

Week: 01  
Period: 01

Date of planning: ...../...../.....  
Date of teaching: ...../...../.....

## UNIT 1: MY NEW SCHOOL

### Lesson 1: Getting Started - A special day

#### I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

#### II. Language Focus:

1. *Vocabulary*: the items related to the school.
2. *Structures*: The present simple and the present continuous tense.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, picture.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Write the title on the board 'A special day'. Explain the meaning of 'special' and ask Ss to guess what the picture might show or what the conversation might be about.</li> <li>- Let Ss open their books and check their answers.</li> <li>- Ask Ss questions about the picture.</li> <li>- Play the recording</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class</li> <li>- Listen and read</li> </ul>	<p><b>* <u>Presentation:</u></b> Guess what the picture might show or what the conversation might be about.</p> <ul style="list-style-type: none"> <li>- What is Phong doing?</li> <li>- Who are Vy and Phong?</li> <li>- Why is it a special day?</li> </ul> <p><b>1. Listen and read</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the dialogue again and decide they are true or false.</li> <li>- Allow Ss to share answers before discussing as a class.</li> <li>- Tell Ss to refer back to the conversation to find the expressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b></p> <p>a. Are these sentences true or false? Key: 1. T    2. T    3. F    4. T    5. F</p> <p>b. Find these expressions in the conversation. Check what they mean Key: 1. Used to express surprise (negative). 2. 'You'll find out.' 3. Used to invite sb in.</p>	

<ul style="list-style-type: none"> <li>- Practice saying them together.</li> <li>- Ask Ss to role-plays the short conversations in pairs before creating short role-plays.</li> <li>- Ask Ss to extend the conversations.</li> <li>- Play the recording.</li> <li>- Let Ss read the poem in the right intonation and rhythm and check their understanding of the poem.</li> <li>- Ask Ss to write a poem about their partner, then read them poem aloud.</li> <li>- Ask Ss to match the words with the school things.</li> <li>- Play the recording.</li> <li>- Let Ss to practice saying the names of school things.</li> <li>- Allow Ss to check their answer in groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class</li> <li>- Pair-work</li> <li>- Whole class</li> <li>- Pair-work</li> <li>- Pair-work</li> <li>- Listen and repeat</li> </ul>	<p>4. Used to say 'yes' / 'alright'.</p> <p><i>c. Create short role-plays with the expressions. Then practice them.</i></p> <p><b>2. Listen and read the poem.</b></p> <p><u>Example:</u>  <i>Khanh is going to back to school today.</i>  <i>His friends are going back to school, too.</i>  <i>His new school year starts today.</i>  <i>He's got a new bike.</i>  <i>His friends are on their way.</i>          ...</p> <p><b>3. Match the words with the school things. Then listen and repeat.</b></p> <p><u>Key:</u>          1 – b    2 – e    3 – j          4 – d    5 – c    6 – i          7 – f    8 – a    9 – g          10 – h</p>
<ul style="list-style-type: none"> <li>- Tell Ss to look around the class. Ask what they see around them/ what they have.</li> <li>- Let Ss to practice the words, and make up the sentences with the words it there is time.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* Production:</b></p> <p><b>4. What other things do you have in your class?</b></p> <p><u>Example:</u>          Table, desk, noticeboard, picture, flowers...</p>
		<p><b>* Homework:</b></p> <ul style="list-style-type: none"> <li>- Write the items related to school in the book.</li> <li>- Prepare next lesson</li> </ul> <p style="text-align: right;"><i>(A closer look 1)</i></p>

*Experiments:*

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## UNIT 1: MY NEW SCHOOL

### Lesson 2: A Closer Look 1

#### I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /ə★/ and /ɜr/ in isolation and in context.

#### II. Language Focus:

1. *Vocabulary*: the subjects in the school.

2. *Structures*:

- The present simple.
- The combinations: to study, to have, to do, to play + Noun.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>								
- Ask students to name some subjects they learn.	- Whole class	* <u>Warm-up:</u> <i>Subjects:</i> <i>Math, music, English, ...</i>									
- Play the recording. - Play it again and pause for Ss to repeat each word. - Correct their pronunciation.	- Listen - Listen and repeat	* <u>Presentation:</u> 📖 <b>Vocabulary</b> 1. <i>Listen and repeat the words</i> physics    exercise    English vocabulary    history    football homework    lessons    judo music									
- Ask Ss to put the words in 1 into groups. - Explain to Ss which words go with each verb.	- Pair-work	* <u>Practice:</u> 2. <i>Work in pairs. Put the words in 1 into groups.</i> <i>Key:</i>									
- Ask Ss to write on the board, then check their answers.	- Individual work	<table border="1" style="width: 100%;"> <tr> <td style="padding: 2px;">play</td> <td style="padding: 2px;"><i>football, music</i></td> </tr> <tr> <td style="padding: 2px;">do</td> <td style="padding: 2px;"><i>homework, judo, exercise</i></td> </tr> <tr> <td style="padding: 2px;">have</td> <td style="padding: 2px;"><i>school lunch, lessons</i></td> </tr> <tr> <td style="padding: 2px;">study</td> <td style="padding: 2px;"><i>Physics, English, history, vocabulary, science.</i></td> </tr> </table> 3. <i>Put one of these words in each blank.</i> <i>Key:</i> 1. Homework 2. Football	play	<i>football, music</i>	do	<i>homework, judo, exercise</i>	have	<i>school lunch, lessons</i>	study	<i>Physics, English, history, vocabulary, science.</i>	
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<p>- Ask Ss to write sentences about themselves in their notebooks, using the combinations above.</p> <p>- Ask Ss to practice the sounds / ʌ * / and / ɜ / . Play the recording and ask Ss to listen and repeat.</p> <p>- Play the recording twice.</p> <p>- Let Ss check their answers in groups.</p> <p>- Call some Ss to write their answers on the board.</p> <p>- Correct the mistakes.</p>	<p>- Pair-work</p> <p>- Listen and repeat.</p> <p>- Individual work.</p>	<p>3. Lessons 4. Judo 5. science</p> <p>4. Write sentences about yourself using the combinations above. Example: I/We have English lessons on Tuesday and Thursday.</p> <p>...</p> <p><b>Pronunciation</b> / ʌ * / and / ɜ /</p> <p>5. Listen and repeat. Pay attention to the sounds / ʌ * / and / ɜ /</p> <p>6. Listen to the words and put them into two groups.</p> <p>Key:</p> <table border="1" data-bbox="911 863 1416 1108"> <thead> <tr> <th>/ ʌ * /</th> <th>/ ɜ /</th> </tr> </thead> <tbody> <tr> <td>rode</td> <td>some</td> </tr> <tr> <td>don't</td> <td>Monday</td> </tr> <tr> <td>hope</td> <td>month</td> </tr> <tr> <td>homework</td> <td>come</td> </tr> <tr> <td>post</td> <td>one</td> </tr> </tbody> </table>	/ ʌ * /	/ ɜ /	rode	some	don't	Monday	hope	month	homework	come	post	one	
/ ʌ * /	/ ɜ /														
rode	some														
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<p>- Play the recording twice.</p> <p>- Help them to recognize two sounds.</p> <p>- Ask ss to underline them in the sentences.</p>	<p>- Listen and repeat</p> <p>- Individual work</p>	<p><b>* Production:</b></p> <p>7. Listen and repeat. Underline the sounds / ʌ * / and / ɜ / you hear.</p> <p>Key:</p> <ol style="list-style-type: none"> <li>They are going to open a new library.</li> <li>I'm coming home from school.</li> <li>His brother eats lunch in the school canteen.</li> <li>The new school year starts next month.</li> <li>My brother is doing his homework.</li> <li>He goes to the judo club every Sunday.</li> </ol>													
		<p><b>*Homework:</b></p> <p>- Learn vocabulary by heart.</p> <p>- Prepare next lesson</p> <p>(A closer look 2)</p>													