

Period: 1+2

Preparing date: 13/9/2021

# Unit 1 : Home Life

## A: Reading

### I. Objectives:

#### 1. Knowledge:

- General knowledge: Students read and guess the meaning of new words from the con text.
- + Read the passage and complete the tasks of the lesson.
- Language: Students could understand and use new words after reading
- New words: Words related to home life

**2. Educational aim:** Students should know about International Red Cross

**3. Skills:** Guessing meaning in context, scanning for specific information and passage comprehension

### II. PREPARATIONS:

**1. Teacher:** Teacher's books, computer, ....

**2. Students:** Students 'book , Students 'workbook, pens, pencils ...

### III. PROCEDURES

**1. Organizations: (1minute)**

**2. Oral test:** Nothing

**3. New lesson:**

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<p><b>Warm-up: (4 minutes)</b></p> <ul style="list-style-type: none"><li>- Ask students look at the picture and ask some questions</li><li>- Let students understand more about , house hold chores and family life, today we learn Unit 1- part A: Reading</li></ul> <p><b>Before you read : (7 minutes)</b></p> <p>Ask students to work groups to ask and answer about the pictures</p> <ul style="list-style-type: none"><li>- Hang on the blackboard the table of questions.</li></ul> <p>Ask students to work in pairs looking at the pictures to ask and answer them.</p> <p>1. Where is the family?</p>	<ul style="list-style-type: none"><li>- Open the book</li><li>- Listen to the teacher</li><li>- Look at the picture and answer</li><li>- Listen to the teacher and open the book – Unit 1, part A: reading</li><li>- Work in groups to discuss about the pictures</li><li>- Work in groups to ask and answer the questions give by the teacher.</li><li>- Stand up to answer in front of the class</li></ul>	

<p>2. What is each member of the family doing?  3Is the family happy? Why (not) ?</p> <ul style="list-style-type: none"> <li>- Introduce the situation of the context</li> <li>- Read the context once to the class.</li> <li>- Show students some new words: <ul style="list-style-type: none"> <li>+ to be caring      + to be close -knit</li> <li>+ to be willing      + to be mischievous</li> </ul> </li> <li>to do st</li> <li>- Help students to summary the main ideas of the context. <ul style="list-style-type: none"> <li>* The first paragraph: the writer says about the parents' jobs and the people in her family.</li> <li>* The second paragraph: The writer says about the activities of her parents every day.</li> <li>* The third paragraph: The writer says about her younger brothers and her herself.</li> <li>* The writer says about the happiness in her family.</li> </ul> </li> <li>- Ask students to think of their thoughts about a happy family.</li> <li>- Introduce the situation of the passage</li> </ul> <p><b><u>While you read</u> : (23 minutes)</b></p> <ul style="list-style-type: none"> <li>- Ask students to look through the passage and read in silence</li> <li>- Help students read the passage</li> <li>- Explain pronunciation and meaning of new words which appear in the passage</li> </ul> <p>+ <b><u>Task 1</u></b>: (10')</p> <ul style="list-style-type: none"> <li>- Ask students to work in groups to read the sentences in the task and then choose the sentence A,B or C that is nearest in meaning to the sentence given.</li> <li>- Read all the sentences which they have chosen loudly to the class</li> <li>-Teach some new words: close –knit (a), mischievous (a) ...</li> <li>- Ask students to work in groups to do the task.</li> <li>- Call on some students to read the sentences.</li> <li>- Common in whole class</li> </ul> <p>+ <b><u>Task 2</u></b>: (13')</p>	<p>P1: The family is at home.  P2: The father is playing games with his son and the mother is helping her daughter do homework.  P3: Yes, it is .because they look warm and close –knit.</p> <ul style="list-style-type: none"> <li>- Look at the book and listen to the teacher</li> <li>- Listen</li> <li>- Note down</li> </ul> <p>- Work in groups and try to repeat the main ideas in each paragraph.</p> <p>-Practise speaking their ideas freely.</p> <p>Listen to the teacher</p> <ul style="list-style-type: none"> <li>- Work in groups , read the sentences carefully</li> <li>- Listen to the teacher and read up the sentences aloud.</li> <li>- Note down the new words.</li> </ul>
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<ul style="list-style-type: none"> <li>- Divide the whole answers class into 6 groups of 8 students.</li> <li>1, <i>How busy are the parents in the passage?</i></li> <li>2, <i>How caring is the mother?</i></li> <li>3, <i>How do the father and the daughter share the household chore?</i></li> <li>4, <i>What is the daughter attempting to do after secondary school?</i></li> <li>5, <i>Why do the children feel they are safe and secure in their family?</i></li> <li>- Ask students to read the questions carefully and discuss the answers</li> <li>- Help students to find the paragraph which contain the information for the answers</li> <li>- Call the leader of each group to answer the questions</li> <li>- Ask the whole class to commend</li> <li>- Feedback and give the correct answers and give point.</li> <li><b><u>After you read : (8 minutes)</u></b></li> <li>- Ask the whole class to discuss about a happy family.</li> <li>- Call some students to say about their thinking of a happy family</li> <li><b><u>4. Home work: (2 minutes)</u></b></li> <li>- Write about their family or others they know.</li> <li>- Prepare Part B : Speaking at home</li> </ul>	<ul style="list-style-type: none"> <li>- Read up.</li> <li>- Work in groups to do the task</li>   <li>- Read the passage</li> <li>- Work in groups to find the sum up of the passage</li>   <li>- Present the answers in front of the class</li> <li>- Commend</li> <li>- Note down the reason of the choice</li> <li>- Work in groups to ask and answer the questions using the information from the passage</li>   <li>- Some students answer the questions in front of the class</li>   <li>Listen and take notes</li> <li>- Do the home work and prepare for the next lesson.</li> </ul>
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Period: 03

Preparing date: 13/9/2021

## Unit 1 : Home Life

### B: Spreading

#### **I. Objectives:**

##### **1. Knowledge:**

- General knowledge: By the end of the lesson students can practise a dialogue about a happy family



<p>an important decision.</p> <ul style="list-style-type: none"> <li>- Go around and listen to the students – Give more suggestions if they need</li> </ul> <p><b>While-speaking : (15 minutes)</b></p> <p><b>Task 2</b> - Work in pairs.</p> <ul style="list-style-type: none"> <li>-Let students ask and answer the questions about their family.</li> <li>- Listen and give the ideas to each pair.</li> </ul> <p><b>Task 3:</b> Work with a different partner.</p> <ul style="list-style-type: none"> <li>- Ask students to use the questions they have formed to ask about her/his family.</li> <li>- Listen to the students and give remarks.</li> </ul> <p><b>- Post-speaking : (10 minutes)</b></p> <p><b>Task 4</b></p> <ul style="list-style-type: none"> <li>- Let the students practise speaking freely about their family.</li> <li>-Go around to listen and give remarks.</li> <li>- Ask some students to stand up and tell loudly</li> <li>- Listen and correct mistakes</li> </ul> <p><b>Homework: (1 minutes)</b></p> <ul style="list-style-type: none"> <li>- Ask students to write a passage about a happy family (80 words)</li> <li>- Ask students to prepare Part C- Listening and do homework</li> </ul>	<p>B: I often clean the house and cook the meals when I finish my studying.</p> <p>A : How do the family members Share the interest?</p> <p>B: We often watch television each other in the evening.</p> <p>A: Who do you often share your secrets with?</p> <p>B: I often share with my mother.</p> <p>A: Who do you talk to before making an important decision?</p> <p>B: I often talk to my parents.</p> <ul style="list-style-type: none"> <li>- All students write some sentences about their family and then stand up to talk.</li> </ul> <p>-Work in groups and each group has a representative to talk about her/his family.</p> <p>P1: I talked to Tuan. Both his parents go to work. But only his mother does the household chores.....</p> <p>P2: In Loan’s family, only her father goes to work and her mother is at home.....</p> <p>-Work in groups and then speak out their opinions.</p> <p>Ps: I think a happy family should have.....</p> <p>P: Yes it is. Because every member in the family often shares the feelings with each other.....</p> <ul style="list-style-type: none"> <li>- Listen to the teacher</li> <li>- Write down the homework</li> </ul>
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Period: 04

Preparing date: 13/9/2021

# Unit 1 : Home Life

## C: Listening

### I. Objectives:

#### 1. Knowledge:

- General knowledge: Students learn more about a happy family
- New words: Words related to family

#### 2. Educational aim: Students can listen to get information to decide True or False statements

+ Students can improve their ability of listening to write down the main ideas of the lesson.

#### 3. Skills: - Listening and comprehension questions

- Listening and deciding on True or False statements or no information

### II. PREPARATIONS:

**1. Teacher:** Teacher's books, computer ...

**2. Students:** Students 'book, Students 'workbook, pens, pencils

### III. PROCEDURES

#### 1. Organizations: (1minute)

**2. Oral test:** Nothing

#### **3. New lesson:**

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<p><b><u>Warm-up: (4 minutes)</u></b></p> <ul style="list-style-type: none"> <li>- Ask students to close the books</li> <li>- Give some pictures and answer some questions</li> <li>1, <i>Who are they?</i></li> <li>2, <i>What are the relationships among them?</i></li> <li>- Check some students and mark</li> <li>- If you want to know more details about them we will go to Unit 1- part Listening</li> </ul> <p><b><u>Pre-listening: (7 minutes)</u></b></p> <ul style="list-style-type: none"> <li>- Introduce the topic of the listening: In this you will listen to people talk about their friends. But now please talk about your family first.</li> <li>- Ask students to read all the words given carefully and show the difficult words or structures</li> <li>- Explain the words and structures to the class:</li> <li>-reserved :</li> <li>- leftover :</li> </ul>	<ul style="list-style-type: none"> <li>- Close the books</li> <li>- Listen to the teacher</li> <li>- Work in groups and look at the picture and answer</li>   <li>- Listen to the teacher and open textbooks</li> <li>- One or two students talk about their family.</li> <li>- Read the new words.</li> <li>- Listen and note down</li> <li>- Work in pairs to ask and answer</li> <li>+ P: -They are having a party.</li> <li>- There are 9 people in the family</li> </ul>	

<p>- <b>spread out :</b>  * Before you listen :  - Ask students to look at the picture and say:  +What are they doing?  +How many people are there in the family?  <b><u>While-listening: (20 minutes)</u></b>  <b><u>Task 1</u></b>  - Introduction: <i>you are going to listen to Paul and Andrea talk about their family.</i>  Ask students to read the sentences carefully first to get the True or False.  - Ask students to get the difficult words.  - Read the tape-script loudly to the class.  - Ask students to decide the answers.  - Listen and remark.  - Ask students the question :  - Why do you think it is true / false?  - Help them if necessary  <b><u>Task 2</u></b>  - Ask students to look through the sentences in task 2  - Ask students to listen again and note down two things that are different about Paul's and Andrea's families.  <b><u>After-listening: (10 minutes)</u></b>  - Ask students to open the books  - Ask them to discuss the importance of family in a person's life  - Let them work in pairs  - Walk round and help students  - Ask some students to stand up and go to board and write  - Listen and correct mistakes  <b><u>Homework: (3 minutes)</u></b>  - Ask students to write a passage about the importance of family in a person's life  -Remember them to prepare Part- Writing at home</p>	<p>- Keep book open  - Listen to the teacher  - Read the sentence carefully to get the True or False statements.  - Ask for the difficult ones.  - Listen to the teacher.  - Speak out the sentences individually.  Ps :  1, It is false  2, It is false  3, It is false  4, It is true  5, It is true  - Listen and work in pairs to speak out some information they have heard from the tape.  -Discuss and find out the the importance of family in a person's life  - The students who are called go to board and write down your answer  -Listen to the teacher and write down homework</p>
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Preparing date: 14/9/2021

# Unit 1 : Home Life

## D: Writing

### I. Objectives:

1. **Knowledge:** Students learn how to write a description, stages of a description  
- New words: Words related to the topic
2. **Educational aim:** Students can write a paragraph about family rules depending the given prompts
3. **Skills:** Writing a narrative

### II. PREPARATIONS:

**1. Teacher:** Teacher's books, textbooks, some pictures, computer....

**2. Students:** Students 'book, Students 'workbook...

### II. PROCEDURES

**1. Organizations: (1minute)**

**2. Oral test:** Nothing

**3. New lesson:**

<i>Teacher's activities</i>	<i>Students' activities</i>	<i>Notes</i>
<p><b><u>Warm-up: (4 minutes)</u></b> <i>A word game.</i> - Divide the class into 4 groups - Ask students to work in groups to revise the words using to say about family <b>(in 2 minutes)</b> - Call the representatives of the groups to write as many words on the boards as possible. <b>(in 2 minutes)</b> - The winner is the student who has got the largest number of correct words on the board. - Call some students to repeat the meanings of the words.</p> <p><b><u>Pre-writing: (10 minutes)</u></b> - - Ask students to use the following verbs and expressions. Give and read some words aloud : _ <i>Let, allow, be allowed to, have to, permit, etc.</i> + Some expressions : - doing household chores</p>	<p>- Keep book close - Listen to the teacher and work in pairs - Work in groups to revise the words - Go to the board to write the words  - Repeat the meanings of the words in front of the class  - Listen to the teacher and open the books - Read all words and expressions and work in pairs. A: Do you have to do the household chores? B: Yes, after my studying or my free time.</p>	



<ul style="list-style-type: none"> <li>- coming home late</li> <li>- preparing meals</li> <li>- watching TV</li> <li>- talking on the phone</li> <li>- using the family motorbike</li> </ul> <p>- Listen to the pairs and help them if they get some difficulties in speaking.</p> <ul style="list-style-type: none"> <li>- Ask students to stand up and say a paragraph about his/her family.</li> </ul> <p><b><u>While-writing: (18 minutes)</u></b></p> <p><b><u>Task 2</u></b></p> <p>Ask students to use the ideas they've discussed to write a letter to a pen pal about their family.</p> <ul style="list-style-type: none"> <li>- Give some out line: first, second, further more, and...finally.....etc.</li> <li>- Call two good students present their outline in front of the class</li> <li>- Ask the others comment</li> <li>- Feedback and give some correction to help students to have a better outline to write.</li> </ul> <p><b><u>Post-writing: (10 minutes)</u></b></p> <ul style="list-style-type: none"> <li>- Give suggestions and corrections</li> <li>- Ask students to read another's description</li> <li>- Ask some students to read loudly their description</li> <li>- Correct mistakes and mark</li> </ul> <p><b><u>4. Homework: (2 minutes)</u></b></p> <ul style="list-style-type: none"> <li>- Ask students to do part writing of Unit 1 in the student's work book and prepare part Language Focus</li> </ul>	<p>A: Are you allowed to come home late?</p> <p>B: No, because my parents are strict...</p> <p>A: Do you often prepare the meals? etc</p> <p>Each representative of a group stands up and says about the family.</p> <p>A: - In my family, everybody has to do the household chores. I'm not allowed to come home late; I only can watch TV when I finish my homework.....</p> <p>+ Write the letter individually.</p> <p>- <i>Every family has its own rules. Mine has a few. First, everybody has to do the house hold chores, we only go out or watch TV when we finish all homework.....</i></p> <p>- Some students read loudly their products in front of the class...</p> <p>- Listen to the teacher and write down homework</p>
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Period: 6+7

Preparing date: 14/9/2021

## Unit 1 : Home Life

### E: Language Focus

**I. Objectives:**

**1. Knowledge:**

- General knowledge: + Students have to remind of tense: past simple, past progressive and present perfect.

+ Students have to do some exercises of tense

- New words: Words related to topic

2. **Educational aim:** Pupils can pronounce the endings /s/, /z/

3. **Skills:** Intonation and phrasal verbs

**II.PREPARATIONS:**

**1. Teacher:** Teacher’s books, textbooks, some pictures, tape, computer....

**2. Students:** Students ‘book, Students ‘workbook ...

**II.PROCEDURES**

**1. Organizations: (1minute)**

**2. Oral test:** Nothing

**3. New lesson:**

<i>Teacher’s activities</i>	<i>Students’ activities</i>	<i>Notes</i>
<p><b><u>Pronunciation: (7 minutes)</u></b></p> <ul style="list-style-type: none"> <li>- Guide students to pronounce the endings /s/, /z/: bats_ /s/ . bags_ /z/</li> <li>- Ask students to read the up the words and the sentences</li> <li>- Ask students to read up in chorus twice</li> <li>- Call some students to read up in front of the class</li> </ul> <p><b><u>. GRAMMAR:(35munites)</u></b></p> <p><b>* Tense revision</b></p> <p><b>1.<u>Past simple:</u></b></p> <p><b>* Form:</b> <span style="border: 1px solid black; padding: 2px;">S + V-ed/ Verb in column 2</span></p> <p><b>* Use:</b> The past simple tense describes an activity that began and finished at a certain (point of) time in the past or habit in the past.</p> <p><b>* E.g:</b> - Nga went to HaLong Bay <i>last summer vacation.</i></p> <ul style="list-style-type: none"> <li>- <i>Last year,</i> when she didn’t have a bike, Hoa took the bus to school.</li> <li>- Aks Ss to make examples for this form.</li> </ul> <p><b>2.<u>Past progressive :</u></b></p> <p><b>* Form :</b> <span style="border: 1px solid black; padding: 2px;">Was / were + V-ing</span></p> <p><b>* Use :</b> The past progressive tense describes:</p>	<p>Listen to the teacher.</p> <ul style="list-style-type: none"> <li>- Listen to the teacher and read up</li> <li>- Read up in chorus twice</li> <li>- Some students read up in front of the class</li> <li>- Listen to the teacher and speak out.</li> </ul> <p>- Listen</p> <p>- Some students give more examples.</p> <p><b>* Example :</b></p> <ul style="list-style-type: none"> <li>- He <u>left</u> the room <u>last week</u>.</li> <li>- They <u>were having</u> dinner <u>at 8 o’clock last night</u>.</li> <li>-She <u>has learnt</u> English <u>since</u> she was in grade 1.</li> <li>- Work in pairs and give the differences.</li> </ul> <p><b>* Past simple:</b> happened and finished with the definite time in the past, not related to the present.</p>	

- an activity that was happening at a certain time in the past

\* **E.g:** Mai was sleeping *at this time* yesterday since she was ill. - *Last at 6 PM*, I was eating dinner.

- an activity that began earlier and was in progress when another activity happened.

\***E.g** : - I *was watching* TV when she called.

- While I *was studying*, he came

- two activities that were in progress at the same time.

\* **E.g:-** Some students *were looking* outside while the teacher *was explaining* the lesson.

### **3. Past perfect:**

\* **Form:** S + had + Past participle

\* **Use:** The past perfect tense describes an activity:

- that happened before a certain(point of) time in the past.

\* **E.g:** A: Why didn't I see you at the party yesterday?

B: When did you arrived?

A: At 8 p.m

B: Oh, I *had left* by 8 p.m

- that happened before another activity in the past.

\* **E.g:-** *Yesterday*, at the bus stop I talked to a woman who I *had never seen* before.

- Hang a poster, Ask Ss to do the exercise .

### **Exercise 1:**

- Ask students to work in groups to do the exercise 1.

- Ask students to choose their suitable verbs in the sentences.

- Call the leader of each group present their answers on the board

-Ex: He bought a car yesterday.

\* Present perfect: started in the past but related to present or future and give the result at present.

-Ex: She has learnt English since she was in the grade 5.

- Work in groups to do the exercise

1. *Have you seen*

2. *Did you enjoy it?*

3. *Has been.*

4. *Did you give/saw?*

5. *didn't listen*

6. *Have you two met before?*

7, *Have you met?*

<p>- Ask the whole class to comment</p> <p><b><u>Exercise 2:</u></b></p> <p>- Ask students to work in groups to do the exercise 2.</p> <p>- Ask students to decide which answer ( A, , B ,or C)</p> <p>- Call the leader of each group present their answers on the board</p> <p>- Ask the whole class to comment</p> <p><b><u>4. Homework :</u> (2 minutes)</b></p> <p>Ask students to do Part Language Focus and prepare part Reading of Unit 2 at home</p>	<p>- Discuss the answers and give comment on the sentences</p> <p>- Listen to the teacher and work in groups To do the exercise.</p> <p>1, B : haven't written</p> <p>2, C : have been</p> <p>3, A : had</p> <p>4, A : haven't done</p> <p>5, B : have stopped</p> <p>6, B : am waiting</p> <p>7, B : have changed</p> <p>8, C : live</p> <p>9, A : decided</p> <p>10,B : becomes</p> <p>11,B : told</p> <p>12,C :moved</p> <p>13,C : come</p> <p>14, C : stay</p> <p>15, B : am going</p> <p>- Redo the exercises</p> <p>- Do the exercises in the workbook</p> <p>- Prepare for the next lesson</p>
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