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 fourT: What are their names? - Ss There are Phong and Linda.- T: Where are they? - Ss answerWhat 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 dialogueT: 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 pairsd.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: ngườichơibóngb. 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 readT: What does it mean? Ss: nghevàđánhdấutíchT : 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 25b. 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
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