Week: 22 Date of planning: 14 / 02 /2024

Period: 85 Date of teaching: 16 / 02 /2024

**UNIT 13:APPEARANCE**

**Lesson 1 (1-2-3)**

1. **Objectives:**

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

1. **Knowledge:**
* Use the words and phrases *big, short, slim, tall, eyes, face, hair, long and round.*
* Use *What does he/ she look like? – He’s/She’s……./He/ She has………* to ask and answer questions about someone’s appearance.
* Listen, read and write to understand simple communicative contexts in relation to the topic “Appearance”

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreaciate kindness.

**II. Preparation.**

1. Teacher’s preparation: Book, TV, laptop.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**III. Procedures**

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| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’****-**Greet the class. Encourage pupils to respond to the greeting and greet each other in pairs.- Spend a few minutes revising Unit 12 - Lead to new lesson. | Whole classIndividual work/ Group work |
| **A. PRESENTATION****\* New lesson:****Activity 1. Look, listen and repeat. (**8 minutes)**Goal:***-*To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering about someone’s appearance.**Set the context:**- Have pupils look at Pictures a, b and identify the characters in the pictures.**-** Ask pupils to look at Picture a. Play the recording for them to listen. **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.**-** Invite a few pairs role play.**-** Draw their attention to the sentences *What does he look like?* and answer *He’s tall.* Tell pupils that these sentences are used to ask and answer about someone’s appearance.**B. PRACTICE****Activity 2. Listen, point and say.(**9 minutes)**Goal:** To correctly say the words and use *What does he/she look like?* – *He’s/ She’s……..* to ask and answer questions about someone’s appearance.**1. Vocabulary:** - tall (picture*)*- short (picture*)*- slim ( picture)- big ( picture)**Check vocabulary:** *Rub out and Remember***2. Model sentence:****A:*What does he/she look like?*** **B: *He’s/ she’s ……...***- Practice reading the model sentences.- Check meaning, form, intonation.- Have Ps copy down in their note books**-** Have pupils look at Picture **a** and point at Picture a. Listen to the recording and repeat the word *tall*. Have the class repeat the word.**-**Point at the question in the speech bubble and Picture **a** and have pupils listen and repeat after the recording *(What does he/she look like?).* Point at Picture **a** and have pupils listen and repeat after the recording (*He’s/she’s……….).* Repeat the same procedure with Pictures **b**, **c** and **d**.**-**Have pairs practise asking and answering the question – *What does he/ she look like? – He’s/ She’s………...***-**Invite a few pairs to point at the pictures and say the questions and answers in front of the class**C. PRODUCTION****Activity 3. Let’s talk. (**8 minutes)**Goal:** To enhance the correct use of *What does he/ she look like? – He’s/ she’s………...* to ask and answer questions about someone’s appearance in a freer context- Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). Point at each picture, elicit the missing words in the question and answer (for example, *He’s tall*). Get pupils to repeat the questions and answer several times- Have some pairs practice asking and answering questions about the appearance of the family members in the picture. Go around the class to observe and provide help.- Invite some pairs to practise asking and answering questions in front of the class. Go around the classroom to offer support and give corrections and feedback where necessary. | Whole classWhole class/ Individual workWhole class/ Individual workWhole classWhole classWhole class/ Individual workWhole class/ Individual workGroup work |
| **Fun corner and wrap-up: (**5 minutes)**Game: What’s behind the square.**Divide the class into groups of two. Ask pupils of each group to answer the appearance. Give points to the groups. **Homelink:** Learn by heart vocabulary and practice model sentence | Group workWhole class |

**Comments:**

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Week: 22 Date of planning: 14 / 02 /2024

Period: 86 Date of teaching: 16 / 02 /2024

**UNIT 13: APPEARANCE**

**Lesson 1 (4-5-6)**

**I.Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

- To listen to and understand two communicative contexts in which pupils ask and answer questions about the location of a room in a house and circle the correct pictures

- To complete four gapped exchanges with the help of picture cues

- To sing the song *What do your parents look like?* with the correct melody and pronunciation

**2. Competences:**

Listening: listen and recognize the characters, then repeat

Critical thinking: self-introducing

Self-control & independent learning: perform listening tasks

Communication and collaboration: work in pairs or groups

**3. Attributes**:

- Help partners to complete learning tasks

- Complete learning tasks

**II. Preparation.**

* Audio Track
* Flashcards/pictures and posters (Unit 13)
* Computer

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**- Greet the class- Spend the few minutes revising the words and sentence patterns *What does he/ she look like?- He’s/ She’s……………..* | Whole class |
| **\*New lesson:** **Activity 4. Listen and tick**.( 8 minutes)**Goal:** To listen to and understand two communicative contexts in which pupils ask and answer questions about family member’s appearance, and tick the correct pictures**-** Draw pupils’ attention to the Pictures 1a and 1b. Elicit the names of the characters in each picture. Check their comprehension. - Play the recording for the first conversation. Play the recording again for pupils to check the answer. Play the recording again for pupils to check their answers.**-** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.***Key:****1.a, 2b***Activity 5. Look, complete and read.** (9 minutes)**Goal:** To complete the target sentence patterns about people’s appearance in four exchanges with the help of picture cues* Get pupils to look at the picture and identify the appearance of the people( tall, short, big, slim)
* Have pupils look at the incomplete exchanges. Draw their attention to the missing words in the sentences.
* Have pupils look at the first exchange. Ask them what is missing in the sentence (*tall*). Write the answer on the board. Repeat the same procedure with sentences **2**, **3** and **4**.

**-** Have pupils complete the sentences individually and ask a few pairs to stand up and read them aloud.*Key: 1. tall 2. short 3. look, big 4. What, She’s slim***Activity 6. Let’s sing**. (8 minutes)**Goal**: To sing the song *What do your parents look like?* with the correct melody, rhythm and pronunciation* Draw pupils’ attention to the title and lyrics of the song. Model the title and lyrics line by line for pupils to repeat. Encourage them to point at the pictures to reinforce their understanding.

**-**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 along. Introduce actions for pupils to do while singing along with the recording, for example, use hand movements for *slim, tall and big.***-**Put pupils into groups to practise the song and make up their own actions while singing.**-**Give pupils time to practise singing and doing actions in pairs or groups.**-**Put pupils into groups to make up their own actions for the song. Invite groups to the front of the classroom to perform the song and the rest of the class sings and / or claps along the song. | Whole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual workWhole classWhole class/ Individual workWhole class/ Individual workPair workWhole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)Practise speaking by saying What does he/she look like?**Homelink:** prepare lesson 2 | Whole classWhole class |

**Comments:**

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Week: 22 Date of planning: 14 / 02 /2024

Period: 87 Date of teaching: 17 / 02 /2024

**UNIT 13: Appearance**

**Lesson 2 (1-2-3)**

1. **Objectives:**

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

1. **Knowledge:**
* Use the words and phrases:  *eyes, face, hair, long and round.*
* Use *What does he/ she look like? – He’s/She’s……./He/ She has………* to ask and answer questions about someone’s appearance.
* Listen, read and write to understand simple communicative contexts in relation to the topic “Appearance”

**2. Competences:** Teamwork, reliability, motivation

**3. Attributes/ Qualities**:

- Be confident in communicating with friends/ teachers.

- Help partners to complete learning tasks, tell the truth about feelings and emotions

appreaciate kindness.

**II. Preparation.**

1. Teacher’s preparation: book, TV, laptop.

2. Student’s preparation: Students’ aids: books, notebooks, workbooks.

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’****-**Greet the class. Encourage pupils to respond to the greeting and greet each other in pairs.- Spend a few minutes revising Unit 12 - Lead to new lesson. | Whole classIndividual work/ Group work |
| **A. PRESENTATION****\* New lesson:****Activity 1. Look, listen and repeat. (**8 minutes)**Goal:***-*To understand and correctly repeat the sentences in two communicative contexts (pictures) focusing on asking and answering question about someone’s appearance, using verb *has***Set the context:**- Have pupils look at Pictures a, b and identify the characters in the pictures.**-** Ask pupils to look at Picture a. Play the recording for them to listen. **-** Play the recording again for pupils to listen and repeat in chorus, sentence by sentence. Follow the same procedure with Picture b. Correct their pronunciation where necessary.**-** Invite a few pairs role play.**-** Draw their attention to the sentences *What does he look like?* and the answer *He has a round face.* Tell pupils that these sentences are used to ask and answer about someone’s appearance.**B. PRACTICE****Activity 2. Listen, point and say.(**9 minutes)**Goal:** To correctly say the phrase and use *What does he/she look like?* – *He/ She has …….* to ask and answer questions about someone’s appearance.**1. Vocabulary:** - round: tròn (picture*)*- eye: mắt (picture*)*- face: mặt ( picture)- hair:tóc ( picture)**Check vocabulary:** *Rub out and Remember***2. Model sentence:** **A:*What does he/she look like?***  **B: *He/ She has ……***- Check form/ usage/ meaning.- Ask Ps repeat a few times.**-** Draw their attention to the sentences *What does he/ she look like? She/ He has ……*Tell pupils that these sentences are used to ask and answer questions about someone’s appearance.- Have Ps copy down in their notebooks**-** Have pupils look at Picture **a** and point at Picture a. Listen to the recording and repeat the phrase *short hair*. Have the class repeat the word.**-**Point at the question in the speech bubble and Picture **a** and have pupils listen and repeat after the recording *(What does he/she look like?).* Point at Picture **a** and have pupils listen and repeat after the recording (*He/ She has …..).* Repeat the same procedure with Pictures **b**, **c** and **d**.**-**Have pairs practise asking and answering the question – *What does he/ she look like? – He/ She has……..***-**Invite a few pairs to point at the pictures and say the questions and answers in front of the class**C. PRODUCTION****Activity 3. Let’s talk. (**8 minutes)**Goal:** To enhance the correct use of *What does he/ she look like? – He/ She has…..* to ask and answer questions about someone’s appearance in a freer context- Draw pupils’ attention to the picture. Ask questions to help them identify the context (see *Input*). Point at each picture, elicit the missing words in the question and answer (for example, *He has a short hair*). Get pupils to repeat the questions and answer several times- Have some pairs practice asking and answering questions about the appearance of each character in the picture. Go around the class to observe and provide help.- Invite some pairs to practise asking and answering questions in front of the class. Go around the classroom to offer support and give corrections and feedback where necessary. | Whole classWhole class/ Individual workListenWhole class/ Individual workWhole class / Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workGroup workWhole class/ Individual workWhole class/ Individual workGroup work |
| **Fun corner and wrap-up: (**5 minutes)

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| **\* Game: Spinner :****-** Pupils work in pairs. |
| - Pupils take turns to put a pen/pencil in the middle of thespinner plate, then spin the pen/pencil to find out the picture the pen/pencil points to. Then ask and answer with the picture. |

**Homelink:** Learn by heart vocabulary and practice model sentence | Group workWhole class |

**Comments:**

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Week: 22 Date of planning: 14 / 02 /2024

Period: 88 Date of teaching: 17 / 02 /2024

**UNIT 13: APPEARANCE**

**Lesson 2 (4-5-6)**

**I.Objectives:** By the end of the lesson, pupils will be able to:

**1. Knowledge:**

* listen to and understand four communicative contexts in which characters ask and answer questions about someone’s appearance, and number the correct pictures.
* complete the target sentence patterns in two exchanges about appearance with the help of picture cues.
* review vocabulary about family members and appearance by playing the game Tic-tac-toe.

**2. Competences:**

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

**3. Attributes**:

- Show pride in how we look and respect the differences in people’s appearance

**II. Preparation.**

* Audio Track
* Flashcards/pictures and posters (Unit 13)
* Computer

**III. Procedures**

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| **Teaching and learning activities** | **Classroom management** |
| **\* Warm-up and review: 5’**- Greet the class- Spend the few minutes revising the words and sentence patterns *What does he/ she look like?- He / She has…….* | Whole class |
| **\*New lesson:** **Activity 4. Listen and tick**.( 8 minutes)**Goal:** To listen to and understand four communicative contexts in which characters ask and answer questions about someone’s appearance, and number the correct pictures.**-** Have pupils look at the pictures. Elicit the questions to ask for the appearance of the character in each picture and give feedback.- Play the recording of the first exchange. Tell pupils that they will need to listen for appearance (*e.g. short hair, long hair, a round face, big eyes*). Ask pupils *What does she look like?* Help pupils find out the key word for the appearance from the exchange (*e.g. a round face*). Then ask pupils in which picture a person with a round face appears (Picture d). Tell pupils to write “1” next to Picture d.**-** Tell pupils to swap books with a partner, then check answers together as a class. Say the correct answer again for pupils to correct their answers.***Key: ……….*****Activity 5. Look, complete and read.** (9 minutes)**Goal: To complete the target sentence patterns in two exchanges about appearance with the help of picture cues.****Activity 6. Let’s play**. (8 minutes)**Goal**: **To review vocabulary about family members and appearance by playing the game Tic-tac-toe.**- Tell pupils that they are going to play the game Tic-tac-toe. Two pupils play at a time. One pupil is X, and the other is O. The pupils take turns choosing a square by saying a word and putting their mark in the corresponding square. The first pupil to write three marks in a vertical, horizontal or diagonal line is the winner.- Invite two pupils to play at a time.- Change the words in the grid and let pupils play the game several times if there is enough time. | Whole classWhole class/ Individual workWhole class/ Individual workWhole class/ Individual workWhole class/ Individual work |
| **\*Fun corner and wrap-up: (**5 minutes)Ask pupils what have leant today ( describe their mother, father using He has/ She has …..)**Homelink: Learn by heart vocabulary and model sentence** | Whole class |

**Comments:**

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Week: 23 Date of planning: 14 / 02 /2024

Period: 89 Date of teaching: 21 / 02 /2024

**UNIT 13:APPEARANCE**

**Lesson 3 : 1,2,3**

**I. Objectives:**

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

**1. Knowledge:**

- to pronounce the sounds of letters **l and r**.

- to listen to two sentences and tick the correct options to complete the gaps.

 - to say the chant with the correct rhythm and pronunciation.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

**3. Attributes/ Qualities**:

-  Show pride in how we look and respect the differences in people’s appearance

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| * **Warm-up and review:** 5 minutes
* - Greet the class.

\*. Song: ABC song - Sing and dance along the video.- Answer some questions: *How many letters are there in the alphabet? What letters and the sound?*- Lead into new lesson. | Whole classIndividual |
| **Activity 1. Listen and repeat.** 7 minutes*Goal:* To correctly repeat the sounds of the letters **l** and **r** in isolation, in the words long and round, and in the sentences *My sister has long hair.* and *My brother has round eyes.* With the correct pronunciation and intonation.**-** Have pupils look at the letter **l**, listen to the recording and repeat the letter until they feel confident. Correct their pronunciation where necessary.**-** Have pupils point at the word *long*, listen to the recording and repeat the word until they feel confident. Monitor the activity and offer help.**-** Get pupils to point at the sentence *My sister has long hair.*, listen to the recording and repeat it several times. Then get a few pupils to listen to and repeat the sentence in front of the class.**-** Repeat the procedure with the letter **r**, the word round and the sentence My brother has round eyes.**-**Give pupils a time limit to practise pronouncing the sounds, saying the words, and reading the sentences in pairs or groups until they feel confident. | Whole classIndividual work |
| **Activity 2. Listen and circle.** 8 minutes*Goal: To identify the target words go and television while listening.***-** Tell pupils the goal of the activity. Explain that they have to listen to the recording and circle the correct options. Check comprehension.**-** Play the recording for pupils to listen to. Play the recording again for pupils to listen and circle the correct options.**-** Tell pupils to swap books with a partner, then check the answers as a class. Write the correct answers on the board.**-** Play the recording again for pupils to double-check their answers.**-** Invite one or two pupils to stand up, listen to and repeat the completed sentences.**Key:** 1.b 2. a | Whole classIndividual work/ Whole classPair work/ Whole class Individual work |
| **-** Draw pupils’ attention to the lyrics of the chant. Check their comprehension.**-** Play the recording all the way through for pupils to listen to the whole chant. Encourage them to listen carefully to the rhythm and pronunciation. Draw pupils’ attention to the sounds of the letters l and r in the words go and television.**-** Play the recording, line by line, for pupils to listen and repeat. Correct their pronunciation if necessary.**-** Play the recording all the way through for pupils to chant along. Encourage them to clap along while chanting.**-** Divide the class into two groups to take turns listening to and repeating the chant while the rest of the class claps along. | Whole classWhole classWhole classWhole class/ Individual workGroup work |
| **Fun corner and wrap up:** 5 mins- Ask pupils about what they have learnt from the lesson today (- Correctly pronounce the sounds of the letters l and r in isolation, in the words go and television, and in the sentences *My sister has long hair.* and *My brother has round eyes.***Homelink:** -Prepare Lesson3/ P456/ 35 | Whole classIndividual |

**Comments:**

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Week: 23 Date of planning: 14 / 02 /2024

Period: 90 Date of teaching: 21 / 02 /2024

**UNIT 13: APPEARANCE**

**Lesson 3 – 4,5,6**

**I. Objectives:**

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

**1.Knowledge:**

- read a text and complete four gapped sentences about appearance.

- complete a gapped paragraph with personal information about family members.

- use *What does he / she look like? – He's / She's \_\_\_\_\_.* He / She has \_\_\_\_\_. to ask and answer questions about someone’s appearance;

- carry out a survey on the appearance of pupils’ family members and present it to the class.

**2. Competences:**

- Communication and collaboration: work in pairs and groups to complete the learning tasks

**3. Attributes/ Qualities**:

-  Show pride in how we look and respect the differences in people’s appreance

**II. Preparation.**

1. Teacher’s preparation: student’s book, TV, Website *hoclieu.vn*

2. Student’s preparation: Students’ aids:books, notebooks

**III. Procedures**

|  |  |
| --- | --- |
| **Teaching and learning activities** | **Classroom management** |
| * **Warm-up and review:** 5 minutes
* - Greet the class.

- Spend a few minutes revising the previous lesson by having the class say the chant on page 22.- Lead into new lesson. | Whole classIndividual |
| **Activity 4. Read and complete.**7 minutes*Goal:* To read a text and complete four gapped sentences about appearance.**-** Draw pupils’ attention to the four statements, pupils can read a text and complete the sentences about appearance.- Have pupils look at the picture and guess what the text is about. Draw their attention to the characters in the picture.**-** Have pupils look at four incomplete sentences below the text. Pay attention to the sentences about appearance.**-** Ask pupils to read through the text to find the information and complete four sentences. Set a time limit for them to do the task individually. Go around the classroom and offer help where necessary.- Have pupils swap their books with a partner and check the answers. **-** Ask a few pupils to read the sentences in front of the class. Give corrections and feedback where necessary.- **Key: 1.** big     **2.** very tall      **3.** long hair        **4.** a round face and big eyes | Whole classIndividual workPair work Individual work |
| **Activity 5. Let’s write.** 7 minutesGoal: To complete a gapped paragraph with personal information about family members.- Have pupils read through the paragraph to get the general idea. Then, ask pupils to think about their own families.**-** Draw pupils’ attention to the first gap and ask them what the missing word might be. Have pupils suggest answers then write about their own family members.**-** Repeat the same procedure with the other gaps. Give pupils enough time to write the answers.**-** some pupils read their completed paragraphs aloud. Give corrections and feedback where necessary | Whole classIndividual workIndividual workPair work/ Group work Individual work |
| **Activity 6. Project.** 10 minutes *Goal:* To carry out a survey on the appearance of pupils’ family members and present it to the class.*-*  Point at the sample survey and explain that pupils are going to report the results of their surveys about their family members’ appearance.**-** Have pupils hold up their completed surveys. Revise some words and sentence patterns that pupils can use for their presentations. Give pupils some time to practise their presentations by themselves and within groups. Go around the classroom to monitor and offer support.**-** Select a few pupils to give their presentations in front of the class. Have the rest of the class give comments and praise pupils if they perform well.**Fun corner and wrap up:** 5 mins-Ask pupils what have you learnt from the lesson today -Have pupils bring their family photo and describe their family to their friends in pairs or in groups.- Have pupils present their survey, using family photos as a support.**Homelink:** -Prepare Unit 14: Lesson1/ P123/ | Whole classGroup workIndividual Individual workWhole classIndividual Whole class |

Comment : ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………