Week: 19 Date of teaching:

Period Class: 4A, 4B, 4C

Date of preparing:

**UNIT 14: WHAT DOES HE LOOK LIKE?**

**Lesson 1: 1-2**

**I. AIMS**

**1. Knowledge**: By the end of this lesson, students will be able to asking and answering questions about someone physical appearence.

\*Handicapped Ss: will be able to listen and repeat the questions and the anwser about someone physical appearance with T’s help.

- Vocabulary:tall, short, slim, old, young, like, footballer.

- Sentence patterns: What does he/she look like?

He/ She is tall.

**2. Skills**:Developinglistening and speaking skill

**3. Core competencies & Personal qualities**

-Co-operation love schools and about daily activities of someone.

-Self-study ability, ability to operate, live responsibly.

- Using language to talk about the days of the week.

**II. TEACHING AIDS**

**Teacher:** Book, class CDs, pictures,

**Students:** Books.

**IIII. PROCEDURES**

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| Teacher’s and students’ activities | Contents |
| **1. Warm up: (5’)**  \*Network  - Ask sts to write about the health problem  - Divide the class into two teams, ask them to go to the board to write the words  - Correct.  -T monitors and praises the winner  \*Giang, Khang 4A: Obsever  **2. Presentation**  **Activity 1: Look, listen and repeat: (8’)**  -T asksSs to look at the pictures  - T: How many people are there?  - Ss: There are four  T: What are their names?  - Ss There are Phong and Linda.  - T: Where are they?  - Ss answer  What are they talking about?  - Ss answer  - T asks Ss to open their books to page 24  - Ss open their books to page 24  - T opens the cassette.  - Ss listen and point  - T opens the cassette again.  - Ss listen and read in chorus( 2 times)  - T - Ss role play.  T-Ss, Ss- T, half- half, open pairs  - T checks Ss’s understanding about the dialogue  T: Where are they?  Ss:They’re in the living room.  T: What arethey doing there?  Ss: They’re writing an email.  Giang 4A, Khang 4A; look, listen and repeat. | **small**  **1. Look, listen and repeat** |
| **\* Activity 2: Point and say: (10’)**  a. Vocabulary  -T introduce some words by eliciting  - T models  -Ss listen and repeat (chorally-individually).  -T writes down on the board  -Ss copy.  - T: Vocabulary checking: Rub out remember  \*Giang 4A, Khang 4A; listen and repeat.  b. Model sentences:  - T introduce stucture  - Set the sence: T asks to look at their book on page 32 .  - T: When Phong wants to know about physical appearance. How does Linda ask?  -Ss: What does he look like?  - T: How does Lindaanswer ?  - Ss: He’s tall.  - T models  - Ss repeat chorally then individually.  - T writes down on the board  - T checks: form, use, intonation  \*Giang 4A, Khang 4A; listen and repeat.  **3. Practice.**  \* Picture cues  - T lets Ss run through the pictures  - T: How many pictures are there ?  - Ss answer  - T: What are they doing  - T models  - Ss repeat chorally  - T-Ss, Ss- T, half-half, open pairs, close pairs  d.Production:  \* Lucky Number ( using the pictures on page 32)  - T explains how to play this game.  - T lets Ss play together.  -T monitors and corrects their mistakes  \*Handicapped Ss: Giang 4A, Khang 4A; listen and repeat.  **4. Application: Let’s talk. (5)** | **2. Point and say**  a. Vocabulary  + tall: cao  + short: thấp  + slim: mảnhmai  + old: già  + young: trẻ  + like: thích  +footballetr: ngườichơibóng  b. Model sentences  What does he look like?He’s tall. |
| **\* Activity 3: Listen and tick (8’)**  a. Pre-listening  - T asks Ss to read the title  - Ss read  T: What does it mean?  Ss: nghevàđánhdấutích  T : How many sentences ?  Ss: 3  - T lets SS run through  - T asks Ss to tell the task  - Ask Ss to open the books on page 25  b. While-listening  - Ask ss to listen1st time  - Ss listen  - Ask ss to listen2nd time  - Ss listen  - Ask ss to tell the answers  - Ask Ss to compare with their partners  - Ask ss to listen and check the 3rd time  ( Listen and check )  c. Post listening  \* Who is faster  - T devidesSs in to 2 groups  - T explains how to play this game  - T- Ss play together  - T minitors and gives feedback | **3. Listen and tick**  1. c 2. c 3. a |
| **\* Activity 4: Read and write(7’)**  a. Pre- reading  -T sets the scene  - T asks: How many words are there?  - Ss There are four.  -Ask Ss to run through  -Ask Ss to tell the task  - Ask a student to read words in the blue box.  b. While-reading.  - Ask Ps to read the words in the box to find the correct words in order to complete the paragraph.  - Ask ss to look the words and complete individually( 3minus)  - Ask some ss to tell the answer  - T-Ss check together  -T checks Ss’s understanding  c. Post reading  - Have Ss play a game: Musical box  - Ss play the game.  4. Consolidation: (2’)  ? What’s the content of the lesson? | **5. Read and write**   1. He’s tall/ slim 2. She’s short/ young 3. They’re old 4. They’re young/ tall |