

WEEK 24- Period: 93

Date of planning: 18/02

Date of teaching: 4a1, 4a2(20/02); 4a3, 4a4(21/02); 4a5(22/02)

UNIT 14: WHAT DOES HE LOOK LIKE?

Lesson 3 (1-2-3)

I. Objectives:

- By the end of the lesson, Ps will be able to pronounce the sounds of the letters **th** in the words **this, that** and **thin, thick** respectively.

II. Language focus:

- Vocabulary and structures: Review
- Phonics: **this, that** and **thin, thick**

III. Resources:

- Teacher's: pictures, recording, posters....
- Students': Book, notebook

IV. Procedure:

<i>Teacher's work</i>	Students' activities
<i>Warm up.</i> Sing the song <i>What do they look like?</i>	- Whole class
<i>1. Listen and repeat.</i> - Tell pupils that they are going to practise saying the sounds of the letters th in the words this, that and	- Whole class

<p><i>thin, thick</i> respectively</p> <ul style="list-style-type: none"> - Put the letters th on the board - Play the recording and ask pupils to repeat three times - Put the words <i>this, that, thin, thick</i> and the four sentences on the board - Play the recording three times and let pupils say the sentences chorally and individually until pupils feel confident. Draw their attention to the target sounds - Get five pupils to perform in front of the class. Correct the pronunciation, if necessary. 	<ul style="list-style-type: none"> - Individuals - Pairs - Groups
<p>2. Listen and tick. Then write and say aloud:</p> <ul style="list-style-type: none"> - Tell pupils that they are going to listen to two sentences and circle the correct words. - Give them a few seconds to read the words in silence. - Play the recording once or twice for pupils to circle the words. Remind them to focus on the words with the sound <i>ie/ea</i> while listening. Check as a class. Then give pupils time to make sentences with the circled words. - Call a few pupils to read aloud their sentences and correct their pronunciation, if necessary. <p>Key: 1.a, 2.b, 3.a, 4.b.</p>	<ul style="list-style-type: none"> - Whole class - Individuals - Pair work - Groups

<p>3. Let's chant</p> <ul style="list-style-type: none"> -Tell pupils that they are going to say the chant “<i>This is my family</i>”. - Follow the procedure in Teaching the unit Components in Introduction. - Have them read the chant and check comprehension. • Play the recording a few times for pupils to do choral and individual repetition. Show them how to chant and do actions. - Put the class into two groups to practise chanting and doing actions. Each of the groups should sing one verse of the chant. Go around and offer help, if necessary. - Call two pairs to the front of the class to chant and do actions. The rest of the class claps along to the rhythm. 	<ul style="list-style-type: none"> - Whole class - Individuals - Pair work - Groups
<p>* Homelink:</p> <ul style="list-style-type: none"> -Learn by heart the new words and model sentence. -Be ready for lesson 3: 4,5,6 	<p>Individuals</p>

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UNIT 14: WHAT DOES HE LOOK LIKE?

Lesson 3 (4-5-6)

I. Objectives:

- By the end of the lesson, Ps will be able to use words and phrases related to the topic *Physical appearance*. Be interested in reading and writing about someone's physical appearance.

II. Language focus:

- Vocabulary and structures: Review

III. Resources:

- Teacher's: Pictures
- Students': Book, notebook

IV. Procedure:

<i>Teacher's work</i>	Students' activities
<i>Warm up.</i> -Spend a few minutes revising the previous lesson. Get two pairs of pupils to go to the front of the class to say the chant " <i>This is my family</i> ".	- Individuals - Whole class
<i>4. Read and write.</i> - Tell pupils that they are going to read the text and	- Whole class