

Week: 25  
Period: 98

*Preparing date: February 29<sup>th</sup>, 2024*  
*Teaching date: March 7<sup>th</sup>, 2024*

## UNIT 15: MY FAMILY'S WEEKENDS

### LESSON 1 (4-6)

#### I. OBJECTIVES:

By the end of the lesson, pupils will be able to:

##### 1. Knowledges:

- Listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures.
- Complete two gapped sentences and two gapped exchanges with the help of picture cues.
- Sing the song *Where do they go on Saturdays?* with the correct pronunciation, rhythm and melody.

##### 2. Skills: Listening and reading

##### 3. Competences:

- Communication and collaboration: work in pairs and groups to complete the learning tasks
- Self-control & independent learning: perform listening tasks

##### 4. Attributes:

- Feel happy when asking and answering questions about where a family member goes at the weekend.

#### II. RESOURCES AND MATERIALS:

- Student's book: Page 31
- Audio tracks 43,44
- Teacher's guide: Pages 212,213
- Flash cards/ pictures and posters (Unit 15)
- Hoclieu.vn
- Computer, TV

#### III. PROCEDURE:

Teacher's activities	Student's activities
<p><b>1. Warm up (5')</b> Greet the class.</p> <p><b>Game: choose the correct answer.</b></p> <ul style="list-style-type: none"> <li>- Divide the class into 2 teams.</li> <li>- Show clues (picture and some given letters) on the slides,</li> </ul> <p>pupils need to choose the correct answer as quickly as possible to complete the word</p> <ul style="list-style-type: none"> <li>- The pupils show their body language to show the correct answer</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the teacher</li> </ul> <p>Whole class/ Individual work</p>

- Ask pupils to open their books at page 31 and look at Unit 15, Lesson 1, Activity 4.

## 2. Practice (25')

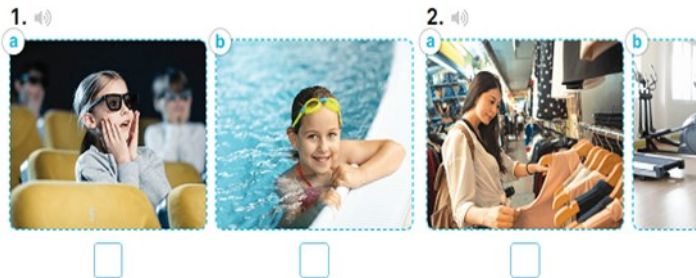
### Activity 1-4. Listen and tick.

\* **Goal:** To listen to and understand two communicative contexts about where a family member goes at the weekend and tick the correct pictures.

\* **Procedure:**

- Draw pupils' attention to Pictures 1a and 1b. Ask questions to help them identify the characters and places.

4 Listen and tick. 🎧 🗣️ 🔄



- Play the recording of the first dialogue for pupils to listen to. Play the recording again for them to listen and do the task by ticking the correct picture.

- Repeat Steps 1 and 2 for Pictures 2a and 2b.  
- Check answers as a class. Write the correct answers on the board. Play the recording again for pupils to double-check their answers.

**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.

Picture cues:

**1a.** a sister at the cinema

**1b.** a sister at the swimming pool

**2a.** a mother at the shopping centre

**2b.** a mother at the gym

### Audio script:

**1. A:** *Is your sister at home on Saturdays?*

**B:** *No, she isn't.*

**A:** *Where does she go?*

**B:** *She goes to the swimming pool.*

- Whole class/Individual work

- Listen to the T's instruction

- Listen to the recording  
- Individual work

- Whole class/Pair work

2. A: *Is your mother at home on Saturdays?*

B: *No, she isn't.*

A: *Where does she go?*

B: *She goes to the shopping centre.*

**Key: 1. b 2. a**

**Game: Play the Lucky Wheel game (PPT)**

- Divide the class into 2 teams.
- Pupils from each team choose a number, then answer the questions. If the pupils answer correctly, T spins the wheel on the slide to get the points for that question.

**Activity 5. Look, complete and read.**

\* **Goal:** To complete two gapped sentences and two gapped exchanges with the help of picture cues.

\* **Procedure:**

- Have pupils look at the pictures. Get them to identify the places and characters in the pictures.

Look, complete and read. /



1. My brother goes to the \_\_\_\_\_ on Saturdays.



2. My sister goes to the \_\_\_\_\_



3. A: Where does your father go on Saturdays?  
B: He \_\_\_\_\_ to the \_\_\_\_\_.



4. A: \_\_\_\_\_ does your mother go?  
B: She \_\_\_\_\_.

- Have pupils look at the gapped sentences. Draw their attention to the missing words and phrases in the sentences.
- Model Sentence 1. Have pupils look at the sentence. Ask them what word is missing (*swimming pool*). Then have pupils complete it (*My brother goes to the swimming pool on Saturdays.*).
- Repeat the same procedure with Sentence 2 and Exchanges 3 and 4.

- Listen to the T's instruction.
- Play in group

- Listen to the T's instruction

- Individual work

- Listen to the teacher  
Whole class/ Individual work

- Have pupils complete the gapped sentences and gapped exchanges individually and ask pupils to read them aloud.

**Key:**

1. swimming pool
2. cinema
3. goes; sports centre
4. Where; goes to the shopping centre

**Activity 6. Let's sing.**

\* **Goal:** To sing the song *Where do they go on Saturdays?* with the correct pronunciation, rhythm and melody.

\* **Procedure:**

- Draw pupils' attention to the title and lyrics of the song.

**6** Let's sing. 

**Where do they go on Saturdays?**

Where does your father go on Saturdays?

He goes to the sports centre.

Where does your mother go on Saturdays?

She goes to the shopping centre.

Where does your brother go on Saturdays?

He goes to the cinema.

Where does your sister go on Saturdays?

She goes to the swimming pool.



Lesson 1

- Encourage them to point at the places in the pictures to reinforce their understanding.
- Play the recording all the way through for pupils to listen to the whole song.
- Encourage them to listen carefully to the pronunciation, rhythm and melody.
- Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation where necessary.
- Play the recording all the way through for pupils to sing and clap along with the recording.

**Extension:** Invite some groups to the front of the class to perform while the rest of the class sings and claps along.

**3. Consolidation (3')**

- Listen and repeat

- Listen to the teacher

- Group work

- Listen carefully to the pronunciation, rhythm and melody

- Sing the whole song while clapping their hands
- Clap to reinforce the activity.

<p>- Ask students to answer the following questions:  <i>What have you learnt from the lesson today?</i>                  - (use the words and phrases <i>cinema, shopping centre, sports centre, swimming pool</i> in relation to the topic “My family’s weekends”; and use <i>Where does he / she go on Saturdays? – He / She goes to the _____</i>. to ask and answer questions about where someone goes)  <b>4. Homelink (2’)</b>                  - Practice singing                  - Redo Ex.4, 5 and do the parts A, B in the workbook at home.                  - Prepare the new lesson: Lesson 2 (1,2,3) of Unit 15.</p>	<p>- Whole class/ Individual work</p>
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**IV. ADJUSTMENTS (if necessary):**

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