**WEEK 23** *Date of preparing: 03/02 /2024*

 *Date of teaching: 05 /02– 09 /02/2024*

**UNIT 13: APPEARANCE**

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

**I. DESIRED OBJECTIVES**

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

– Correctly repeat the sounds of the letters 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* with the correct pronunciation and intonation.

– Identify the target words long and round while listening.

– Say the chant with the correct rhythm and pronunciation.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Spend a few minutes revising the previous lesson by asking pupils to play the Tic-tac-toe game in Lesson 2.

**2. Discover to build up the structure**

**Activity 1: Listen and repeat**

- Ss correctly repeat the sounds of the letters in isolation, in the words and in the questions with the correct pronunciation and intonation.

T supports:

+ Have ss to focus on the letters. Play the recording and ask pupils to repeat a few times to identify the sound then listen and repeat.

+ Have ss to focus on the words, introduce new words if appear then play the recording for ss to repeat.

- Ss practise pronounce the words and sentences in pairs

- Ss speak aloud in front of the class.

\* Assessement: Check and correct the pronunciation, if necessary

**Activity 2: Listen and circle**

- Ss listen to the recording and circle the correct option to complete the sentences.

T supports:

+ Give ss a few seconds to read the sentences in silence

+ Explains the new words

**+** Play the recording twice for pupils to do the task.

- Ss listen and do the task individually

**-** Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*Keys: 1b; 2a;*

**Activity 3: Let**’**s chant**

*-* Ss say the chant

T supports:

+ Play the recording all the way through for pupils to listen and follow in their books.

+ Play the recording again, pausing after each line for pupils to repeat.

+ Play the recording once more for pupils to repeat the whole chant, show pupils how to chant.

- Ss work in pairs to practice chanting.

- Some pairs say the chant in front of the class

- Whole class say the chant and clap along to the rhythm of the chant.

**3. Wrap – up.**

Game: Slap the board

**IV. REGULATION:** (Optional)

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**UNIT 13: APPEARANCE**

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

**I. DESIRED OBJECTIVES**

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

– Read a text and complete four gapped sentences about appearance.

– Complete a gapped paragraph with personal information about family members. – Use *What does he / she look like? – He's / She's \_\_\_\_\_. He / She has \_\_\_\_\_.* to ask and answer questions about someone’s appearance; – carry out a survey on the appearance of pupils’ family members and present it to the class.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Game: Number Race

**2. Discover to practice the structure**

**Activity 4: Read and complete**

- SS read a paragraph and complete sentences with the words from the paragraph

- T guides:

+ Explain how to do the task

+ Introduce some new words if necessary

+ Give the time limit for ss to do

- Ss the task individually (T goes around offering help, if necessary).

- Ss swap and check their answers

- Some ss writing theirs answers on the board, others give comments.

- Call a few open pairs to act out the dialogues in front of the class.

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

**Activity 5: Let’s write**

- Ss read, understand and complete a gapped text using the information from a picture cue

T guides:

+ Introduce the topic of the writing

+ Check understanding then elicit the missing words to complete the sentences.

+ Show a model writing for ss to refer

- Ss the task individually (T goes around offering help, if necessary).

- Ss swap their writing to partner

- Some ss writing theirs answers on the board, others give comments.

\* *Extension:* Use mindmap to create a completely talk for ss to practise speaking about themselve.

**Activity 6: Project.**

**-** Ss carry out a survey on the appearance of pupils’ family members and present it to the class.

T guides:

+ Point at the sample survey and explain that pupils are going to report the results of their surveys about their family members’ appearance.

- Ss hold up their completed surveys. Revise some words and sentence patterns that pupils can use for their presentations.

- Ss practise their presentations by themselves and within groups.

- A few pupils give their presentations in front of the class. The rest of the class give comments and praise pupils if they perform well.

**3. Wrap – up.**

Game: Passing the ball

**IV. REGULATION:** (Optional)

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**UNIT 14: DAILY ACTIVITIES**

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

**I. Objectives:**

By the end of the lesson, 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.

- Correctly say the phrases and use *When do you watch TV? – I watch TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV.

- Enhance the correct use of *When do you watch TV? – I watch TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV in a freer context.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Guessing game (ppt) Look at the pictures and guess the answers for the questions.

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

Aim: Ss discover the picture and listen to the conversation to identify the context

- Ss look at the pictures to identify the character, place… appear in pictures

- Ss listen the recording all the way through

*-* Ss learn new words from T

- Ss practise reading the dialoge and guess the meaning

- Some ss act out in front of the class, others give comments

- Ss look at their books, listen and repeat then find out the new structure in conversation

**Activity 2: Listen, point and say**

- Ss follow the T to learn some new words

- SS work in pairs to practice asking and answering base on model sentence.

T supports SS:

 + Introduces and explains the phrases

 + Models with whole class

- SS drill the structure in 5 minutes in pairs

- Some pairs to perform the task in front of the class.

**Activity 3: Let’s talk**

- Ss talk in pairs, practice further by asking and answering questions about addresses by using provided dialoge in the book.

- T supports:

+ Make a model with a student.

+ Let time for Ps work, goes around and offer help when necessary.

- Some 4-5 pairs talk in front of the class. Then, other give comments.

\*Assessment: Ss pronunciation (stress, sounds, intonation or voice) and can develop their ideas in the situation.

**3. Wrap – up.**

Game: Slap the board (ppt)

**IV. REGULATION:** (Optional)

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**UNIT 14: DAILY ACTIVITIES**

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

**I. Objectives:**

By the end of the lesson, 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.

- Complete four gapped exchanges about when someone does an activity with the help of picture cues.

- Sing the song *When do you watch TV and read books?* with the correct pronunciation, rhythm and melody.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Spend a few minutes revising the sentence patterns *When do you watch TV? – I watch TV \_\_\_\_\_.*

**2. Discover to practice the structure**

**Activity 4: Listen and tick or cross**

- Ss 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.

T guides:

+ Aks ss to look at the picture to identify the context and appearances of each.

+ Play the recording twice

- Ss listen to the CD twice and tick or cross

- Some students share their answers in front of the class (Provide explanation(s) when necessary).

- SS listen again to check the answers

*Key: 1. x 2. ✔ 3. x 4. x*

**Activity 5: Look, complete and read.**

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

T supports:

+ Have pupils look at the four incomplete sentences. Draw their attention to the missing words in the sentences.

+ Model with sentence 1.

- Ss complete the sentences individually

- A few pupils write their answer on the board, others give feedback.

- Ss practice reading sentences in pair

- Some ss read aloud before class

*Key: 1. evening 2. afternoon 3. listen to music; noon 4. When; morning*

**Activity 6: Let’s sing**

*\*****Aims:*** - Ss sing the song with the correct pronunciation and melody.

- Ss pay attention to the lyric and discover the picture

- Ss listen to the whole song twice to get familiarized

- Ss read the lyric in pairs then read aloud in front of the class (T correct pronunciation, introduce new words)

- Ss listen to the song line by line to repeat, then whole song (T drawing to the rhythm and melody)

- Ss practise singing in group of 4

- Some groups perform in front of the class, others give comments and vote.

**3. Wrap – up.**

**IV. REGULATION:** (Optional)

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*Xuân Hóa, ngày ... tháng 02 năm 2024*

 **Chuyên môn ký duyệt**

 **P. Hiệu trưởng**

 **Cao Văn Thơm**