

Week: 04
Period: 10

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

UNIT 2: MY HOME

Lesson 3: A Closer Look 2

I. Objectives:

By the end of this lesson, students can use There is/ There isn't/ There are/ There aren't correctly and appropriately.

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

III. Method: Communicative approach

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

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>									
- Have Ss to play a game.	- Group work	<p>* <u>Warm-up</u>:</p> <p>Nought and Crosse:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;"><i>cupboard</i></td> <td style="padding: 2px;"><i>sinks</i></td> <td style="padding: 2px;"><i>lamp</i></td> </tr> <tr> <td style="padding: 2px;"><i>bedroom</i></td> <td style="padding: 2px;"><i>posters</i></td> <td style="padding: 2px;"><i>kitchen</i></td> </tr> <tr> <td style="padding: 2px;"><i>bathroom</i></td> <td style="padding: 2px;"><i>window</i></td> <td style="padding: 2px;"><i>wall</i></td> </tr> </table> <p>Ex: The cupboard is in the kitchen.</p>	<i>cupboard</i>	<i>sinks</i>	<i>lamp</i>	<i>bedroom</i>	<i>posters</i>	<i>kitchen</i>	<i>bathroom</i>	<i>window</i>	<i>wall</i>	
<i>cupboard</i>	<i>sinks</i>	<i>lamp</i>										
<i>bedroom</i>	<i>posters</i>	<i>kitchen</i>										
<i>bathroom</i>	<i>window</i>	<i>wall</i>										

<ul style="list-style-type: none"> - Ask Ss to look at the pictures of the two rooms in the grammar. Ask Ss what the second room doesn't have. - Ask Ss to use the <i>There is/ There are</i> structure to make sentences. - Elicit the forms (positive, negative, questions and short answers) from the Ss. - Have Ss a closer look at the grammar box, especially the example. 	<ul style="list-style-type: none"> - T-Whole class 	<p>* <u>Presentation:</u> 📖 Grammar <i>There is / There isn't</i> <i>There are / There aren't</i> Positive: Singular: There's (is) a picture on the wall. Plural: There are two lamps in the room. Negative: Singular: There isn't a picture on the wall. Plural: There aren't two lamps in the room. Questions and short answer: Singular: - Is there a picture on the wall? - Yes, there is. / No, there isn't. Plural: - Are there two lamps in the room? - Yes, there are. / No, there aren't.</p>	
<ul style="list-style-type: none"> - Ask Ss to do exercise 1 and 2 quickly then give the answers to T. - Have Ss to write the sentences individually then go to the board to write their sentences. - Ask Ss to look at the picture and complete the description. - Confirm the correct answers and write them on the board. 	<ul style="list-style-type: none"> - Individual work - Individual work - Pair-work 	<p>* <u>Practice:</u> 1. Write <i>is</i> or <i>are</i>. 2. Make the sentences in 1 negative. Key: 1. is/ isn't 2. Are/ aren't 3. are/ aren't 4. Is/ isn't 5. are/ aren't 3. Write positive and negative sentences. Key: 1. There is/ isn't a TV next to/ on the table. 2. There is/ isn't a brown dog in the kitchen. 3. There is/ isn't a boy in front of the cupboard. 4. There is/ isn't a bath in the bathroom. 5. There are/ aren't lamps in the bedroom. 4. Write <i>is / isn't / are / aren't</i> in each blank to describe the kitchen in Mi's house. Key:</p>	

<p>- Have Ss do this exercise individually, then give their answers.</p>	<p>- Individual work</p> <p>- Pair - work</p>	<p>1. is 2. is 3. are 4. are 5. aren't 6. isn't</p> <p>5. Complete the questions. <u>Key:</u> 1. Is there a fridge in your kitchen? 2. Is there a TV in your bedroom? 3. Are there four chairs in your living room? 4. Is there a desk next to your bed? 5. Are there two sinks in your bathroom? 6. In pairs, ask and answer the questions in 5. Report your partner's answer to the class.</p>	
<p>- Model the conversation with a Ss before Ss do this in pairs. - Call some pairs act out he conversation in front of the whole group.</p>	<p>- Pair - work</p>	<p>* Production: 7. Work in pair. Ask your partner about his/ her room or the room he/ she likes best in the house.</p>	
		<p>* Homework: - Prepare next lesson (Communication)</p>	

Week: 04
Period: 11

Date of planning:/...../.....
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UNIT 2: MY HOME

Lesson 4: Communication

I. Objectives:

By the end of this lesson, students can use ask about and describe houses, rooms and furniture.

II. Language Focus:

1. *Vocabulary:* town house, country house, villa, stilt house, apartment.

2. *Structures:* There is / There isn't
 There are / There aren't

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>
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<ul style="list-style-type: none"> - Have Ss look at extra vocabulary. - Ask Ss to look at the picture and complete the sentences. 	<ul style="list-style-type: none"> - Whole class - Pair-work 	<p>* <u>Presentation:</u> Extra vocabulary:</p> <ul style="list-style-type: none"> ○ Town house ○ Country house ○ Villa ○ Stilt house ○ Apartment <p><i>1. Look at the picture of Mi's grandparents' house and complete the sentences.</i></p> <p>Key:</p> <p><i>1. country 2. Are 3. Is</i> <i>4. are 5. On 6. Next</i> <i>to</i> <i>7. on 8. is</i></p>
<ul style="list-style-type: none"> - Model the way do do this exercise with a St. - Ask Ss in each pairs not to look at each other's picture and to make similar conversations. - Ask Ss to note down the differences between the two houses. - Ask some pairs to act out the conversation. - Ask other pairs listen and add more differences if there are any. - Give Ss 5 – 7 minutes to draw a simple plan of their house. - Have Ss work in pairs to tell each other about their house. - Ask Ss to note down the differences between their houses. 	<ul style="list-style-type: none"> - Pair-work - Individual work - Pair -work 	<p>* <u>Practice:</u></p> <p><i>2. Find the differences between the two houses.</i> <i>Example:</i> <i>A: Nick lives in a country house.</i> <i>Where does Mi live?</i> <i>B: Mi lives in a town house.</i></p> <p><i>Suggested questions:</i> <i>A: How many rooms are there in Mi's house?</i> <i>B: There are six rooms. What about Nick's house? How many room are there...?</i></p> <p><i>3. Draw a simple plan of your house. Tell your partner about your house.</i></p>
<ul style="list-style-type: none"> - Call on some Ss to describe their friend's house to the class. - Let Ss present the differences between their house and their friend's. 	<ul style="list-style-type: none"> - Whole class 	<p>* <u>Production:</u> <i>4. Describe your friend's house to the class.</i></p>

- Ask Ss listen and give comments.			
		<p><i>*Homework:</i></p> <p>- Write a paragraph to describe your house in your notebook.</p> <p>- Prepare next lesson :</p> <p style="text-align: right;"><i>(Skill 1)</i></p>	

Experiments:

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Week: 04
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UNIT 2: MY HOME

Lesson 5: Skill 1

A room at the Crazy House Hotel, Da Lat

I. Objectives:

By the end of this lesson, students can read for specific information about rooms and houses; describe houses, rooms and furniture.

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.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Ask the class to look at the “<i>Study skills –Reading</i>”. - Explain any words that Ss do not know. - Ask Ss to quickly look at the text and answer the questions. - Confirm the answers to questions 1 and 2. Answers to question 3 are open. - Ask Ss to quickly read the text and check their ideas from 1. 	<ul style="list-style-type: none"> - Whole class - Answer 	<p>* <u>Presentation:</u> Study skills – Reading <i>Prediction</i></p> <ul style="list-style-type: none"> - Predicting makes reading easy. - Before reading, look at the picture, design and title. - Decide what is the topic of the text. - Think about what you know about the topic. <p> Reading</p> <p>1. <i>Answer the questions</i> <u>Key:</u></p> <ol style="list-style-type: none"> 1. It's an email. 2. The title is “A room at the Crazy House Hotel, Da Lat” The topic is Nick's weekend at the Crazy House Hotel. 	
<ul style="list-style-type: none"> - Ask Ss to read the text in detail to answer the questions. - Set a strict time limit to ensure Ss read quickly for information. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u> 3. <i>Read the text again and answer the questions.</i> <u>Key:</u></p> <ol style="list-style-type: none"> 1. No, he isn't. 2. There are ten rooms. 	