Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 1: HOME**

**Lesson 1 - Part 1 (Page 6) - Vocabulary and Listening**

**I. OBJECTIVES**

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

**1. Knowledge**

- ask about people’s home.

- get someone’s attention to start a conversation.

**2. Ability**

- improve Listening and Speaking skills.

**3. Quality**

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

- love home and help parents do 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:** Introduction of vocabularies about home.

**c) Product:** Ss have general ideas about the topic “home”.

**d) Competence**: Collaboration, communication, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Number the pictures**   - Use the “New words” part a.– page 6 for the warm-up activity  - Show pictures and words, have Ss number the pictures (in pairs)  - Call Ss to give answers  - Give feedback and show correct answers  - Lead to the new lesson  - Play the audio (CD1 – Track 02), have Ss listen and repeat  - Correct Ss’ pronunciation if necessary     * **Option 2: Drawing**   - Have Ss work in groups and sketch their dream house.  - Set a limit time (3-4’)  - Have Ss hang their pictures on the board  - Make comments on Ss’ works  - Have Ss vote for the most beautiful house  - Give a small present to the winner  - Lead to the new lesson | -Greet T  - Work in pairs and use their critical thinking to number the pictures  - Give answers  - Listen  **Answer keys**  *A1 B6 C5 D2 E3 F4*  - Sketch out the dream house  - Hang pictures on the board  - Listen |

**B. New lesson (35’)**

* **Activities 1: Vocabulary (20’)**

**a) Objective:** Ss know words about home and things around home.

**b) Content:**

**-** Vocabulary study

**-** Speaking

**c) Products:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d) Competence**: Communication, collaboration, presentation, imagination.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Number the pictures. Listen and repeat.**   * **Option 1** *(If the teacher hasn’t used this part for the Warm-up activity)*   - Demonstrate the activity, using the example  - Have Ss number the pictures  - Divide class into pairs and have them check their answers with their partners  - Call Ss to give answers (read or write)  - Check answers as a whole class  - Play audio (CD1 – Track 02). Have Ss listen and repeat  - Correct Ss’ pronunciation   * **Option 2: Matching** *(If the teacher has used part a. for the Warm-up activity)*   - Have Ss review the vocabularies they have known in the warm-up activity by matching words with pictures (T uses different pictures from those in the textbook)  - Call Ss to give answers (read or write)  - Check answers as a whole class  - Call some Ss to read the words again  - Correct Ss’ pronunciation if necessary    **b. Talk about your home using the new words and three other words you know**   * **Option 1:**   - Have Ss talk about their home using the new words and three other words they know  - Remind Ss to use the structure:  *There + be + noun +…*  - Have Ss share their ideas in front of the class  - Give feedback and evaluation   * **Option 2:** *(for class with better students)*   - Give Ss an extra activity: Show a picture of a house and have Ss describe the house and things around the house  Example:  - Call some Ss to share their ideas with the class  - Give feedback and evaluation  - Then, follow the same steps as option 1 | - Look and listen  - Work individually  - Work in pairs  - Give answers  - Listen and repeat  **Answer keys**  *A1 B6 C5 D2 E3 F4*  - Work in pairs  - Give answers  - Read  **Answer keys**    - Work in pairs  - Present  **Suggested words:** *garden, swing, basement*  - Work in pairs  **Suggested answers**  *- There’s a chimney / fireplace in my house*  *- My house has a garden*  *- There are many trees around my house* |

* **Activity 2: Listening (16’)**

**a) Objective:** Ss can make questions or answer the questions to develop a conversation, and they can also finish the listening task in the textbook.

**b) Content:**  Listening to a girl asking a boy questions about his home.

**c) Products:** Ss can listen for main ideas and specific information.

**d) Competence**: collaboration, guessing/reasoning, communication, listening.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **a. Listen to a girl asking a boy questions about his home. Are they friends?**  - Have Ss look at the question and the picture.  - Play the audio once (CD 1 – Track 03)  . Have Ss listen and answer the question by circling “Yes” or “No”  - Play the audio again. Check answers as a whole class  **b. Now, listen and fill in the blanks.**  - Have Ss read the sentences  - Have Ss guess the answers/ guess part of speech of the missing word(s)  - Play the audio (CD1 – Track 03). Have Ss listen and fill in the blanks  - Check answers as a whole class  **\*Conversation Skill**  - Play the first 2 sentences of the recording, ask Ss to find which sentence / phrase that the speaker uses to get someone’s attention  - Focus attention on the Conversation Skill box  - Explain that we can get someone’s attention by saying “Excuse me”  - Play audio (CD 1 – Track 4). Have Ss listen and repeat  - Have some Ss practice the conversation skill in front of the class  - Have Ss think of other ways to get someone’s attention and make up a conversation that contains these phrases, words | - Look at the picture and the question  - Listen and circle  - Check answers  **Answer key:** *No*  - Look and read  - Guess the answers  - Listen and fill in the blanks  - Check answers  **Answer keys**  *1. an apartment*  *2. bedrooms*  *3. pool*  *4. a garage*  - Try to find the indicator that speaker uses to get someone’s attention    - Look and listen  - Listen and repeat  - Present  **Suggested answers**  *Other ways to get someone’s attention*  *- Hey, …*  *- Sorry …* |

**C. Consolidation (2’)**

**\* Vocabularies about home and things around home**: *gym, balcony, apartment, yard, garden, basement, garage, pool, …*

**\* Getting someone’s attention**: *Say “Excuse me.”*

**D. Homework (2’)**

- Learn by heart the new vocabularies.

- Practice talking about your home.

- Do exercises in Workbook: Lesson 1 - New words (page 4).

- Prepare: Lesson 1 – Grammar (page 7 – SB).