

UNIT 2: MY HOUSE

Lesson 1: Getting started – A look inside

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *My house*;
 - ask and answer about where someone lives.

Language analysis

Form	Meaning	Pronunciation
1. town house (n)	a house in a town or city, usually a comfortable, expensive one in a fashionable area	/'taʊn 'haʊs/
2. country (n)	a large traditional house in the countryside, especially one that has belonged to the same family for many years	/,kʌntri 'haʊs/
3. flat (n)	a set of rooms for living in that are part of a larger building and are usually all on one floor	/flæt/

Materials (referenced)

- Grade 6 textbook, Unit 2, Getting started
- Pictures and maps
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some handouts.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: My house</p> <p>Lesson 1: Getting started – A look inside</p> <p>* Warm-up Game: A hidden word</p> <p>I. Vocabulary</p> <ol style="list-style-type: none"> 1. town house (n) 2. country house (n) 3. flat (n) <p>II. Practice</p> <p>Task 1: Tick the correct answers. (Ex. 2, p. 17)</p> <p>Task 2: Complete the sentences. (Ex. 3, p. 17)</p> <p>III. Production</p> <p>Task 3: Complete the word web: Types of house. (Ex. 4, p. 17)</p> <p>Task 4: Survey. (Ex. 5, p. 17)</p> <p>* Homework</p>
--

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic.	<p>* A hidden word</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams and asks a member of each team to look at the pictures and answer the questions. - For each right answer, the team will get 1 point and 1 secret letter to help them find out the hidden word today. - There is one picture including two secret words. The team gets this picture will get 2 points. - The team which has more points or can guess the 	Team work	5 mins

hidden word first will be the winner.

M Y H O U S E



1.
W

What is it? – It's a _ _ _ _ _ .
(ROOM)



2. We have a small house in the _ _ _ _ _ .
(COUNTRY)



3. Where are they? – They are in the _ _ _ _ _ .
(KITCHEN)



4. They have a house in the
 _ _ _ _ . (TOWN)



5. How many rooms are
 there in this house?
 – There are _ _ _ (SIX)
 rooms.



6. Which house is it? – It's an
 _ _ _ _ _ .
 (APARTMENT)

Lead in

To lead in
 the topic of
My house.

- Teacher draws students' attention to the pictures in the textbook and asks them

T-Ss

2
 mins

		<p>some questions about the pictures.</p> <ol style="list-style-type: none"> 1. What are Nick and Mi doing? 2. What might they talk about? <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. They are talking to / discussing with each other through the Internet. 2. (Students' answers) 		
Presentation (Pre-teach - Vocabulary)	To help students understand the text.	<p>* VOCABULARY</p> <ul style="list-style-type: none"> - Teacher introduces the vocabulary by: <ul style="list-style-type: none"> + showing the pictures illustrating the words + providing the synonym or antonym of the words + providing the definition of the words <ol style="list-style-type: none"> 1. town house (n): [visual] 2. country house (n): [visual] 3. flat (n): [synonym] → apartment 	T-Ss	5 mins

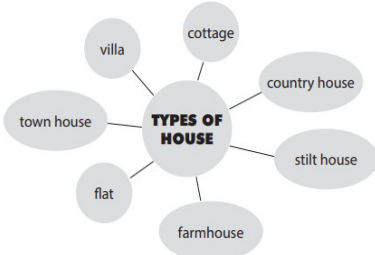


a town house



		<p><i>a country house</i></p> <p>LISTEN AND READ. (p. 16)</p> <ul style="list-style-type: none"> - Teacher plays the recording, asks students to underline the words related to the topic <i>My house</i>. (Teacher may check the meaning of some words if necessary.) - Teacher can play the recording more than once. - Students listen and read. - Teacher can invite some pairs of students to read aloud. - Then, teacher confirms the correct answer: + They are talking about their houses. + Mi is describing their new flat which her family was moving to. 		
Practice	To set the context for the listening and reading text.	<p>Task 1: Tick the correct answers. (Ex. 2, p. 17)</p> <ul style="list-style-type: none"> - Teacher asks students <i>"Which family members does Mi talk about?"</i> without reading the conversation again. - Then, teacher tells them to read it again individually and check their answers. - Teacher allows students to share their answers before discussing as a class and encourages them to give evidence. - Teacher calls some 	T-Ss S Ss-Ss	15 mins

	To help students understand the text.	<p>students to check.</p> <p>Answer key:</p> <table border="1"> <tr><td>1. parents</td><td>√</td></tr> <tr><td>2. sister</td><td></td></tr> <tr><td>3. brother</td><td>√</td></tr> <tr><td>4. aunt</td><td>√</td></tr> <tr><td>5. cousin</td><td>√</td></tr> </table> <p>Task 2: Complete the sentences. (Ex. 3, p. 17)</p> <p>3 Read the conversation again. Complete each sentence with ONE word.</p> <ol style="list-style-type: none"> Elena is Nick's _____. There is a _____ in Elena's room. Now Mi lives in a _____ house. Nick lives in a _____ house. Mi's new flat has _____ bedrooms. <ul style="list-style-type: none"> - Teacher asks students to work independently to fill each blank with the word from the conversation. - Teacher allows students to share their answers before discussing as a class. - Teacher calls some students to check. Teacher confirms the right answers and writes on the board. <p>Answer key:</p> <ol style="list-style-type: none"> sister TV town country three 	1. parents	√	2. sister		3. brother	√	4. aunt	√	5. cousin	√	T-Ss	
1. parents	√													
2. sister														
3. brother	√													
4. aunt	√													
5. cousin	√													
Production	To develop students' knowledge	Task 3: Complete the word web: Types of house. (Ex. 4, p. 17)	S	15 mins										
			Ss-Ss											
			T- Ss											

	<p>of the vocabulary about types of house.</p>	<p>* Game: Networking</p> <ul style="list-style-type: none"> - Teacher divides the class into two teams, then writes the topic “Types of house” on the board and gives them two minutes to discuss. - After that time, a student from each team one by one runs to the board and writes one word. - The team which has more correct answers is the winner. <p>Suggested answers:</p> 	<p>Team work</p>	
	<p>To help students practise asking and answering about where they live.</p>	<p>Task 4: Survey</p> <ul style="list-style-type: none"> - Teacher asks students to work in groups of 4 or 6 to take turns to ask and answer about where they live. - Teacher can model with one student. - Teacher moves around to observe and offer help 	<p>Group work</p> <p>T-S</p> <p>T-Ss</p>	

		<p>when needed.</p> <p>- By the end of the activity, one student from each group can stand up and report to the class.</p> <p><i>Suggested answers:</i> In my group, Linh lives in a flat, Lan and Huong live in a country house, etc....</p>	Ss-Ss	
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson.	Prepare the vocabulary for the next lesson: A closer look 1.	T-Ss	1 min

UNIT 2: MY HOUSE

Lesson 2: A closer look 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *My house*;
 - use the vocabulary and structures to talk about the names of rooms and furniture pieces in the house;
 - pronounce and recognize the sounds /s/ and /z/.

Language analysis

Form	Meaning	Pronunciation
1. hall (n)	the area just inside the main entrance of a house, apartment, or other building that leads to other rooms and usually to the stairs	/hɔ:l/
2. chest of drawers (n)	a piece of furniture with drawers in which you keep things such as clothes	/ˌtʃest əv 'drɔ:z/
3. sink (n)	a bowl that is attached to the wall in a kitchen or bathroom in which you wash dishes or your hands, etc.	/sɪŋk/
4. dishwasher (n)	a machine that washes dirty plates, cups, forks, etc.	/'dɪʃ,wɒʃər/
5. cupboard (n)	a piece of furniture or a space for storing things, with a door or doors and usually with shelves.	/'kʌbəd/

Materials (referenced)

- Grade 6 textbook, Unit 2, A closer look 1.
- Pictures and video clip.
- sachmem.vn


Anticipated difficulties	Solutions
--------------------------	-----------



1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of some lexical items.
2. Students may have underdeveloped listening, speaking and co-operating skills.	<ul style="list-style-type: none"> - Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).



Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: My house</p> <p>Lesson 2: A closer look 1</p> <p>* Warm-up</p> <p>Jumbled words and matching</p> <p>I. Vocabulary: Rooms and furniture pieces in the house</p> <ol style="list-style-type: none"> 1. hall (n) 2. chest of drawers (n) 3. sink (n) 4. dishwasher (n) 5. cupboard (n) <p>Task 1: Name the thing in each room in Ex. 1. (Ex. 2, p. 18)</p> <p>Task 2: Guessing game</p> <p>II. Pronunciation: /s/ and /z/</p> <p>Task 3: Listen and write the words in the correct column. Then listen and repeat. (p. 18)</p> <p>Task 4: Listen and repeat. Pay attention to the underlined words. (p. 18)</p> <p>III. Production</p> <p>Whispering game</p> <p>* Homework</p>
--

Stage	Stage aim	Procedure	Interaction	Time
-------	-----------	-----------	-------------	------

<p>Warm-up</p>	<p>To activate students' prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.</p>	<ul style="list-style-type: none"> - Teacher asks students to work independently to rearrange letters to find out the correct word, then match the word with the picture. - Teacher tells students to compare their answers with their partners. - Teacher corrects and confirms the answers. - Teacher explains the new words. <p>* Jumbled words</p> <ol style="list-style-type: none"> 1. tchekin 2. thraobom 3. rodeomb 4. Ingivi moro 5. lahl <p>* Matching</p>  <p>Answer key:</p> <p>* Jumbled words</p> <ol style="list-style-type: none"> 1. kitchen 2. bathroom 3. bedroom 4. living room 5. hall <p>* Matching</p>	<p>S</p> <p>Ss-Ss</p> <p>T-Ss</p>	<p>5 mins</p>
----------------	--	--	-----------------------------------	---------------

		<p>a. hall b c d e</p> 		
Lead in	To lead in the lesson about vocabulary and pronunciation.	<p>T ir tl</p> <p>lesson, we are going to learn more words to describes rooms and furnitur sound</p> 	T-Ss	2 mins
Presentation (Vocab-pre-teach)	To revise / teach the names of rooms in the house.	<p>VOCABULARY</p> <p>- Teacher introduces the vocabulary by: + providing the synonym or antonym of the words + providing the pictures of the words</p> <ol style="list-style-type: none"> 1. hall (n): [visual + [explanation] 2. chest of drawers (n): [visual] 3. sink (n): [visual] 4. dishwasher (n): [visual] 5. cupboard (n): [visual] <p>2. chest of drawers</p>	T-Ss	5 mins

		<p>3. sink</p> <p>4. dishwasher</p> <p>5. cupboard</p> <p>* Checking technique: Slap the board</p>  		
Practice	To revise / teach the names of furniture pieces.	<p>Task 1: Name the things in each room in Ex. 1. (Ex. 2, p. 18)</p> <p>- Teacher asks students to work in pairs to do this activity.</p>	Pair work	15 mins

		<ul style="list-style-type: none"> - Teacher writes the names of the rooms on the board in different places, then calls on students from different pairs to go to the board and write the name of the furniture under these rooms. - Remind students that one piece of furniture can belong to more than one room. - Teacher asks other students to comment and asks them if they can add some more things to each room. <p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> - Bedroom: lamp, picture, chest of drawers - Living room: lamp, sofa, picture - Hall: picture - Kitchen: fridge, cupboard, dishwasher, sink - Bathroom: shower, sink, toilet <p>Other words: chair, fan, air conditioner, cooker, etc.</p>	T-Ss	
	To help students practise asking and answering about the furniture in a	<p>Task 2: Guessing game</p> <ul style="list-style-type: none"> - Teacher models this activity with a student. - Teacher asks students to work in pairs: one student thinks of a 	T-S Ss-Ss	

	room.	<p>room in his / her house; the other asks questions to guess the room.</p> <ul style="list-style-type: none"> - Teacher calls some pairs to practise in front of the class. - Teacher comments on their performance. <p>Example: Ss 1: What's in your room? Ss 2: A lamp and a chest of drawers. Ss 1: Is it the bedroom? Ss 2: Yes.</p>	T-Ss	
Presentation (Pre-teach the sounds /əʊ/ and /aʊ/.)	To help students identify how to pronounce the final sounds /s/ and /z/ at the end of the words.	PRONUNCIATION <ul style="list-style-type: none"> - Teacher introduces 2 sounds s/ and /z/ to students and lets them listen and repeat the words in Ex. 4 (p. 18). - Teacher has students comment on how to pronounce these two sounds at the end of the words. - Teacher quickly explains the rules: <ul style="list-style-type: none"> + Final -s is pronounced /s/ after voiceless sounds (/t/, /p/, /k/, /f/, /θ/). + Final -s is pronounced /z/ after voiced sounds (/b/, /d/, /g/, /n/, /m/, /l/, etc.) and any vowel sounds. - Teacher asks students 	T- Ss	5 mins

		<p>to give some words they know containing these sounds.</p> <p>Suggested answers:</p> <ul style="list-style-type: none"> - /s/: cats, lamps, books, months - /z/: beds, dogs, cans, rooms, videos, cooks, bees 						
Practice	<p>To help students practise pronouncing these sounds in words.</p> <p>To help students pronounce the final sounds /s/ and /z/ correctly in</p>	<p>Task 3: Listen and write the words in the correct column. Then listen and repeat. (p. 18)</p> <ul style="list-style-type: none"> - Teacher asks students to read and listen again the words, then put them in the correct column. - Students work individually. - Teacher plays the recording for students to listen, repeat and check their answers. <p>Answer key:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">/s/</th> <th style="text-align: center;">/z/</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">lamps, sinks, flats, toilets,</td> <td style="text-align: center;">cupboards, sofas, kitchens, rooms</td> </tr> </tbody> </table> <p>Task 4: Listen to the conversation. Underline the final "s" in the words and put them into the correct column. (p. 18)</p> <ul style="list-style-type: none"> - Have students quickly 	/s/	/z/	lamps, sinks, flats, toilets,	cupboards, sofas, kitchens, rooms	<p>T-Ss</p> <p>S</p> <p>T- Ss</p> <p>T- Ss</p>	5 mins
/s/	/z/							
lamps, sinks, flats, toilets,	cupboards, sofas, kitchens, rooms							

	context.	<p>read the conversation and underline the final “s” in the words. Now play the recording for students to listen to the conversation and write /s/ or /z/ under each “s” that they have underlined.</p> <p>- Tell them to put the words with the final “s” in the correct column according to the sound of “s”. Have them work in pairs to compare their answers. Check students’ answers. Ask them to explain their answers.</p> <p>Answer key: /s/: chopsticks, lamps /z/: bowls, things, homes</p> <p>- Play the recording again for students to repeat each line of the conversation. Ask students to work in pairs to practice the conversation. Call some pairs to practise the conversation. Comment on their pronunciation of the final “s”.</p>		
Production	To give students chance to apply what they have	<p>Game: Whispering</p> <p>- Teacher divides the class into 4 big groups and asks students to stand in four lines.</p>	Group work	5 mins

	learnt.	<ul style="list-style-type: none"> - The member in the last place will make a sentence containing at least a word and a sound they have learnt; then, whisper the sentence to the next member of the group. They will continue until the member in the first place and this member will say the sentence aloud. - The fastest group will win the game. <p><i>Suggested sentences:</i></p> <ol style="list-style-type: none"> 1. There are two bedrooms in my house. 2. My living room has a TV, two lamps, some pictures and a sofa. 3. The toilets in my school are clean. 		
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To revise what they have learnt.	Find 5 more words with the sound /s/ and 5 more words with the sound /z/. Write them down and practice pronouncing the words.	T-Ss	1 min

UNIT 2: MY HOUSE

Lesson 3: A closer look 2

Possessive case & Prepositions of place

Lesson aim(s)

By the end of the lesson, students will be able to know how to use the possessive case and prepositions of place correctly.

Language analysis

Form	Meaning
+ “ ’s” after a proper name. Eg: Nam’s pen + “ ’s” after a singular noun Eg: teacher’s book	A possessive case is used to show possession.

Materials (referenced)

- Grade 6 textbook, Unit 2, A closer look 2.
- Pictures, sets of word cards.
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some hand-outs.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"> - Define expectation in explicit detail. Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: My house</p> <p>Lesson 3: A closer look 2</p>
<p>* Warm-up</p> <p>Memory game</p> <p>I. Grammar focus 1: The possessive case</p> <p>→ name's + noun = Polly's sock.</p> <p>→ singular noun's + noun = teacher's book.</p> <p>* Practice:</p> <p>Task 1: Choose the correct answer.</p> <p>Task 2: Complete the sentences with the correct possessive forms.</p> <p>II. Grammar focus 2: Prepositions of place</p> <p>on, in, at, under,</p> <p>* Practice:</p> <p>Task 3: Write the correct preposition in the box under each picture.</p> <p>Task 4: Decide True or False statements.</p> <p>III. Further practice: Memory challenge</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To activate students' prior knowledge and vocabulary related to the targeted grammar of possessive case, preposition of place and to increase students	<p>* Game: Memory game</p> <p>- Teacher divides the class into 4 groups.</p> <p>- Teacher tells students the rules of the game:</p> <p>+ Students have to study the picture of 3 people (Jack, Polly and Greg) and try to remember the things belonging to each person in 30 seconds without writing down in their notebooks.</p> <p>+ After 30 seconds, teacher shows the things</p>	Group work	5 mins

interest.



of Jack, Polly and Greg and a member of each team has to answer quickly the question "Whose is it?"
+ The group with more correct sentences will be the winner.



Answer keys:



1. Whose jumper is it?
– It's Polly's jumper.
2. Whose T-shirt is it?
– It's Greg's T-shirt.
3. Whose ball is it?
– It's Jack's ball.




4. Whose sock is it? –
It's Jack's sock.



5. Whose shoes is it?
– It's Greg's shoes.
6. Whose sock is it? – It's
Polly's sock.

		<p>7. Whose jumper is it? – It’s Greg’s jumper.</p> <p>8. Whose T-shirt is it? – It’s Polly’s T-shirt.</p>		
<p>Lead in</p>	<p>To introduce the targeted grammar of the lesson.</p>	<p>Teacher says: “This lesson today is going to tell you one way to express the possessive and how to use the preposition of place correctly.”</p>	<p>T-Ss</p>	<p>1 mins</p>
<p>Pre</p> 	<p>duce the possessive case.</p>	<p>THE POSSESSIVE CASE</p> <ul style="list-style-type: none"> - Teacher draws students’ attention to the words in the answers from the Warm-up “Greg ‘s T-shirt, Jack’s ball, Polly’s sock” and asks them whether they know the meanings of these words. - Teacher provides or confirms the answers and lead in the grammar focus of the lesson: → We use “s” to show possession. - Teacher writes the form of the possessive case on the board: → name’s + noun = Polly’s sock. → singular noun’s + noun = teacher’s book. 	<p>T-Ss Ss-Ss</p>	<p>5 mins</p>

Practice	<p>To help students identify the correct form of possessive case.</p> <p>To help students practise forming the correct form of possessive case.</p>	<p>Task 1: Choose the correct answer.</p> <ul style="list-style-type: none"> - Teacher asks students to do the exercise individually and then compare their answers with a classmate. - Check the answers as a class. - Teacher confirms the correct answers. <p>Answer key:</p> <p>1. grandmother's 2. sister's 3. cousin's 4. Nam's 5. An's</p> <p>Task 2: Complete the sentences with the correct possessive forms.</p> <ul style="list-style-type: none"> - Teacher has students do this exercise individually and calls on two students to write their answers on the board. - Teacher draws all students' attention to the board and checks the answers together. - Teacher confirms the correct answers. <p>Answer key:</p> <p>1. Mi's 2. teacher's 3. Nick's 4. father's 5. brother's</p>	<p>S</p> <p>T – Ss</p> <p>T – Ss</p>	<p>8 mins</p>
Presentation	To help students identify different	<p>PREPOSITIONS OF PLACE</p> <ul style="list-style-type: none"> - Teacher asks students what prepositions of place they know. 	T - Ss	5 mins

	<p>prepositions of place and use them correctly to describe where people or things are.</p>	<p>Encourage students to say as many as possible.</p> <ul style="list-style-type: none"> - Have them look at the Remember box to see if the prepositions they have mentioned are the same. - Teacher confirms how to use prepositions of place. <p>→ We use prepositions of place to describe where people or things are.</p>		
	<p>ing ns o ple re.</p>	<p>Task 3: Write the correct preposition in the box under each picture.</p> <ul style="list-style-type: none"> - Teacher has students do this exercise 3 in pairs, then asks for students' answers and confirms the correct answers. - Teacher has students work in pairs to say sentences describing the pictures. Move around to offer help if needed. - Teacher calls on some students to say their sentences. If there is time, ask some students to write their sentences on the board. <p>Answer key:</p> <ol style="list-style-type: none"> 1. on 2. next to 3. behind 4. in 5. in front of 6. between 7. under 	<p>Pair work</p>	<p>10 mins</p>
			<p>T- Ss</p>	

		<ol style="list-style-type: none"> 1. The dog is on the chair. 2. The dog is next to the armchair. 3. The cat is behind the TV. 4. The cat is in the wardrobe. 5. The dog is in front of the kennel / doghouse. 6. The cat is between the lamp and the armchair. 7. The cat is under the table. <p>Task 4: Decide True or False statements.</p> <ul style="list-style-type: none"> - Teacher has students look at the picture of the room and asks them to describe the room briefly, then has them read each sentence, look at the picture and decide if each sentence is true or false. If it is false, ask them to correct it. - Teacher has students do this exercise individually before they share their answers with a partner. Ask some students to read out their answers. - Teacher confirms the correct ones. <p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. F (The school bag is under the table.) 3. F (The clock is between the two pictures.) 	T- Ss	
--	--	--	-------	--

		4. T 5. F (The cap is on the pillow.)		
Production	To help students practise asking and answering about the position of things.	<p>* Memory challenge</p> <ul style="list-style-type: none"> - Teacher has students work in pairs to play the game <i>Memory challenge</i>. - Students look at the picture in Exercise 4 for 30 seconds and then cover it. - They ask and answer questions about the position of the things in the picture. - Teacher invites some pairs to perform in front of the class. <p>Example: A: Where are the books? B: They're on the table.</p>	T-Ss Ss-Ss T-Ss	8 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To revise what they have learnt.	Do exercises in the workbook.	T-Ss	1 min

UNIT 2: MY HOUSE

Lesson 4: Communication

Lesson aim(s)

- By the end of the lesson, students will be able to:
- learn how to give suggestions;
 - practise using some grammar points and vocabulary related to the topic.

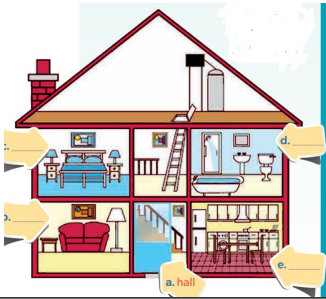
Language analysis

Materials (referenced)

- Grade 6 textbook, Unit 2, Communication
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about the topic.	Provide students with information about the knowledges they do not know.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan



Date of teaching
Unit 2: My house
Lesson 4: Communication

***Warm-up**

Pictures describing

I. Everyday English: Giving suggestions

- **Structure: How about + V-ing?**
Let's + V.

Task 1: Listen and read the dialogue.

Task 2: Make similar dialogues.

II. Living places

Task 3: Look at the picture and complete the sentences.

Task 4: Find the differences between the two houses.


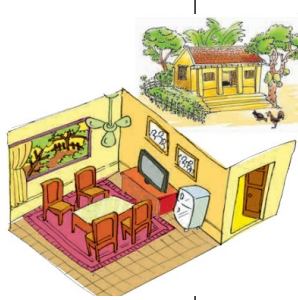
Task 5: Draw a simple picture of your house.


*** Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the lesson.	<p>* Pictures describing:</p> <ul style="list-style-type: none"> - Teacher shows the picture of Nam's house and asks students to describe as many things in the picture as possible. - Students give their answers. - Teacher checks the answers. 	T-Ss	3 mins

		<p>Suggested answers:</p> <ul style="list-style-type: none"> - This is Nam's house. - There are 4 rooms in his house. - In the living room, there is a lamp, a picture, a table and a sofa. - In the kitchen, there is a fridge, a dishwasher and a sink. - 		
Lead in	To lead in the lesson.	Teacher leads students into the lesson by telling what they are going to learn: "We are going to learn how to give suggestions and practice describing a house".	T-Ss	2 mins
* EVERYDAY ENGLISH				
Presentation	To introduce two ways to give suggestions.	<p>Task 1: Listen and read a dialogue.</p> <p>* Giving suggestions:</p> <ul style="list-style-type: none"> - Teacher plays the recording for students to listen and read the dialogue between Elena and her mum at the same time. - Teacher asks students to pay attention to the highlighted sentences. - Teacher elicits the structures to give suggestions from students. 	T-Ss	5 mins

		<p>Structure:</p> <p>→ How about + V-ing?</p> <p>→ Let's + V.</p> <p>- Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class.</p>		
Practice	To help students practise giving suggestions.	<p>Task 2: Make similar dialogues.</p> <p>- Teacher give students some situations to practice:</p> <p>Situation 1: You want to buy some furniture for their homes.</p> <p>Situation 2: You want to do some activities at the weekend with your friend.</p> <p>Situation 3: You want to buy some new school things</p> <p>- Teacher asks students to work in pairs.</p> <p>- Teacher moves around to observe and provide help.</p> <p>- Teacher calls some pairs to practise in front of the class, then comments on their performance.</p> <p>Suggested answers:</p> <p>A: I am so bored.</p> <p>B: How about going to the cinema this weekend?</p>	<p>Pair work</p> <p>T-Ss</p>	5 mins

		A: Great idea!		
* LIVING PLACES				
<p>Presentat</p>  <p>ive</p> <p>ents a</p> <p>le of a</p> <p>e</p> <p>description</p> <p>- To help students</p> <p>ie</p> <p>ome</p> <p>har</p> <p>and</p> <p>lary</p> <p>d to</p> <p>pic.</p> 	<p>Task 3: Complete the sentences.</p> <ul style="list-style-type: none"> - Teacher has students look at the picture and try describing Mi's grandparents' country house. - Teacher encourages students to say full sentences. - Then ask students to work in pairs to complete the given sentences. - Teacher moves around to observe and provide help. - After that, teacher invites students to share their answers. - Teacher confirms the correct answers. <p>Answer key:</p> <p>1. country 2. are 3. is</p> <p>4. chairs 5. on</p>	<p>T- Ss</p> <p>Pair work</p> <p>T-Ss</p>	<p>5 mins</p> <p>5 mins</p>	
Practice	To help students practise asking and	Task 4: Find the differences between the two houses.		5 mins

	<p>answering about the differences between two houses.</p>	 <p>- Teacher models with a student.</p> <p><i>Suggested conversation:</i></p> <p>T (look at Nick's house): Nick lives in a country house. Where does Mi live?</p> <p>S: (look at Mi's house): She lives in a town house.</p> <p>T: How many rooms are there in Mi' house?</p> <p>S: There are six rooms. What about in Nick's house?</p> <p>T: ...</p> <p>- Teacher asks students in each pair not to look at each other's picture and make similar conversations.</p> <p>- Teacher reminds students to note down the differences between the two houses.</p> <p>- After some minutes, the pair which has the most differences will be the winner. Ask some pairs to act out the conversation. Other pairs listen and add</p>	<p>T-S</p> <p>Pair work</p>	
--	--	--	-----------------------------	--

		more differences if there are any.		
Production	To help students practise describing their house.	<p>Task 5: Drawing a simple picture of your house.</p> <ul style="list-style-type: none"> - Teacher gives students 5 – 7 minutes to draw a simple picture of their house, then asks students work in pairs to tell each other about their house. If time allows, teacher can ask them to note down the differences between their houses. - Teacher calls some students to describe their friend’s house to the class. - Students may also present the differences between their house and their friend’s. Other students and teacher listen and give comments. The group with higher scores will win the game. 	S Pair work T-Ss	7 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson:	Do exercises in the workbook.	T-Ss	1 min

	Skills 1.			
--	-----------	--	--	--

UNIT 2: MY HOUSE

Lesson 5: Skills 1

Lesson aim(s)

- By the end of the lesson, students will be able to:
- understand the description of a room at the Crazy House Hotel in Da Lat;
 - describe one room (in their imagination) in that hotel.

Language analysis

Form	Meaning	Pronunciation
1. strange (adj)	unusual and unexpected, or difficult to understand	/streɪndʒ/
2. wardrobe (n)	a tall cupboard in which you hang your clothes	/'wɔːdrəʊb/
3. desk (n)	a type of table that you can work at, often one with drawers	/desk/

Materials (referenced)

- Grade 6 textbook, Unit 2, Skills 1
- Pictures, sets of words.
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge about some lexical items.	Provide students with the meaning and pronunciation of words.
2. Students may have underdeveloped reading, speaking and co-operating skills.	<ul style="list-style-type: none">- Let students read the text again (if needed).- Create a comfortable and encouraging environment for students to speak.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively	<ul style="list-style-type: none">- Define expectation in explicit detail.

talk in the class.	Have excessive talking students practise. - Continue to define expectations in small chunks (before every activity).
--------------------	---

Board Plan

<p><i>Date of teaching</i> Unit 2: My house Lesson 5: Skills 1</p>
<p>* Warm-up Shark attack I. Reading: 1. Reading skills: Predicting 2. Vocabulary Task 1: Read the text and answer the questions. (Ex. 2, p. 22) Task 2: Circle the things in the Tiger Room. (Ex. 3, p. 22) Task 3: Retelling II. Speaking: Task 4: Create a new room for the hotel. (Ex. 4, p. 22) Task 5: Describe your plan. (Ex. 5, p. 22) * Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To introduce the topic of reading.	<p>* <i>Shark attack</i> - Teacher divides the class into 2 teams. - Then, teacher lets students play “Shark attack” to find the hidden words. <u>C R A Z Y</u> - The team which finds the word first will be the winner.</p>	Group work	5 mins
Lead in	To lead in the lesson about	READING SKILL: PREDICTING	T-Ss	2 mins

Skills 1.

- Teacher asks students to read the “Reading skill” box and explains any words that Ss do not know.
- Teacher tells students that predicting is an important reading skill that can help them have a general understanding of the text.

* **Set the scene:**
Reading

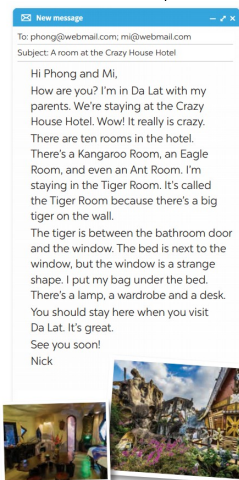
**A ROOM AT THE
CRAZY HOUSE HOTEL, DA LAT**

1. Is it an email or a letter?
2. What is the text about?

- Teacher tells students to quickly look at the text, the pictures and answer the questions.
- Teacher asks for students’ answers.
- Then teacher tells them to read the text quickly to check their prediction.
- After that, teacher confirms the correct answers.

Answer key:

1. It’s an email.
2. The text is about Nick’s room at the Crazy House Hotel.



Pre-Reading
(Pre-teach
vocabulary)

To provide
students with
some lexical
items before
reading the text
again.



VOCABULARY

- Teacher introduces



the vocabulary by:

- + Providing the
synonym or antonym
of the words.
 - + Providing the
pictures of the
words.
 - + Providing the
definition of the
words.
1. strange (adj)
[explanation]
 2. wardrobe (n) [visual]
 3. desk (n) [visual]

a wardrobe

T-Ss

5
mins

		<i>a desk</i>		
While-Reading	To help students develop their reading skill for specific information (scanning).	<p>Task 1: Read the text and answer the questions. (Ex. 2, p. 22)</p> <ul style="list-style-type: none"> - Teacher lets students look at Ex. 2 on p. 22 and tells them how to do this kind of exercise: + Read the questions. + Underline the key words. + Locate the key words in the text. + Read that part and answering the questions. - Teacher has students read the text in detail to answer the questions and tells them to underline parts of the email that help them with the answers. - Teacher tells them to compare their answers in pairs before giving the answers to teacher. - Teacher asks them to give evidence when giving the answers. <p>Answer key:</p> <ol style="list-style-type: none"> 1. He's in Da Lat with his parents. 2. There are ten rooms. 	<p>T- Ss</p> <p>Ss-Ss</p> <p>T-Ss</p>	10 mins

	To help students further develop their reading skill for specific information (scanning).	<p>3. Because there's a big tiger on the wall. 4. It's under the bed.</p> <p>Task 2: Circle the things in the Tiger Room. (Ex. 3, p. 22)</p> <ul style="list-style-type: none"> - Teacher asks students to read through the words given and then locate them in the text. If they find a similar word in the text, they should circle it in the list. - Teacher has students compare their answers. - Teacher checks and confirms the correct answers. <p>Answer key: a window a lamp a wardrobe a desk</p>	<p>T- Ss</p> <p>Ss- Ss</p> <p>T-Ss</p>	
Post-Reading	To check students' reading comprehension.	<p>Task 3: Retelling</p> <ul style="list-style-type: none"> - Ask students what to include when they want to describe a room in the hotel. Here are some things: <ul style="list-style-type: none"> • Name of the room • Reason for the name • Position of things in 	T- Ss	5 mins

		<p>the room</p> <ul style="list-style-type: none"> - Write these points on the board and retell "Tiger room" to their partners. 	Ss- Ss	
Pre-Speaking	To help students prepare ideas for the next activity.	<p>Task 4: Create a new room for the hotel. Draw a plan for the room. (Ex. 4, p.22)</p> <ul style="list-style-type: none"> - Teacher tells each student to create a new room for the hotel and draw a plan for the room. - Teacher sets a time limit for students to do it. - Teacher asks students to give the room a name and bear in mind the organisation of the room including the things in the room and their position. - Have them note down quickly these ideas. 	T-Ss	5 mins
While-Speaking	To provide an opportunity for students to practise describing the hotel room they have designed.	<p>Task 5: Describe your plan. (Ex. 5, p. 22)</p> <ul style="list-style-type: none"> - Have students work in pairs and show the plan to their partner. Ask students to take turns to describe their rooms. - Remind them to 	Ss- Ss	7 mins

		<p>focus on the three points on the board. Move around to observe and offer help.</p> <ul style="list-style-type: none"> - Call on some students to show their plan to the whole class and describe it. Other students and the teacher listen and vote for the best plan. 		
Post-Speaking	To help students improve next time.	<ul style="list-style-type: none"> - Have students give comments on their friends and vote for the most interesting and informative presentation. - Teacher gives feedback and comments. 	T-Ss Ss-Ss	3 mins
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.	T-Ss	2 mins
Homework	To prepare for the next lesson Skills 2.	Do exercises in the workbook.	T-Ss	1 min

UNIT 2: MY HOUSE

Lesson 6: Skills 2

Lesson aim(s)

- By the end of the lesson, students will be able to:
- use the lexical items related to the topic *My house*;
 - listen to get information about rooms and houses;
 - write an e-mail to a friend.

Materials (referenced)

- Grade 6 textbook, Unit 2, Skills 2
- Pictures
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may lack knowledge and experiences about the topic.	Prepare some hand-outs.
2. Students may have underdeveloped listening, writing and co-operating skills.	<ul style="list-style-type: none">- Play the recording many times if any necessary.- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
3. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

Date of teaching

Unit 2: My house

Lesson 6: Skills 2

*** Warm-up**

Game: Lucky number

I. Listening

Task 1: Name the pieces of furniture. (Ex. 1, p. 23)

Task 2: Prediction. (Ex. 1, p. 23)

Task 3: True or False statements. (Ex. 2, p. 23)

Task 4: Summarize the information and talk about Mai's room.

II. Writing: An email to a friend

* Necessary parts of an email:

- Part 1: Subject
- Part 2: Greeting
- Part 3: Introduction
- Part 4: Body
- Part 5: Conclusion

Task 5: Answer the questions. (Ex. 3, p. 23)

Task 6: Write an email to Mira, your pen friend and tell her about your house. (Ex. 4, p. 23)

*** Homework**

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise the content of the previous lesson.	<p>* Game: Lucky number</p> <ul style="list-style-type: none"> - Teacher divides the class into 2 teams. - Each team chooses the number they like, then tries to answer the question correctly. - The team which chooses a lucky number will get two points without answering any questions. 	T-Ss Group work	5 mins

		<p>- The team which has more points will be the winner.</p> <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the name of the room where Nick is staying? (Tiger) 2. How many rooms are there in the hotel? (10) 3. Is there a wardrobe in Nick's room? (Yes) 4. Where is that Crazy House Hotel? (In Da Lat) 5. Are the rooms named after different flowers? (No) 6. Lucky number 7. Where is the bed in Nick's room? (Under the window) 8. Why is the room called the Tiger room? (Because there's a big tiger on the wall). 9. Who is Nick staying with? (With his parents) 10. Lucky number. 		
Lead in	To introduce the new lesson.	- Teacher introduces students the content of the lesson today: <i>"In the previous lesson, you already read about Nick's room at the Crazy House Hotel. In the listening lesson today, we are going to</i>	T-Ss	1 min

		<i>listen to Mai talking about her house."</i>		
Pre-Listening	To prepare students for the listening text.	<p>Task 1: Name the pieces of furniture. (Ex. 1, p. 23)</p> <ul style="list-style-type: none"> - Ask students to look at the pieces of furniture and parts of the house and name them. - Call on some students to read the words out loud. - Ask some students to write the words on the board. <p>Answer key:</p> <ol style="list-style-type: none"> 1. bookshelf 2. sofa 3. desk 4. clock 5. window <p>Task 2: Prediction. (Ex. 1, p. 23)</p> <ul style="list-style-type: none"> - Have students guess if these things are mentioned in the listening text. If they say yes for a thing, put a tick next to the word. - Play the recording once for students to check their guesses. 	T-Ss	3 mins
While-Listening	To help students develop their skill of	<p>Task 2: Prediction. (Ex. 1, p. 23, cont.)</p> <p>Teacher confirms the correct answers for their</p>	T-Ss	10 mins



	<p>listening for specific information.</p>	<p>prediction. Answer key: Things mentioned in the listening text: bookshelf, desk, clock, window.</p> <p>Task 3: True or False statements. (Ex. 2, p. 23)</p> <ul style="list-style-type: none"> - Have students look at the sentences in this activity. Ask them how to do it. Give them some strategies to do the exercise (e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, deciding if each sentence is true or false). - Play the recording twice for students to do Exercise 2. For a better class, ask students to take notes of the information to explain why a sentence is false. - Have students share their answers in pairs. - Invite some pairs to give their answers and confirm the correct ones. - Play the recording again if needed, stopping at the place where students find it 		
--	--	---	--	--

	T	F
1. There are four people in Mai's family.		
2. Mai's house has seven rooms.		
3. The living room is next to the kitchen.		
4. In her bedroom, there's a clock on the wall.		
5. She often listens to music in her bedroom.		

difficult to hear.

- For a better class, ask students to correct the false sentences.

Audio script:

My name's Mai. I live in a town house in Ha Noi.

I live with my parents.

There are six rooms in our

house: a living room, a kitchen, two bedrooms, and two bathrooms.

I love our living room best because it's bright.

It's next to the kitchen.

I have my own bedroom.

It's small but beautiful.

There's a bed, a desk, a chair, and a bookshelf.

It also has a big window and a clock on the wall.

I often read books in my bedroom.

Answer key:

1. F (There are three people.)


2. F (There are six rooms.)

3. T 4. T

5. F (She reads books.)


*** Retelling**

Invite one or two students to briefly describe Mai's house,

		focusing on the type of house, the number of rooms and her favourite room.		
Post-Listening	To develop students' speaking skill, using the available information and their background knowledge.	<p>Task 4: Summarize the information and talk about Mai's room.</p> <ul style="list-style-type: none"> - Students work in groups of four. - Teacher asks students to summarize the information in the listening tasks and talk about it. - Students can add more information based on their background knowledge. - Teacher goes round and helps if needed. 	Group work	5 mins
Pre-Writing	To help students identify the form of an email.	<p>* Necessary parts of an email</p> <ul style="list-style-type: none"> - Show this sample email on the slide / on the board or give each student a handout with this sample.  <p>The diagram shows an email interface with the following parts labeled:</p> <ul style="list-style-type: none"> address: From: mai@helen.com subject (topic): Subject: My house 1. greeting: Hi Sophie, 2. introduction: Thanks for your email. Now I'll tell you about my house. 3. body: I live with my parents in a flat in Hanoi. There is a living room, a kitchen, two bedrooms and two bathrooms. I like my bedroom best. 4. conclusion: What about you? Where do you live? Tell me in your next email. See you later. Hi. <ul style="list-style-type: none"> - Ask them several questions: <ol style="list-style-type: none"> 1. How many parts are there in the email? (<i>5 parts</i>) 2. What is the subject of the email? Where can 	T-Ss	5 mins

		<p>you find it? (<i>My house – We can find it in the “Subject line”</i>)</p> <p>3. What does An write about in the first paragraph of the email? (<i>The introduction</i>)</p> <p>4. What does An write about in the second paragraph? (<i>The subject(s) of the email</i>)</p> <p>- Teacher can use the information in this box when explaining how to write an email to students.</p>			
		<div style="border: 1px solid black; padding: 10px;"> <p>How to write email to friend?</p> <p>1. In the subject line, write briefly, what the email is about.</p> <p>2. Begin the email with a greeting (Dear/Hi/Hello).</p> <p>3. The introduction is the first paragraph. Ask about his/her health, thank him/her for the previous email or write the reasons for the email, etc.</p> </div>			

		<p>4. In the body, write the subject(s) of the email. Write each subject in a new paragraph.</p> <p>5. The conclusion is the last paragraph. Say goodbye, ask your friend to write back, etc.</p>		
While-Writing	To help students brainstorm ideas for their email.	<p>Task 5: Answer the questions. (Ex. 3, p. 23)</p> <ul style="list-style-type: none"> - Tell students that now they are going to focus on the body of the email only. - Tell them that answering the guiding questions is one way to help them brainstorm as well as organise ideas for their writing. - Have students answer the questions individually, encouraging them to write the answers in full sentences. - Move around to offer help. - Invite some students to share their answers to the class. Comment on their answers. <p>Task 6: Write an email to Mira, your pen friend and tell her about your</p>	T-Ss	10 mins

		<p>house. (Ex. 4, p. 23)</p> <ul style="list-style-type: none"> - Ask students to write the body of their email individually. - Ask one or two students to write their email on the board. 		
	<p>ross nd ck s'</p>	<ul style="list-style-type: none"> - Teacher asks students to exchange their textbooks to check their friends' writing. - Teacher then gives feedback as a class discussion. 	<p>Ss-Ss</p> <p>T-Ss</p>	<p>2 mins</p>
<p>Consolidation</p>	<p>To consolidate what students have learnt in the lesson.</p>	<p>Teacher asks students to talk about what they have learnt in the lesson.</p>	<p>T-Ss</p>	<p>2 mins</p>
<p>Homework</p>	<p>To allow students finalize their emails after</p>	<p>Rewrite the email on the notebook.</p>	<p>T-Ss</p>	<p>1 min</p>

	being checked by friends and the teacher.			
--	---	--	--	--

UNIT 2: MY HOUSE

Lesson 7: Looking back & Project

Lesson aim(s)

By the end of the lesson, students will be able to:

- review the vocabulary and grammar of Unit 2;
- apply what they have learnt (vocabulary and grammar) into practice through a project.

Materials (referenced)

- Grade 6 textbook, Unit 2, Looking back & Project
- Pictures, A0 paper
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may have underdeveloped speaking, writing and co-operating skills when doing project.	<ul style="list-style-type: none">- Encourage students to work in pairs, in groups so that they can help each other.- Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	<ul style="list-style-type: none">- Define expectation in explicit detail. Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Unit 2: My house</p> <p>Lesson 7: Looking back & Project</p>
<p>* Warm-up</p> <p>Brainstorming: Types of house, rooms and pieces of furniture.</p> <p>I. Looking back</p> <p>Task 1: Complete the second sentence with the correct possessive form. (Ex. 2, p. 24)</p> <p>Task 2: Make sentences using prepositions of place (Ex. 3, p. 24)</p> <p>Task 3: Write three sentences to describe your favorite room. (Ex. 4, p. 24)</p> <p>II. Project</p> <p>Strange houses</p> <p>Task 4: Survey</p> <p>Task 5: Presentation</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To help students revise the vocabulary items they have learnt in the unit.	<p>* Brainstorming</p> <ul style="list-style-type: none"> - Teacher divides the class into 3 big groups. - Each group will be assigned a name. - Teacher asks students to brainstorm all words related to types of house, rooms and furniture. - The group having the most suitable and correct answers is the winner. <p>Suggested answers:</p> <ul style="list-style-type: none"> - Types of house: flat, town house, country 	Group work	5 mins

		<p>house, stilt house, villa, cottage, farmhouse, bungalow,...</p> <ul style="list-style-type: none"> - Rooms: hall, living room, bedroom, bathroom, kitchen, dining room, guest room, utility room,... - Furniture: chest of drawers, sink, fridge, dishwasher, cupboard, microwave, air conditioner, stool, armchair,... 		
Looking back	To help students revise the possessive case.	<p>Task 1: Complete the second sentence with the correct possessive form. (Ex. 2, p. 24)</p> <ul style="list-style-type: none"> - Have students say how to form the possessive form with proper names and singular nouns. - Ask students to do the exercise individually and then exchange their answers with a classmate. - Call on some students to write their answers on the board. Other Ss give comments. - Confirm the correct answers. 	<p>T-Ss</p> <p>S Ss-Ss</p> <p>T-Ss</p>	16 mins

	<p>To help students revise the prepositions of place.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 1. teacher's 2. brother's 3. Elena's 4. grandfather's 5. Vy's <p>Task 2: Make sentences using prepositions of place. (Ex. 3, p. 24)</p> <ul style="list-style-type: none"> - Ask students to say the prepositions of place they have learnt. - Have students look at the pictures and do this exercise individually. Ask some students to write the sentences on the board. - Check students' answers. <p>Answer key:</p> <ol style="list-style-type: none"> 1. The cat is on the table. 2. The dog is in front of the kennel / doghouse. 3. The cat is between the bookshelf and the sofa. 4. The cat is behind the computer. 5. The girl is on the sofa. 6. The boy is next to the sofa. 		
	<p>To help</p>			

	<p>students revise the way to describe their favourite room using the prepositions of place.</p>	<p>Task 3: Write three sentences to describe your favourite room. (Ex. 4, p. 24)</p> <ul style="list-style-type: none"> - Ask one student what room in the house is his / her favourite. - Encourage him / her to say one or two sentences about it. - Have students write three sentences to describe their favourite room. - Remind students to use prepositions of place. - Students share their sentences with their partners. - Some students are asked to write their sentences on the board. - Teacher and other students give feedback. 		
Project	<p>To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.</p>	<p>Task 4: Survey</p> <ul style="list-style-type: none"> - Students work in groups. One student in each group asks other group members question "Which one would you like to live in? Why?" and fill the information in the following table. 	Group work	20 mins

		House A	House B	House C										
		<table border="1"> <tr> <td>Name</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reasons</td> <td></td> <td></td> <td></td> </tr> </table>			Name				Reasons					
Name														
Reasons														
		<ul style="list-style-type: none"> - This student then summarises their group members' answers and reports the result to the whole class. <p>Task 5: Presentation</p> <ul style="list-style-type: none"> - Have students work in groups to draw their own strange house. - Ask them to practise describing their house in groups before telling the class about their house. - The class vote for the best strange house. 												
Consolidation	To consolidate what students have learnt in the lesson.	Teacher asks students to talk about what they have learnt in the lesson.		T-Ss	3 mins									
Homework	To prepare for the next lesson.	Prepare for the next lesson: Unit 3 – Getting started.		T-Ss	1 min									

* Pictures' source: From Internet