

**WEEK 23- Period: 89**

*Date of planning: 11/02*

*Date of teaching: 4a1, 4a2(13/02); 4a3, 4a4(14/02); 4a5(15/02)*

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

### **Lesson 1- Part 1,2**

#### **I. Objectives:**

- By the end of the lesson, Ps will be able to ask and answer questions about someone's physical appearance.

-Be interested in describing someone's Physical appearance

#### **II. Language focus:**

- Vocabulary: *look like, email, now, footballer, tall, short, slim, old, young*

- Structures: *What does he/she look like? He's/She's (young).*

#### **III. Resources:**

- Teacher's: Posters, flashcards, puppets, CD player and projector

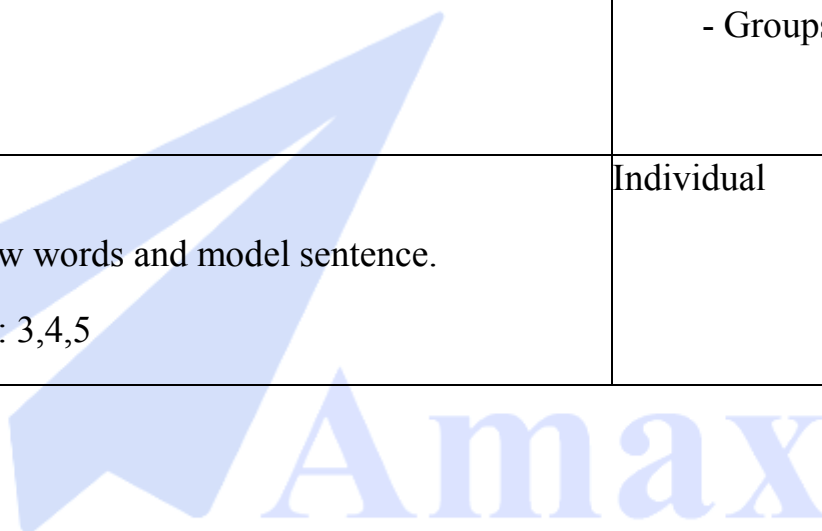
- Students': Book, notebook

#### **IV. Procedure:**

<b>Teacher's work</b>	<b>Students' activities</b>
<b>Warm up.</b> Play "jumbled letters" game	- Whole class - Individual
<b>1. Look, listen and repeat.</b> - Tell pupils that they are going to read a story in which	- Whole class

<p>Phong asks Linda questions about her brother</p> <ul style="list-style-type: none"> <li>- Ask Ps to look at the pictures in the book and ask: <ul style="list-style-type: none"> <li><i>Who are they in the picture?</i></li> <li><i>What is Linda doing?</i></li> <li><i>What does Phong ask her?</i></li> </ul> </li> <li>- Play the recording three times for pupils to listen and repeat in choral, pointing to the characters speaking</li> <li>- Play the recording again for them to listen and repeat in lines</li> <li>- Call two Ps to role play</li> <li>- Listen and repeat in chorally, pointing to the characters speaking</li> <li>- Listen again and repeat in lines</li> </ul>	<ul style="list-style-type: none"> <li>- Individual</li> <li>- Whole class</li> </ul>
<p><b>2. Point and say</b></p> <ul style="list-style-type: none"> <li>+Tell Ps that they are going to practice asking and answering questions about someone’s physical appearance</li> <li>+ Teacher read first as a model and ask the Ps to repeat</li> <li>+ Have the Ps repeat in groups and individuals</li> <li>+ Instruct how to ask and answer questions about someone’s job.</li> </ul> <p>+T practices as a model and ask Ps to practice in choral, groups and pairs. Correct Ps’ error pronunciation</p>	<ul style="list-style-type: none"> <li>- Whole class</li> <li>- Individuals,</li> <li>- Pair work</li> </ul>
<p><b>* Work in pairs. Ask your partners about the jobs of their family members.</b></p>	

<ul style="list-style-type: none"> <li>- Tell pupils that they are going to practise asking and answering about their classmate's family member's appearance</li> <li>- Model with one pupil: <i>What does your father look like? - He's tall.</i></li> <li>- Call two pupils to practise as model</li> <li>- Tell pupils to work in pairs in five minutes</li> <li>- Ask three pairs to role play.</li> </ul>	<ul style="list-style-type: none"> <li>- Individuals</li> <li>- Pair work</li> <li>- Groups</li> </ul>
<p><b>3. Homelink:</b></p> <ul style="list-style-type: none"> <li>-Learn by heart the new words and model sentence.</li> <li>-Be ready for lesson 1: 3,4,5</li> </ul>	<p>Individual</p>



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

### **Lesson 1 (3-4-5)**

#### **I. Objectives:**

By the end of the lesson Ss will be able to listen to the CD then do the tasks.

#### **II. Language focus:**

- Vocabulary and structures: Review
- Skill: listening

#### **III. Resources:**

- Teacher's: Pictures, recording, posters, puppets...
- Students': Book, notebook

#### **IV. Procedure:**

<b>Teacher's work</b>	<b>Students' activities</b>
<b>Warm up.</b> Revise the previous lesson. Call two pupils to the front of the class to ask and answer <i>What does he/she look like? He's/She's...</i>	Individual
<b>3. Listen and tick.</b> - Tell pupils that they are going to listen to three dialogues about people's appearances and tick the correct pictures	- Whole class