***Week: 07***

***Preparing date: 20/10/2024***

***Teaching date : 21/10/2024***

***Period: 25***

 **UNIT 4: MY BIRTHDAY PARTY**

**Lesson 2(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- Understand and correctly repeat the sentences in two communicative

contexts focusing on what someone wants to eat / drink.

- Correctly say the phrases and use *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink.

- Enhance the correct use of *What do you want to eat / drink? – \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Support disabled student to say about the name of food and drink

4. Attributes:

- Show pride in the date of birth of themselves and others’ and respect to their parents for their presence

**II. RESOURCES**

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- ﻿Spend a few minutes revising *Lesson 1* by calling a few pairs of pupils to act out the dialogue in Activity 1. If time allows, have pupils play *Bingo* or *Matching* game using the vocabulary learnt.2.New Lesson:Activity 1. Look, listen and repeat. 5 minutesGoal: To understand and correctly repeat the sentences in two communicativecontexts focusing on what someone wants to eat / drink. -Have pupils look at Pictures a and b and identify the characters in the pictures (*see Input*). -Repeat the same procedure with Picture b. Correct their pronunciation where necessary. -Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. - Draw their attention to the question *What do you want to eat / drink?* and the answers *I want some jam.* and *I want some juice.* Tell pupils that they are used to ask and answer questions about what someone wants to eat / drinkActivity 2. Listen, point and say. 10 minutesGoal: To correctly say the phrases and use *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink. -Present the new words to pupils by showing them pictures, saying the words and have pupils repeat.  *What do you want to eat? – I want some chips.*). Point at Picture a and have pupils listen to and repeat the sentences until they feel confident. Repeat the same procedure with Picture b, c, and d. -Have pupils work in pairs and practise asking and answering the question *What do you want to eat / drink? –**I want \_\_\_\_\_\_.* using the speech bubbles and Pictures a, b, c and d. Invite a few pairs to point at the pictures and say the questions and answers in front of the class.Activity 3. Let’s talk. 8 minutesGoal: To enhance the correct use of *What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context.Go around to observe and provide help.-Have pupils ask and answer questions about what they want to eat / drink at a birthday party, using the structure learnt.*What do you want to eat / drink? – I want \_\_\_\_\_.* to ask and answer questions about what someone wants to eat / drink in a freer context.3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction.clap to reinforce the activity. |

**Adjustments (if necessary):**

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***Week: 07***

***Preparing date : 20/10/2024***

***Teaching date : 21/10/2024***

***Period: 26***

 **UNIT 4: MY BIRTHDAY PARTY**

**Lesson 2(4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- Listen to and understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures.

- Complete two gapped dialogues with the help of picture cues.

- Revise the target vocabulary items through playing the game *Board race*.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Support disabled student to say about the name of food and drink

4. Attributes:

- Show kindness in inviting someone to a birthday party and offering them food and drink they want.

**II. RESOURCES**

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.﻿ - Spend a few minutes revising the previous lesson. – Ask pupils to open their books at page 31 and look at *Unit 4, Lesson 2, Activity 4.*2.New Lesson:Activity 4. Listen and tick. 5 minutesGoal: To listen to and understand two communicative contexts in which pupils ask and answer questions about what they want to eat / drink and tick the correct pictures. -Draw pupils’ attention to the food and drinks in the pictures.  -Play the recording for Question 1 for pupils to listen. Play the recording again for pupils to do the task.  -Repeat Step 2 for Pictures 2a and 2b. Tell pupils to return the books to their partnersExtension: If time allows, play the recording, sentence by sentence, for the class to listen and repeat in chorus. Correct their pronunciation where necessary.Activity 5. Look, complete and read. 10 minutesGoal: To complete two gapped dialogues with the help of picture cues. -Have pupils look at the pictures. Have them identify the food and drink items in the pictures. -Have pupils look at the two incomplete dialogues. Draw their attention to the missing words in the sentences. -Model Dialogue 1. Have pupils look at the dialogue. Ask them what is missing in the question (*What*) and the answer (the food). Then have them look at the picture and identify the food. Ask them to complete the gap (*What do you want to eat, Mary? – I want some grapes.*). Repeat the same procedure with Dialogue 2.Activity 6. Let’s play. 8 minutesGoal: To revise the target vocabulary items through playing the game *Board race.* -Tell pupils the goal of the game and how to play it. Set a time limit for pupils to play the game. -Divide pupils into two teams. They take turns going to the board and each pupil tries to write one word in the columns *Drinks and Food* as fast as possible. -The team that writes the most words in the set time wins. -Point to the words and have pupils read the words out loud.Extension: If time allows, have pupils play the game using other word sets, e.g. months, countries, days of the week.Game: Food or Drinks- Divide the class into 2 teams.- Pupils with correct answers will get some points.3.Wrap up: | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-IndividualworkWhole class/- Listen to the T's instructionWhole class/ Individual workGroup workPair workListen to the teacherGroup workGroup workWhole class- Listen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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***Week: 07***

***Preparing date: 20/10/2024***

***Teaching date : 23/10/2024***

***Period: 27***

 **UNIT 4: MY BIRTHDAY PARTY**

**Lesson 3(1-3)**

**I.OBJECTIVES:**

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

1. Knowledges:

- Correctly repeat the sounds of the letters *j* and *w* in isolation, in the words *jam* and *water*, and in the sentences *I like jam.* and *I want some water.*

- Listen to and demonstrate understanding of simple communicative to identify the target words *jam* and *water* while listening.

- Say the chant with the correct pronunciation and rhythm.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Support disabled student to say about the name of food and drink

4. Attributes:

Show self-respect to what they want and what others want

**II. RESOURCES**

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’)****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.- Ask pupils to open their books at page 32 and look at *Unit 4, Lesson 3, Activity 1.*2.New Lesson:Activity 1. Listen and repeat. 5 minutesGoal: To correctly repeat the sounds of the letters *j* and *w* in isolation, in the words *jam* and *water*, and in the sentences *I like jam.* and *I want some**water.* -Draw pupils’ attention to the letter *j*, the word *jam*, and the sentence *I like jam*. Play the recording and encourage them to point at the letter / word / sentence while listening. -Play the recording again and encourage pupils to listen and repeat. Do this several times until pupils feel confident. Correct their pronunciation where necessary and praise them when their pronunciation is good. -Repeat Steps 1 and 2 for the letter *w*. -Have pupils work in pairs or groups to pronounce the sounds of the letters *j* and *w*, say the words *jam* and *water*, and read the sentences *I like jam.* and *I want some* *water*. Invite a few pupils to listen to the recording and say the language in front of the class. If they perform well, praise them.Activity 2. Listen and circle. 10 minutesGoal: To identify the target words *jam* and *water* while listening.Optional: Have pupils watch the pronunciation video to learn the sounds of the letter w and j.﻿ -Draw pupils’ attention to the incomplete sentences and three answer options (*see Input*). Explain what pupils have to do. Check comprehension. -Play the recording for pupils to listen. Play the recording again for pupils to listen and circle the correct options. Write the correct answers on the board.Extension: Invite one or two pupils to stand up, listen to and repeat the sentences. If there is time, Activity 3. Let’s chant. 8 minutesGoal: To say the chant with the correct pronunciation and rhythm.- Check comprehension.Draw pupils’ attention to the sounds of the letters *j* and *w*, the words *jam* and *water*, and the sentences *There's jam on* *the table. I want some jam.* and *There’s water on the table. I want some water.* in the chant.Extension: Divide the class into two or more groups to take turns listening to and repeating the chant, while the rest of the class claps along.Minions Game - Divide the class into 3 teams. - Pupils from each team choose a letter, then answer the question3.Wrap up:  | -Listen to the teacherWhole class/ Individual work-Whole class-Listen to the T's instruction-IndividualworkWhole class/-Pair work-Listen and repeat- Listen to the T's instructionRepeat IndividualworkListen to the teacherWhole class/ Individual workPair workListen to the teacherGroup workGroup workWhole classPair work- Listen to the T's instruction. |

**Adjustments (if necessary):**

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*Week: 07*

*Preparing date: 20/10/2024*

*Teaching date: 23/10/2024*

*Period: 28*

**UNIT 4: MY BIRTHDAY PARTY**

**Lesson 3(4-6)**

**I.OBJECTIVES:**

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

1. Knowledges:

- read and understand a text (Bill’s letter) and circle the correct answers.

- complete a gapped text using pupils’ personal information.

- make birthday party invitations at home and present them to the class by using the target language.

2. Skills: Listening and speaking

3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks

- Support disabled student to say about the name of food and drink

4. Attributes:

- Show pride in the date of birth of themselves and others’ and respect to their parents for their presence

- Show kindness in inviting someone to a birthday party and offering them food and drink they want

**II. RESOURCES**

**III. PROCEDURE:**

|  |  |  |
| --- | --- | --- |
| **Stages/Time** | **Teacher’s activities** | **Student’s activities** |
| **1. Warm up****(5’)****2. Presentation** **(10’)****3. Practice** **4. Production****(3’****5. Homework****(2’)** | 1.Warm up: 5 minutesGreet the class.﻿– Spend a few minutes revising the previous lesson by asking pupils to say the chant on page 32. Divide the class into groups and get them to do actions while saying the chant.2.New Lesson:Activity 4. Read and circle. 5 minutesGoal: To read and understand a text (Bill’s letter) and circle the correct answers. -Draw pupils’ attention to Bill’s letter and read it together as a class. Check comprehension. -Tell pupils to swap books with a partner, then check answers together as a class. Write the correct answers on the board.Activity 5. Let’s write. 10 minutesGoal: To complete a gapped text using pupils’ personal information. -Tell the class the goal of this activity: to read the text and fill in the gaps using their personal information. Check their comprehension. -Write the first sentence on the board. Read the sentence as a class. When you reach the gap, point at it and encourage pupils to say their own names. Give pupils time to write the answers. Repeat the same procedure with the other sentences. -If time allows, invite a few pupils to read the sentences they have completed aloud in front of the class. The class observes and praises their work.Activity 6. Project 8 minutesGoal: To make birthday party invitations at home and present them to the class by using the target language. -Have pupils work in groups of five. Each pupil shows his / her invitation and tells the group about his / her birthday, e.g. My birthday’s in May. Go around the classroom and oﬀer help where necessary (e.g. when pupils need some more vocabulary to talk about their birthdays). -Invite some pupils to show their work and talk about their birthdays. Have pupils stick their invitations on the wall of the classroom as a display.Donkey Kong Game- Divide the class into 3 teams. - Pupils from each team choose a chicken, then answer the question.- Pupils answer correctly and get some points corresponding to the number of bananas.3.Wrap up:- Ask students to answer the following questions: 1. *What have you learnt from the lesson today?* 2. *What are the core values of the lesson?*  | -Listen to the teacherWhole class/ Individual work-Whole class/Individualwork-Listen to the T's instruction-Individualwork- tick the appropriate boxWhole class/do the task independently- Listen to the T's instructionIndividualworkListen to the teacherWhole class/ Individual workListen to the teacherIndividual work Whole classPair workListen to the T's instruction.-play in groupWhole class/ Individual work |

**Adjustments (if necessary):**

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