

UNIT 2: MY HOME

Lesson 1: Getting Started - A look inside

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 lexical items related to the topic “My home”.
2. *Structures*: There is / There isn’t
 There are / There aren’t
 Prepositions of place.

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"> - Ask Ss to guess what the picture might show or what the conversation might be about. - Ask Ss questions about the picture. - Ask Ss to share any recent experiences of chatting online. - Ask Ss to talk a bit about the place where you live. 	<ul style="list-style-type: none"> - T-Whole class 	<p>* <u>Presentation:</u> Guess what the picture might show or what the conversation might be about. Ex: - What are Nick and Mi doing? (talking on Skype; Skype = a system that allows you to make telephone calls using your computer and the internet). - Talk a bit about the place where you live.</p>															
<ul style="list-style-type: none"> - Play the recording - Ask Ss to give the answers without reading the conversation again. - Ask Ss to read the conversation and check their answers. Confirm the correct answers. 	<ul style="list-style-type: none"> - Listen and read - Individual work 	<p>* <u>Practice:</u> 1. Listen and read <i>a. Which family members does Mi talk about?</i> Key:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr><td>Grandparents</td><td></td></tr> <tr><td>Dad</td><td style="text-align: center;">✓</td></tr> <tr><td>Mum</td><td style="text-align: center;">✓</td></tr> <tr><td>Brother</td><td style="text-align: center;">✓</td></tr> <tr><td>Uncle</td><td></td></tr> <tr><td>Aunt</td><td style="text-align: center;">✓</td></tr> <tr><td>Cousin</td><td style="text-align: center;">✓</td></tr> </tbody> </table> <p><i>b. Read the conversation again. Complete the sentences.</i></p>	Grandparents		Dad	✓	Mum	✓	Brother	✓	Uncle		Aunt	✓	Cousin	✓	
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<ul style="list-style-type: none"> - Have Ss work independently. Allow them to share answers before discussing as class. - Ask Ss to write the correct answers on the board. - Ask Ss if they know the prepositions in the box. - Have Ss do exercise 2 in pairs. - Ask for Ss' answers. - Ask Ss to write the sentences individually, then share the sentences with a friend. - Call on some Ss to write their answer on the board. - Check the sentences with the whole class. - Ask Ss to look at the picture of the room and do exercise individually. - Have Ss share their answers before giving the answer. - Confirm the correct answers. 	<ul style="list-style-type: none"> - Individual work - Pair-work - Individual work - Individual work - Pair-work 	<p>Key:</p> <p>1. TV; sofa 2. Town house 3. sitting on the sofa 4. noisy 5. three</p> <p>2. Match the prepositions with the pictures.</p> <p>Key:</p> <p>A. on B. next to C. behind D. in E. in front of F. between G. under</p> <p>3. Write a sentence to describe each picture in 2.</p> <p>Key:</p> <p>A. The dog is on the chair B. The dog is next to the bowl. C. The cat is behind the TV. D. The cat is in the wardrobe. E. The dog is in front of the kennel. F. The cat is between the lamp and the sofa. G. The cat is under the table.</p> <p>4. Write true or false for each sentence. Correct the false ones.</p> <p>Key:</p> <p>1. F (The dog is between the bookshelf and the bed). 2. T 3. F (The clock is between the pictures). 4. F (The cat is in front of the kennel). 5. F (The cap is next to the pillow). 6. T</p>
<ul style="list-style-type: none"> - Ask Ss to look at the picture and answer the questions. - Correct their answers 	<ul style="list-style-type: none"> - Pair-work 	<p>* Production:</p> <p>5. Look at the picture again. Answer the questions.</p> <p>Key:</p> <p>1. They are on the desk. 2. They are on the floor. 3. Yes, it is. 4. No, they aren't. 5. It's behind the bookshelf. 6. No, it isn't.</p>
		<p>*Homework:</p> <p>- Write the answer in your notebook.</p>

		- Prepare next lesson (A closer look 1)	
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Week: 03
Period: 09

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

UNIT 2: MY HOME

Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /z/, /s/ and /iz/ in isolation and in context.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My home”.
2. *Structures*: There is / There isn't
There are / There aren't
Prepositions of place.

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"> - Have Ss quickly match the room with its name. - Explain the meaning of “hall”. - Quickly check the answers. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Presentation:</u> Vocabulary</p> <p>1. Name the rooms of the house.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">kitchen</td> <td>hall</td> </tr> <tr> <td>bedroom</td> <td>bathroom</td> </tr> <tr> <td>living room</td> <td>attic</td> </tr> </table>	kitchen	hall	bedroom	bathroom	living room	attic	
kitchen	hall								
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living room	attic								

<ul style="list-style-type: none"> - Ask Ss to work in pairs to do this activity. - Write the name of the room on the board, in different places. Call on Ss from different pairs to go to the board and write the name of the furniture under these rooms. - Ask Ss to comment. - Play the recording. - Ask Ss to listen and repeat the words. - Ask for more words for each group. - Model this activity with a Ss. - Ask Ss to work in pairs. - Call some pairs to practice in front of the class. - Have Ss to read out the words first. - Play the recording for Ss to listen and repeat the words. - Pay attention to the sound: /z/, /s/ and /iz/ - Ask Ss to put the words in the correct column while they listen. - Have Ss comment on the way to pronounce –s/-es at the end of the words. Quickly explain the rules. 	<ul style="list-style-type: none"> - Pair-work - Listen and repeat. - Pair-work - T-Whole class 	<p>* Practice:</p> <p>2. Name the things in each room in 1</p> <p>Key:</p> <table border="1" data-bbox="906 277 1416 604"> <tr> <td>Living room</td> <td>Lamp, sofa, picture, table.</td> </tr> <tr> <td>Bedroom</td> <td>Bed, lamp, picture, chest of drawers.</td> </tr> <tr> <td>Kitchen</td> <td>Bridge, cupboard, cooker, table, dishwasher, chair.</td> </tr> <tr> <td>Hall</td> <td>Picture</td> </tr> </table> <p>3. Listen and repeat the words. Can you add more words to the list. (page 34)</p> <p>4. Think of a room. In pairs, ask and answer questions to guess the room.</p> <p><u>Example:</u></p> <p>A: What's in the room? B: A sofa and a television. A: Is it the living room? B: Yes.</p> <p>📖 Pronunciation</p> <p>/z/, /s/ and /iz/</p> <p>5. Listen and repeat the words.</p> <table data-bbox="906 1276 1377 1394"> <tr> <td>Lamp</td> <td>posters</td> <td>sinks</td> </tr> <tr> <td>Fridge</td> <td>tables</td> <td>toilets</td> </tr> <tr> <td>Beds</td> <td>wardrobes</td> <td></td> </tr> </table> <p>6. Listen again and put the words in the correct column.</p> <table border="1" data-bbox="906 1516 1416 1717"> <thead> <tr> <th>/z/</th> <th>/s/</th> <th>/iz/</th> </tr> </thead> <tbody> <tr> <td>Posters</td> <td>Lamps</td> <td>Fridges</td> </tr> <tr> <td>Tables</td> <td>Sinks</td> <td></td> </tr> <tr> <td>Wardrobes</td> <td>Toilets</td> <td></td> </tr> <tr> <td>Beds</td> <td></td> <td></td> </tr> </tbody> </table> <p>- Final –s is pronounced /z/ after voiced sounds (/b/, /d/, /g/, /n/, /m/, /l/...) and any vowel sounds.</p> <p>- Final –s is pronounced /s/ after voiceless sounds (/t/, /p/, /g/, /k/, /f/, /θ/).</p>	Living room	Lamp, sofa, picture, table.	Bedroom	Bed, lamp, picture, chest of drawers.	Kitchen	Bridge, cupboard, cooker, table, dishwasher, chair.	Hall	Picture	Lamp	posters	sinks	Fridge	tables	toilets	Beds	wardrobes		/z/	/s/	/iz/	Posters	Lamps	Fridges	Tables	Sinks		Wardrobes	Toilets		Beds		
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<ul style="list-style-type: none"> - Ask Ss to do this exercise individually first then compare their answers with a partner. Check Ss' answers. - Ask Ss to explain their answers. 	<ul style="list-style-type: none"> - Individual work 	<ul style="list-style-type: none"> - Final –es is pronounced /iz/ after voiced sounds (/s/, /z/, /ʃ/, /tʃ/, /dʒ/). 7. <i>Read the conversation below. Underline the final s/es in the words and write /z/, /s/ or /iz/.</i> /z/: things, pictures /s/: lights, chopsticks /iz/: dishes, vases 	
<ul style="list-style-type: none"> - Play the recording for Ss to repeat each line of the conversation. - Ask Ss to practice in pair. 	<ul style="list-style-type: none"> - Pair-work 	<ul style="list-style-type: none"> * <u>Production:</u> 8. <i>Listen to the conversation and repeat. Pay attention to /z/, /s/ and /iz/ at the end of the words. Then practice the conversation with a partner.</i> 	
		<ul style="list-style-type: none"> * <u>Homework:</u> - Learn vocabulary by heart. - Prepare next lesson (A closer look 2) 	