|  |  |
| --- | --- |
| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: 4** |

**UNIT 1: MY WORLD**

**Overview (Pages 12, 13)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- learn and use vocabulary for appearance: *wavy, curly, straight, of medium height/slim, chubby, in his (early/mid-/late) twenties.*

- practise making sentences with new words.

- improve listening skills and pronunciation.

- talk about people appearance.

**1.2. Competences**

- improve Ss’ communication, collaboration and critical thinking skills.

**1.3. Attributes**

- develop their patriotism, kindness and honesty.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, IWB – Phần mềm tương tác trực quan, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Matching pictures to the correct words.  - Listen and repeat.  - Look at the picture and write the answers for the questions.  - Use the words in Exercise 1 to describe the people in the picture.  - Listen to Tim describing his best friend and decide if the statements are *R* (right) or *W* (wrong).  - Play a game. | **-** Ss’ answers.  - Ss’ performance.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ presentation. | - Observation.  - Observation.  - Observation.  - Observation.  - Observation.  - Observation. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to brainstorm the topic and review the vocabulary related to the topic.

b. Content: vocabulary for appearance.

c. Expected outcomes: Ss can recall some vocabulary and think further about the topic.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Match the pictures to the correct words:**  **a.b.c.d.**  1. curly/ blond  2. short/ brown  3. wavy/ black  4. straight/ long | ***Answer keys:***   1. *b 2. d 3. a 4. c* |

**B. Presentation: 10 minutes**

a. Objectives: to present vocabulary for appearance.

b. Content: task 1.

c. Expected outcomes: Ss can remember and use the words in real context.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| Task 1: **Listen and repeat.**    - Direct Ss’ attention to the pictures using IWB.  - Play the recording with pauses for Ss to repeat chorally and/or individually.  - Check Ss’ pronunciation and intonation. | - Look at the book.  - Listen and repeat chorally and/or individually.  - Take notes. |

**C. Practice: 15 minutes**

a. Objectives: to help Ss identify clothes, describe people, listen for details.

b. Content: tasks 2, 3, 4.

c. Expected outcomes: Ss can practise new words and listen for details and do the task correctly.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 2. Look at the picture. Write the answers for these questions in your notebook.**  Who’s wearing …  **1.** blue shorts and trainers?  **2.** a red top and gloves?  **3.** a red and black shirt?  **4.** a black and white T-shirt?  **5.** a black suit and high heels?  Revise clothes with Ss.  - Ask: Who is wearing jeans? Elicit that Bruce is wearing jeans.  - Write a list of clothes on the board and go  through them one by one and elicit who  is wearing each one from Ss around the  class, *(e.g., skirt, jacket, high heels, gloves,*  *T-shirt, shorts, tracksuit, top, dress, shirt, trousers, hat, suit)*.  - Explain the task and read out the questions and elicit answers from Ss around the class.  - Play the video for Ss and elicit their comments (using the IWB). | - Look at the picture.  - Write the answers for these questions in their notebook.  - Listen and take notes.  ***- Answer keys:***  1. Chris 4. Keith  2. Lyn 5. Sue  3. Ken |
| **3. Use the words in Exercise 1 to describe the people in the picture as in the example.**  *Chris is young, short and thin with short straight fair hair. He’s wearing a grey T-shirt, blue shorts and green and black trainers.*  - Have Ss work in pairs, practice describing people in the picture.  - Ask various Ss around the class to describe the people in the picture. | **-** Use the words in Exercise 1 to describe the people in the picture as in the example.  ***Suggested Answers:***  *Bruce is in his early thirties, tall and thin with short fair hair. He’s wearing jeans and a blue*  *T-shirt.*  *Lyn is young, tall and thin with long straight blond hair. She’s wearing a white dress and white shoes.*  *Lucy is young, short and thin with long wavy brown hair. She’s wearing a red T-shirt and black trousers.*  *Ken is young, tall and thin with short curly brown hair. He’s wearing a red and black shirt and white trainers.*  *John is old and thin with glasses. He’s wearing a hat and brown shoes.*  *Jane is young, short and thin with black hair.*  *She’s wearing a white T-shirt, a black legging and a red schoolbag.*  *Sue is in her twenties, tall and thin with long wavy brown hair. She’s wearing a black suit and high heels.*  *Keith is young, tall and thin with short wavy brown hair. He’s wearing a black and white*  *T-shirt and black trousers.*  *Anna is young and thin with long straight blond hair and blue eyes. She’s wearing a coat.* |
| **4. Listen to Tim describing his best friend. Decide if the statements are** *R* **(right) or** *W* **(wrong).**  *1.**Bob is in his early twenties.*  *2.**He is of medium height.*  *3.**He’s got wavy black hair and blue eyes.*  - Explain the task and ask Ss to read the sentences.  - Play the recording, twice if necessary.  - Check Ss’ answers (using the IWB).  You can play the recording with pauses for Ss to check their answers. | - Read the sentences.  - Listen and complete the task.  - Answer keys:  1. W 2. R 3. W |

**D. Production: 10 minutes**

a. Objectives: to help Ss use the language and information in the real situation.

b. Content: Game.

c. Expected outcomes: Ss can listen and talk about people’ appearance.

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Game!**  **Choose a person in the picture and describe him/her. Make three mistakes. Your partner corrects them.**  *A: Chris is tall and thin with short curly fair hair.*  *He’s wearing a T-shirt and jeans.*  *B: Chris is short and thin with short straight fair hair. He’s wearing a T-shirt and shorts.*  - Ask Ss to play the game in pairs.  - Ask one student to choose a person and then say two sentences about that person referring to their appearance and clothes but making three mistakes. Their partner must correct their mistakes and say the sentences correctly.  - Monitor the activity around the class. | - Play the game in pairs.  - Choose a person and then say two sentences about that person referring to their appearance and clothes but making three mistakes.  - Correct their friends’ mistakes and say the sentences correctly.  *- Students’ own answers.* |

**E. Consolidation and homework assignments: 5 minutes**

**-** Vocabulary: *wavy, curly, straight, of medium height/slim, chubby, in his (early/mid-/late) twenties.*

- Do the exercises in workbook on pages 10, 62.

- Do the vocabulary exercise in TA7 Right On! Notebook pages 1, 2.

- Prepare the next lesson: Reading 1a (page 14).

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

…………………………………………………………………………………………