**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 |