**UNIT 2: MY HOUSE**

**Lesson 1:Getting Started p.16-17**

**Week 3**

**Period**: **09**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 22/09/2022 |  |
| **6B** | 24/09/2022 |  |
| **6C** | 22/09/2022 |  |
| **6D** | 24/09/2022 |  |
| **6E** | 22/09/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Use the words related to the topic *My Home*

- Use the words for types of house, rooms, and furniture

- Vocabulary to learn: flat, Country house, town house, behind, cousin, move

**\* Pronunciation:**

- *P*ronounce the final sounds /s / and /z/ correctly

**\* Grammar:**

- use possesive case to describe possesion;

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

- give suggestions

**2. Competencies:**

**a. General competencies:**

By the end of the lesson, students are expected to:

- pratice reading and listening the conversation between Mi and Nick about types of rooms and houses.

- use possesive case to describe possesion;

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

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- use possesive case to describe possesion;

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

- give suggestions;

- read for specific information about rooms and furniture;

- describe hourses, rooms and furniture;

- listen for specific information about someone’s house;

- write an email to a friend describing a house.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their new school.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP**  **1. Aim:**  - To create a friendly and atmosphere in the class before the lesson;  - To give T and Ss a chance to introduce themselves;  - To lead into the unit  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about the previous lessons,  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class…  - T encourages Ss to talk in English as much as possible  - Answer the teacher’s questions and enquirements.  - Students **(Ss)** listen and learn how to do it .  + Lead to the first unit of the new school year.  - Write the unit title *My house* on the board.  - Ss open their book and write .  **Step 3: Report and discussion**  - Ss work in group to introduce themselves  - Ss join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | **Chatting.**    - Introduce themselves (*name;* *age; address; likes; dislikes ….friends…)* |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  **-** To set the context for the introductory;  - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.  **2. Content:**  Learn some new words. Read the conversation and find out new words.  **3. Products:**  **-** Vocabulary about the topic  - Understanding the conversation; topic of the lesson, grammar points…  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  **Step 2: Task performance**  **Task 1. Listen and read.**  - Set the context for the listening and reading. Introduce Mi and Nick: they are pen friends.  - Have Ss look at the pictures and answer some questions, *e.g. What are Nick and Mi doing? What might they talk about?*  - Encourage Ss to give their answers, but do not confirm whether their answers are right or wrong.  - Ask them to talk a bit about the place where they live.  - Play the recording twice for Ss to listen and read along.  - Ask Ss to underline the words that are related to the topic of the unit while they are listening and reading.    **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocabulary (situation, realia….)  + Follow the seven steps of teaching vocab.  + Check vocabualry.  - Invite some pairs of Ss to read the dialogue aloud.  - Ask Ss what exactly Mi and Nick talked about.  - ss listen carefully to the context  - Ss answer the teacher’s questions.  - Confirm the correct answer.  - Have Ss say the words in the text that they think are related to the topic My house.  - Quickly write the words on one part of the board. - Comment on Ss'answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Listen and read.**    **Answers:** *(They talked about their houses. Mi shared that her family was moving to a new flat and she briefly described her new flat...)*  **\* Vocabulary**  **- town house (c-n)** nhà phố  **- country house (n)** nhà ở vùng quê  **- flat (n)** căn hộ  **- bedroom (n)** phòng ngủ  **- bathroom(n)** phòng tắm  **- behind** (**prep)** đằng sau  - **move (v)** di chuyển | |
| **ACTIVITY 3: PRACTICE**  **1. Aim**:  To help Ss understand the conversation.  To introduce some vocabulary related to the topic of the unit;  To develop Ss’ knowledge of the vocabulary about types of house.  To help Ss practise asking and answering about where they live.  **2. Content**:  Listen and read the conversation.True/ false activity, filling in the gaps.  Understand the conversation; grammar points; present simple tense  **3. Products**:  Know more new words.  Understand the conversation; topic of the lesson  Vocab, grammar points…  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss learn Task 2 – Getting Started - Unit 1  **Step 2: Task performing**  **Task 2. Which family members does Mi talk about? Put a (√)**  - First, ask Ss to give the answers without reading the conversation again. Then ask them to read the conversation and check their answers.  - Have Ss highlight the sentences that have the answers.  - Invite some Ss to give answers and their evidence.  - Ss listen carefully to the instructions  - Ss follow the teacher’s instructions  - T confirms the correct answers.  - Allow them to share their answers before discussing them in groups or as aclass.  - Call on Ss to give th answers  - T gives the correct answers.  **Task 3. Read the conversation again. Complete each sentence with ONE word.**  - Ask Ss to work independently to fill each blank with the word from the conversation.  - T may instruct them how to do the exercise:  (1) read the sentence and identify the kind of information to fill the blank.  e.g. In sentence 1, we need a noun that shows the relationship between Elena and Nick to fill the blank; (2) read the conversation and locate the place to find the word to fill the blank.  e.g. Line 2 in the conversation contains the word needed to fill the blank in sentence 1.  - Model with the first sentence. “*sister*”  - Allow Ss to share answers before discussing as a class. Write the correct answers on the board.  - Ss practice saying the sentneces.Give the answers.  - T gives correct answer  **Task 4. Complete the word web. Use the words from the conversation and the ones you know.**  - Ask Ss to work in pairs to complete the word web about types of house.  - Tell them that they should read the text again to get the words and use the words they know.  - Ask them to draw the word web in their notebooks and do the task in five minutes.  - Have pairs exchange their word webs.  - Invite two pairs with the most number of words to draw their word webs on the board.  - Other pairs look, comment and add any words they know.  - Introduce some other types of house if needed.  **- Ss ưork in pairs**  - Ss do themselves. Give the answers  \* *This activity can be organised as a competitive game where Ss work in groups to add as many words to the word web as possible.*  - The group with the most answers wins.  - Show the winner  **Task 5. Work in groups. Ask your friends where they live. Then report their answers.**  - Have Ss work in groups to take turns to ask and answer about where they live.  - Model with one student to make sure Ss know how to ask and answer.  **- Ss l**isten to the instructions carefully then do the tasks. **Work in groups**  - Ask one student in each group to be the secretary and to take notes of other Ss' answers so that by the end of the activity the group secretary will report the findings to the class.  - Give examples of how to report the finding (*e.g. In my group, Lan and Nam live in flats. Ngoc lives in a country house, etc.).*  - Move around to observe and offer help needed.  - Invite some Ss to ask ans answer in front of the class.  - Ask group secretaries to report their findings.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | **2. Which family members does Mi talk about? Put a (√)**    **3. Read the conversation again. Complete each sentence with ONE word.**  ***Key:***  1. sister 2. TV  3. town 4. country  5. three  **4. Complete the word web. Use the words from the conversation and the ones you know.**    **5. Work in groups. Ask your friends where they live. Then report their answers.**  **A**. Where do you live?  **B.** I live in a flat / in a country house.  **A**. How many rooms are there?  **B**. There are seven rooms.  **A**. Seven? What are they?  **B .**There is a living room, three bedrooms, a kitchen and two bath rooms.  A. Thank you very much.  B You’re welcome. | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise some words and learn some more words indicating types of house and rooms in the house  To give Home assigments  **2. Content**:  To learn some more words indicating types of house and rooms in the house. Matching  Home assigments  **3. Products**:  Know more some words about home.  Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **-** Home assigments  **Step 2: Task performance**  - Teacher summarizes all opinions   * T let Ss take note the home assigments   **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assigments:**  - Read again the conversation  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | | |

**UNIT 2: MY HOUSE**

**Lesson 2:A closer look 1 p.17-18**

**Week 4**

**Period**: **10**

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| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 26/09/2022 |  |
| **6B** | 28/09/2022 |  |
| **6C** | 21/09/2022 |  |
| **6D** | 26/09/2022 |  |
| **6E** | 27/09/2022 |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- To introduce topic of the lesson *My house*. To teach the names of the rooms and the names of furniture in the house.

- Use the words related to the topic *My house:* chest of drawers, poster, cupboard, dishwasher, cooker, light, ceiling fan, fridge, sink.

**\* Pronunciation:**

* To teach how to pronounce the final sounds /s / and /z/ correctly;

**\* Grammar:**

- use possesive case to describe possesion;

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

- give suggestions;

**2. Competencies:**

**a. General competencies:**

By the end of the lesson students will be able to know the names of the rooms and the names of furniture in the house.Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of eeading about rooms and furniture, describing houses, rooms, and furniture, listening about someone’s house, writing an email to a friend

- Ability of using some new words of school topic to make sentences and call things around.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their own room and house.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP**  **1. Aim:**  - Revise the old lesson.  **-** Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about them and class.  - T encourages Ss to talk in English as much as possible  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions and requirements.  - Open their book and write.  + T Leads to the new lesson.  - Ask Ss to open their book and introduce what they are going to study…  **Step 3: Report and discussion**  - Ss join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **Chatting.**   * What are your feelings about your house? * Do you like your room? * Do you like the decoration of your house?   Answers | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To revise/ teach the names of the rooms in the house.  - To revise/ teach the names of furniture pieces.  **2. Content:**  - Name some rooms in a house. To know more words about rooms in the house.  - Name of the things / furniture in each room  **3. Products:**  **-** Vocabulary about the topic  - To know more names the rooms in the house.  - Understanding more some furniture in each room  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 1  **Step 2: Task performance**  **Task 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.  - Ss listen carefully to the instructions  -T can explain the meaning of “hall”(hall = a space or passage inside the entrance or front door of a building/ house).  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  - Check the answers  - Correct their pronunciation.  **Task 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.  - Ss listen carefully and learn how to do.  - 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.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Look at the house. Name the rooms in it.**  **\*Vocabulary:**  **- hall (n)**  **- livingroom (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    **Key :**  **b**. living room **c**. bedroom  **d**. bathroom **e**. kitchen.  **2. Name the things in each room in 1. Use the word list below.(You may use a word more than once.)**  **\* Key*:***  **Bed room:** *Lamp, chest of drawers, picture.*  **Living room***: Lamp, picture, sofa.*  **Hall***: picture*  **Kitchen***: cupboard, dishwasher, sink, fridge.*  **Bathroom***: toilet, shower, sink.* | |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  - To help Ss to practice asking and answering about the furniture in a room.  - To help Ss identify how to pronounce the final sounds /s/ and /z/ .  - To help practice pronouncing these sounds in words.  - To help Ss pronounce the sounds /s / and /z/ correctly in context.  **2. Content**:  Asking and answering about the furniture in a room  To pronounce the final sounds **/s / and /z/** correctly  **3. Products**:  Understanding some more things in the room.  To pronounce the final sounds /s/ and /z/ correctly in contexts. Practice pronouncing  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss do all theTasks in A closer look 1  **Step 2: Task performing**  **Task 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.  **Task 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,  **Task 5. Listen to 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.  **-** Listen to the instructions carefully then do the tasks.  - Do the tasks  - 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.  - Ss listen again and reppeat  - Ss work inpairs  - Practice the conversation  - 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.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitucde of Ss in class. | **3. Think of a room in your house. In pairs, ask and answer questions to guess it.**  **Example**:  **A:** What's in your room?  **B:** A sofa and a television.  **A:** Is the living room?  **B:** Yes.  **Answer:**  **A:** What's in your room?  **B:** A fridge  and a cupboard.  **A:** Is the kitchen?  **B:** Yes.  ***\* Audio script:***  Lamps sinks flats toilets cupboards sofas kitchens romms.  **5. Listen to the conversation . Underline the final in the words and put them into the correct column.**  **Key :**  **/s/:** chopstics, lamps.  **/z/:** bowls, things, homes  **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. | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  Make sentences using the new words and structures  Home assignments  **3. Products**:  Know more some words about house  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson and make sentences with them  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T let Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about school  -**Step 4: Judgement**  T gives feedback and requires Ss do home assignments. | | **\* Home assignments:**  - Practice speaking the names of rooms and the names of the furniture in the house.  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………** | | |

**UNIT 2: MY HOUSE**

**Lesson 3:A closer look 2 p.18-19**

**Week 4**

**Period**: **11**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 28/09/2022 |  |
| **6B** | 29/09/2022 |  |
| **6C** | 28/09/2022 |  |
| **6D** | 27/09/2022 |  |
| **6E** | 28/09/2022 |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- To introduce topic of the lesson *My house*. To teach the names of the rooms and the names of furniture in the house.

- Use the words related to the topic *My house:* chest of drawers, poster, cupboard, dishwasher, cooker, light, ceiling fan, fridge, sink.

**\* Pronunciation:**

* To teach how to pronounce the final sounds /s / and /z/ correctly;

**\* Grammar:**

- use possesive case to describe possesion;

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

- give suggestions;

**2. Competencies:**

**a. General competencies:**

By the end of the lesson students will be able to know the names of the rooms and the names of furniture in the house.Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of eeading about rooms and furniture, describing houses, rooms, and furniture, listening about someone’s house, writing an email to a friend

- Ability of using some new words of school topic to make sentences and call things around.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their own room and house.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)**  **1. Aim:**  - To revise the old lesson.  - To introduce / teach possessive case.  **2. Content:**  - To review/ introduce the use and the form of the possessive case  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Ss know the use and form of the possessive case.  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study….  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. |  |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To help Ss identify the correct form of possessive case  **2. Content:**  - To introduce / teach possessive case.Use **’s** after propername or singular noun  - Pair work to put the words in the correct columns  **3. Products:**  **-** Vocabulary about the topic  - Learning how to form and use possessive case by choosing the correct answer  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **-** To help Ss identify the correct form of possessive case  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 1  **Step 2: Task performance**  **Task 1.** **Choose the correct answer**  - Ask Ss to do exercise individually and then compare their answers with a classmate.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  - Work Individually  - Listen carefully and read aloud.  - Check the answers.  - Confirm the correct answers  **Task 2. Complete the sentences with the correct possessive case.**  - Have Ss do this exercise .  - Call on two Ss to write their answers on the board  - Ss **work individually**  - Do the tasks  - Draw all Ss’ attention to the board and check the answers together.  - Share the answers.  - Learn how to do.  - T confirms the correct answers.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1.** **Choose the correct answer**  **\* Key**:  **1.** grandmother’s **2.** sister’s **3**. cousin’s  **4**. Nam’s **5**. An’s  **2. Complete the sentences with the correct possessive case.**  **\* Key:**  1. Mi’s 2. teacher’s 3. Nick’s 4. father’s  5. brother’s |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:   * To help Ss identify different prepositions of place and use them correctly to describe where people or things are. * To give Ss further practice in using prepositions of place. * To help Ss practice describing their house.   **2. Content**:  - Write different prepositions of place and use them to do the tasks.  - Write True or False for each sentence **.**  - Play GAME **Memory challenge .**  **3. Products**:  -Write the correct preposition in the box. Use the prepositions of place correctly  -Decide if each sentence is true or false. To correct the false sentence.  -Know how to play game.Showing the winning team.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Write the correct preposition in the box under each picture. Say a sentence to describe the picture.**  **\*) 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 vocab  - Copy all the words   |  | | --- | |  |   - Ask Ss what prepositions of place they know.  - Encourage Ss to say as many as possible.  - Have them look at the Remember! box to see if the prepositions they have mentioned are the same.  - Ask Ss to look at 3 and explain what they have to do.  - Have Ss do this exercise in pairs. Ask for Ss' answers.  - Listen to the instructions clearly  - Ss to **work independently**  - Confirm the correct answers.  - Have Ss work in pairs to say sentences describing the pictures.  - Move around to offer help if needed.  - Call on some Ss to say their sentences.  - Share the answers  - Copy them  - If there is time, ask some Ss to write their sentences on the board.  **Task 4. Look at the picture and write T (True) Or F (False) for each sentence. Correct the false sentence**.  - Have Ss look at the picture of the room and ask them to describe the room briefly.  - Ss listen carefully  - Ask them to 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.  - Have Ss do this exercise individually before they share their answers with a partner.  - Ask some Ss to read out their answers.  - Ss check the answers  - Listen and repeat  - Check and confirm the correct answers  **Task 5. GAME: Memory challenge**  - Have Ss **work in pairs** to play the game  ***Memory challenge*** . *Ss look at the picture in 4 for 30 seconds and then cover it . They ask and answer questions about position of the thing in the picture.*  *- Invite some pairs to perform in front of the class.*  *- This activity can be organised as a competative game. The class is devided into teams A and B .*  *- Have the teams look at the picture for 30 seconds.*  *- Ask to close their books.*  *- Ask Ss from each team to answer some questions about the position of the things in the picture. Record their points on the board and announce the winning team.*  - T goes round and corrects mistakes or gives help when and where necessary.  - Show the winner.  **Step 3: Report and discussion**  - Ss work independently and in pairs, in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | **3. Write the correct preposition in the box under each picture. Say a sentence to describe the picture.**  **\* Vocabulary:**  - in front of (prep.)  - next to (prep.)  - behind (prep.)  - between (prep.)  - under (prep.)   |  | | --- | | in on next to behind  in front of under between |     **Key:**   1. next to 3. behind 4.in   5. in front of 6. between 7.under  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 doghouse.  6. The cat is between the lamp and the armchair.  7. The cat is under the table.  **4. Look at the picture and write T (True) Or F (False) for each sentence. Correct the false sentence**.    **5. GAME: Memory challenge** |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  Make sentences using the possesive case and prepositions  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - T asks some Ss to describe the positions of the pencil  **-** Home assignments  **Step 2: Task performance**  - T summarises the main points of the lesson. Take a book from a student and ask another student to make sentence with the possessive case.  - T puts a pencil on a book and ask a student to make sentence or ask Ss to make sentences to describe the position of things in the classroom.  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about positions of things  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Revise the use and form of possessive case.  - Do more exercises in workbook.  - Make more sentences using prepositions |
| **IV. FEED-BACK:**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………** | |

**UNIT 2: MY HOUSE**

**Lesson 4: Communication p.20-21**

**Week 4**

**Period**: **12**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 29/09/2022 |  |
| **6B** | 01/10/2022 |  |
| **6C** | 29/09/2022 |  |
| **6D** | 01/10/2022 |  |
| **6E** | 29/09/2022 |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- To introduce topic of the lesson *My house*. To teach the names of the rooms and the names of furniture in the house.

- Use the words related to the topic *My house:* chest of drawers, poster, cupboard, dishwasher, cooker, light, ceiling fan, fridge, sink.

**\* Pronunciation:**

* To teach how to pronounce the final sounds /s / and /z/ correctly;

**\* Grammar:**

- use possesive case to describe possesion;

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

- give suggestions;

**2. Competencies:**

**a. General competencies:**

By the end of the lesson students will be able to know the names of the rooms and the names of furniture in the house.Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of eeading about rooms and furniture, describing houses, rooms, and furniture, listening about someone’s house, writing an email to a friend

- Ability of using some new words of school topic to make sentences and call things around.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their own room and house.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP**  **1. Aim:**  - To revise the old lesson.  - To teach Students use everyday English phrases and expressions and develop the language skills, as well as learn about Vietnamese culture and other cultures.  \* Everyday English  Giving suggestions.  **2. Content:**  - Use everyday expressions to develop the language skills.  - Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new class  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Developing the language skills by asking and answering questions about themselves.  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher **(T)** asks Ss some questions about them and class.  - T asks Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | A*. Let’s go to the zoo this weekend.*  *How about going to the zoo this weekend?*  B. *Great idea.* … | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  **-** To teach Ss how two ways of giving suggestions in English  - To help Ss practice giving suggestions.  **2. Content:**  - Two ways of giving suggestions How about + V-ing ; Let’s + V  **3. Products:**  **-** Vocabulary about the topic  - Knowledge of how to give suggestions.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context to reading and listening  - T ask the whole class to do the Tasks in Communication  **Step 2: Task performance**  **Task 1.** **Elena and her Mum are discussing how to decorate her bedroom. Listen and read the dialogue . Pay attention to the highlighted sentences.**  T plays the recording for Ss to listen and read the dialogue between Elena and her mum at the same time.  T asks Ss to pay attention to the highlighted sentences.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  -Ss work in groups and Read aloud the dialogue.  Elicits the structures of giving suggestions from Ss {How about + V-ing?, Let's + V).  T has Ss practise the dialogue in pairs.  - Ss practise the dialogue in groups.- Ss may use everyday English to talk to each other.  - Ss work in pairs.  T calls on some pairs to practise the dialogue in front of the class.  **Task 2. Work in pairs. Make similar dialogue. Remember to use the structure.**  **+ How about + V-ing?**  **+ Let’s + V-Infinitive**  **-** Ask Ss to work in pairs to make similar dialogues, using the structures of giving suggestions.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Ss work in groups and practise in pairs  + Ss do the tasks  - Comment on their performance.  - Move around to observe and provide help.  - Call on some groups to practise in front of the class.  - Comment on their pertormance.  **Step 3: Report and discussion**  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1.** **Elena and her Mum are discussing how to decorate her bedroom. Listen and read the dialogue . Pay attention to the highlighted sentences. - T\_Ss**  **Audio script:**  Elena: My bedroom isn't nice.  Mum: How about putting a picture on the wall?  Elena: Great idea, Mum.  Mum: Let's go to the department store to buy one.  **2. Work in pairs. Make similar dialogue** | |
| **ACTIVITY 3: PRACTICE (20')**  **1. Aim**:  - To give Ss a sample of a house description.  **-** To help Ss practise asking and answering questions about the different between two houses.  **-** To help Ss practice describing their house.  **2. Content**:  - Listen ; look at the pictures and complete the sentences  - Look at picture; ask the differences between two houses  - Draw a simple picture of your house. Tell the partner about it.  **3. Products**:  - Learn how to describe the house. Complete the sentences correctly.  - Describing the houses.  - Draw a picture and tell about it  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Mi tells Nick about her grandparents’ country house . Look at the pictures of her grandparents’house and complete the sentences**  **\*) Teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  - Take note  - To help Ss practise using some grammar points and vocabulary related to the topic.  - Have Ss look at the picture and try describing the house.  - Encourage Ss to say full sentences.  - Then ask Ss to work in pairs to complete the given sentences.  - Move around to observe and provide help.  - Invite Ss to share their answers.  - Confirm the correct answers.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  **Task 4. Student A look at the picture of Nick’s house on this page. Student B looks at the pictures of Mi’s house on page 25. Ask questions to find the differences between the two houses.**  - This is a communicative activity called an information gap activity.  - Have Ss work in pairs to find the differences between the two houses.  - Before Ss do this activity, model the way to do this with a student.  - Ask Ss in each pair not to look at each other's picture and make similar conversations.  **- Ss work in pairs**  - Ss do the tasks  - Ss should note down the differences between the two houses.  - After a few minutes, the pair which has the most differences wins.  - Ask some pairs to act out the conversation.  - Other pairs listen and add more differences if there are any.  - Check and confirm the correct answers  **Task 5. Work in groups. Takes turns to interview the others. Use the questions above.**  **-** This is a personal sharing task. In this activity Ss are encouraged to share their own experiences.  Give Ss 5 - 7 minutes to ***draw a simple picture of their house.***  Ss then work in pairs to tell each other about their house.  - Ss w**ork in pairs** to describe their houses.  If time allows, T can ask them to ***note down the differences between their houses.***  Call on some Ss to **describe their friend's house to the class.**  - Ss may also present the differences between their house and their friend's.  Other Ss and T listen and give comments.  - Choose some Ss to give a presentation to the class.  **Step 3: Report and discussion**  - Ss work independently and in pairs, in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | | **3. Mi tells Nick about her grandparents’ country house . Look at the pictures of her**  **grandparents’house and complete the sentences**  **\* Vocabulary:**  **-hall** (n) sảnh  **- put** (v) đặt để  **- store** (n) cửa hàng  **- wardrobe**(n) tủ quần áo    **Suggested answers:**  **Key**: **1**. country **2**. are **3**. is  **4.** Chairs **5.** On  **4. Student A look at the picture of Nick’s house on this page. Student B looks at the pictures of Mi’s house on page 25. Ask questions to find the differences between the two houses.**  **The conversation could be:**  T (look at Nick's house): *Nick lives in a country house. Where does Mi live?*  Student (look at Mi's house): *She lives in a town house.*  T: *How many rooms are there in Mi's house?*  Student: *There are six rooms. What about in Nick's house? How many rooms are there?* *etc.*  **5. Work in groups. Takes turns to interview the others. Use the questions above.**  https://img.loigiaihay.com/picture/question_lgh/2021_51/1623144082-hmlc.jpg  *Examples:* Hello everyone. This is the picture of my house. It’s a country house but it’s very large and modern. It has two floors with a big yard, a lake and a lot of trees. In the house, there are three bedrooms, a living room, two bathrooms, a kitchen, a dining room, a garage, and a study. Each room has modern facilities and household appliances. |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  More descriptions of houses  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - T summarizes the lesson and let Ss tell what the have learnt  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T has Ss tell what they have learnt (How to describe their houses and tell about positions of things)  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about houses  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assignments:**  - Practice describing your house.  -Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | | |

**UNIT 2: MY HOUSE**

**Lesson 5: Skills 1 p.22**

**Week 5**

**Period**: **13**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 03/10/2022 |  |
| **6B** | 05/10/2022 |  |
| **6C** | 03/10/2022 |  |
| **6D** | 03/10/2022 |  |
| **6E** | 04/10/2022 |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- To introduce topic of the lesson *My house*. To teach the names of the rooms and the names of furniture in the house.

- Use the words related to the topic *My house:* crazy, shelf – shelves, cupboard, strange shape, stool.

**\* Pronunciation:**

* To teach how to pronounce the final sounds /s / and /z/ correctly;

**\* Grammar:**

- use possesive case to describe possesion;

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

- give suggestions;

**2. Competencies:**

**a. General competencies:**

By the end of the lesson students will be able to know the names of the rooms and the names of furniture in the house.Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of eeading about rooms and furniture, describing houses, rooms, and furniture, listening about someone’s house, writing an email to a friend

- Ability of using some new words of school topic to make sentences and call things around.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their own room and house.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP**  **1. Aim:**  **-** To develop student’s reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.  **2. Content:**  Revision of the old lesson.Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **Pre - reading**  - Teacher (T)asks Ss some questions about them and class.  - T asks Ss to open their book and introduce what they are going to study….  - Asks the class to look at some pictures. Encourage Ss to give their ideas (as many sentences as possible) E.g. in picture 1, 2 : *What can you see? How is the house ? Where is it?...*  - Ss look at the pictures and answer the teacher’s questions  - T leads in the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | *I can see a country house.*  *I can see a house on a beach.*  *The house is big and modern.* |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To get Ss acqainted with a reading skills.  - To help Ss understand and activate their knowledge of the topic of the lesson.  **2. Content:**  - To pracice using the present simple in context.  - elicit Vocabulary by using pictures or real items.  **3. Products:**  **-** Vocabulary about the topic  - Development of reading skills by looking at the pictures and doing the matching.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 1  **Step 2: Task performance**  **While- reading**  **Task 1.** **Look at the text. Answer the questions.**  **\* 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  + Ask ss to read the reading skill box.  - Explain any words that Ss do not know.  - Tell Ss that predicting is an important reading skill that can help them gain a general understanding of the text.  - Now quickly look at the text, the pictures answer the questions.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss learn how to read the passages.  - Ask for Ss’ answers.  - Confirm the correct answer to Question 1 and  - Ask Ss to do the task 1 on page 12.  - Teacher gives instructions.  **-** Tell ss to read the three passages quickly and check their ideas.  - Set a strick time limit to read .  - T may call Ss to read aloud each paragraph  - Observe and help when and where necessary.  - Check the answer.  **Task** **2. Read the text again and answer the questions**  + Have Ss read the text in detail to answer the questions.  - Ask Ss how to do this exercis. Explain the strategies if necessary E.g. Reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions. Tel Ss to underline part of email that help them with answers. Limit the time for Ss to ensure them read the text quickly.  + Ss do the tasks  - Listen to the teacher’s instructions carefully and learn how to do.  - Ss check the meaning of the words  - Ask Ss to compare their answers in pairs before they give the answers.  - Ss work individually first.  - Compare the answers with partners  - Ask ss to show the evidence to support their answers.  - Check and confirm the correct answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Look at the text. Answer the questions.**  **\* Vocabulary:**  - crazy (n) lười biếng  - shelf (n) giá sách  - cupboard (n) tủ đựng chén, bát  - strange shape (c/n) hình kì lạ.  ***Reading skill : Predicting***  ***- Predicting makes reading easy.***  ***- Before reading look at the pictures, designed and title.***  ***- Describe what the text about.***  ***- Think about what you know about the topic.***  **Key:**   1. *It’s an email.* 2. *The text is about Nick’s room at the Crazy House Hotel*   **2. Read the text again and answer the questions**  **\*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. | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help Ss practise using verbs in the present simple in sentences and in context.  - To help Ss further develop their reading skills for specific information (scanning)  - To help Ss prepare ideas for the speaking activity  - To provide an opportunity for Ss to practise describing a house  **2. Content**:  - To use present simple to do the exercises.  - Answer the questions for more information to develop their reading skills  - Read and circle things in Tiger Room.  **-** Create a new room for hotel ;Practise describing the hotel room they have designed  **3. Products**:  - Understand more about using the words in contexts.  - Getting more information to understand the three passages.  - To practice speaking by asking and discussing the choicesof the type of school…  - Draw a plan for the room . Describing it to improve speaking skills.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Circle the things in the Tiger Room.**  - Ask Ss to do the task.  - Ask them to read through the words given and locate them in the text. If they find a similar word in the text, they should circle it in the list.  - Listen carefully to the instructions  - Answer questions **individually.**  - Have Ss time compare the answers  - Ss follow the instructions carefully  - Ss find the answer.  - Ss compare the answers  - Check and confirm the correct answers.  - Discuss any common errors and provide further practice if necessary.  **\*Post-Reading**  + Ask Ss what to include when they want to describe a room in the hotel. Here are some things:  *- Name of the room.*  *- Reason for the room.*  *- Position of thing in the room…*  + Write these points on board to prepare for the next activities.  - Call on some Ss to describe.  - Check their pronunciation and intonation.  - Check and confirm the correct answers  **Task 4. Create a new room for the hotel. Draw a plan for the room.**  Tell each student to create a new room for the hotel and draw a plan for the room.  Set a time limit for Ss to do it.  Ask Ss to give the room a name and bear in mind the things in the room and their position. Have them quickly note down these ideas.  - Correct mistakes if there are .  **Task 5. Show your plan to your partner and describe it**  - Ask Ss to do activity.  - Have Ss work in pairs and show the plan to their partner.  - Ask Ss to take turns to describe their rooms.  - Remind Ss to focus on the three points on the board.  - Move around to observe and offer help.  - Call on some Ss to show their plan to the whole class and describe it.  - T and other Ss listen and vote for the best plan.  **Example:** *This is the Shark Room. There is a big shark at the door. Thereis a table and a sofa in the middle of the room ….*  **Step 3: Report and discussion**  - Ss work independently and in pairs, in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Ss in class. | | **3. Circle the things in the Tiger Room.**  **\*Key :**  a window a wardrobe a cooker  a cupboard a shelf a lamp a desk a tiger  **4. Creat a new room for the hotel. Draw a plan for the room.**  https://img.loigiaihay.com/picture/question_lgh/2021_51/1623144789-mawg.jpg  **Key :**  *This is the Bluebird room. The room is like a nest for birds. There is a big fake tree in this room. There is a sofa and a TV in the middle of the room.* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Ss take note the home assignment  **Step 3: Report and discussion**  - T asks, Ss answer about houses  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Practice describing the room they have designed.  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | | |

**UNIT 2: MY HOUSE**

**Lesson 6:Skills 2 p.23**

**Week 5**

**Period**: **14**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 05/10/2022 |  |
| **6B** | 06/10/2022 |  |
| **6C** | 05/10/2022 |  |
| **6D** | 04/10/2022 |  |
| **6E** | 05/10/2022 |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- To introduce topic of the lesson *My house*. To teach the names of the rooms and the names of furniture in the house.

- Use the words related to the topic *My house:* town house, guess, clock, pen friend

**\* Pronunciation:**

* To teach how to pronounce the final sounds /s / and /z/ correctly;

**\* Grammar:**

- use possesive case to describe possesion;

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

- give suggestions;

**2. Competencies:**

**a. General competencies:**

By the end of the lesson students will be able to know the names of the rooms and the names of furniture in the house.Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of eeading about rooms and furniture, describing houses, rooms, and furniture, listening about someone’s house, writing an email to a friend

- Ability of using some new words of school topic to make sentences and call things around.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their own room and house.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITY 1: WARM-UP GW/PW/IW)**  **1. Aim:**  - To develop student’s listening skills for specific information. It also provides input for the writing skills.  - To learn how to write an email to a friend or penpals.  **2. Content:**  **-** Revision **:** Describe *your dream house.*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson. Describe Nick’s room in the hotel again.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. |  | | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To get Ss acqainted with listening skills.  **-** To help develop Ss’ skills of listening for specific information.  **2. Content:**  - To pracice using the present simple in context.  - Looking at the pictures. Name each of them; Guess the content.  - Listening skills for specific information. It also provides input for the writing skills  **3. Products:**  **-** Vocabulary about the topic  - Guessing the answers to the questions.  - Improvement of listening skills. Ss can listen for specific information  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 1.** **Look at the pictures. Name each of them. Guess if they are mentioned in the listening text.**  **- T\_Ss**  - Ask Ss to look at the pieces of furniture and name them.  **\* Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  If have new words  - Call on some Ss to read the words out loud.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ask some Ss to write the words on the board.  - Have Ss guess of 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 Ss to check their guess.  - Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.  - Let Ss listen once and check their guesses.  **Task 2. Listen to Mai talking about her house. Tick** (✓) **T (True) or F (False).**  - Have Ss look at the sentences. Tell 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, and deciding if each sentence is true or false).*  - Play the recording twice for the Ss to do exercise **2** for strongerclasses, ask Ss to take notes of the information to explain why a sentence is false.  - Ss can 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 Ss find it difficult to understand.  - For stronger classes, ask Ss to correct the false sentences.  - Get feedback.  - Check and confirm the correct answers.  **\*Post-listening**  **Students tell about Mai’s house.**  - T gives instructions and encourage Ss to tell about Janet’s school, using information in Audio Script.  *\* Invite one or two Ss to briefly describe Mai's house, focusing on the type of house, the number of rooms and her favourite room.*  - T may give some clues  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **1.** **Look at the pictures. Name each of them. Guess if they are mentioned in the listening text.**      **Key :**  1. bookself 2. sofa 3. desk  4. clock 5. window  *+ Things mentioned in the listening text: bookself, desk, clock, window*.  **2. Listen to Mai talking about her house. Tick** (✓) **T (True) or F (False).**   * ***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 the 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.*   * **Key:**  1. F (There are three people.) 2. F (There are six rooms.) 3. T 4. T 5. F (She reads books.) | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help Ss practise using verbs in the present simple in sentences and in context.  - To help Ss further develop their listening skills for specific information (scanning)  - To help Ss prepare ideas for their writing in 4.  - To help Ss practise writing a paragraph about their school.  **2. Content**:  - To use present simple to do the exercises.  - Ask and answer questions  - Answer the questions correctly  - Write an email  **3. Products**:  - Understand more about using the words in contexts.  - Getting more information to understand the script.  - Choose the correct answer correctly.  - Answer the questions about your own school to improve writing skills.  - Ss can write an email to their friend telling about their house.  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  Ss are asked to write an email to tell Mira, a pen friend, about their house.  - Show this sample email on the slide /on the board or give each student a handout with this sample.  - Ask them several questions (*e.g. How many parts are there in an email to your friend? What are they? What should you include when writing each part?).*  **Step 2: Task performing**  **Task 3. Answer the questions**  - Let Ss write the email.  - Guide them to write the email  - Tell Ss 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 Ss answer the questions individually, encouraging them to write the answers in full sentences.  - Move around to offer help  \*T can use the information in this box when expaining how to write an email to Ss.  - Invite some ss to share their answers to the class.  - T Comments on their answers  **Task 4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**  - Ask Ss to write the body of their email individually.  - Ask one or two Ss to write their email on the board.  - Other Ss and T comment on the emails on the board.  - T collects some emails to correct at home. Otherwise, ask Ss to revise their emails at home based on the comments given and submit them to T at the next lesson  - Ask them to pay attention to punctuation, structures, word choice, linking words, etc.  - Ss **work individually.**  - Write an email  - **Write themselves.**  - T goes round helping if necessary.  - Other Ss and T comment on the writing.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **3. Answer the questions**      Key:  1. I live in Ha Noi.  2. There are 6 rooms in my house: The kitchen, the living room, the bathroom and three bedrooms.  3. I like the kitchen best because after working, my family gathers together to enjoy the food my mom cooks and we share our story of a day with each other.  **4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**  - **To:** [mira@webmail.com](mailto:mira@webmail.com).  **Subject:** My house  **Dear Mira,**  Thanks for your email. Now I’ll tell you about my house  *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 the 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.*  What about you? Where do you live?  Tell me in your next email  All the best  ABCD | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about school  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | | **\* Home assignments:**  - Finish writing an email. Copy in the note books.  - Do more exercises in workbook. |
| **IV. FEED-BACK:**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………**  **…………………………………………………………………………………………** | | | |

**UNIT 2: MY HOUSE**

**Lesson 7:Looking back & project p.24-25**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 06/10/2022 |  |
| **6B** | 08/10/2022 |  |
| **6C** | 06/10/2022 |  |
| **6D** | 08/10/2022 |  |
| **6E** | 06/10/2022 |  |

**Week 5**

**Period**: **15**

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- To introduce topic of the lesson *My house*. To teach the names of the rooms and the names of furniture in the house.

- Use the words related to the topic *My house:* in front of, behind, furniture, bookshelf – bookshelves, daughter.

**\* Pronunciation:**

* To teach how to pronounce the final sounds /s / and /z/ correctly;

**\* Grammar:**

- use possesive case to describe possesion;

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

- give suggestions;

**2. Competencies:**

**a. General competencies:**

By the end of the lesson students will be able to know the names of the rooms and the names of furniture in the house.Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

**b. Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Ability of eeading about rooms and furniture, describing houses, rooms, and furniture, listening about someone’s house, writing an email to a friend

- Ability of using some new words of school topic to make sentences and call things around.

**3. Qualities:**

- To teach Ssthe loveof English; the loveof their own room and house.

- The awareness about importance of learning English.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP**   1. **Aim:**   - To review and drill section of the unit.  - To encourage Ss not to refer back to the unit pages but to use what they have learnt during the unit to help them answer the questions.  - To see how far Ss have progressed, and which areas need further practice.  **2. Content:**  **-** Revision **:** Describe *your dream house.*  **-** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - Teacher (T)asks Ss some questions about them and class.  - Students(Ss)listen and answer the teacher’s or friend’s questions  - T asks Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. |  | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  - To give Ss practice in using possesive case and prepositions  - To help Ss revise the vocabulary items they have learnt.  **2. Content:**  - Revise what they have learnt during the unit to write the correct answer.  - Revise the vocabulary items they have learnt to do the matching.  - Complete the sentences using **possessive form**  **3. Products:**  **-** Vocabulary about the topic  - Remember the words and the use of the present simple tense.  - Review thepossessive form. Doing exercises correctly  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Looking Back  **Step 2: Task performance**  **Task 1.** **Put the words into the correct group. Add a new word to each group**  - 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.  - Check and correct the mistakes.  - Check their pronunciation  - Confirm the correct answer  - Ask Ss to work in groups to add more words to each group. The group that adds the most words to the list wins  - This activity can be done as a competition. Draw the table on the board. Ask Ss to work in groups. The group which finishes the activity first will go to the board and write their answers. If all the answers are correct, that group wins  **Task 2. Complete the second sentence with the correct possessive form.**  - Have Ss say how to form the possessive form with proper names and singular nouns.  - Ask Ss to do the exercise individually then exchange their answers with a classmate. Call on some Ss to write their answers on board.  - Ss **work individually.** Do the tasks  - Share the answers.  - Other Ss give comment . Confirm the correct answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1.** **Put the words into the correct group. Add a new word to each group**  **Key:**      **2. Complete the second sentence with the correct possessive form.**  **\* Key:**  **1**. teacher’s  **2**. brother’s **3**. Elena’s  **4.** grandfather’s **5**. Vy’s | |
| **ACTIVITY 3: PRACTICE (20' )**  **1. Aim**:  - To help ss revise describing their favourite room using prepositions of place.  - To help Ss revise the preposition of place.  **2. Content**:  - Revise the preposition of place by making sentences  - Looking at the picture and describe the room  **3. Products**:  - Remember the prepositions of place they have learnt.  - Ss will be able to describe the room using prepositions of place.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Make sentences. Use the preposition of place**  - Ask Ss to say the prepositions of place they have learnt.  - Have Ss look at the pictures and do this exercise individually.  - Ask some Ss to write the sentences on the board.  - Check Ss’ answer.  **Task 4. Write three sentences to describe your favourite room in your house. Write the sentences in your note book.**  - Ask one student what room in the house is his / her favourite. Encourage him / her to say one or two sentences about it.  - Have Ss write three sentences to describe their favourite room. Remind Ss to use prepositions of place.  - Ss share their sentences with their partners. Some Ss are asked to write their sentences on the board.  - Correct their pronunciation  - Check and confirm the correct answers.  ***PROJECT.***  Ss work in groups. One student in each group asks other group members Question 1 and fill the information in the following table.  - This student then summarises their group members’ answers and reports the results to the whole class.  **2.** 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.  - If T thinks there will not be enough time in this lesson for the project, assign the project in earlier lessons such as in GETTING STARTED lesson.  Make sure you guide them carefully and check their progress after each lesson. In the last lesson **(Looking Back),** ask Ss to present their strange houses to the class  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **3. Make sentences. Use the preposition of place**  **Key:**  1. The cat is on the table.  2. The dog is in front of the 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.  **4. Write three sentences to describe your favourite room in your house. Write the sentences in your note book**  *- There is a big shelf next to the desk.*  *- There are some flower pots near the window.*  *- There is a medium bed near the shelf.* | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assignments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assignments  **3. Products**:  Review the old lesson  Take note Home assignments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assignments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases and combinations related to the houses  + Sounds **/s/ and /z/.**  + The present simple;…  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using prepositions |
| **IV. FEED-BACK:**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | | |