**PERIOD 55: UNIT 9: AT HOME AND AWAY**

**I. THE AIMS OF THE LESSON.**

**1. Knowledge**.

- By the end of the lesson, students will be able to know and use the knowledge of:

\* Vocabulary: was, were, had, did, took, bought, wasn’t, gift, trip, tired, shark, dolphin, turtle, crap, type of fish, cap, poster, saw, wore, ate, rent, on the other side of, keep in touch, keep - kept, teach - taught, improve, bring - brought, cut, hairdresser, neighbor, material, dressmaker, make, sew, hobby, decide, sewing machine, cushion, try, fit…

\* Structures: The past simple tense, the past simple tense with irregular verbs; to be on the other side of...; What a/an ….!

- Students will be able to talk about Liz's holiday in Nha Trang and activities happened in the past; read and understand Ba's diary. Then, students can write their diary in English; talk about the neighbors using the past simple tense.

**2. Ability:**

- Practice listening, speaking, reading and writing skills in communicative situations.

- Students form and develop competencies: the ability to autonomy and self-study, the ability to communicate and cooperate, to solve problems and to create.

- Students have a general understanding of the content of the lesson; has a positive attitude toward subject and learning English.

**3. Quality:**

- Students have serious learning attitude; love learning English, energetically and actively participate in learning activities.

- Students' qualities are helped to develop such as: kindness, love for people, love, respect and protect themselves, have a sense of self-training, take responsibility for themselves, their family and the country associated with the content of the lesson.

**II. TEACHING EQUIPMENT AND LEARNING MATERIALS.**

- Teacher prepares the lesson plan, textbooks, teaching aids such as personal computers, projectors, speakers…

- Students prepare textbooks, notebooks, studying tools,… ready for the lesson.

**III. TEACHING PROCESS.**

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| Date of preparation: / /2021 | Date of presentation: / /2021 - Class 7A |
|  | / /2021 - Class 7B |

**PERIOD 55: UNIT 9: AT HOME AND AWAY**

**Lesson 1:A- A holiday in Nha Trang. ( A1 )**

**1. Activities 1: Warm up: (6’)**

**a) Objective:** Help students identify, understand the situation of the lesson.

**b) Content:** Students listen and answer teacher's questions about their vacation.Answer the questions in individuals, in pairs or work in groups. Then, present in the class and join in the new lesson.

**c) Products:** Students know how to use the knowledge they have learned to answer the question about their vacation in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| \*Make questions for students:  *+What do you always do in summer vacation?*  *+Do you like traveling?*  *+Do you know which place is it?*  *+What you do when you visit Nha Trang?*  Now we are going to listen to a conversation between Ba and Liz. They are talking about Liz’s vacation in Nha Trang. You listen and tell me what they did there | - Students answer the questions.  - Students listen to a conversation between Ba and Liz. |

**2. Activities 2: (10’)**

**a) Objective:** Help students identify, understand the situation and language materials.Learn and use language materials simply.

**b) Content:** Listen and repeat the dialogue.Work in individuals, work in pairs or work in groups: ask and answer the questions, then, present in the class.

**c) Products:** Students know how to use the knowledge they have learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| @Play the tape twice and ask students to repeat it.  Have students work with a partner  Call on some pairs and ask them to present in the class.  Listen and correct their mistakes if they have.  Talk about the Liz's activities in the dialogue using subject "I" (activities happened in the past) | Listen and repeat the dialogue.  Work with a partner.  Present in the class.  Read and talk. |
| a. How was your vacation in N.T?   1. What did you think of N.T?   c. What places did you visit/ your parents take you to see?  d. Did you buy any souvenirs?  e. Were you tired after the trip?  Ask the students to ask and answer with a partner.  Listen to them carefully and correct their mistakes. | *+ It was wonderful. I had a lot of fun.*  *+ It was beautiful. The people were friendly, but most things weren’t cheap.*  *+ My parents took me to see Cham Temples and Tri Nguyen Aquarium.*  *+ Yes, I did. I bought a lot of different gifts for friends in America.*  *+ No, I wasn’t.*  Then practice in the class.  (And talk about Liz If students can) |

**3. Activities 3: (16’)**

**a) Objective:** Help students use the knowledge they have learn to practice in the situation of the lesson.

**b) Content:** Listen, read and answer the questions. Apply knowledge to arrange these sentences and practice the dialogue with a partner.

Work in individuals, work in pairs, work in groups, experience in the situations.

**c) Products:** Students know how to use the knowledge they have learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| @ Have the students read again the dialogue.  Then ask them to arrange those sentences into order with a partner  Call on students to read in the class. Then give the keys.  Explain about: | Ask and answer these questions again in the class.  Read again the dialogue.  Arrange these sentences with a partner.  Speak in the class.  *+ Liz went to Nha Trang.*  *+ Liz visited Tri Nguyen Aquarium.*  *+ Liz bought souvenirs.*  *+ Liz returned to Ha Noi.*  *+Liz talked to Ba about her vacation.* |
| - Ask them to read after teacher. | *+ go- went + do- did*  *+ buy- bought + visit- visited*  *+ take- took + talk- talked*  *+ have- had + return- returned*  *+be- was/ were*  - Students read after teacher. |

**4. Activities 4: (10’)**

**a) Objective:** Help students use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements: answer the questions about Liz.

**b) Content:**  Read the reading again and then answer the questions about Liz. Students apply knowledge to tell about their vacation as the requirements of the lesson or the teacher's requirements in small groups; experience in the situations then present in the class.

**c) Products:** Students know how to use the knowledge they've learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

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| **Teacher’s activities** | **Students’ activities** |
| @ Have students read the reading again and then answer the questions about Liz. | Listen, read after the teacher and answer the questions about Liz: |
| +Where did Liz go on vacation?  +Who went to the aquarium with Liz?  +What did she buy in N.T?  +Was she tired after the trip?  Listen and correct the mistakes.  \*Ask the students talk about you by asking some questions:  -Where did you go last vacation?  -What did you think of it?  -What places did you visit?  -What did you buy?  -Were you happy after the trip? | *+ Liz went to Nha Trang on vacation.*  *+ Her parents went to the Aquarium with Liz*  *+ She bought a lot of different gifts for her friends.*  *+ No, she wasn’t.*  Practice in small groups.  Talk in the class. |

**3. Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students:  
+ learn the lesson at home: Read the dialogue many times and learn by heart the verbs in the past tense.  
+ do exercises: talk about Liz and yourselves in past vacation.  
+ get ready for the next lesson.

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| Date of preparation: / /2021 | Date of presentation: / /2021 - Class 7A |
|  | / /2021 - Class 7B |

**PERIOD 56: UNIT 9: AT HOME AND AWAY**

**Lesson 2:A-A holiday in Nha Trang. ( A2,3 )**

**1. Activities 1: Warm up: (6’)**

**a) Objective:** Help students identify, understand the situation of the lesson.

**b) Content:** Students put the correct verbs in the blanks; work in individuals, in pairs or work in groups. Then, present in the class and join in the new lesson.

**c) Products:** Students know how to use the knowledge they have learned to put the correct verbs in the blanks and to communicate situations.

**d) Organization of implementation:**

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| **Teacher's activities** | **Students' activities** |
| - Guide students to: Put the correct verbs in the blanks.  You knew that Liz and her family visited Tri Nguyen aquarium. Can you guess what Liz and her family did during the visit to Tri Nguyen?  - Call on some students to guess (they can guess by Vietnamese)  - Lead in the lesson. | - Students put the correct verbs in the blanks:  *Liz............to Tri Nguyen with her parents. She.........a lot of souvenirs for her friends in America.She............*  *tired after the trip. She....................a great time.(bought, was’t. had, went)*  - Students listen and join in the new lesson. |

**2. Activities 2: (10’)**

**a) Objective:** Help students identify, understand the situation and

language materials of *-* shark, dolphin, turtle, crab, cap, see ( saw), wear ( wore), eat (ate ).

**b) Content:** Listen to the tape and read it. work with a partner by asking and ansering the questions in the book. Work in individuals, work in pairs or work in groups.

**c) Products:** Students know how to use the knowledge they have learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

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| **Teacher's activities** | **Students' activities** |
| @Play the tape and ask students to listen and read while listening the tape.  Go around the class and help them.  Call on some students to read the text in the class. Listen and correct their mistakes.  Note the words that they don’t know:  Ask them to work with a partner by asking and ansering the questions in the book.  Call on some students to read loudly in the class.  Listen and give the correct answers: | Listen to the text and read it.  Read loudly in fron of the class.  Read after the teacher these words.  *- shark, dolphin, turtle, crab, cap*  *- see( saw), wear( wore ), eat( ate )*  Work with a partner: Practice with the text by asking and answering the questions.  *- Her parents went to the aquarium with her.*  *- They saw sharks, dolphins, turtles and many different types of fish.*  *They bought a cap and a poster.*  *- Yes, she did. Liz wore the cap all day.*  *- Yes, they ate fish and crab.*  *- Because she rememberedthe beautiful fish in the aquarium.* |

**3. Activities 3: (10’)**

**a) Objective:** Help students use the knowledge they have learn to practice in the situation of the lesson: speak about the pictures.

**b) Content:** Listen, apply knowledge to speak about the pictures; retell the story of Liz’s trip.Work in individuals, work in pairs, work in groups, experience in the situations.

**c) Products:** Students know how to use the knowledge they have learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| @ Have students read again the text then make and answer again questuions.  Listen and correst their mistakes.  Now you look at these pictures and tell the story of Liz’s trip to Tri Nguyen Aquarium.  Ask them to do in small groups, then call on students to speak each pictures  Listen and give the correct sentences | Answer again these questions.  Read the text again.  Work in small groups  Speak about each picture  Look at the pictures and tell the story of Liz’s trip.  *+ The Robinson family went to the aquarium.*  *+ They saw sharks, dolphins, turtles and many colorful fish.*  *+ There was a souvenir shop near the exit of the aquarium.*  *+ Mr Robinson bought Liz a cap with a picture of a dolphin on it. Mrs Robinson bought a poster.*  *+After their visit to the aquarium, the Roinsons went to a food stall.*  *+ Mr. And Mrs. Robinson ate fish and crab and Liz ate noodles*.  Speak again these sentences. If you have time you can rewrite these sentences into your notebooks. |
| @ Have students read again the text and tell about the trip of Liz’s family to Aquarium in Nha Trang.  Then make some questions for the text to review the past tense:  + Where did they go?  + Did they see sharks, dolphins.....?  + What did Mr. Robinson buy for Liz?  + Why did Liz eat noodles for lunch?  After that the teacher notes the verbs in the past: | Use the answers to tell again the story of Liz’s trip.  Review the past tense by answer these questions:  + *They went to aquarium.*  + *Yes, they did.*  + *He bought a cap for Liz.*  + *Because she remembered the beutiful fish in the aquarium.*  \*Repeat these verbs and write them into the notebooks.  *see-saw, eat-ate, think-thought, wear- wore, look-looked, buy-bought, be-was/ were, go-went.* |

**4. Activities 4: (16’)**

**a) Objective:** Help students use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements.

**b) Content:** Listen and check the statements, apply knowledge to make sentences true as the teacher's requirements. Guide and ask students to ask and answer in pairs, groups, experience in the situations then present in the class.

**c) Products:** Students know how to use the knowledge they've learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

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| --- | --- |
| **Teacher's activities** | **Students' activities** |
| Ask students to guess:  + The Robinsons returned to Ha Noi by …………..  +This was ………….. Liz saw the paddies.  +They stopped at restaurant for a …………..  +………….. bought some food for Liz.  +They arrived home in the …………...  @Play the tape the four times and stop it in each sentence to check the key and explain the new words:  @Ask students to read the sentences which they hear.And answer questions.  *+ How did they returned to Ha Noi?*  *+ Was the second time Liz saw the paddies?*  *+ What did they do on the way back to Ha Noi?*  *+ What time did they arrived home?*  Call some pairs to practice . | - Guess and write the duty into your notebooks.  + The Robinsons returned to Ha Noi by bus.  +This was the first time Liz saw the paddies.  + They stopped at restaurant for a short time.  +Mrs Robinson bought some food for Liz.  +They arrived home in the evening.  Compare with owner answers.  Speak in the class.  Listen the tape and check.  Read and write these words.  *- unfortunately:*  *- rice paddy:*  *- peaceful:*  *- roadside restaurant:*  *- peanuts:*  Read again and answer the questions:  *+By bus.*  *+ No, she wasn’t.*  *+They stopped at the restaurant and Mrs. Robinson bought some food for Liz.*  *+At about 7 p.m*  Work with a partner. Practice in class. |

**3. Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students: learn the lesson, do exercises and get ready for the next lesson.

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| Date of preparation: / /2021 | Date of presentation: / /2021 - Class 7A |
|  | / /2021 - Class 7B |

**PERIOD 57: UNIT 9: AT HOME AND AWAY**

**Lesson 3: A- A holiday in Nha Trang. ( A4)**

**1. Activities 1: Warm up: (6’)**

**a) Objective:** Help students identify knowledge in the previous lesson; understand the situation of the lesson.

**b) Content:** Students tell about the trip of Liz by making sentences with the words given in the box; work in individuals, in pairs or work in groups. Then, present in the class and join in the new lesson.

**c) Products:** Students know how to use the knowledge they have learned about the past simple tense to make sentences and to communicate in the situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| - Ask the students to tell about the trip of Liz by making sentences with the words given in the box.  - Ask the students to present their sentences.  - Check students' sentences and lead in the lesson. | - Students tell about the trip of Liz by making sentences with the words given in the box.  *Went was visited*  *Bought saw had*  *Ate remember wasn’t*  eg: Liz went to Tri Nguyen.  - Students listen and join in the new lesson. |

**2. Activities 2: (12’)**

**a) Objective:** Help students to listen, identify, understand the situation and language materials of Ba's diary then read it to know what Ba did and wrote in his diary.

**b) Content:** Learn and use language materials simply.Work in individuals, work in pairs or work in groups. Listen to Ba's diary then read it

**c) Products:** Students know how to use the knowledge they've learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| @ You know that Liz’s family visited Nha Trang on vacation. Can you guess?  - How did they return to Ha Noi?  - What did they do on the way back to Ha Noi?  - What time did they arrived home?  Now you look at A4, listen to Ba's diary then you read it to know what Ba's do and write in his diary.  Go around the class and help the poor students.  Call on 1-2 students to guess new words they come across in the diary .  After that, teach some vocabulary, review the past simple tense and structures.  Call some students to read the diary in front of class. | Listen to Ba's diary then read it  Vocabulary:  +rent  +on the other side of  +keep in touch  +keep - kept  +teach - taught  +improve  +bring - brought.  +The past simple tense.  + to be on the other side of …  Read the diary in the class.  Listen to the readers. |

**3. Activities 3: (14’)**

**a) Objective:** Help students use the knowledge they have learn to practice in the situation of the lesson.

**b) Content:** Ask and answer the questions, apply knowledge to practice with the dialogues.Work in individuals, work in pairs, work in groups, experience in the situations.

**c) Products:** Students know how to use the knowledge they've learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

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| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| Make questions for students:  + Where did Liz and her parents arrive in Ha Noi from?  + What does Mr Robinson do?  + Who taught Liz Vietnamese?  + What does Ba collect?  + Where does her aunt live?  + When will they have dinner together?  Ask students to work with a partner and then practice in the class. | Read Ba’s diary loudly in font of the class.  Work with a partner by asking these questions. |

**4. Activities 4: (12’)**

**a) Objective:**  Help students use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements.

**b) Content:**  Apply knowledge to listen and correct their mistakes as the requirements of the lesson or the teacher's requirements. Guide and ask students to listen and correct their mistakes, experience in the situations then present in the class.

**c) Products:** Students know how to use the knowledge they've learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| @ Have them look at: Now make these sentences true and explain.  Go around class and help students to do. After that, call on some students to read their answers loudly.  Listen and correct their mistakes.   * Liz lived next door to Ba. * Liz learned Vietnamese in Vietnam. * Ba collects stamps. * Liz's aunt lived in New York. * They moved to the other side of Ha Noi * They moved. Now Ba is sad.   @ Ask students to prepare a paper and write a diary of yesterday.  Call on some students to read and check. (Or ask them to use these verbs to make sentences: talk, go, arrive, teach, learn, do.....) | Look at: Now make these sentences true and explain.  Some students to read loudly.  Listen to teacher. (Compare with teacher’s answers.)  Work in small groups.  Write the diary of yesterday.  Listen and correct. |

**3. Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students:  
+ learn the lesson at home.  
+ do exercises: Read again Ba’s diary then write a diary of yourselves and do exercise 4- pages 54.  
+ get ready for the next lesson.

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| Date of preparation: / /2021 | Date of presentation: / /2021 - Class 7A |
|  | / /2021 - Class 7B |

**PERIOD 58: UNIT 9: AT HOME AND AWAY**

**Lesson 4: B-Neighbors. ( B1,2 )**

**1. Activities 1: Warm up: (6’)**

**a) Objective:** Help students identify and use knowledge in the previous lesson; understand the situation of the lesson.

**b) Content:** Students talk about the activities that they did last; work in individuals, in pairs or work in groups. Then, present in the class and join in the new lesson.

**c) Products:** Students know how to use the knowledge they have learned about the past simple tense to make sentences and to communicate in the situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| - Ask students to talk about the activities that they did last week.  - Have them look at the pictures and listen to the teacher: Hoa and Lan are friends. They are talking to other.  You know what they are taking about?  Now you listen to the tape and tell me what are they talking about. | - Students speak in the class, then write them.  - Look at the picture and guess what they are talking about.  - They are taking about…  - Students listen and join in the new lesson. |

**2. Activities 2: (10’)**

**a) Objective:** Help students identify, understand the situation and language materials.

**b) Content:** Learn and use language materials simply.

Work in individuals, work in pairs or work in groups.

c) Products: Students know how to use the knowledge they've learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| @ Play the tape.  Ask students to the tape and rewrite things that you heard.  Play the tape again.  Have students talk in the class.  Ask them to open the books and compare with the dialogue.  Listen and repeat the dialogue.  Call on some students to practice the dialogue in the class. | Listen to the tape and write sentences that you are heard  Speak those sentences.  Look at the dialogue and compare.  Repeat the dialogue.  Practice in the class. |

**3. Activities 3: (16’)**

**a) Objective:** Help students use the knowledge they have learn to practice in the situation of the lesson.

**b) Content:** Listen, speak, read and write; think, answer the questions, apply knowledge to practice with the dialogues. / text.

Work in individuals, work in pairs, work in groups, experience in the situations.

**c) Products:** Students know how to use the knowledge they have learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| Listen and correct their mistakes.  Teacher explains:   * What a nice dress! * What a clever woman! * What an interesting book!   They are compliments with What+ N Ask the students to compare with the compliments with How...........!  Give the new words: cut, neighbor, hairdresser, material, dressmaker. | Read these compliments  Listen and compare with How....!  Repeat the new words. |

**4. Activities 4: (10’)**

**a) Objective:** Help students use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements.

**b) Content:**  Read, think, answer the questions, apply knowledge to make

sentences/ dialogues as the requirements of the lesson or the teacher's requirements. Guide and ask students to ask and answer in pairs, groups, experience in the situations then present in the class.

**c) Products:** Students know how to use the knowledge they have learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| @ Have students read again the dialogue and then answer the questions:  - What does Hoa’s aunt do?   * Did her aunt cut Hoa’s hair? * What does Mrs. Mai do? * What did Mrs. Mai do for Hoa? | Read again the dialogue and answer the questions.   * She’s a hairdresser. * Yes, she did. * Mrs. Mai is a dressmaker. * She bought the material and made the dress for Hoa. |
| Ask them to practice with a partner by asking an answering the questions  Listen and correct their mistakes.  Now you practice Yes- No question.  The first teacher makes questions   * Did Hoa buy the dress?   No, she didn’t.  Then ask students to practice.  @ Have students talk about your neighbors:   * Are your neighbors friendly? * Do you sometimes help them? * Do they help you? * What do you do for them? * What do they do for you?   Ask them to work with a partner, then practice in the class. | Practice with a partner by using the Yes- No questions.  Talk about the neighbors by asking the following questions.  ( by the students )  Listen and write the duty into the notebooks. |

**3. Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students:  
+ Make 5 compliments;

+ Write 5 sentences about activities that you did yesterday.  
+ get ready for the next lesson: B3-4.

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| Date of preparation: / /2021 | Date of presentation: / /2021 - Class 7A |
|  | / /2021 - Class 7B |

**PERIOD 59: UNIT 9: AT HOME AND AWAY**

**Lesson 5: B-Neighbors. ( B3-4 )**

**1. Activities 1: Warm up: (6’)**

**a) Objective:** Help students identify and use knowledge in the previous lesson; understand the situation of the lesson.

**b) Content:** Students answer the questions; work in individuals, in pairs or work in groups. Then, present in the class and join in the new lesson.

**c) Products:** Students know how to use the knowledge they have learned about the past simple tense to make sentences and to communicate in the situations.

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| **Teacher's activities** | **Students' activities** |
| Make some questions for students:  - What do you learn in Home Economic?  - Do you like it?  - What do you like to do most in Home Economics?  Teacher can elicite some words: sewing, knitting, cooking ....etc  Lead in the new lesson. | - Students answer the questions:  + We learn how to cook.  + Yes, I do.  + I like to cook most.  - Students líten and join in the new lesson. |

**2. Activities 2: (10’)**

**a) Objective:** Help students identify, understand the situation and language materials.

**b) Content:** Learn and use language materials simply.Work in individuals: read the text about Hoa. Then, work in pairs or work in groups to answer some questions about her.

**c) Products:** Students know how to use the knowledge they've learned to answer the questions and communicate in situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| @ Now you read the text about Hoa then answer some questions about her.  Ask students to read silently and tell the content of the text.  Teacher can make question for students: Who made a dress for Hoa?  Call some students to read the text on front of the class.  Listen and correct their mistakes by guiding them to read the new words. | Read the text about Hoa silently and  Mrs. Mai- Hoa’s neighbor made a dress for her.  Read the text in the class.  Read and write these words  - Sew :may, vá  - sewing machine: máy may.  - cushion: gối  - try: thử/ cố gắng  - fit: vừa vặn  - hobby: sở thích |

**3. Activities 3: (16’)**

**a) Objective:** Help students use the knowledge they have learn to practice in the situation of the lesson.

**b) Content:** Listen, speak, read and write; think, answer the questions, apply knowledge to practice with the dialogues. / text.

Work in individuals, work in pairs, work in groups, experience in the situations.

**c) Products:** Students know how to use the knowledge they've learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Ask them to answer the questions by working with a partner.  - Call some pairs to practice in the class.  - Listen and correct their mistakes, and then give the correst answers:  - Have them write two sentences into their notebooks. | - Work with a partner.  - Practice in the class these questions and answers.  - Correct the mistakes and write two sentences.  \* She learn how to use a sewing machine  - She made her cushion for her armchair first.  - It was blue and while.  - Next, she made her skirt.  - It was green with while flowers on it.  \* It looked very pretty.  - She tried it on but it didn’t fit.  - Hoa’ neighbor helped her.  - Finally, it fitted very well. |

**4. Activities 4: (10’)**

**a) Objective:** Help students use the knowledge they have learned to practice with the requirements of the lesson or the teacher's requirements.

**b) Content:**  Apply knowledge to tell about their neighbor as the teacher's requirements. Guide and ask students to tell about their neighbor by working with a partner.

**c) Products:** Students know how to use the knowledge they've learned in doing exercies and in the communicative situations.

**d) Organization of implementation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Ask students to work with a partner to tell about their neighbor.  - Go around the class and help them by making some questions:  + What is her/ his name?  + How old is she/ he?  + What does she/ he do?  + What is she/ he good at?  - Then have them do exercise in part 4. Explain how to do with it.  - Call some students to read the work. Listen and give the correct answers: | - Work with a partner to tell about their neighbor.  - First answer these questions and then tell about her or him.  - Do this exercise, after that read the work in the class.  - Listen and correct: *watched, bought, cut, used, decided, was, made, was, wasn’t, helped, fitted*. |

**3. Guide students to learn by themselves. (3')**

- Teacher guides and asks students how to learn the lesson at home, do exercises and get ready for the next lesson.

- Students:  
+ learn the lesson, do exercises and get ready for the Language focus 3.

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