*Planning date: 28/8/2017*

*Teaching date: 1/9/2017*

Week: 03 Period: 09

**Unit 2: My HOME**

**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 then practice listening and speaking with the lexical items related to the topic "My home".

**II. Language focus**

- Vocab: Types of houses, rooms and furniture

- Grammar: There is/are, there isn’t/there aren’t; prepositions of place.

**III. Teaching aids**

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

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure:**

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| ***Teacher’s activities*** | ***Students’ activities*** | ***Content*** |
| - Teacher asks whether students have any questions about the exercise in the workbook or not.  - Teacher writes on the board: My home  ? Tell me "home" in vietnamese.  - “Home” can have different meanings. It can be the house or apartment where you live or can refer to a family living together.  \* Set the scene by using the picture: This is Mi and this is Nick.  ?What are they doing? (chatting on the Internet)  -Can you share any experiences of chatting online?  - Talk a bit about where you live?*- We are going to listen and read a dialogue about Mi and Nick.*  ? Guess the answer for Exercise **a**.  - Play the recording twice.  -Get feedback and correct if possible.   |  |  |  |  | | --- | --- | --- | --- | | Grandparents |  |  |  | | Dad | ✓ | Uncle |  | | Mum | ✓ | Aunt | ✓ | | Brother | ✓ | Cousin | ✓ |   -Have ss read the conversation again and fill in the gaps  -Get feedback some individuals and correct.  *Key:* 1. TV; sofa 2. town house  3. sitting on the sofa 4. noisy 5. there  -Give instructions of the game and devide class into 2 groups.  -Encourage ss to write the words as much as possible.  -Get feedback.  - Teacher gives feedback.  **Key:** A. on B. next to C. behind  D. in E. in front of F. between G. under  ? Call on some Ss to write the answer on the board.  - Teacher explains  Eg: B. The dog is next to the bowl.  - Teacher gives feedback  1. F (The dog is between the bookself and the bed.)  2. T  3. F (The clock is between the pictures.)  4. F (The cat is in front of the computer.)  5. F (The cat is between the lamp and the sofa.)  (Set this exercise as homework for students)   * Do exercise B1(p.10), B5 (P.11) (Workbook). Learn by heart all new words * Prepare for the next lesson: Unit 2: Closer look 1. | - Ask the teacher any difficult questions that they can’t answer.  - Listen and answer individually  - Repeat in chorus and individually  - Copy all the words  - Answer the questions individually.  -Individual work  *- have a guess*  - Individual work  - individual work ⇨ compare in pairs  -Group work  -Individual work⇨ compare in pairs    -Individual work⇨ compare in pairs  -WC (take note) | **I.Warm up:** Chatting  **II.Vocabulary**   |  |  |  | | --- | --- | --- | | - a'**pa**rtment | n | Căn hộ | | - next to | pre | ở cạnh | | **-** '**ki**tchen | n | Nhà bếp | | - '**ba**throom | n | Phòng tắm | | -'**li**ving room | n | Phòng khách | | - in front of | pre | Đằng trước | | - be'**hi**nd | pre | Đằng sau | | - between: [bi'twi:n] | pre | ở giữa | | Check:R.O.R |  |  |   **III. Listen and read**  \****Open prediction***  ***a. Which family member...?***  ***b. Complete the conversation***:  **III.Practice :**Game: Brainstorming  under  ***2. Matching***  ***3. Write sentences***  **IV.Production:True or false?**  ***5. Answer the questions:***  **V.Homework** |

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

**Unit 2: My HOME**

*Planning date: 31/8/2017*

*Teaching date: 4/9/2017*

Week: 04 Period: 10

**A closer look 1**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to pronouce correctly the sounds /z /, /*s*/ and / *iz*/ in isolation and in context; Use the lexical items related to the topic “My home”.

**II. Language focus**

- Vocab: Types of houses, rooms and furniture

- Pronunciation: /*z, s, iz*/ place.

**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 /s / and / z/.

**V. Procedure**

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| --- | --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** | ***Content*** |
| Where do you live?  Do you live in a house or in an apartment?  Do you like to live in an apartment? Why or why not?  \*Check: Matching  - Have Ss quickly match the room with its name.  \* Key: a. living room b. bedroom  c. attic d. bathroom  e. kitchen f. hall  \* Who is faster?  - Teacher gives feedback.  - Teacher plays the recording.  - Teacher has some Ss read out the words first.  - Play the recording  - Teacher checks with whole class  - Have Ss comment on the way to pronounce -s, -es at the end of the words then explain the rules quickly.  (Rules: Teacher’s book, P37)  \*Key:  z/: posters, tables, wardrobes, beds  /s/: lamps, sinks, toilets  /iz/: fridges  - T gives feedback.  \*Key: /z/: things, pictures  /s/: lights, chopsticks  /iz/: dishes, vases  -Play the CD and has ss practise in pairs.  -Get feedback 2 pairs and correct pronunciation  -Prepare for the next lesson: Unit 2: Closer look 2.  -Do exercise A1, 2 (p.10), B2, 3 (P.11) workbook. | -Individual  - Repeat in chorus and individually  - Copy all the words  - Individual work  - Pair works. The pair which finishes the activity first will be the winner and go to the board to write their answer.  - Listen and repeat.  - Add more words to the list. (group work)  *- have a guess*  *- Pair work*  - Listen and repeat.  - Work individually then compare in pairs.  - Work individually then compare in pairs  - individual work ⇨ compare in pairs  - WC  -Pairwork  -Take note | **I.Warm up: Chatting**  **II.Presentation**  ***1.Pre-teach vocab***   |  |  |  | | --- | --- | --- | | - chest of drawer | n | Ngăn kéo | | - air-conditioner | n | Máy điều hòa | | **-** cupboard ['kʌpbəd] | n | Tủ ly | | microwave['maikrəweiv | n | Lò vi sóng | | -dishwasher | n | Máy rửa bát | | - wardrobe ['wɔ:droub] | n | Tủ đựng quần áo | | - attic ['ætik] | n | Tầng thượng |   ***2. Name the rooms of the house***  ***3. Name things in each rooms***  ***4. Guessing game***  **III. Pronunciation**  ***5. Listen and repeat***  ***6. Put the words in the correct column***  **8. Practise the conversation**  **V.Homework** |

*Feedback:*

**Unit 2: My HOME**

*Planning date: 1/9/2017*

*Teaching date: 3/9/2017*

Week: 04 Period: 11

**A closer look 2**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to use prepositions of place and There is/There isn’t/There are/There aren’t correctly and appropriately

**II. Language focus**

- Vocab: Types of houses, rooms and furniture

- Grammar: *There is/There isn’t/There are/There aren’t*.

**III. Teaching aids**

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

**IV. Anticipated problems**

There may not be enough time for all the activities.

**V. Procedure**

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| --- | --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** | ***Content*** |
| Picture:  a living room  -Hang on a picture about a living room.  -Has ss observe it and try to remember all furniture in the room. The group having more correct words is the winner.  \*Possible answer: sofa, desk, TV, stool, cushion, ceiling fan, window, picture  \*Check: R.O.R  - Have Ss look at the two pictures of the two rooms in the grammar.  ? What does the second room not have?  \* Notes: We use “is” or “are” depending on the noun right after the verb “be”.  \* Teacher elicits model sentences from Ss.  Ex: There is a dog and two cats under the table.  \* Exercise 1, 2 (P.19)  -Explain the task and has ss complete the sentences.  - Check with whole class.  - Teacher confirms the correct answers the write on the board if necessary.  - Teacher checks with whole class  - Teacher goes around to observe Ss working.  - Teacher models the conversation with an advanced student.  - Have some Ss to summarise their partner’s answer to the class.  - Prepare for the next lesson: Unit 2: Communication.  - Do exercise B4 (P.11) workbook. | -Take part in the game  2 groups A-B  - Repeat in chorus and individually  - Copy all the words  - Answer the questions individually.  -Individual  - Individual work.  - 2 Ss go to the board to write their sentences  - Ss look at the picture and complete the description. Ss compare their answers.  - Individual work.  - Ss practise asking and answering the questions  - Listen  - Work in pairs  -Take note | **I.Warm up: Kim’s game**  **II.Presentation**  ***1.Pre-teach vocab***   |  |  |  | | --- | --- | --- | | - ceiling fan | n | Quạt  trần | | - poster ['poustə(r)] | n | Áp  Phích  quảng  cáo | | - fridge | n | Cái tủ  lạnh |   ***2. Model sentences***  *There is (not) + singular N*  *Is there + singular N? Yes, there is./ No, there isn’t.*  *There are (not) + plural N*  *Are there + plural N? Yes, there are./No, there aren’t.*  **III.Practice**  ***3. Gap fill***  ***4. Transformation writing***  (Exercise 3 P.19)  ***5. Gap fill*** (Ex 4 P.20)  ***6. Complete the questions***  (Ex5 P.20)  **III. Production**  **Chatting**  **IV.Homework** |

*Experiments:*

**Unit 2: MY HOME**

*Planning date:3/9/2017*

*Teaching date:11 /9/2017*

Week: 04 Period: 12

**COMMUNICATION**

**I. Aims And Objectives**

By the end of the lesson, ss will be able to talk about and describe houses, rooms and furniture.

**II. Language focus**

- Vocab: Rooms and furniture 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**

|  |  |  |
| --- | --- | --- |
| ***Teacher’s activities*** | ***Students’ activities*** | ***Content*** |
| ? Where do you live, in a house or in a flat?  ? How many rooms are there?  ? Do you have your own room?  ? What are there in your room?  T: OK. Do you want to talk about your house, your room? Please talk about it during our lesson today.  T: But first, do you remember the usage of there is and there are?  \*Check: Matching  \*Set a sce e: Mi is telling Nick about her grandparents’ country house.  ?Is the house big or small?  ? Are there any trees near the house?  - T give feedback, gets Ss to pay attention to the sentences’ structures.  Key**:** 1. country 2. are 3. is 8. is  4. are 5. on 6. next to 7. on  -T models the conversation with an advanced student.  - Have Ss work in pairs. T gets some pairs to act out the conversation.  Example:  T (look at Nick’s house): Nick lives in the country house. Where does Mi live?  S (look at Mi’s house): She live in a town house.  T: How many rooms are there in Mi’s house?  S: There are six rooms. What about Nick’s house? How many rooms are  there?...  -Explain the task and has ss draw individually  - Move around to observe Ss working.  - T calls some Ss to describe their friend’s house to the class(Ex4 P.21)   * Prepare for the next lesson: Unit 2: Skills 1. * Learn by heart all the new words * Do Ex C1, 2 (WB) | -Individual  - Ss review the usage of there is and there are, preposition of place.  - Repeat in chorus and individually  - Copy all the words  - Individual work  - Ss learn samples of description.  T- a student  -Pair work  - Individual work  - Pair work(to tell each other about their house)  - Other Ss listen and give comments.  -Take note | **I.Warm up: Chatting**  **II.Vocabulary**  - Town house (n)  - country house (n)  - villa ['vilə](n): biệt thự  - stilt house (n): Nhà sàn  **III.Practice**  ***1. Gap fill*** (Ex 1 P.20)  ***2. Finding differences***  **IV.Production**  ***3. Describe your house***  ***4. Describing your friend’s house***  **V.Homework** |

*Experiments:*