**Unit 1: My new school**

*Planning date: 10/8/2017*

*Teaching date: 17/8/2017*

Week: 01 Period: 01

**Getting started**

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**I. Aims and Objectives**

By the end of the lesson, ss will be able to listen and read for specific information about a special day then practice listening and speaking with the lexical items related to the topic "My New School".

**II. Language focus**

- Vocab: School lexical items

- Grammar: The simple present, the present progressive

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

It's a long lesson with a lot of new words, there may not be enough time for all the activities.

**V. Procedure**

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| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
|  | **I.Warm up: Chatting**  - Teacher introduces himself and gets some students to introduce themselves.  - Teacher writes on the board: A special day  ? Tell me "A special day" in vietnamese.  ? What is your special day?  ? Why is it special for you?  ? What makes you remember the most?  - > We are learning about Phong, Vy and Duy's special day.  **II.Vocabulary**   |  |  |  | | --- | --- | --- | | - ex'**ci**ted | (adj) | phấn chấn, phấn  khích | | - wear | (v): | mặc, đội | | **- 'u**niform ['ju:nifɔ:m] | (n): | bộ đồng phục | | - smart | (adj) | bảnh bao, nhanh trí | | -**cal**culator ['kælkjuleitə] | (n): | máy tính | | - '**com**pass  ['kʌ mpəs] | (n): | la bàn | | - '**ru**bber | (n): | cục tẩy | | - '**hea**vy ['hevi] | (n): | nặng |   \*Check: Recall  **III.Listen and read**  \* Set the sences:  ? Look at the picture on page 6  ? Who are they?  ? What is Phong doing?  ? Who are Vy and Duy?  ? Why is it a special day for them?  *- We are going to listen and read a dialogue about Phong, Vy and Duy's special day.*  - Play the recording twice.  ? Listen and read then check your answer for the last question.  **IV.Practice**  ***1. True or False (1a P7)***  ? Run through the statements.  ? Work individually.  ? Share answers with your partner.  - Teacher gives feedback  *Key:*  1. T 2. T 3. F 4. T 5. F  ***2. Guessing the meaning (1b. P7)***  ? Refer back to the conversation to find the expression.  ? Practise sayiang them.  ? What do they mean.  - Teacher explains  **Key:**  1. used to express surprise (nagative)  2. "You'll find out  3. used to invite sb in  4. used to say "yes/alright"  ***3. Role play (1c P7)***  ? Role play the short conversation.  - Divide the class into four groups  ? Create short role-plays with the expressions in groups.  - Have some pairs role play in front of the class.  ***4. Listen and read the poem (2 P7)***  ? Look at part 2 p7 then listen to the poem.  - Play the recording.  \* Comprehension questions:  a. Who is the poem about?  b. Who is going back to school?  c. What does he have?  ? Which words can we replace to make a new one about your partner?  ? Work in pairs and write a poem about your partner.  - Have some students read their poem aloud.  ***Key:***  a. It's about Nam.  b. His friend is.  c. He has nice shoes, new pens.  ***5. Listen and match (3 P7)***  ? Run through all the words given.  ? What are these words about?  ? Match each word with a sutable pictures.  - Play the record  ? Listen and repeat then check your matching  ***Key:***  1- b 2- e 3- j 4- d 5 - c  6- i 7- f 8- a 9- g 10- h  IV.Production  ***What other things do you have in your class?***  ? Look around the class.  ? What school things do you have around you?  ? Make up sentences with the words if there is time.  **V.Homework**  - Learn by heart all new words.  -Do exercise A2 (p.3), B3, 5 (P.4,5) (Workbook)  -Prepare for the next lesson: Unit 1: Closer look 1. | - Listen and answer individually  - Repeat in chorus and individually  - Copy all the words  - Answer individually  - Listen and read  -Read one by one  -Individual  - Refer back to the dialogue then find the expressions.  - Read in chorus.  -Whole class  - Rople play  Group1: "Oh, dear"  Group2: "You'll see"  Group3: "Come in"  Group 4: "Sure"  -Whole class  -Individual  -Pair work  -Individual (Write the poem and read aloud)  - Listen and repeat  -Individual  *- table, desks, board, pictures.....*  -Take note | **T- Ss**  **T- whole class**  **Individually**  **Individually**  **T-Ss**  **Group of**  **4**  **Individually**  **Pair work**  **Individually**  **T-Ss** |

*Experiments:*

**Unit 1: My new school**

*Planning date: 12/8/2017*

*Teaching date: 18/8/2017*

Week: 01 Period: 02

**A closer look 1**

**I. Aims and Objectives**

By the end of the lesson, ss will be able to:

- Pronouce correctly the sounds /əu / and / ʌ/ in isolation and in context; Use the combinations: to study, to have, to do, to play + Noun.

- Improve their listening skill, wrting skill and pronunciation.

**II. Language focus**

- Vocab: School lexical items

- Grammar: The simple present, the present progressive

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Students may get confused when practising the sound /əu / and / ʌ/.

**V. Procedure**

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| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **10’**  **5’**  **5’**  **10’**  **5’**  **2’** | **I.Warm up:** Kim’s game  ? Look at the picture on page 8 in 20 seconds and try to remember as many words as possible.  - Teacher divides the class into two teams.  ? Go to the board and write the words  - Teacher gets feedback  -> Today we are going to learn some more combinations about school.  **II. Presentation**  ***1.Pre-teach vocab***  -physics (n): Môn vật lý  - judo (n): võ ju đô  - hope (v): hy vọng  - post (v): gửi  \*Check: R.O.R  ***2.Listen and repeat the words (1 P8)***  - Play the recording.  - Play it again and pause for Ss to repeat each word.  - Correct their pronunciation.  ***3. Put the words into groups (2 P8)***  - Ask Ss to put the words in **1** into groups.  - Explain to Ss which words go with each verb.  *Key:*   |  |  | | --- | --- | | play | *football, music* | | do | *homework, judo, exercise* | | have | *school lunch, lessons* | | study | *Physics, English, history, vocabulary, science.* |   ***4. Gap filling (3 P8)***  ? How many sentences are there in 3 P8  ? Are they completed?  ? Copy the numbers.  ? Put one of the given words in each blank.  - Ask some Ss to write on the board, then check their answers.  **Key:**1. homework 2. football 3. lesson  4. judo 5. Science  ***5. Writing (4 P8)***  ? Write sentences about yourselves using the combinations above.  - Let some Ss read their sentences.  *Example:*  I/We have English lessons on Tuesday and Thursday.  **III. Pronunciation**  ***1.*** /əu / and / ʌ / ***(5 P8)***  - Explain how to make the two sounds.  ?Listen and repeat. Pay attention to the sounds/əu /,/ ʌ/  ***2. Listen and group the words (6 P8)***  - Play the tape twice  ? Work individually to put the words into two groups.  ? Check your answers in groups.  - Have two students write on the board.  - Correct Ss' mistakes if necessary.  **Key:**  Sound /əu /: rode, don't, hope, homework, post.  Sound / ʌ /: some, monday, month, come, one  **IV.Production: *Find out the souds*** /əu / and / ʌ/  - Look at part 7-P8.  - Play the recording twice.  - Help them to recognize two sounds.  - Ask ss to underline them in the sentences.  *Ex: We don't have music tooday.*  **V.Homework**   * Prepare for the next lesson: Unit 1: Closer look 2. * Practise sounds /əu / and / ʌ/ * Do Ex A1 P3, B1,2 -P4 (WB) | - Look at the picture only  - Work in groups  - Write on the board.  - Repeat in chorus and individually  - Copy all the words  -Whole class  -Individual  - group-work  - Individual work  -Whole class  -Individual  - Listen and repeat  - Individual work  Take note | Work in groups  T- whole class  Individually  Work in groups  Individually  T- Ss  Pairs work  T- Ss |

*Feedback:......................*

*Planning date: 15/8/2017*

*Teaching date: 20/8/2017*

Week: 02 Period: 03

**Unit 1: My new school**

**A closer look 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to:

* Use the present simple and present continuous.
* Read for specific information about schools and talk about school activities, subjects and what Ss do at school.

**II. Language focus**

- Vocab: School lexical items

- Grammar: The simple present, the present progressive

**III. Teaching aids**

1. Teacher’s aids: Board, course book, cassette, CD, posters, pictures
2. Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

The lesson may take time.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **10’**  **15’**  **10’**  **2’** | **I.Warm up**: *Nought and Crosse:*   |  |  |  | | --- | --- | --- | | *play* | *like* | *read* | | *listen* | *do* | *visit* | | *make* | *watch* | *cook* |   *Ex: She often* ***plays*** *chess after school.*  -Have ss play the game.  **II.Presentation**  ***1.Pre-teach vocab***   |  |  |  | | --- | --- | --- | | - '**your**self | (pro) | Chính bạn | | - '**play** ground | (n): | sân chơi | | - break time | (n): | giờ ra chơi | | - al'**rea**dy | (v): | đã.... rồi | | - '**bad**minton | (v): | cầu lông | | - '**in**terview | (v): | phỏng vấn | |  |  |  |   \*Check:Slap the board  **2.The conversation**  ? Look at the picture on page 9  ? Who are they?  - Miss Nguyet is interviewing Duy for the school newsletter.  ? Read the conversation and give the correct tense of the verbs in brackets.  ? Work individually in 5 minutes.  ? Share the answers with your partner.  - Get feedback orally.  ? Work in pairs. Role play the interview.   |  |  | | --- | --- | | **Key:**  1. has  2. Do you have  3. love  4. Does Vy walk  5. ride | 6. teaches  7. doesn't play  8. reads  9. go  10. do |   ***a. Present simple tense***  ? Are the verbs refer to what Duy is doing now or what he does every day?  - Explain the use of simple present tense.  ? Look at **Remember P9** and tell me the form of present simple tense.  (+) S + V(s,es)  (-) S + don’t/ doesn’t + V  (?) Do/Does + S + V?  ***b. Present continuous tense (4 P10)***  ? Look at the conversation in getting started  ? Listen and underline the present continuous form  ? Are the verbs refer to what they are doing now or what they do every day?  - Explain the use of present continuous form.  ? Look at **Remember P9** and tell me the form of present simple tense.  (+) S + to be + Ving.  (-) S + to be + not + Ving  (?) To be + S + Ving?  ? What are the ddifferences between the two tenses?  =>Usage:  *- Something often happens or is fixed: the present simple*  *- Something is happening now: the present continuous*  **III.Practice**  ***1. Identify mistakes (2 P9)***  ? Refer to the interview, underline the mistake and write correct sentences in your notebooks.  - Get some students to write on the board.  ? Give the rules of the present simple tense.  ***2. Make questions (3 P9)***  ? Work in pairs. Take turns to ask questions and give answers.  - T goes around and corrects mistakes or give help.  Ex: S1: Do you ride your bicycle to school?  S2: Yes, I do. (No, I don't.)  ***3. Give the correct verb forms (5 P10)***  ? Study the example in part 5 P10.  ? Give the correct form of the verbs in brackets.  ? Repeat the verb forms in each sentences then read the whole sentence correctly.  **Key:**  1. am not playing 2. are studying  3. aren't doing 4.. am having  5. are riding  ***4. Choose the correct tense of the verbs (6 P10)***  ? Choose the correct tense of the verbs in part 6 P10 to complete the sentences.  ? Work in pairs. Underline the adverbs of time and the command.  ? Write in your note books.  Key:  1. is having 2. wears  3. starts 4. is watching  5. are skipping  Adverbs:  \* on Mondays, on Saturdays, on Sep 5th : For present simple tense  \* Now: For present continuous tense  Command: Look: Goes before a verb in present continuous tense  **IV. Production**  \* Reading comprehension (7 P10)  ? Look at part 7 P10  ? Is it an e-mail?  - Vy sends e-mail to her freind, Trang to tell her about her first week at the new school.  ***1. Underline the verbs***  ? Underline things that often happen or are fixed. Then underline things that are happening now.  ? Discuss with your partner if necessary.  ***2. Compare Vy's first week with yours.***  ? Work individually to compare your first week with Vy's.   |  |  | | --- | --- | | **Me** | **Vy** | | - wear uniform every day | - wears uniforms on Mondays and Saturdays. |   **V.Homework**  -Prepare for the next lesson: Unit 1: Communication.  -Learn by heart all the new words  -Do Ex B4, B6 (WB)  -Find some nice sentences about friendship. | - Group work  Work individually  -Pair work  Work individually  ->share with the partners  - Group-work  -Individual work  -Take note | T- Ss  T- whole class  Pairs work  Individually  Pairs work  Groups of 4  individually    T- Ss |

*Feedback: ......................*

**Unit 1: My new school**

*Planning date: 17/8/2017*

*Teaching date: 22/8/2017*

Week: 02 Period: 04

**COMMUNICATION**

**I. Aims and Objectives**

By the end of the lesson, ss will be able to use the functional language about making friends in everyday life context.

**II. Language focus**

- Vocab: School lexical items

- Practise speaking skills.

**III. Teaching aids**

1.Teacher’s aids: Board, course book, cassette, CD, posters, pictures

2.Students’ aids: student book, notebook, sticknote.

**IV. Anticipated problems**

Students may find it difficult to use English to express their idea.

**V. Procedure**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Time*** | ***Teacher’s activities*** | ***Students’ activities*** | ***Interaction*** |
| **5’**  **5’**  **10’**  **7’**  **10’**  **2’** | **I.Warm up: Chatting**  - Teacher gets 2 students to talk about what he/she does everyday and what he/she is doing now in front of the class.  - Teacher makes remarks and give the two students marks.  \* Interviewing:  T: Pretends to be a new classmate;  lets ss ask questions to make friend  Ss: Ask questions.  T: Comments on the student's questions then leads into new lesson: "We will learn what to ask a new friend".  **II.Vocabulary**  - Pocket money (n): tiền tiêu vặt  - Re**me**mber [ri'membə](v): nhớ  - Share (v): chung, chia sẻ  - Help (v): giúp đỡ  - **Clas**smate ['klɑ:smeit] (n): bạn cùng lớp  **\***Check: R.O.R  **III.Practice**  **1.Game**: Making friends (P.11)  T: Shows the extra-board listing the question in 1 (P11) asks ss to work in groups decide which questions should be used to ask a new friend  Allow Ss to discuss in groups.  Ask Ss why or why not they ticked this or that question.  T: - Explains that we should not ask a new friend personal question such as 3,5,8  - Lets ss add more questions to the list.  \*Key: 1,2,4,6,7  **2**. **There is a quiz for ss in the new school newsletter Read the questions**  - Ask Ss to give the qualities of a good friend in class (adjectives). They can give as many words as possible.  - Divide class into groups of 4 or 5. Ss take turns to interview the other members, using the questions.  Example:   * *Friendly - Generous* * *Helpful - Cheerful* * *Humorous - Kind* * *Reserved*   -T gets feedback the reprensentatives of each group  ? How many "yes" answers should a good friend have?  ? Who have 8 "yes" answers?  Asks ss to prepare a presentation talking about a good classmate. Encourages Ss to give nice sentences about friendship  Example:  “Friends are forever”  “A true friend is someone who reaches for your hand and touches your heart.”  **“Prosperity makes friends, adversity tries them.”**  **IV.Production**  Present to the class about your good friends and why they are good friends.  - Choose some Ss to present to the class about their good friends and why they are good friends. (avoid talking about someone who is considered “*not a good friend*”).  **V.Homework**  - Learn new vocabulary and questions to make friends.  - Prepare next lesson :***(Skill 1)***  -Do Ex C1, 2 (WB) | -2 students  T- students  - Repeat in chorus and individually  - Copy all the words  -Group work  -Group of 4  -Individual  -Groups  -Individual  -Pairs  -Individual  -Take note | **Ss-Ss**  **T- whole class**  **Groups of 4**  **Individually**  **Work in pairs**  **T-Ss**  **T-Ss** |

Feedback :...............