

PHÒNG GIÁO DỤC & ĐÀO TẠO QUẬN LONG BIÊN
TRƯỜNG TIỂU HỌC GIANG BIÊN

KẾ HOẠCH DẠY HỌC LỚP 4

TUẦN 24



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UNIT 6 – DESCRIBING PEOPLE

Lesson 3.1 (SB page 84 + WB page 56)

1. Objectives

- Knowledge: By the end of this lesson, students will be able to
 - + describe hairstyles
 - + Use Vocabulary: *hair, long, short, straight, curly, blond.*
 - + Model Sentences: *A: Does your sister have long, blond hair? B: Yes, she does.*
A: Does your brother have short, curly hair?
B: No, he doesn't. He has long, straight hair.
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss focus on the lesson and work hard to complete all the tasks, support their friends to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher's aids: Student's Book, Class CDs, Flashcards, wordcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

3. Procedures

Time	Teaching contents	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up Pictionary game. <i>*To help students review adjectives in and lead in the new lesson.</i>	-Put the words in a bag. -Divide the class into 2 teams and draw a line down the middle of the board. -Ask one member from each team to choose a word from the bag. -Tell the students to draw the word as a picture on the board and encourage their team to guess the word. The first team to shout the correct answer gets a point.	Listen carefully. Play the game.	Wordcards
10 mins	II. Presentation 1. Listen and point. Repeat. (CD2 Track 64) <i>* To help students recognize and describe hairstyles.</i> - New words: hair, long, short, straight, curly, blond.	-Arrange the flashcards on the board. Ask students to listen and pay their attention. -Use DCR on Eduhome to play the audio and point to each flashcard. - Play again, have Ss point to the pictures in their SB. - Play the 3 rd times, require Ss to listen and repeat. -Have the class work in pairs. One student randomly points to the pictures in their book, and the other one says the words. Then have them swap roles and continue this activity.	- Listen and follow their teacher's instructions. - Point to the pictures in their Student's Books. - Listen and repeat. - Work with their partner to complete the task.	Flashcards DCR on Eduhome CD

	2. Play Board race	<ul style="list-style-type: none"> - Have students look at the example. - Divide the class into teams and have one student from each team stand a distance from the board. - Stick two flashcards on the board and then say one of the new words aloud. - Have the students race to the board, touch that flashcard, and repeat the new word. - The first student to touch the flashcard and say the word correctly gets a point for their team. 	<ul style="list-style-type: none"> - Follow teacher's instructions. - Work in teams. Play the game. 	flashcards
10 mins	III. Practice B.1. Listen and practice. (CD2 Track 65) <i>*To practice using the useful language to describe hairstyles.</i> Model Sentences: <i>A: Does your sister have long, blond hair?</i> <i>B: Yes, she does.</i> <i>A: Does your brother have short, curly hair?</i> <i>B: No, he doesn't. He has long, straight hair.</i> B2. Look and circle. Practice.	<ul style="list-style-type: none"> -Use DCR to show the useful language and have students look and read the useful language silently. -Explain that we use this to ask and answer about people's hairstyles. -Play the audio and have them listen to the useful language. Ask them to practice the useful language. -Require them to use the vocabulary from Part A. -Demonstrate the activity using the example. -Have the students look, read and circle in their Student's Books. -Divide the class into pairs and have them check each other's work. -Use DCR to check the answers as a whole class. -Have pairs practice saying the sentences. 	<ul style="list-style-type: none"> -Look and read the useful language silently. -Listen to their teacher's explanation. -Listen and look at the useful language again. -Practice the useful language. -The whole class - Pair work -Check the answers with the teacher and friends. Practice saying the sentences with a friend. 	DCR on Eduhome Student's book DCR on Eduhome
5 mins	IV. Production <i>*To help Ss remember the vocab items and sentence patterns</i>	Open DHA (Unit 6 – Lesson 3) on Eduhome to help students review the vocabulary through games: Look and find, Listen and find, and Grammar.	-Follow their teacher's instructions.	DCR on Eduhome
5 mins	V. Consolidation – Homelink <i>* To help students remember and pronounce the vocabulary items about hairstyles.</i>	<ul style="list-style-type: none"> - Have students play the game "Telephone". - Guide the rule of the game. -Require students to do exercises on page 56 in the Workbook. -Have them copy new words and structure in their Tiếng Anh 4 i-Learn Smart Start Notebook, page 36. 	<ul style="list-style-type: none"> -Play the game with their teammates. -Do homework, copy the new words, and prepare the new lesson. 	Notebook WB

UNIT 6 – DESCRIBING PEOPLE

Lesson 3.2 (SB page 85 + WB page 57)

1. Objectives

- Knowledge: By the end of this lesson, students will be able to
 - + identify the word stress and practice the conversations.
 - + Use Vocabulary: teacher, sister.
 - + Model Sentences: *A: What can you do? A: What can your mom do?*
B: I can play the drums. B: She can drive a car.
- Skills: Develop Listening, Reading, Writing, and Speaking.
- Attitude: Ss focus on the lesson and work hard to complete all the tasks, support their friends to complete the learning tasks or play the games.

2. Teaching aids and materials

- Teacher’s aids: Student’s Book, Class CDs, Flashcards, DCR & DHA
- Student’s aids: Student’s Book, Workbook, Notebook.

3. Procedures

Time	Teaching’ activities	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	I. Warm up Play the “Telephone” game. <i>* To review the vocabulary items about hairstyles and lead in the new lesson</i>	-Divide the class into two teams. -Ask students to form two lines. -Guide the rule of the game - The team having more correct answers will win the game.	-Two teams - play the game	Whiteboard
10 mins	II. Presentation C 1. Listen and repeat. (CD2 Track 66) <i>* To help students identify word stress and practice saying the word stress in the chant.</i> 2. Chant (CD2 Track 67)	-Draw attention to the stress of two-syllable nouns. -Briefly explain that for two-syllable nouns, we usually stress the first syllable. Demonstrate the stress -Play the audio (using DCR). -Have the students notice the word stress. -Play the audio again. -Have the students listen and repeat. -Write the words on the board. -Play the audio (using DCR). -Have the students and point to a word on the board, say the word with stress and have students listen and repeat.	- The whole class - Listen to the audio. - Listen and notice the word stress first. Listen to the audio again and repeat the word stress. -Follow their teacher’s instructions. -Listen to the chant. -Listen and repeat the word stress.	Student’s book DCR on Eduhome CD DCR on Eduhome

		<p>-Play the audio again. -Have the students listen and clap along with the word stress and words as they hear them in the chant.</p>	<p>-Listen to the chant again. Listen and clap</p>	
10 mins	<p>III. Practice <i>*To help the students identify the people and things in the story and practice listening and writing the missing words in the blanks.</i></p> <p>D.1. Look and listen. (CD2 Track 68)</p> <p>2. Listen and write. (CD2 Track 69)</p> <p>3.Role- play</p>	<p>-Introduce the situation: “Looking for Tom's teacher...” -Have the students look at the story (using DCR) and ask these questions.</p> <ul style="list-style-type: none"> • <i>Who can you see? (Alfie and Tom)</i> • Who is talking? (Alfie and Tom) • Who are they looking for? (Tom's teacher) <p>-Play the audio. -Play the audio (using DCR) and demonstrate the activity using the example. -Play the audio and have the students listen and write. Play again and check answers -Divide the class into pairs. -Have the students practice saying the sentences. Have some pairs demonstrate the activity in front of the class.</p>	<p>-The whole class -Answer the teacher's questions. -Listen -Listen and write -Listen again and check the answers as a whole class. -Work in pairs. -Practice saying the sentences. Demonstrate the activity in front of the class.</p>	<p>Student's book CD DCR on Eduhome Student's book</p>
5 mins	<p>IV. Production Make their own stories. <i>*To help them practice the stories and use their own ideas.</i></p>	<p>-Have students work in pairs. -Ask them to choose one of the stories from <i>Part 2 – Listen and write.</i> as a sample. Invite some pairs to present their stories in front of the class.</p>	<p>-Work in pairs -Present their stories in front of the class.</p>	<p>Student's book</p>
5 mins	<p>V. Consolidation – Homelink <i>* To help Ss review the lesson by rearranging the sentences to make a meaningful conversation.</i></p>	<p>- Let Ss to work in groups of 4 or 5. Give each group a set of sentences and ask them to make a meaningful conversation. Check and correct. -Ask Ss to do exercises on page 57 in the Wb. Have Ss copy the structures in their NB.</p>	<p>-Work in groups -Do homework, copy the structures, and prepare the new lesson.</p>	<p>Student's book Notebook Workbook</p>

UNIT 6 – DESCRIBING PEOPLE
Lesson 3.3 (SB page 86 – WB page 57)

4. Objectives

- **Knowledge:** By the end of this lesson, students will be able to
 - + Ask and answer about hairstyles.
 - + Use Vocabulary: hair, long, short, straight, curly, blond.
 - + Model Sentences: *A: Does your sister have long, blond hair? B: Yes, she does.*
A: Does your brother have short, curly hair?
B: No, he doesn't. He has long, straight hair.
- **Skills:** Develop Listening, Reading, Writing, and Speaking.
- **Attitude:** Ss focus on the lesson and work hard to complete all the tasks, support their friends to complete the learning tasks or play the games.

5. Teaching aids and materials

- Teacher's aids: Student's Book, Class CDs, Flashcards, DCR & DHA
- Student's aids: Student's Book, Workbook, Notebook.

6. Procedures

Time	Teaching' activities	Teaching activities		Materials
		Teacher's activities	Students' activities	
5 mins	I. Warm up Play Spelling Game <i>* To review the vocabulary items about hairstyles and, lead in the new lesson.</i>	Divide the class into two teams - Have one member from each team come up to the whiteboard - Say a word (<i>long</i>) and the first student to spell it correctly gets a point for their team.	- Work in teams. - Follow teacher's instructions. Play the game.	Whiteboard
10 mins	II. Presentation Present the sentence pattern. <i>* To help the students recognize the sentence patterns, ask and answer about hairstyles correctly.</i>	-Use DCR on Eduhome to show to the class the sentence structures on Part E, page 86 in their Student's Book. -Ask two students to read the question and answer first. Lead in the new lesson.	-Whole class -Look at the target sentence structures on the screen and read it silently. Read the question and answer first.	DCR on Eduhome Student's book
10 mins	III. Practice E.Point, ask and answer <i>* To help the students practice talking by using the vocabulary items in the target sentence pattern.</i>	- Divide the class into two pairs. -Demonstrate the activity using the speech bubbles. -Have the student A point and ask, have the student B answer. -Swap roles and repeat. Afterwards, have some pairs demonstrate the activity in front of the class.	-Pair work -Ask and answer the other student's question. -Present their work in front of the class.	Student's book

<p>5 mins</p>	<p>IV. Production F. Play the Chain game. Give true answers. <i>*To help them produce the target sentence pattern about hairstyles.</i></p>	<p>Have students look at the example. - Divide the class into groups. - Have students stand up. - Have Student A turn to Student B and ask the question, then have Student B give a true answer. - Next, have Student B turn to Student C and ask the question, then have Student C give a true answer. - Have some groups demonstrate the activity in front of the class.</p>	<p>-Work with their teammates to complete the task. -Follow their teacher's instructions. Make questions or answer the questions from the other team.</p>	<p>DCR on Eduhome Student's book</p>
<p>5 mins</p>	<p>V. Consolidation – Homelink <i>* To help the students remember the target sentence structures.</i></p>	<p>- Write two column headings labelled 'You' and 'Me' on the board. - Go around the class and play rock, paper, scissors with each student. If a student wins, they ask you a question. If the student forms the question correctly, they score a point. - Answer the question and write the score under the 'You' column. If you win, you ask the student a question and score a point. - The student then answers the question, and you write the score under the 'Me' column. - After everyone has played, add up the scores to find out who won. -Require the students to practice the structures at home. -Ask them to prepare Parts A and B, CLIL Lesson, Unit 6 on page 87 in the Student's Book.</p>	<p>-2 groups -Make questions or answer the questions from the other team. -Practice the structures at home. -Prepare the new lesson.</p>	<p>flashcards Student's book</p>

***Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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**UNIT 6: DESCRIBING PEOPLE – ART
LESSON 4.1**

1. Objectives:

- **Knowledge:** By the end of this lesson, students will be able to learn target language to describe pictures.

+ Review what they learned in lesson 1, 2 and lesson 3.

+ Review Vocabulary about describing people: *handsome, pretty, cute, young, old.*

+ Review Model Sentences: *What does your brother look like?*

He's young and handsome.

- **Skills:** Listening, Reading, Writing, and Speaking.

- **Attitude:** Ss focus on the lesson, support their friends and work hard to complete the learning tasks or play the games.

2. Teaching – Studying aids:

- Teacher’s aids: Lesson plan, Student’s Book, Class CDs, Flashcards, DCR& DHA

- Student’s aids: Student’s Book, Workbook, Notebook.

3. Procedures:

Time	Teaching contents	Teaching activities		Materials
		Teacher’s activities	Students’ activities	
5 mins	I. Warm up: “Stop the bus” Game To attract the students’ interest and get them be ready for the new lesson.	- Put the students into teams of four. - Students listen to the teacher carefully. - Check their answer and ask them to write on the board and if it is correct that team wins a point.	- Follow teacher’s intructions. - Listen to the teacher and guess.	Dices
10 mins	II. Presentation To help the students recognize and name some adjectives.	- Arrange the flashcards on the board. - Ask the students to listen and pay their attention. - Help them with their pronunciation if necessary. - Have the class work in pairs. One student randomly points to the pictures in their book,	- Listen and follow their teacher’s instructions. - Point to the pictures in their Student’s Books. - Listen and repeat. - Work with their partner to complete the task.	Flashcards DCR on Eduhome

		and the other one says the words. Walk round the class and support them if needed.		
10 mins	III. Practice To practice using the useful language to describe people and match.	<ul style="list-style-type: none"> - Ask the students to practice the useful language. - Require them to use the vocabulary from Part A. - Have the students look, read and match in their Student's books. 	<ul style="list-style-type: none"> - Look and follow their teacher's instructions. - Practice saying the sentences with a friend. 	Unscramble letters
5 mins	IV. Production Finding the colors or using DHA To help them remember the vocabulary items.	<ul style="list-style-type: none"> - Use DHA on Eduhome. - Open DHA (Unit 6 – Art Lesson) on Eduhome to help the students review the vocabulary through games: Look and find, Listen and find, and Grammar. 	<ul style="list-style-type: none"> - Follow their teacher's instructions. - Play the game with the whole class. 	Eduhome
5 mins	V.Consolidation To help the students remember and pronounce the vocabulary.	<ul style="list-style-type: none"> - Summary of the knowledge of the lesson. - Require the students to do exercises on page 58 in the Workbook. - Ask them to prepare Parts C and D, Art Lesson on page 88 in the Student's Book. 	<ul style="list-style-type: none"> - Memorize the target language structures they learned. - Do homework, copy the new words, and prepare the new lesson. 	SB and notebook

4. Feedback*(optional)*

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