**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 out3. used to invite sb in4. 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 - c6- i 7- f 8- a 9- g 10- hIV.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 playGroup1: "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**

|  |  |  |  |
| --- | --- | --- | --- |
| ***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 workTake note | Work in groupsT- whole classIndividuallyWork in groupsIndividuallyT- SsPairs workT- 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. teaches7. doesn't play8. reads9. go10. 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 studying3. aren't doing 4.. am having5. 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. wears3. starts 4. is watching 5. are skippingAdverbs: \* 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 workWork individually-Pair workWork individually->share with the partners- Group-work -Individual work-Take note | T- SsT- whole classPairs workIndividuallyPairs workGroups of 4individually 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 friendSs: 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 friendshipExample: “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 studentsT- 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 :...............