**Phụ lục IV**

**KHUNG KẾ HOẠCH BÀI DẠY**

(*Kèm theo Công văn số 5512/BGDĐT-GDTrH ngày 18 tháng 12 năm 2020 của Bộ GDĐT*)

**TÊN BÀI DẠY: UNIT 9: THE BODY**

**Môn học/Hoạt động giáo dục: TIẾNG ANH; lớp: 6**

**Thời gian thực hiện: Tuần 19-20 (số tiết: 5)**

**TUYỂN BÙI CHIA SẺ THỬ 1 UNIT. MONG MỌI NGƯỜI XEM VÀ CÓ PHẢN HỒI TÍCH CỰC ĐỂ TẠO ĐỘNG LỰC CHO MÌNH**

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**PERIOD 55: UNIT 9: THE BODY**

**LESSON 1: A. PARTS OF THE BODY (A1, 2)**

**I. THE AIMS OF THE LESSON.**

**1. Knowledge**.

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

+ identify parts of the body.

+ physical descriptions of people

+ know how to ask and answer about the parts of the body used the present simple tense, adjectives (focus on the adjectives of colors), nouns for the parts of the body and some related words in the topic.

**2. Ability:**

- Students can practice listening, speaking, reading and writing skills in communicative situations to talk about the parts of the body.

- Students form and develop competencies: the ability to autonomy and self-study, the ability to communicate and cooperate, to solve problems and to create.

- Students have a general understanding of the human body; has a positive attitude toward subject and learning English.

**3. Quality:**

- Students have serious learning attitude; love learning English, energetically and actively participate in learning activities.

- Students' qualities are helped to develop such as: kindness, love for people, love, respect and protect yourself, have a sense of self-training, take responsibility for yourself and your family.

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

- Teacher prepares the lesson plan, textbooks, teaching aids such as personal computers, projectors, speakers…

- Students prepare textbooks, notebooks, studying tools,… ready for the lesson.

**III. TEACHING PROCESS.**

**1. Activities 1: Warm up: (6’)**

**a) Objective:**

**-** Help students review using:

+ What is this/ that?

+ What are these/those?

to identify, understand the situation of the new lesson.

**b) Content:**

**-** Review and use language materials simply.

**-** Work in individual.

**c) Products:** Students know how to ask and answer.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| - T points to the things in the classroom and asks:  + What is this/ that?  + What are these/those?  - Teacher leads in the lesson. | - Students look at the things and answer:  + This/ That/ It is …  + These/ Those/ They are …  - Students listen and enjoy the lesson. |

**2. Activities 2: Language materials.10’)**

**a) Objective:**Help students identify, understand the situation and language materials.

**b) Content:** Learn and use language materials simply.Work in individual.

**c) Products:** Students know how to to read the new words individual, play the game “rub out and remember”

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - T points to each part of the body to introduce the name of each part: | - Ss: Listen and write the parts of the body in their books. |
| - T reads the new words  - T calls some students to read the new words individual.  \* Rub out and remember. | + body (n) + hands (n)  + head (n) + legs (n)  + chest (n) + feet (a foot)  + shoulders (n) + fingers (n)  + arms (n) + toes (n)  - Ss: listen and repeat  - Ss: read the words individual  - Ss: do as directed |

**3. Activities 3: Practice knowledge. (10’)**

**a) Objective:** Help students use the knowledge they have learn to practice in the situation of the lesson using body language.

**b) Content:** Listen, think, read and apply knowledge to practice in the situations.Work individually, work in groups, experience in the situations.

**c) Products:** Students know how to use the knowledge they have learned to play the game: “Simon Says”.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - T asks students to play “Simon Says” game.  + Simon says touch your head.  + Simon says touch your chest.  + Simon says touch your feet.  + Simon says touch your shoulders.  + Touch your legs.  + Simon says touch your head.  + Simon says touch your left hand. | - Ss: Do as directed: play game “Simon Says”  + touch the head.  + touch the chest.  + touch the feet.  + touch the shoulders.  + … |

**4 Activities 4: (16’)**

**a) Objective:**Help students use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements.

**b) Content:** Read, ask and answer the questions, apply knowledge to make sentences/ dialogues as the requirements of the lesson or the teacher's requirements. Guide and ask students to ask and answer in pairs, groups, experience in the situations then present in the class.

**c) Products:** Students know how to use the knowledge they have learned to ask and answer about the names of the parts of the body as the modals.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* Picture Drill (A1 P. 96)  - T ? read the names of the parts of the body.  - T ? Ask and answer about the names of the parts of the body as the modals:  What is that?  What are those?  - T ? practice before class.  - T : consolidate the content of the lesson: repeat the names of the parts of the body. | - Ss: Read  - Ss: Practice asking and answering  Example exchanges  S1: What is that?  S2: That’s his [head].  S1: What are those?  S2: Those are his [shoulders].  - Ss recalls the names of the parts of the body.  - Ss: Listen and remember. |

**\* Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students:learn the lesson, do exercises 1, 2/ P.83 in workbook and prepare A3-4-5.

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**PERIOD 56: UNIT 9: THE BODY**

**LESSON 2: A. PARTS OF THE BODY (A3,4,5)**

**I. THE AIMS OF THE LESSON.**

**1. Knowledge**.

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

+ know about the adjectives and how to use the adjectives to describle people’s appearance.

+ identify parts of the body.

+ physical descriptions of people used the present simple tense, adjectives, nouns for the parts of the body and some related words in the topic.

**2. Ability:**

- Students practice listening, speaking, reading and writing skills to describle people’s appearance.

- Talk about people’s appearance using the adjectives they have learned in the lesson.

- Students form and develop competencies: the ability to autonomy and self-study, the ability to communicate and cooperate, to solve problems and to create.

- Students have a general understanding of the human body; has a positive attitude toward subject and learning English.

**3. Quality: .**

- Students have serious learning attitude; love learning English, energetically and actively participate in learning activities.

- Students' qualities are helped to develop such as: kindness, love for people, love, respect and protect yourself, have a sense of self-training, take responsibility for yourself and your family.

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

- Teacher prepares the lesson plan, lan, textbooks and the necessary teaching aids ready for the presentation.

- Students prepare the lesson, textbooks and the necessary learning materials ready for the lesson.

**III. TEACHING PROCESS.**

**1. Activities 1: Warm up (8’)**

**a) Objective:**Help students identify, understand some adjectives descibing the character of things / people.

**b) Content:** Learn and use the adjectives simply to describle people’s appearance.Work in individuals and work in pairs to ask and answer describling people’s appearance.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
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| **Teacher’s activities** | **Students’ activities** |
| - Let students play game: Networks with the parts of the body. | - Students play game: Networks  head  Parts of the body  Chest leg |
| - Asks students to ask and answer using  + What is that?  + What are those?  - Asks for student's comments. Then estimate and correct if it is necessary. | - Students ask and answer:  eg:  S1: What is that?  S2: That’s his [head].  S1: What are those?  S2: Those are his [shoulders].  - Students show the comments. Listen to the teacher and correct if it is necessary. |

**2. Activities 2: Language materials. 10’)**

**a) Objective:**Help students identify, understand some adjectives descibing the character of things / people.

**b) Content:** Learn and use the adjectives simply to describle people’s appearance.Work in individuals and work in pairs to ask and answer describling people’s appearance.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Teacher asks students to look at the picture and introduces the words.  - Teacher asks students to read and write the words.  - Teacher asks students to listen and repeat  - Teacher asks students to read the words individual  - Teacher asks students to make sentences using the words to describle people’s appearance.  - Teacher asks students to show their sentences and check. | - Ss: List the parts of the body  - Ss: Listen and write the new words in their exercise books.  - Ss: Listen and repeat  - Ss: read the words individual  - Ss: Make sentences  Example Exchange  S1: She is tall or  S2: She is a tall girl.  - Ss: Write the form in their books. |

**3. Activities 3: Practice knowledge. (14’)**

**a) Objective:**Help students use the knowledge they have learn to practice in the situations of the lesson by the T/F repetition drill.

**b) Content:** Listen, repeat the sentences.Work in work in groups or the whole class, experience in the situations.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Teacher guides and asks students to do exercise: T/F repetition drill (A4 P. 98) |  |
| Picture a:  She is thin. She is tall.  Picture b:  He’s thin. He’s short. He’s fat.  Picture c:  He’s tall. He’s heavy. He’s small.  Picture d:  She’s thin. She’s short. She’s fat. | - Ss: Listen and repeat  [repeat] . [repeat]  [silent] . [repeat] . [repeat]  [silent] . [repeat] . [repeat]  [silent] . [repeat] . [repeat] |

**4. Activities 4: Happy applying (10’)**

**a) Objective:**Help students use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements.

**b) Content:** Apply knowledge to complete the exercises as the requirements of the lesson: Fill the suitable adjective for each person in the pictures A4. Then listen and put the pictures in correct order. Guide and ask students to complete the exercises as the requirements of the lesson in pairs, groups, experience in the situations then present in the class.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* Predict A4 P.98  ? Fill the suitable adjective for each person in the pictures A4.  Grid ( with answer key)  Fat? Tall? Short? Thin?   1. thin, tall (4) 2. short, fat (3) 3. tall, fat (2) 4. short, fat (1) | - Ss: Predict |
| ?Listen and put the pictures in correct order | - Listen and put the pictures in correct order |
| -T reads: | - Ss: Listen and put the pictures in correct order.  1) She’s a short girl. She’s fat.  2) He’s a fat man. He is tall.  3) He’s a short man. He’s fat.  4) She’s a thin woman. She is tall. |

**\* Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students: learn the lesson, do exercises: Describe people in picture A4; do

exercises: 3,4/ P. 84 in workbook and get ready for the next lesson.

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**PERIOD 57: UNIT 9: THE BODY**

**LESSON 3: B. FACES (B1)**

**I. THE AIMS OF THE LESSON.**

**1. Knowledge**.

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

+ know about the nouns used to describle people’s head and face.

+ know how to use the nouns to name and describle people’s head and face.

**2. Ability:**

- Students practise listening, speaking, reading and writing skills to describle people’s head and face.

- Students form and develop competencies: the ability to autonomy and self-study, the ability to communicate and cooperate, to solve problems and to create.

- Students have a general understanding of the human body; has a positive attitude toward subject and learning English.

**3. Quality: .**

- Students have serious learning attitude; love learning English, energetically and actively participate in learning activities.

- Students' qualities are helped to develop such as: kindness, love for people, love, respect and protect yourself, have a sense of self-training, take responsibility for yourself and your family.

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

- Teacher prepares the lesson plan, textbooks, teaching aids such as personal computers, projectors, speakers…

- Students prepare textbooks, notebooks, studying tools,… ready for the lesson.

**III. TEACHING PROCESS.**

**1. Activity 1: A game for fun** **(8’)**

**a) Objective:** Help students review, understand the adjectives to describe peope.

**b) Content:** Play the game and use language materials simply.Work in in dividuals and work in pairs.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
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| **Teacher's activities** | **Students' activities** |
| - Let students play the game: Pelmanism | - Students play the game: Pelmanism.  Fat tall heavy big noisy  Thin short light small quiet |
| - Asks students to describle their friends in class using adjectives.  - Asks for student's comments. Then estimate and correct if it is necessary. | - Students ask and answer:  eg:  + Lan’s a short girl. She’s fat.  + Minh’s a fat man. He is tall.  Miss. Hoa’s a thin woman. She is tall.  - Students show the comments.Listen to the teacher and correct if it is necessary. |

**2. Activities 2: Language materials. 10’)**

**a) Objective:** Help students identify, understand the words of the parts of the face.

**b) Content:** Learn, write the new words and use language materials simply.Work in in dividuals and work in groups.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - T : presents the parts of the face. | - Ss: Listen and write the new words in their books. |
|  | |  |  | | --- | --- | | + eye (n) | + lip (n) | | + nose (n) | + teeth (n) | | + mouth (n) | + (a) tooth (n) | | + ear (n) | + hair (n) | |
| - T: Reads the new words  - ? Read the words individual.  - ? Practice making sentences using the words. | - Ss: Listen and repeat.  - Ss: read the words individual.  - Ss practice making sentences using the words. |

**3 Activities 3: Practice knowledge (14’)**

**a) Objective:**Help students use the knowledge they have learn to practice in the situation of the lesson.

**b) Content:** Listen and join in the game; apply knowledge to describe people in pictures. Work in individuals and work in groups; experience in the situations.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \* Slap the board.  (use the pictures) eye, teeth, hair, lips, nose, ear…  -T ? look at the pictures a) – f) P. 100  ? Describe people in pictures  -T presents more new words:  - T reads the words  - ? Read the words individual. | - Ss: Slap the board  - Ss: Look at the pictures and describe  - Ss: Listen andwrite the new words in their books.   |  |  | | --- | --- | | + round (a) | + long (a) | | + thin (a) | + full (a) | | + oval (a) | + short (a) |   - Ss: Listen and repeat  - Ss: read the words individual |

**4. Activities 4: Happy applying (10’)**

**a) Objective:**Help students identify and use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements: game: Word-square.

**b) Content:** Apply knowledge to play game: Word-square as the requirements of the lesson and the teacher's requirements. Guide and ask students to find and circle the words in groups, experience in the situations describing the classmates then present in the class.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |  |
| --- | --- | --- |
| **Teacher’s activities** | **Students’ activities** | |
| \* Word-square: | - Ss: Find and circle the words | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | H | A | I | R | X | F | | (answer key) | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | N | E | F | A | T | I | | 🡪 hair, fat, see, the, mouth, out, heavy | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | E | O | Y | F | E | N | | 🡫 ear, arm, hear, toe, to, feet, teeth, | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | A | B | S | E | E | G | | fingers. | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | R | T | H | E | T | E | | * + nose, eye | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | M | O | U | T | H | R | |  | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | H | E | A | V | Y | S | |  | |
| - T ? Describe your classmates  -? Describe before class  - Recalls the new words of face. | | - Ss: Describe in class.  - Ss read and remember the new words of face.  - Ss read & remember the words. |

**\* Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students:  
+ learn the lesson, do exercises: Describe the members in your family and get ready for the next lesson.

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**PERIOD 58: UNIT 9 : THE BODY**

**Lesson 4: B - Faces (B2-3)**

**I. THE AIMS OF THE LESSON.**

**1. Knowledge**.

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

+ Know about to describe the people and things.

+ Use the adjectives of colors to ask and answer about the colors of things.

**2. Ability:**

- Practice listening, speaking, reading and writing skills in communicative situations to talk about about the colors of things and people using the adjectives of colors

- Students form and develop competencies: the ability to autonomy and self-study, the ability to communicate and cooperate, to solve problems and to create.

- Students have a general understanding of the human body; has a positive attitude toward subject and learning English.

**3. Quality: .**

- Students have serious learning attitude; love learning English, energetically and actively participate in learning activities.

- Students' qualities are helped to develop such as: kindness, love for people, love, respect and protect yourself, have a sense of self-training, take responsibility for yourself and your family.

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

- Teacher prepares the lesson plan, textbooks, teaching aids such as personal computers, projectors, speakers…

- Students prepare textbooks, notebooks, studying tools,… ready for the lesson.

**III. TEACHING PROCESS.**

**1. Activity 1(6’)**

**a) Objective:**Help students identify, understand the situation and the adjectives.

**b) Content:** Use language materials simply: describing their friends. Work in individuals, work in pairs or work in groups.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| - Let students describe their friends. | - Students describe their classmates. |
| - Ask students to show their sentences. Correct if necessary. | eg:  + Lan’s a short girl. She’s fat.  + Minh’s a fat man. He is tall.  + Quang’s a short man. He’s fat.  + Hoa’s a thin woman. She is tall. |

**2. Activities 2: Language materials. 10’)**

**a) Objective:**Help students identify, understand the situation and the adjectives of colors.

**b) Content:** Learn and use language materials simply.Work in individuals, work in pairs or work in groups.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| -T presents colors:  Color (AE) = Colour (BE) | - Ss: Listen and write the new words in their books. |
| -T reads the new words  ? read the words individual. | *+ black : màu đen*  *+ grey = gray: màu xám*  *+ red: màu đỏ*  *+ blue: màu xanh da trời*  *+orange: màu cam*  *+ brown: màu nâu*  *+ white: màu trắng*  *+ yellow: màu vàng*  *+ green: màu xanh lá cây*  *+ purple: màu tía*  - Ss: Listen and repeat  - Ss: read the words individual |

**3 Activities 3: Practice knowledge (16’)**

**a) Objective:**Help students use the knowledge they have learn by playing game: Finding friends with answer key as the table.

**b) Content:** Listen, speak, read and write; think, answer the questions, apply knowledge to practice with the dialogues. / text.Work in individuals, work in pairs, work in groups, experience in the situations.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Guide students to play game: Finding friends with answer key as the table. | - Students play game: Finding friends with answer key as the table.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | She has… | eyes | hair | lips | teeth | | black |  | (🗸) |  |  | | brown | (✓) | (🗸) |  |  | | grey | (🗸) | (🗸) |  |  | | white |  | (🗸) |  | (🗸) | | red |  | (🗸) | (🗸) |  | | yellow |  |  |  | (🗸) | | blue | (🗸) |  |  |  | | green | (🗸) |  |  |  |   - Ss: Practice.  - Make sentences.  + She has brown hair.  +She has blue eyes. |
| **\*Dialogue Build.**  Hoa: I have a new doll.  Mai: What color is her hair?  Hoa: It’s black.  Mai: What color are her eyes?  Hoa: They are brown.  - T presents the model sentences:  What color is + N(số ít) ?  are + N(sn)?  🡪 It is + color.  They are | - Ss :Listen and write the dialogue in their books.  - Ss :Listen and write the model sentences in their books. |

**4. Activities 4: Happy applying (10’)**

**a) Objective:**Help students use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements: Ask and answer about the color of four dolls.

**b) Content:** Read, think, answer the questions, apply knowledge to make dialogues as the requirements of the lesson or the teacher's requirements. Guide and ask students to ask and answer in pairs, groups, experience in the situations then present in the class.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| Picture drill B 3 P. 101  - T ? Ask and answer about the color of four dolls.  - T ? Practice before class.  - Reads the words of color  - Recall the model sentences. | - Ss: Practice  Example exchange  S1: What color is her hair?  S2: It’s [black].  S1: What color are her eyes?  S2: They are [brown].  - Ss: Practice before class.  - Ss: Listen and repeat  - Reads the words of color  - Recall the model sentences and remember. |

**\* Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students: learn the lesson at home: Learn the words of colors by heart; do exercises 4, 5/P.86 in workbook; get ready for the next lesson.

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**PERIOD 59: UNIT 9 : THE BODY**

**Lesson 5: B - Faces (B4-5)**

**I. THE AIMS OF THE LESSON.**

**1. Knowledge**.

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

+ Know the words of the lesson about the parts of the body.

+ Know how to describe people's appearance.

**2. Ability:**

- Practice listening, speaking, reading and writing skills in communicative situations to talk about the people's appearance.

- Students form and develop competencies: the ability to autonomy and self-study, the ability to communicate and cooperate, to solve problems and to create.

- Students have a general understanding of the human body; has a positive attitude toward subject and learning English.

**3. Quality:**

- Students have serious learning attitude; love learning English, energetically and actively participate in learning activities.

- Students' qualities are helped to develop such as: kindness, love for people,

love, respect and protect yourself, have a sense of self-training, take

responsibility for yourself and your family.

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

- Teacher prepares the lesson plan, textbooks, teaching aids such as personal computers, projectors, speakers…

- Students prepare textbooks, notebooks, studying tools,… ready for the lesson.

**III. TEACHING PROCESS.**

**1. Activity 1 (6’)**

**a) Objective:** Help students identify and match an adjective to a noun to form a noun with adjective describing the people's appearance.

**b) Content:** Learn and use language materials simply: matching an adjective to a noun to form a noun with adjective to describe the people's appearance.Work in individuals, work in pairs or work in groups.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| - Let students match an adjective to a noun to form a noun with adjective describing the people's appearance. | - Students  Match the words  nose brown short  full oval eyes  face hair small |

**2. Activities 2: Language materials. (10’)**

**a) Objective:** Help students identify, understand the situation and language materials.

**b) Content:** Learn and use language materials simply.Work in individuals, work in pairs or work in groups.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| \*Pre-teach  -T ? Name the adjectives describing face and head  -T writes them on the board. | - Ss: Name the adjectives describing head and face.  - Ss: Write in their books.  round 🡪 a round face  oval 🡪 an oval  full 🡪 full lips  thin 🡪 thin  long 🡪 long hair  short 🡪 short |
| \* Matching (B5 P. 102)  -T ? Listen and write the letters of the pictures in your exercise books.  T reads:  -T ? Give the answers before class  -T: Reads again to check the answers  Answer key   1. a; 2) c; 3) b; 4) d; | - Ss: Listen and write the letters of the pictures in their exercise books.  *No 1: He has an oval face and thin lips.*  *No 2: He has a round face.*  *No 3: She has a small face and long hair.*  *No 4: Her hair isn’t long and isn’t short.*  - Ss: Give the answers before class  - Ss: Listen and check the answers. |
| \* Prediction (Gap fill) B4 P.101  ? Fill the information in the table.  ? Give your guessing before class | - Students fill the information in the table.  - Ss: Give the guessing. |

**3. Activities 3: Practice knowledge. (16’)**

**a) Objective:**Help students use the knowledge they have learn to listen and check their guessing; listen and write the correct answers in their books.

**b) Content:** Listen, speak, read and write; think, answer the questions, apply knowledge to practice with the dialogues. / text.Work in individuals, work in pairs, work in groups, experience in the situations.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| -T Reads the text B4 P. 101 | - Ss: Listen and check their guessing. |
| ? Read the text in silent and answer the questions in the text.(a – d P. 102) | - Ss: Read the text in silent and answer the questions in the text. |
| -T? Practice asking and answering the questions in pair. | - Ss: Practice asking and answering the questions in pair. |
| -T: Listens and corrects mistakes a nd gives the correct answers. | - Ss: Listen and write the correct answers in their books. |
|  | a) It’s long.  b) It’s black.  c) They are brown.  d) It’s small.  e) They are thin. |

**4. Activities 4: Happy applying (10’)**

**a) Objective:**Help students use the knowledge they have learned to describle these people according to the table.

**b) Content:** Read, think, answer the questions, apply knowledge to make sentences as the requirements of the lesson or the teacher's requirements. Guide and ask students to ask and answer in pairs, groups, experience in the situations then present in the class.

**c) Products:** Students know how to use the knowledge they have learned.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ? Describle these people according to the table.  - Ask students to report in class. | - Ss: Describe.  Example:  + My father is thin.  + He has short black hair and brown eyes.  - Ss: Report in class. |
|  | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | My partner | My mum | My dad | My brother/  sister | | body | thin |  |  |  | | face | round |  |  |  | | hair | short |  |  |  | | eyes | etc |  |  |  | | nose |  |  |  |  | |

**\* Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students: learn the lesson, do exercises and get ready for the next lesson.

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