

Week: 23  
Period: 46

Date: Thứ .....ngày ....tháng .... năm 20...  
Teaching date: .....

## UNIT 14: WHAT DOES HE LOOK LIKE?

### Lesson 1

#### I. Objectives:

By the end of this unit, pupils can

- use the words and phrases related to the topic *Physical appearance*.
- Ask and answer questions about school subjects, using *What does he/she look like?*  
*He's/she's....*

#### II. Language Focus:

+ **Vocabulary:** *tall, short, slim, old, young...*

+ **Sentence pattern:** *What does he/ she look like? - He's / She's tall.*

**III. Resources:** Ss' book, recording, computer, stereo, (projector), pictures of people ...

#### IV. Procedure:

Time	Learning activities	Language Focus	Modes
3'	<b>Warm-up:</b> Ask pupils to bring a photo of their father/mother and talk about him/her (e.g his/her name, age, job and hobby).	Spoken Interaction	Whole class
8'	<b>1. Look, listen and repeat.</b> - Tell the class that they are going to read a story in which Phong asks Linda questions about her brother. - Ask pupils to look at the four pictures to identify the characters (Linda and Phong) and the context in which the language is used. Ask them questions such as Where are they? What are they doing? (In picture a, Linda is sitting at the computer and writing an e-mail to her brother, and Phong is standing nearby, In pictures b, c and d. Phong is asking Linda about her	Spoken Interaction	Whole class  Individuals  Whole class

	<p>brother ( the place he lives, his job and his appearance)). Explain the meaning of the question What does he look like? And the answer He's tall. Check comprehension.</p> <ul style="list-style-type: none"> <li>- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.</li> <li>- Play the recording again so the class can listen and repeat.</li> </ul>		
10'	<p><b>2. Point and say.</b></p> <ul style="list-style-type: none"> <li>- Tell pupils that they are going to practice asking and answering questions about someone's physical appearance.</li> <li>- Have them look at the bubbles to understand how to use the language. Ask them to look at the five pictures to identify the physical appearance of the people. Elicit the meaning of the adjectives describing people's appearance: tall, short, slim, old and young.</li> <li>- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under the picture. (teacher: What does she look like? Pupil: She's tall.) Ask pupils to say the sentences chorally and individually. Repeat the same procedure with the rest of the pictures.</li> <li>- Ask them to practise in pairs, using the prompts in the bubbles and pictures.</li> </ul>	<p>New words and structures/ function</p>	<p>Individuals</p> <p>Pairs</p> <p>Groups</p>

10'	<ul style="list-style-type: none"><li>- Select some pairs to role-play the dialogue in front of the class. Monitor the activity and offer help, if necessary.</li></ul> <p><b>Work in pairs. Ask your partners about their family members.</b></p> <ul style="list-style-type: none"><li>- Tell pupils that they are going to ask and answer questions about the appearance of their classmates' family members, using <i>What does your father/mother/brother/sister look like?</i> And <i>He's/she's....</i></li><li>- Ask them to work in pairs: one pupil asks the question and the other gives the answer about appearance of their family members. Monitor the activity and offer help, if necessary.</li><li>- Select some pairs to role-play the dialogue in front of the class.</li></ul>		
8'	<p><b>3. Listen and tick</b></p> <ul style="list-style-type: none"><li>- Tell the class that they are going to listen to three dialogues about people's appearance and tick the correct pictures.</li><li>- Have them look at the pictures to identify the appearance of the people. Ask them questions such as <i>Is she tall or short? Is he big or small?</i> Check understanding.</li><li>- Play the recording more than once, if necessary. For pupils to listen and tick the correct pictures.</li><li>- Play the recording again for pupils to check their answers.</li></ul>	Listening Activities	

	<p>- Get them to swap their answers before you check as a class.</p> <p><b>Key:</b> 1. c      2. c      3. a</p> <p><b>Audio script:</b></p> <p>A: What does your sister look like?  <i>B: She's very tall.</i></p> <p>A: What does your grandmother look like?  <i>B: She's old and short.</i></p> <p>A: How old is your brother?  <i>B: He's twelve.</i></p> <p>A: What does he look like?  <i>B: He's slim and short.</i></p>		
5'	<p><b>4. Look and write.</b></p> <p>- Tell pupils that they are going to complete the answers about someone's appearance, using the picture cues.</p> <p>Ask them to look at the four pictures to identify the physical appearance of the person/people in each picture. Then ask them to read the questions and write the answers. Get pupils to work in pairs; if necessary.</p> <p>Give pupils time to do the task independently. Go around and offer help, if necessary.</p> <p>Get them to swap their answers before checking as a class. If there is enough time, invite some pupils to read the complete sentences aloud.</p> <p><b>Key:</b> 1. He's tall/slim.          2. He's short/young.          3. They're old.          4. They're young/tall</p>	<p>Writing activities</p> <p>Words and structures</p>	

5'	<b>5. Let's play:</b> - Tell pupils that they are going to play the game <i>Find someone who...</i> using the words related to people's physical appearance. - Divide the class into groups of five. Say to pupils Find someone who....(e.g. Find some one who's tall.) The group which is the quickest to point to a classmate who fits that description and says the correct sentence (e.g. <i>Tu is tall.</i> ) gets a point. The group that gets most points.	Game	
1'	<b>* Home link:</b> - learnt by heart words on physical appearance. - practice asking and answering about what someone look like.		Whole class

**Anticipated problems:**

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**Week: 24**  
**Period: 47**

**Date:** Thứ .....ngày ....tháng .... năm 2016.  
**Teaching date:** .....-2016

**UNIT 14: WHAT DOES HE LOOK LIKE ?**  
**Lesson 2**

**I. Objectives:**

- By the end of this unit, pupils will be able to make comparisons, using who is + (comparative)? ... is + (comparative).

**II. Language Focus:** Spoken interaction, words and structures/ function.

\* Sentence Patterns: Who's taller? - my brother's taller than my father.

\* Vocabulary: taller, shorter, bigger, smaller, older, younger...

**III. Resources:** Ss' book, recording, computer, stereo, (projector), poster, picture cards ...

**IV. Procedure:**

Time	Learning activities	Language Focus	Modes
3'	<b>Warm-up:</b> Spend a few minutes revising the previous lesson. Call some pupils to the front of the class to ask and answer questions about the physical appearance of their classmates, using What does he/she look like? He's/she's...	Spoken Interaction.	Whole class
7'	- Tell the class that they are going to listen to two boys asking and answering questions about their family members. - Ask pupils to look at the pictures to identify the context in which the language is used. Ask	Spoken interaction	Whole class  Individuals

	<p>them questionsuch as Who are the boys? What are they doing? (In Picture a, Nam is showing a picture of his father to Peter and Peter says He's tall. In picture b, Nam is showing a picture of his brother and Peter says He's tall, too. In Pictues c, Nam is making a comparison between his father and brother, saying My brother's taller than my father.). Check comprehension.</p> <ul style="list-style-type: none"> <li>- Play the recording more than once, if necessary, for pupils to listen and repeat the language. Do choral and individual repetition, pointing to the character speaking.</li> <li>- Play the recording again for pupils to listen and repeat.</li> </ul>		<p>Individuals</p> <p>Whole class</p> <p>Pairs</p>
6'	<p><b>2. Point and say.</b></p> <ul style="list-style-type: none"> <li>- Tell pupils that they are going to practice asking and answering questions to compare people's appearance.</li> <li>- Have them look at the bubbles and the three pictures to identify how the language is used. Teach the form and the meaning of the pairs of adjectives under the pictures.</li> <li>- Point to the first picture and model the task with one pupil, using the sentences in the bubbles and the first pair of adjectives under Picture a. Ask pupils to say the question and answer chorally and individually. Repeat the same procedure with the rest of the pictures.</li> <li>- Ask pupil to practise in pairs: one asks the question and the other gives the answer, using</li> </ul>	<p>New words and structures</p> <p>Say and Respond</p>	<p>Individuals</p> <p>Pairs</p> <p>Groups</p>

	<p>the prompts in the bubbles and words under the pictures.</p> <ul style="list-style-type: none"> <li>- Select some pairs to demonstrate the task in front of the class. Monitor the activity and offer help, if necessary.</li> </ul> <p><b>*Language note:</b></p> <p>Most adjectives form comparatives by adding -er to the end of the words (e.g. older, taller). Adjectives ending in -e add -r to the end (e.g. nicer). Adjectives with one vowel and one consonant after the vowel double the consonant before adding -er (e.g. bigger, thinner).</p>		
10'	<p><b>3. Let's talk</b></p> <ul style="list-style-type: none"> <li>- Tell pupils that they are going to practice asking and answering questions about their classmates' appearance and making comparisons, using What does he/she look like? Who's + (comparative)?</li> <li>- Do the task with one pupil as a model (e.g. Teacher: What does Hang look like? Pupil: She's thin). Put the sentences on the board and do choral and individual repetition.</li> <li>- Ask pupils to work in pairs, one pupil asking the questions and the other giving the answers. Monitor the activity and offer help, if necessary.</li> <li>- Select some pairs to role-play the dialogues in front of the class.</li> </ul>	Spoken interaction	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>
6'	<p><b>4. Listen and number.</b></p> <ul style="list-style-type: none"> <li>- Tell the class that they are going to listen to Nam's description of his family and circle the correct answers.</li> </ul>		<p>Whole class</p> <p>Individuals</p>



	<ul style="list-style-type: none"><li>- Ask pupils to look at the four incomplete sentences and guess the possible answers to each sentence. Check understanding.</li><li>- Play the recording for them to listen and circle the answers.</li><li>- Get pupils to swap their answers before you check as a class . Monitor the activiyy and offer help, if necessary.</li></ul> <p><b>Key:</b> 1 a    2a    3b    4b</p> <p><b>Audio script</b></p> <p>1. Hi . My name's Nam. This is my family: my father, my mother, my sister and me. I'm not very tall, but I'm taller than my sister.</p> <p>2. My sister's slim. She's slimmer than my mother .</p> <p>3. My mother's thirty-three years old. She's younger than my father.</p> <p>4. My father's tall. He's taller than my mother.</p>	Listening Activities	Pairs Groups
5'	<p><b>5. Look and write</b></p> <ul style="list-style-type: none"><li>- Tell pupils that they are going to write the answers to the questions to make comparisons of people's appearance, using the picture cues.</li><li>- Ask them to look at the four pictures to identify the difference in appearance between the family members in each picture. Explain the meaning of the new word strong. Remind pupils that we use than when making comparisons.</li><li>- Then ask them to read the questions and write the answers. If necessary, get pupils to work in pairs.</li></ul>	Writing activities  Words and structures	Whole class Individuals  Pairs

	<p>- Get pupils time to do the task independently. Go around offering help, if necessary.</p> <p>- Get them to swap their answers before checking as a class. If there is enough time, invite some pairs to act out the completed dialogues.</p> <p><b>Key:</b> 1. The brother is slimmer than the father.</p> <p>2. The mother is shorter than the father.</p> <p>3. The sister is older the the brother.</p> <p>4. The brother is stronger than the father.</p>		
2'	<p><b>6. Let's sing:</b></p> <p>- Tell the class that they are going to sing the song What do they look like? Teach the song, following the procedure in Teaching the unit components in Introduction?</p> <p>- Have pupils read each line of the lyrics aloud. Check comprehension.</p> <p>- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line until they get familiarized with the pronunciation, the stress, the rhythm and the tune of the song.</p> <p>- Play the recording again and get pupils to sing along with the recording.</p> <p>- Divide the class into two groups: one sings the questions and the other sings the answers.</p>	<p>Supportive activities to reinforce learning</p> <p style="text-align: center;">Song</p>	<p>-Whole class</p> <p>- Individual</p>

1'	<b>* Home link:</b> - Practice singing: "What do they look like?" at home.		Whole class
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**Anticipated problems:**

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**Week: 24**  
**Period: 48**

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

**Lesson 3**

**I. Objectives:**

- By the end of the lesson, pupils will be able to pronounce the sounds of the letters th in the words *this*, *that*, *thin* and *thick* respectively.

**II. Language Focus:** Spoken interaction, phonics.

- + **th** *this*            *This* is my mother.  
         *that*            *That* is my father.
- + **th** *thin*            The book is *thin*.  
         *thick*            The dictionary is *thick*.

**III. Resources:** Ss' book, recording, computer, stereo, (projector), poster, sound cards ...

**IV. Procedure:**

Time	Learning activities	Language Focus	Modes
3'	<b>Warm-up:</b>	Spoken Interaction. Song	Whole class

	<p>- Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song What do they look like? Have the class listen and clap their hands.</p>		
8'	<p><b>1. Listen and repeat.</b></p> <p>- Tell the class that they are going to practise saying the sounds of the letters <b>th</b> in the words this, that, thin and thick respectively.</p> <p>- First, put the letters <b>th</b> on the words this, that, thin and thick on the board. Play the recording and ask pupils to repeat a few times. Then write the four sentences on the board. Play the recording more than once, if necessary and let pupils say the words and the sentences, paying attention to the target sounds.</p> <p>- Do choral individual repetition of the sounds, words and sentences until pupils feel confident.</p> <p>- Get some pupils to say the sentences in front of the class. Correct the pronunciation, if necessary.</p> <p><b>*Language note:</b> Most pronouns with the initial letters th are pronounced with a voiced th sound (e.g. they, them)</p>	Phonics	<p>Whole class</p> <p>Individuals</p> <p>Whole class</p> <p>Individuals</p> <p>Whole class</p>

6'	<p><b>2. Listen and tick. Then write and say aloud:</b></p> <ul style="list-style-type: none"> <li>- Tell pupils that they are going to listen to the recording and tick the correct words.</li> <li>- Ask them to look at the sentences and guess the words to fill the gaps.</li> <li>- Play the recording for pupils to listen and tick the words.</li> <li>- Play the recording again so they can check their answers.</li> <li>- Get pupils to swap their answers before you check as a class. Then ask them to read the sentences aloud. Monitor the activity and offer help, if necessary.</li> </ul> <p>Key: 1 a    2 b    3 a    4 b</p> <p><b>Audio script</b></p> <ol style="list-style-type: none"> <li>1. My brother is thin</li> <li>2. My sister is three.</li> <li>3. Their books are on the table.</li> <li>4. Their books are thick.</li> </ol>	Phonics	Individuals
10'	<p><b>3. Let's chant.</b></p> <ul style="list-style-type: none"> <li>- Tell pupils that they are going to say the chant This is my family. Follow the procedure in Teaching the unit components in Introduction.</li> <li>- Have them read the chant and check comprehension.</li> <li>- Play the recording more than once, if necessary, for pupils to do chorral and individual repetition until they get familiarized with the pronunciation,</li> </ul>		<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>

	<p>the stress, the rhythm and the intonation of the chant. Show pupils how to chant and do actions.</p> <ul style="list-style-type: none"><li>- Call two groups of pupils to give a demonstration.</li><li>- Get groups to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.</li><li>- Call two groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.</li></ul>		
7'	<p><b>4. Read and complete:</b></p> <ul style="list-style-type: none"><li>- Tell the class that they are going to read an email about a girl's family and write the answers to the questions.</li><li>- Tell pupils to read the questions first. Then ask them to read the email and focus on the information needed to answer the questions. If necessary, get pupils to work in pairs groups to discuss the possible answers to the questions.</li><li>- Get them time to do the task independently. Go around and offer help, if necessary.</li><li>- Get pupils to swap their answers before checking as a class. Provide explanations to the answers, if necessary.</li></ul> <p><b>KEY:</b> 1. He is a teacher. 2. He is tall and slim. 3. She is beautiful. 4. Her brother is younger. 5. Marie is shorter.</p>	Reading activities	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>

5'	<p><b>5. Write:</b></p> <ul style="list-style-type: none"> <li>- Tell pupils that they are going to write an email to their friends to describe their family, using the given words in the frame.</li> <li>- Have them look at the given words and decide what they are going to write. Ask them to write about their father's and mother's appearance.</li> <li>- Give them enough time to do the task independently.</li> <li>- Get pupils to swap their answers. If there is time, ask one pupil to write the answer on the board or read it aloud.</li> </ul> <p><b>Key:</b> Pupil's own answers</p>	<p>Supportive activities to reinforce learning</p> <p>Writing Activities</p>	<p>Whole class</p> <p>Individuals</p> <p>Pairs</p> <p>Groups</p>
5'	<p><b>6. Project</b></p> <ul style="list-style-type: none"> <li>- Ask pupils to bring a photo of their family and describe their family members to the class.</li> </ul> <p>Ask them to think about what to say about their family members (e.g. name, age, job, hobbies, appearance). Have pupils work in pairs or groups to discuss what they are going to talk about.</p> <p>Get on pupil to do a demonstration in front of the class before starting the activity.</p> <p>Call some pupils to the front of the class to the task. Monitor the activity and offer help, if necessary.</p> <p>If time allows, ask a few of them to describe their family members to the class. Then ask the class questions about these pupils' families and see if they can remember the answers.</p> <p><b>Example:</b></p>	<p>Supportive activities to reinforce learning</p>	<p>Whole class</p> <p>Individual</p> <p>Pairs</p> <p>Individual</p>

	This is my father. His name's Long. He's 34 years old. He's tall. He's a doctor. He works in a hospital. He likes swimming and playing football. <b>Key:</b> <i>Pupils' own answers</i>		
1'	* <b>Home link:</b> -Learn by heart the chant, review all the contents of Unit 14.		Whole class

**Anticipated problems:**

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