**WEEK 25** *Date of preparing: 02/ 03/ 2024*

*Date of teaching: 04/ 03 – 08/03/2024*

UNIT 15: MY FAMILY’S WEEKENDS

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

- Some pupils say the chant on page 28. Praise them and get the class to cheer or clap if they do a good job.

**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.

Game: Teacher asks 4 pupils to come to the board and act to describe 4 break time activities (play volleyball, play basketball, play chess, play badminton)

Teacher asks the others to look at the pictures on the board and guess which pupils go with which picture.

**Game: Slap the board.**

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

T supports SS:

+ Introduces and explains the using of 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.**

**IV. REGULATION:** (Optional)

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**UNIT 15: AT THE DINING TABLE**

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

**I. Objectives:**

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

- Listen to and understand two communicative contexts about food and drinks.

- Look, complete and read six target sentences with the help of picture cues.

- Sing the song *Would you like some …?* 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:**

Game from T’s presentation

**2. Discover to practice the structure**

**Activity 4: Listen and tick**

- Ss listen to and understand two communicative contexts about food and drinks and tick the correct 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 the correct answers

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

- SS listen again to check the answers

*\* Key:* ***1.*** *b* ***2.*** *b*

**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.*** *rice* ***2.*** *beans* ***3.*** *fish; please* ***4.*** *juice; No*

**Activity 6: Let’s sing**

- Ss sing the song

T supports:

+ Play the recording all the way through for pupilsto get familiarized with the pronunciation, the stress, the rhythm and the intonation of the song.

+ Play the recording again, pausing after each line for pupils to repeat (introduce new words)

+ Play the recording once more for pupils to repeat the whole song.

- Ss practice in groups.

- Some groups sing the song in front of the class. The rest clap their hands at rhythms

**3. Wrap – up.**

**Matching game**

* T uses pictures and sentence cards, gets 3 pupils to hold the pictures and 3 others to hold the sentences.
* Ask them to find and match.
* Praise the ones who finish matching.

Then ask the class to look and say aloud.

**IV. REGULATION:** (Optional)

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**UNIT 15: AT THE DINING TABLE**

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

**I. DESIRED OBJECTIVES**

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

- Understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on what someone would like to eat or drink.

- Correctly use *What would you like to eat / drink*? - *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink.

- Enhance the correct use of *What would you like to eat / drink?* – *I’d like some \_\_\_\_, please*. to ask and answer questions about what someone would like to eat or drink.

**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 “What’s missing?”

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

**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.

Game: Teacher asks 4 pupils to come to the board and act to describe 4 break time activities (play volleyball, play basketball, play chess, play badminton)

Teacher asks the others to look at the pictures on the board and guess which pupils go with which picture.

**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.**

- Ask students to answer the following questions:

+ What have you learnt from the lesson today?

- Remind students to learn by heart the new words and the pattern at home.

**IV. REGULATION:** (Optional)

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**UNIT 15: AT THE DINING TABLE**

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

**I. DESIRED OBJECTIVES**

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

- Listen to and understand four communicative contexts in relation to food and drinks and number the correct pictures

- Look, complete and read four target sentences with the help of picture cues.

- Revise target words about food and drinks by playing the game Board race.

**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: Hot Seat!**

* Divide the class into 2 teams.
* Choose one pupil to sit in front of their team.
* Stand behind the pupil and write a word on the board.
* Have the pupil in the hot seat listen to their teammates and try to guess the word.
* The first pupil to say the word wins a point for their team. Then change the pupils with a new member of each team taking their place in their team's hot seat.

**2. Discover to practice the structure**

**Activity 4: Listen and number**

- SS listen to and understand four communicative contexts to ask and answer questions about food and drinks and number the correct pictures

- T guides:

+ Ask pupils to look at the pictures and identify the characters and their activities.

+ Play the recording twice for pupils to listen and number.

- Ss listen to the recording twice and number the correct answers individually

- Some students share their answers in front of the class

- SS listen again to check their answers

- T assesses SS’ answers

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

**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.*** *bread* ***2.*** *chicken* ***3.*** *eggs* ***4.*** *juice*

**Activity 6: Let’s play**

- Ss revise target words about food and drinks by playing the game Board race

T supports:

+ Explain how to play the game

- Pupils time to play the game in pairs or groups

- When time runs out, invite a few pairs to stand up and take turns asking and answering questions using the sentence patterns

**3. Wrap – up.**

**IV. REGULATION:** (Optional)

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*Xuân Hóa, ngày ... tháng 03 năm 2024*

**Chuyên môn ký duyệt**

**P. Hiệu trưởng**

**Cao Văn Thơm**