Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 3: FRIENDS**

**Lesson 1 - Part 1 (Page 22) - Vocabulary and Listening**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- describe someone’s personal appearance.

- use some sentences / phrases to end a friendly conversation.

- listen for gist and details about someone’s personal appearance.

**2. Ability**

- improve Listening and Speaking skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities, especially with the topic “Friends” conducted by the teacher.

- love their school, love their friends.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on Eduhome…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** Introduction of new words about personal appearance.

**c) Product:** Ss can use some adjectives to describe someone’s appearance.

**d) Competence**: Collaboration, communication, guessing.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings- Check attendance* **Option 1: Game “COOL PAIR MATCHING”**

- Explain the rules of the game- Give each group a picture with words and small pictures inside- Have Ss work in groups to match word with its correct picture in about a minute and a half- Call Ss to give answers (hang their pictures on the board)- The group which has all correct answers in the shortest time will be winner- Check, give feedback and give a small gift to the winner- Lead to the new lesson* **Option 2: Game “FIND SOMEONE WHO …”**

- Have Ss play the game as a whole class- Ask Ss to stand up if they are the one(s) the teacher is looking for. Example T says: *I want to find someone who has long hair* *I want to find someone who has brown eyes* *I want to find someone who has short hair* *I want to find someone who is over 1.50 meters* *I want to find someone who wears glasses.*- Give feedback and lead to the new lesson | -Greet T- Listen- Work in groups- Show answers**Expected answers**- Take part in the game- Listen |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (15’)**

**a) Objective:** Ss know more words about personal appearance.

**b) Content:**

**-** Vocabulary study

**-** Speaking

**c) Products:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d) Competence**: communication, collaboration, presentation, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Write the words in the table. Listen and repeat.*** **Option 1:**

- Demonstrate the activity, using the example- Have Ss write the words in the correct columns of the table- Divide class into pairs and have them check their answers with their partners- Play audio (CD1 – Track 29). Have Ss listen and repeat- Correct Ss’ pronunciation* **Option 2:**

- Ask Ss to work in pairs to write the words in the correct columns of the table- Play the audio for Ss to check their answers, let Ss repeat after listening to each word- Call some Ss to read the words aloud, check pronunciation if necessary**b. Describe yourself using the new words*** **Option 1:**

- Have Ss use the new words to describe themselves.- Give some suggested structures to help Ss describe themselves more easily *I have + adj + noun (I have long hair)* *My +noun is/are + adj (My hair is long)*- Encourage Ss to be creative, add more adjectives to make their dialogue more interesting- Have some Ss share their ideas with the class- Make comments on Ss’ presentation, give evaluation (marks) if necessary* **Option 2:**

- Give some suggested structures to help Ss describe themselves more easily *I have + adj + noun (I have long hair)* *My +noun is/are + adj (My hair is long)*- Have Ss use the new words to describe themselves. (Have Ss write on their notebooks)- Encourage Ss to be creative, add more adjectives, noun to make their dialogue more interesting.- Have some Ss share their ideas with the class- Collect some Ss’ notebooks (randomly)- Have 1S choose his/her friend’s writing and read, ask the whole class to guess who is being described ***Example****: “I have long hair. My eyes are brown. I have a pair of glasses”* *Class: Is that Mai?* - Give feedback and evaluation | - Look and listen- Work individually- Work in pairs- Listen and repeat**Answer keys**Body: tall, slim, shortHair: red, blond, long, brown, shortEyes: blue, brown, glasses- Work in pairs- Listen and check- Pronounce the words- Work in pairs- Present- Listen and take notes- Work individually- Present- 1 S reads and the rest of the class guess which student in the class is being described |

* **Activity 2: Listening (20’)**

**a) Objective:** Ss can make questions or answer the questions to develop a conversation, and they can aslo finish the listening task in the textbook.

**b) Content:**  Listening to a girl trying to find her friend at a summer camp.

**c) Products:** Ss can see how the language learnt to be used in real context and listen for specific information.

**d) Competence**: collaboration, critical thinking, analytical skill, communication, presentation.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen to a girl trying to find her friend at a summer camp. Tick  the person she is looking for.** - Have Ss look at the pictures - Play the audio once (CD 1 – Track 30)- Have Ss listen and tick the correct box - Play the audio again. Check answers as a whole class**b. Now, listen and circle “True” or “False”**- Have Ss read the sentences and guess whether they are True or False- Play the audio. Have Ss listen and choose “True” or “False”- Check answers as a whole class**c. Conversation skill** - Focus attention on the Conversation Skill box- Explain that we often end conversation y saying: “See you soon” or “Talk to you later”- Play the audio. Have Ss listen and repeat- Have some Ss practice the conversation skill in front of the class- Give feedback, and provide more ways to end a friendly conversation *See you soon* *Talk to you later* *See you later* *Take care* *Catch you later* *Peace out* *…*-Ask Ss to use these sentences / phrases to make up a simple conversation about school or friends and then end it in a friendly way.-Have Ss present- Give feedback and evaluation | - Look at the pictures- Listen and tick the correct box- Check answers **Answer key:** A- Look and read - Listen and choose “True” or “False”- Check answers **Answer keys** 1. True 2. False 3. False 4. True- Listen and read- Listen and repeat- Practice- Listen and take notes- Prepare, then act out the dialogue  |

**C. Consolidation (3’)**

**\* Words to describe body**: Tall, short, fat, thin, slim, …

**\* Words to describe hair:** Long, short, brown, blond, curly, …

**\* Words to describe eyes:** Big, small, blue, brown …

**\* Ways to end a friendly conversation**

*See you soon*

 *Talk to you later*

 *See you later*

 *Take care*

 *Catch you later*

 *Peace out*

 *…*

**D. Homework (2’)**

- Learn by heart the new words.

- Practice describing someone’s personal appearance.

- Do exercises in Workbook: Lesson 1 - New words and Listening (page 14).

- Prepare: Lesson 1 – Grammar (page 23 – SB).