

Week: 07
Period: 21

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

UNIT 3: MY FRIENDS

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 friends”.
2. *Structures*: Verbs be and have for descriptions.
The Present Continuous for future.

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"> - Ask Ss to write the correct words on the faces. - Have Ss check their answers with a partner. - Explain that Haiku is a traditional form of Japanese poetry. Ask Ss to work in groups of three to exchange their poems. 	<ul style="list-style-type: none"> - Individual work - Group-work 	<p>* <u>Presentation:</u> 📖 Vocabulary 1. Write the correct words in the faces</p> <div style="border: 2px solid orange; border-radius: 15px; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Creative boring funny</p> <p style="text-align: center;">Confident hard-working kind</p> <p style="text-align: center;">clever talkative sporty</p> <p style="text-align: center;">shy patient serious</p> </div> <p>2. Make your own Haiku. Write a three line Haiku poem to describe yourself.</p>	
<ul style="list-style-type: none"> - Ask Ss to choose a member of group and write a short description of him/her. Demonstrate the activity with the class, with Ss choral reading Group & A's roles. 	<ul style="list-style-type: none"> - Group-work 	<p>* <u>Practice:</u> 📖 Grammar 3. Game: Who's who? <u>Example:</u></p> <p>A: He's tall. He has glasses. He's creative too. He isn't shy. B: Is it Minh? A: Yes! / No, try again.</p>	

Week: 08
Period: 22, 23

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

REVIEW 1

I. Objectives:

By the end of this lesson, students can revise the language they have studied and the skills they have practiced since Unit 1.

II. Language Focus:

1. *Vocabulary*: revise the vocabulary they have learnt since Unit 1.
2. *Structures*:
 - The present simple and the present continuous tense.
 - There is / There isn't - There are / There aren't.
 - Prepositions of place.
 - Verbs be and have for descriptions.
 - The Present Continuous for future.

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>
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<p>- Elicit the rules of pronouncing the final –s/-es if needed. - Ask Ss to do the exercise individually.</p> <p>- Organize this as a game. Ask Ss to do this in pairs. The pairs that find the most words will go to the board and write the answers.</p> <p>- Have Ss do this exercise individually and then share their answers with a partner. - Check Ss' answers.</p> <p>- Ask Ss to do in pairs. This can be done as a small competition.</p>	<p>- Individual work</p> <p>- Pair-work</p> <p>- Individual work</p> <p>- T-whole class</p>	<p>* Presentation: 📖 Pronunciation <i>1. Odd one out. Which underlined part is pronounced differently in each line?</i> Key: 1. D 2. C 3. C 4. A 5. B <i>2. Write the name of the school things and furniture in the house which begin with /b/ and /p/.</i> Key:</p> <table border="1" data-bbox="911 638 1446 764"> <thead> <tr> <th>/b/</th> <th>/p/</th> </tr> </thead> <tbody> <tr> <td>Book, bag, bed...</td> <td>Pen, pencil, picture, poster...</td> </tr> </tbody> </table> <p>📖 Vocabulary <i>3. Complete the words.</i> Key: 1. English 2. homework 3. Lunch 4. Sports 5. badminton 6. Physics 7. lesson 8. judo</p> <p><i>4. Do the crossword puzzle.</i> Across: 1. wardrobe 3. Living room 5. apartment 6. Poster Down: 2. Dining room 4. hall</p>	/b/	/p/	Book, bag, bed...	Pen, pencil, picture, poster...
/b/	/p/					
Book, bag, bed...	Pen, pencil, picture, poster...					
<p>- Quickly check Ss' answers. If time allows, ask Ss to think of some other words and make sentences.</p>	<p>- Individual work</p>	<p><i>5. Choose the correct words.</i> Key: 1. quite 2. Shy 3. Hard-working 4. patient 5. Sporty</p>				
<p>- Elicit the use of the present and the present continuous. Call one st do this exercise on the board. Other Ss also do this. - Check Ss' answers. - Ask them for explanation.</p>	<p>- Individual work</p>	<p>* Practice: 📖 Grammar <i>6. Complete the sentences with the present simple or the present continuous form of this verbs in brackets.</i> Key: 1. is raining 2. do you have 3. am not going out ; am doing 4. likes; is sleeping</p>				

<p>- Ask Ss to read the text carefully and pay attention to the hints. Ask Ss to do this individually and compare their answers with a partner.</p> <p>- Check Ss' answer and ask them to explain the negative forms in their answers.</p> <p>- At the same time, ask one pair to go to the board and does this exercise.</p> <p>- Check Ss' answers.</p> <p>- Ask Ss to do this in pair. After checking their answers, ask one or two pairs to act out the conversation.</p> <p>- Ask Ss to do this exercise individually and check their answers with a partner before giving their answers to the T to confirms the correct answers.</p> <p>- Have Ss work in groups. One interviews the other two what they like and dislike about the school and the reason why.</p> <p>- Summaries Ss' ideas.</p>	<p>- Individual work</p> <p>- Pair-work</p> <p>- Individual work</p> <p>- Individual work</p> <p>- Group-work</p>	<p>5. is</p> <p>7. Complete the description with the correct form of the verbs "be" or "have".</p> <p><u>Key:</u> 1. is 2. isn't 3. doesn't have 4. is 5. has 6. are 7. is 8. Is</p> <p>8. Read the sentences and draw the furniture in the right place.</p> <p>📖 Everyday English</p> <p>9. Number the lines of the dialogue in the correct order.</p> <p><u>Key:</u> 6 - 1 - 7 - 2 - 3 - 5 - 8 - 4</p> <p>📖 Reading</p> <p>1. Choose A, B or C for each blank in the e-mail.</p> <p><u>Key:</u> 1. A 2. C 3. C 4. B 5. A 6. B</p> <p>2. Read the text and answer the questions.</p> <p><u>Key:</u></p> <ol style="list-style-type: none"> 1. It's in a quiet place not far from the city center. 2. They are hard-working and serious. 3. They are helpful and friendly. 4. There are five clubs. 5. Because it's a good school. <p>📖 Speaking</p> <p>3. Interview two classmates. Ask them what they like and dislike about your school and the reasons why.</p> <p>📖 Listening</p>
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<p>- Play the recording once for Ss to listen. Play the recording again for Ss to check their answers. Announce the answer to Ss.</p> <p>- Ask Ss to quickly read the questions. Ask Ss to listen to the recording again and answer the questions.</p> <p>- Ask Ss to compare their answers before giving T their answers.</p>	<p>- Individual work.</p> <p>- Individual work</p>	<p>4. An and Mi are talking on the phone. Listen and circle the parts of the house you hear.</p> <p><u>Key:</u> Kitchen garden living room bedroom</p> <p>5. Listen again and answer the questions.</p> <p><u>Key:</u> 1. She's watering the plants in the garden. 2. He's listening to the radio. 3. He's in Mi's bedroom. 4. She's watching TV.</p>	
<p>- Elicit the parts of an e-mail.</p> <p>- Ask Ss to work in groups to do this exercise.</p> <p>-</p>	<p>- Group-work</p>	<p>* Production:  Writing 6. Write an e-mail to your friend. Tell him/ her about a family member.</p>	
		<p>*Homework: - Write the e-mail in your notebook. - Prepare the next lesson : (Unit 4: My Neighborhood Lesson 1: Getting Started)</p>	

Experiments:

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