Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: MY HOME**

## Lesson 1: GETTING STARTED

**I. 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".

1. Knowledge:

a. Vocabulary: Types of houses, rooms and furniture.

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

3. Formation of behavior: Students will be interested in using prepositions of place to describe somewhere.

**II. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To practice using prepositions of place.  **Production**  To describe the place using prepositions of place. | **A. Warm up**  **Chatting**  - Tasks whether students have any questions about the exercise in the workbook or not.  - T 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.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocabulary (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* **Check – vocabulary:** “what and where”  **C. Practice**  **\* The dialogue.**  \* Set the scenes:  - T shows the pictures (textbook): This is Mi and this is Nick. What are they doing?  - Can you share any experiences of chatting online?  - We are going to listen and read a dialogue about Mi and Nick.  ? Guess the answers for exercise **a.**  - T plays the recording twice.  **\* Which family member does Mi talk about?**  **\* Complete the conversation:**  **Prepositions of place**  **\* Matching:**  **-** T asks Ss to match the prepositions with the pictures in 1 minute.  - Ss write the answers on the board and check together.  **\* Write sentences:**  - T asks Ss to write the sentences individually then call 6 Ss to write their answer on the board.  **\* True or false?**  - T introduces the pictures of the home things and asks Ss to look at the picture carefully then tick T/ F.  - T asks Ss to give the answers.  - Ss write down in their books.  **\* Look at the picture again then answer the questions**  - Ss work in pairs to look at the picture in exercise 4 then ask and answer the questions in 3 minutes.  - Ss ask and answer the questions in front of the class.  - T corrects the pronunciation and intonation.  **D. Production**  - Ss work individually to write sentences to describe pictures in Exercise 2.  - Some Ss write on the board and correct. | **Brainstorming**  **Home**  **Lead - in the new lesson.**  **I. New words:**   |  |  |  | | --- | --- | --- | | - a'**pa**rtment: | n | căn hộ | | - next to | prep | ở cạnh | | **-** '**ki**tchen | n | nhà bếp | | - '**ba**throom | n | phòng tắm | | - '**li**ving room | n | phòng khách | | - in front of | prep | đằng trước | | - be'**hi**nd | prep | đằng sau | | - between: [bi'twi:n] | prep | ở giữ | | - sofa['soufə] | n | ghế sô pha |   **II. 1. Listen and read.**  **a. Which family member does Mi talk about?**   |  |  |  |  | | --- | --- | --- | --- | | Grandparents |  |  |  | | Dad | ✓ | Uncle |  | | Mum | ✓ | Aunt | ✓ | | Brother | ✓ | Cousin | ✓ |   **b. Complete the conversation:**  Key:  1. TV, sofa;  2. town house  3. sitting on the sofa,  4. noisy,  5. there  **Prepositions of place**  Ex: The book is **on** the table  The pen is **in** the box  **2. Matching**  ***Key:***  A. on  B. next to  C. behind  D. in  E. in front of  F. between  G. under  **3. Write sentences**   1. The dog is on the chair. 2. The dog is next to the bowl. 3. The cat is behind the TV. 4. The cat is in the wardrobe. 5. The dog is in front of the house. 6. The cat is between the lamp and the bed. 7. The cat is under the table.   **4. True or false?**  1. F (The dog is between the bookshelf (and the bed.)  2. T  3. F (The clock is between the pictures.)  4. F (The cat is in front of the computer.)  5. T  6.T  **5. Look at the picture again then answer the questions**  1. They are on the table  2. They are on the floor  3. Yes, it is  4. No, there aren’t  5. It is in front of the TV  6. Yes, it is  **6. Write it up.** |

**3. Homework (2 minutes)**

- Revise all the new words related to prepositions of place in “Getting started”.

- Practice the conversation.

- Prepare the next lesson: A closer look 1.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: MY HOME**

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a.Vocabulary:Types of houses, rooms and furniture: chest of drawer,air-conditioner,cupboard,microwave,dishwasher, wardrobe,

b. Phonetics: How to pronounce correctly the sounds / ***z***/, /*s*/ and /iz/ with nouns.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in improving their pronunciation / ***z***/, /***s***/ and /iz/ with nouns.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  To know how to pronounce  /z/; /s/; /iz/.  **Practice**  To know more words related to “rooms and furniture”.  .  To distinguish  */*z*/, /s/, /iz/.*  **Production**  To ask and answer about the place. | **A. Warm - up**  - T asks Ss to draw their house with their imagination, don’t care of the beauty.(1 minute)  - One student goes to the board and draws, then name the rooms of the house.  - T checks with the whole class.  **B. Presentation**  **\* Vocabulary**  - T elicits new words from Ss by  the following techniques:  + (example)  + (translation)  + (picture)  - T reads the words as the model.  (3 times), help Ss to repeat(2 times), then call 2 Ss to repeat individually(each student-1 time)  - T checks Ss’ reading individually & correct their pronunciation  - T corrects & asks Ss to copy the words.  →***Check – vocabulary:*** “Slap the board”  **\* Pronunciation**  - T gives the rules of the pronunciation of plural nouns.  - Teacher has some Ss read out the words first.  - Play the recording and Ss repeat.  **\* Listen and repeat.**  **C. Practice**  **\* Name the rooms of the house.**  - T asks Ss quickly match the room with its name.  - Ss give answers then T corrects.  **\* Name the things in each room in 1.**  - T asks Ss to name the things in each room in **1** in 2 minutes.  - T plays the recording for Ss to check the answers then repeat the words.  **\* Listen and repeat.**  Now you listen and repeat the words  -T plays the recording.  -Ss listen and repeat.  - T asks Ss add more words to the list.  **\* Listen then put the words in the correct column.**  - T asks Ss to put the words in the right column in 2 minutes  - T lets Ss listen to the tape to check the answers and repeat.  **\* Listen and repeat. Underline the final s, es in the words & write /z/, /s/ and /iz/.**  - T asks Ss to work individually to read and underline the final s/es and write */*z*/, /s/, /iz/.*  - T checks Ss’ writing  - T corrects Ss' mistakes if necessary.  **D. Production**  - Ss in each group choose the number for their group and go to their group, discuss and run to the board as fast as he/she could to write the name of things.  -T tells the Ss which group is winning.  -The whole class listens to the tape and repeats the words they hear.  -T can model this activity with a student.  - Ss work in pairs. T calls some pairs to practice in front of the class. | **Game: Play a game: Drawing.**  **I. 1. Vocabulary**   |  |  |  | | --- | --- | --- | | 1. chest of drawer | n | Ngăn kéo | | 2. air-conditioner | n | Máy điều hòa | | 3. cupboard | n | Tủ ly | | 3. microwave | n | Lò vi sóng | | 4. dishwasher | n | Máy rửa bát | | 5. wardrobe | n | Tủ đựng quần áo | | 6. attic | n | Tầng thượng |   **2. Pronunciation**  **/z/; /s/; /iz/**  **RULES: How to pronounce the final s, es**  + /Z/ Final -S is pronounced /Z/ after voiced sounds (b,d,g,h.m.l. . ) and any vowel sounds .  E.g : beds . dogs, cans, rooms  + /S/ Final -S is pronounced /S/ after voiceless sounds (t,p,k, f, )  E.g: cats. lamps , books, months  + /IZ/ Final -ES is pronounced /IZ/ after s, z, ∫ , t∫, d  E.g: buses , houses , watches , pages  **(5) Listen and repeat.**  *lamps posters sinks fridge*  *tables wardrobes toilets beds*  **II. Practice**  **Vocabulary**  **1. Name the rooms of the house.**  **Key:**  a. living room;  b. bedroom;  c. attic;  d. bathroom;  e. kitchen;  f. hall  **2. Name the things in each room in 1.**  \**Living room*: lamp, sofa, picture, table.  \**Bedroom:* bed, lamp, picture, chest of drawer.  \* *Kitchen*: fridge, cupboard, cooker, table, dishwasher, chair.  \**Bathroom*: bath, sink, toilet.  \**Hall*: picture.  **3. Listen and repeat.**  **6. Listen then put the words in the correct column.**  ***Key.***   |  |  |  | | --- | --- | --- | | /z/ | /s/ | /iz/ | | posters  tables, beds,  wardrobes | lamps, sinks, toilets | fridges |   **7. Listen and repeat. Underline the final s, es in the words & write /z/, /s/ and /iz/.**  **Key:**  + /Z/ things , pictures  + /S/ lights , chopsticks  + /IZ/ dishes , vases  **4. Ask and answer.**  ***E.g:***  *A: What’s in the room?*  *B: A sofa and a television.*  *A: Is it the living room?*  *B: Yes.*  \* Practice |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 2: Closer look 2.

- Do exercise A1, 2 (P10), B2, 3 (P.11) Workbook.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: MY HOME**

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, student can be able to know and use “there is/ there are/ there isn't, there aren't” correctly.

1. Knowledge:

a. Vocabulary:Types of houses, rooms and furniture.

b. Grammar:There is/ there are/ there isn't, there aren't.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be aware of describe the place by using “there is/ there are/ there isn't, there aren't”.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To know how to use “there is/ there are/ there isn't, there aren't”.  **Practice**  To practice  using “there is/ there are/ there isn't, there aren't”  **Production**  To ask and answer the questions using “there is/are”. | **A. Warm - up**  - Teacher divides the class into two teams.  - Ss go to the board, listen each other and make a chain.  **B. Presentation**  - 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”.  \* T elicits model sentences from Ss.  **C. Practice**  **\* Write “is/are” and make negative.**  - Ss work in pairs.  - T goes around and corrects mistakes or gives help when necessary.  **\* Write positive and negative sentences.**  - T asks Ss to write positive and negative sentences , using the cues  - Ss write the sentences individually then go to the board to write their sentences  - Other Ss and T feedbacks.  **\* Write “is/ are/ isn’t/ aren’t” to describe the kitchen in Mi’s house.**  - T lets Ss look at the picture and complete the description about the kitchen in Mi’s house.  - T calls two students to read the text.  **\* Complete the questions. Ask and answer.**  - T asks Ss to work individually to fill in gaps in 1 minute.  - Ss gives answers and T corrects.  **D. Production.**  **\* Role - play.**  - T asks Ss to work in pairs play roles with dialogue about his/her room she/he likes best in the house.  - T goes around to correct pronunciation and intonation if necessary.  - have one pair play roles in front of class and give them marks.  Ask a good Ss to summarize their partners to the whole class. | Chain game  ( Ss tell what rooms their house has )  S1: My house has a living room  S2: My house has a living room and a dining room  S3: My house has a living room , a dining room and a bathroom …  **I. Grammar**  ***Affirmative & Negative* :**   |  | | --- | | **There is (not) + singular noun/ uncountable noun**  **There are (not) + plural noun** |   ***- Questions and short answers***   |  | | --- | | **-Is there a . . . ?**  **->Yes, there is / No there isn’t**  **-Are there + . . ?**  **->Yes, there are/ No , there aren’t** |   **-Meaning :** Có ai, cái gì (ở nơi nào)  **-Use :** Diễn tả sự tồn tại của một, nhiều người, vật (ở nơi nào)  Singular: There is a picture on the wall.  Plural: There are pictures on the wall.  + Negative:  Singular: There isn’t (is not) a picture on the wall.  Plural: There aren’t (are not) pictures on the wall.  + Questions and short answers:  Is there a picture on the wall?  Yes, there is./ No, there isn’t.  Are there pictures on the wall?  Yes, there are./ No, there aren’t.  **II. Practice**  **1 + 2.Write “is/are” and make negative.**  KEY  1. is / isn’t  4. is / isn’t  2. are / aren’t  5. are / aren’t  3. are / aren’t  **3. Write positive and negative sentences.**  E.g:  1. -There is a TV on the table.  -There isn’t a TV on the table.  2…..  **4. Write “is/ are/ isn’t/ aren’t” to describe the kitchen in Mi’s house.**  1. is  2. is  3. are  4. are  5. aren’t  6. isn’t  **5 & 6. Complete the questions. Ask and answer.**  A: Are there two bathrooms in your house?  B: Yes, there are/ No, there aren’t.  **7**. **Role - play.**  ***Example* :**  S1: What is your favourite room?  S2: It is my bedroom  S1: Is there a bed in your bedroom?  S2: Yes / No  S1: Is there a TV . ?  **Example:**  I live in a small house in the city with my parents and my sister. There are 5 rooms in my house: a living room, a kitchen, a bathroom and two bed rooms. I like my room best. There is a ceiling light and .... There isn’t a ceiling fan ........ |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 2: Communication.

- Do exercise B4 (P.11) workbook.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: MY HOME**

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary:Types of houses, rooms and furniture.

b. Grammar***:***There is/ there are/ there isn't, there aren't.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in asking and describing houses, rooms and furniture.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motive the new lesson.  To give some new words related to the topic “home”.  To describe the house. | **A. Warm up:**  - T asks Ss some questions.  **\* Extra vocabulary:**  - T elicits new words from Ss by  the following techniques:  + (example)  + (translation)  + (realia)  - T reads the words as the model  (3 times), help Ss to repeat (2 times), then calls 2 Ss to repeat individually (each student-1 time)  - T checks Ss’ reading individually & correct their pronunciation.  - T corrects & asks Ss to copy the words/  →**Check – vocabulary:** “Slap the board.  **B. Practice**  **\*Look at the picture of Mi’s grandparents’ house and complete the sentences**.  - T asks Ss to look at the picture and complete the sentences.  - Ss work in groups.  - T calls some to write the answers on the board.  **\* Find the differences between the two houses.**  Now, T looks at the pictures and asks the questions.  - T models the way do this exercise with a Ss.  - T calls out Ss in each pairs not to look at each other’s picture and to make similar conversations.  - Ss note down the differences between the two houses.  - Some pairs act out the conversation.  - Other pairs listen and add more differences if there are any.  **\* Draw a simple plan of your house. Tell your partner about your house**.  - T gives Ss 5 – 7 minutes to draw a simple plan of their house.  - Ss work in pairs to tell each other about their house.  **\* Describe your friend’s house to the class.**  - T calls on some Ss to describe their friend’s house to the class.  - T lets Ss present the differences between their house and their friend’s.  - Ss listen and give comments. | **Chatting**  - 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?  **Extra vocabulary:**   1. town house (n) nhà ở thị trấn. 2. country house (n) nhà ở vùng quê. 3. villa['vilə](n): biệt thự. 4. stilt house (n): nhà sàn.   **Activity 1. Look at the picture of Mi’s grandparents’ house and complete the sentences**.  Key:  1. country 2. Are 3. Is  4. are 5. On 6. Next to  7. on 8. is  **2. Find the differences between the two houses.**  Example:  A: Nick lives in a country house. Where does Mi live?  B: Mi lives in a town house.  **Suggested questions:**  A: How many rooms are there in Mi’s house?  B: There are six rooms. What about Nick’s house? How many rooms are there…?  **3. Draw a simple plan of your house. Tell your partner about your house**.  **4. Describe your friend’s house to the class.** |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 2- Skills 1.

- Learn by heart all the new words.

- Do Ex C1, 2 (WB).

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: MY HOME**

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of the lesson,Students can read for specific information about rooms and houses; describe houses, rooms and furniture.

1. Knowledge:

a. Vocabulary:Types of houses, rooms and furniture.

b. Grammar:There is/ there are/ there isn't, there aren't.

2. Skills: Reading and speaking.

3. Formation of behavior: Students will feel interested in reading for specific information about rooms and houses; describing houses, rooms and furniture.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  **While - reading**  To comprehend the content of the reading text.  To describe the room**.** | **A. Warm - up:**  - T writes the wordTypes of houses  on the board.  - SS make a network with any words that they associate with Types of houses.  **B. Reading**  **1. Pre - reading**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **T sets the scene:**  ***Prediction***  - Predicting makes reading easy.  - Before reading, look at the picture, design and title.  - Decide what the topic of the text is.  - Think about what you know about the topic.  \* **Checking the ideas.**  - Let Ss read the text quickly again and check their idea.  - Teacher gives feedback.  **2. While - reading**  **\* Questions and answers.**  - Ss read the text in detail to answer the questions, underline parts of the e-mail that help them with the answers.  **\* Find things in the room.**  - Have Ss do the exercise individually then compare in pairs.  - Teacher checks the answers.  **C. Speaking**  **1. Pre - speaking**  **\* Create a new room for the hotel. Draw a plan of the room.**  - Each student creates a new for the hotel and draws a plan of the room.  - T asks Ss to show the plan to a partner. Then ask Ss to describe their room in pairs.  **2. While - speaking.**  **\* Show your plan to your partner then describe the room to other Ss in the class.**  - T asks three students to show their partner’s plan to the whole class and describe it  - T asks Ss to choose the best plan. | **Network**  **Country house**  Types of houses  **Reading**  **New words**   1. Crazy['kreizi] (adj): kỳ dị; lạ thường 2. Messy['mesi] (adj) lộn xộn, bừa bãi 3. A CD player (n): Đầu đọc đĩa CD 4. Equipment (n): thiết bị 5. Shape (n): hình dạng 6. Strange (adj): lạ   **1. Checking the ideas.**  Key:  1. It’s an e-mail.  2. The title is “A room at the Crazy House Hotel, Da Lat”. The topic is Nick’s weekend at the Crazy House Hotel.  **2. Questions and answers.**  Key:  1. No, he isn’t.  2. There are ten rooms.  3. Because there is a big tiger on the wall.  4. It’s under the bed.  **3. Find things in the room .**   |  |  |  |  | | --- | --- | --- | --- | | A window | ✓ | A sofa |  | | A cupboard |  | A shelf | ✓ | | A lamp | ✓ | A desk | ✓ | | A poster |  | A CD player |  | | A tiger | ✓ | A cooker |  |   **Speaking**  **5. Create a new room for the hotel. Draw a plan of the room.**  **6. Show your plan to your partner then describe the room to other Ss in the class.** |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 2: Skills 2.

- Learn by heart all the new words

- Do Ex D1, 2, 3 (WB)

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: MY HOME**

**Lesson 6: SKILLS 2**

**I. Objectives:**By the end of this lesson, students can listen to get information about rooms and houses; write an e-mail to a friend.

1. Knowledge:

***a. Vocabulary:*** Types of houses, rooms and furniture.

***b. Grammar:*** There is/ there are/ there isn't, there aren't.

2. Skills: Listening and writing.

3. Formation of behavior: Students will feel interested in listening to get information about rooms and houses; writing e-mail to a friend.

**II. Teaching aids:**

- Projector, textbook, computer, pictures.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| Warm - up  To motivate Ss to the new lesson.  **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehend the content of the listening text.  **Writing**  **Pre-writing**  To know to write an e-mail to a friend.  **While - writing**  To write an e-mail in order to tell about your idea for the new room. | **A. Warm - up**  - T gives questions and Ss answer.  - T brainstorms with Ss as a class different words of prepositions of place.  **A. Listening**  **1. Pre - listening**  - T uses different techniques to teach vocabulary (situation, realia)  \* **Checking vocabulary**: Slap the board.  Set the scene:  Nick’s mother is on holiday. They are describing their room at the hotel.  **Prediction:**Before you listen to their description, I want you to guess where each thing is.  \* **Look at the picture. Put the furniture in the place you like.**  - T asks Ss to look at the plan of the room and furniture on page 23; and asks them to put the furniture in the place they like.  - Ss listen and check.  **2. While - listening**  **\* Listen and draw the furniture in the correct place.**  - T asks Ss to draw the furniture in the correct place as they listen.  - T allows Ss share their answers before listening to the recording a final time to check.  - Ss correct their answer.  - T asks Ss to describe Nick’ parents’ room again.  **B. Writing**  **1.Pre-writing**  **\* Writing Tip – How to write an e-mail to a friend.**  - Ask Ss to read the Writing tips box. Explain anything Ss do not understand.  - Ask them several questions.  - Copy a sample of an e-mail and show Ss each part.  *\** **Read Nick’s e-mail again. Identify the subject, greeting, introduction, body and conclusion of the e-mail.**  Ask Ss to look at Nick’s email on page 22 and identify the parts in the email.  - Check and confirm the correct answer.  - Use this e-mail as a model to teach the e-mail parts.  **2. While-writing**  **\* Read the e-mail below and correct it. Write the correct version in the provided.**  - T asks Ss to do this exercise in pairs.  - Ss write the email on a large-sized piece of paper and ask Ss to go to the board to do this exercise.  - T corrects their answers.  **\* Write an e-mail to Nick. Tell him about your idea for the new room of the Crazy House Hotel.**  - T asks Ss to close their books. Tell Ss that in this writing section, they will follow the writing process. Write the three letters P, D and C on the board and ask them to guess what these letters stand for.  - Ss open their book to check their guess. T explains the process of writing again. Ask Ss to look at the plan of the room they created in the previous lesson.  - T asks Ss to write their e-mail individually.  **3. Post - writing**  -T asks one Ss to write the e-mail on the board. Other Ss and T comment on the e-mail.  - T collects some e-mails to correct at home.  - T gives and guides Ss to do. | **Brainstorm** in  behind  **New words.**   1. Fireplace(n): lò sưởi 2. Reason(n): lí do 3. Conclusion(n): sự kết luận 4. Remark(n): sự chú thích   **1. Look at the picture. Put the furniture in the place you like.**  **2. Listen and draw the furniture in the correct place.**    **Writing**  **1. Writing Tip – How to write an e-mail to a friend.**  *- Questions:*  a. How many parts are there in an e-mail to your friend?  b. What are they?  c. What should you remember when writing each part?  *2.* **Read Nick’s e-mail again. Identify the subject, greeting, introduction, body and conclusion of the e-mail.**  **3. Read the e-mail below and correct it. Write the correct version in the provided.**  From: *mi@fastmail.com*  To: *sophia@quickmail.com*  Subject: My house  Hi Sophia,  Thanks for your e-mail. Now I’ll tell you about my house.  I live with my parents and younger brother in a town house. It’s big. There are six rooms: a living room, a kitchen, two bedrooms and two bathrooms. I like my bedroom best. We’re moving to an apartment soon.  What about you? Where do you live? Tell me in your next e-mail.  Best wishes,  Mi  **4. Write an e-mail to Nick. Tell him about your idea for the new room of the Crazy House Hotel.**  (Writing tips P.23)  - P: Plan  D: Draft  C: Check  From: *nghiac2tandabv@gmail.com*  To: *nick@yahoo.com*  Subject: Crazy House Hotel  Dear Nick,  Thank you for your e-mail. Now I am writing to tell you about my idea for the new room of the Crazy House Hotel.  It is a Cat room. There is a big statue of a cat against the wall in the right corner of the room. In the middle of the room, there is a sofa and two armchairs. There is a table between the sofa and the two armchairs. The fridge stands in the left conner of the room. Next to the fridge, there is a bed. Opposite the bed, the is a shelf and the TV is on the shelf. I love this room very much.  What about you? Please tell me about your new room in your next e-mail.  Love,  Nghia |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 2: Looking back & Project.

Do Ex E1, 2 (WB).

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 2: MY HOME**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:**By the end of this lesson, students can review all what they have learnt in this unit.

1. Knowledge:

***a. Vocabulary:*** Types of houses, rooms and furniture.

***b. Grammar:*** There is/ there are/ there isn't, there aren't.

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching aids:**

- Projector, textbook, computer.

**III. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  **Practice**  **Vocabulary**  To revise vocabulary related to the topic “house and furniture”.  .  **Grammar**  To revise prepositions of place.  To revise the structure “There is/are”.  **Communication**  To practice communicating | **A. Warm - up**  - T asks Ss to make a network about rooms and furniture.  **B.Practice**  **1. Vocabulary**  **\* Put the words into the correct groups. Do you want to add any words to each group?**  - T asks Ss to do this task individually then compare their answers with a partner.  - 3 Ss go to the board to write their answers.  - T tells Ss to write the words in their notebooks. Then T corrects the mistakes.  - Ss repeat the words.  - T checks their pronunciation  **2. Grammar**  **\* Make sentences. Use appropriate prepositions of places.**  - T asks Ss to look at the pictures and do exercise individually.  - Some Ss to write the sentences on the board.  - T corrects Ss’ answers  ***\** Look at the picture and complete the sentences.**  - Ss look at the picture and complete the sentences***.***  - T asks Ss to do exercise 3 individually.  - Ss compare their answers with a partner.  - T checks their answers.  **\* Turn the sentences in 3 into questions.**  - T asks Ss to do exercise 4 individually.  - Ss compare their answers with a partner.  - Some Ss to write the sentences on the board.  - T corrects their answers.  **\* Write six sentences to describe your bedroom.**  **Communication**  *\** **Take turns to draw a cat in the house below. Other students ask questions to find the cat.**  - T models a way to ask and answer with a student, then divide Ss into groups.  - T asks Ss to take turns to draw a cat in the house in the book. Other Ss ask questions to find the cat.  - T goes around and obverse Ss working.  ***\* Complete the self-assessment.***  - T asks Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.  **\*PROJECT**  - T asks Ss to draw their strange house then use the picture to talk about the house at home.  - T gives and guides Ss to do. | Networks  bed  kitchen  **Vocabulary**  **Activity 1: Put the words into the correct groups. Do you want to add any words to each group?**  *Key:*  - Type of building: villa, apartment, town house, stilt house, country house.  - Rooms: Living room: living room, hall, bath room, kitchen, and attic.  - Furniture: picture, cupboard, chest of drawers, wardrobe, sofa, dishwasher, desk.  - cottage, farmhouse, bungalow (Nhà gỗ một tầng)  - dining room, guestroom, utility room (Phòng chứa đồ)  - stool, armchair,...  **Grammar**  **Activity 2. Make sentences. Use appropriate prepositions of places.**  ***Key:***   1. The boy is on the table. 2. The dog is in front of the kennel. 3. The cat is between the bookshelf and the sofa. 4. The cat is behind the computer. 5. The girl is in the armchair. 6. The boy is next to the armchair.   **Activity 3. Look at the picture and complete the sentences.**  ***Key:***  1. There is 2. There are  3. There is 4. There aren’t  5. There is 6. There aren’t  **Activity 4. Turn the sentences in 3 into questions.**  *Key:*   1. Is there a clock on the wall? 2. Are there books on the bookshelf? 3. Is there a desk next to the bookshelf? 4. Are there two posters on the wall? 5. Is there a laptop and a lamp on the desk? 6. Are there three small plants in the corner?   **Activity 5. Write six sentences to describe your bedroom.**  **Students’ answers.**  **Communication**  **Activity 6. Take turns to draw a cat in the house below. Other students ask questions to find the cat.**  *Example:*  A: Where is the cat?  B: Is it on the bed?  A: No, it isn’t.  C: Is it under the table?  A: Yes, it is.  ***Complete the self-assessment.***  Finished! Now you can…  **\*PROJECT**  1.Which house do you want to live? Why?  2.Draw your own strange house. Tell the groupabout your house. |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 3: Getting started.

**\* Feedback**

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