**UNIT 6 - DESCRIBING PEOPLE**

**Period 97: Art Lesson 4.2 (page 88)**

**1. Objectives**

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

**1.1 Language knowledge and skills**

**Vocabulary:** handsome, pretty, cute, young, old.

**Sentence patterns:** What does your brother look like?

 He's young and handsome.

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

**1.2. Competences**

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

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

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

**1.3. 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.

**2. 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.

**3. Procedures**

**A. Warm up** (5 minutes)

**a. Objectives:** To help the students review the adjectives.

**Conb. tent:** Playing the game: “stop the bus” or “Chain spelling game”.

**c. 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 say the wrong words or pronounce the words incorrectly.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1:** **“Stop the bus” game**- Put the students into teams of four.- Students listen to the teacher carefully.- Give an example for the first time you play. "**This adjective begins with letter L.**"- The first team to finish shouts 'Stop the Bus!'.- Check their answer and ask them to write on the board and if it is correct that team wins a point. If there are any mistakes in their word, let the game continue for another few minutes. | * Follow their teacher’s instructions before playing the game.
* Play the game.
 |
| **Option 2:** **“Chain Spelling” game.** - The students stand up and you say a word (***cute***).- Students take turn to spell it out, letter by letter.- If someone misses a letter, they sit down and are out of the game.- The last person left standing is the winner. | * Follow their teacher’s instructions before playing the game.
* Play the game.
 |

**B. Main lesson**

**1. Presentation** (10 minutes)

**a. Objective:** To help the students recognize and learn how to describe pictures.

**b. Contents:** Listening, pointing, and repeating.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can recognize and learn how to describe pictures correctly.

- Task completed: Students can recognize and learn how to describe pictures.

- Task uncompleted: Students are unable to recognize and learn how to describe pictures.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Read the adjectives.*** Use DCR on Eduhome to show the students *Task A.*
* Have them look and read the adjectives.
* Correct the students’ pronunciation if necessary.
* Explain that they can use these words to describe people.
* Lead in the new lesson.
 | * Listen and follow their teacher’s instructions.
* Look and read.
* Listen to their teacher’s explanation.
* Be ready for the new lesson.
 |

**2. Practice** (10 minutes)

**a. Objectives:** To practice reading the text about describing people and circle True or False.

**b. Contents:** Listening, Reading, Writing, and Speaking.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can talk about describing people and circle True or False correctly.

- Task completed: Students can talk about describing people and circle True or False.

- Task uncompleted: Students fail to talk about describing people and circle True or False.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **1. Read and circle True or False.**
* Use DCR on Eduhome to show the students the text.
* Have them read the text individually.
* Read the text as a whole class.
* Help them correct their pronunciation.
* Demonstrate the activity using the example.
* Have them read and circle.
* Check answers as a whole class.

**2. Listen and read.** (CD2 Track 72)- Play the audio and have students listen and read. | * Listen and follow their teacher’s instructions.
* Read the text individually.
* Read the text as a whole class.
* Read and circle True or False.

**-** Listen and read |
| **D. 1. Look and listen.** (CD2 Track 73)* Have the students look at the script and pictures and ask these questions.

*Who is talking? (two girls)**What are they talking about? (a picture)** Play the audio (using DCR) and have them look and listen.

**2. Look and write.** (CD2 Track 74)* Have the students look at the sentences.
* Play the audio (using DCR) and demonstrate the activity using the example.
* Play the audio and have them listen and write.

Play the audio again and check answers as a whole class. | * Look at the script and pictures and ask their teacher’s questions.
* Look and listen.
* Look at the sentences.
* Follow their teacher’s instructions.
* Listen and write.

Listen and check answers as a whole class. |
| **3. Role-play.** * Divide the class into two pairs.

- Have the students practice saying the sentences.- Have some pairs demonstrate the activity in front of the class. | * Work with their partner to complete the task.
* Practice saying the sentences.

- Demonstrate the activity in front of the class. |

**3. Production** (5 minutes)

**a. Objectives:** To help them remember the vocabulary items and sentence pattern.

**b. Content:** Asking and answering or using DHA.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can ask and answer their friends’ questions about describing pictures quickly and correctly.

- Task completed: Students can ask and answer their friends’ questions about describing pictures.

- Task uncompleted: Students cannot identify the flashcards or ask and answer their friends’ questions about describing pictures.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Make their own stories.*** Have the students work in pairs.
* Ask them to choose one of the stories from *Part 2 – Listen and write.* as a sample.
* Give the students enough time to make their stories using their own ideas.
* Walk around the class and support them if necessary.
* Invite some pairs to present their stories in front of the class.
* Help the students with feedback and correct them if any.
 | * Work with their partner 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.
 |
| **Option 2: Use DHA on Eduhome.*** Open DHA (Unit 6 – Art Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.
 |  |

**C. Consolidation and homework assignment** (5 minutes)

 **a. Objectives:** To help the students remember and pronounce the vocabulary items about the colors.

 **b. Contents:** Playing the game “**Explosion**” and assigning homework in the Workbook.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can whisper the words to their friends correctly and smoothly.

- Task completed: Students are able to whisper the words to their friends.

- Task uncompleted: Students fail to listen the new words or whisper them to their friends.

 **d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** **Play Explosion game**- Set time limit: 30"* Give the students an object to pass around.
* Each student has to say an adjective before the time runs out.
* If the time limit ends the student left holding the object loses.
 | * Play the game “**Explosion**”
* Follow their teacher’s instructions before playing the game.
* Quickly pass the object and say an adjective.
 |
| **Homework Assignment** * Require students to do exercises on page 55 in the Workbook.
* Have them copy sentence structures in their Tiếng Anh 3 i-Learn Smart Start Notebook, page 37.
* Ask them to prepare Parts E-G, Art Lesson on page 89 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework, copy the structures, and prepare the new lesson.
 |

**4. Reflection**

a. What I liked most about this lesson today:

……………………………………………………………………………

b. What I learned from this lesson today:

……………………………………………………………………………

c. What I should improve for this lesson next time:

……………………………………………………………………………

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**UNIT 6 - DESCRIBING PEOPLE**

**Period 98: Art Lesson 4.3 (page 89)**

**1. Objectives**

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

**1.1 Language knowledge and skills**

**Vocabulary:** handsome, pretty, cute, young, old.

**Sentence patterns:** What does your brother look like?

 He's young and handsome.

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

**1.2. Competences**

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

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

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

**1.3. 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.

**2. 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.

**3. Procedures**

**A. Warm up** (5 minutes)

**a. Objectives:** To help the students review the adjectives, generate students’ interest, and lead in the new lesson.

**b. Content:** playing "Line True or False" game or the “Snake” game.

**c. Expected outcomes and assessment**

- Task completed with excellence:Students can listen and say the words correctly.

- Task completed: Students can listen and say the words.

- Task uncompleted: Students can listen, but mispronounce the words/ say nothing.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
|  **Option 1:** **Line True or False:*** Put a line of tape on the floor and designate one side "True" and the other "False".
* Hold up a flashcard and say its word.
* If students think that you have said the correct word they jump on the True side, if not they jump on the False side.
* Incorrect students sit out until the next game.
 | * Carefully listen and jump on the correct side.
 |
| **Option 2:** **Play the *Snake* game.*** Have the class stand up and play the game.
* Give the ball to the first student and ask them to begin by saying an adjective.
* Then the first student passes the ball to any of their friends. The second friend will name another adjective.
* The students who are unable to say the colors will sit down. The last student who stands up at the end of the game is the winner.
* Lead in the new lesson.
 | * Follow their teacher’s instructions before playing the game.
* Play the game with the whole class.
* Be ready for the new lesson.
 |

**B. Main lesson**

**1. Practice 1** (10 minutes)

**a. Objective:** To help the students get some general information about the text.

**b. Contents:** Skimming the text.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can quickly identify and read the text to answer their teacher’s questions.

- Task completed: Students can identify and read the text to answer their teacher’s questions.

- Task uncompleted: Students are unable to identify and read the text to answer their teacher’s questions.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
|  **Read and answer the questions.*** Use DCR on Eduhome to show the students the text.
* Ask them to read the text quickly and answer the questions:
* *What is the girl’s name?*
* *Who is she drawing?*
* Check answers as a whole class.
 | * Listen and follow their teacher’s instructions.
* Read the text and answer their teacher’s questions.
 |

**2. Practice 2** (10 minutes)

**a. Objectives:** To help the students practice reading and circling the correct words and writing about their family members.

**b. Contents:** Reading and Writing.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can practice reading and circling the correct words and writing about their family members correctly.

- Task completed: Students can practice reading and circling the correct words and writing about their family members.

- Task uncompleted: Students fail to practice reading and circling the correct words and writing about their family members.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **E. 1. Read and circle.*** Use DCR on Eduhome to show the students the text.
* Have the students read the text individually.
* Read the text as a whole class.
* Demonstrate the activity using the example.
* Have them read and circle.
* Check answers as a whole class.
 | * Listen and follow their teacher’s instructions.
* Read the text individually.
* Read the text as a whole class.
* Read and circle.
 |
|  **2. Listen and read.** (CD2 Track 75)* Play the audio and have students listen and read.
 | * Listen and read the text again.
 |
| **F. Look at E. Draw and write about a family member.*** Have the students read the text in Part E again.
* Have students draw a family member in the space on the right.
* Ask them to fill in the blanks to make their own paragraphs.
 | * Read the text in Part E again.
* Draw a family member.
* Fill in the blanks.
 |

**3. Production** (5 minutes)

**a. Objectives:** To help them talk about their family members.

**b. Content:** Talking about family members or using DHA.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can talk about their family members fluently.

- Task completed: Students can talk about their family members.

- Task uncompleted: Students cannot talk about their family members.

d. **Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
|  **Option 1: G. Talk about your picture.** * Divide the class into pairs.
* Have students talk about their pictures.
* Afterwards, have some students talk about their pictures in front of the class.
 | * Work in pairs.
* Read their writing.
* Read their writing in front of the class.
 |
| **Option 2: Use DHA on Eduhome*** Open DHA (Unit 6 – Art Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar.
 |  |

**C. Consolidation and homework assignment** (5 minutes)

 **a. Objectives:** To help the students talk about the colors.

 **b. Contents:** Playing the game “**Make Words**” and assigning homework in the Workbook

 **c. Expected outcomes and assessment**

- Task completed with excellence: Students can tell their friends about the colors fluently.

- Task completed: Students are able to tell their friends about the colors.

- Task uncompleted: Students fail to tell their friends about the colors.

 **d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation:** **Play Make Words Game:**- Write a few random letters on the board.  - Have the students work in small groups to make up as many words from the letters as possible (e.g., letters: g, h, i, t, b, e, c, u.  Possible words: cute, big, etc.).  - The team with the most words is the winner. | * Play the game “Make words” with their teammates.
* Follow their teacher’s instructions before playing the game.
 |
| **Homework Assignment** Ask them to prepare Unit 6 – Review and Practice on page 90 in the Student’s Book. | * Prepare the new lesson.
 |

**4. Reflection**

a. What I liked most about this lesson today:

……………………………………………………………………………

b. What I learned from this lesson today:

……………………………………………………………………………

c. What I should improve for this lesson next time:

……………………………………………………………………………

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**UNIT 6 – DESCRIBING PEOPLE**

**Period 99: Review and Practice 1 (page 90)**

**1. Objectives**

By the end of this lesson, students can be able to review how to identify and describe family members and hairstyles.

**1.1. Language knowledge and skills**

**Vocabulary:** *unit 6*

**Sentence patterns:** *unit 6*

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

**1.2. Competences**

**Self-control and independent learning:** review how to identify and describe family members and hairstyles.

**Communication and collaboration:** work in pairs or groups to review identifying and describing family members and hairstyles.

**Critical thinking and creativity:** learn how to identify and describe family members and hairstyles.

**1.3. Attributes**

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

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

**Honesty:** play fair.

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

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, Digital Book (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.

**3. Procedures**

**A. Warm up** (5 minutes)

**a. Objectives:** To help the students review the previous lessons, generate the students’ interests, and lead in the Review and Practice lesson.

**b. Content:** Playing the game: “**Explosion**”.

**c. Expected outcomes and assessment**

- Task completed with excellence:Students quickly identify and get the correct flashcards.

- Task completed: Students can identify and get the correct flashcards.

- Task uncompleted: Students are unable to identify and get the correct flashcards.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play Explosion game**- Set time limit: 30"- Give the students an object to pass around.  - Each student has to say an adjective before the time runs out. - If the time limit ends the student left holding the object loses. | * Play the game “**Explosion**”
* Follow their teacher’s instructions before playing the game.
* Quickly pass the object and say an adjective.
 |

**B. Main lesson**

**1. Practice 1** (5 minutes)

**a. Objective:** To help the students identify the pictures and call out the body sizes and hairstyles they can see.

**b. Content:** Speaking.

**c.** **Expected outcomes and assessment**

- Task completed with excellence: Students can identify the pictures and call out the body sizes and hairstyles correctly.

- Task completed: Students can identify the pictures and call out the body sizes and hairstyles.

- Task uncompleted: Students are unable to identify the pictures and call out the body sizes and hairstyles.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.** * Use DCR on Eduhome to show the class the pictures on page 90.
* Ask them to ask these questions.
* *Who is he/she?*
* *What does he/she look like?*
* Ask them to read the names and talk about body sizes and hairstyles before listening to the audio.
* Walk round the class and support them if needed.
 | * Look at the pictures on page 90.
* Answer their teacher’s questions.
* Read the names and talk about body sizes and hairstyles.
 |

**2. Practice 2** (10 minutes)

**a. Objectives:** To practice listening, reading and choosing the correct answers.

**b. Contents:** Listening, Reading, Writing, and Speaking.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can listen, read and choose the correct answers correctly.

- Task completed: Students can listen, read and choose the correct answers.

- Task uncompleted: Students fail to listen, read and choose the correct answers.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| 1. **Listen and (**✓**) the box.** (CD2 Track 76)
* Use DCR to show pictures, have students call out body sizes and hairstyles.
* Play the audio and demonstrate the activity using the example.
* Play the audio and ask them to listen and tick.
* Invite some students to give their answers.
* Check the answers with the whole class using DCR.
 | * Follow teacher's instructions.
* Listen and tick.
* Present their answers in front of the class and check the answers with their teacher and friends.
 |
| 1. **Read the text and choose the best answer.**
* Demonstrate the activity on DCR using the example.
* Have the students read the questions and circle the correct answers.
* Check the answers as a whole class using DCR.
* Afterwards, have the students read their answers to the class.
 | * Follow their teacher’s instructions.
* Look at the pictures, read each sentence, and fill in the blanks.
* Check the answers with the whole class.
* Read their answers to the class.
 |

**3. Production** (10 minutes)

**a. Objectives:** To help them use the vocabulary and sentence pattern.

**b. Content:** Writing.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can write about their family members correctly.

- Task completed: Students are able to write about their family members.

- Task uncompleted: Students cannot write about their family members.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **C. Write about three of your family members.*** Demonstrate the activity on DCR using the example
* Have students complete the task.
* Have the students use the structures to fill in the blanks.
* Monitor the class and support them if necessary.
 | * Follow their teacher’s instructions.
* Complete the task.
 |

**C. Consolidation and homework assignment** (5 minutes)

 **a. Objectives:** To help the students memorize the key language structures they learned.

 **b. Contents:** Asking the questions and assigning homework in the Workbook.

 **c. Expected outcomes and assessment**

- Task completed with excellence: Students can memorize the target sentence patterns correctly.

- Task completed: Students are able to memorize the target sentence patterns.

- Task uncompleted: Students fail to memorize the target sentence patterns.

 **d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Give the students enough time to memorize the target language structures they learned.
* Ask some students to say the language structures in front of the class.
* Correct the students if needed.
 | * Memorize the target language structures they learned.
* Present the language structures in front of the class.
 |
| **Homework Assignment** * Require the students to do the exercises on pages 60, 61 in the Workbook.
* Have the students do the exercises in Tiếng Anh 4 i-Learn Smart Start Notebook, page 38.
* Ask them to prepare the next lesson on page 91 in the Student’s Book.
 | * Follow their teacher’s instructions.
* Do homework and prepare the new lesson.
 |

**4. Reflection**

a. What I liked most about this lesson today:

……………………………………………………………………………

b. What I learned from this lesson today:

……………………………………………………………………………

c. What I should improve for this lesson next time:

……………………………………………………………………………

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**UNIT 6 – DESCRIBING PEOPLE**

**Period 100: Review and Practice 2 (page 91)**

**1. Objectives**

By the end of this lesson, Students will review review identifying and describing family members and hairstyles.

**1.1. Language knowledge and skills**

**Vocabulary:** *unit 6*

**Sentence patterns:** *unit 6*

**Skills:** Speaking.

**1.2. Competences**

**Self-control and independent learning:** review describing family members and hairstyles.

**Communication and collaboration:** work in pairs or groups to describe family members and hairstyles.

**Critical thinking and creativity:** learn how to describe family members and hairstyles.

**1.3. Attributes**

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

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

**Honesty:** play fair.

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

**2. Teaching aids and materials**

**- Teacher’s aids:** Tiếng Anh 4 i-Learn Smart Start Student’s Book and Teacher’s book, Class CDs, Flashcards, Digital Book (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.

**3. Procedures**

**A. Warm up** (5 minutes)

**a. Objectives:** To help the students review the previous lessons, generate the students’ interests, and lead in the Review and Practice lesson.

**b. Content:** Playing the game: “***Snake***” or “**Make Words**”.

**c. Expected outcomes and assessment**

- Task completed with excellence:Students can remember the words in each category or identify the vocabulary items quickly and correctly.

- Task completed: Students can remember the words in each category or identify the vocabulary items.

- Task uncompleted: Students are unable to remember the words in each category or identify the vocabulary items.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Option 1: Play the *Snake* game.*** Have the class stand up and play the game.
* Give the ball to the first student and ask them to begin by saying an adjective.
* Then the first student passes the ball to any of their friends. The second friend will name another adjective.
* The students who are unable to say the colors will sit down. The last student who stands up at the end of the game is the winner.
 | * Follow teacher’s instructions.
* Play the game.
 |
|  **Option 2:** **Play Make Words Game:**- Write a few random letters on the board.  - Have the students work in small groups to make up as many words from the letters as possible (e.g., letters: g, h, i, t, b, e, c, u.  Possible words: cute, big, etc.).  - The team with the most words is the winner.  | * Listen to teacher's instructions.
* Play the game.
 |

**B. Main lesson**

**1. Practice 1** (5 minutes)

**a. Objective:** To help the students identify the pictures and get some general ideas before playing the game.

**b. Content:** Speaking.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can identify the pictures and answer their teacher’s questions correctly.

- Task completed: Students can identify the pictures and answer their teacher’s questions.

- Task uncompleted: Students are unable to identify the pictures and answer their teacher’s questions.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Answer the questions.** * Use DCR on Eduhome to show the class the pictures on page 91.
* Point to each picture and ask them to ask these questions.
* *Who is he/she?*
* *What does he/she look like?*
* Walk round the class and support them if needed.
 | * Look at the pictures on page 91.
* Look at the pictures and answer their teacher’s questions.
 |

**2. Practice 2** (10 minutes)

**a. Objective:** To practice their Speaking skill by describing people.

**b. Content:** Speaking.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can describe people correctly.

- Task completed: Students can describe people.

- Task uncompleted: Students fail to describe people.

**d. Organization:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Play *the board game*.*** Divide the class into groups of four with two pairs in each group.
* Guide the students how to play the game.
* Have the pairs play rock, paper, scissors for each turn.
* The winning pair moves forward two spaces. The losing pair moves forward one.
* Each pair must match the symbol to the useful language and then ask and answer. If they answer incorrectly, they must move back one space.
* The pair getting to the Finish first wins the game.
 | * Work in groups to complete the task.
* Follow their teacher’s instructions before playing the game.
* Play rock, paper, scissors to start the game.
* Look at the pictures to make the correct language structures to ask their friends.
 |
| **Correct homework.*** Ask some students to present their homework (Workbook, pages 60-61) on the board.
* Walk around the class and check the students’ homework.
* Afterwards, check the answers on the board with the whole class.
 | * Write the answers on the board.
* Check the answers with their teacher and friends.
 |

**3. Production** (10 minutes)

**a. Objectives:** To help them remember the vocabulary and sentence pattern.

**b. Content:** Asking and answering the questions.

**c. Expected outcomes and assessment**

- Task completed with excellence: Students can ask and answer the questions about family members fluently.

- Task completed: Students are able to ask and answer the questions about family members.

- Task uncompleted: Students cannot ask and answer the questions about family members.

**d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **What can you do?**- Read the statements and give an example for each. - In pairs, have students give a few more examples of each aim, then briefly practice. - Ask students to circle the happy or sad face to show if they can perform the tasks. Smiling face outline with solid fill= Yes, I can. Sad face outline with solid fill= No, I can't. - For students who circle sad faces, recommend that they review the unit at home, or do the Workbook or Activity Multi-ROM (if they have it).- Monitor the class and support them if necessary. | * Follow their teacher’s instructions.
* Work in pairs.

 - Circle the happy or sad face. |

**C. Consolidation and homework assignment** (5 minutes)

 **a. Objectives:** To help the students memorize the key language structures they learned.

 **b. Contents:** Asking the questions.

 **c. Expected outcomes and assessment**

- Task completed with excellence: Students can memorize the target sentence patterns correctly.

- Task completed: Students are able to memorize the target sentence patterns.

- Task uncompleted: Students fail to memorize the target sentence patterns.

 **d. Organization**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Consolidation** * Give the students enough time to memorize the target language structures they learned.
* Ask some students to say the language structures in front of the class.
* Have the class evaluate their learning achievement by circling the happy/unhappy faces.
* Correct the students if needed.
 | * Memorize the target language structures they learned.
* Present the language structures in front of the class.
 |
| **Homework Assignment** * Ask them to prepare Lesson 1 – Unit 7 on page 92 in the Student’s Book.
* Ask them to do the exercises in Tiếng Anh 4 i-Learn Smart Start Notebook, page 39.
 | * Prepare the new lesson.
 |

**4. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

……………………………………………………………………………

c. What I should improve for this lesson next time:

……………………………………………………………………………