|  |  |
| --- | --- |
| Date of preparing: | Week 22- Period 91+92 |

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

**Lesson 1: 1-2-3-4**

**I. AIMS**

1. Knowledge:

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

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

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

He/ She is tall.

- Skills: speaking, listening and reading

3. Attitude: EducateSts to love their lesson and work hard.

**II. TEACHING AIDS**

book, picture, recording.

**III. TEACHING METHODS**

- Model-Talk-Practice, individual work, pair work,group work

**IV. PROCEDURE**

1. Class organization: (1’)

- Greeting: Good morning/ Good afternoon. How are you?

- Checking for the students’ attendence:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 4A |  |  |
| 4B |  |  |
| 4C |  |  |

2. Warm up: (3’) 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

small

3. New lesson: (30’)

|  |  |
| --- | --- |
| Teacher’s and students’ activities | Content |
| **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. | **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  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  c. 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 | **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 |

Date of preparing: Week 22- Period 93+94

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

**Lesson 2: 1-2-3-4-5**

**I. AIMS**

1. Knowledge:

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

- Vocabulary: taller, bigger, younger, shorter, older

- Sentence patterns: What does he/she look like? He/ She is tall.

- Skills: speaking, listening and reading, writing

3. Attitude: EducateSts to love their lesson and work hard.

**II. TEACHING AIDS**

book, picture, recording.

**III. TEACHING METHODS**

- Model-Talk-Practice, individual work, pair work,group work

**IV. PROCEDURE**

1. Class organization: (1’)

- Greeting: Good morning/ Good afternoon. How are you?

- Checking for the students’ attendence:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 4A |  |  |
| 4B |  |  |
| 4C |  |  |

**2. Warm up:(3’)**

Ss bring a photo of their father/ mother and talk about him/her.

(Eg: his/her name, age, job, and hobby)

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher and student’s activities** | **Content** |
| **Activity1. Look, Listen and repeat. (5’)**  Ss look at the pictures and answer the questions.  Who are they? (Linda and mai)  Where are they?(in the room)  What are they talking about?(talking about Mai’s brother)  Ss listen to the recording in the speech bubbles  Play the recording again for Ss to repeat the lines in the speech bubbles two times.  Divide the class into groups.  T asks Ss some questions  What does Nam’s father/ elder brother look like?  Who is taller?  **Activity 2. Point and say. (9’)**  a.teaching vocabulary:  - T models  - Ss listen and repeat (chorally then individually).  - T writes down on the board.  + checking: Slap the board  T guides Ss how to play  b. Model sentences:  T introduce structure  T models  Ss repeat chorally then individually.  T writes down on the board  T checks: intonation, using  **c. Practice.**  word cues ( pictures P. 26)  T runs through the cues.  T models the first cue.  Who is taller?  My sister’s taller than my father.  **Activity 3. Let’s talk. (5’)**  a. Play a game: Musical box.  T guides Ss the way of playing.  b.Ask a student to read the questions in part 3.T models with a student in the class  Ask Ss to ask and answer the questions about their classmates appearance and make comparisons.  Call on some pairs to practice.  **Activity 4- Listen and circle. (6’)**  **a. Pre-listening.**  T ask Ss some questions.  How many sentences are there? (foursentences)  What do you have to do? (listen and circle)  **b. While-listening.**  Play the recording (twice). Ss listen and number.  Ss compare with the partner  Call some Ss to give their answers  play the recording sentence by sentence for Ss to check their answers.  **c. Post listening.**  - Call some Ss to read the sentences again.  - T hangs a picture of Hoa’s family. Ss look and compare the appearance of people in the picture.  **Activity 5. Look and write. (6’)**  **a. Pre- writing.**  Ask Ss to look at the pictures and answer T’s questions.  What does he/ she look like?  Who is taller/ slimmer/ older....?  How many questions are there?  What do you have to do?  **b. While-writing.**  Ss look at the pictures to write the answers.  Ask Ss to compare with the partner  Ask Ss to give their answers.  **c. Post writing.**  Ask Ss to work in groups, asking and answering questions about their favourite food and drink.  **4. Consolidation: (2’)**  What’s the content of the lesson? | **1.Look, Listen and repeat.**  **2. Point and say.**  a. Vocab  taller: cao hơn  bigger: to hơn  younger: trẻ hơn  shorter: thấp hơn  older: già hơn  b.Model sentences:  Who is taller?  My brother’s taller than my father.  **3. Let’s talk.**  **4- Listen and circle.**  ***Key:***  1- a 2- a 3- b 4-b  **5. Look and write.**  **Key:**  1. The brother is slimmer than the father.  2. The mother is shorter than the father.  3. The sister is older than the brother.  4. The brother is sstronger than the father. |

Date of preparing: Week 22- Period 95+96

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

**Lesson 3: 1-2-4-5**

**I. AIMS**

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

- Vocabulary: Revision

- Sentence patterns: Revision

- Skills: speaking, listening and reading, writing

3. Attitude: EducateSts to love their lesson and work hard.

**II. TEACHING AIDS**

book, picture, recording.

**III. TEACHING METHODS**

- Model-Talk-Practice, individual work, pair work,group work

**IV. PROCEDURE**

1. Class organization: (1’)

- Greeting: Good morning/ Good afternoon. How are you?

- Checking for the students’ attendence:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 4A |  |  |
| 4B |  |  |
| 4C |  |  |

**2. Warm up:(3’)**

sing the song What do they look like?

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher and student’s activities** | **Content** |
| **Activity 1. Listen and repeat (10’)**  Ss point to the letters *th*  in their books. and listen to the sound of the letters th then Ss repeat a few times.  Ss point to word *this*, repeat a few times.  Ss point to the sentence *This is my mother*, repeat a few times.  Ss point to word  *that*, repeat a few times.  Ss point to the sentence *That is my father*, repeat a few times.  Ss point to the letters *th* in their books. and listen to the sound of the letters th, repeat a few times.  Ss point to word *thin* and repeat a few times.  Ss point to the sentence *The book is thin,* repeat a few times.  Ss point to word *thick* and repeat a few times.  Ss point to the sentence *The dictionary is thick,* repeat a few times.  Whole class read the sounds, words and sentences again.  +Ss find words with sound of th  + Play a game: Slap the board  T guides Ss how to play.  **Activity 2. Listen and tick. Then say aloud (7’)**  **a. Pre-listening**  T asks Ss some questions.  *How many words/ sentences are there? (There are four.)*  Call some Ss to read the words, sentences.  **b. While-listening**  Play the recording 2 times for Ss to listen and circle then write in the blanks.  Compare the answers with the partner.  Ask Ss to give their answers and teacher plays the recording again for Ss check their answers.  **c. Post listening**  Ask Ss to read the sentences aloud.  + Ss bring a photo of their families and talk about people in their families  **Activity 4. Read and write. (8’)**  **a. Pre- reading.**  T hangs a photo of Marie’s family on the board.  Ask Ss to answer the questions.  *Who is this?(* Marie)  *What is she talking about?* (Sheis talking about Marie’s family.)  *What does he look like?(She’s nice)*  Ask Ss to read 5 questions below.  T introduces the email of Maria  Who is receiver?  **b. While-reading.**  Ss read the email and focus on the information to answer the questions.  Ss compare with the partner.  Ask Ss give their answers.  **c. Post reading.**  Ask Ss to describe about people in Marie’s family.  EX: Her father is tall.....  **Activity 5. Write. (8’)**  **a. Pre- writing**  Ask Ss to write an email to their friends to describe their family, using the given words in the frame.  **b. While-writing.**  Ask Ss to write.  Ss compare with the partner.  Report their task.  **c. Post writing.**  Ask some students to read aloud their writing.  **4. Consolidation: (2’)**  What’s the content of the lesson? | 1. Listen and repeat  EX: these, those, the, brother, father, than thief, thank, think, Thursday  2. Listen and tick. Then say aloud  Key:  1- *a 2. b 3.a 4.b*  **4. Read and write.**  **Key**  1. he is a teacher.  2. he is tall and slom.  3. She is beautiful.  4. her brother is younger.  5. Marie is shorter.  **5. Write.**  EX:  Dear Hoa.  My name’s Nga. There are 4 people in my family. I’m 9 years old. My father’s tall and big. My mother’s tall and slim. |

Date of preparing: Week 22- Period 97+98

**UNIT 15: WHEN’S CHILDREN’S DAY?**

**Lesson 1: 1-2-3-4**

**I. AIMS**

1. Knowledge: By the end of this lesson, students will be able to ask and answer questions about when a festival is.

- Vocabulary: New year, Children’s Day, Teacher’s Day, Christmas:

- Sentence patterns: When is Children’s Day? It’s on the first of June.

- Skills: speaking, listening and reading, writing

3. Attitude: EducateSts to love their lesson and work hard.

**II. TEACHING AIDS**

book, picture, recording.

**III. TEACHING METHODS**

- Model-Talk-Practice, individual work, pair work,group work

**IV. PROCEDURE**

1. Class organization: (1’)

- Greeting: Good morning/ Good afternoon. How are you?

- Checking for the students’ attendence:

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 4A |  |  |
| 4B |  |  |
| 4C |  |  |

**2. Warm up:(3’)**

sing the song What do they look like?

**3. New lesson:**

|  |  |
| --- | --- |
| **Teacher and student’s activities** | **Content** |
| **Activity 1. Look, Listen and repeat. (5’)**  Ss look at the pictures and answer the questions.  Who are they?(Linda and Mai)  Where are they?(in the room)  What are they doing?(Chatting)  Ss listen to the recording in the speech bubbles  Play the recording again for Ss to repeat the lines in the speech bubbles two times.  Divide the class into groups.  **Activity 2. Point and say. (10’)**  **a. TeachingVocabulary:**  Using pictures, stranslating to teach vocab  + checking: Slap the board  T guides Ss how to play  Concept check: intonation, using  **c. Practice.**  Word cue drill  New Year  Children’s Day    Christmas  Teacher’s Day  T runs through the cues.  T models the first cue.  When is Children’s Day?  It’s on the first of June.  Ss practice  **c. Production. (5’)**  + Play a game: Who is faster?.  T guides Ss the way of playing.  +Ask Ss to ask your partners about holidays and festival in Viet Nam and other countries.  Ss work in pairs to ask and answer.  Call on some pairs to role-play the dialogue in front of the class.  **Activity 3- Listen and tick. (7’)**  **a. Pre-listening.**  Ss look at the pictures to identify the pictures  Ask Ss to listen to tick the correct pictures.  **b. While-listening.**  Play the recording (twice). Ss listen and tick.  Ss compare with the partner  Call some Ss to give their answers  play the recording sentence by sentence for Ss to check their answers.  **c. Post listening.**  Ask Ss to look at the correct pictures talk about the pictures  **Activity 4. Look and write. (8’)**  **a. Pre- writing.**  Ask Ss to look at the pictures to identify them  Then have them write the answer.  **b. While-writing.**  Ask Ss to look at the pictures to do the task.  Ss compare with the partner  Ss give their answers.  **c. Post writing.**  -call some students to ask and answer about the pictures.  **4. Consolidation.(1’)**  Summary the lesson. | **1.Look, Listen and repeat.**  **2. Point and say.**  **a. Vocabulary:**  New year:  Children’s Day:  Teacher’s Day:  Christmas:  **b. Model sentences:**    *When is* Children’s Day?  It’s on the first of June.  **3- Listen and tick.**  **Key:**  1. a 2. b 3. a  **4. Look and write.**  **Key:**  1. the twenty fifth of December  2. the twentieth of November  3. the first of June. |