

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 19

Preparing date: January, 2026

Period 73

Teaching date: January, 2026

Unit 11: My home

Lesson 1 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- use the words *at, in, live, road, street*, in relation to the topic “My home”.
- use *Where do you live? – I live* to ask and answer questions about where someone lives.

- **Vocabulary:** live, road, street.

- **Model sentences:**

A: Where do you live?

B: I live in Tran Hung Dao Street.

- **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 pictures/maps to check home-location descriptions and recognise that AI-generated location statements must be verified 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 158, 159, audio Tracks 1,2, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- **Students:** Pupil’s book Page 6, notebooks, workbooks, school things.

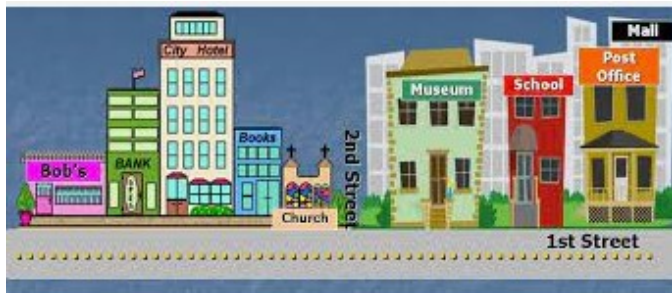
C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (3’) <i>Game: jigsaw puzzle</i> <i>*Aims: to create a friendly and active atmosphere in the class to beginning the</i>	<ul style="list-style-type: none"> - Ss listen - Ss play the game - Ss open their books

lesson.

***Procedure:**

- Divide class into 4 groups: Doreamon, Nobita, Xuka and Xeko.
- 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?
- Ask Ss look at the pieces of picture
- Say "Open your book page 6" and look at "Unit 11, 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
- + live : sống (situation)
- + road : con đường (translation)
- + street : đường phố (picture)
- 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 (pictures) in which characters ask and answer the question about where Mary lives.

***Procedure:**

- 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 get to know the characters in the pictures.

+ Picture a.

Mary: My birthday party is on Sunday.
Can you come to my party?

Minh: Yes, I can

+ Picture b.

Minh: Where do you live?

Mary: I live in Tran Hung Dao Street

- 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 repeat

+ Picture a: A house (without a house number) in Tran Hung Dao Street

+ Picture b: A house (without a house number) in Quang Trung Road

+ Picture c: A house at 81 Tran Hung Dao Street

+ Picture d: A house at 9 Quang Trung Road

- Ss practice in chorus
- Ss practice in chorus
- Ss practice in chorus and individual
- Ss work in pairs to practice
- Ss listen

- Have Ss look at *Pictures a and b* and identify the characters in the pictures and say what they can see 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 **Where do you live? – I live to ask and answer questions about where someone lives*

***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*

- Elicit and check comprehension and tell what the words and numbers on the plaques are about

- Ss point and say
- Ss listen.
- Ss listen
- Ss look at the picture and answer
+ *some houses on two maps*
- 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 compare the picture/map and sentence.
- Ss give the corrected home/location statement.



- Run through all the pictures.
- Run through model sentences.
- + Run through the questions.
- + Run through the answers
- Have Ss to practise:
- + T says asks and 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.
- 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 **Where do you live? – I live to ask and answer questions about where someone lives in a freer context.*

***Procedure:**

- Ask questions to help them identify the names of the streets and roads, the house numbers and the houses without specific numbers.
- + *What can you see in the picture?*
- + *Where are they?*



- T fills the gaps and writes the sentences on the board.
- T models
- T asks Ss to work in pairs to ask and answer
- Invite some pupils to the front of the class to present their exchanges.
- 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?*
- 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 by heart
- Prepare the new lesson: *Unit 11, Lesson 1 (4,5,6).*

Digital & AI mini-task: "Home location – Check it!"

- T displays a picture/map and one AI-style home/location sentence with a deliberate mismatch.
- T asks pupils to compare the sentence with the visual/textbook evidence and correct it.
- Digital/AI evidence: pupil corrects one unsupported location/description.

D. ADJUSTMENTS (if necessary):

Week 19

Preparing date: January, 2026

Period 74

Teaching date: January, 2026

Unit 11: My home

Lesson 1 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- Identity specific information by listening to conversation related to topic my home.
- Fill in the gaps using given picture cues.
- Recall some vocabulary related to the topic “my home” by playing the whispering game.
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 160, 161, 162; audio Tracks 3; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students**: Pupil’s book Page 7, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (5’) <i>Game: “Passing the picture”</i> <i>*Aims: to create a friendly and active</i>	<ul style="list-style-type: none"> - Ss listen and keep the picture - Ss listen to music and play the game

atmosphere in the class to beginning the lesson.

***Procedure:**

- T gives Ss a picture about some places
- T asks Ss to listen to music and transfer a puppet around the class.
- When the music stops, Ss who keep a picture have to practice with partner using:
I live.....

- T gives feedback.
- Say “Open your book page 7” and look at “Unit 11, 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 the characters talk about where they live and tick or cross the correct pictures.

***Procedure:**

- Elicit the names of the streets or roads, and the house numbers



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

- Ss listen
- Ss open their books
- Look at the pictures and say:
 - + *Picture 1. A house at 12 Le Loi Street*
 - + *Picture 2. A house in To Hieu Street*
 - + *Picture 3. A house at 15 Hoa Binh Road*
 - + *Picture 4. A house in Quang Trung Road*
- 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 write the answer
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and answer
- Ss answer: *thirty-five*
- Ss say the missing word
- Ss look, complete and read the completed sentence in chorus.
- Ss complete the sentences
- Ss read aloud
- 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

Key: 1.v 2.x 3.x 4.v

Activity 2. Look, complete and read.

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

***Procedure:**

- Have Ss read the exchange and guess the missing word in the answer.



1. A: Where do you live?

B: I live at _____ Green Street.



2. A: Where do you live?

B: I live in _____.



3. A: _____ do you live?

B: I live at _____.



4. A: Where do you _____?

B: I live _____.

- 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 sentences 2,3 and 4.

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

- T gives feedbacks.

Key:

1. 35

2. Tran Phu Road

3. Where; 4 Thai Ha Street.

4. live; in London Road

Activity 3. Let's play.

***Aims:** Ss will be able to practise the target vocabulary and sentence patterns

by playing the game ***Whispering***.

***Procedure:**

- Invite two or three teams of four pupils to the front. Each team makes a line.
- Show a sentence to the last pupil of each team.
- + Ask them to whisper the sentence to the next pupil.
- + The pupil continues whispering until the one at the front of the line gets the sentence.
- + The pupil at the front of the line shouts out the sentence or writes the sentence on the board.
- + If it is correct, the team gets one star.
- Play the game with other teams in 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 praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

3. Homework. (3')

- Learn the vocabulary by heart
- Prepare the new lesson: *Unit 11, Lesson 2 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct

the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 19

Preparing date: January, 2026

Period 75

Teaching date: January, 2026

Unit 11: My home

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 Bill.
- use the phrases a big city, a noisy road, a busy street, a quiet village in relation to the topic “My home”
- use *What's thelike? – It's* to ask and answer questions about what a place is like
- **Vocabulary:** busy, noisy, quiet
- **Model sentences:**

A: What's the street like?

B: It's a busy street.

- **Skills:** speaking and listening

2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Oral Communication: speak about someone, ask and answer the questions

- Digital competence & AI literacy:

+ Use teacher-controlled digital pictures/maps to check home-location descriptions and recognise that AI-generated location statements must be verified 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 162,163,164; audio Tracks 4, 5, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Digital/AI integration: teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students*: Pupil's book Page 8, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</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>*Procedure:</p> <ul style="list-style-type: none"> - 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 practice with partner using: <i>Where do you live?</i> and <i>I live.....</i> - T gives feedback. - Say "Open your book page 8" and look at "Unit 11, Lesson 2 (1,2,3)". <p>2. Presentation (16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + <i>busy</i> : nhộn nhịp (situation) + <i>quiet</i> : yên tĩnh (situation) + <i>noisy</i> : ồn ào (situation) - T models (3 times). - T writes the words on the board. - <i>Checking: Rub out and remember</i> <p>Activity 2. Look, listen and repeat:</p> <p><i>*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) in which</i></p>	<ul style="list-style-type: none"> - Ss listen and keep the ball - Ss listen to music and 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 write - Look at the pictures and get to know the characters in the pictures. + <i>In picture a:</i> Bill: <i>Where do you live?</i> Minh: <i>I live in Hai Ba Trung Street</i> - <i>In picture b:</i> Bill: <i>What's the street like?</i> Minh: <i>It's a busy street.</i> - Ss listen and repeat in chorus (twice) - Ss work in pairs to practice - Ss practice the dialogue - Ss practice in front of the class - Ss listen - Ss look at the picture and answer. - Ss listen - Ss listen and repeat - Ss repeat - Ss look, listen and answer + <i>Picture a: a busy street</i> + <i>Picture b: a quiet village</i> + <i>Picture c: a noisy road</i> + <i>Picture d: a big city</i>

characters ask and answer the question about what a place is like.

***Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters and predict what they are talking about 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's the like? – It's* to ask and answer questions about what a place is like.

***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')

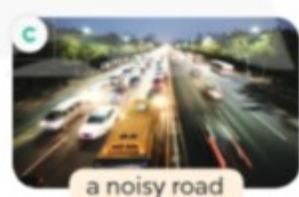
***Drill pictures**

- Elicit and identify the places in the pictures.

- Ss practice in chorus
- Ss practice in chorus
- Ss practice in chorus and individual
- Ss work in pairs to practice
- Ss listen
- Ss go to the board and role play.
- Ss listen
- Ss look at the picture and answer
+ *a busy street, a quiet village, a noisy road, a big city*
- Ss note
- Ss say the completed sentences.
- 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 compare the picture/map and sentence.
- Ss give the corrected home/location statement.



- 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, point at the relevant character in each picture, and act out his/her role.
- T gives feedbacks.

4. Production: (7')

Activity 4. Let's talk.

Aims: Ss will be able to enhance the correct use of **What's the like? – It's to ask and answer questions about what a place is like in a freer context.*

***Procedure:**

- Ask Ss to look at the pictures and elicit the phrase to describe the place in each picture.
- + *What can you see in the picture?*
- + *How many places are there?*



- T fills the gaps and writes the sentences on the board.
- T models
- T asks Ss *use of* *What's thelike?* and *It's* to ask and answer (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 by heart
- Prepare the new lesson: *Unit 11, Lesson 2* (4,5,6).

Digital & AI mini-task: "Home location – Check it!"

- T displays a picture/map and one AI-style home/location sentence with a deliberate mismatch.
- T asks pupils to compare the sentence with the visual/textbook evidence and correct it.
- Digital/AI evidence: pupil corrects one

D. ADJUSTMENTS (if necessary):

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Week 19

Preparing date: January, 2026

Period 76

Teaching date: January, 2026

Unit 11: My home

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 my school to tick the correct pictures.
- Using clue pictures to complete the gaps.
- Perform the song “my house” 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 review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

3. Attitude/ Qualities:

- Show their pride about their places/ address.
- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- **Teacher:** Teacher’s guide Pages 164, 165; audio Tracks 6, 7; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

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

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1.Warm- up: (5')</p> <p><i>Sing a song: "how are you"</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Show the song on the screen. https://www.youtube.com/watch?v=O13gITUS5t4 - Ask pupils to listen, sing and dance the song. - Say "Open your book page 9" and look at "Unit 11, Lesson 2 (4,5,6)". <p>2.Practice: (27')</p> <p>Activity 1. Listen and tick:</p> <p><i>*Aims: Ss will be able to listen to and understand two communicative contexts in which characters ask and answer questions about what a place is like and tick the correct pictures.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the words and phrases to describe the pictures. <div data-bbox="162 1375 812 1564"> </div> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Sing and dance the song in chorus. - Ss open their books -Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture a: a small village</i> + <i>Picture b: a big city</i> + <i>Picture c: a quiet street</i> + <i>Picture d: a busy street.</i> -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 write the correct answer -Ss listen and repeat. -Ss look at the pictures and say -Ss look at the sentence -Ss listen and answer -Ss read and complete -Ss complete the gap -Ss work in pairs -Ss read aloud the sentences. -SS listen - Ss listen -Ss read the song - Ss listen and pay attention the pronunciation, rhythm and melody. -Ss listen and sing, sentence by sentence -Ss listen -Ss listen and sing the whole song -Ss sing a song in front of the class -Ss sing and clap -Ss listen and answer -Ss listen and take note <p>Digital/AI pupil actions:</p>

+ 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 exchanges with the help of picture cues.

***Procedure:**

- Have pupils read the sentence and guess the missing words.



1. A: Where do you live?
B: I live at _____.
A: What's the street like?
B: It's a _____ street.



2. A: Where do you _____?
B: I live in a _____.
A: _____ the village _____?
B: It's a busy village.

- T models with sentence 1.

+ Have Ss look at the sentence.

+ Ask them what is missing in the answer (81 Tran Hung Dao Street).

+ Have Ss complete the gap.

+ Have Ss read the completed sentence in chorus.

-Have Ss work in pairs and complete the sentences 2.

- Invite pairs of pupils to stand up and read aloud the sentences.

-T gives feedbacks.

Key: 1. 81 Tran Hung Dao Street; quiet

2. live; village; What's; like

Activity 3. Let's sing.

***Aims:** Ss will be able to sing the song *My house* with the correct pronunciation, rhythm and melody.

- Ss check the sample answers with learnt language/picture evidence.

- Ss correct at least one AI-style error.

***Procedure:**

- Tell the Ss the title and the lyrics of the song.



- Have Ss read the first verse of the lyrics.
- + Explain that the first verse is about a house in a town.
- + Have Ss listen to the first verse, drawing their attention to the pronunciation, rhythm and melody.
- + Have Ss listen to and practise singing it, line by line, while making gestures for small, quiet and big
- Explain that it is about a house in a city.
- Ask pupils to listen to and sing the whole song while making gestures.
- Invite a few groups to the front of the class to sing the song.
- + The class may sing along and clap to reinforce the activity.

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

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- 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 20

Preparing date: January 2026

Period 77

Teaching date: January, 2026

Unit 11: My home

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 **i** and **ee** in isolation, the words *big* and *street*, and the sentences *They live in a big village.* and *They live in Green Street.* with the correct pronunciation and intonation.
- identify the target words *big* and *street* while listening.
- say the chant with the correct rhythm and pronunciation.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.
- **Digital competence & AI literacy:**

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:* Teacher's guide Pages 167, 168; audio Tracks 8,9,10; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration:* teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- *Students:* Pupil's book Page 10, notebooks, workbooks, school things.

C. **PROCEDURES:**

Teacher's activities	Students' activities
<p>1. Warm-up: (5')</p> <p><i>Game: What is missing?</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into teams. - Place some flashcards on the board (<i>street, village, big, small, road...</i>). - Have Ss from the teams close their eyes. + Remove one of the pictures. + Ss have to remember and say the missing pictures. + Give the first team to guess correctly one point. + The team that gets the most points wins. - Say "Open your book page 10" and look at "Unit 11, Lesson 3 (1,2,3)". <p>2. Presentation (9')</p> <p>Activity 1. Listen and repeat:</p> <p><i>*Aims: Ss will be able to correctly pronounce the sounds of the letters i and ee in isolation, in the words big and street, and in the sentences They live in a big village. and They live in Green Street with correct pronunciation and intonation.</i></p> <p>*Procedure:</p>	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss play game - Ss open their books - Ss recognize the differences about color of letter - Ss listen - Ss listen and point - Ss listen again and repeat - Ss listen again and repeat - Ss practice - Ss listen - Ss listen and say - 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 write the correct answer - 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

- T gives instruction to the letter *i* and *ee* in isolation, in the words *big* and *street*, and in the sentences *They live in a big village.* and *They live in Green Street*

- Play the recording for the letter *I, ee*
- 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 *big* and *street* while listening.*

***Procedure:**

- Elicit the sentences and explain that they have to listen.
- T ask Ss to guess the answers.
- + T writes Ss'guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

Key: 1.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.

- 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.



Little Bee, Little Bee
Where do you live?
I live in Green Street.
Green Street, Green Street.
Here you are, Little Bee.



Little Fish, Little Fish
Where do you live?
I live in a big village.
A big village, a big village.
Here you are, Little Fish.

- Play the recording for Ss to listen to the whole chant.
- + Have Ss repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the letters *i* and *ee* and the words *big* and *street*.
- 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?*
- T praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

4. Homework. (2')

- Prepare a picture of their family
- Prepare the new lesson: *Unit 11, Lesson 3 (4,5,6).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 20

Preparing date: January 2026

Period 78

Teaching date: January, 2026

Unit 11: My home

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 and circle the correct answers.
- Write about a student's home.
- Present picture 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 reading tasks.

- Digital competence & AI literacy:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

3. Attitude/ Qualities:

- Show their pride about their places/ address.

B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 168, 169, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 11, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm-up: (5') <i>Game: Spin the wheel</i> <i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i>	<ul style="list-style-type: none"> - Ss listen and play the game - Ss open their books - Ss listen - Ss read and answer

***Procedure:**

- Have Ss spin the wheel and say the words with the target sound
- Say “Open your book page 11” and look at “Unit 11, Lesson 3 (4, 5, 6)”.

2.Practice: (8’)**Activity 1. Read and circle:**

**Aims: Ss will be able to read and show the understanding of the text by circling the correct options to fill in the blanks.*

***Procedure:**

- Explain and check comprehension.
- Model sentence 1.
- +First, have Ss read Sentence 1 and decide what information they need to find in the text.
- + Then, have them read the text carefully and find the information about the flat where the writer lives to decide if option a or b is correct.
- + Circle the correct option.
- Ask Ss to do the task independently.
- Get Ss 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 in front of the class.

Key: 1. b 2.a 3.b 4.a

3.Production: (19’)**Activity 2. Let’s write**

**Aims: Ss will be able to use the target language to complete a gapped text about the place where pupils live.*

***Procedure:**

- Explain to the class the goal of this activity.
- Ask Ss to read each gapped sentence, guess the missing information and complete the sentence with their own personal information.
- Give Ss time to write their answers

-Ss read and find the information

-Ss circle

-Ss do the task

-Ss swap books and check the correct answers

-Ss read the text in front of the class

-Ss listen

-Ss read and answer

-Ss write

-Ss swap books and check their answers

-Ss check

-Ss listen

-Ss listen

-Ss work in groups

-Ss show the picture and say.



-Ss perform 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 check the sample answers with learnt language/picture evidence.

- Ss correct at least one AI-style error.

- Ask Ss to swap and correct their answers in pairs.

- Check the answers as a class.

Key: Pupils' answer.

Example: I live in a small house with my parents. It is in Nghia Lam Village. It is big. There are not many building there, but there are a lot of trees, flowers and it has fresh air. I love my house.

Activity 3. Project.

**Aims: Ss will be able to draw a picture of the place where they live and present it to the class, using the target language.*

***Procedure:**

- Explain the goal of this activity to Ss.
- Point at the picture and explain what they should do to complete the project.

- Tell Ss to work in groups.

- Give the class time to introduce about *your beautiful home*.

+Example: I live in a small house with my parents. It is in Nghia Lam Village. It is big. There are not many building there, but there are a lot of trees, flowers and it has fresh air. I love my house.

- Invite some Ss to show their pictures to the class and tell 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: *Unit 12: Lesson 1*

(1,2,3).

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 20

Preparing date: January, 2026

Period 79

Teaching date: January, 2026

Unit 12: Jobs

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) to ask and answer questions about jobs
- Use *What does he / she do? – He’s / She’s to ask and answer questions about jobs.*
- **Vocabulary:** actor, policeman, office worker
- **Model sentences:**

A: What’s does he/ she do?

B: He’s / She’s a policeman

- **Skills:** speaking and listening

2. Competences:

- Critical Thinking: talk about jobs
- Co-operation: ready to help friends in pair work/ group work.

Oral Communication: speak about jobs, ask and answer the questions.

- Digital competence & AI literacy:

+ Use teacher-controlled job/workplace pictures to check AI-generated job statements; understand that AI should not guess a real person’s job from appearance alone.

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 170, 171, audio Tracks 11, 12, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- Students: Pupil's book Page 12, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</p> <p><i>Game: 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"> - Divide class into 4 groups: Doreamon, Nobita, Xuka and Xeko. - Ask Ss look at the pieces of picture. - Ask Ss go to the board and jigsaw puzzle into the correct picture  <ul style="list-style-type: none"> - T checks who's the winner? - Ask Ss look at the pieces of picture - Say "Open your book page 12" and look at "Unit 12, Lesson 1 (1,2,3)". <p>2. Presentation (16')</p> <p>Activity 1. Vocabulary.</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"> - T elicits the new words + actor : diễn viên (nam) (picture) + policeman : cảnh sát (nam) (picture) + office worker : nhân viên văn phòng (picture) - T models (3 times). - T writes the words on the board. - Checking: Rub out and remember <p>Activity 2. Look, listen and repeat:</p>	<ul style="list-style-type: none"> - 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 write - Look at the pictures and get to know the characters in the pictures. + Picture a: Mai: <i>How many people are there in your family?</i> Ben: <i>There are four.</i> + Picture b: Ben: <i>This is my father.</i> Mai: <i>What does he do?</i> Ben: <i>He's a policeman.</i> - 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 woman working on a farm + Picture b. A policeman + Picture c. A woman working in an office + Picture d. A man acting in a film - Ss practice in chorus - Ss practice in chorus and groups - Ss practice in chorus and groups

***Aims:** Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) to ask and answer questions about the job of a family member.

***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 does he/she do? – He's / She's* to ask and answer questions about someone's job.

***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**

- Elicit and check comprehension the name of each character.

- Ss work in pairs to practice
- Ss listen
- Ss point and say
- Ss listen.
- Ss listen
- Ss listen and answer
- Ss look at the picture
- Ss listen and answer
- Ss work in pairs, 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 use the lesson picture/context, not appearance-only guessing.
- Ss correct one job/workplace statement.



- Run through all the pictures.
- Run through model sentences.
- + Run through the questions.
- + Run through the answers
- Have Ss to practise:
- + T says asks and 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.
- 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 does he/she do? – He's / She's* to ask and answer questions about someone's job in a freer context.

**Procedure:*

- Hold up the flash cards for *policeman, farmer, office worker, teacher, actor* to elicit the question and answer about his or her job.



- Have Ss look at the picture.
- Point at the adults in the picture and elicit *the character* and the questions *What does he/ she do?*
- Give Ss time to practise in pairs to ask and answer *What does he/ she do? He's / She's*
- Invite some pairs 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?*
- 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 by heart
- Prepare the new lesson: *Unit 12, Lesson 1 (4,5,6).*

Digital & AI mini-task: "Job or workplace – Check the evidence"

- T shows a job/workplace picture plus one AI-style sentence with a deliberate mismatch.
- T reminds pupils that a real person's job should not be guessed only from appearance.
- T asks pupils to correct the sentence using the lesson picture/context.
- Digital/AI evidence: pupil corrects one job/workplace statement from provided evidence.

D. ADJUSTMENTS (if necessary):

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Made by facebook Huong Le - 0374629390

Week 20

Preparing date: January, 2026

Period 80

Teaching date: January, 2026

Unit 12: Jobs

Lesson 1 (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 communicative contexts in relation to the topic “Jobs”.
- read and write about jobs of family members.
- sing the song *My lovely family* with the correct melody and pronunciation.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. Competences:

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

- Digital competence & AI literacy:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 172, 173; audio Tracks 13, 14; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 13, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (5’) <i>Game: “Throw the ball”</i>	- Ss listen

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

***Procedure:**

- Divide the class into 2 teams.
- Stick the pictures of activities on the board.
- T says a word, a pupil from each team has to point/throw the ball to the right picture and says the word three times.
- + The one says faster will get points.
- Encourage pupils take part in the game.
- Give points for pupils.
- Say "Open your book page 13" and look at "Unit 12, 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 the jobs of family members.

***Procedure:**

- Elicit the word for the jobs



- 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

- Ss play the game
- Ss listen
- Ss open their books
- Look at the pictures and say:
 - + *Picture 1: teacher*
 - + *Picture 2: policeman*
 - + *Picture 3: office worker*
 - + *Picture 4: actor*
- Ss guess the answers
- Ss listen to the tape and tick or cross
- Ss listen again, tick/ cross and swap books with their partners.
- Ss check their answers and guessing
- Ss check Ss' guesing
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and answer
- Ss answer: *office worker*
- Ss look, complete and read the completed sentence in chorus.
- Ss work in groups and complete the sentence
- 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 character 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 sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

in chorus.

Key: 1.x 2.v 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:**

- Have Ss look at the pictures and identify the jobs in the pictures.



1. A: What does your sister do?
B: She's an _____.

2. A: What does your brother do?
B: He's _____.

3. A: What does your father _____?
B: He's _____.

4. A: _____ does your mother do?
B: _____.

- Have Ss look at the four incomplete sentences and dialogues 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 sentences 2,3 and 4.
- Ask a few Ss to stand up and read the completed sentences aloud.
- T gives feedbacks.

Key:

1. office worker 2. An actor

3. do; a policeman

4. What; she's a farmer

Activity 3. Let's sing.

***Aims:** Ss will be able to sing the song *My lovely family* with the correct pronunciation and melody.

***Procedure:**

- Introduce the title and lyrics of the song: "*My lovely family*" song.



- 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 relevant character 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 at the relevant character.
- 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')

- Learn the vocabulary by heart
- Prepare the new lesson: *Unit 12, Lesson*

2 (1,2,3).

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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 21

Preparing date: January, 2026

Period 81

Teaching date: January, 2026

Unit 12: Jobs

Lesson 2 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- Use the words actor, farmer, nurse, office worker, policeman, factory, farm, hospital, and nursing home in relation to the topic "Jobs";
- Use *Where does he / she work?* – *He / She works* to ask and answer questions about places of work.

- **Vocabulary:** farm, nursing home, gardener.

- **Model sentences:**

A: Where does he/ she work?

B: He/ She works at a nursing home.

- **Skills:** speaking and listening

2. Competences:

- Critical Thinking: talk about jobs
- Co-operation: ready to help friends in pair work/ group work.
- Oral Communication: speak about someone, ask and answer the questions

- **Digital competence & AI literacy:**

+ Use teacher-controlled job/workplace pictures to check AI-generated job statements; understand that AI should not guess a real person's job from appearance alone.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.

B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 174, 175; audio Tracks 15,16, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- *Students*: Pupil's book Page 14, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm- up: (3')</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><i>*Procedure:</i></p> <ul style="list-style-type: none"> - 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 practice with partner using: <i>What does he/ she do?</i> and <i>He's/ She's.....</i> - T gives feedback. - Say "Open your book page 8" and look at "Unit 12, Lesson 2 (1,2,3)". <p>2. Presentation (16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in front of starting the new lesson.</i></p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> - T elicits the new words + <i>nursing home</i> : viện dưỡng lão (picture) + <i>farm</i> : nông trại (situation) + <i>gardener</i> : người làm vườn (situation) - T models (3 times). - T writes the words on the board. - <i>Checking: Rub out and remember</i> <p>Activity 2. Look, listen and repeat:</p> <p><i>*Aims: Ss will be able to understand and</i></p>	<ul style="list-style-type: none"> - Ss listen and keep the ball - Ss listen to music and 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 write - Look at the pictures and get to know the characters in the pictures. + <i>In picture a:</i> Bill: <i>What does your mother do?</i> Mai: <i>She's a nurse</i> - <i>In picture b:</i> Bill: <i>Where does she work?</i> Mai: <i>She works at a nursing home.</i> - 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 + <i>Picture a. A woman working at a nursing home</i> + <i>Picture b. A man working at a</i>

correctly repeat the sentences in two communicative contexts in which pupils ask and answer questions about the place of work of a family member.

***Procedure:**

- Have Ss look at *Pictures a and b* and identify the characters and jobs 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 *Where does he / she work?*

– *He / She works* to ask and answer questions about places of work.

***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**

- Elicit and check comprehension the name of each character.

factory

+ *Picture c. A woman teaching at a school*

+ *Picture d. A man working on a farm*

- Ss practice in chorus
- Ss practice in chorus
- Ss practice in chorus
- Ss work in pairs to practice
- Ss listen
- Ss go to the board and role play.
- Ss listen
- Ss look at the picture and answer
- + *a woman working at a nursing home, a man teaching in a classroom, a woman working at a factory, a man working on a farm*
- Ss note

- Ss say the completed sentences.
- Ss work in pairs, ask and answer
- Ss perform 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 use the lesson picture/context, not appearance-only guessing.
- Ss correct one job/workplace statement.



- 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, point at the relevant character in each picture, and act out his/her role.
- T gives feedbacks.

4. Production: (7')

Activity 4. Let's talk.

Aims: Ss will be able to enhance the correct use of **Where does he / she work? – **He / She works** to ask and answer questions about someone's job in a freer context.*

***Procedure:**

- Have Ss look at the pictures and elicit the jobs
- + *What can you see in the picture?*
- + *Who are they?*
- + *What does he/she do?*



- T fills the gaps and writes the sentences on the board.
- T models
- T asks Ss *use of* *Where does he/ she work?* to ask and answer (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?*
- T review the vocabulary and model sentences.

5. Homework. (2')

- Learn the vocabulary by heart.
- Prepare the new lesson: *Unit 12, Lesson 2 (4,5,6).*

Digital & AI mini-task: “Job or workplace – Check the evidence”

- T shows a job/workplace picture plus one AI-style sentence with a deliberate mismatch.
- T reminds pupils that a real person’s job should not be guessed only from appearance.
- T asks pupils to correct the sentence using the lesson picture/context.
- Digital/AI evidence: pupil corrects one job/workplace statement from provided evidence.

D. ADJUSTMENTS (if necessary):

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Unit 12: Jobs

Lesson 2 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- Use *Where does he / she work? – He / She works* to ask and answer questions about places of work.
- Listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Jobs”
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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 176, 177; audio Tracks 17; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 15, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (5’) Game: “throw the ball” <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: <ul style="list-style-type: none"> - Divide the class into 2 teams. - Stick the pictures of jobs on the board. + T says a word, a pupil from each team has to point/throw the ball to the right picture and says the word three times. + The one says faster will get points. 	<ul style="list-style-type: none"> - Ss listen and play the game - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture 1a: A nurse working at nursing home</i> + <i>Picture 1b: A nurse working at a hospital</i> + <i>Picture 2a: A man working on a farm</i> + <i>Picture 2b: A man working at a</i>

- Encourage Ss to take part in the game.
- Give points for Ss.
- Say “Open your book page 15” and look at “Unit 12, 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 jobs and workplaces of family members and tick the correct pictures.*

***Procedure:**

- Elicit the names and jobs of the characters in the pictures.
- Point at the pictures respectively to explain the context.



- 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. b

Activity 2. Look, complete and read.

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

factory

- 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 write the correct answer
- Ss listen and repeat.
- Ss look at the pictures and say
- Ss listen and answer
- Ss read and complete
- Ss complete the gap
- Ss read the completed sentence
- Ss work in pairs and do the task
- Ss read aloud the sentences.
- Ss listen
- Ss play the game
- Ss play the game
- Ss play the game
- Ss listen and answer
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

***Procedure:**

- Have Ss look at the pictures and ask identify the jobs in the pictures.

1. A: What does your mother do?

B: She's a _____.

A: Does she _____ a nursing home?

B: No, she doesn't. She works at a hospital.



2. A: What does your brother do?

B: He's _____.

A: Where does he _____?

B: He works _____.



- T models with sentence 1.
- + Have Ss look at the sentence.
- + Ask them what is missing in the answer (*nurse*).
- + Have Ss complete the gap.
- + Have Ss read the completed sentence in chorus.
- Have Ss work in pairs and complete the sentences 2
- Invite pairs of pupils to stand up and read aloud the sentences.
- T gives feedbacks.

Key: 1. Nurse / work at

3. a worker/ work / at a factory.

Activity 3. Let's play- Gussing game

***Aims:** *Ss will be able to revise the target vocabulary and sentence patterns by playing the game *Gussing game*.*

***Procedure:**

- Explain that they have to listen to the teacher's sentences and reply the places where they work as quickly as possible.
- Invite two groups of pupils (*three pupils in each group*) to the front of the class.
- Then say (*ex: He's a farmer.*) and ask the groups to reply (*ex: He works on a farm.*).
- +The group that gives the correct answer more quickly gets one point / star.
- +The group with more points / stars is the winner.
- When pupils feel confident with the game,

call on one or two pupils to act as the teacher to say the sentences to the 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?*

- 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 12, Lesson 3 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 21

Period 83

Preparing date: January, 2026

Teaching date: January, 2026

Unit 12: Jobs
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 **ar** and **ur** in isolation, the words *farmer* and *nurse* and the sentences *My father is a farmer* and *My mother is a nurse* with the correct pronunciation and intonation.

- identify the target words *farmer* and *nurse* 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.

- Digital competence & AI literacy:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

3. Attitude/ Qualities:

- Kindness: Help partners to complete learning tasks.

B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 179, 180; audio Tracks 18,19, 20; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

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

C. PROCEDURES:

Teacher's activities	Students' activities																																																																																																				
<p>1.Warm- up: (5')</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>*Procedure:</p> <table><tr><td>N</td><td>B</td><td>K</td><td>K</td><td>E</td><td>P</td><td>S</td><td>C</td><td>F</td><td>T</td></tr><tr><td>U</td><td>C</td><td>T</td><td>H</td><td>N</td><td>E</td><td>H</td><td>C</td><td>F</td><td>H</td></tr><tr><td>R</td><td>L</td><td>U</td><td>A</td><td>A</td><td>E</td><td>A</td><td>O</td><td>T</td><td>U</td></tr><tr><td>S</td><td>E</td><td>L</td><td>N</td><td>F</td><td>C</td><td>T</td><td>S</td><td>T</td><td>R</td></tr><tr><td>E</td><td>A</td><td>W</td><td>K</td><td>A</td><td>I</td><td>O</td><td>G</td><td>E</td><td>D</td></tr><tr><td>E</td><td>C</td><td>O</td><td>O</td><td>R</td><td>C</td><td>I</td><td>S</td><td>R</td><td>A</td></tr><tr><td>S</td><td>R</td><td>O</td><td>E</td><td>M</td><td>C</td><td>V</td><td>E</td><td>A</td><td>Y</td></tr><tr><td>G</td><td>A</td><td>R</td><td>D</td><td>E</td><td>N</td><td>E</td><td>R</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>R</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>A</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>Rows: <i>gardener</i></p>	N	B	K	K	E	P	S	C	F	T	U	C	T	H	N	E	H	C	F	H	R	L	U	A	A	E	A	O	T	U	S	E	L	N	F	C	T	S	T	R	E	A	W	K	A	I	O	G	E	D	E	C	O	O	R	C	I	S	R	A	S	R	O	E	M	C	V	E	A	Y	G	A	R	D	E	N	E	R	A	Y	D	T	S	S	R	S	O	R	S	M	A	C	E	B	F	A	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 write the correct answer</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>
N	B	K	K	E	P	S	C	F	T																																																																																												
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Columns: *nurse, farmer, Thursday.*

-T checks who's winner?

- Say "Open your book page 16" and look at "Unit 12, Lesson 3 (1,2,3)".

2. Presentation(9')

Activity 1. Listen and repeat:

***Aims:** *Ss will be able to correctly pronounce the sounds of the letters **ar** and **ur** in isolation, the words **farmer** and **nurse** and the sentences **My father is a farmer** and **My mother is a nurse**.*

***Procedure:**

- T gives instruction to the **ar** and **ur** in isolation, the words **farmer** and **nurse** and the sentences **My father is a farmer** and **My mother is a nurse**.

- Play the recording for the letter **ar, ur**.
- 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 **farmer** and **nurse** while listening.*

***Procedure:**

- Elicit the sentences and explain that they have to listen.
- T ask Ss to guess the answers.
- + T writes Ss'guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to

-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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

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.

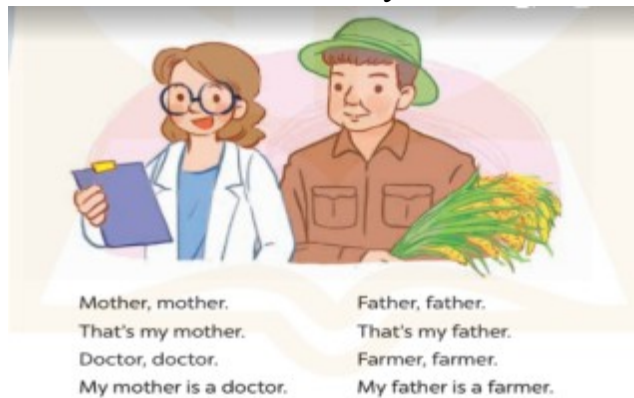
Key: 1.b 2.c

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 *ar* and *ur* and the words *farmerr* and *nurse*.
- 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 12, Lesson 3 (4,5,6).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 21

Preparing date: January, 2026

Period 84

Teaching date: January, 2026

Unit 12: Jobs
Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- Read and write about the jobs and the places of work of family members.
- Present to the class at 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 reading tasks.

- Digital competence & AI literacy:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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 180, 1181, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

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

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (5')</p> <p><i>Game: Guessing</i></p> <p><i>*Aims:</i> to review the vocabulary and structure about greet and respond to greetings.</p> <p><i>*Procedure:</i></p> <ul style="list-style-type: none"> - Divide the class into 4 teams. - Look at the cards (1-8), there are pictures behind them. + Let Ss guess the pictures then say aloud the job. + Who can make it will have points for the team. (Spin the lucky wheel to get the points) - Encourage Ss to take part in the game and practice speaking English. - Give points for Ss. - Say "Open your book page 17" and look at "Unit 12, Lesson 3 (4, 5, 6)". 	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books - Ss listen - Ss read and answer - Ss read and complete - Ss write the first word - Ss work in pairs and complete - Ss swap books and check the correct their answers - Ss write the correct answer - Ss read the text aloud - Ss listen - Ss listen - Ss read and answer - Ss write - Ss swap books and check their answers - Ss check - Ss listen - Ss listen and show the photos/ picture - Ss listen and pay attention - Ss practice
<p>2. Practice: (8')</p> <p>Activity 1. Read and complete:</p> <p><i>*Aims:</i> Ss will be able to read and show understanding of the text by filling in the gaps in the table.</p> <p><i>*Procedure:</i></p>	

- Tell Ss about the context of the paragraphs
- Point at the table and elicit the type of information they need to find in the texts.
- Ask Ss attend to the blank in number 1 and find the missing word.
- Write the missing word on the board and get the class to read the completed sentence together.
- Have Ss work in pairs and complete
- Tell Ss to swap books with a partner, then check answers together as a class.
- Write the correct answers on the board for pupils to correct their answers.
- Invite Ss to read the text aloud
- T gives feedbacks.

*Key: 1. A nurse 2. At a nursing home
3. worker 4. At a factory*

3. Production: (19')

Activity 2. Let's write

**Aims: Ss will be able to use the target language to complete a gapped text about pupils' family members.*

***Procedure:**

- Explain to the class the goal of this activity.
- Ask Ss to read each gapped sentence, guess the missing information and complete the sentence with their own personal information.
- Give Ss time to write their answers
- Ask Ss to swap and correct their answers in pairs.
- Check the answers as a class.

Key: Pupils' answer.

Example: There are four people in my family. My mother is a nurse. She works at a nursing home. My father is a worker. He works at a factory. My sister and I are pupils. We study at a school.

Activity 3. Project.

**Aims: Ss will be able to collect photos or draw pictures of family members at home and present them to the class by using the target*

- Ss work in groups and say
- Ss show the picture and perform in front of the class.
- Ss vote the most beautiful ones
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

language

***Procedure:**

- Explain that they have to show the photos / pictures that they have prepared at home and present them to the class.
- Have Ss show the mind map that they have prepared for the project.
- Revise some structures and vocabulary that Ss need for their presentations.
- +*Example: Hello, everyone. My name's Huong. I'm nine years old. This is my family. There are four people in my family. My mother is a nurse. She works at a nursing home. My father is a worker. He works at a factory. My sister and I are pupils. We study at a school.*
- Give Ss time to practise their presentations by themselves.
- Give Ss time to practise presenting their picture within their groups.
- Select a few Ss to present their picture to the class if there is enough time.
- Create a class display of the projects and organise a vote to find the most beautiful ones.

***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: *Unit 13: Lesson 1 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- 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 22

Preparing date: February....., 2026

Period 85

Teaching date: February....., 2026

Unit 13: Appearance

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 big, short, slim, tall in relation to the topic "Appearance"
- use *What does he / she look like? – He's / She's* to ask and answer questions about someone's appearance;
- **Vocabulary:** short, slim, tall, look like
- **Model sentences:**

A: What does he/ she look like?

B: He's/ She's tall.

- **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 character pictures to describe only observable appearance; recognise that AI should not infer personality, ability or other personal traits from appearance.

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 183, 84, audio Tracks 21, 22, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 18, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</p> <p><i>Game: jigsaw puzzle</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide class into 4 groups: Doreamon, Nobita, Xuka and Xeko. - Ask Ss look at the pieces of picture. - Ask Ss go to the board and jigsaw puzzle into the correct picture  <ul style="list-style-type: none"> - T checks who's the winner? - Ask Ss look at the pieces of picture - Say "Open your book page 18" and look at "Unit 13, Lesson 1 (1,2,3)". <p>2. Presentation (16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + <i>short : thấp, ngắn (picture)</i> + <i>slim : mảnh mai (situation)</i> + <i>tall : cao (picture)</i> + <i>look like : trông như (translation)</i> - T models (3 times). 	<ul style="list-style-type: none"> - 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 write - Look at the pictures and get to know the characters in the pictures. + Picture a Nam: <i>Do you have a brother, Lucy?</i> Lucy: <i>Yes, I do</i> + Picture b Nam: <i>What does he look like?</i> Lucy: <i>He's tall.</i> - 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 repeat - Ss practice in chorus - Ss practice in chorus - Ss practice in chorus - Ss work in pairs to practice - Ss listen to the teacher - Ss point and say - Ss listen. - Ss listen - Ss look at the picture and answer

- 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 appearance.*

***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 does he / she look like?*

*– **He's / She's** to ask and answer questions about someone's appearance*

***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***

+I can see a family of four people with different appearances

-Ss note

- Ss say the completed sentences.

-Ss pay attention

-Ss work in pairs

-Ss perform in front of the class.

-Ss answer the questions

- Ss listen

-Ss listen and clap their hands

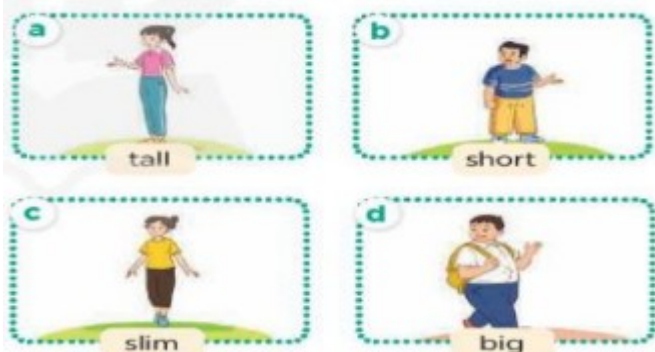
-Ss listen and take note

Digital/AI pupil actions:

- Ss describe only what can be seen.

- Ss reject one unsupported AI-style assumption.

- Elicit and check comprehension the appearance



- Run through all the pictures.
- Run through model sentences.
- + Run through the questions.
- + Run through the answers
- Have Ss to practise:
- + T says asks and 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.
- 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 does he / she look like? – **He's / She's** to ask and answer questions about someone's appearance in a freer context.*

***Procedure:**

- T asks ss to guess each
- + *What can you see in the picture?*



- T fills the gaps and writes the sentences on

the board.

- T models
- T asks Ss to work in pairs to ask and answer
- Invite some pupils to the front of the class to present their exchanges.
- 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?*
- 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 by heart
- Prepare the new lesson: *Unit 13, Lesson 1 (4,5,6).*

Digital & AI mini-task: "Describe, don't guess"

- T shows a character picture and two AI-style statements: one observable appearance fact and one unsupported personal guess.
- T asks pupils to keep the observable description and reject the unsupported guess.
- Digital/AI evidence: pupil distinguishes an observable fact from an AI-style assumption.

D. ADJUSTMENTS (if necessary):

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Week 22

Preparing date: February....., 2026

Period 86

Teaching date: February....., 2026

Unit 13: Appearance

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 big, short, slim, tall in relation to the topic "Appearance"
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Appearance"
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 186, 187; audio Tracks 23, 24; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

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

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm-up: (5') <i>Game: "Passing the ball"</i> <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: <ul style="list-style-type: none"> - Divide class into 3 teams. - Each team has 1 sticky ball. - Play the music, ss in each team take turn to 	<ul style="list-style-type: none"> - Ss listen and keep the puppet - Ss listen to music and play the game - Ss listen - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture 1a: a slim woman</i> + <i>Picture 1b: a short woman</i> + <i>Picture 2a: a tall boy playing</i>

pass the ball.

- After the music ends, 3 ss have the ball – stand up and say the name, using the sentence model.

- Say “Open your book page 19” and look at “Unit 13, Lesson 1 (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 characters ask and answer questions about a family member’s appearance, and tick the correct pictures.*

***Procedure:**

- Elicit the name of the room 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.a 2.b

Activity 2. Look, complete and read.

**Aims: Ss will be able to complete the target sentence patterns in four exchanges*

football

+ *Picture 2b: a short boy playing football*

- 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 write the correct answer
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and answer
- Ss answer: *tall*
- Ss look, complete and read the completed sentence in chorus.
- Ss work in groups and complete the sentence
- 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 character 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 sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

about appearance with the help of picture cues.

***Procedure:**

- Have Ss look at the pictures and identify the appearance of the people (*tall, short, big, slim*).

1. A: What does your brother look like?

B: He's _____.



2. A: What does your grandmother look like?

B: She's _____.



3. A: What does your grandfather _____ like?

B: He's _____.



4. A: _____ does your mother look like?

B: _____.



- Have Ss look at the four incomplete exchanges 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 sentences 2,3 and 4.
- Ask a few Ss to stand up and read the completed sentences aloud.
- T gives feedbacks.

Key:

1.

tall 2. short 3. look; big

4. What; She's slim.

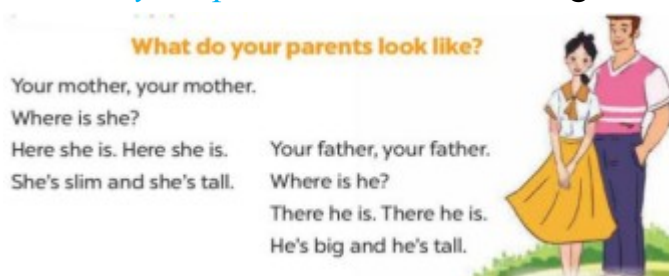
Activity 3. Let's sing.

***Aims:** Ss will be able to sing the song *What do your parents look like?* with the correct melody and pronunciation.

***Procedure:**

- Introduce the title and lyrics of the song: “

What do your parents look like? " song.



- 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 relevant character 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 at the relevant character.
- 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')

- Learn the vocabulary by heart
- Prepare the new lesson: *Unit 13, Lesson 2* (1,2,3).

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 22

Preparing date: February....., 2026

Period 87

Teaching date: February....., 2026

Unit 13: Appearance

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 a round face, big eyes, long hair, and short hair in relation to the topic "Appearance"
- use *What does he / she look like? –He / She has* to ask and answer questions about someone's appearances
- **Vocabulary:** long, round
- **Model sentences:**

A: What does he / she look like?

B: He/ She has a round face.

- **Skills:** speaking and listening

2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Oral Communication: speak about someone, ask and answer the questions

- Digital competence & AI literacy:

+ Use teacher-controlled character pictures to describe only observable appearance; recognise that AI should not infer personality, ability or other personal traits from appearance.

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 188, 189; audio Tracks 25, 26, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- *Students*: Pupil's book Page 20, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</p> <p><i>Game: Teacher says</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Teachers quickly review body parts, focusing on Face features. - Teacher plays "Teacher says": Touch your ears/nose/face/eyes/hair to review face features. - Say "Open your book page 20" and look at "Unit 13, Lesson 2 (1,2,3)". <p>2. Presentation(16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + <i>round</i> : tròn (<i>realia</i>) + <i>long</i> : dài (<i>realia</i>) - T models (3 times). - T writes the words on the board. - <i>Checking: Rub out and remember</i> <p>Activity 2. Look, listen and repeat:</p> <p><i>*Aims: Ss will be able to understand and</i></p>	<ul style="list-style-type: none"> - 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 write - Look at the pictures and get to know the characters in the pictures. + <i>In picture a:</i> Bill: <i>How old is your brother, Mai?</i> Mai: <i>He's four</i> + <i>In picture b:</i> Bill: <i>What does he look like?</i> Mai: <i>He has a round face.</i> - 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

correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about someone's appearance, using the verb to have

***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 diagraph
- 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 does he / she look like? – He / She has* to ask and answer questions about someone's appearance.

***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**

- Elicit and check comprehension the name of each character.

- + *Picture a:* a boy with short hair
- + *Picture b:* a girl with long hair
- + *Picture c:* a boy with a round face
- + *Picture d:* a girl with big eyes

- Ss practice in chorus
- Ss practice in chorus
- Ss practice in chorus
- Ss work in pairs to practice
- Ss listen
- Ss go to the board and role play.
- Ss listen
- Ss look at the picture and answer
- + a group of four pupils with different appearance
- Ss note
- Ss say the completed sentences.
- Ss work in pairs and ask and answer
- Ss perform in front of the class.
- Ss answer the questions
- Ss listen
- Ss listen and take note

Digital/AI pupil actions:

- Ss describe only what can be seen.
- Ss reject one unsupported AI-style assumption.



- 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, point at the relevant character in each picture, and act out his/her role.
- T gives feedbacks.

4. Production: (7')

Activity 4. Let's talk.

Aims: Ss will be able to enhance the correct use of **What does he / she look like?*

– He / She has to ask and answer questions about someone's appearance in a freer context.

***Procedure:**

- T asks ss to attend to the picture.
- + *What can you see in the picture?*
- + *Where are they?*
- + *What do they look like?*



- T fills the gaps and writes the sentences on the board.
- T models
- T asks Ss use of *What does he/ she look like?* and *He has/ She has.....* to ask and answer (pairs work)

- 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?*

- T review the vocabulary and model sentences.

5. Homework. (2')

- Learn the vocabulary by heart
- Prepare the new lesson: *Unit 13, Lesson 2 (4,5,6).*

Digital & AI mini-task: "Describe, don't guess"

- T shows a character picture and two AI-style statements: one observable appearance fact and one unsupported personal guess.
- T asks pupils to keep the observable description and reject the unsupported guess.
- Digital/AI evidence: pupil distinguishes an observable fact from an AI-style assumption.

D. ADJUSTMENTS (if necessary):

Unit 13: Appearance

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 big, short, slim, tall, a round face, big eyes, long hair, and short hair in relation to the topic "Appearance".
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic "Appearance"
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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 190, 191; audio Tracks 27; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students**: Pupil's book Page 21, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm- up: (5') Game: play the Angry Bird game (PPT) <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: <ul style="list-style-type: none"> - Divide the class into 2 teams. - Pupils from each team choose a number, then 	<ul style="list-style-type: none"> - Ss listen and play the game - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + Picture a: a girl with short hair + Picture b: a girl with big eyes + Picture c: a girl with long hair + Picture d: a girl with a round

answer the question in that number.

- If the Ss answer correctly, the teacher clicks on the brick of that number to find out the scores.

- Say “Open your book page 21” and look at “Unit 13, 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 characters ask and answer questions about someone’s appearance, and number the correct pictures.*

***Procedure:**

- Elicit the questions to ask for the appearance of the character 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.d 2. a 3. c 4. b

Activity 2. Look, complete and read.

**Aims: Ss will be able to complete the target sentence patterns in two exchanges about appearance with the help of picture cues*

face

-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 write the correct answer

-Ss listen and repeat.

-Ss look at the pictures and say

-Ss listen and answer

-Ss read and complete

-Ss write

-Ss read the completed sentence

-Ss work in pairs and complete

-Ss read **aloud**

- Ss listen the rule of the game

- Ss listen the rule of the game

- Ss listen the rule of the game

-Ss play the game

- Ss play the game

-Ss listen and answer

-Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.

- Ss correct at least one AI-style error.

***Procedure:**

- Have Ss look at the pictures and identify the appearance of the characters in the pictures

1. A: Do you have a brother, Mai?

B: Yes, I do.

A: What does he look like?

B: He's _____. He has a round _____.



2. A: Do you have a sister, Bill?

B: Yes, I do.

A: What does she _____?

B: She's slim. She has _____.

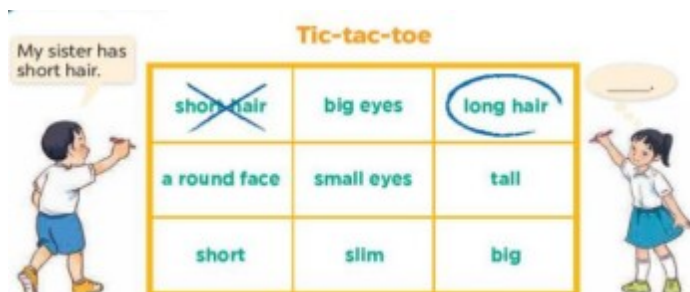


- T models with sentence 1.
- + Have Ss look at the sentence.
- + Ask them what is missing in the answer (*big*).
- + Have Ss write the first word
- + Have Ss read the completed sentence in chorus.
- Have Ss work in pairs and complete the sentences 2.
- Invite pairs of pupils to stand up and read aloud the sentences.
- T gives feedbacks.

Key: 1. big / short, face 2. look like, long hair

Activity 3. Let's play.

***Aims:** Ss will be able to review vocabulary about family members and appearance by playing the game Tic-tac-toe.

***Procedure:**

- Tell pupils that they are going to play the game Tic-tac-toe.

- +Two pupils play at a time. One pupil is X, and the other is O.
- +The pupils take turns choosing a square by saying a word and putting their mark in the corresponding square.
- +The first pupil to write three marks in a vertical, horizontal or diagonal line is the winner.
- Invite two pupils to play at a time.
- Change the words in the grid and let pupils 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')

- Prepare the new lesson: *Unit 13, Lesson 3 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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 23

Preparing date: February....., 2026

Period 89

Teaching date: February....., 2024

Unit 13: Appearance

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 **l** and **r** in isolation, the words *long* and *round* and the sentences *My sister has long hair* and *My brother has round eyes* with the correct pronunciation and intonation.
- identify the target words *long* and *round* while listening.
- say the chant with the correct rhythm and pronunciation.
- **Vocabulary**: Review
- **Skills**: speaking, listening, reading and writing.

2. Competences:

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

- **Digital competence & AI literacy**:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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**: Teacher's guide Pages 192, 193; audio Tracks 28,29,30; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students**: Pupil's book Page 22, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1.Warm- up: (5') <i>Game: play the Doraemon game (PPT)</i> <i>*Aims: to create a friendly and active</i>	- Ss listen -Ss play game

atmosphere in the class to beginning the lesson.

***Procedure:**

- Divide the class into 3 teams.
- Pupils from each team choose a number, then ask and answer with the picture in that number.
- If the Ss answer correctly, they get the points (dorayaki) for that question.
- After 9 numbers, the team with the most points is the winner.
- Say “Open your book page 22” and look at “Unit 13, Lesson 3 (1,2,3)”.

2. Presentation(9’)

Activity 1. Listen and repeat:

Aims: Ss will be able to correctly pronounce the sounds of the letters **l and **r** in isolation, in the words **long** and **house**, and in the sentences **My sister has long hair** and **My brother has round eyes** with correct pronunciation and intonation.*

***Procedure:**

- T gives instruction to the **l** and **r** in isolation, in the words **long** and **round**, and in the sentences **My sister has long hair** and **My brother has round eyes**.
- Play the recording for the letter **l, r**.
- 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.

- Ss open their books
- Ss recognize the differences about color of letter
- Ss listen
- Ss listen and point
- Ss listen again and repeat
- Ss listen again and repeat
- Ss practice
- Ss listen
- Ss listen and say
- 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 write the correct answer
- Ss listen and repeat.
- Ss read the sentences
- Ss look and listen.
- Ss listen to the chant
- Ss listen and repeat line by line without clap their hands
- Ss note the sounds, words
- Ss listen to melody of the chant
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss listen.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note
- Digital/AI pupil actions:**
- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

***Aims:** Ss will be able to identify the target words *long* and *round* while listening.

***Procedure:**

- Elicit the sentences and explain that they have to listen.
- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

Key: 1.b 2.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 *l* and *r* and the words *long* and *round*.

- 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 13, Lesson 3 (4,5,6).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 23

Preparing date: February....., 2026

Period 90

Teaching date: February....., 2024

Unit 13: Appearance

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 appearance.
- do a survey about the appearance of family members and use it to practise talking in the classroom at 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 reading tasks.

- **Digital competence & AI literacy**:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 194, 195, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration**: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- **Students**: Pupil's book Page 23, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm- up: (5') <i>Game: Slap the board</i> <i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i>	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books - Ss listen

***Procedure:**

- Divide pupils into 2-3 teams.
- Each team sends one representative to the board. Teacher draws two boxes and writes *l* and *r* in each box.
- Teacher reads a word and the representatives slap the box containing letters *l* or *r* according to the sound that they hear.
- The first pupil to touch the box gets one point.
- Say “Open your book page 23” and look at “Unit 13, Lesson 3 (4, 5, 6)”.

2.Practice: (8’)**Activity 1. Read and complete:**

***Aims:** *Ss will be able to read a text and complete four gapped sentences about appearance.*

***Procedure:**

- Have pupils look at the picture and guess what the text is about.

1. My grandfather and grandmother are _____.
2. My father is _____.
3. My mother has _____.
4. My sister has _____.



- Have Ss look at four incomplete sentences below the text.
- Ask Ss to read through the text to find the information and complete four sentences
- Ask Ss to do the task individually.
- Have Ss swap their books with a partner and check the answers.

*Key: 1. big 2. very tall 3. long hair
4. a round face and big eyes*

3.Production: (19’)

- Ss read and answer
- Ss read and complete
- Ss read the text and do the task
- Ss swap books and check
- Ss listen
- Ss read and answer
- Ss write
- Ss swap books and check their answers
- Ss check
- Ss listen
- Ss note
- Ss pay attention
- Ss practice
- Ss present in front of class.
- Ss vote the most presenter ones
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

Activity 2. Let's write

***Aims:** Ss will be able to complete a gapped paragraph with personal information about family members.

***Procedure:**

- Have Ss read through the paragraph to get the general idea.
- Ask Ss to read each gapped sentence, guess the missing information and complete the sentence with their own personal information.
- Give Ss time to write their answers
- Ask Ss to swap and correct their answers in pairs.
- Check the answers as a class.

Key: Pupils' answer.

Example: There are four people in my family. My father is tall. He has short hair. My mother is slim. She has long hair. My brother is big. We love our family

Activity 3. Project.

***Aims:** Ss will be able to carry out a survey on the appearance of pupils' family members and present it to the class.

***Procedure:**

- Explain that pupils are going to report the results of their surveys about their family members' appearance.

Appearance of my family members

My father's tall. He's got short hair.

	tall	short	big	slim	short hair	long hair
father	✓				✓	
mother						
brother						
sister						



Lesson 3

- Have Ss hold up their completed surveys.
- Revise some words and sentence patterns

that pupils can use for their presentations.

- Give Ss some time to practise their presentations by themselves and within groups.
- Select a few pupils to give their presentations in front of the class.
- 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?*
- 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 14: Lesson 1 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 23

Preparing date: February....., 2026

Period 91

Teaching date: February....., 2026

Unit 14: Daily activities

Lesson 1 (1, 2, 3)

A. OBJECTIVES:

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

1. **Knowledge:**

- use the phrases in the morning, at noon, in the afternoon, in the evening in relation to the topic “Daily activities”
- use *When do you watch TV? – I watch TV* to ask and answer questions about when someone watches TV;
- **Vocabulary:** in the morning, in the afternoon, in the evening, at noon
- **Model sentences:**

A: When do you watch TV?

B: I watch TV in the evening.

- **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 routine chart to organise daily activities; avoid sharing detailed private family schedules or times when someone is home alone.

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 196,197, audio Tracks 31, 32, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 24, notebooks, workbooks, school things.

C. **PROCEDURES:**

Teacher’s activities	Students’ activities
1.Warm- up: (3’) Game: Guessing game (PPT) <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: - Look at the picture and guess the answer for the question. - Say “Open your book page 24” and look at “Unit 14, Lesson 1 (1,2,3)”.	- 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 write -Look at the pictures and get to know the time of day in the pictures.

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
- + *in the morning* : vào buổi sáng (explain)
- + *in the afternoon*: vào buổi chiều (situation)
- + *in the evening*: vào buổi tối (situation)
- + *at noon* : vào buổi trưa (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 and answering questions about when someone watches TV.

*Procedure:

- Have Ss look at Pictures a and b and identify the time of the day 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 *When do you watch TV? – I*

+ Picture a:

Ben: *What's your hobby, Mai?*

Mai: *I like watch TV.*

+ Picture b:

Ben: *When do you watch TV?*

Mai: *I watch TV in the evening.*

-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 boy watching TV in the morning

+ Picture b. a girl watching TV at noon

+ Picture c. a boy watching TV in the afternoon

+ Picture d. a girl watching TV in the evening

-Ss practice in chorus

-Ss practice in chorus

-Ss work in pairs to practice

-Ss point and say, ask and answer

-Ss listen.

-Ss listen

-Ss look at the picture and answer

-Ss repeat the questions and answers

-Ss work in pairs, point and 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

watch TVto ask and answer questions about when someone watches TV.

***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**

- Elicit the time of the day from pupils (*looking at the clock and the sun in the pictures*).



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise
- 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 When do you watch TV? – I watch TVto ask and answer questions about when someone watches TV in a freer context.*

Digital/AI pupil actions:

- Ss check the activity/time against the chart.
- Ss correct one mismatch and keep family information general.

***Procedure:**

- Draw Ss' attention to the clocks and the sun for the answers *I watch TV in the morning / at noon / in the afternoon / in the evening.*



- Get pupils to repeat the questions and answers several times.
- Have Ss to work in pairs, point at the different pictures in this section, ask and answer the question *When do you watch TV?*
- Invite some pairs to take turns asking and answering questions about when someone watches TV 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')

- Prepare the new lesson: *Unit 14, Lesson 1 (4,5,6).*

Digital & AI mini-task: "Safe routine chart"

- T displays a simple fictional/textbook-character routine chart.
- T shows one AI-style routine sentence with a time/activity mismatch and asks pupils to correct it.
- T reminds pupils not to publish detailed private family schedules.
- Digital/AI evidence: pupil corrects one routine item

and identifies safe information.	
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D. ADJUSTMENTS (if necessary):

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Week 23

Preparing date: February....., 2026

Period 92

Teaching date: February....., 2024

Unit 14: Daily activities**Lesson 1 (4, 5, 6)****A. OBJECTIVES:**

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

1. Knowledge:

- use the phrases in the morning, at noon, in the afternoon, in the evening in relation to the topic “Daily activities”.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Daily activities”.
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher’s guide Pages 199, 200; audio Tracks 33, 34; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 25, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (5’)	

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 answer the question using: *When do you watch TV?* and *I watch TV.....*
- Say “Open your book page 25” and look at “Unit 14, 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 when someone does an activity, and tick or cross the pictures

*Procedure:

- Elicit and identify the activities and the time of the day by looking at the clocks and the sun or moon.



- 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’

- Ss listen and pay attention
- Ss play the game.
- Ss open their books
- Look at the pictures and say:
 - + *Picture 1. a boy watching TV in the morning*
 - + *Picture 2. a boy reading a book in the afternoon*
 - + *Picture 3. a girl watching TV in the afternoon*
 - + *Picture 4. a girl reading a book in the evening*
- 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 write the correct answer
- Ss listen and repeat.
- Ss look at the picture and answer
- Ss look and answer
- Ss answer: *evening*
- Ss look, complete and read the completed sentence in chorus.
- Ss complete the sentence
- Ss read the completed sentences aloud
- Ss look and listen.
- Ss pay attention and say
- Ss listen the whole song
- Ss listen and repeat, line by line
- Ss sing the whole song
- Ss sing the song 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 check the sample answers with learnt language/picture evidence.
 - Ss correct at least one AI-style error.

guessing.

- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.

Key: 1.x 2.v 3.x 4.x

Activity 2. Look, complete and read.

**Aims: Ss will be able to complete four gapped exchanges about when someone does an activity with the help of picture cues*

***Procedure:**

- Ask Ss to look at the pictures and identify the activities and time of the day.



1. A: When do you watch TV?

B: In the _____.



2. A: When do you do the housework?

B: In the _____.



3. A: When do you _____?

B: At _____.



4. A: _____ do you read books?

B: In the _____.

- 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 sentences 2,3 and 4.

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

-T gives feedbacks.

Key:

1. evening 2. afternoon

3. listen to music; room

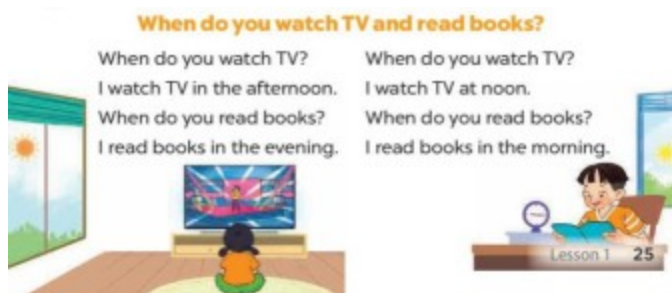
4. When; morning

Activity 3. Let's sing

***Aims:** Ss will be able to sing the song
When do you watch TV and read books?
 with the correct pronunciation, rhythm and melody

***Procedure:**

- Have pupils read the lyrics to familiarise themselves with the questions and answers.



- Encourage them to identify two activities (*watch TV; read books*) and time of the day in the pictures.
- Have Ss listen to the whole song, drawing their attention to the pronunciation and tune.
- Play the recording of the song once or twice for pupils to listen and repeat, line after line, and do related actions.
- Ask Ss 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.

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

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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 24

Preparing date: January, 2026

Period 93

Teaching date: January, 2026

Unit 14: Daily activities**Lesson 2 (1, 2, 3)****A. OBJECTIVES:**

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

1. Knowledge:

- use the phrases wash the clothes, clean the floor, help with the cooking and wash the dishes in relation to the topic “Daily activities”.
- use *What do you do in the morning? – I* to ask and answer questions about what daily activities someone does in the morning;
- **Vocabulary:** wash the clothes, clean the floor, help with the cooking, wash the dishes
- **Model sentences:**

A: What do you do in the morning?

B: I clean the floor.

- **Skills:** speaking and listening

2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Oral Communication: speak about someone, ask and answer the questions

- Digital competence & AI literacy:

+ Use a teacher-controlled digital routine chart to organise daily activities; avoid sharing detailed private family schedules or times when someone is home alone.

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 201, 202; audio Tracks 35, 36; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students:* Pupil's book Page 26, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</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>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Have Ss from each team take turns choose a letter and answer a question - If Ss answer correctly get some points - Say "Open your book page 26" and look at "Unit 14, Lesson 2 (1,2,3)". <p>2. Presentation(16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in starting the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + <i>clean the floor : lau sàn nhà (picture)</i> + <i>wash the clothes: giặt quần áo (picture)</i> + <i>wash the dishes : rửa chén bát (picture)</i> + <i>help with the cooking : giúp đỡ việc nấu ăn (picture)</i> - T models (3 times). 	<ul style="list-style-type: none"> - 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 write - Look at the pictures and get to know the characters in the pictures. + <i>In picture a:</i> Bill: <i>What do you do on Sundays, Linh?</i> Linh: <i>I do the housework.</i> – <i>In picture b:</i> Bill: <i>What do you do in the morning?</i> Mai: <i>I clean the floor</i> - 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.

- 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 what daily activity someone does.*

***Procedure:**

- Have Ss look at *Pictures a and b* and identify what activities Linh does on Sundays.



- 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 in the morning?** - **I** to ask and answer questions about what activity someone does in the morning.*

***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**

-Ss listen

-Ss listen and repeat

-Ss repeat

- Ss look, listen and answer

+ *Picture a: wash the clothes*

+ *Picture b: clean the floor*

+ *Picture c: help with the cooking*

+ *Picture d: wash the dishes*

-Ss practice in chorus

- Ss practice in chorus

-Ss work in pairs to practice

-Ss listen

-Ss point and say

-Ss go to the board and role play.

-Ss listen

-Ss look at the picture and answer

+ *Family members doing the housework together (washing the clothes, cleaning the floor, washing the dishes, helping with the cooking)*

-Ss repeat a few times the questions

- Ss answer

-Ss repeat the answer

-Ss pay attention

-Ss work in groups to ask and answer

-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 check the activity/time against the chart.

- Ss correct one mismatch and keep family information general.

- Have Ss look at the pictures and elicit what activity each child is doing.



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
- 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.
- 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 in the morning / afternoon / evening? – I to ask and answer questions about what activity someone does in the morning / afternoon / evening in a freer context.*

***Procedure:**

- Explain that each picture shows the members of a family doing the housework together



- Ask Ss to repeat the question a few times:
What do you do in the morning / afternoon / evening?
- Point at the boy who is cleaning the floor to

elicit the answer (*I clean the floor.*).

- Have Ss repeat it a few times.
- Split the class into two groups to take turns pointing at each activity that a character is doing, asking and answering in chorus.
- Ask S to practise asking and answering
What do you do in the morning / afternoon / evening? - I

- Invite some pairs of pupils to the front of the class to take turns asking and answering

***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.

5. Homework. (2')

- Prepare the new lesson: *Unit 14, Lesson 2 (4,5,6).*

Digital & AI mini-task: "Safe routine chart"

- T displays a simple fictional/textbook-character routine chart.
- T shows one AI-style routine sentence with a time/activity mismatch and asks pupils to correct it.
- T reminds pupils not to publish detailed private family schedules.
- Digital/AI evidence: pupil corrects one routine item and identifies safe information.

D. ADJUSTMENTS (if necessary):

Week 24

Preparing date: January, 2026

Period 94

Teaching date: January, 2026

Unit 14: Daily activities

Lesson 2 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- use the phrases wash the clothes, clean the floor, help with the cooking and wash the dishes in relation to the topic “Daily activities”
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Daily activities”
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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 203, 204; audio Tracks 37, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students**: Pupil’s book Page 27, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (5’) “Listen and draw” (ppt) <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: <ul style="list-style-type: none"> - Teacher plays the audios, ss listen and draw pictures in their white board/ paper. - Say “Open your book page 27” and look at “Unit 14, Lesson 2 (4,5,6)”. 	<ul style="list-style-type: none"> - Ss listen and play the game - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture a. a boy washing dishes</i> + <i>Picture b. a girl helping her mum with the cooking</i> + <i>Picture c. a girl washing clothes</i> + <i>Picture d. a boy cleaning the floor</i> - Ss guess the answers

2.Practice: (27')**Activity 1. Listen and number:**

**Aims: Ss will be able to listen to and understand four exchanges about what activities characters do at a specific time of the day and number the correct pictures.*

***Procedure:**

- Elicit the activity that the girl is doing 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.c 2.a 3.d 4.b

Activity 2. Look, complete and read.

**Aims: Ss will be able to complete two gapped exchanges with the help of picture cues and sentences*

***Procedure:**

- Elicit the missing words in the question and answer from the picture cue and sentence.

- 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 write the correct answer
- Ss listen and repeat.
- Ss look at the pictures and say
- Ss listen and answer
- Ss complete the gap
- Ss read and complete
- Ss work in pairs
- Ss read aloud the sentence
- Ss look and listen.
- Ss listen to the rule of the game
- Ss listen
- Ss play the game
- Ss ask and answer
- Ss answer the questions
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

1. A: What do you do in the morning?

B: I wash my _____.

A: _____ do you do at noon?

B: I wash the dishes.



2. A: What do you do in the _____?

B: I help my mum with the cooking.

A: And in the _____, what do you do?

B: We watch _____ together.



- T models with sentence 1.

+ Have Ss look at the sentence.

+ Ask them what is missing in the answer (*clothes*).

+ Have Ss complete the gap.

+ Have Ss read the completed sentence in chorus.

-Have Ss work in pairs and complete the sentences 2.

- Invite pairs of pupils to stand up and read aloud the sentences.

-T gives feedbacks.

Key: 1. Clothes; What

2. afternoon; evening; TV

Activity 3. Let's play- Miming game

**Aims: Ss will be able to review asking and answering questions about what activity someone does at a specific time of the day by playing Miming game.*

***Procedure:**

- Explain how the game is played.

+ Write the question on the board *What do you do in the ...?*

+Ask one player from each team to come to the front of the class and whisper the answer to the question he / she wants to revise to the two players.

+They take turns miming the sentences they are told for their team to guess.

+The team gets one point if their guess is

correct.

+The game continues until the time is up.
+ The team with the most points at the end of the game wins.

- Write all correct answers on the board, under the question *What do you do in the ...?*

- When the game is over, get pairs of pupils to take turns asking and answering the question *What do you do in the morning / afternoon / evening?* using the answers on the board.

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

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 24

Preparing date: January, 2026

Period 95

Teaching date: January, 2026

Unit 14: Daily activities

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 **tch** and **sh** in isolation, the words *watch* and *wash* and the sentences *When do you watch TV?* and *I wash my clothes in the evening.* with the correct pronunciation and intonation.
- identify the target words *watch* and *wash* while listening.
- say the chant with the correct rhythm and pronunciation.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Self-control and independent learning: perform listening tasks.
- **Digital competence & AI literacy:**
+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher's guide Pages 206, 207; audio Tracks 38, 39, 40; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 28, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm- up: (5') <i>Game: Pass the bomb game (ppt)</i> <i>*Aims: to create a friendly and active</i>	- Ss listen -Ss play game

atmosphere in the class to beginning the lesson.

***Procedure:**

- Teacher gives students an object to pass around.
- Whoever got the object when the bomb goes off will have to answer the question
- Say “Open your book page 28” and look at “Unit 14, Lesson 3 (1,2,3)”.

2. Presentation(9’)

Activity 1. Listen and repeat:

***Aims:** *Ss will be able to correctly pronounce the sounds of the letters **tch** and **sh** in isolation, in the words **watch** and **wash**, and in the sentences **When do you watch TV?** and **I wash my clothes in the evening** with correct pronunciation and intonation.*

***Procedure:**

- T gives instruction to the letters **tch** and **sh** in isolation, in the words **watch** and **wash**, and in the sentences **When do you watch TV?** and **I wash my clothes in the evening**.
- Play the recording for the letter **tch, sh**
- 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 **watch** and **wash** while listening.*

- Ss open their books
- Ss recognize the differences about color of letter
- Ss listen
- Ss listen and point
- Ss listen again and repeat
- Ss listen again and repeat
- Ss practice
- Ss listen
- Ss listen and say
- 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 write the answer
- Ss listen and repeat.
- Ss read the sentences
- Ss look and listen.
- Ss listen to the chant
- Ss listen and repeat line by line without clap their hands
- Ss note the sounds, words
- Ss listen to melody of the chant
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss listen.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

***Procedure:**

- Elicit the sentences and explain that they have to listen.
- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

Key: 1.c 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.



Watch TV, watch TV.
Do you watch TV?
Yes, I do. Yes, I do.
When do you watch TV?
In the evening. In the evening.



Wash clothes, wash clothes.
Do you wash your clothes?
Yes, I do. Yes, I do.
When do you wash your clothes?
In the afternoon. In the afternoon.

- 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 *sch* and *sh* and the words *watch* and *wash*.
- 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 14, Lesson 3 (4,5,6).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 24

Preparing date: January, 2026

Period 96

Teaching date: January, 2026

Unit 14: Daily activities

Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- use the phrases wash the clothes, clean the floor, help with the cooking and wash the dishes in relation to the topic “Daily activities”
- read and write about someone’s daily activities.
- draw pictures or take notes of what daily activities pupils do at home and present the results to the class at 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 reading tasks.

- **Digital competence & AI literacy**:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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 207, 208, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration**: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- **Students**: Pupil’s book Page 29, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (5’) Game: Brainstorming <i>*Aims: to review the vocabulary and structure about greet and respond to</i>	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books

greetings.

***Procedure:**

- Hold a activity card, then reveal it slowly.
- Ask What's activity?
- 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 29" and look at "Unit 14, Lesson 3 (4, 5, 6)".

2.Practice: (8')

Activity 1. Read and match:

**Aims: Ss will be able to read a paragraph and show understanding of it by matching time phrases with the appropriate activities*

***Procedure:**

- Have Ss read all the phrases under the paragraph. Tell them to read Phrase 1: *in the morning*.
- Ask Ss scan the paragraph for the appropriate activity related to the phrase.
- Have Ss to do the activity independently.
- Get Ss to swap books with their partners and check their answers before checking as a class.
- Invite some Ss to stand up and read the paragraph aloud.

Key: 1.a 2. a, d 3. b

3.Production: (19')

Activity 2. Let's write

**Aims: Ss will be able to complete a paragraph about pupils' activities on Sundays.*

***Procedure:**

- Explain to the class the goal of this activity.

- Ss read and answer
- Ss scan the paragraph
- Ss do the task
- Ss swap books and check
- Ss read the paragraph aloud
- Ss listen
- Ss read and answer
- Ss write
- Ss swap books and check their answers
- Ss check the answer
- Ss listen
- Ss work in groups
- Ss show the picture and say.
- Ss perform 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

- Ask Ss to read each gapped sentence, look at the picture and fill in the gap.
- Give Ss time to write their answers
- Ask Ss to swap and correct their answers in pairs.
- Check the answers as a class.

Example: I do a lot of housework on Sundays. In the morning, I wake up and have breakfast. In the afternoon, I watch TV and play games. In the evening, I have dinner with my family.

Activity 3. Project.

***Aims:** Ss will be able to draw pictures or take notes of what daily activities pupils do on Sundays and present the results to the class, using the target language

***Procedure:**

- Explain that they have to look at the pictures or notes they have prepared at home and present the results to the class.



- Have Ss work in groups of five.
- + Each pupil looks at their pictures or notes and tells the group about *what daily activities he / she does on Sundays.*
- Invite a few Ss to look at their pictures or notes and tell the class about them
- Have the rest of class applaud if pupils perform well
- + *Example: Hello, everyone. My name's Hung. I'm nine years old. This is my picture. I do a lot of housework on*

Sundays. In the morning, I wake up and have breakfast. In the afternoon, I watch TV and play games. In the evening, I have dinner with my family.

***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: *Unit 15: Lesson 1 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- 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 25

Preparing date: February....., 2026

Period 97

Teaching date: February....., 2026

Unit 15: My family's weekend

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 cinema, shopping centre, sports centre, swimming pool in relation to the topic “*My family’s weekends*”
- use *Where does he / she go on Saturdays? – He / She goes to the* to ask and answer questions about where someone goes
- **Vocabulary:** cinema, shopping centre, sports centre, swimming pool
- **Model sentences:**

A: Where does he / she go on Saturdays?

B: He/ She goes to the gym.

- **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 weekend schedule to verify place/activity information; do not share exact family whereabouts, live location or detailed real schedules publicly.

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 209, 210; audio Tracks 41, 42, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 30, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
<p>1. Warm- up: (3’)</p> <p><i>Sing: weekend song</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <p>https://www.youtube.com/watch?v=Fz8weSgTBiA</p> <p>-Show the song on the screen</p> <p>-Ask Ss sing and dance</p> <p>- Say “Open your book page 30” and look at “Unit 15, Lesson 1 (1,2,3)”.</p> <p>2. Presentation(16’)</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the</i></p>	<p>- Ss listen</p> <p>- Ss sing and dance</p> <p>- Ss open their books</p> <p>-Ss listen and answer</p> <p>- Ss listen and repeat</p> <p>+ Choral repetition (3 times).</p> <p>+ Individual repetition (3 ss)</p> <p>- Ss take note</p> <p>- Ss look, remember and write</p> <p>-Look at the pictures and get to know the characters in the pictures.</p> <p>+ Picture a:</p> <p><i>Mary: Where does your father go on Saturdays?</i></p>

vocabulary in the new lesson.

***Procedure:**

-T elicits the new words

+ *sports centre* : trung tâm thể thao

(picture)

+ *shopping center*: trung tâm mua sắm

(situation)

+ *swimming pool* : hồ bơi

(picture)

+ *cinema* : rạp chiếu phim

(picture)

- 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 the characters ask and answer questions about where a family member goes at the weekend.

***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 *Where does he / she go on Saturdays?– He / She goes to the to ask and answer questions about where a family member goes at the weekend.*

Mai: *He goes to the gym.*

+ Picture b

Mary: *What about your mother?*

Where does she go on Saturdays?

Mai: *She goes to the shopping centre.*

-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: father at the sports centre*

+ *Picture b. a mother at the shopping centre*

+ *Picture c. a brother at the swimming pool*

+ *Picture d. a sister at the cinema*

-Ss practice in chorus

-Ss practice in chorus

-Ss practice in chorus

-Ss work in pairs to practice

-Ss point and say

-Ss listen.

-Ss listen

-Ss look at the picture and answer

+ *a father at the gym, a brother at the cinema, a sister at the shopping centre, a mother at the swimming pool.*

-Ss note

- Ss say the completed sentences.

-Ss work in pairs

-Ss perform in front of the class.

-Ss answer the questions

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 name of the rooms.



- Run through all the pictures.
- Run through model sentences.
- + Run through the questions.
- + Run through the answers
- Have Ss to practise:
- + T says asks and 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.
- 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 *Where does he / she go on Saturdays?* – *He /She goes to the to ask and answer questions about where a family member goes at the weekend in a freer*

- Ss listen

- Ss listen and clap their hands

- Ss listen and take note

Digital/AI pupil actions:

- Ss compare the schedule and sentence.
- Ss correct one mismatch and use only safe/general information.

context.

***Procedure:**

- Ask questions to help them identify the context



- T fills the gaps and writes the sentences on the board.
- T models
- T asks Ss to work in pairs to ask and answer
- Invite some pupils to the front of the class to present their exchanges.
- 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?*
- 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')

- Prepare the new lesson: *Unit 15, Lesson 1 (4,5,6).*

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

- T uses a fictional/textbook-character weekend schedule and one AI-style mismatched sentence.
- T asks pupils to compare the schedule and correct the sentence.
- T reminds pupils to keep real family whereabouts private.
- Digital/AI evidence: pupil corrects one weekend place/activity statement.

D. ADJUSTMENTS (if necessary):

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 Made by facebook Huong Le - 0374629390

Week 25
 Period 98

Preparing date: February....., 2026
 Teaching date: February....., 2026

Unit 15: My family's weekend

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 cinema, shopping centre, sports centre, swimming pool in relation to the topic “My family's weekends”
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family's weekends”
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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 212,213 audio Tracks 43, 44; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 31, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm- up: (5') Game: slap the board <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: - Divides class into 2 teams.	- Ss listen - Ss play the game - Ss open their books - Look at the pictures and say: + <i>Picture 1a: a sister at the cinema</i> + <i>Picture 1b: a sister at the</i>

- T calls 1 pupil from each team to come to the board.
- T shows clues (picture and some given letters) on the slides, pupils need to slap the board as quickly as possible to choose the missing letters.
- The first pupils slapping at the correct answer will get 1 point for their team.
- Say “Open your book page 31” and look at “Unit 15, Lesson 1 (4,5,6)”.

2.Practice: (27’)

Activity 1. Listen and tick:

**Aims: Ss will be able to listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures.*

***Procedure:**

- Elicit the name of the food 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.a

Activity 2. Look, complete and read.

**Aims: Ss will be able to complete two gapped sentences and two gapped*

swimming pool

+ *Picture 2a: a mother at the shopping centre*

+ *Picture 2b: a mother at the gym*

- 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 write the answers
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and answer
- Ss answer: *swimming pool*
- Ss look, complete and read the completed sentence in chorus.
- Ss complete the sentence
- 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 character 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

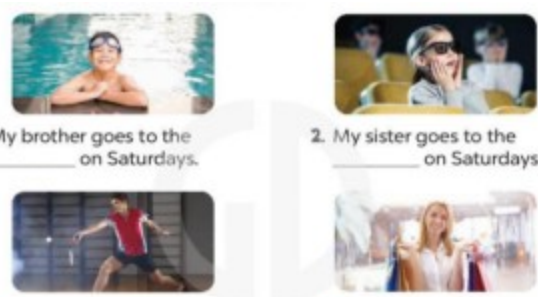
Digital/AI pupil actions:

- *Ss check the sample answers with learnt language/picture evidence.*
- *Ss correct at least one AI-style error.*

exchanges with the help of picture cues.

***Procedure:**

- Have Ss look at the pictures and identify the places and characters in the pictures.



1. My brother goes to the _____ on Saturdays.

2. My sister goes to the _____ on Saturdays.

3. A: Where does your father go on Saturdays?
B: He _____ to the _____.

4. A: _____ does your mother go on Saturdays?
B: She _____.

- Have Ss look at the four incomplete exchanges 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 sentences 2,3 and 4.

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

-T gives feedbacks.

Key:

1.

: 1. *swimming pool*

2.

2. *cinema*

3.

3. *goes; sports centre*

4. *Where; goes to the shopping centre*

Activity 3. Let's sing.

***Aims:** Ss will be able to sing the song *Where do they go on Saturdays?* with the correct pronunciation, rhythm and melody.

***Procedure:**

- Introduce the title and lyrics of the song:
“ *Where do they go on Saturdays?* ” song.

Where do they go on Saturdays?

Where does your father go on Saturdays?

He goes to the sports centre.

Where does your mother go on Saturdays?

She goes to the shopping centre.

Where does your brother go on Saturdays?

He goes to the cinema.

Where does your sister go on Saturdays?

She goes to the swimming pool.



- 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 relevant character 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 at the relevant character.
- 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')

- Learn the sing by heart
- Prepare the new lesson: *Unit 15, Lesson*

2 (1,2,3).

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 25

Preparing date: February....., 2026

Period 99

Teaching date: February....., 2026

Unit 15: My family’s weekend

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 cook meals, do yoga, play tennis and watch films in relation to the topic “My family’s weekends”
- use *What does he / she do on Sundays? – He / She* to ask and answer questions about what someone does;
- **Vocabulary:** cook meals, do yoga, play tennis and watch films
- **Model sentences:**

A: What does he / she do on Sundays?

B: He/ She plays tennis.

- **Skills:** speaking and listening

2. Competences:

- Co-operation: ready to help friends in pair work/ group work.
- Oral Communication: speak about someone, ask and answer the questions
- **Digital competence & AI literacy:**
- + Use a teacher-controlled digital weekend schedule to verify place/activity information; do not share exact family whereabouts, live location or detailed real schedules publicly.

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 214, 215; audio Tracks 45, 46, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 32, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</p> <p>Game: Lucky Wheel game (ppt)</p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Have Ss from each team choose a number, then answer the questions. - If the Ss answer correctly, T spins the wheel on the slide to get the points for that question. - After 6 numbers, the team with the most points is the winner. - Say "Open your book page 32" and look at "Unit 13, Lesson 2 (1,2,3)". <p>2. Presentation (16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + cook meals : nấu các bữa ăn (realia) + play tennis : chơi quần vợt (realia) + watch films : xem phim (realia) + do yoga : tập yoga (visual) - T models (3 times). - T writes the words on the board. - Checking: Rub out and remember <p>Activity 2. Look, listen and repeat:</p> <p><i>*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about what a family</i></p>	<ul style="list-style-type: none"> - 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 write - Look at the pictures and get to know the characters in the pictures. + In picture a: Ben: <i>Where does your father go on Sundays?</i> Linh: <i>He goes to the sports centre</i> + In picture b: Ben: <i>What does he do there?</i> Linh: <i>He plays tennis</i> - 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 sister cooking + Picture b: a father playing tennis + Picture c: a brother watching a film + Picture d: a mother doing yoga

member does at the weekend

***Procedure:**

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



- 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 *What does he / she do on Sundays? – He / She* to ask and answer questions about what a family member does at the weekend.

***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**

- Elicit the activities of the people.

- Ss practice in chorus
- Ss practice in chorus
- Ss practice in chorus
- Ss work in pairs to practice
- Ss listen
- Ss go to the board and role play.
- Ss listen
- Ss look at the picture and answer
+ *a mother doing yoga, a brother cooking a meal, a sister watching a film, a father playing tennis*
- Ss work in pairs to ask and answer
- Ss 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 compare the schedule and sentence.
- Ss correct one mismatch and use only safe/general information.



- 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, point at the relevant character in each picture, and act out his/her role.
- T gives feedbacks.

4.Production: (7')

Activity 4. Let's talk.

Aims: Ss will be able to enhance the correct use of **What does he / she do on Sundays? – **He / She** to ask and answer questions about what a family member does at the weekend in a freer context.*

***Procedure:**

- Ask questions to help them identify the context.



- Put pupils into pairs and encourage them to

ask and answer questions about *what a family member does at the weekend*.

- Invite a few pairs to practise asking and answering questions about *what a family member does at the weekend*.

- Invite a few pairs 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 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 by heart

- Prepare the new lesson: *Unit 15, Lesson 2 (4,5,6).*

Digital & AI mini-task: “Weekend schedule – Check it!”

- T uses a fictional/textbook-character weekend schedule and one AI-style mismatched sentence.

- T asks pupils to compare the schedule and correct the sentence.

- T reminds pupils to keep real family whereabouts private.

- Digital/AI evidence: pupil corrects one weekend place/activity statement.

D. ADJUSTMENTS (if necessary):

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Week 25

Preparing date: February....., 2026

Period 100

Teaching date: February....., 2026

Unit 15: My family’s weekend
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 cinema, shopping centre, sports centre, swimming pool in relation to the topic “My family’s weekends”
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “My family’s weekends”
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher’s guide Pages 216, 217; audio Tracks 47; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 33, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1.Warm- up: (5’) <i>Game: “Lucky wheel”</i> <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: <ul style="list-style-type: none"> - Teacher divides the class into 2 teams (boys and girls). - Each team takes turns to choose the flag and answer the question. - The team that has more points is the winner. - Say “Open your book page 33” and look at “Unit 15, Lesson 2 (4,5,6) ”. 	<ul style="list-style-type: none"> - Sing and dance the song in chorus. - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture a:</i> <i>cinema icon</i> + <i>Picture b:</i> <i>yoga icon</i> + <i>Picture c:</i> <i>tennis icon</i> + <i>Picture d:</i> <i>cooking icon</i> - Ss guess the answers - Ss listen to the tape and match - Ss listen again, match and swap books with their partners. - Ss check their answers and guessing - Ss write the answer - Ss listen and repeat.
2.Practice: (27’) Activity 1. Listen and match:	

***Aims:** Ss will be able to listen to and understand four communicative contexts about what a family member does at the weekend and match the correct pictures

***Procedure:**

- Ask questions to help Ss identify the people in the pictures and the icons.



- 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. c 2. d 3. a 4. b

Activity 2. Look, complete and read.

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

***Procedure:**

- Have Ss look at the pictures and identify the people and their activities in the pictures

- Ss look at the pictures and say
- Ss look at the gap and pay attention
- Ss answer and complete the sentence
- Ss read and complete
- Ss do the task with exchange 2
- Ss swap books and check answer
- Ss read the completed
- Ss listen
- Ss listen
- Ss play the game
- Ss play the game
- Ss listen and answer
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.



1. A: Where does your brother go on Sundays?

B: He goes to the _____.

A: What does he _____ there?

B: He plays _____.

2. A: Where is your mother on Sundays?

B: She's at _____.

A: _____ does she do?

B: She _____.

- Have Ss look at the two gapped exchanges. Draw their attention to the missing words.

- Have Ss look at the first gap. Ask them what word is missing (*sports centre*). Then have them complete the sentence (*He goes to the sports centre.*).

+Get them to guess the missing words in the following sentences (*do; tennis*).

- Repeat the same procedure with Exchange 2.

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

- Ask a few pairs to read the completed exchanges aloud.

-T gives feedbacks.

Key: 1. sports centre; do; tennis

2. home; What; cooks meals

Activity 3. Let's play.

***Aims:** Ss will be able to revise target words about family weekend activities by playing Matching game

***Procedure:**



- Tell Ss that they are going to play Matching game in pairs.
- The player turns over a pair of cards.

+If the cards show an activity and a place that matches, the player scores a point, *ex: the card play tennis matches the card sports centre.*

- The player continues to turn over pairs of cards.

+ If the cards do not match, the other player has a turn.

+ The player who gets more points is the winner.

- Have Ss work in pairs. Invite one or two pairs to the front of the class to play the game.

- Ask Ss to make sentences with the words on the cards they have, *ex: My father goes to the sports centre on Sundays. He plays tennis.*

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

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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 26

Preparing date: March, 2026

Period 101

Teaching date: March, 2026

Unit 15: My family's weekend

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 **g** and **s** in isolation, in the words **go** and **television**, and in the sentences **I go to the cinema on Saturdays**. and **We watch television on Sundays**
- identify the target words **go** and **television** while listening.
- say the chant with the correct rhythm and pronunciation.
- **Vocabulary**: Review
- **Skills**: speaking, listening, reading and writing.

2. Competences:

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

- **Digital competence & AI literacy**:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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**: Teacher's guide Pages 218, 219; audio Tracks 48, 49, 50; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration**: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students**: Pupil's book Page 34, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm- up: (5') Game: play the Build the city game (PPT) *Aims: to create a friendly and active atmosphere in the class to beginning the	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books

lesson.

***Procedure:**

- Divide the class into 2 teams, Ss choose any number, the teacher clicks on the NUMBER to go to the question, after pupils answer correctly, the teacher clicks on the key next to it to unlock.
- Teacher clicks on start to build to go to the city building slide.
- Teacher clicks on the corresponding picture to put the object in the right place.
- The game ends when the city is built.
- Teachers can also add points for students to have more fun
- Say “Open your book page 34” and look at “Unit 15, Lesson 3 (1,2,3)”.

2. Presentation(9’)

Activity 1. Listen and repeat:

***Aims:** Ss will be able to correctly pronounce the sounds of the letters **g** and **s** in isolation, in the words *go* and *television*, and in the sentences *I go to the cinema on Saturdays*. and *We watch television on Sundays*

***Procedure:**

- T gives instruction to the letters **g** and **s** in isolation, in the words *go* and *television*, and in the sentences *I go to the cinema on Saturdays*. and *We watch television on Sundays*
- Play the recording for the letter **ea**.
- Encourage Ss to point at the letter/ word/ sentence while listening.
- Play the recording again and encourage Ss to listen and repeat.
- Do this several times until Ss feel confident.
- T calls some Ss to practice.
- T gives feedbacks.

- Ss recognize the differences about color of letter
- Ss listen
- Ss listen and point
- Ss listen again and repeat
- Ss listen again and repeat
- Ss practice
- Ss listen
- Ss listen and say
- 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 write the answer
- Ss listen and repeat.
- Ss read the sentences
- Ss look and listen.
- Ss listen to the chant
- Ss listen and repeat line by line without clap their hands
- Ss note the sounds, words
- Ss listen to melody of the chant
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss listen.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

3.Practice: (19')

Activity 2. Listen and circle.

Aims: Ss will be able to identify the target words **go and **television** while listening.*

***Procedure:**

- Elicit the sentences and explain that they have to listen.
- T ask Ss to guess the answers.
- + T writes Ss'guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

Key: 1.c 2.d

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 *g* and *s* and the words *go* and *television*

- 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 15, Lesson 3 (4,5,6).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 26

Preparing date: March, 2026

Period 102

Teaching date: March, 2026

Unit 15: My family's weekend**Lesson 3 (4, 5, 6)****A. OBJECTIVES:**

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

1. Knowledge:

- read and write about where someone goes and what someone does at the weekend;
- make notes about where their family members go and what they do at the weekend, and present the results to the class at 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 reading tasks.
- **Digital competence & AI literacy:**
+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

3. Attitude/ Qualities:

- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- **Teacher:** Teacher's guide Pages 220, 221, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 35, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm- up: (5') <i>Game: Catch the sentence (PPT)</i> <i>*Aims: to review the vocabulary and structure</i>	- Ss listen - Ss play game

about greet and respond to greetings.

***Procedure:**

- Divide the class into 2 or 3 teams
- T calls one pupil from each team to come up to the front.
- T explains the rules:
- Letters or words will appear then disappear.
- Read them quickly, the quicker one gets points for their team.
- Say “Open your book page 35” and look at “Unit 15, Lesson 3 (4, 5, 6)”.

2.Practice: (8’)

Activity 1. Read and tick True or False:

**Aims: Ss will be able to read a text and decide whether the statements about Ben and his family’s Sunday activities are true or false.*

***Procedure:**

- Draw pupils’ attention to the four statements, focusing on *the activities of each member of Ben’s family on Sunday*.
- Ask Ss to read the text individually first, then in pairs to decide if the statements are true or false.
- Have Ss to do the task.
- Select a few pupils to read their answers in front of the class.
- Check answers as a class and give explanations where necessary.

Key: 1. T 2. F 3. T 4. T

3.Production: (19’)

Activity 2. Let’s write

**Aims: Ss will be able to complete a text about what Mai’s family members do at the weekend by writing the target words in the gaps.*

***Procedure:**

- Explain to the class the goal of this activity.

- Ss open their books
- Ss read and answer
- Ss read and choose the correct answer
- Ss do the task
- Ss read the answer in front of the class
- Ss check the correct their answers
- Ss listen
- Ss read and answer
- Ss write
- Ss swap books and check their answers
- Ss check
- Ss listen and answer
- Ss work in groups
- Ss tell the group
- Ss perform 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

- Ask Ss to read each gapped sentence, look at the picture and fill in the gap.
- Give Ss time to write their answers
- Ask Ss to swap and correct their answers in pairs.
- Check the answers as a class.

Key: Pupils' own answers

Example: Mai and her family do a lot of things at the weekend. On Saturdays, her father goes to the sports centre. Her mother goes to the supermarket. Her brother goes to the zoo. Mai does her homework at home. On Sundays, her family has dinner together.

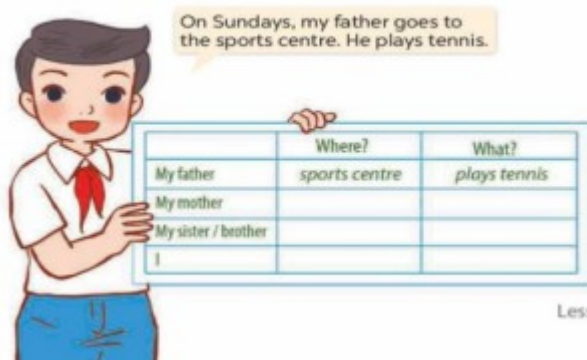
Activity 3. Project.

***Aims:** Ss will be able to make notes about where pupils' family members go and what they do at the weekend, and present the results to the class, using the target language.

***Procedure:**

- Explain that they have to look at the notes they have prepared at home and present the results to the class.

My family's weekend activities



Lesson 3

- Have pupils work in groups of five.
- + Each pupil looks at his / her notes and tells the group about *where each member of his / her family goes at the weekend and what each of them does there.*
- Invite a few pupils to look at their notes and tell the class about them, *ex: On Sundays, my father goes to the sports centre. He plays*

tennis.

***Consolidation**

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

***Procedure:**

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

4. Homework. (3')

- Prepare the new lesson: *Review 3.*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 26

Preparing date: March, 2026

Period 103, 104

Teaching date: March, 2026

Review 3

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 do you live? – I live ____.*
 - + *What's the ____ like? – It's ____.*
 - + *What does he / she do? – He's / She's ____.*
 - + *Where does he / she work? – He / She works ____.*
 - + *What does he / she look like? – He's / She's ____.*
 - + *What does he / she look like? – He / She has ____.*
 - + *When do you watch TV? – I watch TV ____.*

- + *What do you do in the morning? – I ____.*
- + *Where does he / she go on Saturdays? – He / She goes to the ____.*
- + *What does he / she do on Sundays? – He / She ____.*

- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 222, 223; Track 51; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

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

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm-up: (5') <i>Game: Whispering</i> <i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i> *Procedure: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture a: a farmer</i> + <i>Picture b: a man playing tennis</i> + <i>Picture c: a busy street</i> + <i>Picture d: a tall boy</i> - Ss guess the answers - Ss listen to the tape and write number - Ss listen again, write number and swap books with their partners. - Ss write the answer and check their

- The faster group has correct word or phrase is the winner.
- Say "Open your book page 36, 37" and look at Review 3.

2.Practice: (52')

Activity 1. Listen and number:

***Aims:** *Ss will be able to listen to and understand four communicative contexts and number the correct pictures.*

***Procedure:**

- Elicit what is shown 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. c 2. a 3. d 4. b

Activity 2. Ask and answer

***Aims:** *Ss will be able to ask and answer questions using picture cues.*

***Procedure:**

- answers and guessing
- Ss listen and repeat.
- Look at the pictures and say
- Ss pay attention
- Ss answer the question
- Ss work in pairs and role play
- Ss role play in front of the class
- Ss read and match sentence 1
- Ss do the task
- Ss swap their books and check answer
- Ss write the correct answer
- Ss read aloud
- Ss read the passage
- Ss read the first gapped sentence
- Ss complete and read aloud the completed sentence
- Ss do the task
- Ss swap books and check answer
- Ss write the correct answer
- Ss read the completed paragraph aloud
- Ss role play sentence 1
- Ss write the first gap
- Ss point the picture and write
- Ss read the paragraph in front of the class
- Ss listen
- Ss listen and clap their hands
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

- Get them to look at Mary's thought bubble to identify what the girl looks like.



- Draw pupils' attention to Nam's question (*What does your sister look like?*).
- Have Ss look at the girl in Mary's thought bubble to answer the question.
- Have Ss work in pairs to role-play the four exchanges.
- Invite some pairs of Ss to stand up and take it in turns to role-play the target exchanges

Activity 3. Read and match

**Aims: Ss will be able to read and match pairs of target sentence patterns*

***Procedure:**

- Draw pupils' attention to the sentences. Point at Sentence 1, elicit the answer and give feedback.
- + Draw a line to match Sentence 1 with the letter d.
- Give Ss time to do the task individually
- Get Ss to swap books with a partner, then check answers as a class.
- Write the correct answers on the board.
- Invite some pairs of pupils to stand up and read the matched exchanges aloud.

Key: 1.d 2.a 3.e 4.c 5.b

Activity 4. Read and complete

**Aims: Ss will be able to read and show understanding of a text by completing the gaps.*

***Procedure:**

- Draw Ss' attention to the words in the box and

the paragraph.

- + Point at the first gapped sentence and have pupils read it aloud as a class.
- + Elicit the missing word and give feedback.
- + Complete the sentence and get pupils to read the completed sentence in chorus.
- Give Ss time to do the task individually.
- Get Ss to swap books with a partner, then check answers as a class.
- Write the correct answers on the board.
- Invite a few Ss to stand up and read the completed paragraph aloud.

Key: 1. factory 2. slim 3. works 4. pupil 5. watch

3. Production: (10')

Activity 5. Let's write

**Aims: Ss will be able to use the target language to complete a gapped paragraph using a picture cue.*

***Procedure:**

- Ask Ss to read the gapped text and fill in the gaps using the picture cue.



- Write the sentence with the first gap on the board: *My father _____.*
- Ask Ss to point at the father in the picture and encourage pupils to say what he does on Sundays (*cooks meals*). Give pupils time to write the answers.
- Invite a few pupils to read the paragraph they have completed in front of the class.

*Key: 1. cooks meals 2. cleans the floor
3. washes the dishes 4. clean the table*

***Consolidation**

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

***Procedure:**

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

4. Homework. (3')

- Prepare the new lesson: *Extension activities*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- 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 27

Preparing date: March, 2026

Period 105

Teaching date: March, 2026

Extension activities**A. OBJECTIVES:**

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

1. Knowledge:

- take part in extension 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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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*: Teacher's guide Pages 226, 227; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students*: Pupil's book Page 38, 39, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</p> <p><i>Game: Review game (ppt)</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T reminds Ss of 4 topics (<i>Jobs, Appearance, Daily activities, My family's weekend</i>) they will review in this lesson. - T calls 1 pupil from each team choose a topic and the points they want to get. - Have Ss to answer the questions. - If the Ss answers correctly, they will get the chosen points for that question. - After 16 numbers, the team with the most points is the winner. - Say "Open your book page 38" and look at "Extension activities". <p>2. Practice(30')</p> <p>Activity 1. Work in pairs. Take turns to describe and draw a family member</p> <p><i>*Aims: Ss will be able to correctly describe the appearance of a family member for a partner to draw</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at the picture and ask: <i>What is the girl / boy doing?</i> 	<ul style="list-style-type: none"> - Ss listen - Ss play the game - Open their books - Ss look at the picture and answer + <i>The girl is describing her mum.</i> + <i>The boy is drawing the girl's mum</i> - Ss note - Ss choose the family member and think - Ss work in pairs and describe to draw - Ss swap their drawing with the partner - Ss look at the picture and answer + <i>He is describing the girl's mum.</i> - Ss come to the front of the class and share their drawings and descriptions. - Ss pay attention and answer - Ss look at the picture, the description and match - Ss do the task - Ss swap books and check answers - Ss write the answer - Ss say the names of the animals - Ss answer the questions - Ss listen and clap their hands - Ss listen and take note <p>Digital/AI pupil actions:</p> <ul style="list-style-type: none"> - Ss check the sample answers with learnt language/picture evidence. - Ss correct at least one AI-style error.



- Write the following prompts on the board: *tall or short?, hair?, face?, eyes?*
- Tell Ss to choose a family member and think about how he or she looks.
- Have Ss work in pairs and describe a family member for their partner to draw.
- When all the ss have had a turn, tell them to swap their drawings with their partners.

Activity 2. Tell the class about your partner's family

**Aims: Ss will be able to correctly describe the appearance of someone's family member.*

***Procedure:**

- Have Ss look at the picture and answer the question:

+ *What is the boy doing?*



- Invite a few pairs to come to the front of the class and share their drawings and descriptions with the class.

Activity 3. Read and match. Then say what the animals are

**Aims: Ss will be able to read and match four descriptions with four pictures of animals, then say what the animals in the pictures are.*

***Procedure:**

- Explain any new words and check

comprehension.

- Ask Ss to look at the pictures on the right and elicit the answer. Get them to read the sentences in Description 1 again and draw a line to match it to the correct picture

(Picture c)

- Have Ss time to do the task
 - Get Ss to swap books with a partner, then check answers as a class.
 - Write the correct answers on the board for Ss to correct their answers.
 - Have Ss say the names of the animals in the pictures by asking them questions, ex:
What is it? or What can you see in the picture?

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

1. It's an elephant. 2. It's a parrot.

3. It's a monkey. 4. It's a fish

***Consolidation**

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

***Procedure:**

- T asks ss to answer the following questions:

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

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

3. Homework. (2')

- Prepare the new lesson: *Unit 16, Lesson 1 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 27

Preparing date: March, 2026

Period 106

Teaching date: March, 2026

Unit 16: Weather

Lesson 1 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- use *What was the weather like yesterday / last weekend? – It was* to ask and answer questions about the weather in the past.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Weather”
- **Vocabulary:** rainy, sunny, cloudy, windy, weather.
- **Model sentences:**

A: What was the weather like last weekend?

B: It was sunny.

- **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 weather card/chart and check AI-generated weather statements against the given evidence before making suggestions.

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 228, 229, audio Tracks 52,53, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 40, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1.Warm- up: (3’) <i>Sing: How’s the weather?</i> <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i>	<ul style="list-style-type: none"> - Ss listen, sing and dance - Ss open their books -Ss listen and answer - Ss listen and repeat

***Procedure:**

<https://www.youtube.com/watch?v=rD6FRDd9Hew>

-Show the video on the screen and ask Ss sing and dance together.

- Say "Open your book page 40" and look at "Unit 16, 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

- + rainy : có mưa (mime)
- + sunny : có nắng (picture)
- + cloudy : có mây (picture)
- + windy : có gió (picture)
- + weather : thời tiết (translation)

- 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 and answering questions about the weather in the past.

***Procedure:**

- Have Ss look at Pictures a and b and identify names of the speakers in the pictures.



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

+ 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:

Mary: *Hi, Minh. Where were you last weekend?*

Minh: *I was in Sa Pa.*

Mary: *Great! I like Sa Pa.*

+ In picture b:

Mary: *What was the weather like in Sa Pa?*

Minh: *It was sunny.*

-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 rainy weather icon

+ Picture b: a windy weather icon

+ Picture c: a sunny weather icon

+ Picture d: a cloudy weather icon

-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

-Ss work in groups to ask and answer the questions

-Ss perform in front of the class.

-Ss answer the questions

- Ss listen

-Ss listen and take note

- 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 was the weather like last weekend? – **It was ...** to ask and answer questions about the weather in the 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 weather in each picture.



- 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

Digital/AI pupil actions:

- Ss check the chart.
- Ss correct one weather/suggestion statement.

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

4. Production: (7')

Activity 4. Let's talk.

Aims: Ss will be able to enhance the correct use of **What was the weather like yesterday? – **It was** to ask and answer questions about the weather in a freer context.*

***Procedure:**

- Have them look at the weather icons and identify the weather in each place.



- Put Ss into groups of four.
- Tell them to ask and answer questions using **What was the weather like yesterday?** – **It was**
- Invite some Ss to the front of the class to ask and answer questions.

***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?*
- T review the vocabulary and model sentences.

5. Homework. (2')

- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 16, Lesson 1 (4,5,6).*

Digital & AI mini-task: “Weather – Check before you go”

- T displays a simple weather chart and one AI-style weather/suggestion sentence with a mismatch.
- T asks pupils to compare it with the chart and correct it.
- Digital/AI evidence: pupil uses the weather chart as evidence rather than copying the AI sentence.

D. ADJUSTMENTS (if necessary):

Week 27
Period 107

Preparing date: March, 2026
Teaching date: March, 2026

Unit 16: Weather

Lesson 1 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- use *What was the weather like yesterday / last weekend? – It was* to ask and answer questions about the weather in the past.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Weather”
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 230, 231; audio Tracks 54, 55; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 41, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. <u>Warm- up:</u> (5’)	

Game: Miming game

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

***Procedure:**

- Divide S into groups
- One pupil acts to show his favourite weather, he/she is not allowed to say or write but acts or uses body language.
- Groups get more answers win and get stickers
- Change and give the miming pupil cues if necessary.
- Say "Open your book page 41" and look at "Unit 16, 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 the weather and number the correct pictures.

***Procedure:**

- Elicit the weather 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. d 2. a 3. c 4. b

- Ss listen
- Ss play game
- Ss open their books
- Look at the pictures and say:
 - + Picture 1: a rainy weather icon
 - + Picture 2: a sunny weather icon
 - + Picture 3: a cloudy weather icon
 - + Picture 4: a windy weather icon
- Ss guess the answers
- Ss listen to the tape and write number
- Ss listen again, write and swap books with their partners.
- Ss check their answers and guessing
- Ss write the correct answer
- Ss listen and repeat.
- Ss look at the picture and say
- Ss look and answer
- Ss read
- Ss say and complete
- Ss work in pairs and complete
- Ss read the sentences 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 and clap their hands
- Ss listen and take note
- Digital/AI pupil actions:**
 - Ss check the sample answers with learnt language/picture evidence.
 - Ss correct at least one AI-style error.

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 weather in the pictures.



1. A: What was the weather like in Sa Pa last Sunday?
B: It was _____.

2. A: What was the weather like in Ho Chi Minh City yesterday?
B: It was _____.

3. A: _____ the weather like in Da Nang yesterday?
B: It was _____.

4. A: What was the _____ like in Hue last weekend?
B: _____.

- 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 (*cloudy*). Then have them complete the gap (*It was cloudy.*).
- 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. *cloudy* 2. *rainy* 3. *What was; windy*
4. *weather; It was sunny*

Activity 3. Let's sing

***Aims:** Ss will be able to sing the song *What was the weather like yesterday?* with the correct pronunciation and melody.

***Procedure:**

- Introduce the title and lyrics of the song: "*What was the weather like yesterday?* "



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

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 27

Preparing date: March, 2026

Period 108

Teaching date: March, 2026

Unit 16: Weather

Lesson 2 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- use the words bakery, bookshop, food stall, supermarket and water park in relation to the topic “Weather”.
- use *Do you want to go to the? – Great! Let’s go./ Sorry, I can’t.* to make suggestions to go somewhere and respond
- **Vocabulary:** bakery, bookshop, food stall, supermarket and water park.
- **Model sentences:**

A: Do you want to go to the water park?

B: Great! Let’s go./ Sorry, I can’t.

- **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 weather card/chart and check AI-generated weather statements against the given evidence before making suggestions.

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 232, 233; audio Tracks 56, 57, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- Digital/AI integration: teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students*: Pupil's book Page 42, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</p> <p><i>Game: Who says faster</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Hold a weather card, then reveal it slowly. - Ask <i>What's the weather?</i> - 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 42" and look at "Unit 16, Lesson 2 (1,2,3)". <p>2. Presentation(16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + <i>food stall</i> : cửa hàng thực phẩm (picture) + <i>bookshop</i> : hiệu sách (example) + <i>supermarket</i> : siêu thị (example) + <i>bakery</i> : tiệm bánh mì (translation) + <i>water park</i> : công viên nước (picture) - T models (3 times). - T writes the words on the board. - <i>Checking: What and where</i> <p>Activity 2. Look, listen and repeat:</p> <p><i>*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts focusing on making suggestions to go somewhere and responding.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at Pictures a and b and identify 	<ul style="list-style-type: none"> - 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 write - Look at the pictures and get to know the characters in the pictures. + <i>In picture a:</i> Minh's mother: <i>What's the weather like today?</i> Minh: <i>It's sunny, Mum</i> - <i>In picture b:</i> Minh's mother: <i>Lovely! Do you want to go to the water park with me?</i> Minh: <i>Great! Let's go.</i> - 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 listen and answer + <i>Picture a:</i> a food stall + <i>Picture b:</i> a bookshop + <i>Picture c:</i> a supermarket + <i>Picture d:</i> a bakery

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 *Do you want to go to the? – Great! Let's go. / Sorry, I can't.* to make suggestions to go somewhere and respond.

*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 names of the places.



- 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 map of an area with a supermarket, bakery, water park, bookshop and food stall.
- Ss work in pairs to 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 check the chart.
- Ss correct one weather/suggestion statement.

- 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, 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 **Do you want to go to the? – Great! Let's go. / Sorry, I can't. to make suggestions to go somewhere and respond in a freer context.*

***Procedure:**

- Have Ss look at the picture and say the names of the places in the picture.



- Put Ss into pairs and encourage them to ask and answer questions using **Do you want to go to the.....? –**
- Invite some pairs to stand up to perform their exchanges.

***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 16, Lesson 2* (4,5,6).

Digital & AI mini-task: “Weather – Check before you go”

- T displays a simple weather chart and one AI-style weather/suggestion sentence with a mismatch.
- T asks pupils to compare it with the chart and correct it.
- Digital/AI evidence: pupil uses the weather chart as evidence rather than copying the AI sentence.

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 28

Preparing date: March, 2026

Period 109

Teaching date: March....., 2026

Unit 16: Weather

Lesson 2 (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 communicative contexts in relation to the topic “Weather”.
- read and write about the weather and suggestions to go somewhere”.
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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 235, 236; audio Tracks 58; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students*: Pupil's book Page 43, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1.Warm- up: (5')</p> <p><i>Game: "Guessing game"</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Ask Ss to draw a place they want to go into the air, their friends try to guess and say <i>Let's go....</i> and respond accordingly. - Say "Open your book page 43" and look at "Unit 16, Lesson 2 (4,5,6)". <p>2.Practice: (27')</p> <p>Activity 1. Listen and match:</p> <p><i>*Aims: Ss will be able to listen to and understand two communicative contexts in which pupils make suggestions to go somewhere and respond, and match the characters with the right pictures.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and identify the two characters and the places <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>1</p>  </div> <div style="text-align: center;"> <p>2</p>  </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>a</p>  </div> <div style="text-align: center;"> <p>b</p>  </div> <div style="text-align: center;"> <p>a</p>  </div> <div style="text-align: center;"> <p>b</p>  </div> </div> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Ss listen and play the game - Ss open their books - Look at the pictures and say: <i>Number 1: a picture of Ben</i> <i>- a picture of a food stall (a)</i> <i>- a picture of a bakery (b)</i> <i>Number 2: a picture of Lucy</i> <i>+ a picture of a bookshop (a)</i> <i>+ a picture of a water park (b)</i> - Ss guess the answers - Ss listen to the tape and draw the line - Ss listen again, match and swap books with their partners. - Ss check their answers and guessing - Ss write the correct answer - Ss listen and repeat. - Ss look at the pictures and say - Ss listen and answer - Ss say the missing word - Ss read and complete - Ss work in pairs and complete - Ss read aloud the sentences - Ss listen. - Ss listen the rule of the game - Ss play the game - Ss listen and answer - Ss listen and take note <p>Digital/AI pupil actions:</p> <ul style="list-style-type: none"> - Ss check the sample answers with learnt language/picture evidence. - Ss correct at least one AI-style error.

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 exchanges with the help of picture cues.*

***Procedure:**

- Have Ss look at the pictures and identify the weather in the pictures.



1. A: What's the weather like today?

B: It's _____.

A: Lovely! Do you want to go to the bookshop?

B: _____! Let's go.



2. A: Look! It's sunny today.

B: Yes, it is.

A: Do you want to go to the _____ with me?

B: Sorry, _____, I'm doing my homework.

- T models with sentence 1.

+ Have Ss look at the sentence.

+ Ask them what is missing in the answer (*sunny*).

+ Have Ss complete the gap.

+ Have Ss read the completed sentence in chorus.

-Have Ss work in pairs and complete the other sentences.

- Invite pairs of pupils to stand up and read aloud the sentences.

-T gives feedbacks.

Key: 1. sunny; Great 2. water park; I can't

Activity 3. Let's play

Slap the board and say

**Aims: Ss will be able to revise the target vocabulary items and structures by playing*

Slap the board and say game.

***Procedure:**

- Tell Ss how to play the game.
- + Put five flashcards or write the names of five places on the board.
- + Divide the class into four teams.
- + Ask one representative of each team to come to the front.
- Example: *I want to go to the bookshop.*
- + The pupil who is the quickest to slap the correct picture / word gets one point for his / her team.
- + Repeat the same procedure with the other pictures / words on the board.
- The team that gets the most points at the end of the game wins.

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

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 28

Preparing date: March, 2026

Period 110

Teaching date: March, 2026

Unit 16: Weather

Lesson 3 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- correctly repeat correctly pronounce the words 'sunny' and 'rainy' with the stress on the first syllable in isolation and in the sentences *It's 'sunny today.* and *I don't like 'rainy weather.*
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “Weather”.

- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher's guide Pages 237, 238; audio Tracks 59, 60, 61; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- **Students:** Pupil's book Page 44, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities																														
<p><i>1. Warm- up: (5')</i></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>S</td><td>B</td><td>K</td><td>K</td><td>E</td><td>P</td><td>S</td><td>C</td><td>C</td><td>T</td></tr><tr><td>U</td><td>E</td><td>T</td><td>E</td><td>E</td><td>D</td><td>D</td><td>C</td><td>L</td><td>H</td></tr><tr><td>N</td><td>E</td><td>U</td><td>A</td><td>A</td><td>E</td><td>C</td><td>O</td><td>O</td><td>I</td></tr></table>	S	B	K	K	E	P	S	C	C	T	U	E	T	E	E	D	D	C	L	H	N	E	U	A	A	E	C	O	O	I	<ul style="list-style-type: none">- Ss listen-Ss play game- Ss open their books- Ss recognize the what word stress is- Ss listen- Ss listen and point
S	B	K	K	E	P	S	C	C	T																						
U	E	T	E	E	D	D	C	L	H																						
N	E	U	A	A	E	C	O	O	I																						

N	A	M	W	F	C	C	S	U	N
Y	A	B	I	N	N	L	S	D	K
R	A	I	N	Y	I	S	F	Y	B
S	R	O	D	R	C	V	T	A	H
M	M	T	Y	H	R	S	T	A	Y
D	P	P	B	E	S	E	R	S	M
A	C	E	B	F	A	Z	Y	W	

- Divide class into 2 groups
- Ask Ss to find and circle the words that they learnt.
- Which groups find the best correct words is winner.
- Give Ss time to play the game.

Rows: *rainy*

Columns: *cloudy, windy, sunny*

- T checks who's winner?
- Say "Open your book page 44" and look at "Unit 16, Lesson 3 (1,2,3)".

2. Presentation(9')

Activity 1. Listen and repeat:

***Aims:** Ss will be able to correctly pronounce the words '*sunny*' and '*rainy*' with the stress on the first syllable in isolation and in the sentences *It's 'sunny today.* and *I don't like 'rainy weather.* with correct pronunciation and intonation.

*Procedure:

- T gives instruction to the words '*sunny*' and '*rainy*' with the stress on the first syllable in isolation and in the sentences *It's 'sunny today.* and *I don't like 'rainy weather.*
- Play the recording for the words '*sunny*' and '*rainy*' and the sentence.
- Play the recording and encourage Ss to point at the word and 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')

- Ss listen again and repeat
- Ss listen again and repeat
- Ss practice
- Ss listen
- Ss pay attention and say
- Ss listen to the tape
- Ss listen again and circle
- Ss swap books and check their answers
- Write the correct answer
- 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 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

Activity 2. Listen and circle.

***Aims:** Ss will be able to identify the target words *sunny* and *rainy* while listening.

***Procedure:**

- Explain what pupils have to do and check comprehension.
- Play the recording for Ss to listen.
- Play the recording again for pupils to listen and circle the correct options.
- Have Ss to swap books with a partner, then check the answers as a class.
- Write the correct answers on the board.
- Invite one or two pupils to stand up, listen to and repeat the sentences

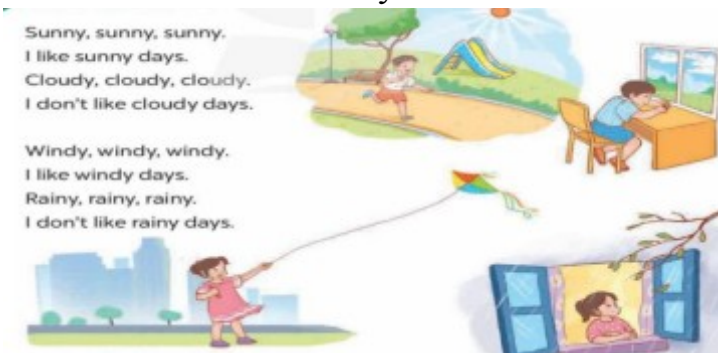
Key: 1.c 2.a

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.



- 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 two-syllable words with the stress on the first syllable in the chant, *ex: sunny, cloudy, windy and rainy*
- 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')

- Prepare the new lesson: *Unit 16, Lesson 3 (4,5,6).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 28

Preparing date: March, 2026

Period 111

Teaching date: March....., 2026

Unit 16: Weather

Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- read and write about the weather and suggestions to go somewhere.
- make a weather chart, then tell the class about it at 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 reading tasks.

- **Digital competence & AI literacy:**

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 238, 239, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students:* Pupil's book Page 45, notebooks, workbooks, school things.

C. **PROCEDURES:**

Teacher's activities	Students' activities
<p>1.Warm- up: (5')</p> <p><i>Game: Miming game</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Guide Ss to act the weather (<i>sunny- wearing glasses/ pretend to wear a hat</i>) - Divide them into groups to take turns to mime and guess if their friends like or dislike the weather they mime. - Say "Open your book page 45" and look at "Unit 16, Lesson 3 (4, 5, 6)". <p>2.Practice: (8')</p> <p>Activity 1. Read and circle:</p> <p><i>*Aims: Ss will be able to text about the weather, activities and places</i></p> <p><i>– Four incomplete sentences, each with three answer options</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Draw Ss' attention to the text and read it as a class. - Draw Ss' attention to the incomplete sentences and answer options. 	<ul style="list-style-type: none"> - Ss listen -Ss play game - Ss open their books - Ss read the text -Ss attention to the incomplete sentences and answer -Ss read the text again and circle -Ss swap books and check answer -Ss write the correct answers -Ss read the text aloud -Ss listen -Ss read and answer -Ss write -Ss swap books and check their answers -Ss check the answer -Ss listen -Ss work in groups and tell about their chart -Ss perform in front of the class. -Ss answer the questions -Ss listen and clap their hands -Ss listen and take note <p>Digital/AI pupil actions:</p>

- Have Ss pay attention to the sentences about *the weather and the places the characters go to*.
- Ask Ss to read the text again and circle the correct answers.
- Tell Ss to swap books with a partner, then check answers as a class.
- Write the correct answers on the board.
- Ask Ss to read the text aloud in front of the class.

Key: 1. c 2. c 3. a 4. a

3. Production: (19')

Activity 2. Let's write

**Aims: Ss will be able to complete a gapped paragraph about weather and suggestions to go somewhere.*

***Procedure:**

- Explain to the class the goal of this activity.
- Ask Ss to read each gapped sentence, look at the picture and fill in the gap.
- Give Ss time to write their answers
- Ask Ss to swap and correct their answers in pairs.
- Check the answers as a class.

Key: Pupils' own answers

Example: The weather is sunny today. My family want to go to the supermarket. My mother wants clothes. She is at the clothes shop. My father wants some food. He is at food stall. I want some books. I am at the bookshop. My brother wants some toys. He is at the toy store.

Activity 3. Project.

**Aims: Ss will be able to make a weather chart and present it to the class by using the target language.*

***Procedure:**

- Explain that they are going to show weather charts that they have made at home and tell the class about the weather last weekend and today in different places.

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.



- Have Ss work in groups of five.
- + Each pupil shows his / her chart that they have made at home and tells the group about the weather last weekend and today in different places, *ex: It was sunny in Ha Noi last weekend. It's rainy in Ha Noi today. It was sunny in Da Nang last weekend. It's windy in Da Nang today.*
- Invite some Ss to show their work and talk about the weather 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 praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

4. Homework. (3')

- Prepare the new lesson: *Unit 17- Lesson 1 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Unit 17: In the city**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 go straight, stop, turn left, turn right in relation to the topic “*In the city*”.

- use *What does it say? – It says ‘.....’*. ask and answer questions to identify road signs.

- **Vocabulary:** go straight, stop, turn left, turn right

- **Model sentences:**

A: What does it say?

B: It says “stop”

- **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 simple teacher-provided digital map to verify directions; use fictional/public places only and do not share a pupil’s exact home route or live location.

3. Attitude/ Qualities:

- Raise pupils’ awareness about their neighborhood and traffic safety.

B. TEACHING AIDS:

- **Teacher:** Teacher’s guide Pages 1241, 242, 243; audio Tracks 62, 63, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- **Students:** Pupil’s book Page 46, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (3’) <i>Game: Jigsaw puzzle</i> <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: - Divide class into 4 groups: Tom, Jerry, Miu and Chit. - Ask Ss look at the pieces of picture.	- Ss listen - 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)



- Ask Ss go to the board and jigsaw puzzle into the correct picture.
- T checks who's the winner?
- Say "Open your book page 46" and look at "Unit 17, 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
- + stop : dừng lại (situation)
- + go straight : đi thẳng (situation)
- + turn right : rẽ phải (picture)
- + turn left : rẽ trái (picture)
- + cross the road :qua đường (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 (pictures) focusing on asking and answering questions to identify some road signs.

*Procedure:

- Have Ss look at Pictures a and b and identify the characters and say what they can see in the pictures.

- Ss take note
- Ss look, remember and match
- Look at the pictures and say
- + In picture a:

Teacher: *What does it say?*

Bill: *It says 'go'.*

+ In picture b:

Teacher: *What does it say?*

Mai: *It says 'stop'.*

- 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 red traffic light
- + Picture b: a road sign for go straight
- + Picture c: a road sign for turn right
- + Picture d: a road sign for turn left
- 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
- + Teacher and some pupils in a traffic safety lesson with some road signs in the school yard.
- Ss look 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 trace the route on the map.
- Ss correct one wrong turn/direction.



- 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 **What does it say? – **It says '.....'**. to ask and answer questions to identify some road signs.*

***Procedure:**

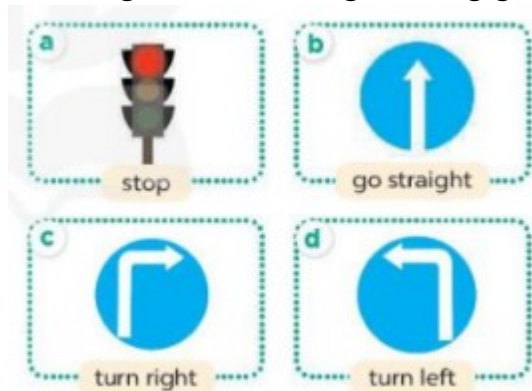
** Model sentences:*

- 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 picture and identify the meaning of the road signs using gestures.



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
- 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 **What does it say? – **It says '.....'**. to ask and answer questions to identify some road signs in a freer context.*

***Procedure:**

- Have Ss look at the picture and ask questions to help them understand the context.



- Put Ss into groups of four.
- Ask Ss to say using **What does it say?**
- Invite a few pairs to the front of the classroom to ask and answer questions to identify road signs.

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

Digital & AI mini-task: “Map route – Check it!”

- T shows a simple fictional/public-place map and one AI-style direction containing a wrong turn.
- T asks pupils to trace the route and repair the direction.
- T reminds pupils not to post their exact home route/live location.
- Digital/AI evidence: pupil corrects one direction using the map.

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 29

Preparing date: March, 2026

Period 113

Teaching date: March, 2026

Unit 17: In the city

Lesson 1 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- use *What does it say? – It says ‘_____’*. ask and answer questions to identify road signs.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*In the city*”
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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 243, 244; audio Tracks 64, 65; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location 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>1.Warm- up: (5')</p> <p>Game: <i>Lucky Number (PPT)</i></p> <p>*Aims: <i>to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Have Ss from each team choose a number, then answer the question. + If the Ss answer correctly, they get the points for that question. - After 5 numbers, the team with the most points is the winner. - Say "Open your book page 47" and look at "Unit 17, Lesson 1 (4,5,6)". <p>2.Practice: (27')</p> <p>Activity 1. Listen and tick or cross:</p> <p>*Aims: <i>Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about the road signs and tick or cross the pictures.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Elicit the meaning of the road signs. 	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture a: a road sign for turn right</i> + <i>Picture b: a road sign for turn left</i> + <i>Picture c: a road sign for go straight</i> + <i>Picture d: a red traffic light</i> - Ss guess the answers - Ss listen to the tape and tick or cross - Ss listen again, tick/ cross and swap books with their partners. - Ss check their answers - Write the correct answer and check Ss' gussing - Ss listen and repeat. - Ss look at the picture and say - Ss look and answer - Ss read - Ss say and complete - Ss work in pairs and complete - Ss read the sentences 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



- 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

+ 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.

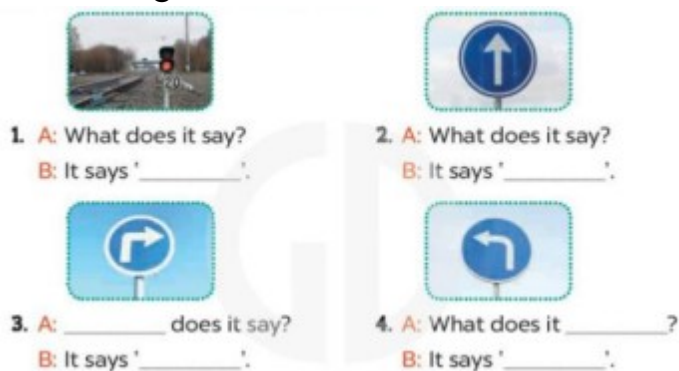
Key: 1. ✓ 2. x 3. ✓ 4. x

Activity 2. Look, complete and read

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

***Procedure:**

- Have pupils read the exchange and guess the missing word in the answer.



- Have Ss look at the four sentences 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 (*stop*). Then have them complete the gap (*It say 'stop'*).

-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. stop 2. go straight
3. What; turn right 4. say; turn left

Activity 3. Let's sing

Aims: Ss will be able to sing the song **When I cross the road with the correct pronunciation and melody.*

***Procedure:**

- Introduce the title and lyrics of the song:

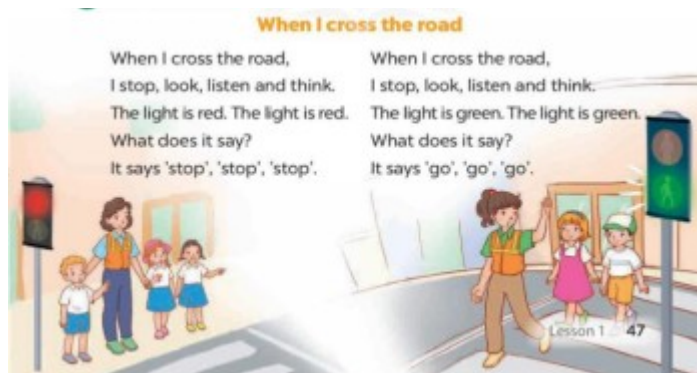
sing.

- 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 sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

"When I cross the road"



- 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?*
- 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 17, Lesson 2 (1,2,3).*

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 29

Preparing date: March, 2026

Period 114

Teaching date: March, 2026

Unit 17: In the city**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 get, turn round in relation to the topic “In the city”
- Use *How can I get to the? – to ask for and give directions.*
- **Vocabulary:** get, turn round, excuse me
- **Model sentences:** *A: How can I get to the bookshop?*
B: Go straight and turn left.

- **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 simple teacher-provided digital map to verify directions; use fictional/public places only and do not share a pupil’s exact home route or live location.

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 246, 247; audio Tracks 66, 67; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location 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>1. Warm- up: (3')</p> <p><i>Game: Angry bird (PPT)</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into 2 teams. - Ask Ss from each team choose a number, then choose the correct answer or answer. + If the Ss answer correctly, they get the points for that question. - After 8 numbers, the team with the most points is the winner. - Say "Open your book page 48" and look at "Unit 17, Lesson 2 (1,2,3)". <p>2. Presentation(16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + <i>get (to)</i> : đến địa điểm (<i>translation</i>) + <i>turn round</i> : quay lại (<i>picture</i>) + <i>excuse me</i> : xin lỗi (<i>situation</i>) - T models (3 times). - T writes the words on the board. - <i>Checking: What and where</i> <p>Activity 2. Look, listen and repeat:</p> <p><i>*Aims: Ss will be able to understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking for and giving directions.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at Pictures a and b and identify the characters and predict what they want to buy, where they can buy it. 	<ul style="list-style-type: none"> - 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 say - Look at the pictures and get to know the characters in the pictures. + <i>In picture a:</i> Mary: <i>We want to buy some books.</i> Man: <i>There's a bookshop in Hoa Binh Street.</i> - <i>In picture b:</i> Mary: <i>How can we get there?</i> Man: <i>Go straight and turn left.</i> Mary: <i>Thank you</i> - 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. <ul style="list-style-type: none"> - Ss listen - Ss listen and repeat - Ss repeat - Ss listen and answer + <i>Picture a: go straight to the bookshop</i> + <i>Picture b. turn right to the supermarket</i> + <i>Picture c. turn left to the cinema</i> + <i>Picture d. turn round to the bakery</i> - Ss look, listen and repeat - Ss practice in chorus - Ss work in pairs to practice - Ss listen



- 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 *How can I get to the? – to ask for and give directions.*

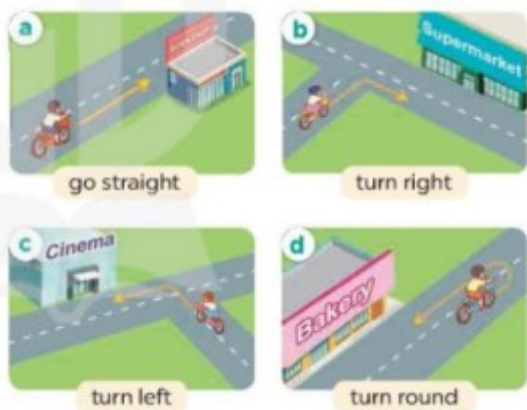
*Procedure:

* 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 *A: How can I get to the bookshop?*
* *B: Go straight and turn left.*

- Ask Ss to look at Pictures a, b, c, and d and identify the places in the pictures and directions.



- Run through all the pictures.
- Run through model sentences.
- Ask Ss to work in pairs.
- T controls and corrects.

-Ss go to the board and point and say
-Ss listen
-Ss look at the picture and answer
+ A map and the directions to the bookshop, cinema, bakery and supermarket

- Ss work in pairs, ask and answer
- 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 trace the route on the map.
- Ss correct one wrong turn/direction.

- Invite a few pairs to come to the front of the classroom, point at the pictures and say 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 can I get to the ..? – to ask for and give directions in a freer context*

**Procedure:*

- Ask Ss to look at the picture and elicit the places on the map and the direction to each place.



- Put Ss into pairs and encourage them to ask and answer using **How can I get to the? -**
- Invite some pairs to stand up to perform their exchanges.

**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.

4. Homework. (2')

- Learn the vocabulary and model sentences by heart
- Prepare the new lesson: *Unit 17, Lesson 2 (4,5,6).*

Digital & AI mini-task: “Map route – Check it!”

- T shows a simple fictional/public-place map and one AI-style direction containing a wrong turn.
- T asks pupils to trace the route and repair the direction.
- T reminds pupils not to post their exact home route/live location.
- Digital/AI evidence: pupil corrects one direction using the map.

D. ADJUSTMENTS (if necessary):

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Week 29

Preparing date: March, 2026

Period 115

Teaching date: March, 2026

Unit 17: In the city

Lesson 2 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- use *How can I get to the? –to ask for and give directions.*
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “In the city”.
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

3. Attitude/ Qualities:

- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- **Teacher:** Teacher’s guide Pages 248, 49 audio Tracks 68; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 49, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
Game: “ <i>Miming</i> ”	

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

***Procedure:**

- Teacher divides the class into teams.
- One student in each team stands in front of the board and faces his/her team.
- Teacher writes/shows a phrase (stop).
- The rest Ss mime the action written on the board while their teammate guesses the action and gives the answer.
- + The team that gives the correct answer first gets one point.
- + The team with the most points is the winner.
- Say "Open your book page 49" and look at "Unit 17, Lesson 2 (4,5,6)".

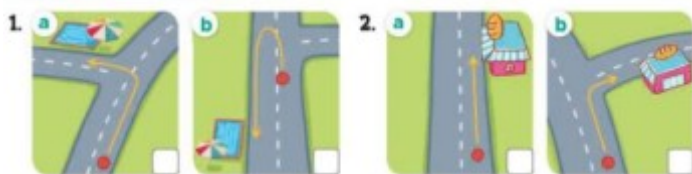
2.Practice: (27')

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 directions and tick the correct pictures.

***Procedure:**

- Have Ss look at the pictures and ask questions to elicit the places and directions to the places in 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'

- Ss listen and play the game
- Ss open their books
- Look at the pictures and say:
 - + Picture 1a. a direction to the swimming pool: turn left
 - + Picture 1b. a direction to the swimming pool: turn round
 - + Picture 2a. a direction to the bakery: go straight
 - + Picture 2b. a direction to the bakery: turn right
- 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
- Write the correct answer
- Ss listen and repeat.
- Ss look at the pictures and say
- Ss listen and answer
- Ss read and complete
- Ss complete the gap
- Ss read the completed sentence
- Ss work in pairs and do the task
- Ss read aloud the sentences
- Ss look and listen.
- Ss play the game
- Ss play the game
- Ss listen and answer
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

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.

**Aims: Ss will be able to complete two gapped dialogues with the help of picture cues*

***Procedure:**

- Have Ss read the dialogue and guess the missing words.

1. A: Excuse me. How can I get to the shopping centre?
 B: The sports centre or the shopping centre?
 A: _____
 B: Turn _____ at the bakery.
 A: Thank you very much.



2. A: Excuse me. Is there a food stall near here?
 B: There's a food stall in Hoa Binh Street.
 A: _____ can I get there?
 B: Go straight and turn _____.
 A: Thank you very much for your help.



- T models with sentence 1.
- + Have Ss look at the sentence.
- + Ask them what is missing in the answer (*the shopping centre*).
- + Have Ss complete the gap.
- + Have Ss read the completed sentence in chorus.
- Have Ss work in pairs and complete the other sentences.
- Invite pairs of pupils to stand up and read aloud the sentences.
- T gives feedbacks.

Key: 1. The shopping centre; left 2. How; right

Activity 3. Let's play.

Show me the way

**Aims: Ss will be able to review the target vocabulary related to the topic "In the city" by playing *Show me the way*.*

***Procedure:**

- Divide class into two teams.
- Have Ss look at the map listen to the teacher, find the place and give the directions.

- If a student's answer is correct, the team gets one star.
- After 5 minutes, the team that gets the most stars wins.
- Have Ss in one team give direction, and the other team listen and find the place.

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

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 29

Preparing date: March, 2026

Period 116

Teaching date: March, 2026

Unit 17: In the city
Lesson 3 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- correctly pronounce of the words '*bookshop*' and '*campsite*' with the stress on the first syllable in isolation and in the sentences *How can I get to the 'bookshop'?* and *How can I get to the 'campsite'?*
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “In the city”.
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher’s guide Pages 249, 250; audio Tracks 69, 70,71; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 50, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1.Warm- up: (5’) Game: memory game <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: <ul style="list-style-type: none"> - Invite two or three teams of four pupils to the front of the class. - Stick four flashcards for <i>turn left, turn right, turn round and go straight</i> on the board. - Have Ss look at the flashcards to memorise. + Take a flashcard out quickly. + Have the Ss at the front of the lines can hand up to say <i>what flashcard is missing</i>. 	<ul style="list-style-type: none"> - Ss listen -Ss play the game -Ss play the game - Ss open their books - Ss recognize the differences about color and stress of the words - Ss listen - Ss listen and point - Ss listen again and repeat -Ss listen again and repeat -Ss practice -Ss listen -Ss listen and say -Ss guess the answers - Ss listen to the tape and circle

- + If it is correct, the team gets one star.
- + The first pupil of each line goes to the end of the line.
- + The team gets most stars wins.
- Play the game with other teams in the class
- Say “Open your book page 50” and look at “Unit 17, Lesson 3 (1,2,3)”.

2. Presentation(9’)

Activity 1. Listen and repeat:

**Aims: Ss will be able to correctly repeat the words 'bookshop' and 'campsite' with the stress on the first syllable in isolation and in the sentences How can I get to the 'bookshop?' and How can I get to the 'campsite?' with correct pronunciation and intonation.*

***Procedure:**

- T gives instruction to the words 'bookshop' and 'campsite' with the stress on the first syllable in isolation and in the sentences *How can I get to the 'bookshop?'* and *How can I get to the 'campsite?'*
- Play the recording for the words 'bookshop' and 'campsite.
- Encourage Ss to point at the words 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 bookshop and campsite while listening.*

***Procedure:**

- Elicit the sentences and explain that they have to listen.

- Ss listen again, circle and swap books with their partners.
- Ss check their answers
- Ss write the correct answer and check Ss' 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 check the sample answers with learnt language/picture evidence.
- 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.
- Invite one or two Ss to stand up and read the completed sentences.

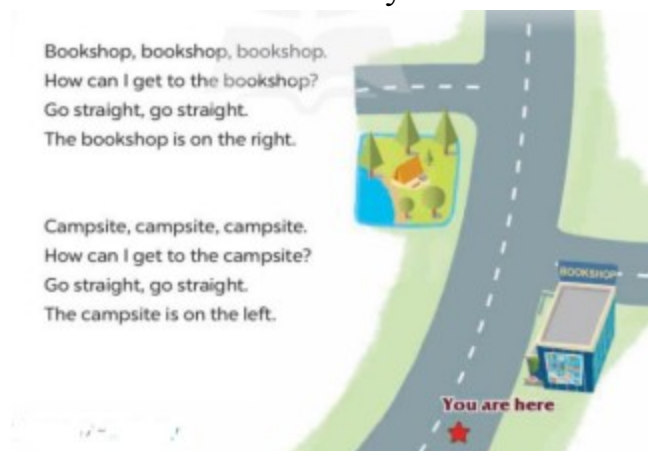
Key: 1.c 2.a

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.



- 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 words *bookshop* and *campsite*
- 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 17, Lesson 3 (4,5,6).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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 30

Preparing date: April, 2026

Unit 17: In the city

Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. **Knowledge:**

- read and understand a passage about directions
- write a short paragraph about give directions with the help of the suggested questions, a map and an in complete paragraph.
- draw a map and present it by giving directions in class at 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 reading tasks.

- **Digital competence & AI literacy:**

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher's guide Pages 251, 252, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 51, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm-up: (5') <i>Game: What's in the box?</i> <i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i> *Procedure: <ul style="list-style-type: none"> - Divide class into 4 teams. - Set rules: invite 1 pupil from each team go to the board look at the place <div style="text-align: right;">(bookshop, bakery, waterpark, supermarket, cinema, ...)</div> 	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books - Ss read and answer - Ss pay attention - Ss read statement 1 and answer - Ss find the information - Ss answer true or false - Ss do the task - Ss swap books and check the answer

then unscramble the words by writing on the board and say aloud what the place is. The fastest will get more points than the rest.

- Encourage Ss join in the game.
- Give points for the teams.
- Say “Open your book page 51” and look at “*Unit 17, 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 the understanding of the text by deciding if the statements are true or false.*

***Procedure:**

- Explain that they should read the text and tick if the Sentences 1- 4 are true or false.
- Do Statement 1 as an example.
- + First, have Ss read Statement 1 and find what the statement is about (*It’s about the bakery*) and where it is (*in Nguyen Hue Street*).
- + Then, find the information about the bakery in the text.
- + Read carefully to decide if the statement is true or false.
- Ask Ss to do the task independently.
- Get Ss to swap their books with a partner and check their answers before checking as a class.

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

3.Production: (19’)

Activity 2. Let’s write

**Aims: Ss will be able to complete a gapped text about giving directions.*

***Procedure:**

- Explain that they should read the gapped text and fill in the gaps with their own information.

together

- Ss listen
- Ss read and answer
- Ss write the words in the gap
- Ss complete the gaps
- Ss swap books and check their answer
- Ss read their completed texts aloud
- Ss listen to the teacher
- Ss listen and pay attention
- Ss work in groups to show the map and give the direction
- Ss perform in front of the class.
- Ss answer the questions

-Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.



- Have Ss do the first gapped sentence together as an example.
- + Ask Ss to read the first sentence and elicit the words (*ex: books, cakes, pencils*). Then have them write it in the gap.
- Give Ss time to complete other gaps independently.
- Get Ss to swap their books with a partner and check their answers before checking as a class.
- Invite one or two Ss to read their completed texts in front of the class.

Key: Pupils' own answers

Example: Today is Sunday. I want to buy some books. The bookshop is on Tran Hung Dao Street. I can go straight and turn right. The bookshop is on the left.

Activity 3. Project.

**Aims: Ss will be able to draw a map and present it by giving directions to three places with visual aids.*

***Procedure:**

- Explain again that they are making a map of their neighbourhood to give directions from their house to at least three different places.
- Draw a map, mark the directions from their house to at least three places on the map, and prepare how to present it at home.
- Use Nam's map and his presentation as an example.
- Have Ss work in their groups. Each pupil

shows his / her map and gives the directions from their house to three places.

- Invite a few Ss to show the map and make a presentation 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?*

4. Homework. (3')

- Prepare the new lesson: *Unit 18- Lesson 1 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- **Digital/AI evidence:** pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Made by facebook Huong Le - 0374629390

Week 30

Preparing date: April, 2026

Period 118

Teaching date: April....., 2026

Unit 18: At the shopping center

Lesson 1 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- use the words behind, between, near, opposite, gift shop in relation to the topic "*At the shopping centre*".
- vuse *Where's the bookshop? – It's....* to ask and answer questions about locations.
- **Vocabulary:** behind, between, near, opposite, gift shop
- **Model sentences:** *A: Where's the bookshop?*
B: It's near the gift shop.
- **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 shop pictures/price tags to verify location and price information; recognise that AI-generated prices may be wrong.

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 253, 254, audio Tracks 72, 73, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- *Students*: Pupil's book Page 52, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm- up: (3')</p> <p><i>Sing: Head, shoulders, knees and toes</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Show the song on the screen. <p>https://www.youtube.com/watch?v=WX8HmogNyCY</p> <ul style="list-style-type: none"> - Ask Ss to listen, sing and dance the song. - Say "Open your book page 52" and look at "Unit 18, Lesson 1 (1,2,3)". <p>2. Presentation(16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words <p>+ gift shop : cửa hàng quà tặng (picture)</p> <p>+ near : gần (situation)</p> <p>+ opposite : đối diện (situation)</p> <p>+ behind : đằng sau (picture)</p> <p>+ between : ở giữa (translation)</p> <ul style="list-style-type: none"> - T models (3 times). 	<ul style="list-style-type: none"> - Ss listen - Ss sing a song - 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: Bill: <i>Excuse me!</i> Shop assistant: <i>Yes?</i> + In picture b: Bill: <i>Where's the bakery, please?</i> Shop assistant: <i>It's near the gift shop.</i> - 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.

- 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 and answering questions about locations of some shops at the shopping centre.*

***Procedure:**

- Have Ss look at *Pictures a and b* and identify names of the speakers 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 **Where's the bookshop? – It's ...**, ask and answer questions about locations of a bookshop*

***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 point at *Picture a*, listen to the recording and repeat the word near.

-Ss listen

-Ss listen and repeat

-Ss repeat

- Ss look, listen and repeat

+ *Picture a: a bookshop that is near a bakery.*

+ *Picture b: a bookshop that is opposite a sports shop*

+ *Picture c: a bookshop that is behind a bakery*

+ *Picture d: a bookshop that is between a gift shop and a bakery*

-Ss listen and repeat

-Ss practice in chorus

-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 listen

-Ss look and answer

-Ss answer

-Ss repeat the question and answer

-Ss work in pairs to ask and answer

-Ss ask and answer in front of the class

-Ss answer the questions

- Ss listen

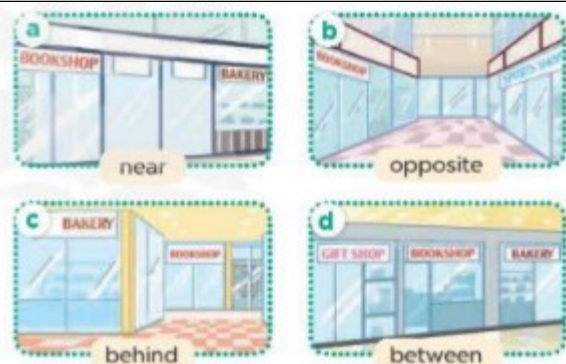
-Ss listen and clap their hands

-Ss listen and take note

Digital/AI pupil actions:

- Ss compare the picture/price tag and sentence.

- Ss correct one price/location detail.



- Repeat the same procedure with Pictures b, c and d
- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
- 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 the? – It's to ask and answer questions about locations in a freer context.*

***Procedure:**

- Elicit the words or phrases to describe locations.



- Elicit the missing word in the first bubble.
- + Ask Ss to look at the second bubble and identify what the answer should be.
- + Give an example conversation: *Where's the bakery? – It's near the bookshop.*
- + Get Ss to repeat the question and answer several times.
- Have pairs practise asking and answering

questions about the locations of the shops in the picture.

- Invite a few pairs to practise asking and answering questions 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 18, Lesson 1 (4,5,6).*

Digital & AI mini-task: "Shop price – Check it!"

- T displays shop/price pictures and one AI-style price/location sentence with a mismatch.

- T asks pupils to compare and correct it.

- **Digital/AI evidence:** pupil verifies one price/location using the visual evidence.

D. ADJUSTMENTS (if necessary):

Week 30

Preparing date: April, 2026

Period 119

Teaching date: April....., 2026

Unit 18: At the shopping center
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.
- complete four gapped exchanges about locations with the help of picture cues.

- sing the song Where's the bookshop? 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 a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 256, 257; audio Tracks 74, 75; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 53, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1.Warm- up: (5')</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>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into 2 teams (boys and girls). + Each team takes turns to choose a number. + They need to ask and answer with the picture corresponding to that number to get points. - The group with more points at the end of the game will be the winner. - Praise the winner, encourage the other team - Say "Open your book page 53" and look at "Unit 18, Lesson 1 (4,5,6)". <p>2.Practice: (27')</p>	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books -Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture 1a: a gift shop that is opposite a bookshop</i> + <i>Picture 1b: a gift shop that is near a bookshop</i> + <i>Picture 2a: a bakery that is behind a sports shop</i> + <i>Picture 2b: a bakery that is between a sports shop and a pet shop</i> -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 write the correct answer -Ss listen and repeat.

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 the locations of shops at the shopping centre and tick the correct pictures.*

***Procedure:**

- Have Ss look at the picture and ask:
- + *How many pairs of pictures are there?*
- + *What can you see 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. a 2. b

Activity 2. Look, complete and read

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

***Procedure:**

- Ask Ss to look at the pictures and identify the locations of shops

-Ss look at the picture and say

-Ss look and answer

-Ss read

-Ss say and complete

-Ss work in pairs and complete

-Ss read the sentences 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 and clap their hands

-Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.

- Ss correct at least one AI-style error.



1. A: Where's the bookshop?
B: It's _____ the bakery.

2. A: Where's the food shop?
B: It's _____ the sports shop and the bookshop.

3. A: Where's the _____?
B: It's _____ the sports shop.

4. A: _____ the bakery?
B: It's _____ the bookshop.

- Have Ss look at the four sentences 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 (*near*). Then have them complete the gap (*It's near the bakery*)
- 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.

near

2. *between*

3. *bookshop; opposite* 4. *Where's; behind*

Activity 3. Let's sing

***Aims:** Ss will be able to sing the song *Where's the bookshop?* with the correct pronunciation, rhythm and melody

***Procedure:**

- Introduce the title and lyrics of the song:
" *Where's the bookshop?* "

Where's the bookshop?

Excuse me, where's the bookshop?
It's over there. It's over there.
It's near the bakery.

Excuse me, where's the pet shop?
It's over there. It's over there.
It's opposite the gift shop.



Lesson 1 53

- 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?*
- 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 18, Lesson 2 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Unit 18: At the shopping center**Lesson 2 (1, 2, 3)****A. OBJECTIVES:**

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

1. Knowledge:

- use the words skirt, T-shirt, dong and thousand in relation to the topic “*At the shopping centre*”.

- use *How much is the? – It’sto* ask and answer questions about prices.

- **Vocabulary:** skirt, T-shirt, dong, thousand, pet shop

- **Model sentences:**

A: How much is the skirt?

B: It’s seventy thousand dong.

- **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 shop pictures/price tags to verify location and price information; recognise that AI-generated prices may be wrong.

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 258, 259; audio Tracks 76, 77, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- **Students:** Pupil’s book Page 54, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1.Warm- up: (3’) Game: Pass the ball <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: - Stand up and pass the ball with music. - When music stops, those who keep the ball must look at a picture on the board and say a	- 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

sentence. *I have.....*

- Say "Open your book page 54" and look at "Unit 18, 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

+ skirt : váy (realia)

+ T-shirt: áo thun (realia)

+ dong : đồng (đơn vị tiền tệ Việt Nam)
(realia)

+ thousand : nghìn (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 prices.*

***Procedure:**

- Have Ss look at Pictures a and b and elicit the names of the speakers 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 How much is*

- Ss look, remember and say

- Look at the pictures and get to know the characters in the pictures.

+ In picture a:

Linh's mother: *How much is the T-shirt, Linh?*

Linh: *It's sixty thousand dong.*

- In picture b:

Linh: *How much is the skirt, Mum?*

Linh's mother: *It's seventy thousand dong.*

- 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 listen and answer

+ Picture a: a pen with its price tag of twenty thousand dong

+ Picture b: a skirt with its price tag of eighty thousand dong

+ Picture c: a T-shirt with its price tag of fifty thousand dong

+ Picture d: a school bag with its price tag of ninety thousand dong

- Ss look, listen and repeat

- Ss look, listen and repeat

- 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

- Ss look at the bubble and answer

- Ss answer

- Ss repeat the question and answer

- Ss work in pairs to ask and answer

the.....? – It's to ask and answer questions about prices.

***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 point at Picture a, listen to the recording and repeat the word and phrase pen / twenty thousand dong.



- 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, point at the pictures and say in front of the class.
- T gives feedbacks.

4.Production: (7')

Activity 4. Let's talk.

***Aims:** Ss will be able to enhance the

-Ss practise in pair in front of the class.

-Ss answer the question

- Ss listen

-Ss listen and clap their hands

-Ss listen and take note

Digital/AI pupil actions:

- Ss compare the picture/price tag and sentence.

- Ss correct one price/location detail.

correct use of *How much is the? – It's to ask and answer questions about prices in a freer context.*

***Procedure:**

- Elicit the words or phrases used to describe prices.



- Elicit the missing words in the first bubble.
- + Ask Ss to look at the second bubble and identify what the answer should be.
- + Give an example conversation, *ex: How much is the T-shirt? – It's fifty thousand dong.*
- + Get Ss to repeat the question and the answer several times
- Have pairs practise asking and answering the questions about the prices of the items in the picture.
- Invite a few pairs to practise asking and answering questions 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 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 18, Lesson 2 (4,5,6).*

Digital & AI mini-task: “Shop price – Check it!”

- T displays shop/price pictures and one AI-style price/location sentence with a mismatch.
- T asks pupils to compare and correct it.
- Digital/AI evidence: pupil verifies one price/location using the visual evidence.

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 31

Preparing date: April, 2026

Period 121

Teaching date: April, 2026

Unit 18: At the shopping center

Lesson 2 (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 communicative contexts in relation to the topic “At the shopping centre”.
- read and write about locations and prices
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher’s guide Pages 260, 261; audio Tracks 78; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 55, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (5’) <i>Game: Let’s go shopping game (PPT)</i>	- Ss listen and play the game

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

***Procedure:**

- Divide the class into 2 teams.
- Have Ss from each team choose an object they want to buy, then answer the question.
- If the Ss answer correctly, they get the points (coins) for that question to buy that object.
- After 6 numbers, the team with the most points is the winner
- Say “Open your book page 55” and look at “Unit 18, 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 characters ask and answer questions about prices and number the correct pictures.

***Procedure:**

- Have Ss look at the four picture cues and ask:
- + *How many pictures are there?*
- + *What can you see 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.c 2. a 3.d 4.b

Activity 2. Look, complete and read.

- Ss open their books
- Look at the pictures and say:
- + *Picture a:*
a T-shirt with its price tag of forty thousand dong
- + *Picture b:* *a skirt with its.*
- + *Picture c:*
a school bag with its price tag of seventy thousand dong
- + *Picture d:*
a hat with its price tag of twenty thousand dong
- 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 together
- Ss write the correct answer and check ss' guessing
- Ss listen and repeat.
- Ss look at the pictures and say
- Ss pay attention and answer
- Ss read and complete
- Ss work in pairs and do the task
- Ss read aloud the sentences
- Ss listen
- Ss listen
- Ss play the game
- Ss listen and answer
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

***Aims:** Ss will be able to complete two gapped dialogues about prices with the help of picture cues.

***Procedure:**

- Have Ss look at the picture in Question 1 and prompt them to ask and answer questions about the items and their prices

1. A: Excuse me. How much is this T-shirt?

B: It's _____ thousand dong.

A: And how much is that skirt?

B: It's sixty _____.



2. A: Your school bag is so nice.

B: Thank you. I like it very much.

A: _____ is it?

B: It's _____ thousand dong.



- T models with sentence 1.
- + Have Ss look at the sentence.
- + Ask them what is missing in the answer (*fifty*).
- + Have Ss complete the gap.
- + Have Ss read the completed sentence in chorus.
- Have Ss work in pairs and complete the other sentences.
- Invite pairs of pupils to stand up and read aloud the sentences.
- T gives feedbacks.

Key: 1. fifty; thousand dong

2. How much; seventy

Activity 3. Let's play- Guess the price!

***Aims:** Ss will be able to review the words for prices and items at the shopping centre by playing the game *Guess the price!*

***Procedure:**



- Tell Ss that they are going to guess the prices of some items as quickly as possible
- Put a picture card (*example: a school bag*) on the board.
- Write a price range as a clue to help pupils guess the price (*ex: 50.000đ – 60.000đ*). Write the correct price on a piece of paper (*ex: 55.000đ*).
- Ask *How much is the school bag?*
- Invite some Ss to guess the correct price
- + If anyone guesses correctly, show the class the piece of paper.
- + Ask the class to read the price.
- Play the game several times with different items.

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

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

.....

Week 31

Preparing date: April, 2026

Period 122

Teaching date: April....., 2026

Unit 18: At the shopping center Lesson 3 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- correctly pronounce the two-syllable words *be'hind* and *be'tween* with the stress on the second syllable in isolation and in the sentences *The bakery is be'hind the bookshop.* and *The bakery is be'tween the bookshop and the sports shop.*
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*At the shopping centre*”
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher’s guide Pages 262, 263; audio Tracks 79, 80, 81; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 56, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
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1. Warm- up: (5')

Game: Who's faster?

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

***Procedure:**

- Ask Ss look at the screen
- They look, read and say the number
- If they have the answers they can raise their hands to give the answers
- Say "Open your book page 56" and look at "Unit 18, Lesson 3 (1,2,3)".

2. Presentation(9')**Activity 1. Listen and repeat:**

Aims: Ss will be able to correctly repeat the two-syllable words **be'hind and **be'tween** with the stress on the second syllable in isolation and in the sentences **The bakery is be'hind the bookshop.** and **The bakery is be'tween the bookshop and the sports shop.***

***Procedure:**

- T gives instruction to the two-syllable words **be'hind** and **be'tween** with the stress on the second syllable in isolation and in the sentences **The bakery is be'hind the bookshop.** and **The bakery is be'tween the bookshop and the sports shop.**
- Play the recording for the word **behind**, **between**
- Encourage Ss to point at the 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 **behind and **between** while listening.*

- Ss listen
- Ss play game
- Ss open their books
- Ss recognize the differences about the words with stress
- Ss listen
- Ss listen and point
- Ss listen again and repeat
- Ss listen again and repeat
- Ss practice
- Ss listen
- Ss listen and say:
- 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
- Ss write the correct answer and check ss' guessing
- Ss listen and repeat.
- Ss read the sentences
- Ss look and listen.
- Ss listen to the chant
- Ss listen and repeat line by line without clap their hands
- Ss note the sounds, words
- Ss listen to melody of the chant
- Ss listen and chant line by line.
- Ss chant and clap along.
- Ss work in groups (two groups) to chant
- Ss perform in front of the class.
- Ss listen
- Ss listen.
- Ss answer the questions
- Ss listen and clap their hands
- Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

***Procedure:**

- Elicit the sentences and explain that they have to listen.
- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
- + Play the recording
- + Play the recording again and get Ss to swap books with their partners.
- + Play the recording again to check answers together as a class.
- + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

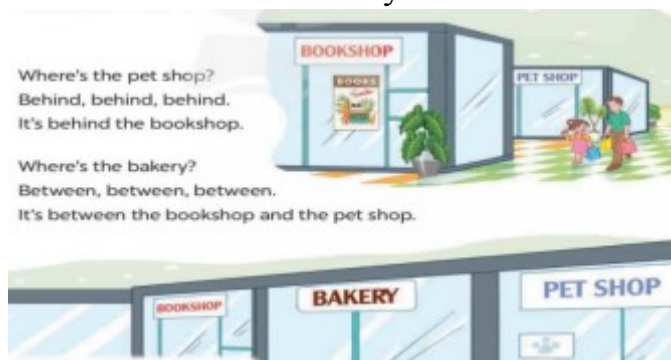
Key: 1.b 2.c

Activity 3. Let's chant

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

***Procedure:**

- Introduce the title and lyrics of the chant.



- Play the recording for Ss to listen to the whole chant.
- + Have them repeat the title and lyrics line by line.
- + Ask Ss to attend to the sounds of the the words *behind* and *between*.
- 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 18, Lesson 3 (4,5,6).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 31

Preparing date: April, 2026

Period 123

Teaching date: April....., 2026

Unit 18: At the shopping center

Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. **Knowledge:**

- read and write about locations and prices.
- make a shopping list and use it to practise talking about locations and prices in the classroom at 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 reading tasks.

- **Digital competence & AI literacy:**

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

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 264, 265, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 57, notebooks, workbooks, school things.

C. **PROCEDURES:**

Teacher's activities	Students' activities
1. Warm- up: (5') Game: Pass the ball <i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i> *Procedure: .- Divide the class into 3 teams. - Each team has 1 sticky ball. - Play the music, Ss in each team take turns passing the ball. +After the music ends, 3 pupils who have the balls will stand up and say the model sentences. - Say "Open your book page 57" and look at "Unit 18, Lesson 3 (4,5,6)". 2. Practice: (8') Activity 1. Read and complete: <i>*Aims: Ss will be able to read a paragraph</i>	- Ss listen -Ss play game -Ss play game - Ss open their books -Ss look at the table and answer -Ss read the paragraph -Ss read the first gap in the table and answer -Ss find out the correct answer -Ss do the task -Ss swap books and check - Ss check their answer together -Ss listen -Ss read the guiding sentence -Ss look at the piture and answer -Ss write the answer

and complete a table of information about locations and prices.

***Procedure:**

- Have Ss look at the table of gapped information and guess what the missing information is, and what the paragraph is about
- Ask Ss to read through the paragraph once or twice.
- Ask Ss to look at the first gap in the table and encourage them to make a question for it (ex: *What is at the bookshop?*).
- + Help Ss find out the correct answer (*book*).
- + Repeat the same procedure with the other gaps.
- + Allow Ss to do the activity independently.
- Have Ss swap their books with a partner and check the answers.
- Select a few pupils to read their answers in front of the class. Check their answers.

*Key: 1. book 2. behind the pet shop
3. 50,000 4. ice cream*

3.Production: (19')

Activity 2. Let's write

***Aims:** Ss will be able to write a short paragraph about locations, items and prices at the shopping centre with the help of the suggested questions and an incomplete paragraph.

***Procedure:**

- Ask pupils to read the title, the given sentence and the questions, then look at the picture to get ideas for their writing.



- First, have Ss read the guiding sentence.
- + Then ask them to look at the picture to write a sentence about the location of the clothes

-Ss write the answer

-Ss write the paragraph

-Ss swap books and check the answer together.

-Ss listen and note

-Ss show the shopping lists

-Ss practise their presentation in the groups

-Ss perform 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

shop.

+ Next, let them write the answer to the question *about the price of the skirt*.

+ After that, let them write sentences about *the gift shop and the price of the pen*.

-Ask Ss to write the paragraph independently.

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

Key: Pupils' own answers

My mother and I are at the shopping centre.

The clothes shop is near the bakery. My mother wants to buy a skirt. It's sixty thousand dong. The gift shop is behind the clothes shop. I want to buy a pen. It's thirty thousand dong.

Activity 3. Project.

***Aims:** *Ss will be able to make a shopping list and talk about the locations and prices of certain items in front of the class*

***Procedure:**

- Explain that Ss are going to talk about the shopping list that they have made at home.
- Have Ss show their shopping lists to their partner.
- Give Ss some time to practise their presentations by themselves and in groups.
- Select a few Ss to give their presentations 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 praises some Ss who are hardworking / active/ good.... as well as encourage others to try more.

4. Homework. (3')

- Prepare the new lesson: *Unit 19- Lesson 1 (1,2,3).*

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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.....

Week 31

Preparing date: April, 2026

Period 124

Teaching date: April....., 2026

Unit 19: The animal world**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 crocodiles, giraffes, hippos, lions, in relation to the topic “*The animal world*”.
- use *What are these animals? – They’re* to ask and answer questions about animals;
- **Vocabulary:** crocodile, giraffe, hippo, lion
- **Model sentences:** *A: What are these animals?*
B: They’re lions.

- **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 animal pictures/audio to verify names and behaviours; do not accept AI-generated animal facts without checking 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 268, 269, audio Tracks 82, 83, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 58, notebooks, workbooks, school things.

C. PROCEDURES:

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

Sing: *"I like animal"*

***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=yS1zl4g7HLA>

- Ask Ss to listen, sing and dance the song.

- Say "Open your book page 58" and look at "Unit 19, 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

+ giraffe : hươu cao cổ (visual)

+ hippo : hà mã (visual)

+ lion : sư tử (visual)

+ crocodile : cá sấu (visual)

- 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) focusing on asking and answering questions about animals.

***Procedure:**

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

- Ss listen

- Ss sing a song

- 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:

Ben: *Mum, what are these animals?*

Ben's mother: *They're giraffes, dear.*

+ In picture b:

Ben: *And what are these animals?*

Ben's mother: *They're hippos.*

-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: two giraffes

+ Picture b. two hippos

+ Picture c. two lions

+ Picture d. two crocodiles

-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 listen

+ a zoo with crocodiles, lions, giraffes and hippos

-Ss work in pairs



- 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 are these animals? – **They're** to ask and answer questions about animals*

***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**

- Elicit the names of the animals.



- Run through all the pictures.
- Run through model sentences.
- Have Ss to practise:
- Ask Ss to work in pairs.
- T controls and corrects.
- Invite a few pairs to come to the front of

-Ss ask and answer

-Ss repeat the questions and answers

-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 and sentence.

- Ss give the corrected animal statement.

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 *What are these animals? – They're to ask and answer questions about animals in a freer context.*

***Procedure:**

- Have Ss look at the picture and tell them about the animals



- Put Ss work in pairs

- Ask Ss to say using *What are the animals? They're.....*

- Get Ss to repeat the questions and answers several times.

- Invite some Ss to the front of the class to say about 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 review the vocabulary and model sentences.

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

- ## Digital & AI mini-task: “Animal picture – Check it!”

- D. ADJUSTMENTS (if necessary):**

Week 32

Preparing date: April, 2026

Period 125

Teaching date: April....., 2026

Unit 19: The animal world

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 crocodiles, giraffes, hippos, lions in relation to the topic “*The animal world*”.
- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*The animal world*”.
- ***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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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*: Teacher's guide Pages 269, 270; audio Tracks 84, 85; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students*: Pupil's book Page 59, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (5')</p> <p><i>Game: What is missing?</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Show the pictures of animals "lions, crocodiles, giraffes, hippos". - Ask Ss to close their eyes and take away 1 picture. + Ss open their eyes and guess what is missing. - Say "Open your book page 59" and look at "Unit 19, Lesson 1 (4,5,6)". <p>2. Practice: (27')</p> <p>Activity 1. Listen and number</p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts in which pupils ask and answer questions about animals and number the correct pictures</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Get Ss to look at the pictures and ask them to identify the animals <div data-bbox="172 1631 808 1745"> </div> <ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Ss listen - Ss play the game - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + Picture 1: two hippos + Picture 2: two lions + Picture 3: two crocodiles + Picture 4: two giraffes - Ss guess the answers - Ss listen to the tape and write - Ss listen again, write number and swap books with their partners. - Ss check their answers and guessing - Ss listen and repeat. - Ss look at the picture and say - Ss look and answer - Ss read - Ss say and complete - Ss work in pairs and complete - Ss read the sentences 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

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. a 3. b 4. c

Activity 2. Look, complete and read

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

***Procedure:**

- Get Ss to look at the pictures and identify the animals.

1. A: What are these animals?
B: They're _____.

2. A: What are these animals?
B: They're _____.

3. A: These animals have long necks and legs.
_____ are they?
B: _____ giraffes.

4. A: These animals have short legs.
What _____?
B: They're _____.

- Have Ss look at the four sentences 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 (*playing football*). Then have them complete the gap (*he's playing football*).

-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.

lions

2. crocodiles

3. What; They're 4. are they; hippos

Activity 3. Let's sing

**Aims: Ss will be able to sing the song*

-Ss answer the questions

-Ss listen and clap their hands

-Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.

- Ss correct at least one AI-style error.

Animals with the correct pronunciation, rhythm and melody.

***Procedure:**

- Introduce the title and lyrics of the song:

"What are these animals?"



- 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?*

- 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 19, Lesson 2 (1,2,3).*

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 32

Preparing date: April, 2026

Period 126

Teaching date: April....., 2026

Unit 19: The animal world

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 *dance beautifully, roar loudly, run quickly and sing merrily* in relation to the topic “The animal world”
- use *Why do you like? – Because they* to ask for and give reasons for liking animals;
- **Vocabulary:** dance beautifully, roar loudly, run quickly and sing merrily.
- **Model sentences:**

A: Why do you like peacocks?

B: Because they dance beautifully.

- **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 animal pictures/audio to verify names and behaviours; do not accept AI-generated animal facts without checking 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 272, 273; audio Tracks 86, 87, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 60, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (3')</p> <p><i>Game: "Whose tail is this?"</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Put Ss into pairs. - Give Ss the dice. Ss in pairs answer the questions. For each correct answer pupil can roll the dice. - The student (in each pair) who has the most points is the winner. - Say "Open your book page 60" and look at "Unit 19, Lesson 2 (1,2,3)". <p>2. Presentation(16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - T elicits the new words + <i>dance beautifully : nhảy thật đẹp (example)</i> + <i>run quickly: chạy thật nhanh (mime)</i> + <i>roar loudly : gầm thật to (situation)</i> + <i>sing merrily : hát thật hay (translation)</i> - T models (3 times). - T writes the words on the board. - <i>Checking: Rub out and remember</i> <p>Activity 2. Look, listen and repeat:</p> <p><i>*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 animals</i></p>	<ul style="list-style-type: none"> - 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 write - Look at the pictures and answer. + <i>In picture a:</i> Ben: <i>What are these animals?</i> Linh: <i>They're peacocks.</i> Ben: <i>I like them.</i> - <i>In picture b:</i> Linh: <i>Why do you like peacocks?</i> Ben: <i>Because they dance beautifully.</i> - 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 - Ss listen and answer + <i>Picture a: Two peacocks dancing</i> + <i>Picture b: Four giraffes running</i> + <i>Picture c: Two lions roaring</i> + <i>Picture d: Three birds singing</i> - Ss look, listen and repeat - Ss look, listen and repeat

***Procedure:**

- Have Ss look at the pictures and identify the characters and the animals.



- 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 *Why do you like? – Because they to ask for and give reasons for liking animals*

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 names of the animals and what they are doing.



- Run through all the pictures.

- 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 view of wild animals: two peacocks, two giraffes, three birds and two lions.*
- Ss work in pairs
- Ss practise in pair in front of the class.
- Ss answer the question
- Ss listen and clap their hands
- Ss listen and take note

Digital/AI pupil actions:

- Ss compare the picture and sentence.
- Ss give the corrected animal statement.

- 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, point at the pictures and say 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 they to ask for and give reasons for liking animals in a freer context.*

***Procedure:**

- Have Ss look at the picture and elicit the names of the animals and reasons for liking them.



- Ask Ss work in pairs to ask and answer questions about *Why do you like.....?*
- Invite some pairs to role play in front of the class to point at the activity in the picture cue in their books.

***Consolidation**

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

***Procedure:**

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

today?

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

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

- Learn the vocabulary and model sentences by heart

- Prepare the new lesson: *Unit 19, Lesson 2* (4,5,6).

Digital & AI mini-task: “Animal picture – Check it!”

- T shows animal pictures and one AI-style animal/behaviour sentence with a deliberate mismatch.

- T asks pupils to compare and correct it.

- Digital/AI evidence: pupil corrects one animal name/behaviour statement.

D. ADJUSTMENTS (if necessary):

Week 32

Preparing date: April, 2026

Period 127

Teaching date: April, 2026

Unit 19: The animal world

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 dance beautifully, roar loudly, run quickly and sing merrily in relation to the topic “*The animal world*”

- listen to and demonstrate understanding of simple communicative contexts in relation to the topic “*The animal world*”.

- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

3. Attitude/ Qualities:

- Honesty: tell the truth about feelings and emotions.

- Diligence: complete learning tasks.

B. TEACHING AIDS:

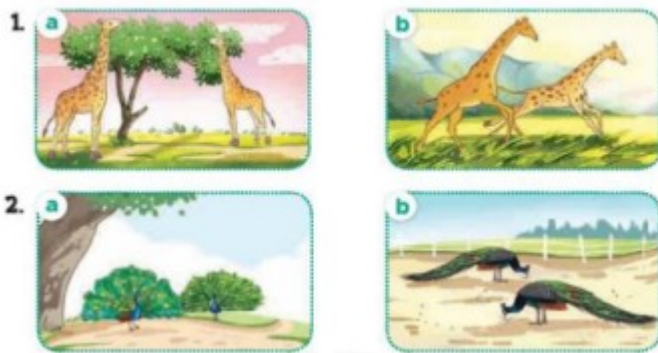
- *Teacher*: Teacher's guide Pages 274, 275; audio Tracks 88; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students*: Pupil's book Page 61, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (5')</p> <p><i>Game: Piggy bank game (PPT)</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into 3 teams. - Have Ss from each team choose a pig, ask and answer the questions. + If the Ss answer correctly, they get the points for that question. - After 8 pigs, the team with the most points is the winner. - Say "Open your book page 61" and look at "Unit 19, Lesson 2 (4,5,6)". <p>2. Practice: (27')</p> <p>Activity 1. Listen and circle:</p> <p><i>*Aims: Ss will be able to listen to and understand two communicative contexts in which characters ask for and give reasons for liking animals.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at the pictures and elicit the names of the animals. 	<ul style="list-style-type: none"> - Ss listen - Ss play the game - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture 1a. Two giraffes eating leaves on the branches</i> + <i>Picture 1b. Two giraffes running fast in the meadow</i> + <i>Picture 2a. Two peacocks dancing</i> + <i>Picture 2b. Two peacocks eating the grass</i> - 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 - Ss write the correct answer and check Ss' guessing - Ss listen and repeat. - Ss look at the pictures and say - Ss listen and answer - Ss read and complete - Ss complete the gap - Ss work in pairs and do the task - Ss read aloud the sentences - Ss listen - Ss play the game - Ss play the game - Ss listen and answer - Ss listen and take note <p>Digital/AI pupil actions:</p> <ul style="list-style-type: none"> - Ss check the sample answers with learnt



- 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 two gapped dialogues about reasons for liking animals with the help of picture cues

***Procedure:**

- Have Ss look at the pictures and ask them the names of the animals they see in the picture and what they are doing.

1. A: What are those animals?
 B: They're _____. I like them.
 A: Why do you like lions?
 B: _____ they roar loudly.



2. A: What are these _____?
 B: They're birds. I like them.
 A: _____ do you like birds?
 B: Because they _____.



- T models with sentence 1.
- + Have Ss look at the sentence.
- + Ask them what is missing in the answer (*lions*).
- + Have Ss complete the gap.
- + Have Ss read the completed sentence in chorus.
- Have Ss work in pairs and complete the other sentences.
- Invite pairs of pupils to stand up and read aloud the sentences.
- T gives feedbacks.

language/picture evidence.

- Ss correct at least one AI-style error.

Key: 1. lions; Because

2.

animals; Why; sing merrily

Activity 3. Let's play.

***Aims:** Ss will be able to review the animal names that pupils have learnt in the previous lessons by playing a **Guessing animals** game

***Procedure:**



- Invite two teams, each team has three players, to the front of the class.
- Give an example by describing some physical features of animals for the players in the teams to guess.
- One of the teams describes animals for the other one to guess.
- If the guessing team gives a wrong guess, the describing team gives the correct answer, and gets one point.
- + Write the correct answer on the board. The game continues.
- If the guessing team gives a correct guess, they take over the role of describing. The team with the most points wins the game when time is up.
- Give a time limit for pupils to play the game.
- When the game is over, get some pairs of pupils to take turns asking and answering the question *What are these animals?* and use the animal names on the board as the answers.

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

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 32

Preparing date: April, 2026

Period 128

Teaching date: April....., 2026

Unit 19: The animal world**Lesson 3 (1, 2, 3)****A. OBJECTIVES:**

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

1. Knowledge:

- correctly pronounce the words '*loudly*' and '*quickly*' with the stress on the first syllable in isolation and in the sentences *These animals are roaring 'loudly.* and *Those animals are running 'quickly.*
- identify the target words '*loudly*' and '*quickly*' while listening.
- say the chant with the correct rhythm and pronunciation.
- **Vocabulary:** Review
- **Skills:** speaking, listening, reading and writing.

2. Competences:

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

- Digital competence & AI literacy:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:* Teacher's guide Pages 276, 277; audio Tracks 89, 90, 91; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration:* teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- *Students:* Pupil's book Page 62, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (5')</p> <p><i>Game: Animal dice</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Divide the class into 8 groups. - Each pupil in groups takes a turn rolling the dice. - Then he/she names the animal. Next he/she will read the sentence "<i>I like ... because</i>" Lastly, he/she moves/makes a sound like that animal. - Say "Open your book page 62" and look at "<i>Unit 19, Lesson 3 (1,2,3)</i>". <p>2. Presentation(9')</p> <p>Activity 1. Listen and repeat:</p> <p><i>*Aims: Ss will be able to correctly repeat the words 'loudly' and 'quickly' with the stress on the first syllable in isolation and in the sentences <i>These animals are roaring 'loudly.</i> and <i>Those animals are running 'quickly.</i> with the correct pronunciation and intonation.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Draw Ss' attention to the word '<i>loudly</i>' and 	<ul style="list-style-type: none"> - Ss listen -Ss play game - Ss open their books - Ss listen and point the words and the sentences - Ss listen again and repeat - Ss listen again and repeat in front of the class -Ss work in pairs and say the words and the sentence -Ss listen and say -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 -Ss write the correct answer and check their 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

'quickly' the sentence *These animals are roaring 'loudly'. And Those animals are running 'quickly'*. Play the recording and encourage them to point at the word and the sentence while listening.

- Play the recording again for pupils to listen and repeat.
- Invite a few pupils to stand up, listen to and repeat the word and the sentence.
- Give Ss work in pairs to practise saying the words '*slowly*' and '*quickly*', and reading the sentences *These animals are roaring 'loudly'*. and *Those animals are running 'quickly'*.

3.Practice: (19')

Activity 2. Listen and circle.

**Aims: Ss will be able to identify the target words *loudly* and *quickly* while listening.*

***Procedure:**

- Elicit the sentences and explain that they have to listen.
- T ask Ss to guess the answers.
- + T writes Ss' guessing on the board.
- Listen to the tape:
 - + Play the recording
 - + Play the recording again and get Ss to swap books with their partners.
 - + Play the recording again to check answers together as a class.
 - + Write the answers on the board for Ss to correct their answers. Then checks Ss' guessing.
- Play the recording, sentence by sentence, for the class to listen and repeat in chorus.
- Invite one or two Ss to stand up and read the completed sentences.

Key: 1.a 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 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.



- 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 words *loudly* and *quickly*.
- 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 19, Lesson 3*

(4,5,6).

Digital & AI mini-task: “Review detective”

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- 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 33

Preparing date: April, 2026

Period 129

Teaching date: April....., 2026

Unit 19: The animal world

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 paragraph by answering four questions about it.
- complete a gapped paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals.
- collect or draw pictures of favourite animals 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 reading tasks.

- Digital competence & AI literacy:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures and textbook evidence.

3. Attitude/ Qualities:

- Honesty: tell the truth about feelings and emotions.
- Diligence: complete learning tasks.

B. TEACHING AIDS:

- *Teacher*: Teacher's guide Pages 278, 279, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- *Digital/AI integration*: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location 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>1. Warm-up: (5')</p> <p><i>Game: "collect the candies"</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss compete in two groups, answer questions to get candy. + Ss choose a number, and the teacher clicks on the number to go to the question. + If pupils answer correctly, the teacher clicks back to this slide, clicks the play button with the color of that team to get candy into the jars. - Once finished, click the candy machine to go to the next slide. - Say "Open your book page 63" and look at "Unit 19, Lesson 3 (4,5,6)". <p>2. Practice: (8')</p> <p>Activity 1. Read and answer:</p> <p><i>*Aims: Ss will be able to read and show understanding of a paragraph by answering four questions about it.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Ask Ss to attend to four questions and the animals in the passage. - Have Ss work individually. - Set a time limit for Ss to read and answer the questions. - Tell Ss to swap the answers with a partner, then check answers as a class. - Write the answers on the board. 	<ul style="list-style-type: none"> - Ss listen -Ss play game -Ss play game - Ss open their books -Ss listen and answer -Ss read the text silently -Ss read and answer -Ss swap books and check their answer -Ss write the correct answer -Ss read aloud the text -Ss listen -Ss listen -Ss pay attention -Ss fill in the first gap -Ss complete the paragraph -Ss swap books and check their answer -Ss listen -Ss work in groups and describes about their pictures -Ss perform in front of the class. -Ss congratulation and clap their hands -Ss answer the questions -Ss listen and clap their hands -Ss listen and take note <p>Digital/AI pupil actions:</p> <ul style="list-style-type: none"> - Ss check the sample answers with learnt language/picture evidence. - Ss correct at least one AI-style error.

- Invite Ss to read the texts aloud

-T gives feedbacks.

Key: 1. They are at the zoo.

2. They want to see the animals

3. Because they have long necks and legs.

They can run very quickly.

4. Because they sing merrily.

3.Production: (19')

Activity 2. Let's write

**Aims: Ss will be able to complete a gapped paragraph about a visit to the zoo, their favourite animals and the reasons why they like these animals*

***Procedure:**

- Tell Ss what they are going to do: *complete a paragraph about a visit to the zoo.*

- Remind Ss to pay attention to the context (*the words before and after the gaps*) before completing the paragraph with appropriate words.

- Have Ss fill in the first gap as an example, using the animals they like.

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

- Get Ss to swap books with their partners and check their answers in pairs or groups before checking as a class

Key: Pupils' own answers

Example: It is a sunny Sunday. My brother and I are at the zoo. I like giraffes because they have long necks and legs. My brother likes lions because they run quickly.

Activity 3. Project.

**Aims: Ss will be able to collect or draw pictures of favourite animals at home and present them to the class by using the target language.*

***Procedure:**

- Explain that each pupil has to show a simple picture of their favourite animals (*ex: lions*) which they have prepared at home as homework



- Have Ss work in groups of six.
- + Each pupil shows his / her picture to the group and describes what the animals in his / her picture are, and tells why he / she likes these animals.
- Invite a few pupils to show their pictures and tell the class about the animals and the reasons why they like these animals in front of the class, *ex: These are lions. I like them because they roar loudly.*
- Have the rest of the class comment and praise their friends' performance.

***Consolidation**

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

***Procedure:**

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

4. Homework. (3')

- Prepare the new lesson: *Unit 20- Lesson 1 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 33

Preparing date: April, 2026

Period 130

Teaching date: April....., 2026

Unit 20: At summer camp

Lesson 1 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- use the phrases building a campfire, putting up a tent, taking a photo and telling a story in relation to the topic “*At summer camp*”
- use *What's he / she doing? – He's / She's _____* to ask and answer questions about what someone is doing at a camp
- **Vocabulary:** building a campfire, putting up a tent, taking a photo and telling a story
- **Model sentences:**

A: What's he / she doing?

B: He's / She's building a campsite

- **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 camp-activity pictures to check AI-generated Present Continuous sentences before accepting them.

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 280, 281, audio Tracks 92, 93, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location 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>1. Warm-up: (3')</p> <p><i>Sing: Summer camp</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> Show the song on the screen. https://www.youtube.com/watch?v=ifPAX00PRRk Ask Ss to listen, sing and dance the song. Say "Open your book page 64" and look at "Unit 20, Lesson 1 (1,2,3)". <p>2. Presentation(16')</p> <p>Activity 1. Vocabulary.</p> <p><i>*Aims: Ss will be able to know the vocabulary in the new lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> T elicits the new words <ul style="list-style-type: none"> build a campfire: <i>đốt lửa trại</i> (picture) put up a tent : <i>dựng, cắm trại</i> (picture) tell a story : <i>kể chuyện</i> (situation) take photos : <i>chụp hình</i> (mime) T models (3 times). T writes the words on the board. Checking: Matching <p>Activity 2. Look, listen and repeat:</p> <p><i>*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 is doing at a camp.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> Have Ss look at Pictures a and b and identify the characters and their activities at the summer 	<ul style="list-style-type: none"> Ss listen Ss sing a song Ss open their books Ss listen and answer Ss listen and repeat <ul style="list-style-type: none"> Choral repetition (3 times). Individual repetition (3 ss) Ss take note Ss look, remember and match Look at the pictures and say <ul style="list-style-type: none"> In picture a: Bill: <i>Hi, Mai. Is Nam there?</i> Mai: <i>Yes, he is</i> In picture b: Bill: <i>What's he doing?</i> Mai: <i>He's building a campfire.</i> 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 <ul style="list-style-type: none"> Ss look, listen and answer Picture a: A boy putting up a tent Picture b. A girl building a campfire Picture c. A boy telling a story and his friends listening to him Picture d. A girl taking a photo Ss listen and repeat

camp.



- 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's he / she doing? – He's / She's to ask and answer questions about what someone is doing at a camp.*

***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 activities of the characters.



- Run through all the pictures.

- Ss listen and repeat
- Ss practice in chorus
- Ss work in pairs to practice
- Ss pay attention
- Ss point at the pictures and say the questions and answers
- Ss listen.
- Ss look at the picture and listen
+ *a boy building a campfire, a boy telling a story and his friends listening to him, a girl taking a photo of her friend, a girl putting up a tent.*
- Ss look 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 compare the picture and sentence.
- Ss give the corrected Present Continuous sentence.

- 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 *What's he / she doing? – He's / She's* to ask and answer questions about what someone is doing at a camp in a freer context.

***Procedure:**

- Have Ss look at the picture and ask questions to help them identify the context



- Elicit the missing words in the speech bubble and write them on the board. Get Ss to say the completed sentences.
- Put Ss into pairs and encourage them to practise asking and answering questions about *what someone is doing at a camp*.
- Invite a few pairs to the front of the class to ask and answer questions about what someone is doing at a camp using the picture cue.

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

Digital & AI mini-task: “Camp action – Check it!”

- T displays camp-activity pictures and one AI-style sentence with a wrong action/person.
- T asks pupils to compare and correct it using He's/She's/They're ...
- Digital/AI evidence: pupil corrects one camp-action sentence.

D. ADJUSTMENTS (if necessary):

Week 33

Preparing date: April, 2026

Period 131

Teaching date: April....., 2026

Unit 20: At summer camp

Lesson 1 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- use the phrases building a campfire, putting up a tent, taking a photo and telling a story in relation to the topic “*At summer camp*”
- listen to and understand four communicative contexts in which characters ask and answer questions about what someone is doing at a camp and match the correct pictures.
- complete four gapped exchanges with the help of picture cues.
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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*: Teacher's guide Pages 283, 284; audio Tracks 94; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- *Students*: Pupil's book Page 65, notebooks, workbooks, school things.

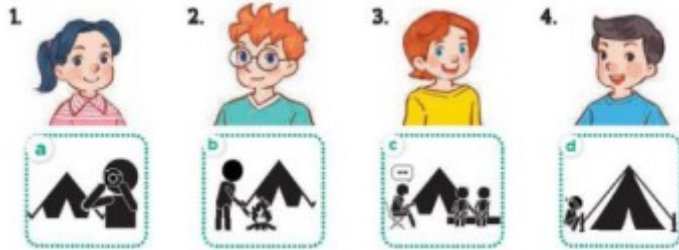
C. PROCEDURES:

Teacher's activities	Students' activities
<p>1. Warm-up: (5')</p> <p><i>Game: Who says faster?</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Hold a activity card, then reveal it slowly. - Ask <i>What's he/ she doing?</i> - 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 65" and look at "Unit 20, Lesson 1 (4,5,6)". <p>2. Practice: (27')</p> <p>Activity 1. Listen and match:</p> <p><i>*Aims: Ss will be able to listen to and understand four communicative contexts in which characters ask and answer questions</i></p>	<ul style="list-style-type: none"> - Ss listen - Ss play the game - Ss open their books - Look at the pictures and say: 1. Mai 2. Ben 3. Lucy 4. Nam - a. a person taking a photo (stick figure) - b. a person building a campfire (stick figure) - c. a person telling a story and two friends listening (stick figures) - d. a person putting up a tent (stick figure) - Ss listen to the tape - Ss listen again and tick - Ss listen again and - Ss check their answers - Ss listen and repeat, sentence by sentence, - Ss look at the picture and say

about what someone is doing at a camp and match the correct pictures.

***Procedure:**

- Ask questions to help Ss identify the characters in the pictures and the activities of the stick figures.



- Play the recording for Ss to listen to.
- Play the recording again for them to do the task by matching the characters to their activities.
- Play the recording a third time to give Ss another listening opportunity.
- Check answers as a class.
- Play the recording, sentence by sentence, for the class to listen and repeat individually and 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 gapped exchanges with the help of picture cues.

***Procedure:**

- Have Ss look at the pictures and get them to identify the characters and their activities in the pictures

- Ss look and answer
- Ss read
- Ss say and complete
- Ss work in pairs and complete
- Ss read aloud the sentences
- Ss listen
- Ss listen how to play a 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

1. A: What's he doing at the campsite?

B: He's telling _____.



2. A: What's she doing at the campsite?

B: She's building _____.



3. A: What's he _____ at the campsite?

B: He's putting up _____.



4. A: What's she doing at _____?

B: She's _____.



- Have Ss look at the four sentences 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 (*a story*). Then have them complete the gap (*He's telling a story*).
- 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. *a story* 2. *a campfire*
 3. *doing; a tent* 4. *the campsite; taking a photo*

Activity 3. Let's play

***Aims:** *Ss will be able to revise target words about what someone is doing at a camp by playing "Guess what they are doing".*

***Procedure:**

- Explain how the game is played.



- Divide Ss into groups of five
- + Have Ss look at the first picture and answer

the question *What's she doing?*

- + The Ss in each group guess the girl's activities in the picture and give the answers
(*Ex: She's singing. She's dancing....*)
- Have Ss practise asking and answering questions about what the pupils are doing with the help of picture.

***Consolidation**

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

***Procedure:**

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

3. Homework. (3')

- Prepare the new lesson: *Unit 20, Lesson 2 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 33

Preparing date: April, 2026

Period 132

Teaching date: April....., 2026

Unit 20: At summer camp

Lesson 2 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- use the phrases dancing around the campfire, playing card games, playing tug of war, singing songs in relation to the topic “At summer camp”.
- use *What are they doing? – They’re* to ask and answer questions about what people are doing at a camp
- **Vocabulary:** dancing around the campfire, playing card games, playing tug of war, singing songs
- **Model sentences:** *A: What are they doing?*
B: They’re playing card games.
- **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 camp-activity pictures to check AI-generated Present Continuous sentences before accepting them.

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 285, 286; audio Tracks 95, 96, website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-controlled digital slide/audio/picture and one AI-style example for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil’s book Page 66, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher’s activities	Students’ activities
1. Warm- up: (3’) Game: Pass the ball <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: <ul style="list-style-type: none"> - Stand up and pass the ball with music. - When music stops, those who keep the ball must look at a picture on the board and say a 	<ul style="list-style-type: none"> - 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 write

sentence: *He's/ she's.....*

- Say "Open your book page 66" and look at "Unit 20, 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

+ *play tug a war* : *chơi kéo co* (picture)

+ *play card games* : *chơi bài* (picture)

+ *dance around the campfire*: *nhảy múa quanh lửa trại* (explain)

+ *sing songs*: *hát hò* (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 what people are doing at a camp.*

***Procedure:**

- Have Ss look at *Pictures a and b* and identify the places, characters and their activities.



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

- Have Ss to practice the diaguage

-Look at the pictures and get to know the characters in the pictures.

+ *In picture a:*

Ben: *Hello, Bill. Are Mary and Lucy at the campsite?*

Bill: *Yes, they are.*

– *In picture b:*

Ben: *What are they doing?*

Bill: *They're playing card games.*

-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

-Ss listen and answer

+*Picture a. Two teams of friends playing tug of war*

+*Picture b. Some friends playing card games*

+*Picture c. Some friends dancing around a campfire*

+*Picture d. Some friends singing songs*

- Ss look, listen and repeat

- Ss look, listen and repeat

- 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

+ *two teams playing tug of war, two characters singing songs, four characters playing card games and four characters dancing around the*

- 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 are they doing? – **They're** to ask and answer questions about what people are doing at a camp.*

***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 activities.



playing tug of war



playing card games



dancing around the campfire



singing songs

- 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

campfire.

- Ss pay attention and say
- Ss work in pairs to ask and answer the questions
- Ss practise in pair in front of the class.
- Ss answer the question
- 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 corrected Present Continuous sentence.

- 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 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 *What are they doing?* – *They're* to ask and answer questions about what people are doing at a camp in a freer context.

***Procedure:**

- Draw Ss' attention to the pictures and ask questions to help them identify the context.



- Elicit the missing words in the bubble and write them on the board. Get Ss to say the completed sentences.
- Put Ss into pairs and encourage them to ask and answer questions about what people are doing at the camp, *using What are they doing? – They're*
- Invite a few pairs 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?*

- 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 20, Lesson 2* (4,5,6).

Digital & AI mini-task: “Camp action – Check it!”

- T displays camp-activity pictures and one AI-style sentence with a wrong action/person.
- T asks pupils to compare and correct it using He’s/She’s/They’re ...
- Digital/AI evidence: pupil corrects one camp-action sentence.

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 34

Preparing date: May....., 2026

Period 133

Teaching date: May....., 2026

Unit 20: At summer camp

Lesson 2 (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 communicative contexts in relation to the topic “At summer camp”.
- complete two gapped exchanges with the help of picture cues.
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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*: Teacher's guide Pages 287, 288, 289; audio Tracks 97, 98; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- *Digital/AI integration*: teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location 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>1. Warm- up: (5')</p> <p><i>Game: "Pass the picture."</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Ss pass the picture around the class while the music is playing. - When the music stops, the Ss with the animal/picture must answer the questions from the teacher. <p><i>T: What can you see?</i></p> <p><i>Ss: I can see a ...</i></p> <p><i>Tr: What are they doing?</i></p> <p><i>Ss: They're.....</i></p> <ul style="list-style-type: none"> - Say "Open your book page 67" and look at "Unit 20, Lesson 2 (4,5,6)". <p>2. Practice: (27')</p> <p>Activity 1. Listen and tick:</p> <p><i>*Aims: Ss will be able to listen to and understand two communicative contexts in which pupils ask and answer questions about what people are doing at a camp and tick the correct pictures.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Have Ss look at the pair of picture and ask questions to help them identify the characters and their activities. 	<ul style="list-style-type: none"> - Ss listen and play the game - Ss open their books - Look at the pictures and say: <ul style="list-style-type: none"> + <i>Picture 1a. Mary and Mai taking a photo</i> + <i>Picture 1b. Mary and Mai dancing around the campfire</i> + <i>Picture 2a. Nam and Ben playing tug of war</i> + <i>Picture 2b. Nam and Ben playing a card game</i> - Ss guess the answers - Ss listen to the tape and tick - Ss listen again, tick and swap books - Ss check their partners. - Ss write the answer and check ss' guessing - Ss listen and repeat. - Ss look at the pictures and say - Ss listen and answer - Ss read and complete - Ss complete the gap - Ss read the completed sentence - Ss work in pairs and do the task - Ss read aloud the sentences - Ss listen - Ss listen to the song - Ss listen and repeat line by line without the action.



- 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 two gapped exchanges with the help of picture cues.*

***Procedure:**

- Have Ss look at the pictures and identify the places, characters and their activities in the pictures

1. A: Where's Ben?

B: He's at the _____.

A: What's he _____?

B: He's emailing his mother.



2. A: I want to see Nam and Mai.
_____ are they?

B: They're at the campsite.

A: _____ are they doing?

B: They're _____.



- T models with sentence 1.
- + Have Ss look at the sentence.
- + Ask them what is missing in the answer (*campsite*).
- + Have Ss complete the gap.
- + Have Ss read the completed sentence in chorus.

- 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 listen and answer

-Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

- Have Ss work in pairs and complete the other sentences.
- Invite pairs of pupils to stand up and read aloud the sentences.
- T gives feedbacks.

Key: 1. campsite; doing

2. Where; What; playing tug of war

Activity 3. Let's sing

***Aims:** Ss will be able to sing the song *What are you doing?* with the correct pronunciation, melody and intonation.

***Procedure:**

- Introduce the title and lyrics of the song
" *What are you 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')

- Prepare the new lesson: *Unit 20, Lesson 3 (1,2,3).*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 34

Preparing date: May....., 2026

Period 134

Teaching date: May....., 2026

Unit 20: At summer camp

Lesson 3 (1, 2, 3)

A. OBJECTIVES:

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

1. Knowledge:

- correctly repeat the words '*visit*' and '*email*' with the stress on the first syllable in isolation and in the sentences *They 'visit their grandparents in summer.* and *We 'email our friends at the weekend.* with the correct pronunciation and intonation.
- identify the target words *visit* and *email* while listening.
- say the chant with the correct rhythm and pronunciation.

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

2. **Competences:**

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

- **Digital competence & AI literacy:**

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher's guide Pages 289, 290; audio Tracks 99, 100, 101; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location 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>1. Warm- up: (5')</p> <p><i>Game: lip-reading</i></p> <p><i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Guide Ss to pronounce without making sound - Divide Ss into groups, each pupil takes turns to pronounce without making sound while the rest guess the sound - Say "Open your book page 68" and look at "Unit 20, Lesson 3 (1,2,3)". <p>2. Presentation (9')</p> <p>Activity 1. Listen and repeat:</p> <p><i>*Aims: Ss will be able to correctly repeat the words 'visit and 'email with the stress on the first syllable in isolation and in the sentences They 'visit their grandparents in summer. and We 'email our friends at the weekend. with the correct pronunciation and intonation</i></p>	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books - Ss pay attention the words and sentences - Ss listen and point at the words and the sentences - Ss listen again and repeat - Ss practice several times - Ss listen and say - 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 - Ss write the correct answer and check ss' guessing - Ss listen and repeat. - Ss read the sentences - Ss look and listen. - Ss listen to the chant

***Procedure:**

- Draw pupils' attention to the words *'visit* and *'email*, the sentence *They 'visit their grandparents in summer* and *We 'email our friends at the weekend*.
- Play the recording and encourage them to point at the word and the sentence while listening.
- Play the recording again and encourage pupils to listen to and repeat the word and the sentence.
- Have Ss work in pairs or groups, saying the words and reading the sentences until they feel confident.

3.Practice: (19')

Activity 2. Listen and circle.

***Aims:** Ss will be able to identify the target words *visit* and *email* while listening.

***Procedure:**

- Explain that they have to listen to the recording and circle the correct 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.

***Procedure:**

- 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 check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

- 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 words *visit* and *email*.
- 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 20, Lesson 3 (4,5,6)*.
- Digital & AI mini-task: “Review detective”**
- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 34

Preparing date: May....., 2026

Period 135

Teaching date: May....., 2026

Unit 20: At summer camp

Lesson 3 (4, 5, 6)

A. OBJECTIVES:

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

1. Knowledge:

- read and write about what someone is / people are doing at a camp.
- draw a simple picture of friends and their activities at a camp, then tell the class about it at 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 reading tasks.

- Digital competence & AI literacy:

+ Use a teacher-controlled digital review activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher’s guide Pages 291, 292; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location 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>1. Warm-up: (5') Game: Who's faster? <i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i> *Procedure:</p> <ul style="list-style-type: none"> - Tell Ss that they are going to look at the cards in 60 seconds, memorise the phrases (<i>building a campfire, dancing around the campfire, playing card games, playing tug of war, putting up a tent, singing songs, taking a photo and telling a story</i>) then remember as many of the words as possible. - Put the cards on a desk or stick them on the board. Then cover them with a piece of cloth. - Divide the class into 2 or 4 groups. - Remove the cloth and show the cards for 60 seconds. Then cover them again. - In their groups, Ss try to say as many of the words as they can remember. - Have the groups say the names of the things aloud. - For each correct word, give them a star or a point. - The group with the most stars / points wins. - Say "Open your book page 69" and look at "Unit 20, Lesson 3 (4,5,6)". <p>2. Practice: (8') Activity 1. Read and tick True or False: <i>*Aims: Ss will be able to read a text and decide whether statements about Minh and his friends' activities are true or false.</i> *Procedure:</p> <ul style="list-style-type: none"> - Draw pupils' attention to the four statements focusing on <i>what Minh and his</i> 	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss play game - Ss open their books - Ss pay attention - Ss read the text - Ss work in pairs and tick T or F - Ss check their answer - Ss read the gapped text and fill in the gaps - Ss read and answer - Ss complete the text - Ss swap books and check their answers - Ss read the completed texts. - Ss pay attention - Ss work in groups and describes the picture - Ss perform in front of the class. - Ss answer the questions - Ss listen and clap their hands - Ss listen and take note <p>Digital/AI pupil actions:</p> <ul style="list-style-type: none"> - Ss check the sample answers with learnt language/picture evidence. - Ss correct at least one AI-style error.

friends are doing.

- Ask Ss to read the text individually first, then in pairs to decide if the statements are true or false.
- Set a time limit for Ss to do the task.
- Get Ss to provide reasons for their answers, then check their answers.

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

3. Production: (19')

Activity 2. Let's write

**Aims: Ss will be able to complete a text about what pupils are doing at a camp.*

***Procedure:**

- Ask Ss to read the gapped text and fill in the gaps with details about what pupils and their friends are doing at a camp.
- Have Ss do the first gapped sentence together as an example. Ask them to read the sentence and elicit *what day it is today*.
- Give Ss time to complete the text independently.
- Get Ss to swap their books with a partner and check their answers in pairs before checking as a class.
- Invite a few Ss to read their completed texts in front of the class.

Key: Pupils' own answers

Example: Today is Sunday. We are at the campsite. Teacher is telling a story with the girls. Some girls are singing songs. The boys are playing soccer. I am taking a photo.

Activity 3. Project.

**Aims: Ss will be able to draw a simple picture of three or four friends and their activities at a camp, and tell the class about what the friends are doing.*

***Procedure:**

- Explain that each pupil has to show a simple picture of three or four friends and

their activities at a camp which they have drawn at home.

- Have Ss work in groups of six. Each pupil shows his / her picture to the group and describes what the characters in the picture are doing.

- Invite a few Ss to show their pictures and tell the class about the activities of their friends, *ex: Look at this picture. They are my friends. They're dancing around the campfire.*

***Consolidation**

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

***Procedure:**

- T asks ss to answer the following questions:

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

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

4. Homework. (3')

- Prepare the new lesson: *Review 4*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 34

Period 136

Preparing date: May 2026

Teaching date: May, 2026

Review 4

Parts 1, 2

A. OBJECTIVES:

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

1. Knowledge:

- correctly use the following sentence patterns:
- + *What was the weather like last weekend? – It was*
- + *Do you want to go to the? – Great! Let's go. / Sorry, I can't.*
- + *What does it say? – It says '.....'.*
- + *How can I get to the? –*
- + *Where's the bookshop? – It's*
- + *How much is the? – It's*
- + *What are these animals? – They're*
- + *Why do you like? – Because they*
- + *What's he / she doing? – He's / She's*
- + *What are they doing? – They're*

- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher's guide Pages 293, 294; Track 102; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- **Students:** Pupil's book Page 70, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
1. Warm- up: (5') Game: Choose and throw *Aims: to review the vocabulary and structure about greet and respond to greetings. *Procedure: <ul style="list-style-type: none"> - Divide class into 2 teams. - Call 1 pupil from each team to come to the board and throw a sticky ball at the answer. - Teacher marks the place where they throw 	<ul style="list-style-type: none"> - Ss listen - Ss play game - Ss open their books - Look at the pictures and say <ul style="list-style-type: none"> 1a. a rainy icon 1b. a sunny icon 1c. a windy icon 2a. a 'turn right' road sign 2b. a 'turn left' road sign 2c. a 'stop' road sign

it.

- Teacher reveals the score for the correct answer.
- Say "Open your book page 70" and look at *Review 4*.

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 weather, directions, items price, animals and camp activities and tick the correct pictures.*

***Procedure:**

- Elicit the words or phrases to describe the pictures in each option.



- 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 3. b 4. c 5. b

Activity 2. Ask and answer

3a. a notebook and a price tag: 10,000 dong

3b. a notebook and a price tag: 15,000 dong

3c. a notebook and a price tag: 20,000 dong

4a. Two giraffes

4b. Two lions

4c. Two hippos

5a. Two boys taking a photo

5b. Two boys putting up a tent

5c. Two boys dancing around the campfire

-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

-Ss role-play with the rest of the question

- Ss role-play the four exchanges

- Ss stand up and take it in turns to role-play.

-Ss listen and answer

-Ss listen and clap their hands

-Ss listen and take note

Digital/AI pupil actions:

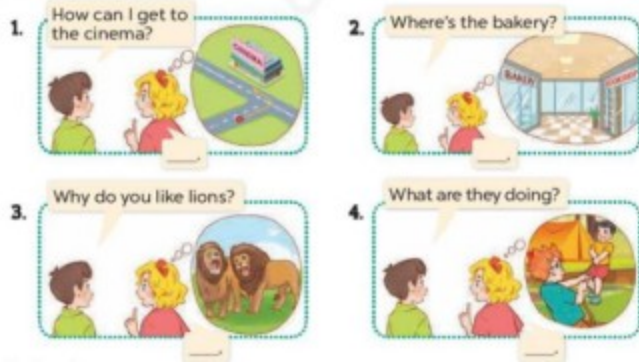
- Ss check the sample answers with learnt language/picture evidence.

- Ss correct at least one AI-style error.

***Aims:** *Ss will be able to ask and answer questions using picture cues.*

***Procedure:**

- Elicit the answer and give feedback.



- Get Ss to role-play the exchange. Repeat the same procedure with the rest of the questions.
- Give Ss time to take it in turns to role-play the four exchanges.
- Invite pairs of Ss to stand up and take it in turns to role-play the target exchanges.

***Consolidation**

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

***Procedure:**

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

3. Homework. (3')

- Prepare the new lesson: *Review 4 (3,4,5)*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

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 35

Preparing date: May 2026

Period 137

Teaching date: May, 2026

Review 4 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:
 - + *What was the weather like last weekend? – It was*
 - + *Do you want to go to the? – Great! Let's go. / Sorry, I can't.*
 - + *What does it say? – It says '.....'.*
 - + *How can I get to the? –*
 - + *Where's the bookshop? – It's*
 - + *How much is the? – It's*
 - + *What are these animals? – They're*
 - + *Why do you like? – Because they*
 - + *What's he / she doing? – He's / She's*
 - + *What are they doing? – They're*
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher's guide Pages 295, 296; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.
- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.
- **Students:** Pupil's book Page 71, notebooks, workbooks, school things.

C. PROCEDURES:

Teacher's activities	Students' activities
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<p>1.Warm- up: (5')</p> <p><i>Game: Pass the ball</i></p> <p><i>*Aims: to review the vocabulary and structure about greet and respond to greetings.</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - Play some music, Ss pass a ball around the class. - When the music stops, the pupil holding the ball stands up and say a word from the lesson. - Say “Open your book page 71” and look at <i>Review 4</i>. <p>2.Practice: (27)</p> <p>Activity 1. Read and match</p> <p><i>*Aims: Ss will be able to read and match pairs of target sentence patterns</i></p> <p>*Procedure:</p> <ul style="list-style-type: none"> - 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. <p><i>Key:</i></p> <p><i>1. c 2. a 3. b 4. e 5. d</i></p> <p>Activity 2. Read and complete</p> <p><i>*Aims: Ss will be able to read and show understanding of a text by completing the gaps.</i></p> <p>*Procedure:</p>	<ul style="list-style-type: none"> - Ss listen -Ss play game - Ss open their books -Ss look at the sentence 1 and say -Ss work in pairs and match -Ss swap their books and check the answers -Ss write the correct answer -Ss read aloud -Ss pay attention -Ss read the text and complete number 1 -Ss read and complete the sentences -Ss swap their books and check their answer -Ss read the text aloud -Ss pay attention -Ss answer and write the first sentence -Ss complete the text -Ss swap books and check their answers -Ss read their completed texts aloud -Ss listen and answer -Ss listen and clap their hands -Ss listen and take note <p>Digital/AI pupil actions:</p> <ul style="list-style-type: none"> - Ss check the sample answers with learnt language/picture evidence. - Ss correct at least one AI-style error.
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- Explain that they should read the text and circle the correct options to complete the gapped text.
- Model sentence 1. First, have Ss read Sentence 1 and decide what information they need to find in the text and choose the correct option to complete the sentence.
- Set a time limit for Ss to do the task independently.
- Get Ss to swap their books with a partner and check their answers together before checking as a class.
- Invite one or two pupils to read the text in front of the class.

Key:

1. *sunny* 2. *playing*
3. *dancing* 4. *photos*

Activity 3. Let's write

**Aims: Ss will be able to use the target language to complete a gapped paragraph using a picture cue.*

***Procedure:**

- Explain that they should read the gapped text and fill in the gaps with the information from a leaflet.



- Have Ss do the first gapped sentence together as an example. Ask them to read the first sentence and elicit phrases (*singing and dancing*). Then have them write it in the gap.
- Give Ss time to complete the text independently.

- Get S to swap their books with their partner and check their answers.
- Invite one or two Ss to read their completed texts in front of the class.

Key: Pupil's answer

Ex: Welcome to our summer camp. We are doing a lot of activities here. The children are doing a lot of activities now. Some boys are near the tree. We are playing tug of war. Some girls are singing and dancing beautifully. They like our summer camp activities very much.

***Consolidation**

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

***Procedure:**

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

3. Homework. (3')

- Prepare the new lesson: *Extension activities*

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.
- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.
- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

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Week 35

Period 138

Preparing date: May, 2026

Teaching date: May....., 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
- **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 activity and recognise that AI-style answers may be inaccurate; check them against learnt sentence patterns, pictures 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:** Teacher's guide Pages 297, 298; website hoclieu.vn, posters, laptop, pictures, textbook, lesson plan, TV or projector.

- **Digital/AI integration:** teacher-prepared digital review slides and 2-3 AI-style sample answers for checking. No pupil account is required; pupils do not enter passwords, phone numbers, exact addresses, live location or private photos into AI/digital tools.

- **Students:** Pupil's book Page 72, 73, notebooks, workbooks, school things.

C. PROCEDURES:

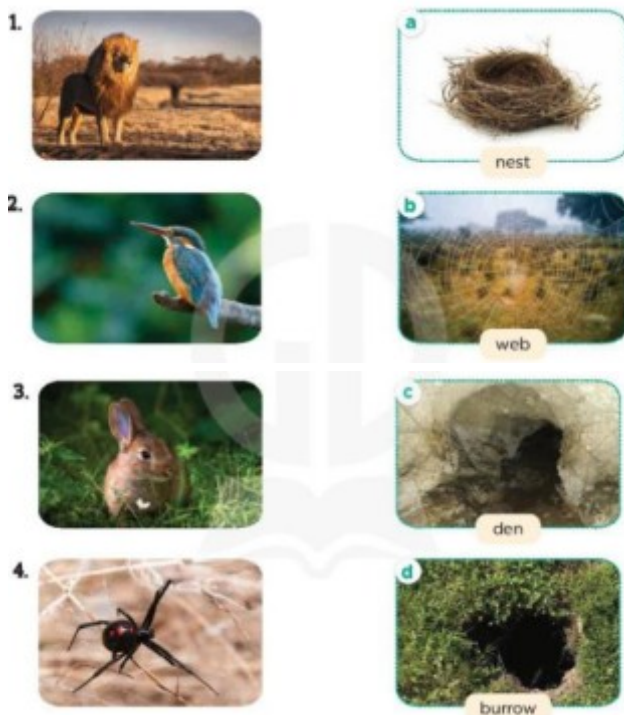
Teacher's activities	Students' activities
1. Warm- up: (3') <i>Sing: Head, shoulders, knees and toes</i> <i>*Aims: to create a friendly and active atmosphere in the class to beginning the lesson.</i> *Procedure: - Show the song on the screen. https://www.youtube.com/watch?v=WX8HmogNyCY - Ask Ss to listen, sing and dance the song. - Say "Open your book page 72" and look at "Extension activities".	- Ss listen - Ss sing a song - Ss pay attention - Ss look at the picture and answer - Ss do the task - Ss swap books and check their answer - Ss repeat the words <i>nest, web, den, burrow</i> . - Ss listen - Ss read and complete the first sentence - Ss do the task - Ss swap books and check their answers
2. Practice (30')	

Activity 1. Look and match

***Aims:** Ss will be able to match the animals with their correct homes.

***Procedure:**

- Tell Ss the goal of the activity and explain that they should match the animals with their correct homes.



- Elicit the name of the animal in the picture. Then ask them to choose its home.
- Set a time limit for Ss to do the task independently.
- Get Ss to swap their books with a partner and check their answers.
- Have Ss repeat the words *nest*, *web*, *den*, *burrow*.

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

Activity 2. Complete

***Aims:** Ss will be able to complete four sentences to introduce the animals and their homes.

***Procedure:**

- Tell Ss the goal of the activity and

-Ss repeat the completed sentences.

- Ss listen and play the game

Questions:

1. What was the weather like yesterday? (It was sunny.)
2. What are these animals? (They're giraffes.)
3. Back to Start
4. How much is this T-shirt? (It's 50,000 dong.)
5. Move ahead one space
6. What does it say? (It says 'turn left'.)
7. Miss a turn
8. What are they doing? (They're singing a song.)
9. Move ahead three spaces
10. Where's the bakery? (It's opposite the bookshop.)
11. Go back one space
12. What are these animals doing? (They're running.)

-Ss answer the questions

-Ss listen and clap their hands

-Ss listen and take note

Digital/AI pupil actions:

- Ss check the sample answers with learnt language/picture evidence.
- Ss correct at least one AI-style error.

explain that they need to choose the animal homes in 2 to complete the sentences in 3.

- Model number 1: Read the sentence aloud and elicit the answer (*den*).
- Set a time limit for Ss to do the task independently.
- Get Ss to swap their books with a partner and check their answers before checking as a class.
- Have Ss repeat the completed sentences.

Key: 1. den 2. nest 3. burrow 4. web

Activity 3. Board game. Roll a dice.

Listen to a question and answer it.

**Aims: Ss will be able to review the target vocabulary and sentence patterns by playing Board games*

***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 spaces 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.
- + Explain that 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?*

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

3. Homework. (2')

- Prepare the second term test

Digital & AI mini-task: "Review detective"

- T shows 2-3 short AI-style review answers, including at least one deliberate error.

- T asks pupils to compare each answer with a learnt pattern, picture or textbook clue and correct the error.

- Digital/AI evidence: pupil identifies and corrects at least one inaccurate answer.

D. ADJUSTMENTS (if necessary):

Week 35

Period 139, 140

Preparing date: May....., 2026

Teaching date: May....., 2026

The second 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:

+ Apply digital and AI academic-integrity rules: complete the formal assessment independently and do not use AI or unauthorised digital assistance.

3. Attitude/ Qualities:

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

B. TEACHING AIDS:

- *Teacher:* - Teacher: Textbook, lesson plan, TV or projector, worksheets.
- *Digital/AI integration:* assessment materials only; AI/digital assistance is not used during the formal test except authorised teacher-controlled playback if required.
- *Students:* School things.

C. PROCEDURES:

Teacher's activities	Students' activities
Give the students papers test to do 70' Digital & AI rule: "Independent assessment" - T reminds pupils that AI, online search and unauthorised digital help are not used during the formal test. - T uses only authorised assessment equipment/materials. - Digital/AI evidence: pupil follows assessment rules independently.	Whole class to do the test. Digital/AI pupil actions: - Ss complete the assessment independently. - Ss do not use AI or unauthorised digital assistance.

D. ADJUSTMENTS (if necessary):

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