

Week: 05
Period: 15

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 3: MY FRIENDS

Lesson 1: Getting Started - A surprise guess

I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My friends”.
2. *Structures*: Verbs be and have for descriptions.
The Present continuous for future.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, picture.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<p>Write the Unit title on the board “A surprise guess”. Explain the meaning of “surprise”.</p> <ul style="list-style-type: none"> - Ask Ss to guess what the picture might show or what the conversation might be about. - Ask Ss questions about the picture. - Ask Ss to share any recent experiences of going on a picnic. 	<ul style="list-style-type: none"> - T-Whole class 	<p>* Presentation: Guess what the picture might show or what the conversation might be about. Ex: - What is Phuc doing? - What are they eating and drinking?</p> <p>Share your recent experiences of going on a picnic.</p>	
<ul style="list-style-type: none"> - Play the recording (twice) - Ask Ss to read the conversation and check their answers. Confirm the correct answers. - Ask Ss to put a suitable word in each blank. - Tell Ss to refer back to the conversation to find the phrases. Practice saying them together. 	<ul style="list-style-type: none"> - Listen and read - Individual work 	<p>* Practice: 1. Listen and read <i>a. Put a suitable word in each blank.</i> Key: 1. picnic 2. Likes 3. friendly 4. Mai and Chau 5. glasses; long black hair 6. working on their school project. <i>b. Polite requests and suggestions.</i> <i>Put the words in the correct order.</i> Key:</p>	

<ul style="list-style-type: none"> - Ask Ss to pay attention to intonation when asking questions. - Ask Ss to role-play the short conversation before demonstrating for the class. - Encourage Ss to extend the conversation. - Demonstrate the game to the class first. - Ask Ss to play in pairs. Monitor for any errors in stress or intonation and discuss after Ss have finished playing the game. - Have Ss practice the Adjectives. - Ask Ss to write the correct adjectives in the gaps. Tell Ss they will only need 5 of the 10 adjectives to complete this activity. - Play the recording to allow Ss to check their answers. - Tell Ss look back at 3. Ask what word comes after the name. Make some more sentences about the class and write them on the board. Underline the forms of "be". - Ask Ss to complete the sentences. 	<ul style="list-style-type: none"> - Individual work - Pair-work - Individual work - Pair-work - Individual work 	<p>Making and responding to a request:</p> <ol style="list-style-type: none"> 1. Can you pass the biscuits for me, please? 2. Yes, sure. <p>Making and responding to a suggestion:</p> <ol style="list-style-type: none"> 1. Would you like to sit down? 2. Oh, sorry. We can't. <p>2. Game: Lucky numbers</p> <ol style="list-style-type: none"> 1. pass the pen 2. play outside 3. move the chair 4. listen to music 5. turn on the lights. 6. have a picnic. <p>Adjectives for personality</p> <p>3. Choose the adjectives in the box to complete the sentences.</p> <p><u>Key:</u></p> <table style="width: 100%; border: none;"> <tr> <td>1. create</td> <td>2. Kind</td> </tr> <tr> <td>3. confident</td> <td>4. Talkative</td> </tr> <tr> <td>5. clever</td> <td></td> </tr> </table> <p>4. Complete the sentences</p> <p><u>Key:</u></p> <table style="width: 100%; border: none;"> <tr> <td>1. am</td> <td>2. Is</td> <td>3. Isn't</td> </tr> <tr> <td>4. aren't</td> <td>5. Is</td> <td>6. Are</td> </tr> </table>	1. create	2. Kind	3. confident	4. Talkative	5. clever		1. am	2. Is	3. Isn't	4. aren't	5. Is	6. Are
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<ul style="list-style-type: none"> - Ask Ss to look at the picture and answer the questions. - Correct their answers 	<ul style="list-style-type: none"> - Group-work 	<p>* Production:</p> <p>5. Game: Friendship Flowers</p> <p>In groups of four, each member writes in the flowers petal two adjectives for personalities which you like about the others. Compare</p>												

		and discuss which two words best describe each person.	
		*<u>Homework:</u> - Practice the conversation. - Prepare the next lesson <i>(A closer look 1)</i>	

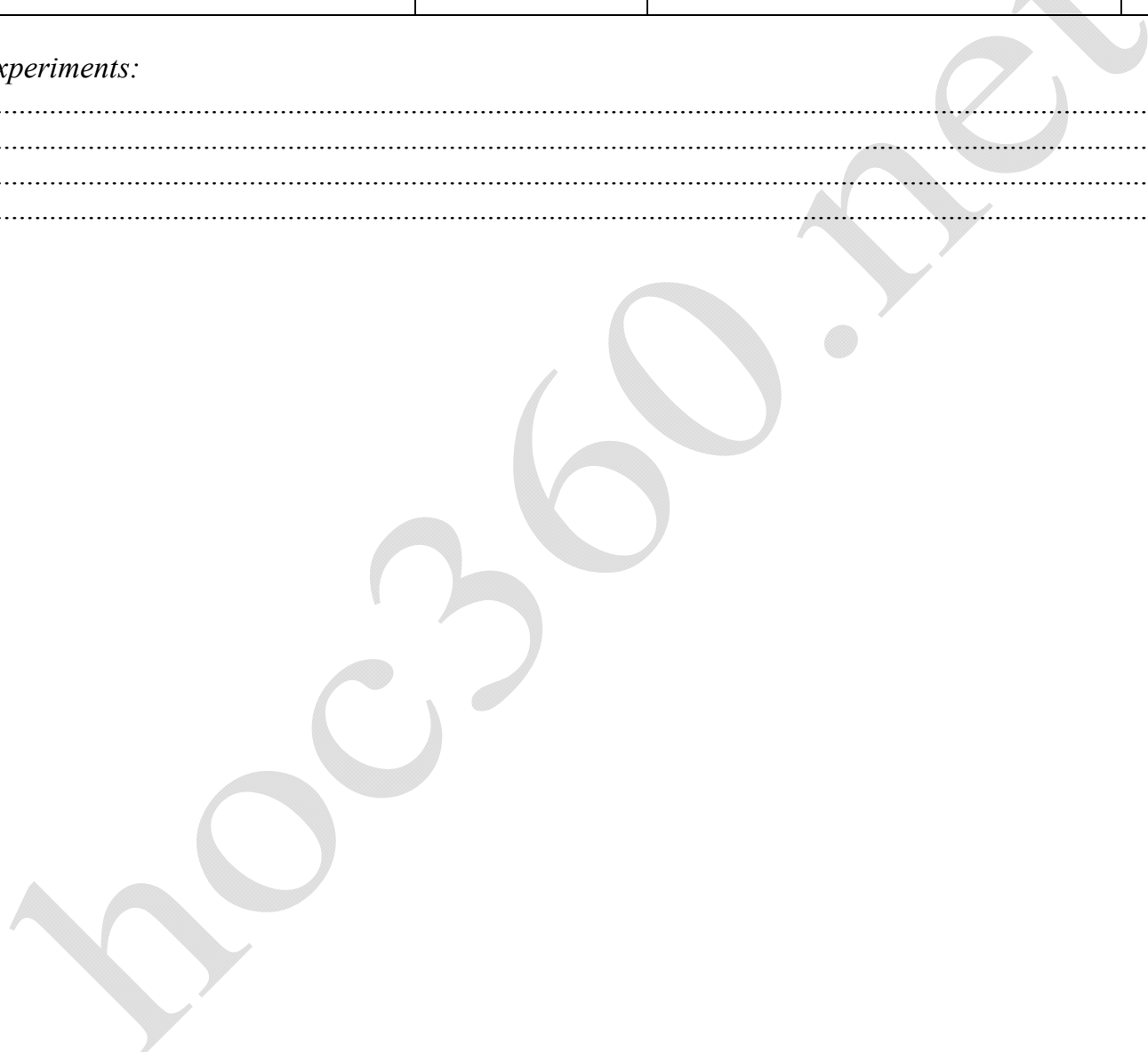
Experiments:

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Week: 06
Period: 16

Date of planning:/...../.....
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UNIT 3: MY FRIENDS

Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /b/ and /p/ in isolation and in context; use vocabulary and structures about body parts and appearance.

II. Language Focus:

1. *Vocabulary*: the vocabulary about body parts and appearance.
2. *Structures*: Verbs be and have for descriptions.
The Present continuous for future.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, flash cards.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Ask Ss to match the words they know. - Allow Ss to work together. Point out the irregular using the "watch out" box. Play the recording as many times as required to support Ss pronunciation. - Review and test Ss' comprehension by asking them 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Presentation:</u> 📖 Vocabulary Appearances 1. Match the words with the pictures on the cover page of 4Teen magazine. Watch out! Eye – eyes Tooth – teeth Hand – hands Foot -feet</p>	
<ul style="list-style-type: none"> - Explain that some words go together, but some don't. - Write the adjectives on the board and allow Ss to attach vocabulary cards to make matches. - Ask Ss to complete the word webs in their books. - Play the recording. - Ask Ss to listen and repeat the words. 	<ul style="list-style-type: none"> - Individual work - Listen and repeat. 	<p>* <u>Practice:</u> 2. Create word webs. Key: - Long/short: legs, arms, tail, hair. - Big/small: head, ears, feet, eyes, nose. - Black/blonde/curly/straight: hair, fur. - Chubby: face, cheeks. - Round/long: face. 📖 Pronunciation /b/ and /p/ 3. Listen and repeat (page 28) Picnic biscuit blonde black big patient</p>	

<ul style="list-style-type: none"> - Have Ss practice reading the words first. - Play the recording for Ss to listen and do the task. - Ask Ss to listen while T play the recording. - Ask Ss to chant along. Provide further practice by dividing the class into 2 groups. Have groups sing alternate lines. - Stick some pictures of people from magazines on the board. Call out a description, and have Ss touch the appropriate picture while repeating the sentence. Next, point to pictures and form sentences. Point out that <i>do</i> or <i>does</i> is added to the start of questions and the end of answers. 	<ul style="list-style-type: none"> - Pair-work - T-Whole class - Group-work - T whole class 	<p>4. Listen and circle the words you hear. <u>Key:</u> 1. play 2. band 3. Ponytail 4. brown 5. Picnic 6. pretty 5. Listen. The practice the chant. Notice the rhythm.</p> <p>Grammar Have for descriptions</p> <table border="1" data-bbox="906 709 1409 1171"> <tr> <td style="text-align: center;">+</td> <td style="text-align: center;">-</td> </tr> <tr> <td>I /you have he /she /it has we/you/they have</td> <td>I/you don't have he/she/it doesn't have we/you/they don't have</td> </tr> <tr> <td style="text-align: center;">?</td> <td style="text-align: center;">answer</td> </tr> <tr> <td>Do I/you/we/they have...?</td> <td>Yes, I/you/we/they do. No, I/you/we/they don't.</td> </tr> <tr> <td>Does he/she/it have...?</td> <td>Yes, he/she/it does. No, he/she/it doesn't.</td> </tr> <tr> <td>Wh-questions</td> <td></td> </tr> <tr> <td>What colour eyes does he have?</td> <td>He has _____.</td> </tr> <tr> <td>What sort of hair does she have?</td> <td>She has _____.</td> </tr> </table>	+	-	I /you have he /she /it has we/you/they have	I/you don't have he/she/it doesn't have we/you/they don't have	?	answer	Do I/you/we/they have...?	Yes, I/you/we/they do. No, I/you/we/they don't.	Does he/she/it have...?	Yes, he/she/it does. No, he/she/it doesn't.	Wh-questions		What colour eyes does he have?	He has _____.	What sort of hair does she have?	She has _____.
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<ul style="list-style-type: none"> - Ask Ss to do this exercise individually first then compare their answers with a partner. - Check Ss' answers. - Ask Ss to match the pictures to the people. Discuss the answers, and ask Ss to recall parts of the recording that help them to do the matching. 	<ul style="list-style-type: none"> - Individual work - Individual work 	<p>6. Look at the cover page of 4Teen magazine and make the sentences. <u>Key:</u> 1. – Does the girl have short hair? - No, she doesn't. 2. Does Harry Potter have big eyes? 3. The dog has a long tail. 4. - And you, do you have a round face? - Yes, I do / No, I don't. 7. Phuc, Duong and Mai are talking about their best friends. Listen and match. <u>Key:</u> Phuc: c Duong: a Mai: b</p>																
<ul style="list-style-type: none"> - Ask Ss to fill in the gaps by recalling the recording and 	<ul style="list-style-type: none"> - Pair-work 	<p>* Production:</p>																

<p>using the information in the grammar input box. Play the recording to allow Ss to check their answers.</p>		<p>8. <i>What are the missing words? Write is or has. Listen again and check your answers</i></p> <p>1. <i>has</i> 2. <i>Is</i> 3. <i>Has</i> 4. <i>Is</i> 5. <i>Has</i> 6. <i>is</i></p>	
		<p>*Homework:</p> <ul style="list-style-type: none">- Learn vocabulary by heart.- Prepare the next lesson (A closer look 2)	