**UNIT 13: APPEARANCE**

**Lesson 3 – Period 17**

*Teaching day: 17/02 – 23/02/2025*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | * correctly repeat the sounds of the letters **l** and **r** in isolation, in the words long and round, and in the sentences *My sister has long hair.* and *My brother has round eyes.* With the correct pronunciation and intonation. * identify the target words *long* and *round* while listening. * say the chant with the correct rhythm and pronunciation. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform learning tasks |
| **Attributes** | - Show pride in how we look and respect the differences in people’s appearance |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 22  - Audio tracks 28, 29, 30  - Teacher’s guide: Pages 192, 193  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 13)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and repeat – Listen and circle – Let’s chant – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  – Spend a few minutes revising the previous lesson by asking pupils to play the Tic-tac-toe game in Lesson 2.  **Option 2**: **Drawing game (PPT)**  - Divide pupils into groups, Have them line up.  - Teacher gives the pupil at the back one piece of paper describing a person (He is slim / She has long hair / He has a round face ...)  - Pupils whisper the sentence to the next student until they reach the student at the front, who comes to the board to draw what the sentence describes and say the sentence out loud.  \* Ask pupils to open their books at page 22 and look at Unit 13, Lesson 3, Activity 1. | | Whole class/ Individual work | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 1. Listen and repeat.**  5 minutes | | | | | |
| **a.** Goal | To correctly repeat the sounds of the letters **l** and **r** in isolation, in the words long and round, and in the sentences *My sister has long hair.* and *My brother has round eyes.* With the correct pronunciation and intonation. | | | |  |
| b. Input | – The letter **l**, the word *long* and the sentence *My sister has long hair.*  – The letter **r**, the word *round* and the sentence *My brother has round eyes.* | | | |  |
| c. Outcome | Pupils can correctly repeat the sounds of the letters **l** and **r** in isolation, in the words long and round, and in the *sentences My sister has long hair.* and *My brother has round eyes.* with the correct pronunciation and intonation. | | | |  |
| **d.** Procedure | **Step 1:** Have pupils look at the letter **l**, listen to the recording and repeat the letter until they feel confident. Correct their pronunciation where necessary.  **Step 2:** Have pupils point at the word *long*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help.  **Step 3:** Get pupils to point at the sentence *My sister has long hair.*, listen to the recording and repeat it several times. Then get a few pupils to listen to and repeat the sentence in front of the class.  **Step 4**: Repeat the procedure with the letter **r**, the word round and the sentence My brother has round eyes.  **Step 5:** Give pupils a time limit to practise pronouncing the sounds, saying the words, and reading the sentences in pairs or groups until they feel confident. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s pronunciation  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 2. Listen and circle.**  10 minutes | | | | | |
| **a.** Goal | To identify the target words *long* and *round* while listening. | | | |  |
| b. Input | Two gapped sentences, each with three answer options  **Audio script:**  ***1.*** *My grandfather has a round face.*  ***2.*** *My brother has long hands.* | | | |  |
| c. Outcome | Pupils can identify the target words *long* and *round* while listening.  **Key: 1.** b **2.** a | | | |  |
| **d.** Procedure | **Step 1:** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options to complete the sentences. Have pupils read the incomplete sentences. Draw pupils' attention to the sounds of the letters l and r.  **Step 2**: Play the recording for pupils to listen to. Play the recording again for them to listen and circle the correct options.  **Step 3:** Tell pupils to swap their books with a partner then check their answers in pairs or groups. Correct their answers if necessary. Write the correct answers on the board.  **Step 4:** Play the recording again for pupils to double-check their answers.  **Extension:** Invite a few pupils to read the completed sentences in front of the class. Give corrections and feedback where necessary. | | | Whole class  Individual work  Pair work/ Group work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s chant.** 8 minutes | | | | | |
| **a.** Goal | To say the chant with the correct rhythm and pronunciation. | | | |  |
| b. Input | The lyrics and the recording of the chant | | | |  |
| c. Outcome | Pupils can say the chant with the correct rhythm and pronunciation. | | | |  |
| **d.** Procedure | **Step 1:** Have pupils scan the first verse of the chant. Draw their attention to the word *long* and the sentence *He’s got long hair*. Explain that *He’s got* is the short form of *He has got*. Check pupils’ comprehension.  **Step 2:** Play the recording and ask pupils to listen to and repeat the first verse line by line. Show them how to chant and clap their hands.  **Step 3:** Play the recording of the whole verse again for pupils to do choral and individual repetition. Give corrections and feedback where necessary.  **Step 4:** Repeat **Steps 1** to **3** for the second verse of the chant. Draw pupils’ attention to the word *round* and the sentence *She’s got a round face.*  **Step 5:** Play the recording all the way through for pupils to chant. Encourage them to clap along while chanting. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Listen and find the word with the given sounds.**  - Have pupils listen to a sentence several times, then ask them to find the word with the given sound **l** or **r**. Pupils identify the word by saying the number.  - When pupils answer correctly, the teacher or pupils click on the play/stop button to start/stop the dice to find out the score for that question.  **Option 2: Game: Slap the board**  \* Ask students about what they have learnt in the lesson  *What have you learnt from the lesson today?* | | | Whole class/ Individual work |  |

**UNIT 13: APPEARANCE**

**Lesson 3 – Period 18**

*Teaching day: 17/02 – 23/02/2025*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | * read a text and complete four gapped sentences about appearance. * complete a gapped paragraph with personal information about family members. * use *What does he / she look like? – He's / She's \_\_\_\_\_.* He / She has \_\_\_\_\_. to ask and answer questions about someone’s appearance; * carry out a survey on the appearance of pupils’ family members and present it to the class. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform learning tasks |
| **Attributes** | - Show pride in how we look and respect the differences in people’s appreance |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 23  - Teacher’s guide: Pages 194, 195  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 13)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Read and complete – Let’s write – Project – Fun corner and Wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | Greet the class.  **Option 1:**  – Spend a few minutes revising the previous lesson by asking pupils to say the chant in Lesson 3, Activity 3.  **Option 2**: **Game: Number Race**  - Teacher divides the class into teams.  - Teacher gives each pupil in one team a number so that each team has equal numbers.  - Teacher shows the questions, allowing time for pupils to think. Then T calls out a number, pupils with that number from each team stand up and shout out the answers. T praise and give points to the teams.  \* Ask pupils to open their books at page 23 and look at Unit 13, Lesson 3, Activity 4. | | Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Read and complete.**  5 minutes | | | | | |
| **a.** Goal | To read a text and complete four gapped sentences about appearance. | | | |  |
| b. Input | – A picture cue  – A reading text and four gapped sentences | | | |  |
| c. Outcome | Pupils can read a text and complete the sentences about appearance.  **Key: 1.** big **2.** very tall **3.** long hair **4.** a round face and big eyes | | | |  |
| **d.** Procedure | **Step 1:** Have pupils look at the picture and guess what the text is about. Draw their attention to the characters in the picture.  **Step 2:** Have pupils look at four incomplete sentences below the text. Pay attention to the sentences about appearance.  **Step 3:** Ask pupils to read through the text to find the information and complete four sentences. Set a time limit for them to do the task individually. Go around the classroom and offer help where necessary.  **Step 4:** Have pupils swap their books with a partner and check the answers.  **Step 5**: Ask a few pupils to read the sentences in front of the class. Give corrections and feedback where necessary. | | | Whole class/ Individual work  Pair work  Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRODUCTION**  **Activity 5. Let’s write.**  10 minutes | | | | | |
| **a.** Goal | To complete a gapped paragraph with personal information about family members. | | | |  |
| b. Input | A gapped paragraph to complete | | | |  |
| c. Outcome | Pupils can complete a gapped paragraph with personal information about family members. | | | |  |
| **d.** Procedure | **Step 1:** Have pupils read through the paragraph to get the general idea. Then, ask pupils to think about their own families.  **Step 2:** Draw pupils’ attention to the first gap and ask them what the missing word might be. Have pupils suggest answers then write about their own family members.  **Step 3:** Repeat the same procedure with the other gaps. Give pupils enough time to write the answers.  **Step 4:** Have some pupils read their completed paragraphs aloud. Give corrections and feedback where necessary. | | | Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student's writing  - Assessment tools: Observation; Answer keys | | | |  |
| **PRODUCTION**  **Activity 6. Project** 8 minutes | | | | | |
| **a.** Goal | To carry out a survey on the appearance of pupils’ family members and present it to the class. | | | |  |
| b. Input | A picture of a pupil presenting her survey results and a sample survey | | | |  |
| c. Outcome | Pupils can carry out a survey on their family members’ appearance and present the result to the class. | | | |  |
| **d.** Procedure | **Step 1:** Point at the sample survey and explain that pupils are going to report the results of their surveys about their family members’ appearance.  **Step 2:** Have pupils hold up their completed surveys. Revise some words and sentence patterns that pupils can use for their presentations. Give pupils some time to practise their presentations by themselves and within groups. Go around the classroom to monitor and offer support.  **Step 3:** Select a few pupils to give their presentations in front of the class. Have the rest of the class give comments and praise pupils if they perform well. | | | Whole class  Individual work/ Group work  Individual  work |  |
| e. Assessment | - Performance products: Student’s interaction and presentation  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and Wrap-up:** 5 minutes | | | | | |
|  | **Option 1:**  - Have pupils mark their friends’ survey/presentation according to a rubric.  - Vote for the best presentation.  **Option 2:**  - Have pupils bring their family photo and describe their family to their friends in pairs or in groups.  - Have pupils present their survey, using family photos as a support.  **\*** Ask pupils about what they have learnt in the lesson | | | Whole class/ Individual  work |  |

**UNIT 14: DAILY ACTIVITIES**

**Lesson 1 – Period 19**

*Teaching day: 17/02 – 23/02/2025*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when someone watches TV.  - correctly say the phrases and use *When do you watch TV?* – *I watch* *TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV.  - ﻿enhance the correct use of *When do you watch TV? – I watch TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV in a freer context. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform learning tasks |
| **Attributes** | - Care about other people  - Be aware of and responsible for their daily activities |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 24  - Audio tracks 31, 32  - Teacher’s guide: Pages 196, 197, 198  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 14)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Look, listen and repeat – Listen, point and say – Let’s talk – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class. ﻿  **Option 1: Guessing game (ppt)**  Look at the pictures and guess the answers for the questions.  **Option 2:**  - Spend a few minutes revising Unit 13 by getting the class to sing the song *What do your parents look like?* on page 19.  \* Have pupils open their books at page 24 and look at *Unit 14, Lesson 1, Activity 1.* | | Whole class/ Individual work | |  |
| **EXPLORATION**  **Activity 1. Look, listen and repeat.**  5 minutes | | | | | |
| a. Goal | ﻿﻿﻿﻿﻿To understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when someone watches TV. | | | |  |
| b. Input | ﻿– Context a:  Ben: *What’s your hobby, Mai?*  Mai: *I like watching TV.* – Context b:  Ben: *When do you watch TV?*  Mai: *I watch TV in the evening.* | | | |  |
| c. Outcome | ﻿﻿﻿﻿Pupils can understand and correctly repeat the sentences in two communicative contexts focusing on asking and answering questions about when someone watches TV. | | | |  |
| d. Procedure | ﻿**Step 1:** Ask pupils to look at Pictures *a* and *b* to identify the time of the day in the pictures.  **Step 2:** Ask pupils to look at Picture *a*. Play the recording for them to listen.  ﻿**Step 3:** Play the recording again, sentence by sentence, for pupils to listen and repeat individually and in chorus. Correct their pronunciation where necessary. Repeat the same procedure with Picture *b*.  **Step 4:** Invite a few pairs to stand up to listen to and repeat the sentences in the recording. **Step 5:** Draw pupils’ attention to the pictures. Tell them that the question *When do you watch TV?* and the answer *I watch TV in the evening.* are used to ask and answer questions about when someone watches TV. | | | Whole class/ Individual work  Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **KNOWLEDGE CONSTRUCTION**  **Activity 2. Listen, point and say.**  10 minutes | | | | | |
| a. Goal | ﻿﻿To correctly say the phrases and use *When do you watch TV?* – *I watch* *TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV. | | | |  |
| b. Input | ﻿﻿﻿– Picture cues:  a. a boy watching TV in the morning  b. a girl watching TV at noon  c. a boy watching TV in the afternoon  d. a girl watching TV in the evening  – Speech bubbles: *When do you watch TV? – I watch TV \_\_\_\_\_.*  ***Audio script:***  *a. in the morning b. at noon c. in the afternoon d. in the evening*  *a. A: When do you watch TV?*  *B: I watch TV in the morning.*  *b. A: When do you watch TV?*  *B: I watch TV at noon.*  *c. A: When do you watch TV?*  *B: I watch TV in the afternoon.*  *d. A: When do you watch TV?*  *B: I watch TV in the evening.* | | | |  |
| c. Outcome | ﻿﻿﻿Pupils ﻿can correctly say the phrases and use *When do you watch TV?  – I watch TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV. | | | |  |
| d. Procedure | ﻿﻿**Step 1:** Have pupils look at the pictures. Elicit the time of the day from pupils (looking at the clock and the sun in the pictures). **Step 2:** Have pupils point at Picture *a*, listen to the recording and repeat the phrase *in the morning*. Repeat the same procedure with Pictures *b, c* and *d*. Have the class point at the time of the day and repeat a few times.  **Step 3:** Point at the first bubble and have pupils listen to and repeat after the recording (*When do you watch TV?*). Point at Picture *a* and have pupils listen to and repeat after the recording (*When do you watch TV? – I watch TV in the morning.*). Repeat the same procedure with Pictures *b, c* and *d*. **Step 4:** Set a time limit for pupils to work in pairs to practise asking and answering the question *When do you watch TV? – I watch TV\_\_\_\_\_.*  **Step 5:** Invite a few pairs to the front of the class to take turns pointing at the pictures and saying the questions and answers. | | | Whole class/ Individual work  Pair work |  |
| e. Assessment | - Performance products: Student's talks and interaction  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 3. Let’s talk.** 8 minutes | | | | | |
| a. Goal | ﻿﻿﻿﻿To ﻿enhance the correct use of *When do you watch TV? – I watch TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV in a freer context. | | | |  |
| b. Input | ﻿﻿﻿– Picture cues: four pictures, each showing a character watching TV at a diﬀerent time of the day  – Speech bubbles: *When do you watch TV? – \_\_\_\_\_.* | | | |  |
| c. Outcome | ﻿﻿﻿﻿Pupils can enhance the correct use of *When do you watch TV? – I watch TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV in a freer context. | | | |  |
| d. Procedure | ﻿**Step 1:** ﻿Draw pupils’ attention to the two speech bubbles. Read the question aloud, and ask pupils to repeat it. Ask them to look at the second bubble to identify what the answer should be. Draw pupils’ attention to the clocks, the moon for the answers *I watch TV in the morning / at noon / in the afternoon / in the evening*. Get pupils to repeat the questions and answers several times.  **Step 2:** Set a time limit for pupils to work in pairs, point at the diﬀerent pictures in this section, ask and answer the question *When do you watch TV?* *– \_\_\_\_\_.* Go around the classroom to observe and oﬀer help where necessary.  **Step 3:** Invite some pairs to take turns asking and answering questions about when someone watches TV in front of the class. | | | Whole class/ Individual work    Pair work |  |
| e. Assessment | - Performance products: Student’s interaction and talks  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Option 1: Game: Slap the board (ppt)**  **-** Invite 2 or 3 pupils to come to the board.  - Give each student a slapper (if not, students can play with their bare hands).  - Players look at the pictures and the questions carefully.  - Teacher counts down 3...2...1, players run to slap and say the words/phrases aloud.  **\*** Ask pupils what they have learnt from the lesson  (- Use *When do you watch TV? – I watch TV \_\_\_\_\_.* to ask and answer questions about when someone watches TV.)  \***\*** **Preparation for the project:** Get pupils to prepare the project on page 29 by drawing pictures or making notes about the activities that pupils do on Sundays as homework, and present them to their classmates at Project time in Lesson 3. | | | Group work          Individual work/ Whole class |  |

**UNIT 14: DAILY ACTIVITIES**

**Lesson 1 – Period 20**

*Teaching day: 17/02 – 23/02/2025*

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| **I. OBJECTIVES**  By the end of the lesson, pupils will be able to: | |
| **Language knowledge & skills** | - listen to and understand four communicative contexts in which pupils ask and answer questions about when someone does an activity, and tick or cross the pictures.  - complete four gapped exchanges about when someone does an activity with the help of picture cues.  - sing the song *When do you watch TV and read books?* with the correct pronunciation, rhythm and melody. |
| **Competences** | - Communication and collaboration: work in pairs and groups to complete the learning tasks  - Self-control & independent learning: perform learning tasks |
| **Attributes** | - Care about other people  - Be aware of and responsible for their daily activities |
| **II.** **RESOURCES AND MATERIALS** | |
|  | - Student’s book: Page 25  - Audio tracks 33, 34  - Teacher’s guide: Pages 198, 199, 200  - Website *hoclieu.vn*  - Flash cards/ pictures and posters (Unit 14)  - Computer, projector, … |
| **III. PROCEDURE** | **Warm-up and review – Listen and tick or cross – Look, complete and read – Let’s sing – Fun corner and wrap-up** |

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| **Procedure** | **Teacher’s and pupils’ activities** | **Interaction** | | | **Note** |
| **Warm-up and review:**  5 minutes | | | | | |
|  | - Greet the class.  **Option 1: Guessing game**  - Teacher shows some picture cues.  - Students guess the activities.  **Option 2:**  - ﻿Spend a few minutes revising the sentence patterns *When do you watch TV? – I watch TV \_\_\_\_\_.* Invite some pairs of pupils to ask and answer questions about when they watch TV in front of the class.  \* Have pupils open their books at page 25 and look at *Unit 14, Lesson 1, Activity 4.* | | Group work    Whole class/ Individual work | |  |
| **PRACTICE**  **Activity 4. Listen and tick or cross.**  5 minutes | | | | | |
| a. Goal | ﻿﻿﻿﻿To ﻿listen to and understand four communicative contexts in which pupils ask and answer questions about when someone does an activity, and tick or cross the pictures. | | | |  |
| b. Input | **﻿﻿﻿**Picture cues:  1. a boy watching TV in the morning  2. a boy reading a book in the afternoon  3. a girl watching TV in the afternoon  4. a girl reading a book in the evening  ﻿***Audio script:***  *1. A: When do you watch TV?*  *B: In the evening.*  *2. A: When do you read books?*  *B: In the afternoon.*  *3. A: When do you watch TV?*  *B: At noon.*  *4. A: When do you read books?*  *B: In the morning.* | | | |  |
| c. Outcome | ﻿﻿﻿﻿﻿Pupils can listen to and understand four communicative contexts in which pupils ask and answer questions about when someone does an activity, and tick or cross the pictures.  Key: **1. x** **2.** ✔ **3. x** **4. x** | | | |  |
| d. Procedure | ﻿**Step 1:** Draw pupils’ attention to the pictures and ask them to identify the activities and the time of the day by looking at the clocks and the sun or moon.  **Step 2:** Play the recording of the first dialogue for pupils to listen to. Play the recording again for them to do the task by putting a tick or cross in the box. Play the recording a third time, for them to double-check their answers. Praise pupils if they have the correct answer.  **Step 3:** Repeat Step 2 with the rest of the dialogues.  **Step 4:** Set a time limit for pupils to swap books with a partner, and have them check their answers before checking as a class.  **Extension:** If time allows, play the recording, sentence by sentence, for the class to listen and repeat individually and in chorus. Correct their pronunciation where necessary. | | | Whole class/ Individual work    Pair work  Whole class/ Individual work |  |
| e. Assessment | - Performance products: Student’s answers  - Assessment tools: Observation; Questions & Answers | | | |  |
| **PRACTICE**  **Activity 5. Look, complete and read.**  10 minutes | | | | | |
| a. Goal | ﻿﻿To ﻿complete four gapped exchanges about when someone does an activity with the help of picture cues. | | | |  |
| b. Input | ﻿﻿- ﻿Four pictures showing the diﬀerent activities and time of the day  - Four incomplete exchanges | | | |  |
| c. Outcome | ﻿﻿﻿Pupils can complete two gapped sentences and two gapped exchanges with the help of picture cues **Key: 1.** evening **2.** afternoon **3.** listen to music; noon **4.** When; morning | | | |  |
| d. Procedure | ﻿﻿**Step 1:** ﻿Ask pupils to look at the pictures and identify the activities and time of the day. **Step 2:** Ask pupils to read Exchange *1*. Draw their attention to the missing word (*evening*). Have them complete the answer. Follow the same procedure with Picture *2, 3* and *4*. **Step 3:** Set a time limit for pupils to complete the exchanges individually, then invite a few pairs to take turns playing the roles of the characters. | | | Whole class/ Individual work  Individual work/  Pair work |  |
| e. Assessment | - Performance products: Pupil's answer and role-playing interactions  - Assessment tools: Observation; Answer keys | | | |  |
| **PRACTICE**  **Activity 6. Let’s sing.** 8 minutes | | | | | |
| a. Goal | ﻿﻿﻿﻿To ﻿sing the song *When do you watch TV and read books?* with the correct pronunciation, rhythm and melody. | | | |  |
| b. Input | ﻿﻿﻿The ﻿lyrics and the recording of the song *When do you watch TV and read books?* | | | |  |
| c. Outcome | ﻿﻿﻿﻿Pupils ﻿can sing the song *When do you watch TV and read books?* with the correct pronunciation, rhythm and melody. | | | |  |
| d. Procedure | ﻿**Step 1:** ﻿Have pupils read the lyrics to familiarise themselves with the questions and answers. Encourage them to identify two activities (watch TV; read books) and time of the day in the pictures. Check comprehension and give feedback.  **Step 2:** Have pupils listen to the whole song, drawing their attention to the pronunciation and tune.  **Step 3:** Play the recording of the song once or twice for pupils to listen and repeat, line after line, and do related actions, e.g. using a finger to trace the words or clapping their hands.  **Step 4:** When pupils feel confident and are familiar with the melody, ask them to sing the whole song while doing actions or clapping hands.  **Step 5:** Invite a few groups to the front of the class to sing the song. The class may sing along to reinforce the activity. | | | Whole class/ Individual work  Group work |  |
| e. Assessment | - Performance products: Student’s interaction and performance  - Assessment tools: Observation; Questions & Answers | | | |  |
| **Fun corner and wrap-up:** 5 minutes | | | | | |
|  | **Game: Pokémon (ppt)**  **-** Divide the class into 3 teams.  - Pupils from each team take turns choosing a letter and answering a question.  - Pupils answer correctly and get some points. | | | Group work |  |