

Unit 1: Home Life
Lesson 03: Listening

I. Objectives of the lesson:

1. **Language focus:** Students can listen to get information to decide True or False statements
 - + Students can improve their ability of listening to write down the main ideals of the lesson.
 - + Students learn more about a happy family
 - New words: Words related to family: spread out, leftovers, reserved.....

2. **Skill :** - Reading
 - Speaking
 - Listening
 - Writing
 - Doing English tests

3. **Attitudes:** - Students are interested in the lesson.

II. Preparation.

1. **Teacher:** -Teaching aids: textbook, lesson plan
 - Teaching method: communicative language teaching.
2. **Students:** - Student's book, student's workbook, dictionary, reading a new lesson and looking up newwords before going to class.

II. Procedure:

1.Organization:

2. Check the old lesson.

- Call one to answer some questions.

3. New lesson.

<i>Teacher's activities</i>	<i>Students' activities</i>
<p>* Warm-up:</p> <ul style="list-style-type: none"> - Ask students to close the books - Give some pictures and answer some questions <p>1, <i>Who are they?</i></p> <p>2, <i>What are the relationship among them ?</i></p> <ul style="list-style-type: none"> - Check some students and mark - If you want to know more details about them we will go to Unit 1- part Listening <p><u>I Before you listen:</u></p> <ul style="list-style-type: none"> - 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. - Ask students to read all the words given carefully and show the difficult words or structures 	<ul style="list-style-type: none"> - Close the books - Listen to the teacher - Work in groups and look at the picture and answer <ul style="list-style-type: none"> - Listen to the teacher and open textbooks - One or two students talk about their family.

- Explain the words and structures to the class:
- *reserved* :
- *leftover* :
- *spread out* :
- Ask students to look at the picture and say : +What are they doing ?
- +How many people are there in the family ?

II. While you listen:

1. Task 1

- Introduction: *you are going to listen to Paul and Andrea talk about their family.*
- 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

2.Task 2

- 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.

III. After you listen:

- 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

IV. Homework:

- Ask students to write a passage about the importance of family in a person's life
- Remember them to prepare Part- Writing at home

- Read the new words.
- Listen and note down
- Work in pairs to ask and answer
- + P : -They are having a party.
 - There are 9 people in the family

- 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 | 4, It is true |
| 2, It is false | 5, It is true |
| 3, It is false | |

- Listen and work in pairs to speak out some information they have heard from the tape.

- Discuss and find out 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

Unit 1: Home Life
Lesson 04: Writing

I. Objectives:

1. **Aim:**

4. **Teaching aids:** Student's book, notebook, some pictures

I. Objectives of the lesson:

1. **Language focus:**

+ Students can write a paragraph about family rules depending the given prompts

+ Students learn how to write a description , stages of a description

2. **Skill :** - Reading: Reading the model

- Writing: Students learn how to Write a narrative

3. **Attitudes:** - Students are interested in the lesson.

II. Preparation.

1. **Teacher:** -Teaching aids: textbook, lesson plan

- Teaching method: communicative language teaching.

2. **Students:** - Student's book, student's workbook, dictionary, reading a new lesson and looking up newwords before going to class.

III. Procedure:

1. **Organization:**

2. **Check the old lesson.**

- Call one to write some new words.

3. **New lesson.**

Teacher's activities

Students' activities

*** Warm-up:**

A word game.

- Divide the class into 4 groups

- Ask students to work in groups to revise the words using to say about family

(in 2 minutes)

- Call the representatives of the groups to write as

- Keep book close

- Listen to the teacher and work in pairs

- Work in groups to revise the words

many words on the boards as possible. (*in 2 minutes*)

- The winner is the students who has got the largest number of correct words on the board.
- Call some students to repeat the meanings of the words.

Pre-writing:

- Ask students to use the following verbs and expressions.

Give and read some words aloud :

_ *Let ,allow, be allowed to, have to, permit, etc.*

+ Some expressions :

- doing household chores
- coming home late
- preparing meals
- watching TV
- talking on the phone
- using the family motorbike
- Listen to the pairs and help them if they get some difficulties in speaking.
- Ask students to stand up and say a paragraph about his/her family.

While-writing:

Task 2

Ask students to use the ideas they've discussed to write a letter to a pen pal about their family.

- Give some out line : first, second ,further more, and...finally.....etc.
- Call two good students present their outline in front of the class
- Ask the others comment
- Feedback and give some correction to help students to have a better outline to write.

Post-writing:

- Give suggestions and corrections
- Ask students to read another's description

- 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.

A : Are you allowed to come home late ?

B: No, because my parents are strict..

A : Do you often prepare the meals ? etc

- Each representative of a group stand up and say about the family.

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.....

+ Write the letter individually.

- *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.....*

<ul style="list-style-type: none"> - Ask some students to read loudly their description - Correct mistakes and mark <p><u>Homework:</u></p> <ul style="list-style-type: none"> - Ask students to do part writing of Unit 1 in the student's work book and prepare part Language Focus 	<ul style="list-style-type: none"> - Some students read loudly their products in front of the class... - Listen to the teacher and write down homework
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Unit 1: Home Life
Lesson 05: Language Focus

I. Objectives of the lesson:

1. **Language focus:** Pupils can pronounce the endings "s"
+ Students have to remind of tense :past simple, past progressive and present perfect.
The past simple, The past progressive, The present perfect.

2. Skill :

- Doing English exercises

3. **Attitudes:** - Students are interested in the lesson.

II. Preparation.

1. **Teacher:** -Teaching aids: textbook, lesson plan

- Teaching method: communicative language teaching.

2. **Students:** - Student's book, student's workbook, dictionary, reading a new lesson and looking up newwords before going to class.

III. Procedure:

1.Organization:

2. Check the old lesson.

- Call one to write some new words.

3. New lesson.

Teacher's activities

Students' activities

I. Pronunciation:

- Guide students to pronounce the endings “s” :
bats_ /s/ . bags_ /z/
- Ask students to read the up the words and the sentences
- Ask students to read up in chorus twice
- Call some students to read up in front of the class

II. GRAMMAR

I, Tense of verbs:

- * Ask students to repeat the they’ve leant.
 - + The past simple.
 - + The past progressive.
 - + The present perfect.
- Ask students to give some sentences.
- Let students compare the differences between past simple and present perfect

Listen and give remarks

* past simple : happened and finished with the definite time in the past ,not related to the present.

-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.

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

- Ask the whole class to comment

Exercise 2:

- Ask students to work in groups to do the exercise 2.
- Ask students to decide which answer (A, B, or C)
- Call the leader of each group present their

Listen to the teacher.

- Listen to the teacher and read up
- Read up in chorus twice
- Some students read up in front of the class

- Listen to the teacher and speak out .

P1: - past simple

P2: - past progressive

P3 : -present perfect

- Some students give more examples.

* Example :

- He left the room last week.

- They were having dinner at 8 o'clock last night.

-She has learnt English since she was in grade 1.

- Work in pairs and give the differences.

- Work in groups to do the exercise

1. *Have you seen*

2. *Did you enjoyed it?*

3. *has been.*

4. *Did you give/saw.*

5. *didn't listen*

6. *Have you two met before ?*

7, *Have you met ?*

- Discuss the answers and give comment on the sentences

- Listen to the teacher and work in groups to do the exercise.

1, B : *haven't written* 9, A : *decided*

2, C : *have been* 10, B : *becomes*

answers on the board

- Ask the whole class to comment

Homework :

Ask students to do Part Language Focus and prepare part Reading of Unit 2 at home

3, A : *had*

4, A : *haven't done*

5, B : *have stopped*

6, B : *am waiting*

7, B : *have changed*

8, C : *live*

- Redo the exercises

- Do the exercises in the workbook

- Prepare for the next lesson

11, B : *told*

12, C : *moved*

13, C : *come*

14, C : *stay*

15, B : *am going*