Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 1: HOME**

**Lesson 2 - Part 1 (Page 9) - Vocabulary and Reading**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- know more phrases about doing housework.

- talk about family members and housework.

- use the Present Simple with Wh – questions.

**2. Ability**

- improve the use of English and Reading skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- love family members and help family with housework.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on EDUHOME, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** Introducing housework.

**c) Product:** Ss have general ideas about they are going to study in the lesson.

**d) Competence**: Collaboration, guessing & reasoning, communication.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings- Check attendance* **Option 1: Collocation with “House” and “Home”**

- Explain collocation- Give suggestions and have Ss find collocations with “House” and “Home” (in groups)- The group that can give all correct answers in the shortest time will be the winner- Give feedback- Lead to the new lesson: Housework* **Option 2: Home Challenge**

- About 1 week before the lesson starts, T asks Ss to record a very short video clip about what Ss do at home (do housework, cook a dish or do gardening)- Have Ss collect the video clips of the group members and join them as a clip for the group (about 1 minute)- Show clips of 4 groups on the screen and choose the best one- Give feedback and evaluation🡪 Lead to the new lesson | -Greet T- Work in groups and make right collocations- Give answers- Listen**Answer keys*****House:*** *housewife, housework, housekeeper****Home:*** *homemade, homework, hometown, homeland*- Make video clips about what Ss do at home- Join clips, edit and add effects- Watch and vote |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (18’)**

**a) Objective:** Ss know some vocabularies about household chores

**b) Content:**

**-** Filling in the blanks, then listen and repeat.

**-** Talking about housework.

**c) Products:** Ss can use the language inputs to talk about housework.

**d) Competence**: Communication, collaboration, presentation, listening, creativity.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Fill in the blanks. Listen and repeat*** **Option 1:**

- Demonstrate the activity, using the example in the book- Have Ss look, read and fill in the blanks – using the words in the box- Ask Ss to work in pairs to check their answers with their partners- Check answers as a whole class- Play the audio (CD1 – Track 08) for Ss to listen and repeat- Call some Ss to read the phrases again, correct their pronunciation and stress* **Option 2:**

- Follow same steps as option 1- Give Ss an extra activity- Have Ss close all books- Use other pictures (different pictures from those in the book) to help Ss remember the new words they have learnt- Have Ss look at the sentences and pictures, then give names of the household chores- Remind Ss to use the right form of verbs- Ask Ss to give answers- Check answers as a whole class**b. Say what housework you do at home*** **Option 1:**

- Have Ss work with a partner to say what housework they do at home- Encourage Ss to use more household chores (besides those in the textbook)- Have some Ss share their ideas with the class- Give feedback and evaluation* **Option 2:**

- Help Ss to make the task easier by providing more phrases about doing housework- Then, follow the same steps as option 1 | - Look and listen- Work in pairs- Listen and check- Listen and repeat- Read**Answer keys**- Close books- Look and give answers- Give answers (Say or write on the board)**Answer keys***On the weekends, my sister makes the bed and does the shopping in the market near our house. My mom does the laundry. I often help mom make dinner. After meal, my dad often cleans the kitchen and I do the dishes.*- Work in pairs- Give answers- Listen**Suggested answers*****Household chores:*** *take out the garbage, sweep the floor, iron clothes, clean the window, vacuum clean, …* |

* **Activity 2: Reading (17’)**

**a) Objective:** Ss can develop their reading skills.

**b) Content:** Reading a blog and circling the correct answers.

**c) Products:** Ss apply reading strategies (skimming and scanning, reading for details).

**d) Competence**: Collaboration, communication, analytical skill, synthesizing skill.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Read Ken’s blog about his family and circle the correct answers*** **Option 1:**

- Help Ss have general ideas about Wh-questions by explain “Who”, “What”- Have Ss explore all the pictures and the heading- Have Ss look at the questions and underline the key words in the questions- Have Ss check the key words with the class- Have Ss read the blog individually- Have Ss work in pairs to read the blog again- Have Ss circle the correct answers- Remind Ss to use the Present Tense- Have some Ss share their answers with the class (read), explain for their answers- Give feedback- Give feedback and correct Ss’ answers if necessary* **Option 2:**

- Ask some questions about Ken: *What is his name?* *How old is Ken?* *What does he like?*- Explain what a blog is 🡪 Lead to the reading text- Have Ss read the questions and guess the answers- Have Ss read the blog and circle the correct answers – underline the supporting ideas- Have Ss check answers with their partners- Call Ss to give answers, explain- Give feedback and evaluation | - Listen- Look at the pictures, head…- Read the questions and underline the key words- Check key words - Read- Circle the correct answers- Read answers, explain- Check answers **Answer keys**- Answer- Listen- Read and do the task- Work in pairs- Give answers and explain |

**C. Consolidation (3’)**

**\* Vocabulary**:

Household chores: *do the laundry, do the dishes, make the bed, make dinner, do the shopping, clean the kitchen, iron clothes, take out the garbage…*

**\* Question words**: ***What****: asking for information about something.*

***Who:*** *asking what or which person or people (subject).*

**D. Homework (2’)**

- Learn by heart the new words.

- Do exercises in Workbook: Lesson 2 - New words – Part a, b (page 4) and Listening (page 5).

- Prepare: Lesson 2 – Grammar (page 10 – SB).