**Week :23 UNIT 13. WOULD YOU LIKE SOME MILK?**

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

1. **Objectives.**

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

**1. Knowledge:**

- Pronounce the final letters f in beef and leaf, and the final letter clusters sh in fish and dish.

- Listen and tick the letters showing the correct words filling the gapped sentences. Then say the completed sentences aloud.

- Say the chant Would you like some fish?

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:**

- Listening, writing and speaking.

**3. Attitudes/ Quality:**

- Educate Ss how to keep healthy

- Positive about recipes and eating habits

- Students know how to learn English in right way

- Confident in learning and practice situations

**4. Forming competence:**

- Communication and co-operation.

- problem solving and creativity***.***

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Have Ss play game *“ Pass the secret”* using the name of food and drink.*Task 1. Listen and repeat:*- Tell pupils that they are going to practise saying the sound of the letters *f* and *sh* in the word *beef, leaf, fish, dish* respectively.- Put the letters *f* and *sh*on the board. Play the recording and ask pupils to repeat a few times. - Put the words *beef, leaf, fish, dish* and four sentences on the board- Get some Ps to say the sentences in front of the class. Check as a class and correct the pronunciation, if necessary*Task 2. Listen and tick. Then say aloud.*- Tell pupils that they are going to listen to the four sentences and tick the correct words.- Ask them to look at the sentences and guess the words to fill the gaps in groups.- Play the recording so they can listen and tick the words. Remind Ps to focus on the words with the letters *f* and *sh*while listening.- Get Ps to swap and check their answers.- Ask Ps to read aloud the sentences - Key :*1.a 2.b 3. a 4. b*- Play the recording to check if necessary.*Task 3. Let’s chant.*- Tell pupils that they are going to say the chant *Would you like some fish?* follow the procedure in teaching the Unit components in introduction- Have them read the chant and check comprehension.- Play the recording line by line for Ps listen and repeat.- Play the recording all the way through for Ps listen and repeat.- Show Ss how to chant and do the action- Divide the class into four groups to chant. - Call two groups chant and do the action in front of the class. The rest of the class claps along the rhythm- Play the recording again - Underline the words contain sounds *f* and *sh*- Asking Ps to focus on the structure once again.- Retell the content of the lesson.- Do exercises in the workbook. Learn by heart the new words and structures | - Divide class into groups of six to play game *“ Pass the secret”*- Listen to the teacher’s instruction- Copy the letters *f* and *sh*, pay the attention on the sounds of the letters and repeat.- Stand up and say aloud- Listen to the teacher.- Look at the sentences and guess the words to fill the gaps in groups.- Listen and tick the correct words.- Swap and check- Read aloud- Listen and check their answers- Listen to the teacher.- Read the chant- Listen to the recording and repeat line by line. - Do choral and individual repetition until they get familiarized with the pronunciation of the chant- Perform in front of the class- Sing along to reinforce pronunciation.- Underline the words contain sounds *f* and *sh* |

**Week 23 UNIT 13. WOULD YOU LIKE SOME MILK?**

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

**I.Objectives.**

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

**1. Knowledge:**

**-** Read the paragraph and complete the table.

- Read the writing frame, and write about their favourite food and drink.

- Interview their classmates about their favourite food and drink, and report the result to the class.

- Sentence Patterns: Revision

- Vocabulary: Revision

**2. Skills:**

- Listening, reading, writing and speaking.

**3. Attitudes/ Quality:**

- Educate Ss how to keep healthy

- Positive about recipes and eating habits

- Students know how to learn English in right way

- Confident in learning and practice situations

**4. Forming competence:**

- Communication and co-operation.

- Problem solving and creativity***.***

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Revising the previous lesson. Get the class to sing the chant *Would you like some fish?* and do action. *Task 1. Read and complete*- Tell Ps that they are going to read the text and complete the table.- Have Ps read the text and discuss the information that they must fill in the gaps in groups.- Ask Ps to do the task individually. Go round offering help, if necessary.- Have Ps trade their answers in pairs- Have Ps give the answers.Answer:

|  |  |
| --- | --- |
| Favourite food | Favourite drink |
| Beef | orange juice |
| Chicken | lemonade |

*Task 2. Let’s write*- Tell pupils that they are going to write about their favourite food and drink.- Have them work in groups of four to discuss what they are going to write in the blanks. - Have pupils to do the task individually. Go around and offering help if necessary.-Swap their writings before checking as a class.- Show some Ps’ writings, ask them to read aloud and check.*Task 3. Project.*- Tell pupils that they are going to do interview their classmates about their favourite food and drink and then report to the class.- Give each pupil a card. Have pupils copy the table from the book onto their cards.- Give them time to interview their classmates and fill the gaps in the table.- Call some pupils to tell the class about the result of their interview to the class.- Key: Pupils’ own answers- Ask Ps to talk about their favourite food and drink to the class.- Asking Ps to focus on the structure once again.- Retell the content of the lesson.- Do exercises in the workbook. Learn by heart the new words and structures | - Sing the chant *Would you like some fish?* and do action.- Listen to the teacher.- Read the text and discuss the information that they must fill in the gaps in groups.- Do the task individually.- Trade their answers in pairs- Give the answers and the rest listen and comment.- Listen to the teacher.- Work in groups of four to discuss what they are going to write in the blanks. - Do the task individually.- Swap their writings before checking as a class.- Show some writings, read aloud and check.- Listen to the teacher.- Pupils copy the table from the book onto their cards.- Interview their classmates and fill the gaps in the table.- Some pupils tell the class about the result of their interview to the class.- Tell about their favourite food and drink to the class. |

**Week: 23 UNIT 14. WHAT DOES HE LOOK LIKE?**

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

**I. Objectives.**

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

**1. Knowledge:**

- Ask and answer questions about someone's physical appearance.

- Pupils can ask and answer questions about someone’s physical appearance.

- Sentence Patterns: What does he / she like? −  He’s / She’s \_\_\_\_.

- Vocabulary:tall, short, slim, old, young

**2. Skills.**

- Listening and speaking.

**3. Attitudes/ Quality:**

- Live responsibly

- Confident in learning and practice situations

**4. Forming competence:**

- Self- study.

- Communication and co-operation.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Play the video. Ask Ss to watch and identify the adjectives describing people’s appearance. - Introduce the new topic*Task 1. Look, listen and repeat.*\*Use the pictures and the actions to teach the new words of someone’s physical appearance: *tall, short, slim, old, young*- Whole class. Have pupils turn their books to page 24 and look at picture.- Ask Ss to answer the questions “*who are they? Where are they? What is Lan doing? Who is on the computer? What does he do? Is he tall?*- T plays the recording all the way through for pupils to listen and point to the appropriate line in their books.- Open one by one sentence for Ss to listen and repeat. - Divide the class into 2 groups. - Ask the groups to repeat Phong’s part and Linda’s part. - Ask SS to work in pairs, practice speaking the conversation. - Invite some pairs to demonstrate the dialogue. *Task 2. Point and say.* - T has Pupils look at Picture a, b, c, d, e. Tell them that they are going to practice asking and answering questions about someone’s physical appearance.- T models with a Student the first picture - T asks Pupils to practise in pairs ask and answer the questions *What does he/ she look like? She’s/ He’s ……..*Monitor the activity, check the pronunciation (stress, assimilation of sounds and intonation), and offer help when necessary.-T calls on some pairs to perform the task in front of the class.*Task 3: let’s talk*- Ask Ss to work in groups, asking and answering questions about their friends’ family member’s job, where they work and their physical appearance.- Asking Ps to focus on the structure once again.- Retell the content of the lesson.- Do exercises in the workbook. Learn by heart the new words and structures- Ask Ps to talk about their favourite food and drink at home. | - Watch the video and identify the adjectives describing people’s appearance. - Pay attention to the T’s directions.- Look at the pictures and the actions to get the meaning of the new words of someone’s physical appearance: *tall, short, slim, old, young*- Pupils turn their books to page 24 and look at picture.- Ss answer the questions “*who are they? Where are they? What is Lan doing? Who is on the computer? What does he do? Is he tall?*- Listen to the conversation carefully. - Listen to one-by-one sentence and repeat. - Work in groups: listen and repeat. - Work in pairs and practice speaking. - Demonstrate the dialogue. - Look at pictures a, b, c, d, e and say the words of someone’s physical appearance- Make a model with the teacher.- Pupils in pairs use the pictures in their book to ask and answer the questions *What does he/ she look like? She’s/ He’s ……..*- Act in pairs. The rest of class observes and gives comments- Do the task in groups, asking and answering questions about their friends’ family member’s job, where they work and their physical appearance.- Take note. |

**Week: 23 UNIT 14. WHAT DOES HE LOOK LIKE?**

**Period 92 Lesson 1(4,5,6)**

**I. Objectives.**

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

**1. Knowledge:**

- Ask and answer questions about someone's physical appearance.

- Listen and tick the correct pictures.

- Read the questions and write the answers, using the pictures.

- Play the game Find someone who...

- Sentence Patterns:Revision

- Vocabulary: Revision

**2. Skills.**

- Listening, reading and speaking.

**3. Attitudes/ Quality:**

- Live responsibly

- Confident in learning and practice situations

**4. Forming competence:**

- Self- study.

- Communication and co-operation.

**II. Methods:**

- Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

**III. Preparation.**

1. Teacher’s preparation: CDs player, stereo, book.

2. Student’s preparation: Students’ aids:books, notebooks, workbooks.

**IV. Procedures.**

|  |  |  |
| --- | --- | --- |
| **Content** | **Teacher’s activities** | **Students’ activities** |
| **A. Warm up**(5’)**B. New lesson**(30’)**C. Production**(3’)**D. Homework**(2’) | - Have Ss play game “slap the board” using the picture about the people appearance.- Use photos of some people to ask and answer about appearance.*Task 1. Listen and tick.*- Ask pupils to look at the picture Tell them that they are going to listen 3 dialogues about people’s appearance and tick the correct pictures.- Ask Ss to work in groups to identify the appearance of the people in the pictures.- Play the recording twice for pupils to listen to the recording and tick the correct answers. - Read out the answers to the class. Provide explanation(s) when necessary.- Play the recording once more for pupils to check their answers. Key: 1- c , 2- c.,3- a*Task 2. Look and write.* - Tell Ps that they are going to complete the answers about someone’s appearance, using the picture cues. - Ask Pupils look at Pictures from 1 to 4 and ask them to identify the physical appearance of the person/ people in each picture.- Give Ps a few seconds to work in pairs to elicit the answers filling the gaps. - Get Ps to do the task individually. Go around offering help, if necessary.- Get Ps to swap and check their answers before writing the correct answers on the board for Ps to copy down into their notebooks.- Call a few open pairs to act out the dialogues in front of the class.*Task 3. Let’s play.*- Tell Ss that they are going to play game *“ Find someone who……..”*using the words related to people’s physical appearance.*-* Divide class into groups of five.- Say to Ss*Find someone who……..*The group which is the quickest to point a classmate who fits that description and says the sentence correctly gets a point.-The group that gets most points will win the game. - T makes a few questions to check pupils ‘comprehension.- Asking Ps to focus on the structure once again.- Retell the content of the lesson.- Do exercises in the workbook. Learn by heart the new words and structures | Ss play game “ slap the board”- Look at the photos, ask and answer about appearance.- Listen to the teacher.- Work in groups to identify the appearance of the people in the pictures.- Listen to the recording and tick the correct answers- Write down the notebooks.- Listen and check.- Listen to the teacher. - Pupils look at Pictures from 1 to 4 and ask them to identify the physical appearance of the person/ people in each picture.- Work in pairs to elicit the answers filling the gaps. - Do the task individually.- Ss trade their answers within pairs or groups for correction then write the re answers on the board.- Some open pairs act out the dialogues in front of the class. - Listen to the teacher.- Divide class into groups of five.- Take part in the game.- The group that gets most points will win the game. - Listen and answer the question  |