**WEEK 26** *Date of preparing: 09/03/2024*

*Date of teaching: 11/03–15/03/2024*

**UNIT 15: MY FAMILY’S WEEKENDS**

**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 g and s in isolation, in the words go and television, and in the sentences I go to the cinema on Saturdays, and the word television (/ʒ/) as in We watch television on Sundays.

- Identify the target words go and television 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:**

**Game:**

Ss play the Matching game in groups or in pairs.

**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 tick**

- 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 if necessary

**+** 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:* ***1. c 2.*** *b*

**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.**

**IV. REGULATION:** (Optional)

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**UNIT 15: MY FAMILY’S WEEKENDS**

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

**I. DESIRED OBJECTIVES**

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

- Read a text and decide whether the statements about Ben and his family’s Sunday activities are true or false.

- Complete a text about what Mai’s family members do at the weekend by writing the target words in the gaps.

- 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.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

**2. Discover to practice the structure**

**Activity 4:** Read and tick True or False

- SS work in pairs to read and complete the passage

- T guides:

+ SS look, read the passage in silence and then identify the characters & the context.

+ Give explaination of new words if appears.

- Ss read, discuss and complete it

- Some students share their answers in front of the class

- One pupil read the passage aloud

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

**Activity 5: Let’s write**

- Ss read the questions and write the answer to make a passage using their own informations.

T guides:

+ Check understanding the questions

+ Explains new words if necessary

- Ss write the answers on notebook

- Trade the answer with their partner

- Some ss write on the board, other ss and T give comments.

- A few pupils to read their completed texts in front of the class

**Activity 6: Project.**

**-** Ss 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.

- Ss 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

If time allows, invite a few pupils to share their results with the class.

**3. Wrap – up.**

Game: Whispering

**IV. REGULATION:** (Optional)

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**REVIEW 3**

**Part 1**

**I. Objectives:**

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

– Review 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 \_\_\_\_.

– Listen to and understand four communicative contexts and number the correct pictures. – ask and answer questions using picture cues.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Sing the song *Where do they go on Saturdays?* on page 31 and / or say the chant on page 34.

**Activity 1: Listen and number**

- SS listen to and understand four communicative contexts

- T guides:

+ Ask pupils to look at the pictures and identify the appearances.

+ 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. a 3. d 4. b*

**Activity 2: Ask and answer**

**Ss** ask and answer questions using picture cues.

T guides:

+ Draw pupils’ attention to the first picture. Get them to identify appearances

+ Do an example for ss to refer

- Ss work in pairs to role-play the four exchanges

- Some pairs of pupils to stand up and take it in turns to role-play the target exchanges.

**3. Wrap – up.**

Review Game (PPT)

- Divide the class into teams.

- Teacher reminds pupils of 4 topics that pupils have learnt about: Jobs, Appearance, Daily activities, My family’s weekend.

- T calls 1 pupil from each team to choose a topic and the points they want to get. Then, they answer the questions. If the pupil answers correctly, they will get the chosen points for that question.

**IV. REGULATION:** (Optional)

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**REVIEW 3**

**Part 2**

**I. Objectives:**

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

– Review the following sentence patterns:

– Read and match pairs of target sentence patterns

– Read and show understanding of a text by completing the gaps. – complete a gapped paragraph using a picture cue.

**II. RESOURCES AND MATERIALS:**

- Pupil’s book

- Flashcards/pictures and posters

- Computer, projector

- Website hoclieu.vn

**III. LEARNING EXPERIENCES/ LEARNING PLAN**

**1. Warm up:**

Revising Units 11 to 15 by having pupils play a game (e.g. Whispering, Guessing game, Tic-tac-toe) using language learnt in these units.

**2. Discover to practice the structure**

**Activivy 3: Read and match**

- Ss read and match pairs of target sentence patterns.

T supports:

+ Explain how to do the task

+ Do the first sentence for example

+ Set time for Ss to do the task independently. Go around and offer help, if necessary.  
- Ss do the task individually

- Ss compare their answers in pairs before giving the answers to the class.

Extension: 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**

- Ss read and show understanding of a text by completing the gaps

T guides:

+Ask Pupils look at Pictures to get informations from them.

+ Give ss a few seconds to work in pairs to read the sentences and guess the answers.

- 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. factory 2. slim 3. works 4. pupil 5. watch

Extension: Invite a few pupils to stand up and read the completed paragraph aloud.

**Activity 5: Let’s write**

- Ss use the target language to complete a gapped paragraph using 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.

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

**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**