**LESSON PLAN - ENGLISH 6- GLOBAL SUCCESS**

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| **Date of planning**: 17/9/2024  **Date of teaching:** 25/9/2024  **WEEK: 3 Peroid 9 :** | **UNIT 2: MY HOUSE**  **Lesson 1: GETTING STARTED**  ***A look inside*** |

**I. OBJECTIVES:**

**\* By the end of this lesson, students will be able to:**

**1. Knowledge:** Students will be able to:

- Introduce the topic of the unit.

- Know more about the house.  
 - Listen and read for specific information about conversation between Mi and Nick to have an overview about the topic "My house".

**a. Vocabulary:** the words are related to the topic *My house:* town house (n), country house (n), flat (n),….

**b. Grammar:** possessive case and prepositions of place

**2. Competences**

- By the end of the lesson Ss can develop self control and self study

- The Ss also form communication skills and team cooperation with other members.

- Ss know how to solve problems in different ways in a creative way.

**3. Personal qualities**

- Having the serious attitude to studying and the good relationship with friends. The love of learning English, hard- working, honest, cooperative, sociable, good communication.

**II. TEACHING AIDS:**

- Teacher: Text book, a laptop connected with TV, lesson plan, sachmem.vn

- Students : Text books, studying equipment….

**III. PROCEDURE:**

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| **1. Warm-up (5’)**  \* **Aim:** To introduce the topic and To lead in the topic of *My house.*  \* **Content:** Game: Pelmanism  **\* Products:** Work in groups ( choose the number; say the correct answers aloud)  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Warm up**: Team work    Teacher divides class into 2 teams and asks students to choose a pair of number.  - If students choose the correct number and picture, They get 2 marks.  -The team who has more correct words is the winner.  **\* T - SS**  Lead in: These are types of house  T asks Ss some questions.  Ss answer  - T Introduces the topic of the lesson. | | | **\* Game: Pelmanism**  **TYPES OF HOUSE :**  **http://cdn.freshome.com/wp-content/uploads/2010/08/cheap_exterior_home.jpg**  **Villa**  1. How is your house?  2. Is your house big or small?  3. How many rooms are there in your house? |
| **2. Presentation (5’)**  **\* Aim:** To prepare students with vocabulary related to the topic *My house;*  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < matching> | | **\* Vocabulary**  - flat (n) : căn hộ  - country house (phr. n): nhà ở quê  - town house (phr. n) : nhà ở phố  - behind (prep) : Ở đằng sau  - cousin (n): anh, chị, em họ  - move (v): di chuyển | |
| **Task 1**: **(5’)**  **Listen and read:** | | | |
| **\* Aims:** To set the context for the listening and reading text.  \* **Content:** Listen and read the dialogue.  **\* Products:** Students read and understand the content of the dialogue.  Students know how to role play  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* Set the sences: T-Ss**   * Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.   \* Now we are going to listen a conversation between Nick and Mi  **Task 1: T-Ss**   * Teacher plays the recording, asks students to underline the words related to the topic *My house*. (Teacher may check the meaning of some words if necessary.) * Teacher can play the recording more than once. * Students listen and read. * Teacher can invite some pairs of students to read aloud. * Then, teacher confirms the correct answer: | **\* Chatting**   1. What are Nick and Mi doing? 2. What might they talk about?   ***Suggested answers:***   1. They are talking to / discussing with each other through the Internet.   (Students’answers)  **Task 1: Listen and read.**  + They are talking about their houses.  + Mi is describing their new flat which her family was moving to. | | |
| **2. Practice** **(10’)** | | | |
| **Task 2**  **\* Aims:** To help Ss understand the text.  \* **Content:** Read and Tick the correct answers.  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss, T-Ss**   * Teacher asks students *“Which family members does Mi talk about?*” without reading the conversation again. * Then, teacher tells them to read it again individually and check their answers. * Teacher allows students to share their answers before discussing as a class and encourages them to give evidence. * Teacher calls some students to check. | **Task 2: Tick the correct answers.**  *“Which family members does Mi talk about?*”  *Answer key:* | | |
| **Task 3:(5’)**  **\* Aims:** To help Ss further underst and the text.  \* **Content:** Complete the sentences.  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher asks students to work independently to fill each blank with the word from the conversation. * Teacher allows students to share their answers before discussing as a class. * Teacher calls some students to check. Teacher confirms the right answers and writes on the board. | **Task 3: Complete the sentences.**  *\* Answer key:*  1. sister  2. TV  3. town  4. country  5. three | | |
| **Production:(5’)** | | | |
| **Task 4: (3’)**  **\* Aims:** To develop students’ knowledge of the vocabulary about types of house.  \* **Content:** Complete the word web: Types of house. (work in groups)  **\* Products:** Students’ answers on the posters .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher divides the class into two teams, then writes the topic “*Types of house”* on the board and gives them two minutes to discuss. * After that time, a student from each team one by one runs to the board and writes one word. * The team which has more correct answers is the winner. | **Task 4: Complete the word web: Types of house.**  ***\* Game: Networking***  ***\* Suggested answers:*** | | |
| **Task 5:(5’)**  **\* Aims:** To help students practise asking and answering about where they live.  \* **Content:** Take survey and report.  **\* Products:** Students take survey and present in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 5:T-Ss, Ss-Ss***   * Teacher asks students to work in groups of 4 or 6 to take turns to ask and answer about where they live. * Teacher can model with one student. * Teacher moves around to observe and offer help when needed. * By the end of the activity, one student from each group can stand up and report to the class. | Task 5: Survey  ***Suggested answers:***  In my group, Linh lives in a flat, Lan and Huong live in a country house, etc…. | | |
| **3. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Vocab about school things and Read and understand content of the conversation  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - Vocab about house and know types of house.  - Read and understand content of the conversation | | |
| **4. Homework (2’)**  \* **Aim:** To review the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | | |

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| **Date of planning**:23/9/2024  **Date of teaching:** 28/9/2024  **WEEK: 4** | **Period 10 : UNIT1: MY HOUSE**  **Lesson 2: A CL0SER LOOK -1** |

**I. OBJECTIVES:**

**1. Knowledge:**

Students will be able to

* use the lexical items related to the topic *My house*;
* use the vocabulary and structures to talk about the names of rooms and furniture pieces in the house;

- pronounce and recognize the sounds /s/ and /z/.

**1.1. Vocabulary:** Rooms and furniture pieces in the house

**1.2. Pronunciation:** pronounce and recognize the sounds /s/ and /z/.

**2. Competences:**

- By the end of the lesson Ss can develop self control and self study

- The Ss also form communication skills and team cooperation with other members.

- Ss know how to solve problems in different ways in a creative way.

**3. Qualities**

- Having the serious attitude to studying and the good relationship with friends. The love of learning English, hard- working, honest, cooperative, sociable, good communication.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, Smart TV

- Students : Text books, school things, ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURES:**

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| **1. WARM UP & INTRODUCTION ( 3’-5’)** | |
| **Aims: Vocabulary: Rooms and furniture**  **\* Content:** Revise the lesson.Do some activities to create a friendly and relaxed atmostphere to warm up to the new class…  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organization :** Teacher’s instructions….…... | |
| **Teacher’s activities** | **Student’s activities** |
| - T ask students some questions  - Ss answer  - T leads in the lesson about vocabulary and pronunciation  that “In today lesson, we are going to learn more words to describes rooms and furniture and two sounds /s/ and /z/.” | **\* Chit chatting**  1. How many rooms are there in your house?  2. What are they?  3. What is there in each room?  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON ( 12’)** | |
| ACTIVITY 1:  **Aim: To revise/ teach the names of the rooms in the house.**  **\* Content:** Name some rooms in a house. To know more words about rooms in the house.  **\* Outcome:** To know more names the rooms in the house.  **\* Organization :** Teacher’s instructions | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Look at the house. Name the rooms in it.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check Vocabulary  - Copy all the words  **\* Vocabulary:**  - Ask Ss to say the names of the rooms in a house they know.  - Have Ss quickly look at the rooms and name them.  -T can explain the meaning of “hall”(hall = a space or passage inside the entrance or front door of a building/ house).  - Check the answers  - Correct their pronunciation.  - Give the comments. | **1. Look at the house. Name the rooms in it.**  **\*Vocabulary:**  **- hall (n)**  **- living-room (n)** phòng khách  **- dishwasher(n)** máy rửa chén, bát  **- chest of drawers (n)** tủ có ngăn kéo  **- fridge (n)** tủ lạnh  **- sink (n)** bồn rửa  - Listen carefully to the instructions  **- T\_Ss**  - Answer the teacher’s questions.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.    **Key :**  **b**. living room **c**. bedroom  **d**. bathroom **e**. kitchen. |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aims:** **To revise/ teach the names of furniture pieces.**  **\* Content:** Name of the things / furniture in each room  **\* Outcome:** Understanding more some furniture in each room  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Name the things in each room in 1. Use the word list below.(You may use a word more than once.)**  - Ask Ss to work in pairs to do this activity.  - Write the names of the rooms on board in different places.  \*Check the meaning of words if necessary  - Call on Ss from different pairs to go to the board and write the names of the furniture under these rooms.  - Remind Ss that one piece of furniture can belong to more than one room.  - Ask other Ss to comment. Ask Ss if they can add more things to each room.  - This activity can also be organised as a game. The first pair to finish the activity wins and goes to the board to write their answer. | **2. Name the things in each room in 1. Use the word list below.(You may use a word more than once.)**  - Work **in pairs** to do this activity  - Listen carefully and learn how to do.  - Give the answers  **\* Key*:***  **Bed room:** *Lamp, chest of drawers, picture.*  **Living room***: Lamp, picture, sofa.*  **Hall***: picture*  **Kitchen***: cupboard, dishwasher, sink, fridge.*  **Bathroom***: toilet, shower, sink.*  - Ss do the tasks. |
| ACTIVITY 3:  Aims:  - To help Ss to practice asking and answering about the furniture in a room.  **\* Content:** Asking and answering about the furniture in a room  **\* Outcome:** Understanding some more things in the room.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Think of a room in your house. In pairs, ask and answer questions to guess it.**  - Model this activity with a student.  - Ask Ss to work in pairs.  - One student thinks of a room in his / her house; the other asks questions to guess the room.  - Call on some pairs to practise in front of the class.  - Comment on their performance. | **3. Think of a room in your house. In pairs, ask and answer questions to guess it.**  - Listen to the instructions clearly  - Learn how to do it  - Ss to **work in pairs**  - Ss do themselves.  - Copy them |
| **II. PRONUNCIATION: / s/ and */z /***  ACTIVITY 4:  Aims: To help Ss identify how to pronounce the final sounds /s/ and /z/ .   * To help practice pronouncing these sounds in words.   **\* Content:** To pronounce the final sounds **/s / and /z/** correctly;  **\* Outcome:** Identify how to pronounce the final sounds **/s/ and /z/**. Practice pronouncing .  **\* Organisation :** Teacher’s instructions…. | |
| **4. Listen and repeat these words**  - Have some Ss read out the words first.  - Then play the recording for them to listen and repeat the words.  - Play the recording as many times as necessary.  - Have Ss comment on the way to pronounce s at the end of the words.  - Quickly explain the rules.  - Check the meanings if necessary, | **4. Listen and repeat these words**  - Listen carefully. **T\_Ss**  - Check the answers  - Listen and repeat   |  |  | | --- | --- | |  |  |   **\* Audio script:**  Lamps sinks flats toilets cupboards sofas kitchens romms. |
| **4. PRODUCTION/ APPLICATION ( 8’)** | |
| ACTIVITY 5:  **Aim:** **To help Ss pronounce the sounds** /s / and /z/ **correctly in context.**  **\* Content:** To pronounce the final sounds /s / and /z/ correctly;  **\* Outcome:** To pronounce the final sounds /s/ and /z/ correctly in contexts. Practice pronouncing .  \* Organisation : Teacher’s instructions… | |
| **Teacher’s activities** | **Student’s activities** |
| **5. Listen the conversation . Underline the final in the words and put them into the correct column.**  - Have Ss quickly read the conversation and underline the final s in the words.  - T plays the recording for Ss to listen to the conversation and write /s/ or /z/ under each ‘s’ that they have underlined.  - Tell them to put the words with the final ‘s ‘ in the correct column according to the sound of ‘s ‘.  - Have them work in pairs to compare their answers.  - Check Ss'answers. Ask them to explain their answers.  - Play the recording again for Ss to repeat each line of the conversation.  - Ask Ss to work in pairs to practise the conversation.  - Call on some pairs to practise the conversation.  - Comment on their pronunciation of the final s. | **5. Listen the conversation . Underline the final in the words and put them into the correct column.**  **-** Listen to the instructions carefully then do the tasks.  - Do the tasks  **- T\_Ss**  **Key :**  **/s/:** chopstics, lamps.  **/z/:** bowls, things, homes  - Listen again and reppeat  - Work inpairs  - Practice the conversation  **Audio script :**  **Mi:** Mum . Are you home?  **Mum:** Yes, honey. I’m in the kitchen. I’ve bought these bowls and chopsticks.  **Mi:** They are beautiful. Where did they buy them?  **Mum:** In the departement store near our house. They have a lot of things for homes.  **Mi:** Don’t forget we need two lamps for my bedrooms, Mum.  **Mum**: Let’s go there this weekend. |
| **5. WRAP-UP & HOME WORK ( 2’)**  - Ask Ss to summarise what they have learnt in the lesson.  **\* HOME WORK**  - Practice speaking the names of rooms and the names of the furniture in the house.  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **Date of planning**: 26/9/2024  **Date of teaching:** 1/10/ 2024  **WEEK: 4** | **Peroid 11 : UNIT 1: MY HOUSE**  **Lesson 2: A CL0SER LOOK -2** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce topic of the lesson *My house*. To introduce / teach possessive case. To identify the correct form of possessive case . Also identify different prepositions of place and use them correctly.

a. Vocabulary: use the words related to the topic *My house.*

b. Grammar:

- use possessive case to describe possession;

- use prepositions of place to describe where people or things are;

- give suggestions;

**2. Competences:** By the end of the lesson students will be able to know how to use and form the possessive case. Use prepositions of place correctly.

**3. Qualities:** To teach Ssthe loveof English, the loveof their own room and house ; The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, smart TV

- Students : Text books, school things

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of possessive case, preposition of place and to increase students interest.  \* **Content:** Game: *Memory game*  **\* Products:** look at pictures, remember and answer the questions.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**   * Teacher divides the class into 4 groups. * Teacher tells students the rules of the game:   + Students have to study the picture of 3 people (Jack, Polly and Greg) and try to remember the things belonging to each person in 30 seconds without writing down in their notebooks.  + After 30 seconds, teacher shows the things of Jack, Polly and Greg and a member of each team has to answer quickly the question “Whose is it?”  + The group with more correct sentences will be the winner.  **🡪Lead in**  Teacher says: “This lesson today is going to tell you one way to express the possessive and how to use the preposition of place correctly.” | | | ***\**  Game**: ***Memory game***      ***Answer keys:***  1. Whose ball is it?  - It’s Jack’s ball.    2. Whose T-shirt is it?  – It’s Greg‘s T-shirt.  3. Whose bike is it?  Xe Đạp Địa Hình FASCINO FS324 | Tiki  - It’s Greg’s bike  4. Whose sock is it?  – It’s Polly’s sock. |
| **1. Presentation (5’)**  **\* Aim:** To introduce students the form of possessive case.  \* **Content:** Learn about thepossessive case.  **\* Products:** understand and know how to use the form of possessive case.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - Teacher draws students’ attention to the words in the answers from the Warm-up “Greg ‘s T- shirt, Jack’s ball, Polly’s sock” and asks them whether they know the meanings of these words.   * Teacher provides or confirms the answers and lead in the grammar focus of the lesson: * Teacher writes the form of the possessive case on the board: | | **The possessive case**  *( Dạng sở hữu cách)*  🡪 We use “ ’s ” to show possession.  🡪 **name’s + noun**  Ex: Polly’s sock.  🡪 singular noun’s + noun  Ex: teacher’s book. | |
| **2. Practice (10’)** | | | |
| **Task 1**: **(5’)**  **\* Aims:** To help students identify the correct form of possessive case.  \* **Content:** Choose the correct answer.  **\* Products:** Students write the correct key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**   * Teacher asks students to do the exercise individually and then compare their answers with a classmate. * Check the answers as a class.   Teacher confirms the correct answers | **Task 1: Choose the correct answer.**  ***\* Answer key:***  1. grandmother’s  2. sister’s 3. cousin’s  4. Nam’s 5. An’s | | |
| **Task2:** **(5’)**  **\* Aims:** To help students practise forming the correct form of possessive case.  \* **Content:** Complete the sentences with the correct possessive forms.  **\* Products:** Students write the correct key on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher has students do this exercise individually and calls on two students to write their answers on the board. * Teacher draws all students’ attention to the board and checks the answers together. * Teacher confirms the correct answers. | **Task 2: Complete the sentences with the correct possessive forms.**  ***\*Answer key:***  1. Mi’s 2. teacher’s  3. Nick’s 4. father’s  5. brother’s | | |
| **3. Presentation (5’)**  **Prepositions of place**  **\* Aims:** To help students identify different prepositions of place and use them correctly to describe where people or things are.  \* **Content:** Learn about prepositions of place.  **\* Products:** understand prepositions of place.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss, Ss-Ss***  - Teacher asks students what prepositions of place they know. Encourage students to say as many as possible   * Have them look at the Remember box to see if the prepositions they have mentioned are the same.   Teacher confirms how to use prepositions of place | **Prepositions of place**  ( Giới từ chỉ nơi chốn)  **🡪 We use prepositions of place to describe where people or things are.** | | |
| **Task 3:(7’)**  **\* Aims:** To help students practice using prepositions of place correctly to describe where people or things are.  \* **Content:** Write the correct preposition in the box under each picture. ( *Game: Lucky number)*  **\* Products:** Students say the full sentences aloud. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**   * Teacher divides the class into 2 teams. * Each team chooses the number they like, then tries to make the sentencecorrectly. * The team which chooses a lucky number will get two points without answering any questions. * The team which has more points will be the winner. | **Task 3: Write the correct preposition in the box under each picture.**  **+ *Game: Lucky number***  ***Answer key:***  1. on 2. next to  3. behind 4. in  5. in front of 6. between  7. under  1. The dog is on the chair.  2. The dog is next to the armchair.  3. The cat is behind the TV.  4. The cat is in the wardrobe.  5. The dog is in front of the kennel / doghouse.  6. The cat is between the lamp and the armchair.  7. The cat is under the table. | | |
| **Task 4(5’)** | | | |
| * Teacher has students look at the picture of the room and asks them to describe the room briefly, then has them read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it.   - Teacher has students do this exercise individually before they share their answers with a partner.   * Ask some students to read out their answers. * Teacher confirms the correct ones. | **Task 4: Decide True or False statements.**  ***Answer key:***  1. T  2. F (The school bag is under the table.)  3. F (The clock is between the two pictures.)  4. T  5. F (The cap is on the pillow.) | | |
| **4:Production (7’)**  **\* Aims:** **-** To help students practise asking and answering about the position of things.  \* **Content:**  Game: *Memory challenge* ( ask and answer about the position of things)  **\* Products:** Ask and answer in pairs  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**   * Teacher has students work in pairs to play the game *Memory challenge*. * Students look at the picture in Exercise 4 for 30 seconds and then cover it. * They ask and answer questions about the position of the things in the picture. * Teacher invites some pairs to perform in front of the class. | \* ***Memory challenge***  ***Example:***  A: Where are the books?  B: They’re on the table. | | |
| **5. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson.  **\* Products:** Some students raise their hands and say what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - Possessive case  - Prepositions of place  - Make sentences about them | | |
| **4. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

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| **Date of planning**:28/9/2024  **Date of teaching:** 2/10/2024  **WEEK: 4** | **Peroid 12 : UNIT 2: MY HOUSE**  **Lesson 4: COMMUNICATION** |

**I. OBJECTIVES:**

**1. Knowledge:**

- This section aims at helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures.

Students learn how to give suggestions.

**\* Vocab:** house lexical items

\* Grammar: The simple present.

Giving suggestions: How about + V-ing?

Let’s + V.

**2. Competences:** develop their language skills, as well as communication, summarizing abilities,…

**3. Qualitíe :** To teach Ssthe loveof English, the loveof their own room and house ; The knowledge of working in group, individual work, pair-work, cooperative learning and communicative competence.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, smart T V

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1.Warm-up (5’)**  **\* Aim**: To introduce the lesson and to lead in the lesson.  \* **Content:** *\* Pictures describing*  **\* Products:** Some students stand in front of the class to describe about the house .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**   * Teacher shows the picture of Nam’s house and asks students to describe as many things in the picture as possible. * Students give their answers. * Teacher checks the answers.   🡪 **Lead in**  Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to give suggestions and practice describing a house”. | | | *\**  Game:  ***\* Pictures describing***  \* ***Suggested answers:***   * This is Nam’s house. * There are 4 rooms in his house. * In the living room, there is a lamp, a picture, a table and a sofa. * In the kitchen, there is a fridge, a dishwasher and a sink.   …. |
| **2. Presentation (10’)**  **\* EVERYDAY ENGLISH** | | | | |
| **Task 1: (5’)**  **\* Aim:** To introduce two ways to give suggestions.  \* **Content:** Learn about two ways to give suggestions.  **\* Products:** Understand how to give suggestions.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**  **- Pre structure**   * Teacher plays the recording for students to listen and read the dialogue between Elena and her mum at the same time. * Teacher asks students to pay attention to the highlighted sentences. * Teacher elicits the structures to give suggestions from students.   - Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class. | | **Task 1: Listen and read a dialogue.**  **\* Giving suggestions:**  **+ Structure:**  **🡪 How about + V-ing?**  **🡪 Let’s + V.**  ***Audio script:***  *Elena: My bedroom isn't nice.*  *Mum: How about putting apicture on the wall?*  *Elena:Great idea, Mum.*  *Mum: Let's go to the department store to buy one.* | | |
| **3. Practice (5’)** | | | | |
| **Task 2**: **(5’)**  **\* Aims:** To help students practise giving suggestions.  \* **Content:** Make similar dialogues.  **\* Products:** Role play and practise in front of the class.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2:T –Ss : Ss- Ss**   * Teacher give students some situations to practice:   Situation 1: You want to clean something in your home.  Situation 2: You want to do some activities at the weekend with your friend.  Situation 3: You want to buy some new school things   * Teacher asks students to work in pairs. * Teacher moves around to observe and provide help. * Teacher calls some pairs to practise in front of the class, then comments on their performance. | **Task 2: Make similar dialogues.**  ***\* Suggested answers:***  **1/ A:** The kitchen is dirty and messy.  **B:** How about cleaning it and rearranging things?  **A:** Great idea, Elena.  **B:** Let’s do it right now.  2/ A: I am so bored.  B: How about going to the cinema this weekend?  A: Great idea!  **……** | | | |
| **4. Presentation (5’)**  **\* LIVING PLACES** | | | | |
| **Task 3:** **(5’)**  **\* Aims:** To give students a sample of a house description  To help students practise using some grammar points and vocabulary related to the topic  \* **Content:** Complete the sentences.  **\* Products:** Work in pairs and give the correct answers.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher has students look at the picture and try describing Mi’s grandparents’ country house. * Teacher encourages students to say full sentences. * Then ask students to work in pairs to complete the given sentences. * Teacher moves around to observe and provide help. * After that, teacher invites students to share their answers. * Teacher confirms the correct answers. | **Task 3: Complete the sentences.**    ***Answer key***:  1. country 2. are 3. Is 4. chairs 5. on | | | |
| **Practice (5’)** | | | | |
| **Task 4:(5’)**  **\* Aims:** To help students practise asking and answering about the differences between two houses.  \* **Content:** Find the differences between the two houses.  **\* Products:** prastice in pairs. ( Ask and answer correctly).  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 4: T - Ss, Ss – Ss**  - Have Ss work in pairs to find the differences betwen the two houses.  - Before Ss do t his activity, model the way to do this with a stu dent.  - T (look at Nick's house):  - Student (look at Mi's house):  After some minutes, the pair which has the most differences will be the winner. - Ask some pairs to act out the conversation. Other pairs listen and add more differences if there are any. | **Task 4: Find the differences between the two houses.**    T: Nick lives in a country house. Where does Mi live?  S s: : She lives in a town house.  T: How many rooms are there in Mi's house?  Ss: There are six rooms.  What about in Nick's house?  How many rooms are there? etc. | | | |
| **4. Production (5’)**  **\* Aims:** To help students practise describing their house  \* **Content:** Draw a simple picture of your house.  **\* Products:** Students’ drawing and description  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 5: T - Ss, Ss - Ss**   * Teacher gives students 5 – 7 minutes to draw a simple picture of their house, then asks students work in pairs to tell each other about their house. If time allows, teacher can ask them to note down the differences between their houses. * Teacher calls some students to describe their friend’s house to the class.   - Students may also present the differences between their house and their friend’s. Other students and teacher listen and give comments. The group with higher scores will win the game. | **Task 5: Drawing a simple picture of your house.**  house and their friend’s. Other students and teacher listen and give  ***\*Model writing***  Mẫu Tranh Tô Màu Hình Ngôi Nhà đẹp Nhất Dành Cho Bé từ 1-5 tuổi  *This is my house .  It is a small house in the country. There are 5 rooms in my house such as living room, bathroom, dining room, my room and my parent’s room. There is a sofa, a coffee table and two stools in the living room. There are six chairs and a table, and a fridge in the dining room. The kitchen is big and fully equipped. There is a bed , a table, a chair and a bookshelf in the bedroom. There is a sink and a toilet in the bathroom….. I love my house..* | | | |
| **5. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content**: Summarize the content in the lesson.  **\* Products:** Some students say aloud what students have learnt in the lesson.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - Giving suggestions: How about + V-ing?  **Let’s + V.**   * Draw and describe their friend’s house to the class. | | | |
| **6. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **Content:** Review the lesson and prepare for the next lesson and do exercise in the workbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Write down the results and feedback of the previous interviews.  - Prepare lesson 5 ( skills 1) | | | |

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| **Date of planning**:27/9/2024  **Date of teaching:** 5/10 /2024  **WEEK: 5** | **Peroid 13 : UNIT 2: MY HOUSE**  **Lesson 5: SKILLS\_1/ Reading and Speaking** |

**I. OBJECTIVES:**

**1. Knowledge:**

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

* understand the description of a room at the Crazy House Hotel in Da Lat;

describe one room (in their imagination) in that hotel.

**\* Vocab:** strange (adj), shape (n) ,mess (adj) ,….

**\* Grammar:** The simple present.

**2. Competences:** Co-operation, self- study, friend develop their language skills,

**3. Qualities:** To teach SS to work hard, love their house..

**II. TEACHING AIDS:**

- Teacher: Text book, a laptop connected with TV, lesson plan, sachmem.vn

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1.Warm-up (5’)**  **\* Aim**: To introduce the topic of reading  **\* Content:** Chatting*( make some questions about type of houses)*  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  - Teachers have students look at some pictures and asks students some questions about houses  - Students answer the questions  - And then lead in the new lesson. | | *\** Play a game : Chatting  1.What type of house is this?  Country house, town house, villa, stilt, flat  2.How are these houses?  They are strange (crazy) houses. |
| Lead in (2’)  **\* Aim:** To lead in the lesson about Skills 1.  \* **Content:** Look at the picture and answer the questions.  **\* Products:** Students say the correct answers aloud.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| * **T - Ss** * Teacher asks students to read the “Reading skill” box and explains any words that Ss do not know. * Teacher tells students that predicting is an important reading skill that can help them have a general understanding of the text.   \* **Set the scene:**  -Teacher tells students to quickly look at the text, the pictures and answer the questions.   * Teacher asks for students’ answers. * Then teacher tells them to read the text quickly to check their prediction. * After that, teacher confirms the correct answers. | | **I/ Reading skill:**  **Task 1:**  **Predicting**      ***Answer key:***  1. It’s an email.  2. The text is about Nick’s room at the Crazy House Hotel. |
| **2. Pre- reading (5’)**  **\* Aim:** To provide students with some lexical items before reading the text again.  \* **Content:** Learn some vocabrelated in the lesson.  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Rub out and remmember**> | | \* vocabulary:  - strange (adj) = crazy : kì lạ, lạ thường  - shape (n) : hình dạng  - mess (adj) : lộn xộn, bừa bộn |
| **3. While reading (10’)** | | |
| **Task 2**: **(3’)**  **\* Aims:** To help students develop their reading skill for specific information (scanning).  \* **Content:** Read the text and answer the questions  **\* Products:** Students write the correct answers on the board.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss : Ss- Ss**   * Teacher lets students look at Ex. 2 on p. 22 and tells them how to do this kind of exercise:   + Read the questions.  + Underline the key words.  + Locate the key words in the text.  + Read that part and answering the questions.   * Teacher has students read the text in detail to answer the questions and tells them to underline parts of the email that help them with the answers. * Teacher tells them to compare their answers in pairs before giving the answers to teacher. * Teacher asks them to give evidence when giving the answers | **Task 2: Read the text and answer the questions. (Ex. 2, p. 22)**   * .   ***Answer key:***  1. He’s in Da Lat with his parents.  2. There are ten rooms.  3. Because there’s a big tiger on the wall.  4. It’s under the bed. | |
| **Task 3:** **(5’)**  **\* Aims:** To help students further develop their reading skill for specific information (scanning).  \* **Content:** Circle the things in the Tiger Room.  **\* Products:** Students say the correct key aloud.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * Teacher asks students to read through the words given and then locate them in the text. If they find a similar word in the text, they should circle it in the list. * Teacher has students compare their answers.   - Teacher checks and confirms the correct answers | **Task 3:** **Circle the things in the Tiger Room.**  **(Ex. 3, p. 22)**  .  ***\* Answer key:***  a window  a lamp  a wardrobe  a desk | |
| **Post-Reading(5’)** | | |
| **Task 4:**  **\* Aims:** To check students’ reading comprehension  \* **Content:** Retelling the text.  **\* Products:** A student retells the text fluently.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| * Ask students what to include when they want to describe a room in the hotel. Here are some things:   - Ss Write these points on the board and retell “Tiger room” to their partner | **Task 3: Retelling**  • Name of the room  • Reason for the name  • Position of things in the room | |
| **4. Pre- speaking (5’)**  **\* Aims:** To help Ss prepare ideas for the speaking activity;  \* **Content:** Create a new room for the hotel.  **\* Products:** Student draw a plan for the room clearly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4: T - Ss, Ss – Ss**   * Teacher tells each student to create a new room for the hotel and draw a plan for the room. * Teacher sets a time limit for students to do it. * Teacher asks students to give the room a name and bear in mind the organisation of the room including the things in the room and their position.   Have them note down quickly these ideas | II. Speaking  **Task 4: Create a new room for the hotel. Draw a plan for the room. (Ex. 4, p.22)**  - Why is the room called the … room?  (Dog / Cat / Horse / Dolphin (cá heo)/  - Where is your bed?  (under the window / next to the door / in the corner / in the middle of the room / …)  - What are there in your room?  (a TV / a fridge / air-conditioner / a piano, …)  - How is your room?  (big / bright with a lot of windows / cool / clean / dirty / messy / tidy / nice / … | |
| **5. While-Speaking (6’)**  **\* Aims:** To provide an opportunity for students to practise describing the hotel room they have designed.  \* **Content:** Describe your plan.  **\* Products:** Some students describe their plans in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 5: T - Ss, Ss - Ss**   * Have students work in pairs and show the plan to their partner. Ask students to take turns to describe their rooms. * Remind them to focus on the three points on the board. Move around to observe and offer help.   Call on some students to show their plan to the whole class and describe it. Other students and the teacher listen and vote for the best plan | **Task 5: Describe your plan. (Ex. 5, p. 22)**  Blog - Hotel Crescent Court    **EX:**  *This is the Dolphin Room. There’s a big Dolphin at the door. There’s a table and a sofa in the middle of the room ...* | |
| **6. Post Speaking (3’)**  \* **Aim:-**  To help students improve next time.  \* **Content:** Listen a description and vote the most interesting and informative presentation  **\* Products:** Students comment and give opinions clearly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| **T - Ss, Ss - Ss**   * Have students give comments on their friends and vote for the most interesting and informative presentation.   - Teacher gives feedback and comments. | Example:  This is the Shark Room. There's a big shark at the door. There's a table and a sofa in the middle of the room. | |
| **7. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content briefly.  **\* Products:** Some students say aloud what theyhave learnt in the lesson.  **\* Organization of implementation:** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Some new words  - Read email about a crazy room.  - Create a room and describe it | |
| **8. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | |
| * Teacher asks students to complete their picture and write down description in their books.   - Teacher asks students to prepare the new lesson | - Draw a room and describe it  - Prepare for the next lesson: Unit 2-Skills 2. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

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| **Date of planning**:5/10/ 2024  **Date of teaching:** 8/10/2024  **WEEK: 5** | **Peroid 14: UNIT 2: MY HOUSE**  **Lesson 6 : SKILLS\_2** |

**I. OBJECTIVES:**

**1. Knowledge:**

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

* use the lexical items related to the topic *My house*;
* listen to get information about rooms and houses;

- write an e-mail to a friend.

**\* Vocab:** revise some words

**\* Grammar:** The present simple

**2. Competences:** Co-operation, self- study; Students will developed listening and writing skills.

**3. Qualites :** To teach SS to work hard, love their house.

**II. TEACHING AIDS:**

1. Teacher: Text book, laptop, Smart TV

**2. Students:** Text books, notebooks, posters, ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1.Check –up (5’)**  **\* Aim**: To revise the content of the previous lesson and to introduce the new lesson.  \* **Content:** Describe your house.  **\* Products:** Two students describe their houses in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Individual work)**  - T calls some students and asks them to describe their house.  **- Lead in**  - Teacher introduces students the content of the lesson today: *“You have just talked about your house. In the listening le*sson *today, we are going to listen to Mai talking about her house.*” | | | \* Describe your house.  *Hello every body. Today I want to talk about my house…….* |
| **1. Pre-Listening (10’)** | | | |
| - **Task 1: (7’)**  **\* Aim:** To prepare students for the listening text.  \* **Content:** Name the pieces of furniture.  **\* Products:** Students to read the correct words out loud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **-** Ask students to look at the pieces of furniture and parts of the house and name them.   * Call on some students to read the words out loud. * Ask some students to write the words on the board. * Have students guess if these things are mentioned in the listening text. If they say yes for a thing, put a tick next to the word.   - Play the recording once for students to check their guesses.  - Teacher confirms the correct answers for their prediction. | | **Task 1: Name the pieces of furniture.**  ***\* Answer key:***    1. bookshelf  2. sofa  3. desk  4. clock  5. window  ***\*Answer key:***  Things mentioned in the listening text: bookshelf, desk, clock, window. | |
| **3. While -listening (5’)**    **\* Aims:** To help students develop listening skill for specific information.  \* **Content:** Listen and tick True or False .  **\* Products:** Students say T or F aloud.  **\* Organization of implementation** : | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * - Have students look at the sentences in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false). * Play the recording twice for students to do Exercise 2. For a better class, ask students to take notes of the information to explain why a sentence is false. * Have students share their answers in pairs. * Invite some pairs to give their answers and confirm the correct ones. * Play the recording again if needed, stopping at the place where students find it difficult to hear. * For a better class, ask students to correct the false sentences. | Task 2: True or False statements. (Ex. 2, p. 23)  \* ***\*Answer key:***  1. F (There are three people.)  2. F (There are six rooms.)  3. T  4. T  5. F (She reads books.)  **\* Audio script:**  *My name’s Mai. I live in a town house in Ha Noi. I live with my parents. There are six rooms in our*  *house: a living room,  a kitchen, two bedrooms, and two bathrooms.  I love our living room best because it’s bright.  It’s next to the kitchen. I have my own bedroom. It’s small but beautiful. There’s a bed, a desk,  a chair, and a bookshelf. It also has a big window and a clock on the wall.  I often read books in my bedroom.* | | |
| **4. Post- listening (5’)**    **\* Aims:** To develop students’ speaking skill, using the available information and their background knowledge.  \* **Content:** Summarize the information of the listening part.  **\* Products:** A student Summarize briefly about the information of the listening part.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***- T-Ss, Ss-Ss( work group)***   * Students work in groups of four. * Teacher asks students to summarize the information in the listening part and talk about it.   - Teacher helps if necessary. | \* Summarize the information of the listening part.  **Example:**  *Mai lives in a town house in Ha Noi. she lives with her parents. There are six rooms in her*  *house: a living room,……* | | |
| **5. Pre-Writing (5’)**  **\* Aims:** To help students identify the form of an email.  \* **Content:** Necessary parts of an email  **\* Products:** Understand and identify the form of an email exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **- T - Ss**   * Show this sample email on the slide / on the board or give each student a handout with this sample. * Ask them several questions: | **\* Necessary parts of an email**  1. How many parts are there in the email?  (*5 parts)*  2. What is the subject of the email? Where can you find it? (*My house – We can find it in the “Subject line”)*  3. What does An write about in the first paragraph of the  email? (*The introduction)*  4. What does An write about in the second paragraph? (*The subject(s) of the email)*  **\* How to write email to friend?**  **1.** In thesubject line, write briefly, what the email is about.  **2.** Begin the email with a greeting *(Dear/Hi/Hello).*  **3.** The introduction is the first paragraph. Ask about his/her health, thank him/her for the previous email or write the reasons for the email, etc.  **4.** In the body, write the subject(s) of the email. Write each subject in a new paragraph.  **5.** The conclusion is the last paragraph. Say goodbye, ask your friend to write back, etc. | | |
| **6. While-Writing (5’)**  \* **Aim:** To help students brainstorm ideas for their email.  \* **Content:** Answer the questions.  **\* Products:** Students’ correct answers in their notebooks.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Tell students that now they are going to focus on the body of the email only. * Tell them that answering the guiding questions is one way to help them brainstorm as well as organise ideas for their writing. * Have students answer the questions individually, encouraging them to write the answers in full sentences. * Move around to offer help. * Invite some students to share their answers to the class. Comment on their answers. | **Task 3: Answer the questions. (Ex. 3, p. 23)**  \* Suggested answer.  1. I live in a small house in the countryside  2.There are 5 rooms in my house. Living room, two bedrooms,….  3. I like the living room best because I can watch TV with my parents and my younger sister. | | |
| **7. Post-Writing (3’)**  \* **Aim:** To help Ss practise writing an email to their friend telling about their house.  \* **Content:** Write an email to their friend telling about their house  **\* Products:** Students’ email stick on the board. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Ask students to write the body of their email individually.   - Ask one or two students to write their email on the board.  - Ask Ss to look at the email and comment.  - T feedbacks and gives mark. | **\* Sample email:**  From: Huong@fastmail.com  To: Mira@quickmail.com  Subject: My house.  *Hi Mira,*  *Thank for your email. 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 the living room best*  *because I can watch TV with*  *my parents and younger brother together.*  *What about you? Where do you live?*  *Tell me in your next e-mail.*  *Best wishes,* | | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize some main content in the lesson.  **\* Products:** Students say what they have just learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - listen to the passage describing Mai's house  - write email. | | |
| **\* Homework (2)**  **\* Aim:** To review the knowledge that students have gained in this lesson.  - To allow students finalize their versions after being checked by friends and teacher.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbook.  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | | |
| * Teacher asks students to write down the email in their books.   - Teacher asks students to prepare the new lesson. | * Rewrite the email   - Prepare “ Looking back and project” | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

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| **Date of planning**:2/10/2024  **Date of teaching:** 9/10/2024  **WEEK: 5**  **Peroid 15 :** | **UNIT 2: MY HOUSE**  **Lesson 7: LOOKING BACK+PROJECT** |

**I. OBJECTIVES:**

**1. Knowledge:**

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

* review the vocabulary and grammar of Unit 2;

- apply what they have learnt (vocabulary and grammar) into practice through a project

**\* Vocab:** revise some words of unit 2.

\* Grammar: The possessive case and Prepositions of place.

**2. Competence:** Use The possessive case and Prepositions of place correctly**;** Students will be developed some skills.

**3. Qualities :** To teach SS to work hard, love their house.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1.Warm-up (5’)**  **\* Aim**: To help students revise the vocabulary items they have learnt in the unit.  \* Content: Kim’s game ( pictures about types of house and kinds of rooms)  **\* Products:** Ss write the name of the pictures on the board. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (Team work)**  **T -Ss**   * Teacher divides class into 2 teams. * Teacher asks students to look at the pictures on the screen and asks them to memorise the pictures in 1 minute. * Teacher hides the pictures and asks Ss write the name of the pictures. The team who has more correct answers is the winner. | | | *\**  Game: Kim’s game  **\* suggested answer:**  - town house, country house, stilt house, villa, living room, bedroom, bathroom, kitchen, dining room, …. |
| **VOCABULARY**  **1. Task 1 (5’)**  **\* Aim:** To help Ss revise the vocabulary items they have learnt in the unit.  \* **Content:** Put the words into the correct group  **\* Products:** Students write the correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| - **T –Ss :**  - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss' answers or ask one student to write his/ her answer on the board.  - Confirm the correct answers. | | **Task 1: Put the words into the correct group. Add a new word to each group.**   |  |  |  | | --- | --- | --- | | **Types of house** | **Rooms** | **Furniture** | | flat ,town house,  country house | living room, bedroom, bathroom, kitchen, | chest of drawers, sink, fridge, dishwasher, cupboard, | | |
| **Task 2**: **(5’) grammar** | | | |
| **\* Aims: To help Ss revise the possessive case.**  \* **Content:** Complete the second sentence with the correct possessive form.  **\* Products:** Some students write correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| - **T –Ss ; Ss - Ss**  . Have students say how to form the possessive form with proper names and singular nouns.   * Ask students to do the exercise individually and then exchange their answers with a classmate. * Call on some students to write their answers on the board. Other Ss give comments. * Confirm the correct answers. | **Task 2: Complete the second sentence with the correct possessive form. (Ex. 2, p. 24)**  ***Answer key:***  1. teacher’s  2. brother’s  3. Elena’s  4. grandfather’s  5. Vy’s | | |
| **Task 3. (5’)**  **\* Aims:** To help students revise the prepositions of place.  \* **Content:** Make sentences using prepositions of place.  **\* Products:** Students write the full sentences on the board.  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**   * Ask students to say the prepositions of place they have learnt. * Have students look at the pictures and do this exercise individually. Ask some students to write the sentences on the board. * Check students’ answers.   + T can have Ss play a game : Lucky number | Task 3: Make sentences using prepositions of place. (Ex. 3, p. 24)  ***\* Answer key:***  1. The cat is on the table.  2. The dog is in front of the kennel / doghouse.  3. The cat is between the bookshelf and the sofa.  4. The cat is behind the computer.  5. The girl is on the sofa.  6. The boy is next to the sofa. | | |
| **Task 4: (5’)**  **\* Aims:** To help Ss revise describing their favourite room using the prepositions of place.  \* **Content:** Write three sentences to describe your favourite room  **\* Products:** Students write the full sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***   * Ask one student what room in the house is his / her favourite. * Encourage him / her to say one or two sentences about it. * Have students write three sentences to describe their favourite room. * Remind students to use prepositions of place. * Students share their sentences with their partners. * Some students are asked to write their sentences on the board.   - Teacher and other students give feedback. | **Task 4: Write three sentences to describe your favourite room. (Ex. 4, p. 24)**    *Ex:*  *- There’s a big bed next to the door.*  *- There is a clock on the wall.*  *- There are books on the bookshelf.* | | |
| **5. Project (5’) *\****  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** Take survey.  \* **Products:** *Students’ painting*  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Project: T - Ss, Ss – Ss** (group work)   * Students work in groups. One student in each group asks other group members question * Ss fill the information in the following table. * This student then summarises their group members’ answers and reports the result to the whole class.   - Have Ss work in groups to draw their own strange house. Ask them to practise describing their house in groups before telling the class about their house.The class votes for the best strange house. | **\* ACTIVITY 1**  **- Survey:**  “Which one would you like to live in? Why?”    **\*** **ACTIVITY 2**  ***Students’ painting*** | | |
| **\* Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the lesson’s content.  **\* Products:** A student says what she/ he has just learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Teacher asks students to talk about what they have learnt in the lesson. | - revise vocabulary in unit 2  - revise the possessive case and the prepositions of place  - Draw a strange house. | | |
| **\* Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in Unit2 and To prepare for the next lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | - Complete the project  - Prepare for the next lesson: Unit 3 –Lesson 1. Getting started. | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

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