

<ul style="list-style-type: none"> - Have Ss compare their answer before giving the answers. - Ask Ss to give evidence when giving the answers. - Ask Ss to do exercise 4. Then compare their answers. - Correct their answers. <p>- Have each St create a new room for the hotel and draw a plan of the room.</p>	<p>- Individual work</p> <p>- Individual work</p>	<p>3. Because there's a big tiger on the wall.</p> <p>4. It's under the bed.</p> <p><i>4. Are these things in the room?</i></p> <p>Key:</p> <ul style="list-style-type: none"> ○ A window ○ A lamp ○ A tiger ○ A chelf ○ A desk <p>📖 Speaking</p> <p><i>5. Create a new room for the hotel. Draw a plan of the room.</i></p>	
<ul style="list-style-type: none"> - Ask Ss to show the plan to a partner. Then ask Ss to describe their room in pair. - Ask other Ss to listen and vote for the best plan. 	<p>- Pair -work</p>	<p>* Production:</p> <p><i>6. Show your plan to your partner then describe the room to other Ss in the class.</i></p>	
		<p>*Homework:</p> <p>- Prepare the next lesson : <i>(Skill 2)</i></p>	

Experiments:

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Week: 05
Period: 13

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

UNIT 2: MY HOME

Lesson 6: Skill 2

I. Objectives:

By the end of this lesson, students can listen to get information about rooms and houses; write an e-mail to a friend.

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, a large-sized piece of paper.

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 look at the plan of the room and furniture on page 23; Ask them to put the furniture in the place they like. 	<ul style="list-style-type: none"> - Group-work 	<p>* <u>Presentation</u>: Look at the picture. Put the furniture in the place you like. The room at a hotel. <i>Furniture: fireplace, wardrobe, table, bed, shelf, stool, sofa.</i></p>	
<ul style="list-style-type: none"> - Play the recording. Ask Ss to draw the furniture in the correct place as they listen. - Allow Ss share their answers before listening to the recording a final time to check. - Correct their answer. - Ask Ss to describe Nick's parents' room again. - Ask Ss to read the Writing tips box. Explain anything Ss do not understand. - Ask them several questions. - Copy a sample of an e-mail and show Ss each part. 	<ul style="list-style-type: none"> - Individual work - Whole class - Answer 	<p>* <u>Practice</u>: 📖 Listening 1. Listen and draw the furniture in the correct place.</p> <p>📖 Writing An e-mail to a friend <i>Writing Tip – How to write an e-mail to a friend.</i></p> <p>- <i>Questions</i>: a. How many parts are there in an e-mail to your friend?</p>	

<ul style="list-style-type: none"> - Ask Ss to look at Nick’s email on page 22 and identify the parts in the email. - Check and confirm the correct answer. - Use this e-mail as a model to teach the e-mail parts. - Ask Ss to do this exercise in pairs. - Write the email on a large-sized piece of paper and ask Ss to go to the board to do this exercise. - Correct their answers. - Ask Ss to close their books. Tell Ss that in this writing section, they will follow the writing process. Write the three letters P, D and C on the board and ask them to guess what these letters stand for. - Have Ss open their book to check their guess. Explain the process of writing again. Ask Ss to look at the plan of the room they created in the previous lesson. 	<ul style="list-style-type: none"> - Individual work. - T whole class 	<p>b. What are they? c. What should you remember when writing each part?</p> <p>2. <i>Read Nick’s e-mail again. Identify the subject, greeting, introduction, body and conclusion of the e-mail.</i></p> <p>3. <i>Read the e-mail below and correct it. Write the correct version in the provided.</i></p> <p>4. <i>Write an e-mail to Nick. Tell him about your idea for the new room of the Crazy House Hotel.</i></p>	
<ul style="list-style-type: none"> - Ask Ss to write their e-mail individually. Ask one St to write the e-mail on the board. Other Ss and T comment on the e-mail. - Collect some e-mail to correct at home. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Production:</u> Write an email to Nick</p>	
		<p>*<u>Homework:</u></p> <ul style="list-style-type: none"> - Write your e-mail in your notebook. - Prepare next lesson : (Looking back) 	

Experiments:

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Week: 05
Period: 14

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

UNIT 2: MY HOME

Lesson 7: Looking Back

I. Objectives:

By the end of this lesson, students can review all what they have 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, pictures.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Tell Ss to write the words in their notebooks. Then T corrects the mistakes. - Let Ss repeat the words. - Check their pronunciation - Have Ss match the words in A with ones in B. 	<ul style="list-style-type: none"> - Individual work - Repeat - Individual work 	<p>* <u>Presentation:</u> 📖 Vocabulary <i>1. Put The words into the correct groups. Do you want to add any words to each group?</i> Key: <ul style="list-style-type: none"> - Type of building: villa, apartment, town house, stilt house, country house. - Rooms: Living room: living room, hall, bath room, kitchen, attic. - Furniture: picture, cupboard, chest of drawers, wardrobe, sofa, dishwasher, desk. </p>	
<ul style="list-style-type: none"> - Ask Ss to look at the pictures and do exercise individually. - Ask some Ss to write the sentences on the board. - Correct Ss' answers. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u> 📖 Grammar <i>2. Make sentences. Use appropriate prepositions of places.</i> Key: <ol style="list-style-type: none"> 1. The boy is on the table. 2. The dog is in front of the kennel. 3. The cat is between the bookshelf and the sofa. </p>	

<ul style="list-style-type: none"> - Ask Ss to do exercise 3 individually. - Have Ss compare their answers with a partner. - Check their answers. - Ask Ss to do exercise 4 individually. - Have Ss compare their answers with a partner. - Ask some Ss to write the sentences on the board. - Correct their answers. - Model a way to ask and answer with a student, then divide Ss into groups. - Ask Ss to take turns to draw a cat in the house in the book. Other Ss ask questions to find the cat. - Go around and observe Ss working. 	<ul style="list-style-type: none"> - Individual work - Pair-work - Individual work - Pair-work - Group-work 	<ul style="list-style-type: none"> 4. The cat is behind the computer. 5. The girl is in the armchair. 6. The boy is next to the armchair. 3. <i>Look at the picture and complete the sentences.</i> <i>Key:</i> 1. There is 2. There are 3. There is 4. There aren't 5. There is 6. There aren't 4. <i>Turn the sentences in 3 into questions.</i> <i>Key:</i> 1. Is there a clock on the wall. 2. Are there books on the bookshelf? 3. Is there a desk next to the bookshelf? 4. Are there two posters on the wall? 5. Is there a laptop and a lamp on the desk? 6. Are there three small plants in the corner? 5. <i>Write six sentences to describe your bedroom.</i> 📖 Communication 6. <i>Take turns to draw a cat in the house below. Other students ask questions to find the cat.</i> <i>Example:</i> A: Where is the cat? B: Is it on the bed? A: No, it isn't. C: Is it under the table? A: Yes, it is.
<ul style="list-style-type: none"> - Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice. 	<ul style="list-style-type: none"> - Individual work 	<ul style="list-style-type: none"> * Production: <i>Complete the self-assessment.</i> Finished! Now you can...
		<ul style="list-style-type: none"> * Homework: - Prepare next lesson : _____

		<i>(Unit 3: My Friends Lesson 1: Getting Started)</i>	
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Experiments:

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