***Date: 21-09 -> 26-09-2020 Lesson Plan: 7***

***Week: 03 Teacher: Võ Kim Trí***

***Classes: 7/1, 7/2, 7/4, 7/5***

**LESSON PLAN**

**Unit 3– AT HOME**

**Period 1 (A1)**

1. **Objectives:**

* Describing rooms and homes
* Developing speaking skill

## Language contents:

* Grammar: Exclamations ***What + N***
* Vocabulary: words relating to furniture rooms and homes

1. **Techniques**

* Scanning
* Questions and answers
* Repetition drill

## Teaching aids

* Pictures, cassette recorder and tape, colored chalk

1. **Time:** 45 minutes

#### Procedures –skill development

A. Previous lesson: (5’)

B. New lesson: (40’)

|  |  |  |
| --- | --- | --- |
| ***Sections*** | **Steps** | ***Techniques and content*** |
| ***A 1***  ***skill development***  ***(speaking)*** | * **warm-up** | * Listening to ***a chant about rooms in a house*** |
| * **presentation** | * Questions and answers:   *Do you know the name and the furniture of the room? (a picture of a house with many rooms)*   * Presenting new words***: tub, dishwasher, dryer, stove*** * Pointing to the picture, setting up the scene*:* ***This is Lan, and this is Hoa. Lan comes to Hoa’s house Hoa shows Lan her house. Listen to the dialog between Lan and Hoa.*** |
| * **Practice**   **-Control**  **ed**  **-Further** | * Students listen to the tape * Students listen to the tape again and repeat the dialog after the tape (repetition) (class split into half playing the roles of Hoa and Lan) * Working in pairs to play the roles of Hoa and Lan, and changing the roles * Some pairs perform before class * Checking comprehension * Students work in pairs to ask and answer questions a---->d about their * Teacher’s correction:  1. The living room, Hoa‘s bedroom, the bathroom, and the kitchen. 2. Because it’s bright and it’s nice colors: pink and white. 3. A sink, a tub, and a shower. 4. A washing machine, a dryer, a refrigerator, a dishwasher, and an electric stove.    * Students work in pairs to ask and answer questions e, f.    * Some pairs perform before class |
| ***Remember*** | * **Structures** | ***What + (a/an+ adj) + N!*** |
| * **Follow-up activity** | * Pair work asking and answer about their houses * Some pairs perform before class |

**Homework (5 ‘)**

\*Say the names of furniture in your house and room

\* Find the way to make a complaint and a compliment, and then write them in your notebooks

**Marks and remarks**

* Các em tích cực và tự tin.
* Có môt số em tiếp thu bài khá chậm.

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**LESSON PLAN**

**Unit 3– AT HOME**

**Period 3 (B 1)**

1. **Objectives:**

* Talking about occupations
* Developing speaking skill

## Language contents:

* Grammar: ***What/ Where does he/ she do/ work?***
* Vocabulary: words relating to occupations

1. **Techniques**

* Scanning
* Questions and answers
* Repetition drill

## Teaching aids

* Pictures, cassette recorder and tape, colored chalk

1. **Time:** 45 minutes

#### Procedures –skill development

A. Previous lesson: (5’) Making 2 complaints and 2 compliments

B. New lesson: (40’)

|  |  |  |
| --- | --- | --- |
| **Sections** | **Steps** | ***Techniques and content*** |
| **B 1**  **Skill development (speaking)** | * **Warm-up** | * Listening to ***The Family Song*** |
| * **Presentation** | * Questions and answers: * Self introduce to the class to talk about job and place of work, and then ask students about their parents’ jobs and places of work to present new questions ***What / Where does he/ she do/ work?*** * Ask ***Do you know anything about Hoa‘s family?*** (a picture of Hoa ‘s family) * Pointing to the picture, setting up the scene*:* ***This is Lan and this is Hoa. Lan asks Hoa to tell her about Hoa’s family. Listen to the dialog between Lan and Hoa.*** |

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|  | * ***Practice***   ***Controlled***  ***-Further*** | * Students listen to the tape * Students listen to the tape again and repeat the dialog after the tape (repetition) (class split into half playing the roles of Hoa and Lan) * Working in pairs to play the roles of Lan and Hoa, then changing the roles. * Some pairs perform before class * Checking comprehension: * Students work in pairs to ask and answer questions ***a-> f*** * Teacher’s correction:  1. ***He’s a farmer.*** 2. ***He works on his farm.*** 3. ***She is a housewife.*** 4. ***She does the housework and she helps on the farm.*** 5. ***Yes, they are. (Because they love working on the farm.)*** 6. ***She is 8.***  * Students copy down the correct answers |
| ***Remember*** | * ***Structures*** | * Questions and answers:   ***What/ Where does he/ she do/ work?*** |
| * ***Follow-up activity*** | * Pair work asking and answer about their parents’ jobs and places of work * Some pairs perform before class |

**Homework (5 ‘)**

\*Say the names of jobs

\*Find the names of jobs you know, and then write them in your notebooks

**Marks and remarks**

* Các em tích cực và tự tin.
* Có môt số em tiếp thu bài khá chậm.

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**Unit 3– AT HOME**

**Period 4 (B2+ B3)**

**I. Objectives:**

* Talking about occupations
* Developing reading skill

## II. Language contents:

* Grammar: Present simple tense
* Vocabulary: words relating to occupations

**III. Techniques**

* Questions and answers
* Skimming
* Scanning
* Repetition drill

## IV. Teaching aids

* Pictures, cassette recorder and tape, colored chalk

**V. Time:** 45 minutes

#### VI. Procedures –skill development

A. Previous lesson: (5’)

B. New lesson: (40’)

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| --- | --- | --- |
| ***Sections*** | **Steps** | ***Techniques and content*** |
| ***B2+B3***  ***skill development***  ***(Reading)*** | * **warm-up** | * Listening to ***The Family Song*** |

|  |  |  |
| --- | --- | --- |
|  | * ***pre-reading*** | * Questions and answers: * Ask ***Do you know anything about Lan’s family?*** * Pointing to the pictures (pictures of Lan’s family), setting up the scene*:* ***This is Lan’s father, mother, and brother.*** * **TASK 1:** Questions – answers   ***You are going to read a text about Lan’s family. Before reading, I have one question for you “How many people are there in Lan’s family? “(****using multiple choice)*  ***a.4***  ***b.3***   * Students choose a. or b. above while reading |
| * ***while-reading*** | * Correcting task 1: ***a. 4*** * **TASK 2:** read the text again (2nd time), and answer the questions in pairs * Students compare their answers in pairs * Some pairs perform before class |
| * ***post-reading*** | * Teacher gives correct answers * Students listen and repeat the text after the tape * Students talk about their families in pairs * Some pairs perform before class * Students match the sentences in pairs * Teacher gives correct answers |
| ***Remember*** | * ***Follow-up activity*** | * Pair work * Ask and answers about their families in pairs * Some pairs perform before class |

**Homework (2 ‘)**

\* Ask and answers about their families again

\* Find some names of jobs then write them in your notebooks

**Marks and remarks**

* Các em tích cực và tự tin.
* Còn một số em làm sai cấu trúc và không thuộc từ vựng

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**Unit 3– AT HOME**

**Period 5(B4 +B5)**

**I. Objectives:**

* Talking about personal information, finding and describing apartments
* Developing listening and reading skills

## II. Language contents:

* Grammar: present simple tense, comparatives and superlatives of adjectives
* Vocabulary: words relating to personal information, finding an apartment and describing it

**III. Techniques**

* Skimming
* Scanning
* Questions and answers
* Repetition
* Form- filling

## IV. Teaching aids

* Pictures, cassette recorder and tape, colored chalk

**V. Time:** 45 minutes

#### VI. Procedures –skill development

A. Previous lesson: (5’)

B. New lesson: (40’)

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| --- | --- | --- |
| ***Sections*** | ***Steps*** | **Techniques and content** |
| ***B4***  ***Skill development***  ***(listening)*** | * ***Pre-listening*** | * Ask students to look at the forms and read them aloud * **TASK 1:** Questions – answers   ***Now we will listen to three foreigners. They are talking about themselves. Before listening, I have one question for you:” What are their names?” Listen and write them in the forms in your books.***   * Students look at the forms and filling while listening. |

|  |  |  |
| --- | --- | --- |
| ***B5***  ***skill development***  ***(Reading)*** | * ***pre-reading*** | * Leading in to the new section by asking ***Do you know how to find an apartment?*** * Pointing to the picture, setting up the scene   ***This is John and this is Nhat. John is an English teacher from the USA. They are talking about finding an apartment in Hanoi.***  **TASK 1:** Questions – answers: ***Now we will listen to a dialog between John and Nhat. Before listening, I have one question for you How many apartments are there in the dialog? ” Listen and read it in your books. Try to find the answer*** *(using multiple choice)*  ***a. 3 b. 4 c. 5***   * Students choose a, b. or c. above while listening and reading |
| * ***while-reading*** | * Correcting task 1 after the 1st listening: **a. 3** * *Questions – answers:* * **TASK 2:** Listen and read the dialog again (2nd time), and answer the questions in pairs * Students compare their answers in pairs |
| * ***post-reading*** | * Teacher gives correct answers: * ***A.27 B. 79 C. 79 D. 27*** * Students listen and repeat the dialog after the tape (class split in half to play 2 roles (repetition) * Students write True(T) or False (F):   a. Room number 27 is the newest. T  b. Room number 79 is the cheapest. F  c. Room number 40 is the most expensive. F  d. Room number 79 is empty. F  e. Room number 27 is the biggest. F |
| ***Remember*** | * ***Remember*** | * ***Good - better -the best*** * ***Adj + er than more + long adj. than*** * ***The adj. + est The most + long Adj.*** |
| * ***Follow-up activity*** | * Pair work: Ask and answers about finding an apartment and describing it * Some pairs perform before class |

**Homework (2 ‘)**

\* Ask and answers about finding an apartment and describing it again

\* Read B 6\*

**Marks and remarks**

* Các em tích cực và tự tin.
* Có môt số em tiếp thu bài khá chậm.

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**Unit 3– AT HOME**

**Period 6 (B6)**

**I. Objectives:**

* Finding an apartment, describing apartments
* Developing reading and writing skills

## II. Language contents:

* Grammar: comparatives and superlatives of adjectives
* Vocabulary: words relating to finding an apartment and describing it

**III. Techniques**

* Skimming
* Scanning
* Letter- filling
* Questions and answers

## IV. Teaching aids

* Pictures, cassette recorder and tape, colored chalk

**V. Time:** 45 minutes

#### VI. Procedures –skill development

A. Previous lesson: (5’)

B. New lesson: (40’)

|  |  |  |
| --- | --- | --- |
| **Sections** | **Steps** | **Techniques and content** |
| ***B6***  ***skill development***  ***(Writing)*** | * ***pre-writing*** | * Leading in to the new lesson by asking ***Do you know how to find an apartment?*** * Pointing to the letter, setting up the scene   ***This is John’s letter. John is an English teacher from the USA. He is writing a letter to talk about finding an apartment in Hanoi.***  **TASK 1:** Questions – answers  ***Now we will read John’s letter. I have one question for you:” Why does he choose that apartment?” Read it in your books. Try to find the answer*** *(using multiple choice)*  ***a. because it ‘s the cheapest.***  ***b. because it ‘s near the city center.***  ***c. because it ‘s big.***   * Students choose a, b. or c. above while reading the letter |
| * ***while-writing*** | * Correcting task 1 after reading: b**. *because it‘s near the city.*** * **TASK 2:** Read the letter again (2nd time), and fill in the letter with the given words in the box in pairs * Students compare their answers in pairs |
| * ***post-writing*** | * Teacher gives correct answers:  1. ***beautiful*** 2. ***expensive*** 3. ***cheapest*** 4. ***small*** 5. ***big*** 6. ***best*** |
| ***Remember*** | * ***Remember*** | * ***Good - better -the best*** * ***Adj + er than more + long adj. than*** * ***The adj. + est The most + long Adj.*** |
| * ***Follow-up activity*** | * Pair work: Ask and answers about finding an apartment and describing it * Some pairs perform before class |

**Homework (2 ‘)**

\* Ask and answers about finding an apartment and describing it again

\* Do Language Focus1

#### Marks and remarks

* Các em tích cực và tự tin.
* Có môt số em tiếp thu bài khá chậm.