**Week 23**

 **Teaching date : 19/2/2025**

 **Period 89 : UNIT 6 – DESCRIBING PEOPLE**

**Lesson 1.3 (page 80)**

1. **Objectives**

By the end of this lesson, students will be able to describe people correctly.

* 1. **Language knowledge and skills**

**Vocabulary:** tall, short, big, slim, strong, weak.

**Sentence pattern:** Is your father big or slim?/ He's slim./ Is your sister tall or short?/ She's tall.

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** describe people correctly.

**Communication and collaboration:** work in pairs or groups to describe people correctly.

**Critical thinking and creativity:** learn how to describe people correctly and fluently.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To help the students review about adjectives and lead in the new lesson.

**Content:** Playing the game: “**Pictionary game."**

1. ”.
2. **Expected outcomes and assessment**
* Task completed with excellence:Students can read and write the adjectives quickly and correctly.
* Task completed: Students can read and write the adjectives.
* Task uncompleted: Students read and write the adjectives incorrectly.
1. **Organization**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Pictionary game.*** Put the words in a bag.
* Divide the class into 2 teams and draw a line down the middle of the board.
* Ask one member from each team to choose a word from the bag.
* Tell the students to draw the word as a picture on the board and encourage their team to guess the word.

The first team to shout the correct answer gets a point. | * Listen carefully.
* Play the game.
 |

1. **Main lesson**
2. **Practice 1** (10 minutes)
3. **Objective:** To help students recognize the sentence pattern and describe people correctly.
4. **Contents:** Listening and repeating.
5. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the sentence structure and describe people correctly.
* Task completed: Students can identify the sentence structure and describe people.
* Task uncompleted: Students are unable to use the sentence structure.
1. **Organization**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.** * Use DCR on Eduhome to show to the class the sentence structure on Part E, page 80 in their Student’s Book.
* Give the students enough time to look at the target sentence structure and have them read it silently.
* Ask some students to read the sentences.
* Control the class and give them help if needed.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look at the target sentence structure on the screen and read it silently.
* Read the sentences.
 |

1. **Practice 2** (10 minutes)
2. **Objectives:** To practice describing people by using the given adjectives.
3. **Contents:** Pointing, asking, and answering.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can describe people smoothly and correctly.
* Task completed: Students can describe people.
* Task uncompleted: Students fail to describe people.
1. **Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Point, ask and answer.**
* Divide the class into two pairs.
* Demonstrate the activity using the speech bubbles.
* Have the student A point and ask, have the student B answer.
* Swap roles and repeat.
* Afterwards, have some pairs demonstrate the activity in front of the class.
 | * Work with their partner to complete the task.
* Follow their teacher’s instructions.
* Ask and answer the other student’s question.
* Present their work in front of the class.
 |
| **F. Ask and answer questions about your families.**- Have students look at the example. - Divide the class into pairs. - Have Student A ask a question about Student B's family, have Student B answer. - Swap roles and repeat. - Afterwards, have some pairs demonstrate the activity in front of the class  | * Work in pairs to complete the task.
* Follow their teacher’s instructions.
* Make questions or answer the questions.
 |

1. **Production** (5 minutes)
2. **Objective:** To help them talk about their families.
3. **Content:** Playing the game: “Pass the balls” or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can talk about their families quickly.
* Task completed: Students are able to talk about their families.
* Task uncompleted: Students cannot talk about their families.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
|  **Play Pass the balls game.*** Choose a song and 2 balls: 1 red and 1 green.
* While the music plays, students pass the balls around the class.
* When the music stops, the student with the red ball asks a question: "Is your dad tall or short?"
* The student with the green ball answers the question: "He's tall."
 | * Carefully listen to and follow their teacher’s instructions.
* Play the game.
 |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember the target sentence structure.
3. **Contents:** Playing the game “Make sentences” and assigning homework in the Workbook.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can make sentences correctly.
* Task completed: Students are able to make sentences.
* Task uncompleted: Students fail to make sentences.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Have the students play the game “Make sentences”.
* Write a few random words on the board.
* Have the students work in pairs/small groups to make up as many sentences from the words as possible.
* The team with the most sentences is the winner.
 | * Play the game “Make sentences” with their teammates.
* Follow their teacher’s instructions before playing the game.
* Quickly read and write the sentences.
 |
| **Homework Assignment** * Require the students to practice the structure at home.
* Ask them to prepare Parts A and B, Lesson 2, Unit 6 on page 81 in the Student’s Book.
 | * Practice the structure at home.
* Prepare the new lesson.
 |

 **Teaching date : 19/2/2025**

 **Period 90 : UNIT 6 – DESCRIBING PEOPLE**

**Lesson 2.1 (page 81)**

1. **Objectives**

By the end of this lesson, students will be able to to learn the target language describe people.

* 1. **Language knowledge and skills**

**Vocabulary:** eyes, ears, mouth, nose, mustache, beard.

**Sentence patterns:** My dad has big eyes./ My sister doesn't have a big nose.

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** describe people.

**Communication and collaboration:** work in pairs/ groups to describe people.

**Critical thinking and creativity:** learn how to describe people.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To help students talk about family members and lead in the new lesson.
4. **Content:** Playing the game: “Telephone”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can repeat and write the correct words quickly.
* Task completed: Students can repeat and write the correct words.
* Task uncompleted: Students cannot repeat or write the words.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play the Telephone game.**- Divide the class into 4 teams.- Have each team stand in a line.- Teacher shows a word (**mother**) to the first student of each line. Then says: "Start!"- Students whisper it to the person next to them.- The last students hear the word, will say what they think they heard out-loud and write it on the board.  | * Play the game with their teams.
* Listen to their teacher’s instructions.
* Play the game.
 |

1. **Main lesson**
2. **Presentation** (10 minutes)
3. **Objective:** To help the students recognize and say some activities.
4. **Contents:** Listening, pointing, and repeating.
5. **Expected outcomes and assessment**
* Task completed with excellence: Students can recognize and say some activities correctly.
* Task completed: Students can recognize and say some activities.
* Task uncompleted: Students are unable to recognize and say some activities.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and point. Repeat.** (CD2 Track 58)

 - Arrange the flashcards on the board.* Ask the students to listen and pay their attention.
* Use DCR on Eduhome to play the audio and point to each flashcard.
* Then play the audio again and have them point to the pictures in their Student’s Books.
* Play the audio and require them to listen and repeat.
* Help them with their pronunciation if necessary.
* Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity.
* Walk round the class and support them if needed.
 | * Listen and follow their teacher’s instructions.
* Point to the pictures in their Student’s Books.
* Listen and repeat.
* Work with their partner to complete the task.
 |
| **2. Play Flashcard peek.** - Have one student come to the front of the class.- Hold one flashcard facing your body so no one can see it. - Very quickly show the flashcard to the student and hide it again.- Have the student guess the new word on the flashcard. 5. - Repeat with other students and flashcards.  | * Play with the whole class.
* Follow teacher's instructions.
* Guess the word.
 |

1. **Practice** (10 minutes)
2. **Objectives:** To practice describing people.
3. **Contents:** Listening and Speaking.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can describe people correctly and smoothly.
* Task completed: Students can describe people.
1. Task uncompleted: Students fail to describe people.
2. **Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and practice.** (CD2 Track 59)
* Use DCR to show the useful language and have students look and read the useful language silently.
* Explain that we use this to describe someone's face.
* Play the audio and have them look at the useful language.
* Ask them to practice the useful language.
* Require them to use the vocabulary from Part A.
* Go around the class and support them if necessary.
 | * Look and read the useful language silently.
* Listen to their teacher’s explanation.
* Listen and look at the useful language again.
* Use the new words from Part A when practicing the useful language.
 |
| **2. Look and put a (✓) or a (x). Practice.*** Demonstrate the activity using the example.
* Have the students read and put a (✓) or a (x).
* Divide the class into pairs and have them check each other’s work.
* Use DCR to check the answers as a whole class.
* Have pairs practice asking and answering.
* Monitor the class and support if needed.
 | * Carefully look at the teacher demonstrating the activity.
* Look and put a (✓) or a (x)in their Student’s Books.
* Work in pairs and check their partner’s answers.
* Check the answers with the teacher and friends.
* Practice asking and answering with a friend.
 |

1. **Production** (5 minutes)
2. **Objectives:** To help them remember the vocabulary.
3. **Content:** Playing the game: “**Beanbag circle**” or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can say the new words quickly.
* Task completed: Students can say the new words.
* Task uncompleted: Students cannot say the new words.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Playing Beanbag circle game*** Put some flashcards in a bag.
* Have students sit in a circle.
* They pass the bag around the circle while music plays in the background.
* When the music stops, the person holding the “beanbag”, takes out a flashcard in the bag and say the word
 | * Follow their teacher's instructions.
* Play the game.
 |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember and pronounce the vocabulary items.
3. **Contents:** Practicing the sentence structures and assigning homework in the Workbook.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use the vocabulary items and sentence structures to ask and answer about family members confidently.
* Task completed: Students are able to use the vocabulary items and sentence structures to ask and answer about family members.
* Task uncompleted: Students fail to identify and pronounce the vocabulary words or ask and answer about family members incorrectly.
1. **Organization**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation**  - Ask the students to focus on the language structures:  My dad has big eyes./ My sister doesn't have a big nose.* Randomly invite some pairs to practice the structure.
* Show the flashcards to the students so that they take turns saying.
* Ask students to work in pairs.
* Correct the students’ mistakes if needed.
 | * Follow their teacher’s instructions.
* Work in pairs.
* Make sentences using the target pattern sentence structures.
 |
| **Homework Assignment** * Require the students to do exercises on page 54 in the Workbook.
* Have them copy new words and structure in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 35.
* Ask them to prepare Parts C and D, Lesson 2 on page 82 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the new words, and prepare the new lesson.
 |

 **Teaching date : 20/2/2025**

**Period 91 : UNIT 6 – DESCRIBING PEOPLE**

**Lesson 2.2 (page 82)**

1. **Objectives**

By the end of this lesson, students will be able to identify the /ʊ/ sound and practice the conversations.

* 1. **Language knowledge and skills**

**Vocabulary:** look, good

**Sentence patterns:** My brother has a small nose./ My friend doesn't have big ears.

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** identify the /ʊ/ sound.

**Communication and collaboration:** work in pairs or groups to ask and answer about people.

**Critical thinking and creativity:** learn how to ask and answer about people correctly and fluently.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To review the vocabulary and lead in the new lesson.
4. **Content:** Playing the game: “**Beanbag circle**”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can say the adjectives quickly and correctly.
* Task completed: Students can say the adjectives.
* Task uncompleted: Students say the adjectives incorrectly.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Playing Beanbag circle game*** Put some flashcards in a bag.
* Have students sit in a circle.
* They pass the bag around the circle while music plays in the background.
* When the music stops, the person holding the “beanbag”, takes out a flashcard in the bag and say the word
 | * Follow their teacher's instructions.
* Play the game.
 |

1. **Main lesson**
2. **Presentation** (10 minutes)
3. **Objective:** To help students identify the /ʊ/ sound and practice saying the sounds in the chant.
4. **Contents:** Listening and repeating.
5. **Expected outcomes and assessment**
* Task completed with excellence: Students can identify the /ʊ/ sound and pronounce it correctly and fluently.
* Task completed: Students can identify the /ʊ/ sound and pronounce it.
* Task uncompleted: Students are unable to identify the /ʊ/ sound and pronounce it.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Listen and repeat.** (CD2 Track 60)
* Draw attention to the /ʊ/ sound.
* Briefly explain and demonstrate the sound.
* Play the audio (using DCR).
* Have the students notice the sound.
* Play the audio again.
* Have the students listen and repeat.
* Correct the students’ pronunciation if needed.
 | * Listen and follow their teacher’s instructions.
* Listen to the audio.
* Listen and notice the sounds first.
* Listen to the audio again and repeat the sound.
 |
| **2. Chant.** (CD2 Track 61)* Write the words or put up the flashcards on the board.
* Play the audio (using DCR).
* Have the students listen to the chant.
* Point to a word or picture on the board, say the sound and word and have the students listen and repeat.
* Play the audio again.
* Have the students listen, chant and clap along with the sound and words as they hear them in the chant.
 | * Follow their teacher’s instructions.
* Listen to the chant.
* Listen and repeat the sound.
* Listen to the chant again.
* Listen, chant and clap along with the sound and words as they hear them in the chant.
 |

1. **Practice** (10 minutes)
2. **Objectives:** To help students identify the people and things in the story and practice listening and writing the missing words in the blanks.
3. **Contents:** Listening, speaking, and writing.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can understand the story and fill in the missing words correctly.
* Task completed: Students can understand the story and fill in the missing words.
* Task uncompleted: Students fail to understand the story and fill in the missing words.
1. **Organization:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **D. 1. Look and listen.** (CD2 Track 62)* Introduce the situation: “Alfie's learning to paint.”
* Have the students look at the story and ask these questions.
* Who can you see? (Alfie, Nick, Ms. Kim)
* What are they doing? (painting)
* Where are they? (in the art room)
* Play the audio.
* Have the students look and listen.
 | * Listen to their teacher’s introduction about the situation.
* Look at the story and answer their teacher’s questions.
* Listen to the story.
 |
| **2. Listen and write.** (CD1 Track 63)* Play the audio and demonstrate the activity using the example.
* Play the audio and have the students listen and write.
* Play the audio again and check answers as a whole class.
 | * Listen and follow their teacher’s demonstration.
* Listen to the story and write.
* Listen to the story again and check the answers as a whole class.
 |
| **3. Role-play.** * Divide the class into pairs.
* Have the students practice saying the sentences.
* Have some pairs demonstrate the activity in front of the class.
 | * Work in pairs to complete the task.
* Practice saying the sentences.
* Demonstrate the activity in front of the class.
 |

1. **Production** (5 minutes)
2. **Objectives:** To help them practice the stories and use their own ideas.
3. **Content:** Working with their partners.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can practice and use their own ideas to make a story naturally.
* Task completed: Students can practice and use their own ideas to make a story.
* Task uncompleted: Students cannot practice and use their own ideas to make a story.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.*** Have students work in groups of three students.
* Ask them to choose one of the stories from Part 2 – Listen and write. as a sample.
* Give students enough time to make their stories using their own ideas.
* Walk around the class and support them if necessary.
* Invite some groups to present their stories in front of the class.
* Help students with feedback and correct them if any.
 | * Work with their friends to complete the task.
* Choose one of the stories from Part 2 – Listen and write. as a sample.
* Make their stories using their own ideas.
* Present their stories in front of the class.
 |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help the students review the lesson by rearranging the sentences to make a meaningful conversation.
3. **Contents:** Making a conversation and assigning homework in the Workbook
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can rearrange the sentences to make a meaningful conversation correctly.
* Task completed: Students can rearrange the sentences to make a meaningful conversation.
* Task uncompleted: Students fail to can rearrange the sentences to make a meaningful conversation.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Ask the students work in groups of three students.
* Give each group a set of sentences and ask them to make a meaningful conversation.
* Give them enough time to rearrange the given sentences.
* Invite each group to present their answer.
* Have other groups comment and give the correct answer if any.
* Check the students’ answers as a whole class.
 | * Work in groups to complete the task.
* Make a meaningful conversation from the given sentences.
* Present their answer in front of the class.
* Give comments to other groups.
 |
| **Homework Assignment** * Require the students to do exercises on page 55 in the Workbook.
* Ask them to prepare Parts E and F, Lesson 2 on page 83 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
 |

 **Teaching date : 21/2/2025**

 **Period 92 : UNIT 6 – DESCRIBING PEOPLE**

**Lesson 2.3 (page 83)**

1. **Objectives**

 By the end of this lesson, students will be able to describe people.

* 1. **Language knowledge and skills**

**Vocabulary:** eyes, ears, mouth, nose, mustache, beard.

**Sentence patterns:** My dad has big eyes./ My sister doesn't have a big nose.

**Skills:** Listening, Reading, Writing, and Speaking.

* 1. **Competences**

**Self-control and independent learning:** describe people.

**Communication and collaboration:** work in pairs/ groups to describe people.

**Critical thinking and creativity:** learn how to describe people.

* 1. **Attributes**

**Kindness:** support their friends to complete the learning tasks or play the games.

**Diligence:** focus on the lesson and work hard to complete all the tasks.

**Honesty:** play fair.

**Accountability:** appreciate kindness, diligence, and honesty.

1. **Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, DCR & DHA on Eduhome, Projector/Interactive Whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book, Workbook, Notebook.

1. **Procedures**
2. **Warm up** (5 minutes)
3. **Objectives:** To review the vocabulary and lead in the new lesson.
4. **Content:** Playing the game: “**Category Spin**”.
5. **Expected outcomes and assessment**
* Task completed with excellence:Students can say the words quickly and correctly.
* Task completed: Students can say the words.
* Task uncompleted: Students pronounce the words incorrectly.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play Category Spin:**- Sit students in a circle.  - Spin a bottle or an arrow - the student that the arrow points to is first.  - The student needs to say a word from a pre-decided category.  - The next student will say last word plus his own and so on until it gets to the one who fails.  For example: S1:"eyes", S2: "eyes nose", S3: " eyes nose mouth". | * Make a circle.
* Follow their teacher’s instructions before playing the game.
* Play the game.
 |

1. **Main lesson**
2. **Practice 1** (10 minutes)
3. **Objective:** To help students describe people correctly.
4. **Contents:** Listening and repeating.
5. **Expected outcomes and assessment**
* Task completed with excellence: Students can describe people correctly.
* Task completed: Students can describe people.
* Task uncompleted: Students are unable to describe people.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Present the sentence pattern.** * Use DCR on Eduhome to show to the class the sentence structures on Part E, page 83 in their Student’s Book.
* Give the students enough time to look at the target sentence structures and have them read them silently.
* Invite some students to read the sentences.
* Control the class and give them help if needed.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look at the target sentence structures on the screen and read it silently.
* Read the sentences.
 |

1. **Practice 2** (10 minutes)
2. **Objectives:** To practice describing people.
3. **Contents:** Pointing and saying.
4. **Expected outcomes and assessment**
5. Task completed with excellence: Students can describe people smoothly and correctly.
* Task completed: Students can describe people.
* Task uncompleted: Students fail to describe people.
1. **Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Point and say.**
* Divide the class into two pairs.
* Demonstrate the activity using the speech bubbles.
* Have the students take turns to point and ask.
* Afterwards, have some pairs demonstrate the activity in front of the class.
 | * Work with their partner to complete the task.
* Follow their teacher’s instructions.
* Point and say.
* Present their work in front of the class.
 |
| **F. Play the Chain game. Give true answers.** - Have students look at the example. - Divide the class into groups. - Have students stand up. - Have Student A turn to Student B and say a sentence. - Next, have Student B turn to Student C and say a sentence. - Continue until all students have practiced. - Have some groups demonstrate the activity in front of the class.  | * Follow their teacher’s instructions.
* Work in groups.
* Stand up.
* Take turns to say sentences.
* Demonstrate in front of the class.
 |

1. **Production** (5 minutes)
2. **Objectives:** To help them produce the target sentence pattern.
3. **Content:** Play "**Word Jumble Race**" game or using DHA.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can make sentences about describing people quickly.
* Task completed: Students are able to make sentences about describing people.
* Task uncompleted: Students cannot make sentences about describing people.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
|  **Play Word Jumble Race game.** - Write out 3 sentences, using different colors for each sentence. - Cut up the sentences so you have a handful of words.Put each sentence into hats, cups, or bags, keeping each separate.- Split your class into teams of 4. - Teams must now put their sentences in the correct order.- The winning team is the first team to have all sentences correctly ordered. | * Listen and follow their teacher’s instructions carefully.
* Play the game.
 |

1. **Consolidation and homework assignment** (5 minutes)
2. **Objectives:** To help students remember the language structures and pronounce the vocabulary items.
3. **Contents:** Practicing the sentence structures and assigning homework in the Workbook.
4. **Expected outcomes and assessment**
* Task completed with excellence: Students can use the vocabulary items and sentence structures to describe people confidently.
* Task completed: Students are able to use the vocabulary items and sentence structures to describe people.
* Task uncompleted: Students fail to use the vocabulary items and sentence structures to describe people.
1. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Ask the students to focus on the language structures: My dad has big eyes./ My sister doesn't have a big nose.
* Randomly invite some pairs to practice the structures.
* Show the flashcards about the abilityies to the students so that they take turns asking and answering the questions.
* Correct the students’ mistakes if needed.
 | * Follow their teacher’s instructions.
* Work with their partner to complete the task.
* Ask and answer the questions using the target pattern sentence structures.
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| **Homework Assignment** * Require the students to practice the structures at home.
* Ask them to prepare Parts A and B, Lesson 3, Unit 6 on page 84 in the Student’s Book.
 | * Practice the structures at home.
* Prepare the new lesson.
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