct the subject/day sentence.



- Let pupils practise asking and answering questions in pairs.
- Invite a few pairs to point at the pictures and ask and answer questions about what subject they have today.

#### 4. Production: (7')

##### Activity 4. Let's talk.

*\*Aims: Ss will be able to enhance the correct use of **What subjects do you have today?** – I have ..... to ask and answer questions about school subjects in a freer context.*

##### **\*Procedure:**

- Ask questions to help them identify the context



- Elicit the missing words in the speech bubble and write them on the board.
- Get pupils to say the completed sentences.
- Put pupils into pairs to practice the exchanges.
- Invite a few pairs to point at the pictures and ask and answer questions about school subjects.

##### **\*Consolidation**

*\*Aims: Ss will be able to consolidate and wrap up the content of the lesson.*

##### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T review the vocabulary and model

sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### 5. **Homework.** (2')

- Learn the vocabulary and model sentences by heart

- Prepare the new lesson: *Unit 7, Lesson 1* (4,5,6).

### **Digital & AI mini-task: “Timetable checker”**

- T displays a simple timetable and one AI-style subject/day sentence with a mismatch.

- T asks pupils to find evidence in the timetable and repair the sentence.

- Digital/AI evidence: pupil corrects one timetable statement.

### **D. ADJUSTMENTS (if necessary):**

.....  
 .....  
 .....  
 .....  
 .....

**NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated to 2026.**

*Week 12*

*Preparing date: November ....., 2026*

*Period 45*

*Teaching date: November ....., 2026*

## **Unit 7: Our timetables**

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

#### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- Identity specific information by listen to conversation related to topic school subjects.
- Fill in the gaps using given picture cues.
- Recall some vocabularies related to topic school subject by doing the puzzle.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

#### **2. Competences:**

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

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

**- Digital competence & AI literacy:**

+ Use a teacher-controlled digital timetable to verify subjects/days and correct an AI-generated timetable sentence that does not match the schedule.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Show their responsibility to follow the timetable and prepare their subjects before school.

**B. TEACHING AIDS:**

- *Teacher*: Teacher's guide Pages 102,103,104; audio Tracks 69; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- *Students*: Pupil's book Page 51, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: Slap the board</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <p>- Divide class into 2 groups: Tom and Jerry.</p> <p>- How to play:</p> <p>+ Each group chooses five Ss to play.</p> <p>+ Class will read aloud.</p> <p>+ Look at the picture, listen and slap the picture you heard.</p> <p>+ Who faster will get 1 mark.</p> <p>+ Which group with higher mark is the winner.</p> <p>- Say "Open your book page 51" and look at "Unit 7, Lesson 1 (4,5,6)".</p> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and tick or cross:</b></p> | <p>- Ss listen</p> <p>-Ss play game</p> <p>- Ss play game</p> <p>-Ss play game</p> <p>- Ss open their books</p> <p>-Look at the pictures and say:</p> <p>+ <i>Picture 1: A Vietnamese textbook</i></p> <p>+ <i>Picture2: An English textbook</i></p> <p>+ <i>Picture 3: A maths textbook</i></p> <p>+ <i>Picture 4: A science textbook</i></p> <p>-Ss listen to the teacher</p> <p>- Ss listen to the tape and tick or cross</p> <p>- Ss listen to the tape and tick or cross</p> <p>- Ss listen again, tick and swap books with their partners.</p> <p>- Check answer</p> <p>-Ss listen and repeat.</p> <p>-Ss look at the picture and say</p> <p>-Ss look and answer</p> <p>-Ss read</p> <p>-Ss say and write</p> <p>-Ss work in pairs and complete</p> |

**\*Aims:** Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about the subjects they have and tick or cross the pictures.

**\*Procedure:**

- Draw pupils' attention to the pictures and ask questions: *What subject is it?*



- Remind them to look at the book covers of the subjects and tick or cross the boxes while listening.
- Play the recording all the way through.
- Play the recording for pupils to listen and tick or cross the boxes.
- Get pupils to swap books with a partner to check their answers.
- Check the answer together.
- Play the recording, sentence by sentence, for pupils to listen and repeat in chorus.

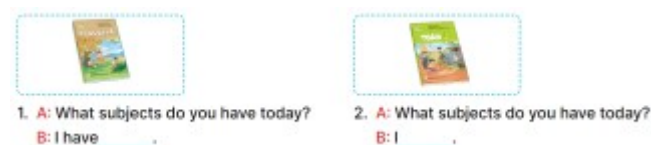
**Key:** 1. v 2. x 3. v 4. x

**Activity 2. Look, complete and read**

**\*Aims:** Ss will be able to complete four gapped exchanges with the help of picture cues.

**\*Procedure:**

- Get Ss to look at the pictures and identify the subjects in each picture.



- Ss read aloud
- Ss listen to the teacher
- Ss play game
- Ss play game
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss check the timetable.
- Ss correct the subject/day sentence.



3. A: \_\_\_\_\_ do you have today?  
B: I have English and \_\_\_\_\_.



4. A: What subjects \_\_\_\_\_ today?  
B: I have \_\_\_\_\_ and \_\_\_\_\_.

- Have Ss look at the four incomplete sentences. Elicit and model with picture 1
- + Ask Ss to read the sentence 1 in chorus.
- + Ask Ss what word is missing in the gap (*Vietnamese*). Then have them complete the sentence (*I have Vietnamese*).
- Have Ss work in pairs and complete the sentences 2, 3, 4.
- Ask a few Ss to stand up and read the sentences aloud.
- T gives feedbacks.

*Key:*

1. *Vietnamese* 2. *have maths*

3. *What subjects; science*

4. *do you have; English; maths*

### **Activity 3. Let's play**

**\*Aims:** Ss will be able to review the target vocabulary items using the puzzle, then ask and answer questions about the subjects pupils have at school.

#### **\*Procedure:**

**Do the crossword puzzle.**

**Then ask and answer.**



- Tell pupils the goal of the puzzle and how to play it. Then have them look at the spaces in the puzzle and given letters as well as picture cues to find appropriate letters to complete the words.
- Give pupils a time limit to do the puzzle individually.

- Have pupils work in pairs. One points at the completed words or the clues and asks *What subjects do you have today?* and their partner answers *I have .....*

- Invite a few pairs to the front of the classroom to ask and answer questions about what subjects they have today.

*Key: 1. science 2. Vietnamese 3. maths 4. English.*

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Practice part 5 again.

- Prepare the new lesson: *Unit 7, Lesson 2 (1,2,3).*

**Digital & AI mini-task: "Timetable checker"**

- T displays a simple timetable and one AI-style subject/day sentence with a mismatch.

- T asks pupils to find evidence in the timetable and repair the sentence.

- Digital/AI evidence: pupil corrects one timetable statement.

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

.....

.....

.....

.....

.....

## Unit 7: Our timetables

### Lesson 2 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- Identify the situation between Nam and Lucy (setting, participants, topic).
- Use the word “art, music, science” in relation to topic “school subjects” to talk about school timetable.
- Use sentence pattern “*When do you have....? I have it on.....*” to ask and answer about school timetable.
- **Vocabulary**: art, music, history and geography.
- **Skills**: speaking and listening

##### 2. Competences:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

##### - **Digital competence & AI literacy**:

+ Use a teacher-controlled digital timetable to verify subjects/days and correct an AI-generated timetable sentence that does not match the schedule.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

#### B. TEACHING AIDS:

- **Teacher**: Teacher’s guide Pages 104,105, audio Tracks 71, 72, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students**: Pupil’s book Page 52, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher’s activities                                                                                                                      | Students’ activities                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (3’)</b><br><b>Matching game</b><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the</i> | <ul style="list-style-type: none"> <li>- Ss listen and matching</li> <li>-Ss play game</li> <li>- Ss open their books</li> </ul> |



lesson.

**\*Procedure:**

- Using pictures and flashcards, get 3 pupils hold the pictures and 3 more hold the sentences.
- Ask them to find and match. Praise the ones who finish the matching.
- Then ask the class to look and say aloud.
- Say "Open your book page 52" and look at "Unit 7, Lesson 2 (1,2,3)".

**2. Presentation(16')**

**Activity 1. Vocabulary.**

**\*Aims:** *Ss will be able to know the vocabulary in the new lesson.*

**\*Procedure:**

- T elicits the new words
  - + *art* : môn Mỹ thuật (*realia*)
  - + *music* : môn Âm nhạc (*realia*)
  - + *history and geography* : môn lịch sử và địa lý (*realia*)
- T models (3 times).

- T writes the words on the board.
- *Checking: Rub out and remember*

**Activity 2. Look, listen and repeat:**

**\*Aims:** *Ss will be able to understand and correctly repeat the sentences in two communicative contexts in which characters ask and answer questions about a school timetable.*

**\*Procedure:**

- Ask pupils to look at Pictures a and b and identify the characters.

-Ss listen and answer

- Ss listen and repeat
  - + Choral repetition (3 times).
  - + Individual repetition (3 ss)
- Ss take note
- Ss look, remember and write
- Look at the pictures and say
  - + *In picture a:*
- Nam: *What subjects do you have today?*
- Lucy: *I have Vietnamese and science*
- + *In picture b:*
- Nam: *When do you have maths?*
- Lucy: *I have it on Mondays and Fridays*
- Ss listen and repeat in chorus (twice)
- Ss work in pairs to practice
- Ss practice the dialogue
- Ss listen
- Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss repeat

- Ss look, listen and answer

+ *Picture a: An art textbook and a calendar displaying Monday*

+ *Picture b: A music textbook and a calendar displaying Wednesday.*

+ *Picture c: A science textbook and two calendars displaying Tuesday and Friday.*

+ *Picture d: An English textbook and three calendars displaying Monday, Tuesday and Thursday*

-Ss listen and repeat

-Ss practice in chorus

-Ss practice in chorus

-Ss work in pairs to practice



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

*\*Aims: Ss will be able to correctly say the words and use **When do you have .....**? – **I have it on .....** to ask and answer questions about a timetable.*

#### **\*Procedure:**

#### **\* Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### **3.Practice: (7')**

#### **\*Drill pictures**

- Have Ss look at the pictures and identify the subjects and days of week



- Ss point and say
- Ss listen.
- Ss look at the picture and answer + *a boy and a girl talking about a timetable*
- Ss listen and answer
- Ss work in pairs
- Ss ask and answer
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss check the timetable.
- Ss correct the subject/day sentence.

- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
  - + T asks, Ss answer picture a
  - + Ss ask, T answers picture b
  - + Group A ask, group B answer picture c
  - + Group B ask, group A answer picture d
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.
- T gives feedbacks.

#### 4. Production: (7')

##### **Activity 4. Let's talk.**

*\*Aims: Ss will be able to enhance the correct use of **When do you have .....?** – **I have it on .....** to ask and answer questions about a timetable in a freer context*

##### **\*Procedure:**



- Have Ss look at the picture and elicit the question and the answer in context.
  - + *Who are they?*
  - + *What are they talking about?*
- Elicit the missing words and write them on the board. Get pupils to say the completed sentences.
- Put Ss work in pairs to give and respond to instructions.
- Invite some pairs of Ss to the front of the class to ask and answer.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><b>*Consolidation</b></p> <p><b>*Aims:</b> <i>Ss will be able consolidate and wrap up the content of the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T asks ss to answer the following questions: <ul style="list-style-type: none"> <li>+ <i>What have you learnt from the lesson today?</i></li> <li>+ <i>What are the core values of the lesson? (if the teacher can take from the lesson).</i></li> </ul> </li> <li>- T review the vocabulary and model sentences.</li> <li>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</li> </ul> <p><b>5. Homework. (2')</b></p> <ul style="list-style-type: none"> <li>- Learn the vocabulary and model sentences by heart</li> <li>- Prepare the new lesson: <i>Unit 7, Lesson 2 (4,5,6).</i></li> </ul> <p><b>Digital &amp; AI mini-task: "Timetable checker"</b></p> <ul style="list-style-type: none"> <li>- T displays a simple timetable and one AI-style subject/day sentence with a mismatch.</li> <li>- T asks pupils to find evidence in the timetable and repair the sentence.</li> <li>- Digital/AI evidence: pupil corrects one timetable statement.</li> </ul> |  |
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**D. ADJUSTMENTS (if necessary):**

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Week 12

Preparing date: November ....., 2026

Period 47

Teaching date: November ....., 2026

**Unit 7: Our timetables**

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

**A. OBJECTIVES:**

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

### 1. **Knowledge:**

- Identify the specific information by listening 2 conversations about school timetable to tick the correct pictures.
- Using clue pictures to complete the gaps;
- Perform the song “*What subjects do you have today?*” in interesting ways, using appropriate and meaningful gestures.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

### 2. **Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

### - **Digital competence & AI literacy:**

+ Use a teacher-controlled digital timetable to verify subjects/days and correct an AI-generated timetable sentence that does not match the schedule.

### 3. **Attitude/ Qualities:**

- Show their responsibility to follow the timetable and prepare their subjects before school.

### **B. TEACHING AIDS:**

- **Teacher:** Teacher’s guide Pages 106,107; audio Tracks 72; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 53, notebooks, workbooks, school things.

### **C. PROCEDURES:**

| Teacher’s activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Students’ activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5’)</b><br><b>Game: <i>Slap the board</i></b><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i><br><b>*Procedure:</b> <ul style="list-style-type: none"> <li>- Divide class into 2 groups</li> <li>- How to play: <ul style="list-style-type: none"> <li>+ Each group chooses five Ss to play.</li> <li>+ Class will read aloud.</li> <li>+ Look at the picture, listen and slap the picture you heard.</li> <li>+ Who faster will get 1 mark.</li> <li>+ Which group with higher mark is the</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>- Ss read the words</li> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ <i>Picture 1a. A part of the timetable in which music is taught on Tuesdays</i></li> <li>+ <i>Picture 1b. A part of the timetable in which music is taught on Wednesdays</i></li> <li>+ <i>Picture 2a. A part of the timetable in which science is taught on Wednesdays and Thursdays</i></li> </ul> </li> </ul> |

winner.

- T gives feedback.
- Say “Open your book page 53” and look at “Unit 7, Lesson 2 (4,5,6)”.

## 2.Practice: (27')

### Activity 1. Listen and tick:

*\*Aims: Ss will be able to listen to and understand two communicative contexts in which pupils ask and answer questions about timetables and tick the correct pictures*

#### **\*Procedure:**

- Ask pupils to look at Pictures 1a and 1b and identify a part of the timetables and the subject.

1. a

|        |         |           |
|--------|---------|-----------|
| Monday | Tuesday | Wednesday |
|        | music   |           |

b

|        |         |           |
|--------|---------|-----------|
| Monday | Tuesday | Wednesday |
|        |         | music     |

2. a

|         |         |           |
|---------|---------|-----------|
| Monday  | Tuesday | Wednesday |
| science | science |           |

b

|           |          |         |
|-----------|----------|---------|
| Wednesday | Thursday | Friday  |
| science   |          | science |

- T ask Ss to guess the answers.
- + T writes Ss'guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1. a 2. B

### Activity 2. Look, complete and read

+ Picture 2b. A part of the timetable in which science is taught on Wednesdays and Fridays

- Ss guess the answers
- Ss listen to the tape and tick
- Ss listen again, tick and swap books with their partners.
- SS listen again and check
- Ss check their answers and guessing
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and pay attention
- Ss answer
- Ss say and fill in the gaps
- Ss work in pairs and swap books and check
- Ss write on the board
- SS ask and answer
- Ss listen
- Ss listen to the song
- Ss listen and repeat line by line without the action.
- Ss point to the pictures while singing
- Ss listen to melody of the song
- Ss listen and sing line by line.
- Ss sing and do actions.
- + Ss work in groups (two groups) to sing.
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note
- Digital/AI pupil actions:**
  - Ss check the timetable.
  - Ss correct the subject/day sentence.



**\*Aims:** *Ss will be able to complete two gapped exchanges with the help of picture cues.*

**\*Procedure:**

- Have pupils read the sentences and guess the missing words



1. A: What day is it today?

B: It's Tuesday.

A: \_\_\_\_\_ subjects do you have today?

B: I have \_\_\_\_\_.



2. A: Do you have science today?

B: No, I don't.

A: When do you have \_\_\_\_\_?

B: I have it on \_\_\_\_\_.

- Model the first gapped exchange.
- Elicit the names of the subjects that can be used to fill in the gaps (*What, Vietnamese and maths*).
- Give pupils look at the picture and fill in the gaps independently.
- 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.
- Invite four pairs of pupils to act out the complete exchanges in front of the class.

*Key:*

*1. What, Vietnamese and maths*

*2. science, Thursday and Friday*

**Activity 3. Let's sing**

**\*Aims:** *Ss will be able to sing the song *When subjects do you have today?* with the correct pronunciation, rhythm, and melody.*

**\*Procedure:**

- Introduce the title and lyrics of the song: "*What subjects do you have today?*"



### What subjects do you have today?

What subjects do you have today?

Vietnamese, maths and science.

What subjects do you have today?

Vietnamese, science and maths. ①

When do you have maths?

I have maths every school day.

When do you have Vietnamese?

I have Vietnamese every school day. ②



- Play the recording for Ss to listen to the whole song.

+ Have them repeat the title and lyrics line by line.

+ Tell Ss to point at the pictures while singing.

- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.

- Play the recording line by line for Ss to listen, repeat and point to the pictures

- Play the recording for Ss to sing and do actions.

- Ask Ss to practice singing and doing actions in pairs or groups.

- Invite groups to the front of the classroom to perform the song

-T gives feedback.

### **\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

### **\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Prepare the new lesson: *Unit 7, Lesson 3 (1,2,3).*

**Digital & AI mini-task: “Timetable checker”**

- T displays a simple timetable and one AI-style subject/day sentence with a mismatch.
- T asks pupils to find evidence in the timetable and repair the sentence.
- Digital/AI evidence: pupil corrects one timetable statement.

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

Week 12

Preparing date: November ....., 2026

Period 48

Teaching date: November ....., 2026

**Unit 7: Our timetables****Lesson 3 (1, 2, 3)****A. OBJECTIVES:**

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

**1. Knowledge:**

- Correctly pronounce the sound of the letters *se* and *ce* in isolation, in the words *Vietnamese* and *science* and in the correct sentences “*When do you have Vietnamese*” and “*We have science today*”
- Identify the specific information by listening 2 sentences to identify the target word;
- Perform the chant in interesting ways, using appropriate and meaningful gestures
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.
- **Digital competence & AI literacy:**
- + Use official digital audio to check target pronunciation in subject/timetable language and correct one AI-style pronunciation classification.

**3. Attitude/ Qualities:**

- Show their responsibility to follow the timetable and prepare their subjects before school.

**B. TEACHING AIDS:**

- *Teacher:* Teacher’s guide Pages 104,105; audio Tracks 74, 75, 76; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Digital/AI integration: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- *Students*: Pupil's book Page 54, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><i>Game: Pass the ball</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 3 teams.</li> <li>- Each team has 1 sticky ball.</li> <li>- Play the music, Ss in each team take turns to pass the ball.</li> <li>+ After the music ends, 3 Ss have the ball – stand up and say the name, using the sentence model.</li> <li>- Say “Open your book page 54” and look at “Unit 7, Lesson 3 (1,2,3)”.</li> </ul> <p><b>2. Presentation (9')</b></p> <p><b>Activity 1. Listen and repeat:</b></p> <p><i>*Aims: Ss will be able to correctly repeat the sounds of the consonant clusters <b>se</b> and <b>ce</b> in isolation, in the words <b>Vietnamese</b> and <b>science</b> and in the sentences <b>When do you have Vietnamese</b>” and “<b>We have science today</b>” with the correct pronunciation and intonation</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T gives instruction to the letter <b>se</b> and <b>ce</b>, <b>Vietnamese</b> and <b>science</b> and in the sentences <b>When do you have Vietnamese</b>” and “<b>We have science today</b>”</li> <li>- Play the recording for the letter <b>se, ce</b>.</li> <li>- Encourage Ss to point at the letter/ word/ sentence while listening.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>- Ss recognize the differences about color of letter</li> <li>- Ss listen</li> <li>- Ss listen and point</li> <li>- Ss listen again and repeat</li> <li>-Ss listen again and repeat</li> <li>-Ss practice</li> <li>-Ss listen</li> <li>-Ss listen and say:</li> <li>+ <i>Number 1: When do you have .....?</i></li> <li>+ <i>Number 2: They have ....today.</i></li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and circle</li> <li>- Ss listen again, circle and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss read the sentences</li> <li>- Ss look and listen.</li> <li>-Ss listen to the chant</li> <li>- Ss listen and repeat line by line without clap their hands</li> <li>-Ss note the sounds, words</li> <li>-Ss listen to melody of the chant</li> <li>- Ss listen and chant line by line.</li> <li>- Ss chant and clap along.</li> <li>- Ss work in groups (two groups) to chant</li> </ul> |

- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

### 3.Practice: (19')

#### **Activity 2. Listen and circle**

*\*Aims: Ss will be able to identify the target words Vietnamese and science while listening.*

#### **\*Procedure:**

- Elicit the sentences and the gap-fill options.
- T ask Ss to guess the answers.
- + T writes Ss'guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

*Key: 1.b    2.a*

#### **Activity 3. Let's chant**

*\*Aims: Ss will be able to say the chant with the correct rhythm and pronunciation*

#### **\*Procedure:**

- Introduce the title and lyrics of the chant.

- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss listen and compare.
- Ss correct one sound/word item.

Science, science.  
When do you have science?  
I have science today.  
I have science today. ①



Vietnamese, Vietnamese.  
When do you have Vietnamese?  
We have Vietnamese today.  
We have Vietnamese today. ②



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *se* and *ce* and the words *Vietnamese* and *science*.
- Play the recording all the way through for Ss to listen to pronunciation and melody.
- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom to perform the chant
- T gives feedback.

### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others

to try more.

#### 4. **Homework.** (2')

- Practice the chant more.
- Prepare the new lesson: *Unit 7, Lesson 3* (4,5,6).

#### **Digital & AI mini-task: “Subject sound check”**

- T plays the official audio and shows one AI-style sound card with a deliberate error.
- T asks pupils to listen, compare and correct it.
- Digital/AI evidence: pupil verifies pronunciation using official audio.

### **D. ADJUSTMENTS (if necessary):**

*NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated to 2026.*

*Week 13*

*Preparing date: December ....., 2026*

*Period 49*

*Teaching date: December ....., 2026*

## **Unit 7: Our timetables**

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

#### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- Identify the specific information by scanning the text about Minh and circle the correct answers.
- Write about pupil's school subjects.
- Present their timetable to the class at the Project time
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

#### **2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

#### **- Digital competence & AI literacy:**

+ Use a teacher-controlled digital timetable to verify subjects/days and correct an AI-generated timetable sentence that does not match the schedule.

### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

### B. TEACHING AIDS:

- *Teacher:* Teacher's guide Pages 110, 111; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- *Students:* Pupil's book Page 55, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><b>"Chant"</b></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Ask Ss chant and do the actions in Unit 7, Lesson 3 page 54 in groups.</li> <li>- Give point for the groups and encourage them.</li> <li>- Say "Open your book page 55" and look at "Unit 7, Lesson 3 (4, 5, 6)".</li> </ul> <p><b>2. Practice: (8')</b></p> <p><b>Activity 1. Read and circle:</b></p> <p><i>*Aims: Ss will be able to read and show understanding the text by choosing the best options to complete the sentences</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Tell pupils the goal of the activity and explain that they should read the sentences and choose the correct options.</li> <li>- Model number 1: have pupils read the sentence and guess the missing words. Then have them read the text and choose the correct option.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen and chant</li> <li>- Ss open their books</li> <li>- Ss look at the passage and listen</li> <li>- Ss read and guess the missing words</li> <li>- Ss do the task</li> <li>- Ss swap books and check their answer</li> <li>- Ss check their answer</li> <li>- Ss read aloud</li> <li>- Ss look and listen</li> <li>- Ss read and fill</li> <li>- Ss do the task</li> <li>- Ss read the complete texts</li> <li>- Ss listen</li> <li>- Ss work in groups</li> <li>- Ss perform in front of the class</li> <li>- Ss answer the questions</li> <li>- Ss listen and clap their hands</li> <li>- Ss listen and take note</li> </ul> <p><b>Digital/AI pupil actions:</b></p> <ul style="list-style-type: none"> <li>- Ss check the timetable.</li> <li>- Ss correct the subject/day sentence.</li> </ul> |



- Have pupils to do the task independently.
- Get pupils to swap their books with a partner and check their answers before checking as a class.
- Invite one or two pupils to read the text and the completed sentences in front of the class.

*Key: . b 2. a 3. b 4. b*

### **3.Production: (19')**

#### **Activity 2. Let's write**

*\*Aims: Ss will be able to read, understand and complete a gapped text about pupils' timetables using the target language.*

#### **\*Procedure:**

- Explain that the gaps in the text focus on their names and their timetables.
- Model the first gap and have pupils do the first gapped sentence together as an example.
- Give pupils time to complete the text independently.
- Invite one or two pupils to read their completed texts in front of the class.

*Ex: My name is Huong. I go to school from Mondays to Fridays. I have Vietnamese and maths today. I have English on Mondays, Thursdays and Fridays. I have science on Wednesdays and Thursdays. I have music on Tuesdays. I like music very much.*

#### **Activity 3. Project.**

*\*Aims: Ss will be able to make and present their timetables to the class.*

#### **\*Procedure:**

- Explain that they must show the

timetables that they have prepared at home and present them to the class.

- Have pupils work in groups of three.
- + Each pupil shows his / her timetable and tells the group about it, *ex: Look at the timetable. I have Vietnamese and maths every day. I have English on Mondays, Wednesdays, and Fridays. I have music on Thursdays.*
- Invite a few pupils to show their timetables and tell the class about them.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (3')**

- Prepare the new lesson: *Unit 8, Lesson 1 (1, 2, 3).*

**Digital & AI mini-task: "Timetable checker"**

- T displays a simple timetable and one AI-style subject/day sentence with a mismatch.
- T asks pupils to find evidence in the timetable and repair the sentence.
- Digital/AI evidence: pupil corrects one timetable statement.

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

.....

.....

Week 13

Preparing date: December ....., 2026

Period 50

Teaching date: December ....., 2026

## Unit 8: My favourite subjects

### Lesson 1 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use the words and phrases *art, music, PE, IT, an English teacher, a maths teacher, a painter and a singer* in relation to the topic “My favourite subjects”.
- use *What’s your favourite subject? – It’s .....* to ask and answer questions about someone’s favourite subject;
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My favourite subjects”.
- **Vocabulary:** PE, IT, favourite.
- **Skills:** speaking and listening

##### 2. Competences:

- Self-control and independent learning: perform listening tasks.
- Communication and collaboration: work in pairs or groups.
- Sociability: talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Use digital subject/job pictures to check whether AI-generated favourite-subject and reason sentences match the visual/textbook information.

##### 3. Attitude/ Qualities:

- Show pride in what they can do and great respect for other people’s abilities by using appropriate gesture and intonation when asking and answering about abilities.

#### B. TEACHING AIDS:

- **Teacher:** Teacher’s guide Pages 112, 113, audio Tracks 77, 78, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil’s book Page 56, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher’s activities                                                                                                                                       | Students’ activities                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (3’)</b><br><i>Game: Who says faster</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss play the game</li> <li>-Ss play the game</li> <li>-Ss open the books</li> </ul> |

**\*Procedure:**

- Hold some flashcards about subjects, then reveal it slowly.
- Ask What is it?
- Ask the Ss guess the answer as fast as possible.
- Then have Ss do the same with the rest.
- This can be played in groups to make it more interesting
- Say “Open your book page 56” and look at “Unit 8, Lesson 1 (1,2,3)”.

**2. Presentation (16’)****Activity 1. Vocabulary.**

**\*Aims:** Ss will be able to know the vocabulary in the new lesson.

**\*Procedure:**

- T elicits the new words
  - + favourite : yêu thích (situation)
  - + PE= Physical Education: môn thể dục (realia)
  - + IT= Information Technology : môn tin học (realia)
- T models (3 times).

- T writes the words on the board.
- Checking: Rub out and remember

**Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone’s favourite subject.

**\*Procedure:**

- Have Ss look at Pictures a and b and identify the characters (Linh and Ben) in the pictures.

-Ss listen and answer

- Ss listen and repeat
    - + Choral repetition (3 times).
    - + Individual repetition (3 ss)
  - Ss take note
  - Ss look, remember and write
  - Look at the pictures and say
    - + In picture a:

Ben: Hi, Linh. What subjects do you have today?

Linh: I have English, science and maths.

    - + In picture b:

Linh: I like art. What’s your favourite subject?

Ben: It’s PE.
- Ss listen and repeat in chorus (twice)
  - Ss work in pairs to practice
  - Ss practice the dialogue
  - Ss listen
  - Ss look at the picture and answer.
  - Ss listen
  - Ss listen and repeat
  - Ss repeat
  - Ss look, listen and answer
    - + Picture a. A girl painting
    - + Picture b. Five children singing
    - + Picture c. A group of pupils doing physical exercise
    - + Picture d. A boy and a girl working on a computer
  - Ss listen and repeat
  - Ss practice in chorus, individuals.
  - Ss point and say
  - Ss listen.
  - Ss look at the picture and answer
    - + a boy pointing at textbooks on a table, and asking a girl about her



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

*\*Aims: Ss will be able to correctly say the words and use **What's your favourite subject? – It's .....** to ask and answer questions about someone's favourite subject.*

#### **\*Procedure:**

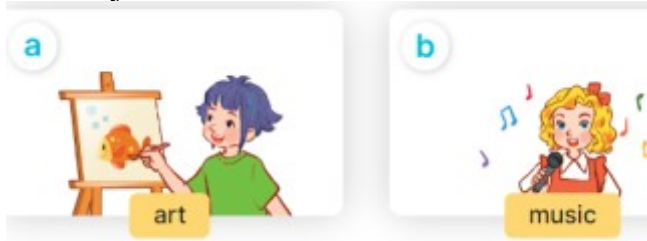
#### **\* Model sentences:**

- T asks Ss look at *picture a* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### **3.Practice: (7')**

#### **\*Drill pictures**

- Have Ss look at the pictures and elicit the subjects.

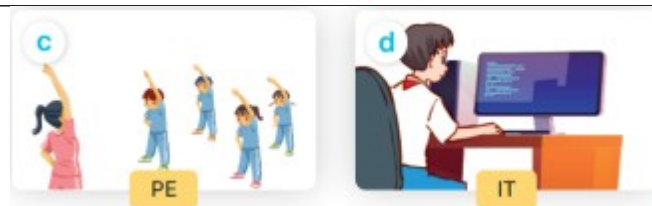


*favourite subject.*

- Ss look at the picture and answer
- Ss repeat the question and answer
- Ss work in pairs, point and say
- Ss ask and answer their favourite subjects in front of the class.
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare picture and sentence.
- Ss give the corrected answer.



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
- + Tell Ss to point the subjects in the picture when they are repeating the sentence
- T controls and corrects.
- Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.
- T gives feedbacks.

#### 4. Production: (7')

##### Activity 4. Let's talk.

*\*Aims: Ss will be able to enhance the correct use of **What's your favourite subject?** – **It's .....** to ask and answer questions about someone's favourite subject in a freer context.*

##### *\*Procedure:*

- Draw pupils' attention to the two speech bubbles.



- Ask them to look at the girl's speech bubble to identify what the answer should be. *ex: It's IT.*
- Get pupils to repeat the question and answer several times.
- Have pupils to work in pairs, point at the different books, ask and answer questions about their favourite subjects using **What's**

*your favourite subject? – .....*

- Invite some pairs to take turns asking and answering questions about their favourite subjects in front of the class.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T review the vocabulary and model sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**5. Homework. (2')**

- Learn the vocabulary and model sentences by heart

- Prepare the new lesson: *Unit 8, Lesson 1 (4,5,6).*

**Digital & AI mini-task: “Subject + reason – Check it!”**

- T shows subject/job pictures with one AI-style sentence containing a wrong subject or reason.

- T asks pupils to compare and correct it using the lesson pattern.

- Digital/AI evidence: pupil corrects one subject/reason statement.

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

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*Week 13*

*Preparing date: December ....., 2026*



## Unit 8: My favourite subjects

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use the words and phrases art, music, PE, IT in relation to the topic “*My favourite subjects*”.
- use *What’s your favourite subject? – It’s .....* to ask and answer questions about someone’s favourite subject.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*My favourite subjects*”.
- read and write about someone’s favourite subject.

- **Vocabulary:** Review

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

##### 2. Competences:

- Written Communication: complete the sentences.
- Self-control and independent learning: perform listening tasks.
- Communication and collaboration: work in pairs or groups.

- **Digital competence & AI literacy:**

+ Use digital subject/job pictures to check whether AI-generated favourite-subject and reason sentences match the visual/textbook information.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Diligence: complete learning tasks.

#### B. TEACHING AIDS:

- **Teacher:** Teacher’s guide Pages 114, 115, 116; audio Tracks 83; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil’s book Page 57, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher’s activities                                                                                                                         | Students’ activities                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (5’)</b><br><i>Sentence Puzzle</i><br><i>*Aims: to create a friendly and active atmosphere in the class to beginning the</i> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss listen</li> <li>- Ss arrange and read aloud</li> </ul> |

lesson.

**\*Procedure:**

- Divide the class into groups of four.
- Give each group a sentence that is broken/cut in to pieces.
- Ask Ss to arrange them to make a complete sentence, then read it aloud.
- The group makes it first will be the winner.
- Say “Open your book page 57” and look at “Unit 8, Lesson 1 (4,5,6)”.

**2.Practice: (27’)**

**Activity 1. Listen and tick or cross:**

**\*Aims:** Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about their favourite subjects, and tick or cross the pictures.

**\*Procedure:**

- Elicit the subjects in each picture.



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.

- Ss congratulate the winner
- Ss open their books
- Look at the pictures and say:
  - + Picture 1: An IT textbook
  - + Picture 2: A PE textbook
  - + Picture 3: A music textbook
  - + Picture 4: . An art textbook
- Ss guess the answers
- Ss listen to the tape and tick/ cross
- Ss listen again, tick/ cross and swap books with their partners.
- Ss check their answers and guessing
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and answer
- Ss read
- Ss say and write
- Ss work in pairs and complete
- Ss read aloud
- Ss read the song
- Ss listen to the song
- Ss listen and repeat line by line without the action.
- Ss point to the pictures while singing
- Ss listen to melody of the song
- Ss listen and sing line by line.
- Ss sing and do actions.
- + Ss work in groups (two groups) to sing.
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss compare picture and sentence.
- Ss give the corrected answer.

- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1. v 2. x 3. v 4. x

### **Activity 2. Look, complete and read**

**\*Aims:** Ss will be able to complete four exchanges about characters' favourite subjects with the help of picture cues

#### **\*Procedure:**

- Ask pupils to look at the pictures and identify the subjects.



1. A: What's your favourite subject?  
B: It's \_\_\_\_\_.



2. A: \_\_\_\_\_ your favourite subject?  
B: It's \_\_\_\_\_.



3. A: What's your favourite \_\_\_\_\_?  
B: It's \_\_\_\_\_.



4. A: What's your \_\_\_\_\_?  
B: It's \_\_\_\_\_.

- Have Ss look at the four incomplete sentences. Elicit and model with picture 1
- + Ask Ss to read the sentence 1 in chorus.
- + Ask Ss what word is missing in the gap (*music*). Then have them complete the sentence (*It's music*).
- Have Ss work in pairs and complete the sentences 2, 3, 4.
- Ask a few Ss to stand up and read the sentences aloud.
- T gives feedbacks.

Key:

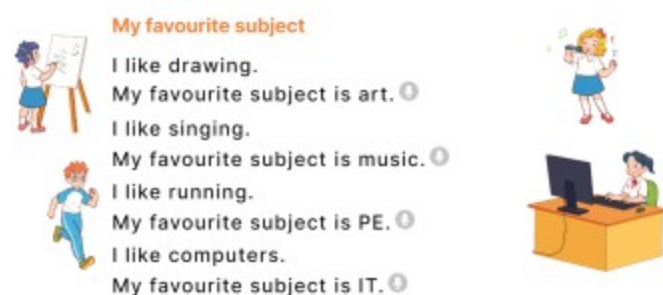
1. music
2. What's; art
3. subject; IT
4. favourite subject; PE

### **Activity 3. Let's sing**

**\*Aims:** Ss will be able to sing the song *My favourite subject* with the correct pronunciation, rhythm and melody.

**\*Procedure:**

- Have pupils read the song to familiarize themselves with the lyrics



- Play the recording for Ss to listen to the whole song.
- + Have them repeat the title and lyrics line by line.
- + Tell Ss to point at the pictures while singing.
- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.
- Play the recording line by line for Ss to listen, repeat and point to the pictures
- Play the recording for Ss to sing and do actions.
- Ask Ss to practice singing and doing actions in pairs or groups.
- Invite groups to the front of the classroom to perform the song
- T gives feedback.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap

up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Practice part 5 again.

- Prepare the new lesson: *Unit 8, Lesson 2 (1,2,3).*

**Digital & AI mini-task: "Subject + reason – Check it!"**

- T shows subject/job pictures with one AI-style sentence containing a wrong subject or reason.

- T asks pupils to compare and correct it using the lesson pattern.

- Digital/AI evidence: pupil corrects one subject/reason statement.

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

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*Week 13*

*Preparing date: December ....., 2026*

*Period 52*

*Teaching date: December ....., 2026*

**Unit 8: My favourite subjects**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

-- use the words and phrases art, music, PE, IT, an English teacher, a maths teacher, a painter and a singer in relation to the topic "My favourite subjects".

- use *Why do you like .....? – Because I want to be .....* to ask for and give reasons for liking a school subject.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*My favourite subjects*”.

- **Vocabulary:** English teacher, maths teacher, painter

- **Skills:** speaking and listening

## 2. Competences:

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

- Sociability: Talk to each other, say good words to others.

- **Digital competence & AI literacy:**

+ Use digital subject/job pictures to check whether AI-generated favourite-subject and reason sentences match the visual/textbook information.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

## B. TEACHING AIDS:

- **Teacher:** Teacher’s guide Pages 116, 117, 118, audio Tracks 81, 82, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil’s book Page 58, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher’s activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Students’ activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (3’)</b></p> <p><i>Pass the subjects</i></p> <p><b>*Aims:</b> to create a friendly and active atmosphere in the class to beginning the lesson.</p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Review the previous lesson by having the class pass the school things with the music.</li> <li>- When the music stops, who have subjects have to say the sentence: <i>I like music.</i></li> <li>- Say “Open your book page 52” and look at “Unit 8, Lesson 2 (1, 2, 3)”.</li> </ul> <p><b>2. Presentation (16’)</b></p> <p><b>Activity 1. Vocabulary.</b></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>-Ss open their books</li> <li>-Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and write</li> <li>-Look at the pictures and say</li> <li>+ In picture a:</li> <li>Mary: <i>What’s your favourite subject, Nam?</i></li> <li>Nam: <i>It’s English</i></li> </ul> |



**\*Aims:** Ss will be able to know the vocabulary in the new lesson.

**\*Procedure:**

-T elicits the new words

+ *English teacher* : giáo viên tiếng anh  
(example)

+ *maths teacher*: giáo viên Toán  
(example)

+ *painter* : họa sĩ (example)

- T models (3 times).

- T writes the words on the board.

- *Checking: Rub out and remember*

**Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking for and giving reasons for liking a school subject, English.

**\*Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters and the reason why Nam likes English.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.

+ *In picture b:*

Mary: *Why do you like English?*

Nam: *Because I want to be an English teacher.*

-Ss listen and repeat in chorus (twice)

-Ss work in pairs to practice

-Ss practice the dialogue

-Ss listen

-Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss repeat

- Ss look, listen and answer

+ *Picture a:* English / an English teacher

+ *Picture b:* music / a singer

+ *Picture c:* art / a painter

+ *Picture d:* maths / a maths teacher

-Ss listen and repeat

-Ss practice in chorus

-Ss practice in chorus

-Ss work in pairs to practice

-Ss point and say

-Ss listen.

-Ss look at the picture and answer

+ *Four pupils with textbooks in hand asking each other for and giving reasons for liking a school subject*

-Ss look at the picture and answer

-Ss work in groups to ask and answer.

-SS ask and answer

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

-Ss listen and take note

**Digital/AI pupil actions:**



- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

**\*Aims:** Ss will be able to correctly say the words and phrases and use *Why do you like .....? – Because I want to be ..... to ask for and give reasons for liking a school subject, English.*

#### **\*Procedure:**

#### **\* Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

### **3.Practice: (7')**

#### **\*Drill pictures**

- Have Ss look at the pictures and elicit the reason why each pupil likes his / her favourite subject.



- Run through all the pictures.
- Run through model sentences.
- +Run through question sentence
- +Run through answer sentence
- Have Ss to practise:
- + T asks, Ss answer picture a
- + Ss asks, T answers picture b

- Ss compare picture and sentence.
- Ss give the corrected answer.

- + Group A ask, group B answer picture c
- + Group B ask, group A answer picture d
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of the classroom and point at the pictures and say the questions and answers in front of the class.
- T gives feedbacks.

#### 4. Production: (7')

##### **Activity 4. Let's talk.**

*\*Aims: Ss will be able to enhance the correct use of **Why do you like .....**? – **Because I want to be .....** ask for and give reasons for liking a school subjects in a freer context.*

##### **\*Procedure:**

- Have pupils look at the picture and explain that a group of four pupils are in the playground



- Ask pupils to look at the first girl with black hair with the art textbook and ask pupils to identify her favourite subject (**art**) and what she want to be in the future (**painter**).
- Divide the class into two groups to role-play the girls/ boys and an interviewer.
- Have pupils work in pairs to practise asking and answering the question **Why do you like.....? – .....**
- Invite pairs of pupils to the front of the classroom to take turns asking for and

giving reasons why they like the subject.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T review the vocabulary and model sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**5. Homework. (2')**

- Learn the vocabulary and model sentences by heart

- Prepare the new lesson: *Unit 8, Lesson 2 (4,5,6).*

**Digital & AI mini-task: "Subject + reason – Check it!"**

- T shows subject/job pictures with one AI-style sentence containing a wrong subject or reason.

- T asks pupils to compare and correct it using the lesson pattern.

- Digital/AI evidence: pupil corrects one subject/reason statement.

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

.....  
 .....  
 .....  
 .....  
 .....

**NOTE:** *Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated to 2026.*

Week 14

Preparing date: December ....., 2026

Period 53

Teaching date: December ....., 2026

## Unit 8: My favourite subjects

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use the words and phrases art, music, PE, IT, an English teacher, a maths teacher, a painter and a singer in relation to the topic “*My favourite subjects*”.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*My favourite subjects*”.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

##### 2. Competences:

- Critical Thinking: self-introduce
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

##### - Digital competence & AI literacy:

+ Use digital subject/job pictures to check whether AI-generated favourite-subject and reason sentences match the visual/textbook information.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Diligence: complete learning tasks.

#### B. TEACHING AIDS:

- **Teacher:** Teacher’s guide Pages 119, 120, 121; audio Tracks 83; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 59, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher’s activities                                                                                                                                                                                                                                                                                                               | Students’ activities                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5’)</b><br><b>Game: Pass the ball</b><br><b>*Aims:</b> to create a friendly and active atmosphere in the class to beginning the lesson.<br><b>*Procedure:</b> <ul style="list-style-type: none"> <li>- T gives Ss a ball.</li> <li>- T asks Ss to listen to music and transfer a ball around the class.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say:               <ul style="list-style-type: none"> <li>+ <i>Picture a:</i> A male singer singing</li> <li>+ <i>Picture b:</i> A female painter working</li> </ul> </li> </ul> |

- When the music stops, Ss who keep a ball have to answer the question using: *Why do you like.....? and Because I.....*
- T gives feedback.
- Say “Open your book page 59” and look at “Unit 8, Lesson 2 (4,5,6)”.

## 2.Practice: (27’)

### **Activity 1. Listen and number:**

*\*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils gives reasons why they like the school subject, and number the correct pictures.*

### **\*Procedure:**

- Elicit the favourite subject and the reason for liking it.



- T ask Ss to guess the answers.
- + T writes Ss’ guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss’ guessing.

- + *Picture c: An English teacher writing*
- + *Picture d: A maths teacher writing*
- Ss guess the answers
- Ss listen to the tape and write
- Ss listen again, write and swap books with their partners.
- Ss check their answers and guessing
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and answer
- Ss do the task
- Ss swap books and check their answer
- Ss read the sentences aloud
- Ss listen
- Ss listen
- Ss play game
- Ss play game
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note
- Digital/AI pupil actions:**
- Ss compare picture and sentence.
- Ss give the corrected answer.

- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

*Key: 1. b 2. d 3. a 4. c*

### **Activity 2. Look, complete and read**

**\*Aims:** *Ss will be able to complete two dialogues about their favourite subjects and the reasons why pupils like them with the help of picture cues*

#### **\*Procedure:**

- Get Ss to look at the pictures and ask them what the girl and the boy are doing



1. A: What's your favourite subject?

B: It's art. I like it.

A: \_\_\_\_\_ do you like art?

B: Because I want to be a \_\_\_\_\_.



2. A: I like IT. It's my favourite \_\_\_\_\_.

B: Why do you like it?

A: \_\_\_\_\_ I want to be an IT teacher.

How about you?

B: My favourite subject is \_\_\_\_\_.

I want to be a singer.

- Model and elicit the missing words from the Exchange 1 (*Why, painter*).

- Have pupils to do the task individually.

- Get pupils swap books with their partners and check the answers before checking as a class.

- Invite a few pairs to stand up and read the sentences aloud.

*Key:*

1.

*Why/ painter*

2.

*Subject; because; music*

### **Activity 3. Let's play**

#### **Sentence making**

**\*Aims:** *Ss will be able to practice making meaningful and grammatically correct sentences about future jobs by playing the game "sentence making".*

#### **\*Procedure:**



- Tell pupils the goal of the game and how to play it.



- How to play the game:
  - + When the teacher circles or says one of the words on the board, the groups make as many sentence as possible.
  - + The group that gives the correct sentences more quickly gets one point or one star for one correct sentence.
  - + The group with more points or stars is the winner.
- Divide the class into groups of three or four pupils to play.

### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more

### **3. Homework. (3')**

- Practice part 5 again.
- Prepare the new lesson: *Unit 8, Lesson 3 (1,2,3).*

**Digital & AI mini-task: "Subject + reason –**



**Check it!"**

- T shows subject/job pictures with one AI-style sentence containing a wrong subject or reason.
- T asks pupils to compare and correct it using the lesson pattern.
- Digital/AI evidence: pupil corrects one subject/reason statement.

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

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*Week 14**Preparing date: December ....., 2026**Period 54**Teaching date: December ....., 2026***Unit 8: My favourite subjects****Lesson 3 (1, 2, 3)****A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly pronounce the sounds of the letters *ke* and *te* in isolation, in the words *like* and *write*, and in the sentences *I like English.* and *Let's write.*
- use the words and phrases art, music, PE, IT, an English teacher, a maths teacher, a painter and a singer in relation to the topic “*My favourite subjects*”
- use *Why do you like .....? – Because I want to be .....* to ask for and give reasons for liking a school subject
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*My favourite subjects*”
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.
- **Digital competence & AI literacy:**
- + Use official digital audio to check target pronunciation and correct a teacher-prepared AI-style sound/word classification.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher*: Teacher's guide Pages 121,122; audio Tracks 84, 85, 86; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- *Students*: Pupil's book Page 60, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Students' activities |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: Find and circle the words</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><i>*Procedure:</i></p> <table><tr><td>L</td><td>I</td><td>K</td><td>E</td><td>E</td><td>W</td><td>S</td><td>C</td><td>M</td><td>T</td></tr><tr><td>H</td><td>C</td><td>T</td><td>H</td><td>N</td><td>R</td><td>H</td><td>C</td><td>A</td><td>H</td></tr><tr><td>C</td><td>L</td><td>U</td><td>A</td><td>A</td><td>I</td><td>A</td><td>O</td><td>K</td><td>I</td></tr><tr><td>L</td><td>E</td><td>L</td><td>N</td><td>N</td><td>T</td><td>T</td><td>S</td><td>E</td><td>N</td></tr><tr><td>A</td><td>A</td><td>W</td><td>K</td><td>E</td><td>E</td><td>O</td><td>E</td><td>E</td><td>K</td></tr><tr><td>A</td><td>C</td><td>D</td><td>E</td><td>G</td><td>H</td><td>O</td><td>S</td><td>V</td><td>B</td></tr><tr><td>F</td><td>A</td><td>V</td><td>O</td><td>U</td><td>R</td><td>I</td><td>T</td><td>E</td><td>H</td></tr><tr><td>B</td><td>I</td><td>K</td><td>E</td><td>I</td><td>A</td><td>S</td><td>D</td><td>A</td><td>Y</td></tr><tr><td>D</td><td>T</td><td>S</td><td>S</td><td>R</td><td>S</td><td>N</td><td>O</td><td>T</td><td>E</td></tr><tr><td>A</td><td>C</td><td>E</td><td>B</td><td>F</td><td>E</td><td>Z</td><td>Y</td><td>W</td><td></td></tr></table> <p>- Divide class into 2 groups</p> <p>- Ask Ss to find and circle the words that they learnt.</p> <p>- Which groups find the best correct words is winner.</p> <p>- Give Ss time to play the game.</p> <p><b>Rows:</b> like, bike, note, favourite</p> <p><b>Columns:</b> write, make</p> <p>-T checks who's winner?</p> <p>- Say “Open your book page 60” and look at “Unit 8, Lesson 3 (1,2,3)”.</p> <p><b>2. Presentation (9')</b></p> <p><b>Activity 1. Listen and repeat:</b></p> <p><i>*Aims: Ss will be able to correctly repeat</i></p> | L                    | I | K | E | E | W | S | C | M | T | H | C | T | H | N | R | H | C | A | H | C | L | U | A | A | I | A | O | K | I | L | E | L | N | N | T | T | S | E | N | A | A | W | K | E | E | O | E | E | K | A | C | D | E | G | H | O | S | V | B | F | A | V | O | U | R | I | T | E | H | B | I | K | E | I | A | S | D | A | Y | D | T | S | S | R | S | N | O | T | E | A | C | E | B | F | E | Z | Y | W |  | <p>- Ss listen</p> <p>-Ss play game</p> <p>- Ss open their books</p> <p>- Ss recognize the differences about color of letter</p> <p>- Ss listen</p> <p>- Ss listen and point</p> <p>- Ss listen again and repeat</p> <p>-Ss listen again and repeat</p> <p>-Ss practice</p> <p>-Ss listen</p> <p>-Ss listen and say</p> <p>-Ss guess the answers</p> <p>- Ss listen to the tape and circle</p> <p>- Ss listen again, circle and swap books with their partners.</p> <p>- Ss check their answers and guessing</p> <p>-Ss listen and repeat.</p> <p>-Ss read the sentences</p> <p>- Ss look and listen.</p> <p>-Ss listen to the chant</p> <p>- Ss listen and repeat line by line without clap their hands</p> <p>-Ss note the sounds, words</p> <p>-Ss listen to melody of the chant</p> <p>- Ss listen and chant line by line.</p> <p>- Ss chant and clap along.</p> <p>- Ss work in groups (two groups) to chant</p> |
| L                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | I                    | K | E | E | W | S | C | M | T |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| F                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A                    | V | O | U | R | I | T | E | H |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| D                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | T                    | S | S | R | S | N | O | T | E |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | C                    | E | B | F | E | Z | Y | W |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

the sounds of the letter cluster **ke** and letter **te** in isolation, in the words **like** and **write**, and in the sentences **I like English**. and **Let's write** with correct pronunciation and intonation.

**\*Procedure:**

- T gives instruction to the letter **ke** and **te**, **like** and **write**, and in the sentences **I like English**. and **Let's write**.
- Play the recording for the letter **ke**, **te**.
- Encourage Ss to point at the letter/ word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

**3.Practice: (19')**

**Activity 2. Listen and circle.**

**\*Aims:** Ss will be able to identify the target words **like** and **write** while listening.

**\*Procedure:**

- Elicit the sentences and the gap-fill options.
- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by

- Ss perform in front of the class.
- Ss listen
- Ss listen.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss listen and compare.
- Ss correct one item.

sentence, for the class to listen and repeat in chorus.

- Invite one or two Ss to stand up and read the completed sentences.

*Key: 1.a 2.b*

### **Activity 3. Let's chant**

**\*Aims:** *Ss will be able to say the chant with the correct rhythm and pronunciation*

**\*Procedure:**

- Introduce the title and lyrics of the chant.

Art, art.  
My favourite subject is art.  
Why do you like it?  
Because I want to be a painter. ①



English, English.  
My favourite subject is English.  
Why do you like it?  
Because I want to be an English teacher.

- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *ke* and *te* and the words *like* and *write*.
- Play the recording all the way through for Ss to listen to pronunciation and melody.
- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom to perform the chant
- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (2')**

- Practice the chant more.
- Prepare the new lesson: *Unit 8, Lesson 3 (4, 5, 6).*

**Digital & AI mini-task: "Listen – Check the word"**

- T plays the official audio and shows one AI-style card with a deliberate pronunciation/word error.
- T asks pupils to listen and correct it.
- Digital/AI evidence: pupil verifies one item with official audio.

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

.....

.....

.....

.....

.....

*Week 14*

*Preparing date: December ....., 2026*

*Period 55*

*Teaching date: December ....., 2026*

**Unit 8: My favourite subjects**

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- read and write about someone's favourite subject.

- do a survey on their classmates' favourite subjects and the reasons why they like these subjects and present it to their classmates at Project time.

- **Vocabulary:** Review

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

## 2. Competences:

- Critical Thinking: complete a task in reading a text.

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

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

## - Digital competence & AI literacy:

+ Collect only simple learning data about favourite subjects in a teacher-managed class table; check AI-generated conclusions against the actual survey totals.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.

- Diligence: complete learning tasks.

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 123, 124, 125; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking.

No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil's book Page 61, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                     | Students' activities                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5')</b><br><b>"Chant"</b><br><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i><br><b>*Procedure:</b><br>- Ask Ss chant and do the actions in Unit 8, Lesson 3 page 60 in groups.<br>- Give point for the groups and encourage them.<br>- Say "Open your book page 61" and look at "Unit 8, Lesson 3 (4, 5, 6)". | - Ss listen and chant<br>- Ss open their books<br>- Ss read the paragraph<br>-Ss read and complete the first sentence<br>-Ss do the task<br>-Ss swap their answers<br>-Ss check their answer<br>-Ss read aloud<br>-Ss look and listen<br>-Ss read<br>-Ss listen and pay attention<br>-Ss fill the first gap<br>-Ss do the task<br>-Ss swap books and check their answer<br>-Ss check the answer |
| <b>2.Practice: (8')</b><br><b>Activity 1. Read and complete:</b><br><i>*Aims: Ss will be able to read a paragraph and decide whether the</i>                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                 |

*sentences are true or false.*

**\*Procedure:**

- Have pupils read all the sentences under the paragraph.
- Have pupil read Sentence 1 and pay attention to the keywords name and Peter, then scan the paragraph for the information.
- + If it is the same, they should put a tick in the True box.
- + If the information is not the same, they should put a tick in the False box.
- Ask pupils to do the activity independently.
- Get pupils to swap books with their partners and check their answers before checking as a class.
- Invite some pupils to stand up and read the paragraph aloud.

*Key: 1. True 2. False 3. True 4. False*

**3.Production: (19')**

**Activity 2. Let's write**

*\*Aims: Ss will be able to read, understand and complete a paragraph about their favourite subjects.*

**\*Procedure:**

- Tell pupils what they are going to do.
- Then get them to read the incomplete paragraph.
- Elicit what the paragraph is about (*someone's favourite subject and the reason why he / she likes it*).
- Get pupils to fill the first gap with their name as an example.
- Have pupils to complete the paragraph independently.
- Get pupils to swap books with their

- Ss read aloud
- Ss listen and pay attention
- Ss work in groups and show their survey
- Ss report the survey
- Ss repeat the language
- Ss present into groups
- Ss present in front of the class.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss contribute only the subject/reason needed for the task.
- Ss compare the conclusion with the table and correct it.



partners and check the answers in pairs or groups.

- Have a few pupils to stand up and read their writing aloud.

- Invite a few pupils to read their completed texts in front of the class.

*Key: Pupils' answer*

*Ex: My name is Huong. I have English, PE, music, art and maths today. My favorite subject is English. I like it because I want to be an English teacher. What is your favorite subject?*

### **Activity 3. Project.**

**\*Aims:** *Ss will be able to do a survey on their classmates' favourite subjects and the reasons why they like these subjects and present them to the class*

#### **\*Procedure:**

- Tell Ss about the activity.

#### **A survey of favourite subjects**



- Get pupils to work in groups to show their surveys on their classmates' favourite subjects and the reasons *why they like these subjects* which they have prepared at home as homework.

- Invite a pupil to the front of the class to model the presentation.

*Ex: Look at Bill. His favourite subject is maths. He likes it because he wants to be a maths teacher.*

- Have the pupils repeat the language a

few times to help them feel confident when they present.

- Have pupils to present the project in their groups.

- Invite a few pupils to the front of the class to present their projects.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

- + *What have you learnt from the lesson today?*

- + *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (3')**

- Prepare the new lesson: *Unit 9, Lesson 1 (1, 2, 3).*

**Digital & AI mini-task: “Favourite-subject survey – Check the data”**

- T records anonymous/first-name-only class responses in a simple digital table.

- T shows one AI-style conclusion that does not match the totals.

- T asks pupils to compare the conclusion with the data and correct it.

- Digital/AI evidence: pupil reads one result correctly and rejects one unsupported conclusion.

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

Week 14

Preparing date: December ....., 2026

Period 56

Teaching date: December ....., 2026

**Unit 9: Our sports day**

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

## A. OBJECTIVES:

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

### 1. Knowledge:

- use the words and phrase December, July, June, November, October, September, sports day in relation to the topic "*Our sports day*"
- use *Is your sports day in .....? – Yes, it is. / No, it isn't. It's in ..... to ask and answer questions about sports days;*
- listen to and demonstrate understanding of simple exchanges in relation to the topic "*Our sports day*"
- **Vocabulary:** June, July, August.
- **Skills:** speaking and listening

### 2. Competences:

- Self-control and independent learning: perform listening tasks.
- Communication and collaboration: work in pairs or groups.

### - **Digital competence & AI literacy:**

+ Use a digital calendar to verify sports-day months and correct an AI-generated month/date statement before accepting it.

### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 125,126,127, audio Tracks 87, 88, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students:** Pupil's book Page 62, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                          | Students' activities                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (3')</b><br><i>Sing a song</i><br><b>*Aims:</b> to create a friendly and active atmosphere in the class to beginning the lesson.<br><b>*Procedure:</b><br><a href="https://www.youtube.com/watch?v=Fe9bnYRzFvk">https://www.youtube.com/watch?v=Fe9bnYRzFvk</a><br>- Have pupils listen and sing the song "Months of the Year" | - Ss listen<br>-Ss sing and dance<br>-Ss open the books<br>-Ss listen and answer<br>- Ss listen and repeat<br>+ Choral repetition (3 times).<br>+ Individual repetition (3 ss)<br>- Ss take note<br>- Ss look, remember and write |

- Say "Open your book page 62" and look at "Unit 9, Lesson 1 (1,2,3)".

## 2. Presentation (16')

### Activity 1. Vocabulary.

*\*Aims: Ss will be able to know the vocabulary in the new lesson.*

#### \*Procedure:

- T elicits the new words

+ June : tháng 6 (situation)

+ July : tháng 7 (translation)

+ August : tháng 8 (situation)

- T models (3 times).

- T writes the words on the board.

- Checking: Rub out and remember

### Activity 2. Look, listen and repeat:

*\*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about sports days*

#### \*Procedure:

- Have pupils look at Pictures a and b and identify the characters in the pictures.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.

- Have Ss to practice the dialogue

- T invites a few pairs to the front of the class to practice.

- T checks pronunciation for ss.

### Activity 3 Listen, point and say.

*\*Aims: Ss will be able to correctly say the*

-Look at the pictures and say

+ In picture a:

Lucy: *Our sports day is in May. We play many sports and games.*

Nam: *Great! I like sports.*

+ In picture b:

Lucy: *Is your sports day in May too?*

Nam: *No, it isn't. It's in April.*

-Ss listen and repeat in chorus (twice)

-Ss work in pairs to practice

-Ss practice the dialogue

-Ss listen

-Ss look at the picture and answer.

-Ss listen

-Ss listen and repeat

-Ss repeat

- Ss look, listen and answer

+ Picture a: a calendar sheet of April

+ Picture b: a calendar sheet of May

+ Picture c: a calendar sheet of June

+ Picture d: a calendar sheet of July

-Ss listen and repeat

-Ss practice in chorus, individuals.

-Ss practice in chorus, individuals.

-Ss work in pairs

-Ss point and say

-Ss listen.

-Ss look at the picture and answer

+ a picture of a sports day and calendar sheets of the months of the year.

-Ss look at the bubbles and say

-Ss work in pairs, point and ask and answer

-SS practice to ask and answer

-Ss ask and answer about what their friend(s) do on school sports day

words and use *Is your sports day in .....? – Yes, it is. / No, it isn't. It's in ..... to ask and answer questions about sports days.*

**\*Procedure:**

**\* Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

**3.Practice: (7')**

**\*Drill pictures**

- Have pupils look at the pictures and elicit the names of the months in the pictures.



- Run through all the pictures.
- Run through model sentences.
- +Run through question sentence
- +Run through answer sentence
- Have Ss to practise:
- + T asks, Ss answer picture a
- + Ss asks, T answers picture b
- + Group A ask, group B answer picture c
- + Group B ask, group A answer picture d
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.
- T gives feedbacks.

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

-Ss listen and take note

**Digital/AI pupil actions:**

- Ss compare the calendar and sentence.
- Ss give the correct month.

#### 4.Production: (7')

##### Activity 4. Let's talk.

*\*Aims: Ss will be able to enhance the correct use of **Is your sports day in .....**?*

*– Yes, it is. / No, it isn't. It's in ..... to ask and answer questions about sports days*

##### **\*Procedure:**

- Have Ss look at the picture and say the names of the months in the picture.



- Have pupils look at the bubbles to understand how the sentence pattern is used.

- Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues.

- Invite some pupils to practise asking and answering questions in front of the class.

- Have pupils ask and answer questions about *what their friend(s) do on school sports day*, using the structure learnt.

*ex: What do you do on sports day? – I*

*.....*

##### **\*Consolidation**

*\*Aims: Ss will be able consolidate and wrap up the content of the lesson.*

##### **\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>- T review the vocabulary and model sentences.</p> <p>- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.</p> <p><b>5. Homework. (2')</b></p> <p>- Learn the vocabulary and model sentences by heart</p> <p>- Prepare the new lesson: <i>Unit 9, Lesson 1 (4,5,6).</i></p> <p><b>Digital &amp; AI mini-task: "Sports-day calendar check"</b></p> <p>- T displays month/calendar cards and one AI-style sports-day sentence with a deliberate mismatch.</p> <p>- T asks pupils to check and correct it.</p> <p>- Digital/AI evidence: pupil uses calendar evidence to repair one statement.</p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

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**NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated to 2026.**

Week 15

Preparing date: December ....., 2026

Period 57

Teaching date: December ....., 2026

## Unit 9: Our sports day

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

**A. OBJECTIVES:**

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

**1. Knowledge:**

- use the words and phrase December, July, June, November, October, September, sports day in relation to the topic "*Our sports day*".
- listen to and demonstrate understanding of simple exchanges in relation to the topic "*Our sports day*".
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.



## 2. Competences:

- Written Communication: complete the sentences.
- Self-control and independent learning: perform listening tasks.
- Communication and collaboration: work in pairs or groups.

### - Digital competence & AI literacy:

+ Use a digital calendar to verify sports-day months and correct an AI-generated month/date statement before accepting it.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.

## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 128, 129, 130; audio Tracks 89, 90; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- *Students*: Pupil's book Page 63, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><i>Slap the board</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide class into 2 groups: Tom and Jerry.</li> <li>- How to play:</li> <li>+ Each group chooses five Ss to play.</li> <li>+ Class will read aloud.</li> <li>+ Look at the picture, listen and slap the picture you heard.</li> <li>+ Who faster will get 1 mark.</li> <li>+ Which group with higher mark is the winner.</li> <li>- T gives feedback.</li> <li>- Say "Open your book page 63" and look at</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss listen</li> <li>- Ss play game</li> <li>- Ss congratulate the winner</li> <li>- Ss open their books</li> <li>- Look at the pictures and say:<br/>1. Mary    2. Ben    3. Lucy</li> <li>+ Picture a. a calendar sheet of April</li> <li>+ Picture b. a calendar sheet of June</li> <li>+ Picture c. a calendar sheet of May</li> <li>- Ss listen and draw a line to match the character</li> <li>- Ss listen again and match</li> <li>- Ss listen again</li> <li>- Ss swap books and check their answers</li> <li>- Ss write the correct answer</li> <li>- Ss listen again and double-check their answers.</li> </ul> |

“Unit 9, Lesson 1 (4,5,6)”.

## 2.Practice: (27’)

### **Activity 1. Listen and match:**

**\*Aims:** Ss will be able to listen to and understand three communicative contexts in which characters ask and answer questions about sports days and match three characters with three correct pictures.

#### **\*Procedure:**

- Draw pupils’ attention to the pictures of the characters and the months.



- Play the recording and ask pupils to listen and draw a line to match the character.

*Ex: (Mary) with the month (Picture b).*

- Play the recording again for pupils to do the task.
- Play the recording a third time to give pupils another listening opportunity if needed.
- Get pupils to swap books with a partner, then check answers together as a class.
- Write the correct answers on the board.
- Play the recording again for pupils to listen and double-check their answers.
- Play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus.

*Key: 1. b    2. c    3.a*

### **Activity 2. Look, complete and read**

**\*Aims:** Ss will be able to complete four target sentence patterns in four exchanges with the help of picture cues.

- Ss listen and repeat.
- Ss look at the picture and say  
+ *a yellow pencil, a red pencil case, a brown school bag and a blue pen.*
- Ss look and answer
- Ss read
- Ss say and write
- Ss work in pairs and complete
- Ss read aloud
- Ss listen
- Ss listen to all the song
- Ss listen and sing line by line
- Ss sing and do action
- Ss listen and sing along
- Ss sing in groups and do action
- Ss sing in front of the class
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the calendar and sentence.
- Ss give the correct month.

**\*Procedure:**

- Have pupils look at the pictures and identify the months.



1. A: Is your sports day in June?

B: Yes, \_\_\_\_\_.



2. A: Is your sports day in \_\_\_\_\_?

B: Yes, it is.



3. A: \_\_\_\_\_ your sports day in February?

B: No, it isn't. It's in \_\_\_\_\_.



4. A: Is your sports day \_\_\_\_\_ July?

B: \_\_\_\_\_, It's in March

- Have Ss look at the four incomplete dialogue. Elicit and model with picture 1
- + Ask Ss to read the sentence 1 in chorus.
- + Ask Ss what word is missing in the gap (*it is*). Then have them complete the sentence (*Yes, it is*).
- Have Ss work in pairs and complete the sentences 2, 3, 4.
- Ask a few Ss to stand up and read the sentences aloud.
- T gives feedbacks.

**Key:**

1. *it is*                      2. *April*  
 3. *Is; May*                4. *in; No, it isn't*

**Activity 3. Let's sing**

**\*Aims:** *Ss will be able to sing the song Our sports day with the correct pronunciation, rhythm and melody*

**\*Procedure:**

- Draw pupils' attention to the title and lyrics of the song.

Sports day, sports day.  
 Is your sports day in May?  
 Yes, it is. Yes, it is.  
 It's in May.

**Our sports day**

Sports day, sports day.  
 Is your sports day in June?  
 No, it isn't. No, it isn't.  
 It's in July.

- Play the recording all the way through.
- Play the recording, line by line, for pupils to listen and repeat.
- Introduce actions for pupils to do while they sing along with the recording.
- Play the recording all the way through for pupils to sing along.
- Put pupils into groups to make up their own actions for the song.
- Invite groups to the front of the class to perform, while the rest of the class sings and / or claps along.

*Key: 1. red      2. blue  
         3. yellow   4. brown*

**\*Consolidation**

*\*Aims: Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Practice part 5 again.
- Prepare the new lesson: *Unit 9, Lesson 2 (1,2,3).*

**Digital & AI mini-task: “Sports-day calendar check”**

- T displays month/calendar cards and one AI-style sports-day sentence with a deliberate mismatch.
- T asks pupils to check and correct it.
- Digital/AI evidence: pupil uses calendar evidence to repair one statement.

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

Week 15

Preparing date: December ....., 2026

Period 58

Teaching date: December ....., 2026

## Unit 9: Our sports day

### Lesson 2 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- use the words and phrase December, July, June, November, October, September, sports day in relation to the topic "Our sports day".
- use *When's your sports day? – It's in .....* to ask and answer questions about when a sport day is;
- listen to and demonstrate understanding of simple exchanges in relation to the topic "*Our sports day*"
- **Vocabulary**: December, November, October, September
- **Skills**: speaking and listening

##### 2. Competences:

- Self-control and independent learning: perform listening tasks.
- Communication and collaboration: work in pairs or groups.

##### - **Digital competence & AI literacy**:

+ Use a digital calendar to verify sports-day months and correct an AI-generated month/date statement before accepting it.

##### 3. Attitude/ Qualities:

- Develop their interests in sports and show their responsibility by raising awareness of time and date.

#### B. TEACHING AIDS:

- **Teacher**: Teacher's guide Pages 130, 131, audio Tracks 91, 92, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students**: Pupil's book Page 64, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm-up: (3')</b></p> <p><b>Lucky number</b></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 2 teams (boys and girls).</li> <li>- Each team takes turns to choose a number.</li> <li>- They need to ask and answer with the picture corresponding to that number to get points.</li> <li>- The group with more points at the end of the game will be the winner.</li> <li>- Praise the winner, encourage the other team.</li> <li>- Say "Open your book page 64" and look at "Unit 9, Lesson 2 (1, 2, 3)".</li> </ul> <p><b>2. Presentation (16')</b></p> <p><b>Activity 1. Vocabulary.</b></p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T elicits the new words</li> <li>+ September : tháng 9 (situation)</li> <li>+ October : tháng 10 (translation)</li> <li>+ November: tháng 11 (situation)</li> <li>+ December: tháng 12 (translation)</li> <li>- T models (3 times).</li> <li>- T writes the words on the board.</li> <li>- Checking: Rub out and remember</li> </ul> <p><b>Activity 2. Look, listen and repeat:</b></p> <p><i>*Aims: Ss will be able to understand and</i></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>- Ss clap the hands</li> <li>- Ss open their books</li> <li>- Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and write</li> <li>- Look at the pictures and say</li> <li>+ In picture a:</li> <li>Nam: What's that?</li> <li>Lucy: It's a picture of our sports day.</li> <li>+ In picture b:</li> <li>Nam: When's your sports day?</li> <li>Lucy: It's in October.</li> <li>- Ss listen and repeat in chorus (twice)</li> <li>- Ss work in pairs to practice</li> <li>- Ss practice the dialogue</li> <li>- Ss listen</li> <li>- Ss look at the picture and answer.</li> <li>- Ss listen</li> <li>- Ss listen and repeat</li> <li>- Ss repeat</li> <li>- Ss look, listen and answer</li> <li>+ Picture a. a calendar showing September</li> <li>+ Picture b. a calendar showing October</li> <li>+ Picture c. a calendar showing November</li> <li>+ Picture d. a calendar showing December</li> <li>- Ss listen and repeat</li> </ul> |



correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when a sports day is.

**\*Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters (*Minh and Lucy*) in the pictures.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

**Activity 3 Listen, point and say.**

**\*Aims:** Ss will be able to correctly say the words and use *When's your sports day?* – *It's in.....* to ask and answer questions about when a sports day is.

**\*Procedure:**

**\* Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.

- Ss practice in chorus, individuals.
- Ss practice in chorus, individuals.
- Ss work in pairs
- Ss listen to the teacher
- Ss point and say
- Ss listen.
- Ss look at the picture and answer + *a school sports day and the months of the year.*
- Ss pay attention
- Ss say the completed sentences
- Ss pay attention
- Ss work in pairs, point and ask and answer using *When's your sports day?*
- Ss ask and answer in front of the class
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note
- Digital/AI pupil actions:**
  - Ss compare the calendar and sentence.
  - Ss give the correct month.



- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

3  
\*  
*A: When's your sports day?*  
*B: It's in October.*

- Have pupils look at the pictures and elicit the name of each month.



- Run through all the pictures.
- Run through model sentences.
- + Run through question sentence
- + Run through answer sentence
- Have Ss to practise:
- + T asks, Ss answer picture a
- + Ss asks, T answers picture b
- + Group A ask, group B answer picture c
- + Group B ask, group A answer picture d
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.
- T gives feedbacks

#### 4. Production: (7')

##### Activity 4. Let's talk.

*\*Aims:* Ss will be able to enhance the correct use of *When's your sports day?* – *It's in .....* to ask and answer questions about when a sports day is in a freer context.

##### *\*Procedure:*

- Have Ss look at the picture and elicit the

question and the answer in context.



- Elicit the missing words in the second speech bubble and write them on the board.
- Get pupils to say the completed sentences.
- Have pupils look at the bubbles to understand how the sentence pattern is used.
- Have pupils role-play to practise asking the questions and giving their answers in pairs, using picture cues.
- Invite a few pupils to stand up, point at each month in the picture and say the sentence aloud.

### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

### **\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T review the vocabulary and model sentences.
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **5. Homework. (2')**

- Learn the vocabulary and model

sentences by heart

- Prepare the new lesson: *Unit 9, Lesson 2* (4,5,6).

**Digital & AI mini-task: “Sports-day calendar check”**

- T displays month/calendar cards and one AI-style sports-day sentence with a deliberate mismatch.
- T asks pupils to check and correct it.
- Digital/AI evidence: pupil uses calendar evidence to repair one statement.

#### **D. ADJUSTMENTS (if necessary):**

.....

.....

.....

.....

*Week 15*

*Preparing date: December ....., 2026*

*Period 59*

*Teaching date: December ....., 2026*

## **Unit 9: Our sports day**

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

#### **A. OBJECTIVES:**

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

##### **1. Knowledge:**

- use *When's your sports day? – It's in \_\_\_\_\_* to ask and answer questions about when a sport day is;
- listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day".

- **Vocabulary:** Review

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

##### **2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

- **Digital competence & AI literacy:**

+ Use a digital calendar to verify sports-day months and correct an AI-generated month/date statement before accepting it.

##### **3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Diligence: complete learning tasks.

#### **B. TEACHING AIDS:**

- **Teacher:** Teacher's guide Pages 132,133; audio Tracks 93; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students:** Pupil's book Page 65, notebooks, workbooks, school things.

### C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: The football game</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Give each pair some Blue-Tak or something to stick the cards on the wall with.</li> <li>- Ask pupils to randomly stick their cards all over the walls around the room.</li> <li>- Then bring everyone into the middle of the room.</li> <li>- Shout out "<i>January</i>" and everyone has to race over to a <i>January card</i> and touch it.</li> <li>- Then "<i>February</i>" and so on (in the correct order) until you make it through all the months.</li> <li>- Play another round, this time faster.</li> <li>- Say "Open your book page 65" and look at "<i>Unit 9, Lesson 2 (4,5,6)</i>".</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and tick:</b></p> <p><i>*Aims: Ss will be able to listen to and understand two communicative contexts in which pupils ask and answer questions about when a sports day is and tick the correct pictures.</i></p> <p><b>*Procedure:</b></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say:<br/>+ <i>Picture 1a. a calendar showing December</i><br/>+ <i>Picture 1b. a calendar showing October</i><br/>+ <i>Picture 2a. a calendar showing September</i><br/>+ <i>Picture 2b. a calendar showing November</i></li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss write the answer</li> <li>-Ss listen and repeat.</li> <li>-Ss look at the picture and say</li> <li>-Ss look and answer</li> <li>-Ss read</li> <li>-Ss answer</li> <li>-Ss write</li> <li>-Ss listen and write</li> <li>-Ss work in pairs and complete</li> <li>-Ss read aloud</li> <li>-Ss listen the rule</li> </ul> |

- Elicit the month in each picture.



- Task Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

**Key:** 1. b 2.a

### **Activity 2. Look, complete and read**

**\*Aims:** Ss will be able to complete two gapped dialogues with the help of picture cues.

#### **\*Procedure:**

- Have pupils look at the pictures and identify the event and the month in each picture.

- Ss listen

- Ss play the game

- Ss listen

- Ss answer the questions

- Ss listen and clap their hands

- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the calendar and sentence.
- Ss give the correct month.



1. A: Is your sports day in September?  
B: \_\_\_\_\_, it is. When's your sports day?  
A: It's in \_\_\_\_\_.



2. A: Our sports day is in October. \_\_\_\_\_  
your sports day in October too?  
B: No, it isn't.  
A: \_\_\_\_\_ your sports day?  
B: It's in \_\_\_\_\_.

- Have Ss look at the four dialogues and the pictures. Elicit and model with number 1

+ Get Ss to read number 1 in chorus.

+ Ask them what A and B are talking about.

+ Write the word notebook on the board.

+ Tell Ss to identify the picture of a notebook (*Yes, November*).

+ Then write *number 1* with *Yes, November*.

-Have Ss work in pairs and complete the sentences 2.

- Ask a few Ss to stand up and read the sentences aloud.

-T gives feedbacks.

*Key:*

1. *Yes; November*

2. *Is; When's; December*

### **Activity 3. Let's play**

**\*Aims:** *Ss will be able to review vocabulary for months by playing the game Who's faster?*

**\*Procedure:**

- Tell pupils that they are going to play the game Who's faster? in groups.



- Explain how to play the game:  
+ Each group makes sentences using month words and reads them aloud to the class.

- Model, write three month words on the board and a sentence.

*Ex: March, May, July.*

*Our sports day is in May.*

- Divide the class into groups of five.

- Ask groups to look at the words and the example on the board.

- Have groups make two sentences with the two words January and August, then read the sentences aloud to the class.

- The group that makes correct sentences faster wins.

### **\*Consolidation**

**\*Aims:** *Ss will be able to consolidate and wrap up the content of the lesson.*

### **\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **3. Homework. (3')**

- Practice part 5 again.

- Prepare the new lesson: *Unit 9, Lesson 3 (1,2,3).*

### **Digital & AI mini-task: "Sports-day calendar check"**

- T displays month/calendar cards and one AI-style sports-day sentence with a deliberate mismatch.

- T asks pupils to check and correct it.



- Digital/AI evidence: pupil uses calendar evidence to repair one statement.

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

.....

.....

.....

.....

.....

Week 15

Preparing date: December ....., 2026

Period 60

Teaching date: December ....., 2026

## Unit 9: Our sports day

### Lesson 3 (1, 2, 3)

**A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly pronounce the sounds of the letter *y* in isolation, in the words *February* and *July*, and in the sentences *Our sports day is in February.* and *My birthday is in July.*
- use *Is your sports day in ..... – Yes, it is. / No, it isn't. It's in .....* to ask and answer questions about sports days
- use *When's your sports day? – It's in .....* to ask and answer questions about when a sport day is
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.
- **Digital competence & AI literacy:**  
+ Use official digital audio to check month pronunciation and correct one AI-style pronunciation example.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- **Teacher:** Teacher's guide Pages 134, 135; audio Tracks 94, 95, 96; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students:** Pupil's book Page 66, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Students' activities |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: Find and circle the words</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><i>*Procedure:</i></p> <table><tr><td>J</td><td>M</td><td>V</td><td>K</td><td>E</td><td>P</td><td>S</td><td>C</td><td>B</td><td>J</td></tr><tr><td>U</td><td>C</td><td>T</td><td>H</td><td>N</td><td>E</td><td>K</td><td>C</td><td>L</td><td>A</td></tr><tr><td>L</td><td>L</td><td>U</td><td>A</td><td>A</td><td>V</td><td>Y</td><td>O</td><td>U</td><td>N</td></tr><tr><td>Y</td><td>E</td><td>L</td><td>N</td><td>N</td><td>N</td><td>A</td><td>S</td><td>U</td><td>U</td></tr><tr><td>A</td><td>B</td><td>R</td><td>K</td><td>A</td><td>K</td><td>L</td><td>E</td><td>S</td><td>A</td></tr><tr><td>S</td><td>C</td><td>D</td><td>K</td><td>O</td><td>K</td><td>K</td><td>I</td><td>Y</td><td>R</td></tr><tr><td>S</td><td>R</td><td>F</td><td>E</td><td>B</td><td>R</td><td>U</td><td>A</td><td>R</td><td>Y</td></tr><tr><td>L</td><td>C</td><td>Y</td><td>C</td><td>L</td><td>I</td><td>N</td><td>G</td><td>A</td><td>Y</td></tr><tr><td>D</td><td>T</td><td>S</td><td>S</td><td>R</td><td>S</td><td>O</td><td>T</td><td>S</td><td>M</td></tr><tr><td>A</td><td>C</td><td>E</td><td>B</td><td>F</td><td>Z</td><td>Z</td><td>Y</td><td>W</td><td></td></tr></table> <p>- Divide class into 2 groups</p> <p>- Ask Ss to find and circle the words that they learnt.</p> <p>- Which groups find the best correct words is winner.</p> <p>- Give Ss time to play the game.</p> <p><b>Rows:</b> February, cycling.</p> <p><b>Columns:</b> July, sky, January</p> <p>-T checks who's winner?</p> <p>- Say “Open your book page 66” and look at “Unit 9, Lesson 3 (1,2,3)”.</p> | J                    | M | V | K | E | P | S | C | B | J | U | C | T | H | N | E | K | C | L | A | L | L | U | A | A | V | Y | O | U | N | Y | E | L | N | N | N | A | S | U | U | A | B | R | K | A | K | L | E | S | A | S | C | D | K | O | K | K | I | Y | R | S | R | F | E | B | R | U | A | R | Y | L | C | Y | C | L | I | N | G | A | Y | D | T | S | S | R | S | O | T | S | M | A | C | E | B | F | Z | Z | Y | W |  | <p>- Ss listen</p> <p>-Ss play game</p> <p>- Ss open their books</p> <p>- Ss recognize the differences about color of letter</p> <p>- Ss listen</p> <p>- Ss listen and point</p> <p>- Ss listen again and repeat</p> <p>-Ss listen again and repeat</p> <p>-Ss practice</p> <p>-Ss listen</p> <p>-Ss listen and say:</p> <p>+ Number 1: Is your sports day in July?</p> <p>+ Number 2: I like January.</p> <p>-Ss guess the answers</p> <p>- Ss listen to the tape and circle</p> <p>- Ss listen again, circle and swap books with their partners.</p> <p>- Ss check their answers and guessing</p> <p>-Ss listen and repeat.</p> <p>-Ss read the sentences</p> <p>- Ss look and listen.</p> <p>-Ss listen to the chant</p> <p>- Ss listen and repeat line by line without clap their hands</p> <p>-Ss note the sounds, words</p> <p>-Ss listen to melody of the chant</p> <p>- Ss listen and chant line by line.</p> <p>- Ss chant and clap along.</p> <p>- Ss work in groups (two groups) to chant</p> <p>-Ss perform in front of the class.</p> <p>-Ss listen</p> |
| J                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | M                    | V | K | E | P | S | C | B | J |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | C                    | E | B | F | Z | Z | Y | W |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>2. Presentation (9')</b></p> <p><b>Activity 1. Listen and repeat:</b></p> <p><i>*Aims: Ss will be able to correctly repeat the sounds of the letter y in isolation, in the words July and February, and in the sentences Our sports day is in February. and My birthday is in July. with correct pronunciation and intonation.</i></p> <p><i>*Procedure:</i></p> <p>- T gives instruction to the letter y, the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                      |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

words *February* and *July*, and in the sentences *Our sports day is in February.* and *My birthday is in July.*

- Play the recording for the letter **y**.
- Encourage Ss to point at the letter/ word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

### 3.Practice: (19')

#### **Activity 2. Listen and circle.**

*\*Aims: Ss will be able to identify the target words *July* and *February* while listening.*

#### **\*Procedure:**

- Elicit the sentences and the gap-fill options.
- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

*Key: 1.a 2.b*

-Ss answer the questions

-Ss listen and clap their hands

-Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss listen and compare.
- Ss correct one pronunciation item.

**Activity 3. Let's chant**

**\*Aims:** *Ss will be able to say the chant with the correct rhythm and pronunciation*

**\*Procedure:**

- Introduce the title and lyrics of the chant.



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *y* and the words *February* and *July*.
- Play the recording all the way through for Ss to listen to pronunciation and melody.
- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom to perform the chant
- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

#### **4. Homework. (2')**

- Practice the chant more.

- Prepare the new lesson: *Unit 9, Lesson 3 (4, 5, 6).*

**Digital & AI mini-task: "Month sound check"**  
- T plays the official month audio and shows one AI-style pronunciation card with a deliberate error.

- T asks pupils to listen and correct it.

- Digital/AI evidence: pupil uses official audio as the check.

#### **D. ADJUSTMENTS (if necessary):**

*NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated to 2026.*

*Week 16*

*Preparing date: December ....., 2026*

*Period 61*

*Teaching date: December ....., 2026*

## **Unit 9: Our sports day**

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

#### **A. OBJECTIVES:**

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

##### **1. Knowledge:**

- listen to and demonstrate understanding of simple exchanges in relation to the topic "Our sports day";

- read and write about sports days;

- make a sports day poster and present it to the class at Project time.

- **Vocabulary:** Review

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

## 2. Competences:

- Critical thinking: complete a task in reading a text.
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

### - Digital competence & AI literacy:

+ Create/view a simple digital sports-day poster using only school-event information needed for learning; check AI-generated dates/activities before use.

## 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 136, 137; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil's book Page 67, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><b>"Chant"</b></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Ask Ss chant and do the actions in Unit 9, Lesson 3 page 66 in groups.</li> <li>- Give point for the groups and encourage them.</li> <li>- Say "Open your book page 67" and look at "Unit 9, Lesson 3 (4, 5, 6)".</li> </ul> <p><b>2. Practice: (8')</b></p> <p><b>Activity 1. Read and tick True or False:</b></p> <p><i>*Aims: Ss will be able to read and show understanding of a text by deciding if the statements are true or false.</i></p> | <ul style="list-style-type: none"> <li>- Ss listen and chant</li> <li>- Ss open their books</li> <li>- Ss read together</li> <li>- Ss pay attention</li> <li>- Ss tick the correct boxes</li> <li>- Ss swap their answers and check their answer</li> <li>- Ss write the correct answer</li> <li>- Ss read aloud</li> <li>- Ss listen and read</li> <li>- Ss pay attention</li> <li>- Ss listen and say the answer</li> <li>- Ss do the task</li> <li>- Ss read the sentences aloud</li> <li>- Ss listen</li> <li>- Ss work in groups and say the picture</li> <li>- Ss show the picture and talk about their</li> </ul> |

**\*Procedure:**

- Have pupil look at the text, the four statements and read it together as a class.
- Have pupils pay attention to the sentences about *sports day and what the boys, the girls do on sports day in the text*.
- Give pupils time to tick the correct boxes.
- Tell pupils to swap books with a partner, then check answers together as a class.
- Write the correct answers on the board.
- Ask the pupils to read the text aloud in front of the class.

Key: 1. T      2. F

3. T

4. F

**3.Production: (19')****Activity 2. Let's write**

**\*Aims:** *Ss will be able to read, understand and complete the gapped text about a sports day.*

**\*Procedure:**

- Tell the class the goal of this activity: Pupils are to read the gapped text and fill in the gaps.
- Write the first gapped sentence on the board: *Our school sports day is in... .*
- Read the sentence, point at it and encourage pupils to say the answer.
- Give pupils time to write the answer.
- Invite a few pupils to read the sentences they have completed in front of the class.

Key: *Pupils' answer*

Ex: *Our sports day is in November. We play sports and games in the school playground. The boys play badminton. The girls play football. The teachers play*

sports day in front of the the class

-Ss stick their posters on the walls and vote the best beautiful poster.

-Ss answer the questions

-Ss listen and clap their hands

-Ss listen and take note

**Digital/AI pupil actions:**

- Ss check the poster with lesson information.

- Ss correct one month/activity detail.



basketball. *We all love our sports day.*

### **Activity 3. Project.**

**\*Aims:** *Ss will be able to make sports day posters at home and present them to the class, using the target language.*

**\*Procedure:**

- Explain that they are going to show sports day posters that they have made at home and tell the class about their sports day.

#### **Our sports day poster**

Our sports day is in October. \_\_\_\_\_.



- Have pupils work in groups of five. Each pupil shows his / her poster and tells the group about sports day, ex: *Our sports day is in October. I cycle. My friends play badminton.*

- Invite some pupils to show their work and talk about their sports days.
- Have pupils stick their posters on the walls of the classroom as a display.

### **\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are

hardworking / active/ good.... as well as encourage others to try more.

#### 4. **Homework.** (3')

- Prepare the new lesson: *Unit 10, Lesson 1 (1, 2, 3).*

#### **Digital & AI mini-task: “Safe sports-day poster”**

- T shows a simple poster model and one AI-style poster with a wrong month/activity.
- T asks pupils to correct the mismatch and keep only appropriate school-event information.
- Digital/AI evidence: pupil corrects one poster detail.

#### **D. ADJUSTMENTS (if necessary):**

Week 16

Preparing date: December ....., 2026

Period 62

Teaching date: December ....., 2026

## **Unit 10: Our summer holiday**

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

#### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- use the phrases at the campsite, at the zoo, in the countryside, on the beach in relation to the topic “*Our summer holidays*”
- use *Were you .....last weekend? – Yes, I was. / No, I wasn’t.* to ask and answer questions about if someone was somewhere in the past
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”.
- **Vocabulary:** at the zoo, on the beach, at the campsite, in the countryside.
- **Skills:** speaking and listening

#### **2. Competences:**

- Self-control and independent learning: perform listening tasks.
- Communication and collaboration: work in pairs or groups.
- Sociability: talk to each other, say good words to others.
- **Digital competence & AI literacy:**
- + Use teacher-controlled landmark/place pictures to verify where someone was and correct an AI-generated holiday statement that does not match the visual/audio evidence.

#### **3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

## B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 138, 139, 140, audio Tracks 97, 98, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- *Students*: Pupil's book Page 68, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (3')</b></p> <p><i>Jigsaw puzzle</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> <li>- Divide class into 4 groups: Tom, Jerry, Miu and Chit.</li> <li>- Ask Ss look at the pieces of picture.</li> </ul>  <ul style="list-style-type: none"> <li>- Ask Ss go to the board and jigsaw puzzle into the correct picture.</li> <li>- T checks who's the winner?</li> <li>- Say "Open your book page 68" and look at "Unit 10, Lesson 1 (1,2,3)".</li> </ul> <p><b>2. Presentation (16')</b></p> <p><b>Activity 1. Vocabulary.</b></p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> <li>- T elicits the new words</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss look at the pieces of the picture</li> <li>- Ss put into the correct picture</li> <li>- Ss check</li> <li>- Ss open their books</li> <li>- Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and write</li> <li>- Look at the pictures and say</li> <li>+ In picture a:</li> </ul> <p>Bill: <i>Were you in the mountains last weekend?</i></p> <p>Mai: <i>Yes, I was.</i></p> <li>+ In picture b:</li> <p>Mai: <i>Were you in the mountains last weekend, too?</i></p> <p>Bill: <i>No, I wasn't. I was at the zoo.</i></p> <ul style="list-style-type: none"> <li>- Ss listen and repeat in chorus (twice)</li> <li>- Ss work in pairs to practice</li> <li>- Ss practice the dialogue</li> <li>- Ss listen</li> <li>- Ss look at the picture and answer.</li> <li>- Ss listen</li> <li>- Ss listen and repeat</li> </ul> |

- + *at the zoo* : ở sở thú (situation)
- + *on the beach* : trên bãi biển (picture)
- + *at the campsite* : ở điểm cắm trại (picture)
- + *in the countryside* : ở miền quê (picture)
- + *yesterday* : ngày hôm qua (translation)
- T models (3 times).

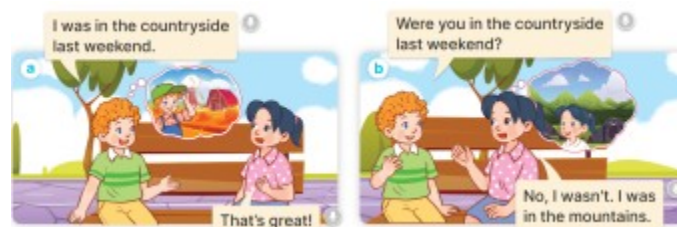
- T writes the words on the board.
- *Checking: Rub out and remember*

### **Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about if someone was somewhere in the past

#### **\*Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters (*Bill and Mai*) in the pictures.



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

### **Activity 3 Listen, point and say.**

**\*Aims:** Ss will be able to correctly say the words and phrases and use *Were you ..... last weekend? – Yes, I was. / No, I wasn't.* to ask and answer questions about if someone was somewhere in the past.

- Ss repeat
- Ss look, listen and answer
- + *Picture a: a boy at the zoo / yes*
- + *Picture b: a boy on the beach / no*
- + *Picture c: a girl at the campsite / yes*
- + *Picture d: a boy in the countryside / no*
- Ss listen and repeat
- Ss practice in chorus, individuals.
- Ss practice in chorus, individuals.
- Ss work in pairs
- Ss point and say
- Ss listen.
- Ss look at the picture and answer
- + *at the campsite, on the beach, at the zoo, in the countryside*
- Ss point and say
- Ss read the sentence
- Ss point and complete
- Ss say aloud
- Ss say the sentence
- Ss practice

-Ss answer the questions

- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

#### **Digital/AI pupil actions:**

- Ss compare the picture/audio and sentence.
- Ss give the corrected past-location sentence.

**\*Procedure:****\* Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

**3.Practice: (7')****\*Drill pictures**

- Have pupils look at pictures a, b, c and d and identify the characters and the locations.



- Run through all the pictures.
- Run through model sentences.
- +Run through question sentence
- +Run through answer sentence
- Have Ss to practise:
  - + T asks, Ss answer picture a
  - + Ss asks, T answers picture b
  - + Group A ask, group B answer picture c
  - + Group B ask, group A answer picture d
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.
- T gives feedbacks.

**4.Production: (7')****Activity 4. Let's talk.**

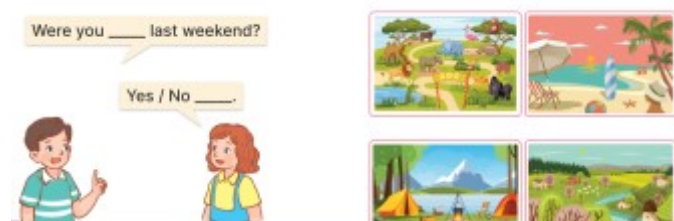
**\*Aims:** Ss will be able to enhance the

correct use of *Were you .....last weekend?*

– *Yes, I was. / No, I wasn't.* to ask and answer questions about if someone was somewhere in the past in a freer context.

**\*Procedure:**

- Ask questions to help them identify the places



- Have Ss look at the picture and say the activities
- Have Ss look at the first speech bubble and read *Were you at the zoo last weekend?*
- Then have them point to the pupils *at the campsite* and complete the gapped answer in the second bubble (Ex: *Yes, I was/ No, I wasn't*)
- After that, let them say aloud.
- Give Ss time to practise say the sentence *Were you...last weekend?*
- Invite some Ss to practise talking about school break time activities in front of the class.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T review the vocabulary and model



sentences.

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### 5. **Homework.** (2')

- Learn the vocabulary and model sentences by heart

- Prepare the new lesson: *Unit 10, Lesson 1* (4,5,6).

### **Digital & AI mini-task: “Holiday place – Check it!”**

- T displays place/landmark pictures and one AI-style past-location sentence with a deliberate mismatch.

- T asks pupils to compare with lesson evidence and correct it.

- Digital/AI evidence: pupil corrects one past-location statement.

### **D. ADJUSTMENTS (if necessary):**

.....  
 .....  
 .....  
 .....

*Week 16*

*Preparing date: December ....., 2026*

*Period 63*

*Teaching date: December ....., 2026*

## **Unit 10: Our summer holiday**

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

### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- use the phrases at the campsite, at the zoo, in the countryside, on the beach in relation to the topic “*Our summer holidays*”

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”.

- **Vocabulary:** Review

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

#### **2. Competences:**



- Written Communication: complete the sentences.
- Self-control and independent learning: perform listening tasks.
- Communication and collaboration: work in pairs or groups.

**- Digital competence & AI literacy:**

+ Use teacher-controlled landmark/place pictures to verify where someone was and correct an AI-generated holiday statement that does not match the visual/audio evidence.

**3. Attitude/ Qualities:**

- Show pride in where they were to and what they did in their summer holidays

**B. TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 140, 141, 142; audio Tracks 99, 100, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- *Students:* Pupil's book Page 69, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (5')</b></p> <p><i>Slap the board</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide class into 2 groups: Tom and Jerry.</li> <li>- How to play: <ul style="list-style-type: none"> <li>+ Each group chooses five Ss to play.</li> <li>+ Class will read aloud.</li> <li>+ Look at the picture, listen and slap the picture you heard.</li> <li>+ Who faster will get 1 mark.</li> <li>+ Which group with higher mark is the winner.</li> </ul> </li> <li>- T gives feedback.</li> <li>- Say "Open your book page 69" and look at "Unit 10, Lesson 1 (4,5,6)".</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss listen</li> <li>- Ss play game</li> <li>-Ss congratulate the winner</li> <li>- Ss open their books</li> <li>-Look at the pictures and say: <ul style="list-style-type: none"> <li>+ <i>Picture 1a. Nam at the park</i></li> <li>+ <i>Picture 1b. Nam on the beach</i></li> <li>+ <i>Picture 2a. Mai in the countryside</i></li> <li>+ <i>Picture 2b. Mai at the zoo.</i></li> </ul> </li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and tick</li> <li>- Ss listen again, tick and swap books with their partners.</li> <li>- Ss check their answers and guessing</li> <li>-Ss listen and repeat.</li> <li>-Ss look at the picture and say</li> <li>-Ss look and answer</li> <li>-Ss read</li> <li>-Ss say and write</li> <li>-Ss work in pairs and complete</li> </ul> |

**2.Practice: (27')****Activity 1. Listen and tick:**

*\*Aims: Ss will be able to listen to and understand two communicative contexts about if someone was somewhere in the past and tick the correct pictures.*

**\*Procedure:**

- Elicit the name of the character and their activities in each picture.



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

*Key: 1. b    2. b*

**Activity 2. Look, complete and read**

*\*Aims: Ss will be able to complete two gapped sentences and two gapped exchanges with the help of picture cues.*

- Ss read aloud
- Ss listen and answer
- Ss listen to the song
- Ss listen and repeat line by line without the action.
- Ss point to the pictures while singing
- Ss listen to melody of the song
- Ss listen and sing line by line.
- Ss sing and do actions.
- + Ss work in groups (two groups) to sing.
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss compare the picture/audio and sentence.
- Ss give the corrected past-location sentence.

**\*Procedure:**

- Have Ss look at the pictures and identify the the characters and places in the picture



1. I was at \_\_\_\_\_ yesterday.



2. I was \_\_\_\_\_ last weekend.



3. A: Were you in the mountains last weekend?

B: No, I wasn't. I was in \_\_\_\_\_.



4. A: \_\_\_\_\_ you on the beach yesterday?

B: \_\_\_\_\_, I was.

- Have Ss look at the four incomplete sentences. Elicit and model with picture 1
- + Ask Ss to read the sentence 1 in chorus.
- + Ask Ss what word is missing in the gap (*the campsite*). Then have them complete the sentence (*I was at the campsite yesterday.*)
- Have Ss work in pairs and complete the sentences 2, 3, 4.
- Ask a few Ss to stand up and read the sentences aloud.
- T gives feedbacks.

*Key:*

1. *the campsite*

2. *at the zoo*

3. *the countryside*

4. *Were/ yes*

### **Activity 3. Let's sing**

**\*Aims:** Ss will be able to sing the song *Were you on the beach yesterday?* with the correct pronunciation, rhythm and melody.

**\*Procedure:**

- Introduce the title and lyrics of the song and check comprehension.

+ *What is the song about?*

+ *What are they doing?*



- Play the recording for Ss to listen to the whole song.

+ Have them repeat the title and lyrics line by line.

+ Tell Ss to point at the pictures while singing.

- Play the recording all the way through for Ss to listen to pronunciation and melody of the song.

- Play the recording line by line for Ss to listen, repeat and point to the pictures

- Play the recording for Ss to sing and do actions.

- Ask Ss to practice singing and doing actions in pairs or groups.

- Invite groups to the front of the classroom to perform the song

-T gives feedback.

### **\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

### **\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### 3. **Homework.** (3')

- Practice part 5 again.
- Prepare the new lesson: *Unit 10, Lesson 2 (1,2,3).*

### **Digital & AI mini-task: “Holiday place – Check it!”**

- T displays place/landmark pictures and one AI-style past-location sentence with a deliberate mismatch.
- T asks pupils to compare with lesson evidence and correct it.
- Digital/AI evidence: pupil corrects one past-location statement.

### **D. ADJUSTMENTS (if necessary):**

Week 16

Period 64

Preparing date: December ....., 2026

Teaching date: December ....., 2026

## **Unit 10: Our summer holiday**

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

### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- use the phrases Bangkok, London, Sydney and Tokyo in relation to the topic “*Our summer holidays*”
- use *Where were you last summer? – I was in ....* to ask and answer questions about where someone was in the past; listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*Our summer holidays*”.
- **Vocabulary:** Bangkok, London, Sydney, Tokyo
- **Skills:** speaking and listening

#### **2. Competences:**

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

- Communication and collaboration: work in pairs or groups.
- Sociability: talk to each other, say good words to others.

**- Digital competence & AI literacy:**

+ Use teacher-controlled landmark/place pictures to verify where someone was and correct an AI-generated holiday statement that does not match the visual/audio evidence.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher:* Teacher's guide Pages 142, 143, 144; audio Tracks 101, 102, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- *Students:* Pupil's book Page 70, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1. Warm- up: (3')</b></p> <p><i>Game: Play Game (ppt)</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 3 teams.</li> <li>- Pupils from each team take turns choose a letter and answer a question</li> <li>- Pupils answer correctly get some points</li> <li>- Say "Open your book page 70" and look at "Unit 10, Lesson 2 (1, 2, 3)".</li> </ul> <p><b>2. Presentation (16')</b></p> <p><b>Activity 1. Vocabulary.</b></p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- T elicits the new words</li> <li>+ Bangkok : Băng Cốc (thủ đô nước Thái Lan) (translation)</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>- Ss open their books</li> <li>- Ss listen and answer</li> <li>- Ss listen and repeat</li> <li>+ Choral repetition (3 times).</li> <li>+ Individual repetition (3 ss)</li> <li>- Ss take note</li> <li>- Ss look, remember and write</li> <li>- Look at the pictures and say</li> <li>+ In picture a:</li> <li>Nam: Were you in London last summer, Mary?</li> <li>Mary: No, I wasn't.</li> <li>+ In picture b:</li> <li>Nam: Where were you last summer?</li> <li>Mary: I was in Tokyo.</li> <li>- Ss listen and repeat in chorus (twice)</li> <li>- Ss work in pairs to practice</li> <li>- Ss practice the dialogue</li> <li>- Ss listen</li> </ul> |



- + Sydney : Xít-ni (thành phố nước úc)  
(translation)
- + London : Luân Đôn (thủ đô nước Anh)  
(translation)
- + Tokyo : To-ky-o (thủ đô nước Nhật Bản)  
(translation)
- T models (3 times).

- T writes the words on the board.
  - Checking: Rub out and remember
- Activity 2. Look, listen and repeat:**

**\*Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about where someone was in the past.

**\*Procedure:**

- Have Ss look at Pictures a and b and identify the characters, places and activities..



- Play the audio twice (sentence by sentence). Correct their pronunciation where necessary.
- Have Ss to practice the dialogue
- T invites a few pairs to the front of the class to practice.
- T checks pronunciation for ss.

**Activity 3 Listen, point and say.**

**\*Aims:** Ss will be able to correctly say the words and use *Where were you last summer? – I was in.....* to ask and answer questions about where someone was in the

- Ss look at the picture and answer.
- Ss listen
- Ss listen and repeat
- Ss repeat
- Ss look, listen and answer
- + Picture a: Mai standing by Big Ben
- + Picture b: Nam standing by Opera House
- + Picture c: Mary standing by Tokyo Tower
- + Picture d: Bill standing by Temple of the Golden Buddha
- Ss listen and repeat
- Ss practice in chorus, individuals.
- Ss practice in chorus, individuals.
- Ss work in pairs
- Ss listen to the teacher
- Ss point and say
- Ss listen.
- Ss look at the picture and answer
- + a picture of Temple of the Golden Buddha; a picture of Tokyo Tower; a picture of Big Ben; a picture of Opera House
- Ss point and say
- Ss read the sentence
- Ss point, ask and answer
- Ss ask and answer
- Ss work in pairs, point and ask and answer
- Ss answer the questions
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note
- Digital/AI pupil actions:**
- Ss compare the picture/audio and sentence.
- Ss give the corrected past-location sentence.



*past.*

**\*Procedure:**

**\* Model sentences:**

- T asks Ss look at *picture b* and helps Ss know the structure from the dialogue.
- T introduces new structure for Ss.
- T explains, models and gives meaning.
- Have Ss repeat the model sentences.

**3.Practice: (7')**

**\*Drill pictures**

- Have pupils look at the pictures and elicit the places in the pictures.



- Run through all the pictures.
- Run through model sentences.
- +Run through question sentence
- +Run through answer sentence
- Have Ss to practise:
- + T asks, Ss answer picture a
- + Ss asks, T answers picture b
- + Group A ask, group B answer picture c
- + Group B ask, group A answer picture d
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pupils to stand up, point at each school thing in the picture and say the sentence aloud.
- T gives feedbacks

**4.Production: (7')**

**Activity 4. Let's talk.**

**\*Aims:** *Ss will be able to enhance the*

correct use of *Where were you last summer?* – *I was in.....* to ask and answer questions about where someone was in the past in a freer context.

**\*Procedure:**

- Have Ss look at the picture and elicit the question and the answer in context.

+ *Who are they?*

+ *Where are they?*

+ *How many places are there?*



- Have Ss look at the picture and say the break time activities.

- Have Ss look at the first speech bubble and read *Where were you last summer?*

- Have Ss point the activities, ask and answer the questions about break time activities

- Give Ss time to practise asking and answering the question *Where were you last summer? – I was.....* in pairs.

- Invite a few pairs to practise asking and answering questions about break time activities in front of the class.

**\*Consolidation**

**\*Aims:** Ss will be able consolidate and wrap up the content of the lesson.

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if*

*the teacher can take from the lesson).*

- T review the vocabulary and model sentences.
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

### **5. Homework. (2')**

- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 10, Lesson 2 (4,5,6).*

### **Digital & AI mini-task: “Holiday place – Check it!”**

- T displays place/landmark pictures and one AI-style past-location sentence with a deliberate mismatch.
- T asks pupils to compare with lesson evidence and correct it.
- Digital/AI evidence: pupil corrects one past-location statement.

### **D. ADJUSTMENTS (if necessary):**

*NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated to 2026.*

*Week 17*

*Preparing date: December ....., 2026*

*Period 65*

*Teaching date: December ....., 2026*

## **Unit 10: Our summer holidays**

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

#### **A. OBJECTIVES:**

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

#### **1. Knowledge:**

- use the phrases Bangkok, London, Sydney and Tokyo in relation to the topic “Our summer holidays”
- someone was in the past; listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our summer holidays”.

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

## 2. Competences:

- Critical Thinking: look, complete and read
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

### - Digital competence & AI literacy:

+ Use teacher-controlled landmark/place pictures to verify where someone was and correct an AI-generated holiday statement that does not match the visual/audio evidence.

## 3. Attitude/ Qualities:

- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

## B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 145, 146; audio Tracks 103; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students:** Pupil's book Page 71, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: Who says fast?</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Hold a places card, then reveal it slowly.</li> <li>- Ask <i>Where was you last summer?</i></li> <li>- Ask the Ss guess the answer as fast as possible.</li> <li>- Then have Ss do the same with the rest.</li> <li>- This can be played in groups to make it more interesting.</li> <li>- Say "Open your book page 71" and look at "Unit 10, Lesson 2 (4,5,6)".</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Listen and match:</b></p> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>- Ss play game</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Look at the pictures and say:<br/><i>1. Mai 2. Bill 3. Mary 4. Nam</i></li> <li>+ <i>Picture a. Tokyo Tower</i></li> <li>+ <i>Picture b. Big Ben</i></li> <li>+ <i>Picture c. Temple of the Golden Buddha</i></li> <li>+ <i>Picture d. Opera House</i></li> <li>-Ss guess the answers</li> <li>- Ss listen to the tape and match</li> <li>- Ss listen again, match and swap books with their partners.</li> <li>-Ss listen again and check together</li> <li>- Ss check their answers and guessing</li> </ul> |

**\*Aims:** Ss will be able to listen to and understand four communicative contexts about where someone was in the past and match the correct pictures.

**\*Procedure:**

- Elicit the action of the character in each picture.

+ Who are they?

+ Which places are they?



- T ask Ss to guess the answers.

+ T writes Ss' guessing on the board.

- Listen to the tape:

+ Play the recording

+ Play the recording again and get Ss to swap books with their partners.

+ Play the recording again to check answers together as a class.

+ Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.

- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

**Key:** 1. d 2. c 3. a 4. b

**Activity 2. Look, complete and read**

**\*Aims:** Ss will be able to complete two gapped dialogues with the help of picture cues.

**\*Procedure:**

- Get Ss to look at the pictures and identify the characters and the places in the

-Ss listen and repeat.

-Ss look at the picture and say

-Ss look and answer

-Ss read and complete

-Ss work in pairs and do the task

-Ss read aloud

-Ss listen and pay attention

-Ss listen

- Ss listen

-Ss play the game

- Ss play the game

-Ss answer the questions

-Ss listen and clap their hands

-Ss listen and take note

**Digital/AI pupil actions:**

- Ss compare the picture/audio and sentence.

- Ss give the corrected past-location sentence.

pictures.



1. A: Where were you last summer, Mai?

B: I was in \_\_\_\_\_.

A: Is it a big city?

B: \_\_\_\_\_, it is.



2. A: \_\_\_\_\_ were you last summer, Nam?

B: I \_\_\_\_\_ in Sydney. Were you in Sydney, too?

A: \_\_\_\_\_, I wasn't.

- Have Ss look at the first sentence and the pictures. Elicit and model with number 1: *I was in London.*

+ Ask Ss read and complete the sentence.

-Have Ss work in pairs and complete the other gaps

- Ask a few Ss to stand up and read the sentences aloud.

-T gives feedbacks.

*Key:*

*1. London, Yes    2. Where, was, No*

### **Activity 3.    Let's play**

**\*Aims:** *Ss will be able to review target words to make sentences about where someone was in the past by playing the game **Making sentences**.*

**\*Procedure:**

- Tell pupils that they are going to play the game *Making sentences* in groups of four or five.



- Nominate one pupil in each group as a leader.

+ The leader says a sentence and the other group members have to stand in a line, holding the word cards to make a sentence.

*Example: Where were you last summer?*

- Have pupil work in groups to play the game.
- Invite two groups to the front of the class to play the game.
- Have the class give comments and announce the winner.
- The group that makes most correct sentences will win.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Practice part 5 again.
- Prepare the new lesson: *Unit 10, Lesson 3 (1,2,3).*

**Digital & AI mini-task: “Holiday place – Check it!”**

- T displays place/landmark pictures and one AI-style past-location sentence with a deliberate mismatch.
- T asks pupils to compare with lesson evidence and correct it.
- Digital/AI evidence: pupil corrects one past-location statement.

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

.....

.....

.....



Week 17  
Period 66

Preparing date: December ....., 2026  
Teaching date: December ....., 2026

## Unit 10: Our summer holidays

### Lesson 3 (1, 2, 3)

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- correctly repeat the sounds of the letter *ere* in isolation, in the words *were* and *where*, and in the sentences *Were you on the beach last summer?* and *Where were you last weekend?* with correct pronunciation and intonation.
- identify the target words *were* and *where* while listening.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Our summer holidays”
- say the chant with the correct rhythm and pronunciation.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

##### 2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

##### - Digital competence & AI literacy:

+ Use teacher-controlled landmark/place pictures to verify where someone was and correct an AI-generated holiday statement that does not match the visual/audio evidence.

##### 3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.
- Honesty: tell the truth about feelings and emotions

#### B. TEACHING AIDS:

- **Teacher:** Teacher’s guide Pages 147, 148; audio Tracks 104, 105, 106; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 72, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher’s activities | Students’ activities |
|----------------------|----------------------|
|----------------------|----------------------|

**1. Warm-up: (5')**

Sing a song: *If you're happy and you know it*

*\*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.*

**\*Procedure:**

- Show the song in the screen  
<https://www.youtube.com/watch?v=zyMWcWqmhRc>
- Have pupils to sing and dance together
- Say "Open your book page 72" and look at "Unit 10, Lesson 3 (1,2,3)".

**2. Presentation (9')****Activity 1. Listen and repeat:**

*\*Aims: Ss will be able to correctly repeat the sounds of the letter **ere** in isolation, in the words **were** and **where**, and in the sentences **Were you on the beach last summer?** and **Where were you last weekend?** with correct pronunciation and intonation.*

**\*Procedure:**

- T gives instruction to the letter **ere**, the words **were** and **where**, and in the sentences **Were you on the beach last summer?** and **Where were you last weekend?**
- Play the recording for the letter **ere**.
- Encourage Ss to point at the letter/ word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

- Ss listen
- Ss sing and dance
- Ss open their books
- Ss recognize the differences about color of letter
- Ss listen
- Ss listen and point
- Ss listen again and repeat
- Ss listen again and repeat
- Ss practice
- Ss listen
- Ss listen and pay attention
- Ss listen to the tape
- Ss listen to the tape and circle
- Ss listen again, circle and swap books with their partners.
- Ss write the correct answer
- Ss check their answers
- Ss listen and repeat.
- Ss look and listen.
- Ss listen to the chant
- Ss listen and repeat line by line without clap their hands
- Ss note the sounds, words
- Ss listen to melody of the chant
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss compare the picture/audio and sentence.
- Ss give the corrected past-location sentence.

### 3.Practice: (19')

#### **Activity 2. Listen and circle.**

*\*Aims: Ss will be able to identify the target words **were** and **where** while listening.*

**\*Procedure:**

- Explain that they have to listen to the recording and circle the correct options.
- Play the recording for pupils to listen.
- Play the recording again for them to listen and circle the correct options.
- Tell pupils to swap books with a partner, then check the answers together as a class.
- Write the correct answers on the board.
- Play the recording again for pupils to double-check their answers.
- Invite one or two pupils to stand up, listen to and repeat the sentences.

*Key: 1.b    2.c*

#### **Activity 3. Let's chant**

*\*Aims: Ss will be able to say the chant with the correct rhythm and pronunciation*

**\*Procedure:**

- Introduce the title and lyrics of the chant.

Were you at the campsite yesterday?  
Yes, I was. Yes, I was.  
Where were you last summer?  
I was on the beach. ①



Were you on the beach yesterday?  
No, I wasn't. No, I wasn't.  
Where were you last summer?  
I was in the countryside. ②



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters **ere** and the words **were** and **where**.
- Play the recording all the way through

for Ss to listen to pronunciation and melody.

- Play the recording line by line for Ss to listen and repeat
- Play the recording for Ss to chant and clap along.
- Ask Ss to practice chant and clap along in pairs or groups.
- Invite groups to the front of the classroom to perform the chant
- T gives feedback.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson? (if the teacher can take from the lesson).*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (2')**

- Practice the chant more.
- Prepare the new lesson: *Unit 10, Lesson 3 (4, 5, 6).*

**Digital & AI mini-task: "Holiday place – Check it!"**

- T displays place/landmark pictures and one AI-style past-location sentence with a deliberate mismatch.
- T asks pupils to compare with lesson evidence and correct it.
- Digital/AI evidence: pupil corrects one past-location statement.

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

Week 17  
Period 67

Preparing date: December ....., 2026  
Teaching date: December ....., 2026

## Unit 10: Our summer holidays

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

#### A. OBJECTIVES:

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

##### 1. Knowledge:

- read and write about if someone was somewhere and where someone was in the past.
- make a mind map of where pupils were on holiday in the previous summer and present the results to the class at Project time.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

##### 2. Competences:

- Critical thinking: complete a task in reading a text.
- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.

##### - Digital competence & AI literacy:

+ Create/view a simple holiday mind map using only general place information; do not share exact travel dates, live location or private family details.

##### 3. Attitude/ Qualities:

- Show pride in the travelling experience in their summer holidays.

#### B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 149, 150; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.
- **Students:** Pupil's book Page 73, notebooks, workbooks, school things.

#### C. PROCEDURES:

| Teacher's activities                                                                                                          | Students' activities                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>1. Warm- up: (5')</b><br><b>"Chant"</b><br><i>*Aims: to review the vocabulary and structure about greet and respond to</i> | <ul style="list-style-type: none"> <li>- Ss listen and chant</li> <li>- Ss open their books</li> <li>- Ss read</li> </ul> |

*greetings.*

**\*Procedure:**

- Ask Ss chant and do the actions in Unit 10, Lesson 3 page 66 in groups.
- Give point for the groups and encourage them.
- Say “Open your book page 73” and look at “Unit 10, Lesson 3 (4, 5, 6)”.

**2.Practice: (8’)**

**Activity 1. Read and complete:**

*\*Aims: Ss will be able to read two texts and complete the sentences about Mai’s and Tony’s summer holiday.*

**\*Procedure:**

- Elicit Sentence 1 about *the location*, Sentence 2 about *the description of Ha Long Bay*, Sentence 3 about *the people in London*, and Sentence 4 about *Mai’s and Tony’s feelings of their summer holidays*.
- Have pupils read the texts to find the information and complete four sentences.
- Have pupils work in pairs and do the task
- Get pupils to swap their answers with a partner.
- Check answers together as a class.

*Key: 1. Ha Long Bay. 2. beautiful.*

*3. helpful 4. great.*

**3.Production: (19’)**

**Activity 2. Let’s write**

*\*Aims: Ss will be able to read and complete a gapped paragraph about where someone was on holiday in the previous summer*

**\*Procedure:**

- Check comprehension and elicit to Ss read the gapped text and fill in the gaps.
- Let Ss read the gapped text and fill in the gaps.

- Ss read the text and complete
- Ss work in pairs and complete
- Ss swap their answers
- Ss check their answer
- Ss pay attention and read
- Ss read the gapped text
- Ss complete the first gap
- Ss answer and write
- Ss complete the text independently.
- Ss swap the book and check together
- Ss read the answer
- Ss listen and answer
- Ss work in groups and tell about their holiday.
- Ss look at the notes in their mind maps and tell the class.
- Ss clap their hands or congratulation.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss identify safe information for the mind map.
- Ss correct one wrong place statement.

- Have Ss complete the first gap together as an example: *I am Huong.*
- Ask Ss to look at the gap and ask them what is missing. Then let them identify the *the name*. After that, let them write down the suitable word in the gap.
- Give Ss time to complete the text independently.
- In pairs or groups, ask Ss to swap their complete texts before checking as a class.
- Invite some Ss to come to the board and read the answer.

*Key: Pupils' answer*

*Example: I am Huong. Last summer, I was on holiday in London with my family. The city was busy. The food was good. The people were friendly. My holiday was great!*

### **Activity 3. Project.**

**\*Aims:** *Ss will be able to make a mind map of where pupils were on holiday in the previous summer, and use the notes to make a presentation to the class*

#### **\*Procedure:**

- Explain that they have to look at the notes in their mind maps and present the results to the class.



- Have pupils work in groups of five.
- + Each pupil looks at the notes in *his / her mind map* and tells the group about *where he / she was on holiday in the previous summer, and describe the place.*
- Invite a few pupils to look at the notes in their mind maps and tell the class about



them, *ex: Last summer, I was on holiday in Nha Trang. The beach was beautiful ...*

- Have the rest of the class give comments and praise pupils if they perform well.

**\*Consolidation**

**\*Aims:** *Ss will be able consolidate and wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**4. Homework. (3')**

- Prepare the new lesson: *Review 2 (1, 2).*

**Digital & AI mini-task: "Safe holiday mind map"**

- T shows a simple place-only holiday mind map and reminds pupils not to include exact live location/private family details.

- T shows one AI-style place statement with a mismatch for pupils to correct.

- Digital/AI evidence: pupil keeps only safe learning information and corrects one place detail.

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

*Week 17*

*Preparing date: December ....., 2026*

*Period 68*

*Teaching date: December ....., 2026*

**Review 2**

**Parts 1, 2**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- correctly use the following sentence patterns:

*Where's your school? – It's in the .....*

*How many ..... are there at your school? – There is / are .....*

*What subjects do you have today? – I have .....*

*When do you have..... – I have it on .....*

*What's your favourite subject? – It's .....*

*Why do you like .....? – Because I want to be .....*

*Is your sports day in .....? – Yes, it is. / No, it isn't. It's in .....*

*When's your sports day? – It's in .....*

*Were you .....last weekend? – Yes, I was. / No, I wasn't.*

*Where were you last summer? – I was in .....*

- **Vocabulary:** Review

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

## 2. **Competences:**

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

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

- **Digital competence & AI literacy:**

+ Use a teacher-controlled digital review task and recognise that AI-style answers may be wrong; check them against learnt sentence patterns and textbook evidence.

## 3. **Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Diligence: complete learning tasks.

## B. **TEACHING AIDS:**

- **Teacher:** Teacher's guide Pages 151,152; Track 107, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil's book Page 74, notebooks, workbooks, school things.

## C. **PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                         | Students' activities                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1.Warm- up: (5')</b><br><i>Game: Whispering</i><br><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i><br><b>*Procedure:</b><br>- Divide class into 2 groups.<br>-Ask 5 Ss in each group stand in a straight line. | - Ss listen<br>-Ss play game<br>- Ss open their books<br>-Look at the pictures and say:<br>+ <i>Picture 1a. a school in a city</i><br>+ <i>Picture 1b. a school in the mountains</i><br>+ <i>Picture 1c. a school in a village</i><br>+ <i>Picture 2a. a timetable having music on Monday</i> |

- T says a word or phrase to the first pupil in this line.
- Then, the first pupil whispers what she/he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase.
- The last pupil says the word or phrase out loud.
- The faster group has correct word or phrase is the winner.
- Say "Open your book page 74" and look at *Review 2*.

## 2.Practice: (27')

### **Activity 1. Listen and tick:**

*\*Aims: Ss will be able to listen to and understand five communicative contexts in which characters talk about familiar topics such as our school, our timetable, my favourite subjects, our sports day, our summer holidays and tick the correct pictures.*

### **\*Procedure:**

- Elicit the words or phrases to describe the pictures in each option.



- + *Picture 2b. a timetable having music on Wednesday*
- + *Picture 2c. a timetable having music on Thursday*
- + *Picture 3a. a Math teacher*
- + *Picture 3b. an English teacher*
- + *Picture 3c. a painter*
- + *Picture 4a. a calendar of October*
- + *Picture 4b. a calendar of March*
- + *Picture 4c. a calendar of May*
- + *Picture 5a. a tent*
- + *Picture 5b. a zoo*
- + *5c. a beach*

-Ss guess the answers

- Ss listen to the tape and tick

- Ss listen again, tick and swap books with their partners.

- Ss check their answers and guessing

-Ss listen and repeat.

-Look at the pictures

-Ss pay attention and read

- Ss answer the question

- Ss ask and answer

- Ss ask and answer

-Ss role play

-Ss listen and play game

-Ss listen and answer

-Ss listen and clap their hands

-Ss listen and take note

### **Digital/AI pupil actions:**

- Ss complete/check the review.
- Ss correct at least one AI-style error.



- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

*Key: 1. b 2. c 3. b 4. c 5. b*

### **Activity 2. Ask and answer**

*\*Aims: Ss will be able to ask and answer questions using picture cues or personal information.*

#### **\*Procedure:**

- Elicit the content and context of each picture.



- Draw pupils' attention to the first question and read it in chorus.
- Elicit the answer and give feedback.

- Have pupils to role-play the exchange.
- Give pupils role-play the four exchanges.
- Invite a few pairs of pupils to stand up and take it in turns to role-play the target exchanges.

**\* *Game*: Play game (ppt)**

- Play the game “chain game”.
- + Divide the class into a lot of groups. There are four or five pupils in each group.
- + T says a sentence. Then, the first pupil repeats teacher’s sentence and adds to it. Next, the second pupil repeats what the first pupil has said and adds to it, ect.
- T gives feedback by a game

**\**Consolidation***

**\**Aims***: *Ss will be able consolidate and wrap up the content of the lesson.*

**\**Procedure***:

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson?*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3’)**

- Prepare the new lesson: *review 2 (3,4,5)*

**Digital & AI mini-task: “Review detective”**

- T shows a short digital review with 2-3 AI-style sample answers, including at least one deliberate error.
- T asks pupils to compare answers with learnt patterns/picture clues and correct errors.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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

***NOTE: Text highlighted in light blue has been added only for Digital Competence & AI integration; all original lesson content is retained. All year references have been updated to 2026.***

Week 18

Preparing date: December ....., 2026

Period 69

Teaching date: December ....., 2026

## Review 2

### Parts 3, 4, 5

#### **A. OBJECTIVES:**

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

##### **1. Knowledge:**

- correctly use the following sentence patterns:

*Where's your school? – It's in the .....*

*How many ... are there at your school? – There is / are .....*

*What subjects do you have today? – I have .....*

*When do you have .....? – I have it on .....*

*What's your favourite subject? – It's .....*

*Why do you like .....? – Because I want to be .....*

*Is your sports day in .....? – Yes, it is. / No, it isn't. It's in .....*

*When's your sports day? – It's in .....*

*Were you ..... last weekend? – Yes, I was. / No, I wasn't.*

*Where were you last summer? – I was in .....*

- **Vocabulary:** Review

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

##### **2. Competences:**

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

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

- **Digital competence & AI literacy:**

+ Use a teacher-controlled digital review task and recognise that AI-style answers may be wrong; check them against learnt sentence patterns and textbook evidence.

##### **3. Attitude/ Qualities:**

- Diligence: complete learning tasks.

#### **B. TEACHING AIDS:**

- **Teacher:** Teacher's guide Pages 153,154; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil's book Page 75, notebooks, workbooks, school things.

## C. PROCEDURES:

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Students' activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1.Warm- up: (5')</b></p> <p><i>Game: Whispering</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Divide class into 2 groups.</li> <li>-Ask 5 Ss in each group stand in a straight line.</li> <li>- T says a word or phrase to the first pupil in this line.</li> <li>- Then, the first pupil whispers what she/ he hear to the second person in line; the second one whispers what he/ she hears to the third one and so on until the last pupil in group hears the word or phrase.</li> <li>- The last pupil says the word or phrase out loud.</li> <li>- The faster group has correct word or phrase is the winner.</li> <li>- Say “Open your book page 75” and look at Review 2.</li> </ul> <p><b>2.Practice: (27')</b></p> <p><b>Activity 1. Read and match</b></p> <p><i>*Aims: Ss will be able to read and match pairs of target sentence patterns</i></p> <p><b>*Procedure:</b></p> <ul style="list-style-type: none"> <li>- Tell Ss about this activity. Point at sentence 1, elicit the answer and models.</li> <li>- Give Ss work in pairs to do the sentence 2,3,4.</li> <li>- Tell Ss to swap their books with their partners, then check answers together as a class.</li> </ul> | <ul style="list-style-type: none"> <li>- Ss listen</li> <li>-Ss play game</li> <li>- Ss open their books</li> <li>-Ss look at the sentence 1 and say</li> <li>-Ss work in pairs and match</li> <li>-Ss swap their books and match</li> <li>-Ss write the correct answer and check</li> <li>-Ss read aloud</li> <li>-Ss listen and pay attention</li> <li>- Ss look at text and read aloud</li> <li>- Ss complete</li> <li>-Ss read the completed sentence</li> <li>-Ss do the tssk</li> <li>-Ss swap their books and check their answer</li> <li>-Ss read aloud</li> <li>-Ss listen and answer</li> <li>-Ss answer and write the first word</li> <li>-Ss complete the text</li> <li>-Ss swap books and check</li> <li>-Ss read in front of the class.</li> <li>-Ss listen and play game</li> <li>-Ss listen and answer</li> <li>-Ss listen and clap their hands</li> <li>-Ss listen and take note</li> </ul> <p><b>Digital/AI pupil actions:</b></p> <ul style="list-style-type: none"> <li>- Ss complete/check the review.</li> <li>- Ss correct at least one AI-style error.</li> </ul> |



- Write the correct answers on the board for Ss to correct their answers.
- Invite some pairs to stand up and read the matched exchanges aloud.

*Key: 1. b 2. d 3. a 4. c*

### **Activity 2. Read and complete.**

*\*Aims: Ss will be able to read and show the understanding of a letter by choosing the words to complete a gapped text about a familiar topic*

#### **\*Procedure:**

- Explain that they should read a letter and choose the words in the box to complete.
- Model the first sentence and read aloud as a class.
- + Elicit the missing word and give feedback.
- + Complete the sentence and get pupils to read the completed sentence in chorus.
- Have pupils to do the task independently.
- Get pupils to swap their books with a partner and check their answers
- Invite one or two pupils to read the text in front of the class.

*Key:*

*1. village 2. computer room  
3. music 4. sing 5. were*

### **Activity 3. Let's write**

*\*Aims: Ss will be able to use the target language to complete a gapped letter about their school.*

#### **\*Procedure:**

- Explain that they should read the gapped letter and fill in the gaps with their own information.
- Have pupils do the first gapped sentence together as an example. Ask them to read the first sentence and elicit the words (*ex: a city,*

*the mountains, a town, a village).*

- Give pupils time to complete the text independently.
- Get pupils to swap their books with a partner and check their answers.
- Invite one or two pupils to read their completed letters in front of the class.

*Key: Pupil's answer*

*Example:*

*Dear Joe,*

*My school is in the city. There are twenty-two classrooms, two computer rooms, a playground and a beautiful garden My favorite subject is English. I like it because I want to become a translator in the future. I also love sports. Our last sports day was in March.*

*Bye!*

*Linh*

*\* Game: **Pass the ball***

- Divide class into 3 teams.
- Each team has 1 sticky ball.
- Play the music, pupils in each team take turn to pass the ball. After the music ends, 3 pupils have the ball – stand up and say the name, using the sentence model.

*\***Consolidation***

*\***Aims:** Ss will be able consolidate and wrap up the content of the lesson.*

*\***Procedure:***

- T asks ss to answer the following questions:
  - + *What have you learnt from the lesson today?*
  - + *What are the core values of the lesson?*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (3')**

- Prepare *Extension activities*.

**Digital & AI mini-task: "Review detective"**

- T shows a short digital review with 2-3 AI-style sample answers, including at least one deliberate error.
- T asks pupils to compare answers with learnt patterns/picture clues and correct errors.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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

Week 18

Preparing date: December ....., 2026

Period 70

Teaching date: December ....., 2026

**Extension activities****A. OBJECTIVES:**

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

**1. Knowledge:**

- take part in three fun activities to apply their language knowledge and competences.
- **Vocabulary:** Review
- **Skills:** speaking, writing and listening

**2. Competences:**

- Co-operation: ready to help friends in pair work/ group work.
- Sociability: Talk to each other, say good words to others.

**- Digital competence & AI literacy:**

+ Use a teacher-controlled digital review task and recognise that AI-style answers may be wrong; check them against learnt sentence patterns and textbook evidence.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.
- Show pride in what they have learnt

**B. TEACHING AIDS:**

- **Teacher:** Teacher's guide Pages 155,156,157; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/task and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- **Students:** Pupil's book Page 76, 77, notebooks, workbooks, school things.

**C. PROCEDURES:**

| Teacher's activities | Students' activities |
|----------------------|----------------------|
|----------------------|----------------------|

**1. Warm- up: (3')**

*Sing: Head, shoulders, knees and toes*

*\*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.*

**\*Procedure:**

- Show the song on the screen.
- <https://www.youtube.com/watch?v=WX8HmogNyCY>
- Ask Ss to listen, sing and dance the song.
- Say "Open your book page 76, 77" and look at "Extension activities".

**2. Practice (30')****Activity 1. Read and match**

*\*Aims: Ss will be able to read and match two reading texts with the pictures of city and country; distinguish the features of the city and the country.*

**\*Procedure:**

- Have pupils look at the Pictures a and b and elicit the features of them.
- + *What can you see in the city?*
- + *What can you see in in the countryside?*
- Read text 1 aloud. Ask pupils to match text 1 to Picture a or b. Continue with text 2.
- Get pupils to swap books with a partner, and check answers together as a class.
- Write the correct answers on the board.
- Have pupils underline the features of the city in text 1 and the features of the country in text 2.
- Invite a few pairs of pupils to stand up and read the text aloud.

Key: 1.b 2.a

**Activity 2. Write countryside (a) or city (b).**

- Ss listen
- Ss sing a song
- Ss look at the picture and answer
- Ss read the text and match
- Ss swap books and check the answer
- Ss write the correct answer
- Ss underline the features on the text
- Ss read the text aloud
- Ss answer the question
- Ss read and write the first answer.
- Ss do the task
- Ss swap books and check their answers
- Write the correct answer

- Ss listen

*Questions:*

*1: Where's his school?*

*2: How many buildings are there at your school?*

*3: Go back one space*

*4: What subjects do you have today?*

*5: Move ahead one space*

*6: When does she have music?*

*7: Miss a turn*

*8: Were you in the countryside last weekend?*

*9: Move ahead three spaces*

*10: Where were you last summer?*

*11: Go back one space*

*12: Is your sports day in June?*

- Ss play the game
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

**Digital/AI pupil actions:**

- Ss complete/check the review.
- Ss correct at least one AI-style error.

*\*Aims: Ss will be able to distinguish the features of the city and the country.*

**\*Procedure:**

- Check comprehension about this activity.
- Do Number 1 together. Read the phrase in Number 1 aloud and elicit the answer (*city*). Have pupils write 1. *city* in the notebook.
- Give pupils do the task.
- Get pupils to swap books with a partner and check answers together as a class.
- Write the correct answers on the board.

*Key: 1.b 2.b 3.a 4.a 5.b 6.b 7.b 8.a*

**Activity 3. Board game. Roll a dice.**

**Listen and answer.**

*\*Aims: Ss will be able to revise the target vocabulary and sentence patterns by playing **Board game**.*

**\*Procedure:**

- Divide the class into four groups.
- Each group rolls the dice in turn. On their turns, they move their game piece along the path according to the number of space by the dice.
- When the groups land on a space, the teacher asks a question.
- + The group gives the answer.
- + If it is correct, they can stay in the box.
- + There are some boxes like back to start, move ahead one space, miss a turn, move ahead three spaces, go back one space.
- The game continues until one or all groups reach the “Finish” space.
- Write the questions on the board. Have pupils sit in groups of three or four and repeat Steps 1- 4 to play in groups.

**\*Consolidation**

*\*Aims: Ss will be able consolidate and*

*wrap up the content of the lesson.*

**\*Procedure:**

- T asks ss to answer the following questions:

+ *What have you learnt from the lesson today?*

+ *What are the core values of the lesson? (if the teacher can take from the lesson).*

- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

**3. Homework. (2')**

- Prepare the first test.

**Digital & AI mini-task: "Review detective"**

- T shows a short digital review with 2-3 AI-style sample answers, including at least one deliberate error.

- T asks pupils to compare answers with learnt patterns/picture clues and correct errors.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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

*Week 18*

*Period 71, 72*

*Preparing date: January ....., 2026*

*Teaching date: January ....., 2026*

**The first term test**

**A. OBJECTIVES:**

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

**1. Knowledge:**

- Check Ss' comprehension about this theme and get marks.

- **Vocabulary:** Review

- **Model sentences:** Review

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

**2. Competences:**

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

- Sociability: Talk to each other, say good words to others.

**- Digital competence & AI literacy:**

+ Use a teacher-controlled digital review task and recognise that AI-style answers may be wrong; check them against learnt sentence patterns and textbook evidence.

**3. Attitude/ Qualities:**

- Kindness: Help partners to complete learning tasks.

- Honesty: tell the truth about feelings and emotions

**B. TEACHING AIDS:**

- *Teacher*: Textbook, lesson plan, TV or projector, worksheets.

- *Digital/AI integration*: teacher-controlled digital slide/audio/task and one AI-style example for checking.

No pupil account is required; pupils do not enter passwords, phone numbers, exact home addresses or private photos into AI/digital tools.

- *Students*: School things.

**C. PROCEDURES:**

| Teacher's activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Students' activities                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Give the students papers test to do</p> <ul style="list-style-type: none"> <li>- T recommends</li> <li>- Prepare Unit 11: Lesson 1 (1, 2, 3).</li> </ul> <p><b>Digital &amp; AI mini-task: "Review detective"</b></p> <ul style="list-style-type: none"> <li>- T shows a short digital review with 2-3 AI-style sample answers, including at least one deliberate error.</li> <li>- T asks pupils to compare answers with learnt patterns/picture clues and correct errors.</li> <li>- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.</li> </ul> | <p>Whole class to do the test.</p> <ul style="list-style-type: none"> <li>-Ss listen</li> </ul> <p><b>Digital/AI pupil actions:</b></p> <ul style="list-style-type: none"> <li>- Ss complete/check the review.</li> <li>- Ss correct at least one AI-style error.</li> </ul> |

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

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