**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:

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b. What I learned from this lesson today:

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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:

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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:

……………………………………………………………………………

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**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:

……………………………………………………………………………