

Date of planning:.....

**Period 9 : UNIT 2: MY HOUSE**

Date of teaching: .....

**Lesson 1: GETTING STARTED**

**WEEK: 3**

*A look inside*

## **I. OBJECTIVES:**

\* **By the end of this unit, students will be able to:** (*Over all*)

- use the words for types of house, rooms, and furniture;
- pronounce the final sounds /s/ and /z/ correctly;
- use possessive case to describe possession;
- use prepositions of place to describe where people or things are;
- give suggestions;
- read for specific information about rooms and furniture;
- describe houses, rooms and furniture;
- listen for specific information about someone's house;
- write an email to a friend describing a house.

### **1. Knowledge:**

- To introduce the topic of the lesson: My house. To teach listening and reading.

+ **Vocabulary:** - use the words related to the topic *My house*.

- To pronounce the final sounds /s / and /z/ correctly;

+ **Grammar:**- use possessive case to describe possession;

- use prepositions of place to describe where people or things are;

- give suggestions;

**2. Competence:** By the end of the lesson students will be able to practice reading and listening the conversation between Mi and Nick about types of rooms and houses using possessive case to describe possession; using prepositions of place to describe where people or things are;

### **Digital Competence (Integrated):**

- **Interacting through digital technologies (2.1.TC1a):** Students can post, share, and comment on products on Padlet/Jamboard.
- **Protecting personal data and privacy (4.2.TC1a):** Students understand the principles of digital safety—what information (address, private photos) should *not* be shared online.
- **Netiquette (2.5.TC1a):** Practicing polite and constructive commenting in a digital environment.

**3. Quality/ behavior:** To teach Ss the love of English, the love of their own room and house The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

### **Objectives For students with disabilities**

**By the end of the lesson, students can:**

- recognise and say 5 words: flat, bedroom, bathroom, town house and country house with teacher's help.
- identify 3 family members mentioned in the conversation.
- complete 2 sentences with the words sister and TV.
- ask and answer one question about where they live using the model "I live in a flat."

## II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students: Text books, studying equipment....
- Methods: T-WC; group works; individual .....

## III. PROCEDURE:

### 1. WARM UP & INTRODUCTION (3'-5')

#### Aims:

- **To create an active atmosphere in the class before the lesson;**
- **To lead into the new unit.**

\* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

\* **Outcome:** Having a chance to speak English and focus on the topic of the lesson..

\* **Organisation:** Teacher's instructions...

Teacher's & Student's activities	Content
<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p> <p>- Teacher (<b>T</b>) asks Ss some questions about the previous lessons.</p> <p>- Students (<b>Ss</b>) listen and learn how to do it.</p> <p>- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class...</p> <p>- Ss answer the teacher's questions and requirements.</p>	<p>+ <b>Greeting</b></p> <p>+ <b>Chatting. - T_ Ss</b></p> <p>- <b>Warm-up</b></p>

- T encourages Ss to talk in English as much as possible
- + Students (Ss) listen and learn how to do the tasks.
- + T leads to the first unit of the new school year.
- T writes the unit title *My house* on the board.
- SS open their book and write.

### **For students with disabilities**

#### **Teacher's guidance:**

- Write the words flat and house on the board.  
Read each word slowly twice.
- Show a picture of a flat and a country house.  
Ask: "Is it a flat or a country house?"
- Point to the unit title My House and explain it in Vietnamese when necessary.

### **For students with disabilities**

#### **Student's activities:**

- Look at the two pictures and repeat: flat, country house.
- Answer one question: "It is a flat."
- Repeat: "My House."

## **2. NEW LESSON (12')**

### **ACTIVITY 1:**


#### **Aims:**

- **To set the context for the introductory text;**
- **To introduce the topic of the unit.**

\* **Content:** To listen to conversation to get used to the topic; the vocabulary; the grammar points.

\* **Outcome:** Know more new words. Understanding the conversation; topic of the lesson, grammar points...

\* **Organisation:** Teacher's instructions....

Teacher's & Student's activities	Content
<p><b>1. Listen and read.</b></p> <ul style="list-style-type: none"> <li>- T set the context for the listening and reading. Introduce Mi and Nick: they are pen friends.</li> <li>- T listens carefully to the context</li> <li>- T has Ss look at the pictures and answer some questions, e.g. <i>What are Nick and Mi doing? What might they talk about?</i></li> <li>- T encourages Ss to give their answers, but does not confirm whether their answers are right or wrong.</li> <li>- T asks them to talk a bit about the place where they live.</li> <li>- T plays the recording twice for Ss to listen and read along.</li> <li>- T asks Ss to underline the words that are related to the topic of the unit while they are listening and reading.</li> </ul>	<p><b>1. Listen and read.</b></p>  <p><b>- T_ Ss</b></p> <p><i>T: What are Nick and Mi doing? What might they talk about?</i></p> <p><i>Ss: They talked about their houses. Mi shared that her family was moving to a new flat and she briefly described her new flat...</i></p> <p><b>*Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- <b>town house (c-n)</b> nhà phố</li> <li>- <b>country house (n)</b> nhà ở vùng quê</li> </ul>

**\*Teach vocabulary:**

- + Teacher uses different techniques to teach vocabulary (situation, realia....)
- + T follows the seven steps of teaching vocab.
- + T checks vocabulary.
  
- T invites some pairs of Ss to read the dialogue aloud.
- Ss listen carefully and read aloud.
- T asks Ss what exactly Mi and Nick talked about.
- T confirms the correct answer.
- T has Ss say the words in the text that they think are related to the topic My house.
- Ss finds out the words related to the topic.
- T quickly writes the words on one part of the board. - comment on Ss'answers.

**For students with disabilities**

**Teacher's guidance:**

- Show the picture of Mi and Nick. Point to each person and say their names.
- Teach and read 5 words: flat, bedroom, bathroom, town house, country house. Let the student repeat each word twice.
- Play one short part of the recording and pause after each sentence.

**For students with disabilities**

- **flat (n)** căn hộ
- **bedroom (n)** phòng ngủ
- **bathroom(n)** phòng tắm ....

**Student's activities:**

- Point to Mi and Nick in the picture.
- Repeat: flat, bedroom, bathroom, town house, country house.
- Listen and point to the word heard.

**3. PRACTICE (15')****ACTIVITY 2:**

**Aim:** To help Ss understand the text.

- \* **Content:** To listen and read the conversation and tick the column.
- \* **Outcome:** Practice reading the conversation and tick the correct column.
- \* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content										
<p><b>2</b></p> <ul style="list-style-type: none"> <li>- First, T asks Ss to give the answers without reading the conversation again. Then T asks them to read the conversation and check their answers.</li> <li>- Ss listen carefully to the instructions</li> <li>- T has Ss highlight the sentences that have the answers.</li> <li>- Ss follows the teacher's instructions</li> <li>- T invites some Ss to give answers and their evidence.</li> <li>- T confirms the correct answers.</li> <li>- T allows them to share their answers before</li> </ul>	<p><b>2</b></p> <div data-bbox="862 1272 1487 1692" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><b>Key:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="padding: 2px 5px;">1. parents</td> <td style="text-align: center; padding: 2px 5px;">√</td> </tr> <tr> <td style="padding: 2px 5px;">2. sister</td> <td style="text-align: center; padding: 2px 5px;"></td> </tr> <tr> <td style="padding: 2px 5px;">3. brother</td> <td style="text-align: center; padding: 2px 5px;">√</td> </tr> <tr> <td style="padding: 2px 5px;">4. aunt</td> <td style="text-align: center; padding: 2px 5px;">√</td> </tr> <tr> <td style="padding: 2px 5px;">5. cousin</td> <td style="text-align: center; padding: 2px 5px;">√</td> </tr> </tbody> </table> </div>	1. parents	√	2. sister		3. brother	√	4. aunt	√	5. cousin	√
1. parents	√										
2. sister											
3. brother	√										
4. aunt	√										
5. cousin	√										

discussing them in groups or as a class.

- T calls on Ss to give th answers
- Ss gives the answers and check.
- T gives the correct answers.

**For students with disabilities**

**Teacher's guidance:**

- Read the five family-member options slowly.
- Guide the student to find the words parents, brother and aunt in the conversation.
- Ask the student to tick only the three correct family members.

**For students with disabilities**

**Student's activities:**

- Do items 1-4 only.
- Tick: 1. parents; 3. brother; 4. aunt.
- Read the three words after the teacher.

**ACTIVITY 3:**

**Aim:** - To help Ss further understand the text.

- \* **Content:** To listen and read the conversation again complete the sentences.
- \* **Outcome:** Understanding more about the text. Complete the sentences.
- \* **Organisation:** Teacher's instructions...

**Teacher's & Student's activities**

**Content**

**3. Read the conversation again. Complete each sentence with ONE word.**

- T asks Ss to work independently to fill each

**3. Read the conversation again. Complete each sentence with ONE word.**

blank with the word from the conversation.

- Ss listen to the instructions clearly
- T may instruct them how to do the exercises:

(1) read the sentence and identify the kind of information to fill the blank.

e.g. In sentence 1, we need a noun that shows the relationship between Elena and Nick to fill the blank; (2) read the conversation and locate the place to find the word to fill the blank.

e.g. Line 2 in the conversation contains the word needed to fill the blank in sentence 1.

- T models with the first sentence. “*sister*” -
- Ss practice saying the sentences and give the answers.
- T allows Ss to share answers before discussing as a class. Write the correct answers on the board.
- Ss share the answers and copy them
- T gives correct answer

### **For students with disabilities**

#### **Teacher's guidance:**

- Read sentences 1 and 2 and underline the missing-word positions.
- Give two choices for each sentence: sister/brother and TV/bed.
- Model sentence 1 and guide the student to find the answer in the conversation.

### **For students with disabilities**

### **Work independently**

#### **Key:**

- |           |            |
|-----------|------------|
| 1. sister | 2. TV      |
| 3. town   | 4. country |
| 5. three  |            |

**Student's activities:**

- Complete sentences 1 and 2 only.

- Answers: 1. sister; 2. TV.

- Copy the two answers.

**ACTIVITY 4:**

**Aim:** To develop Ss knowledge of the vocabulary about types of house.

\* **Content:** To complete the word web, using the words from the conversation.

\* **Outcome:** Remember and Use the words correctly.

\* **Organisation:** Teacher's instructions.....

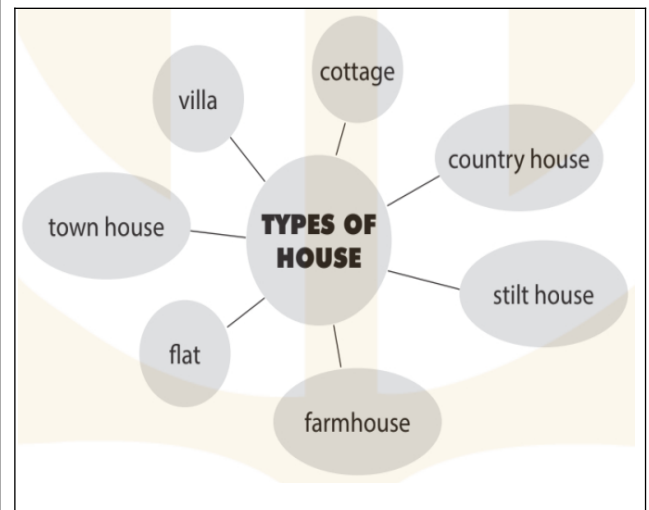
**4. Complete the word web. Use the words from the conversation and the ones you know.**

- T asks Ss to work in pairs to complete the word web about types of house.
- Ss do themselves and give the answers
- Ss listen carefully and learn how to do.
- T tells them that they should read the text again to get the words and use the words they know.
- T asks them to draw the word web in their notebooks and do the task in five minutes.
- T has pairs exchange their word webs.
- T invites two pairs with the most number of words to draw their word webs on the board.
- Other pairs look, comment and add any words they know.

**4. Complete the word web. Use the words from the conversation and the ones you know.**

**- Work in pairs**

**- Suggested answers:**



- Introduce some other types of house if needed.

*\* This activity can be organised as a competitive game where Ss work in groups to add as many words to the word web as possible.*

- The group with the most answers wins.

- T shows the winner

### **For students with disabilities**

#### **Teacher's guidance:**

- Draw a small word web with the centre "Types of house".

- Give three word cards: flat, town house and country house.

- Read each word and guide the student to place it in the web.

### **For students with disabilities**

#### **Student's activities:**

- Put 3 words in the word web.

- Answers: flat, town house, country house.

- Read the three words.

## **4. PRODUCTION/ APPLICATION ( 8’)**

### **ACTIVITY 5:**

**Aim:** To help Ss practise asking and answering about where they live.

\* **Content:** To ask your friends where they live. Report the answers.

\* **Outcome:** Asking friends where they live. To improve speaking and listening skills.

\* **Organisation :** Teacher’s instructions.....

Teacher's & Student's activities	Content
<p><b>5. Work in groups. Ask your friends where they live. Then report their answers.</b></p> <ul style="list-style-type: none"> <li>- T has Ss work in groups to take turns to ask and answer about where they live.</li> <li>- SS listen to the instructions carefully then do the tasks.</li> <li>- Ss model with one student to make sure Ss know how to ask and answer.</li> <li>- T asks one student in each group to be the secretary and to take notes of other Ss' answers so that by the end of the activity the group secretary will report the findings to the class.</li> <li>- T gives examples of how to report the finding ( <i>e.g. In my group, Lan and Nam live in flats. Ngoc lives in a country house, etc.</i>).</li> <li>- T moves around to observe and offer help needed.</li> <li>- T invites some Ss to ask and answer in front of the class.</li> <li>- Ss ask and answer</li> <li>- T asks group secretaries to report their findings.</li> </ul> <p><b>For students with disabilities</b></p> <p><b>Teacher's guidance:</b></p> <ul style="list-style-type: none"> <li>- Write the model questions: "Where do you live?" and "How many rooms are there?"</li> <li>- Read the answer models: "I live in a flat." and "There are four rooms."</li> </ul>	<p><b>5. Work in groups. Ask your friends where they live. Then report their answers.</b></p> <p><b>Work in groups</b></p> <p><b>A.</b> Where do you live?</p> <p><b>B.</b> I live in a flat / in a country house.</p> <p><b>A.</b> How many rooms are there?</p> <p><b>B.</b> There are seven rooms.</p> <p><b>A.</b> Seven? What are they?</p> <p><b>B.</b> There is a living room, three bedrooms, a kitchen and two bath rooms.</p> <p><b>A.</b> Thank you very much.</p> <p><b>B</b> You're welcome.</p>

- Ask one question at a time and allow the student to use the model.

**For students with disabilities**

**Student's activities:**

- Ask or answer 2 questions.

- Answer: "I live in a flat."

- Answer: "There are four rooms."

## **5. WRAP-UP & HOME WORK ( 2’)**

\* Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words they remember from the lesson. If there is a projector in the classroom, show the conversation, highlight the key words related to the topic.

- It would be helpful if T highlights the present continuous and the words with the sounds /s/ and /z/ and tells Ss that they will learn these language points in the following lessons.

**PROJECT PREPARATION: Introduce the PBL project "My Dream House" and digital safety.**

- T introduces the project: "My Dream House - Digital Exhibition".

- Task: Students will create a model or drawing of their dream house and upload it to the class Padlet.

- Safety Briefing (4.2.TC1a): T explains: "When sharing your dream house, do not include your real home address or phone number for safety."

### **\* HOMEWORK**

- Read the conversation again on page 6.

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- Do more exercises in the workbook.

- Prepare new lessons.

Date of planning:.....

**Period 10 : UNIT 2: MY HOUSE**

Date of teaching: .....

**Lesson 2: A CLOSER LOOK -1**

**WEEK: 4**

### **THIS UNIT INCLUDES:**

#### **Vocabulary**

- Type of house
- Rooms and furniture

#### **Pronunciation:**

Final sounds: /s / and / z /

#### **Grammar**

- Possessive case
- Prepositions of place

#### **Skills:**

- Reading about rooms and furniture
- Describing houses, rooms, and furniture
- Listening about someone's house
- Writing an email to a friend .

Describing a house

#### **Everyday English**

Giving suggestions

### **I. OBJECTIVES:**

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

- To introduce the topic of the lesson: My house. To teach the names of the rooms and the names of furniture in the house. Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

+ **Vocabulary:** use the words related to the topic *My house*.

- To pronounce the final sounds /s / and /z/ correctly;

+ **Grammar:-** use possessive case to describe possession;

- use prepositions of place to describe where people or things are;
- give suggestions;

**2. Competence:** By the end of the lesson students will be able to know the names of the rooms and the names of furniture in the house. Ss also identify how to pronounce the final sounds /s/ and /z/ correctly in contexts.

#### **Digital Competence (NLS):**

- **1.1.TC1a:** Students can use search engines to find 2-3 images of "Modern Furniture" or "Smart Home Devices" they want in their dream house.

**3. Quality:** To teach Ss the love of English, the love of their own room and house ; The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

**Objectives For students with disabilities**

**By the end of the lesson, students can:**

- Recognize and say 5 words about rooms and furniture: living room, bedroom, kitchen, lamp and sofa with teacher's help.
- name 3 rooms and 3 pieces of furniture in the pictures.
- repeat 2 words ending in /s/ and 2 words ending in /z/.
- copy 2 correct words or short phrases from the lesson.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, loudspeaker, projector...
- Students: Text books, studying equipment....
- Methods: T-WC; group works; individual .....

**III. PROCEDURE:**

**1. WARM UP & INTRODUCTION ( 3'-5')**

**Aims: Vocabulary: Rooms and furniture**

\* **Content:** Revise the lesson. Do some activities to create a friendly and relaxed atmosphere to warm up to the new class...

\* **Outcome:** To have a friendly and relaxed atmosphere to the new lesson ...

\* **Organisation:** Teacher's instructions.....

Teacher's activities	Student's activities
<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p> <p>- Teacher (<b>T</b>) asks Ss some questions about them and class.</p> <p>- Students (<b>Ss</b>) listen and learn how to do.</p> <p>- Ask Ss to ope</p> <p>in their book and introduce what they are</p>	<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p>

going to study....

- Ss open their book and write.

**For students with disabilities**

**Teacher's guidance:**

- Show 3 picture cards: living room, bedroom and kitchen.

- Read each room name twice and ask the student to repeat.

- Ask: "Which room do you sleep in?" Give the answer "Bedroom."

**For students with disabilities**

**Student's activities:**

- Repeat: living room, bedroom, kitchen.

- Answer: "Bedroom."

- Open the book at the correct page.

**2. PRESENTATION/ NEW LESSON ( 12’)**

**ACTIVITY 1:**

**Aim:** To revise/ teach the names of the rooms in the house.

\* **Content:** Name some rooms in a house. To know more words about rooms in the house.

\* **Outcome:** To know more names of the rooms in the house.

\* **Organisation:** Teacher’s instructions

<b>Teacher’s &amp; Student’s activities</b>	<b>Content</b>
<b>1. Look at the house. Name the rooms in it.</b>  *) <b>Pre- teach vocabulary:</b>  - Teacher uses different techniques to teach	<b>1. Look at the house. Name the rooms in it.</b>  * <b>Vocabulary:</b>

vocabulary (situation, realia, translation ....)

+ Follow the steps to teach vocabulary

- Repeat in chorus and individually

+ Check Vocabulary

- Copy all the words

**\* Vocabulary:**

- T asks Ss to say the names of the rooms in a house they know.

- Have Ss quickly look at the rooms and name them.

- T can explain the meaning of “hall”(hall = a space or passage inside the entrance or front door of a building/ house).

- Students (Ss) listen to the instructions carefully and learn how to do the tasks Check the answers

- Ss answer the teacher’s questions and requirements.

- T correct their pronunciation.

- T gives the comments.

**For students with disabilities**

**Teacher's guidance:**

- Point to rooms b, c and e in the house picture.

- Read the words living room, bedroom and kitchen slowly.

- Guide the student to match one room at a

- **hall (n)**

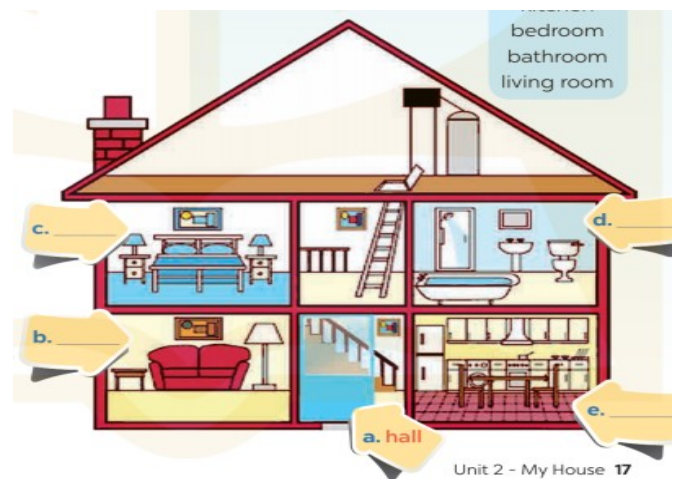
- **livingroom (n)** phòng khách

- **dishwasher(n)** máy rửa chén, bát

- **chest of drawers (n)** tủ có ngăn kéo

- **fridge (n)** tủ lạnh

- **sink (n)** bồn rửa



**Key :**

**b.** living room

**c.** bedroom

**d.** bathroom

**e.** kitchen.

time.

**For students with disabilities**

**Student's activities:**

- Name 3 rooms.

- Answers: b. living room; c. bedroom; e. kitchen.

- Point to and repeat the three room names.

**3. PRACTICE ( 15’)**

**ACTIVITY 2:**

**Aims: To revise/ teach the names of furniture pieces.**

\* **Content:** Name of the things / furniture in each room

\* **Outcome:** Understanding more some furniture in each room

\* **Organisation:** Teacher’s instructions.....

**Teacher’s & Student’s activities**

**Content**

**2. Name the things in each room in 1. Use the word list below.(You may use a word more than once.)**

- T ask a Ss to work in pairs to do this activity.

- T writes the names of the rooms on board in different places.

- Ss listen carefully and learn how to do.

\* Check the meaning of words if necessary

- Call on Ss from different pairs to go to the board and write the names of the furniture under these rooms.

**2. Name the things in each room in 1. Use the word list below.(You may use a word more than once.)**

Work **in pairs** to do this activity

\* **Key:**

**Bed room:** *Lamp, chest of drawers, picture.*

**Living room:** *Lamp, picture, sofa.*

**Hall:** *picture*

**Kitchen:** *cupboard, dishwasher, sink, fridge.*

- Ss give the answers
- T reminds Ss that one piece of furniture can belong to more than one room.
- Ss listen
- T asks other Ss to comment. Ask Ss if they can add more things to each room.
- This activity can also be organised as a game. The first pair to finish the activity wins and goes to the board to write their answer.

**- Digital Task (1.1.TC1a):** T asks students to use Google Search to find 2-3 images of "Modern Furniture" or "Smart Home Devices" they want in their dream house .

**- Storage:** Students upload these images to their group's folder on **Google Drive** or **Padlet**.

### **For students with disabilities**

#### **Teacher's guidance:**

- Show or point to 4 objects: lamp, sofa, fridge and sink.

- Read each word twice and explain it with the picture.

- Guide the student to put each item in the correct room.

### **For students with disabilities**

#### **Student's activities:**

- Match 4 words with rooms.

- Answers: lamp - bedroom/living room; sofa - living room; fridge - kitchen; sink - kitchen/bathroom.

**Bathroom:** *toilet, shower, sink.*

- Read the four words.

### ACTIVITY 3:

#### Aims:

- To help Ss to practice asking and answering about the furniture in a room.

\* **Content:** Asking and answering about the furniture in a room

\* **Outcome:** Understanding some more things in the room.

\* **Organisation:** Teacher's instructions....

#### Teacher's & Student's activities

#### Content

**3. Think of a room in your house. In pairs, ask and answer questions to guess it.**

- T models this activity with a student.
- Ss listen to the instructions clearly and learn how to do it
- Ask Ss to work in pairs.
- One student thinks of a room in his / her house; the other asks questions to guess the room.
- Ss do themselves.
- T calls on some pairs to practise in front of the class.
- T comments on their performance.
- Ss copy them

**For students with disabilities**

**Teacher's guidance:**

**3. Think of a room in your house. In pairs, ask and answer questions to guess it.**

Think of a room in his / her house; the other asks questions to guess the room.

- Draw or show a simple bedroom with a bed and a lamp.

- Ask: "Is there a bed?" and "Is there a lamp?"

- Provide the models "Yes, there is." and "No, there isn't."

### For students with disabilities

#### Student's activities:

- Answer 2 questions.

- Say: "Yes, there is." for the bed.

- Say: "Yes, there is." for the lamp.

## II. PRONUNCIATION: /s/ and /z/

### ACTIVITY 4:

**Aims:** To help Ss identify how to pronounce the final sounds /s/ and /z/ .

- To help practice pronouncing these sounds in words.

\* **Content:** To pronounce the final sounds /s / and /z/ correctly;

\* **Outcome:** Identify how to pronounce the final sounds /s/ and /z/. Practice pronouncing.

\* **Organisation:** Teacher's instructions....

### 4. Listen and repeat these words

- T has some Ss read out the words first.
- Ss listen carefully.
- T plays the recording for them to listen and repeat the words.
- T plays the recording as many times as necessary.
- Ss check the answers

### 4. Listen and repeat these words

\* Listen and repeat

/s/	/z/
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.
E.g. cats, lamps, books, months	E.g. beds, dogs, cans, rooms, videos, cookers, bees

\* **Audio script:**

- T has Ss comment on the way to pronounce s at the end of the words.
- T quickly explains the rules.
- T checks the meanings if necessary,

Lamps sinks flats toilets cupboards  
sofas kitchens romms.

**For students with disabilities**

**Teacher's guidance:**

- Read four target words slowly: lamps, sinks, cupboards and sofas.
- Show the final sound by placing lamps/sinks under /s/ and cupboards/sofas under /z/.
- Let the student repeat each word twice.

**For students with disabilities**

**Student's activities:**

- Repeat: lamps, sinks, cupboards, sofas.
- Put lamps, sinks in the /s/ group.
- Put cupboards, sofas in the /z/ group.

**4. PRODUCTION/ APPLICATION ( 8’)**

**ACTIVITY 5:**

**Aim:** To help Ss pronounce the sounds /s / and /z/ correctly in context.

- \* **Content:** To pronounce the final sounds /s / and /z/ correctly;
- \* **Outcome:** To pronounce the final sounds /s/ and /z/ correctly in contexts. Practice pronouncing .
- \* **Organisation:** Teacher’s instructions...

**Teacher’s activities**

**Student’s activities**

**5. Listen the conversation. Underline the final in the words and put them into the correct column.**

- T has Ss quickly read the conversation and underline the final s in the words.
- Ss listen to the instructions carefully then do the tasks.
- T plays the recording for Ss to listen to the conversation and write /s/ or /z/ under each 's' that they have underlined.
- Tell them to put the words with the final "s" in the correct column according to the sound of 's'.
- Ss listen again and repeat
- T has them work in pairs to compare their answers.
- Ss work in pairs and practice the conversation
- T checks Ss'answers. Ask them to explain their answers.
- T plays the recording again for Ss to repeat each line of the conversation.
- Ss followa the T's requirement
- T asks Ss to work in pairs to practise the conversation.
- Ss work in pairs
- T calls on some pairs to practise the conversation.
- Some pairs present
- T comments on their pronunciation of the

**5. Listen the conversation. Underline the final in the words and put them into the correct column.**

**Key :**

/s/: chopsticks, lamps.

/z/: bowls, things, homes

**Audio script :**

**Mi:** Mum . Are you home?

**Mum:** Yes, honey. I'm in the kitchen. I've bought these bowls and chopsticks.

**Mi:** They are beautiful. Where did they buy them?

**Mum:** In the departement store near our

final s.

- Ss listen

### **For students with disabilities**

#### **Teacher's guidance:**

- Read only the target words in the dialogue:  
bowls, chopsticks, things and lamps.

- Ask the student to underline the final s in  
each word.

- Guide the student to put the words into /s/  
and /z/ columns.

### **For students with disabilities**

#### **Student's activities:**

- Underline the final s in 4 words.

- Answers: /s/: chopsticks, lamps; /z/: bowls,  
things.

- Repeat the four words.

house. They have a lot of things for homes.

**Mi:** Don't forget we need two lamps for my  
bedrooms, Mum.

**Mum:** Let's go there this weekend.

## **5. WRAP-UP & HOME WORK ( 2' )**

- Ask Ss to summarise what they have learnt in the lesson.

### **\* HOME WORK**

- Practice speaking the names of rooms and the names of the furniture in the house.

- Do more exercises in the workbook.

- Prepare new lesson.

Date of planning:.....

**Period 11 : UNIT 2: MY HOUSE**

Date of teaching: .....

**Lesson 2: A CLOSER LOOK -2**

**WEEK: 4**

**THIS UNIT INCLUDES:**

**Vocabulary**

- Type of house
- Rooms and furniture

**Pronunciation:**

Final sounds: /s / and / z /

**Grammar**

- Possessive case
- Prepositions of place

**Skills:**

- Reading about rooms and furniture
- Describing houses, rooms, and furniture
- Listening about someone's house
- Writing an email to a friend .

Describing a house

**Everyday English**

Giving suggestions

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce the topic of the lesson *My house*. To introduce / teach possessive case. To identify the correct form of possessive case . Also identify different prepositions of place and use them correctly.

+ **Vocabulary:** use the words related to the topic *My house*.

- To pronounce the final sounds /s / and /z/ correctly;

+ **Grammar:-** use possessive case to describe possession;

- use prepositions of place to describe where people or things are;
- give suggestions;

**2. Competence:** By the end of the lesson students will be able to know how to use and form the possessive case. Use prepositions of place correctly.

**3. Quality/ behavior :** To teach Ss the love of English, the love of their own room and house ; The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

**Objectives For students with disabilities**

**By the end of the lesson, students can:**

- recognise the possessive case in 2 model phrases with teacher's help.
- complete 2 sentences using Mi's and teacher's.
- recognise and use 4 prepositions of place: on, next to, behind and under.

- decide whether 2 simple sentences are true or false and correct one false sentence.

## II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students : Text books, studying equipment....
- Method;: T-WC; group works; individual .....

## III. PROCEDURE:

### Grammar.

#### Possessive case

- Have Ss look at the **Remember** box about possessive case . Explain to them that there are a few different way to show possession, and this unit just focus on one.
- Ask Ss to read **Remember** box. Tell them that we only need to put 's ( an apostrophe and an s ) after a proper name or singular noun to show possession.
- Take a pen from a student in the class , say e.g “*This is Nam’s pen.*” And write the sentence on the board so that Ss can easily understand. Call on one or two Students take one or two things from other Ss and make similar sentences. Then give a student your book and ask him/ her how to say a sentence to show possession. If he/ she makes a mistake, say out loud “*This is my teacher’s book.*”
- Give another student your ruler for him/ her to make another sentence.
- Write the sentence on the board : **name’s + noun= Nam’s pen/ singular noun’s+ noun = teacher’s book.**

### 1. WARM UP & INTRODUCTION (3'-5')

#### Aims:

- **To introduce / teach possessive case.**

\* **Content:** Having some warm-up activities to creat a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

\* **Outcome:** Having a chance to speak English.

\* **Organisation :** Teacher’s instructions....

Teacher’s & Student’s activities	Content
<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p> <p>- Teacher (<b>T</b>) asks Ss some questions about them and class.</p> <p>- Students (<b>Ss</b>) listen and learn how to do.</p> <p>- T asks Ss to open their book and introduce</p>	<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p>

what they are going to study....

- Ss open their book and write .

### **For students with disabilities**

#### **Teacher's guidance:**

- Write two models: "Nam's pen" and "teacher's book".

- Circle 's and explain that it shows possession.

- Give the student a pen and ask: "Whose pen is this?"

### **For students with disabilities**

#### **Student's activities:**

- Read: "Nam's pen." and "teacher's book."

- Circle 's in the two phrases.

- Answer by using one possessive phrase.

## **2. PRESENTATION/ NEW LESSON ( 12')**

### **ACTIVITY 1:**

**Aims: To help Ss identify the correct form of possessive case**

- \* **Content:** To introduce / teach possessive case. Use 's after proper name or singular noun.
- \* **Outcome:** Learning how to form and use possessive cases by choosing the correct answer.
- \* **Organisation :** T\_ Ss , .....

#### **Remember!**

1. We use 's after a proper name.

Example: This is Elena's room

## 2. We use 's after a singular noun.

Example : This is my mum's book.

### Teacher's & Student's activities

### Content

#### 1. Choose the correct answer

- T asks Ss to do exercises individually and then compare their answers with a classmate.

+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.

- Ss answer the teacher's questions and requirements.

- T checks the answers as a class.

- Ss listen carefully and read aloud.

- Confirm the correct answers

#### For students with disabilities

#### Teacher's guidance:

- Read items 1 and 2 and point to grandmother and sister.

- Write the models grandmother's and sister's.

- Let the student choose one answer at a time.

#### For students with disabilities

#### Student's activities:

- Do items 1 and 2 only.

#### 1. Choose the correct answer

- **Work Individually**

\* **Key:**

1. grandmother's    2. sister's    3. cousin's

4. Nam's                5. An's

- Answers: 1. grandmother's; 2. sister's.

- Copy the two answers.

### 3. PRACTICE (15')

#### ACTIVITY 2:

##### Aims:

To help Ss practise forming the correct form of possessive case.

\* **Content:** Forming the correct form of possessive case.

\* **Outcome:** The way to form possessive case.

\* **Organisation :** Teacher's instructions.....

#### Teacher's & Student's activities

#### Content

**2. Complete the sentences with the correct possessive case.**

- T has Ss do this exercises.
- T calls on two Ss to write their answers on the board
- Ss do the tasks
- T draws all Ss' attention to the board and checks the answers together.
- Ss share the answers.
- T confirms the correct answers.
- T observes and helps when and where necessary, and corrects Ss'pronunciation and intonation.

**For students with disabilities**

**2. Complete the sentences with the correct possessive case.**

**Work individually**

\* **Key:**

1. Mi's
2. teacher's
3. Nick's
4. father's
5. brother's

**Teacher's guidance:**

- Write Mi, teacher and Nick on three cards.

- Add 's to the first card as a model: Mi's.

- Guide the student to complete the first three gaps.

**For students with disabilities****Student's activities:**

- Complete gaps 1-3 only.

- Answers: 1. Mi's; 2. teacher's; 3. Nick's.

- Read the three answers.

**ACTIVITY 3:****Prepositions of place****Aims:**

- To help Ss identify different prepositions of place and use them correctly to describe where people or things are.

\* **Content:** Write different prepositions of place and use them to do the tasks.

\* **Outcome:** Write the correct preposition in the box. Use the prepositions of place correctly

\* **Organisation:** Teacher's instructions.....

**Teacher's & Student's activities****Content**

**3. Write the correct preposition in the box under each picture. Say a sentence to describe the picture.**

**\*) Pre- teach vocabulary:**

- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)

+ Follow the steps to teach vocabulary

- Repeat in chorus and individually

**3. Write the correct preposition in the box under each picture. Say a sentence to describe the picture.**

**\* Vocabulary:**

- in front of (prep.)

- next to (prep.)

- behind (prep.)

- between (prep.)

- Check vocab
- Copy all the words
- Ask Ss what prepositions of place they know.
- Encourage Ss to say as many as possible.
- Have them look at the Remember! box to see if the prepositions they have mentioned are the same.
- Ask Ss to look at 3 and explain what they have to do.
- Ss listen to the instructions clearly
- Confirm the correct answers.
- Have Ss work in pairs to say sentences describing the pictures.
- Have Ss do this exercises in pairs. Ask for Ss' answers.
- Ss share the answers
- Move around to offer help if needed.
- Call on some Ss to say their sentences.
- If there is time, ask some Ss to write their sentences on the board.
- Ss copy them

### For students with disabilities

### Teacher's guidance:

- Show pictures 2, 3 and 7. Read next to, behind and under.
- Use a real book and pen to demonstrate the

- under (prep.)

in                    on                    next to  
behind  
in front of    under                    between

Example:



1. on

The dog is on the chair.



5. \_\_\_\_\_

### Prepositions of place

#### Remember!

Prepositions of place describe where people or things are.

These are some prepositions of place.

### Key:

2. next to    3. behind    4.in  
5. in front of    6. between    7.under

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 doghouse.  
6. The cat is between the lamp and the

three positions.

- Guide the student to complete one picture at a time.

**For students with disabilities**

**Student's activities:**

- Complete pictures 2, 3 and 7.

- Answers: 2. next to; 3. behind; 7. under.

- Read: "The dog is next to the armchair." and "The cat is under the table."

armchair.

7. The cat is under the table.

#### ACTIVITY 4:

**Aims:** To give Ss further practice in using prepositions of place.

\* **Content:** To write True or False for each sentence .

\* **Outcome:** Decide if each sentence is true or false. To correct the false sentence.

\* **Organisation :** Teacher's instructions.....

**4. Look at the picture and write T (True) Or F (False) for each sentence. Correct the false sentence.**

- T asks Ss look at the picture of the room and ask them to describe the room briefly.

- Ss listen carefully

- T asks them to 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.

- T has Ss do this exercises individually before they share their answers with a

**4. Look at the picture and write T (True) Or F (False) for each sentence. Correct the false sentence.**



**Key:**

1. T

<p>partner.</p> <ul style="list-style-type: none"> <li>- T asks some Ss to read out their answers.</li> <li>- T checks and confirms the correct answers</li> <li>- Ss check the answers</li> </ul> <p><b>For students with disabilities</b></p> <p><b>Teacher's guidance:</b></p> <ul style="list-style-type: none"> <li>- Read statements 1 and 2. Point to the relevant objects in the room picture.</li> <li>- Ask the student to choose T or F.</li> <li>- For sentence 2, give the correction model "The school bag is under the table."</li> </ul> <p><b>For students with disabilities</b></p> <p><b>Student's activities:</b></p> <ul style="list-style-type: none"> <li>- Do statements 1 and 2 only.</li> <li>- Answers: 1. T; 2. F.</li> <li>- Copy the correction: "The school bag is under the table."</li> </ul>	<ul style="list-style-type: none"> <li>2. F (The school bag is under the table.)</li> <li>3. F (The clock is between the two pictures.)</li> <li>4. T</li> <li>5. F (The cap is on the pillow.)</li> </ul>
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#### 4. FURTHER PRACTICE (8')

#### ACTIVITY 5:

**Aims:** To help Ss practice describing their house.

\* **Content:** Playing GAME **Memory challenge** .

\* **Outcome:** Know how to play game. Showing the winning team.

\* **Organisation** : Teacher's instructions.....

Teacher's & Student's activities	Content
<b>5. GAME: Memory challenge</b>	<b>5. GAME: Memory challenge</b>

- Have Ss **work in pairs** to play the game

**Memory challenge** . Ss look at the picture in 4 for 30 seconds and then cover it . They ask and answer questions about position of the thing in the picture.

- Invite some pairs to perform in front of the class.

- This activity can be organised as a competitive game. The class is divided into teams A and B .

- Have the teams look at the picture for 30 seconds.

- Ask to close their books.

- Ss listen to the teacher's instructions carefully and play games in teams

- Ask Ss from each team to answer some questions about the position of the things in the picture. Record their points on the board and announce the winning team.

- T goes round and corrects mistakes or gives help when and where necessary.

- Show the winner.

### **For students with disabilities**

#### **Teacher's guidance:**

- Let the student look at the room picture for 20 seconds.

- Ask two questions: "Where is the school bag?" and "Where is the clock?"

- Provide the phrases under the table and between the two pictures.

Work **in two teams**.

**For students with disabilities**

**Student's activities:**

- Answer 2 questions.

- Say: "The school bag is under the table."

- Say: "The clock is between the two pictures."

**5. WRAP-UP & HOME WORK (2')**

- Summarise the main points of the lesson. Take a book from a student and ask another student to make sentence with the possessive case.
- Put a pencil on a book and ask a student to make sentence or ask Ss to make sentences to describe the position of things in the classroom.

**HOME WORK**

- Revise the use and form of possessive case.
- Do more exercises in the workbook.
- Make more sentences using adverbs of frequency.



**Date of planning:**.....

**Period 12 : UNIT 2: MY HOUSE**

**Date of teaching:** .....

**Lesson 4: COMMUNICATION**

**WEEK: 4**

## THIS UNIT INCLUDES:

### Vocabulary

- Type of house
- Rooms and furniture

### Pronunciation:

Final sounds: /s / and / z /

### Grammar

- Possessive case
- Prepositions of place

### Skills:

- Reading about rooms and furniture
- Describing houses, rooms, and furniture
- Listening about someone's house
- Writing an email to a friend .

Describing a house

### Everyday English

Giving suggestions

## I. OBJECTIVES:

### 1. Knowledge:

- This section aims at helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures. Students learn how to give suggestions.

+ **Vocabulary:** use the words related to the topic *My house*.

- + **Grammar:**- use possessive case to describe possession;
- use prepositions of place to describe where people or things are;
- give suggestions;

**2. Competence:** By the end of the lesson students will be able to practice reading and listening the conversation between Mi and Nick about types of rooms and houses using possessive case to describe possession; using prepositions of place to describe where people or things are;

**3. Quality/ behavior:** To teach Ss the love of English, the love of their own room and house; The knowledge of working in group, individual work, pairwork, cooperative learning and communicative competence.

### Objectives For students with disabilities

#### By the end of the lesson, students can:

- use the models “How about + V-ing?” and “Let’s + V” with teacher's help.
- complete 2 sentences about a country house.
- ask and answer 2 simple questions about a house.
- draw a simple house and describe it in 2 short sentences.

## II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...
- Students: Text books, studying equipment....
- Method: T-WC; group works; individual .....

## III. PROCEDURE:

## 1. WARM UP & INTRODUCTION (5')

### Aims:

- Students use everyday English phrases and expressions and develop the language skills, as well as learn about Vietnamese culture and other cultures.

\* **Everyday English**

**Giving suggestions.**

\* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

\* **Outcome:** Having a chance to speak English.

\* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p> <p>- Teacher (<b>T</b>) asks Ss some questions about them and class.</p> <p>- Students (<b>Ss</b>) listen and answer the teacher's or friend's questions</p> <p>- T asks Ss to open their book and introduce what they are going to study....</p> <p>- T leads in the lesson.</p> <p>- T tells Ss that they are going to learn how to give suggestions. Ask Ss to explain or demonstrate how to give suggestions.</p> <p>- Ss open their book and write the title of the lesson.</p> <p><b>For students with disabilities</b></p>	<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p> <p>A. <i>Let's go to the zoo this weekend.</i></p> <p style="padding-left: 40px;"><i>How about going to the zoo this weekend?</i></p> <p>B. <i>Great idea. ...</i></p>

**Teacher's guidance:**

- Write two suggestion models: “Let’s go to the zoo.” and “How about going to the zoo?”

- Read each model slowly twice.

- Ask the student to repeat the shorter model.

**For students with disabilities****Student's activities:**

- Repeat: “Let’s go to the zoo.”

- Answer: “Great idea.”

- Open the book at the lesson page.

**2. PRESENTATION/ NEW LESSON (12’)****ACTIVITY 1 + 2:**

**Aim: To teach Ss how to give suggestions in English.**

- To help Ss practice giving suggestions.

\* **Content:** Two ways of giving suggestions How about + V-ing ; Let’s + V

\* **Outcome:** Knowing how to give suggestions.

\* **Organisation:**Teacher’s instructions.....

<b>Teacher’s &amp; Student’s activities</b>	<b>Content</b>
<p><b>1. Elena and her Mum are discussing how to decorate her bedroom. Listen and read the dialogue. Pay attention to the highlighted sentences.</b></p> <p>1. Play the recording for Ss to listen and read the dialogue between Elena and her mum at the same time.</p> <p>- Students (Ss) listen to the instructions</p>	<p><b>1. Elena and her Mum are discussing how to decorate her bedroom. Listen and read the dialogue. Pay attention to the highlighted sentences.</b></p> <p><b>Audio script:</b></p> <p>Elena: My bedroom isn't nice.</p> <p>Mum: How about putting a picture on the</p>

carefully and learn how to do the tasks.

- T asks Ss to pay attention to the highlighted sentences.
- Ss work in groups and read aloud the dialogue.
- Ss practise the dialogue in groups.-

Elicit the structures of giving suggestions from Ss {How about + V-ing?, Let's + V).

Have Ss practise the dialogue in pairs.

Call on some pairs to practise the dialogue in front of the class.

- Ss work in groups and practise in pairs and do the tasks

## **2. Work in pairs. Make similar dialogue. Remember to use the structure.**

**+ How about + V-ing?**

**+ Let's + V-Infinitive**

- T asks Ss to work in pairs to make similar dialogues, using the structures of giving suggestions.
- T observes and helps when and where necessary, and correct Ss'pronunciation and intonation.
- T comments on their performance.
- T moves around to observe and provide help.
- T calls on some groups to practise in front of the class.

wall?

Elena: Great idea, Mum.

Mum: Let's go to the department store to buy one.

## **2. Work in pairs. Make similar dialogue**

- Ask Ss to work in pairs to make similar dialogues, using the structures of giving suggestions.

- T comments on their performance.

**For students with disabilities**

**Teacher's guidance:**

- Play the dialogue and pause at “How about putting a picture on the wall?” and “Let’s go to the department store.”

- Read the 3-line model and assign the shortest response to the student.

- Use a picture card to support the word picture.

**For students with disabilities**

**Student's activities:**

- Read: “How about putting a picture on the wall?”

- Respond: “Great idea, Mum.”

- Repeat: “Let’s go to the department store.”

**3. PRACTICE (15’)**

**ACTIVITY 3: Living places.**

**Aim:- To give Ss a sample of a house description.**

\* **Content:** Listen ; look at the pictures and complete the sentences

\* **Outcome:** Learn how to describe the house. Complete the sentences correctly.

\* **Organisation :**Teacher’s instructions...

**Teacher’s & Student’s activities**

**Content**

**3. Mi tells Nick about her grandparents’ country house . Look at the pictures of her**

**3. Mi tells Nick about her grandparents’ country house . Look at the pictures of her grandparents’house and complete the**

## grandparents' house and complete the sentences

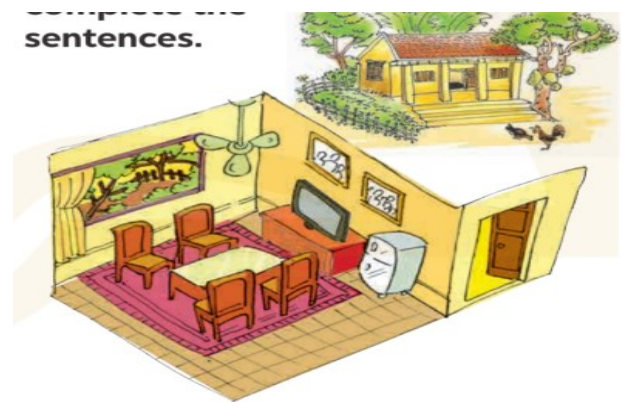
### \*) Teach vocabulary:

- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....
- T follows the steps to teach vocabulary
- Ss listen and repeat in chorus and individually
- Ss take note
- T helps Ss practise using some grammar points and vocabulary related to the topic.
- T has Ss look at the picture and try describing the house.
- Ss look at the picture and try describing the house.
- T encourages Ss to say full sentences.
- T asks Ss to work in pairs to complete the given sentences.
- Ss work in pairs to complete the given sentences.
- T moves around to observe and provide help.
- T invites Ss to share their answers.
- T confirms the correct answers.
- T observes and helps when and where necessary, and corrects Ss' pronunciation and intonation.
- Ss take notes

## sentences

### \* Vocabulary:

- **hall** (n) sảnh
- **put** (v) đặt để
- **store** (n) cửa hàng
- **wardrobe**(n) tủ quần áo



- Ss **work individually**

### Suggested answers:

**Key:** 1. country    2. are    3. is    4. Chairs  
5. On

**For students with disabilities**

**Teacher's guidance:**

- Point to the country-house picture and read sentences 1-3.

- Give the choices country/town, are/is and is/are.

- Guide the student to use the picture as a clue.

**For students with disabilities**

**Student's activities:**

- Complete sentences 1-3 only.

- Answers: 1. country; 2. are; 3. is.

- Copy the three answers.

**ACTIVITY 4:**

Aims: **To help Ss practise asking and answering questions about the difference between two houses.**

\* **Content:** Look at picture; ask the differences between two houses

\* **Outcome:** Describing the houses.

\* **Organisation :** Teacher's instructions...

**4. Student A look at the picture of Nick's house on this page. Student B looks at the pictures of Mi's house on page 25. Ask questions to find the differences between the two houses.**

- This is a communicative activity called an information gap activity.

**4. Student A look at the picture of Nick's house on this page. Student B looks at the pictures of Mi's house on page 25. Ask questions to find the differences between the two houses.**

- Ss listen carefully and answer questions individually.
- Have Ss work in pairs to find the differences between the two houses.
- Ss work in pairs and do the tasks
- Before Ss do this activity, model the way to do this with a student.
- Ask Ss in each pair not to look at each other's picture and make similar conversations.
- Ss should note down the differences between the two houses.
- After a few minutes, the pair which has the most differences wins.
- Ask some pairs to act out the conversation.
- Other pairs listen and add more differences if there are any.
- Check and confirm the correct answers

### **For students with disabilities**

#### **Teacher's guidance:**

- Show only one clear difference between Mi's and Nick's houses.
- Write the questions "Where does Mi live?" and "Where does Nick live?"
- Provide answer models: "She lives in a town house." and "He lives in a country house."

#### **\* The conversation could be:**

T (look at Nick's house): *Nick lives in a country house. Where does Mi live?*

Student (look at Mi's house): *She lives in a town house.*

T: *How many rooms are there in Mi's house?*

Student: *There are six rooms. What about in Nick's house? How many rooms are there? etc.*

**For students with disabilities**

**Student's activities:**

- Ask or answer 2 questions.

- Say: "Mi lives in a town house."

- Say: "Nick lives in a country house."

**4. FURTHER PRACTICE (8')**

**ACTIVITY 5:**

**Aim:** To help Ss practice describing their house.

\* **Content:** Drawing a simple picture of your house. Tell the partner about it.

\* **Outcome:** Draw a picture and tell about it.

\* **Organisation :** Teacher's instructions...

**Teacher's & Student's activities**

**Content**

**5. Work in groups. Takes turns to interview the others. Use the questions above.**

- This is a personal sharing task. In this activity Ss are encouraged to share their own experiences.

Give Ss 5 - 7 minutes to *draw a simple picture of their house.*

Ss then work in pairs to tell each other about their house.

If time allows, T can ask them to *note down the differences between their houses.*

Call on some Ss to **describe their friend's house to the class.**

**5. Work in groups. Takes turns to interview the others. Use the questions above.**

- **Work in pairs** to describe their houses.

- Ss may also present the differences between their house and their friend's.

Other Ss and T listen and give comments.

- Choose some Ss to give a presentation to the class.

### **For students with disabilities**

#### **Teacher's guidance:**

- Give the student a simple house outline to draw.

- Ask the student to add a living room and a bedroom.

- Write two sentence frames: "My house has ..." and "There is ..."

### **For students with disabilities**

#### **Student's activities:**

- Draw a simple house with 2 rooms.

- Complete: "My house has two rooms."

- Complete: "There is a bedroom."

## **5. WRAP-UP & HOME WORK (2')**

- Summarise the main points.

- Have Ss tell what they have learnt in the lesson.

### **HOME WORK**

- Practice describing their house.

- Do more exercises in the workbook.



Date of planning:.....

**Period 13: UNIT 2: MY HOUSE**

Date of teaching: .....

**Lesson 6: SKILLS\_1/ Reading and Speaking**

**WEEK:**

**THIS UNIT INCLUDES:**

**Vocabulary**

- Type of house
- Rooms and furniture

**Pronunciation:**

Final sounds: /s / and / z /

**Grammar**

- Possessive case
- Prepositions of place

**Skills:**

- Reading about rooms and furniture
- Describing houses, rooms, and furniture
- Listening about someone's house
- Writing an email to a friend.

Describing a house

**Everyday English**

Giving suggestions

**I. OBJECTIVES:**

**1. Knowledge:**

- To teach reading for general and specific information about houses. Students get acquainted with reading skills. To learn how to predict for reading. Also to practice speaking. To practice describing the rooms.

+ **Vocabulary:** use the words related to the topic *My house*. To pronounce the final sounds /s / and /z/ correctly;

+ **Grammar:-** use possessive case to describe possession;

- use prepositions of place to describe where people or things are;

- give suggestions;

**2. Competence:** By the end of the lesson students will be able to practice reading and listening to the conversation between Mi and Nick about types of rooms and houses using possessive case to describe possession; using prepositions of place to describe where people or things are; Describing the rooms they have designed.

**3. Quality/ behavior :** The love of learning English. The love of their own room and house. Having the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

### **Objectives For students with disabilities**

**By the end of the lesson, students can:**

- recognise 4 words in the reading text: room, window, wardrobe and bed with teacher's help.
- answer 2 simple questions about Nick's room.
- circle 3 things found in the Tiger Room.
- draw a simple room and describe it in 2 sentences.

### **II. TEACHING AIDS:**

- Teacher: Text book, laptop, loudspeaker, projector...
- Students: Text books, studying equipment....
- Method: T-WC; group works; individual .....

### **III. PROCEDURE:**

#### **1. WARM UP & INTRODUCTION (3'-5')**

#### **A ROOM AT THE CRAZY HOUSE HOTEL, DALAT**

#### **Aims:**

#### **Pre - reading**

- To develop student's reading skills for specific information (scanning), It also provides input for the speaking skills. To provide further practice to support students in their spoken English.

\* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

\* **Outcome:** Having a chance to speak English.

\* **Organisation :** Teacher's instructions.....

<b>Teacher's &amp; Student's activities</b>	<b>Content</b>
+ Greeting + Chatting	+ Greeting

- Teacher (T) asks Ss some questions about them and class.
- Students (Ss) listen and answer the teacher's or friend's questions
- Ask Ss to open their book and introduce what they are going to study....
- T leads in the lesson.
- Ss open their book and write the title of the lesson.

### **For students with disabilities**

#### **Teacher's guidance:**

- Show a picture of the Crazy House Hotel and point to the room.
- Teach 3 words: room, window and bed.
- Ask: "Is it a normal room or a crazy room?" and explain in Vietnamese if needed.

### **For students with disabilities**

#### **Student's activities:**

- Repeat: room, window, bed.
- Answer: "A crazy room."
- Point to the room in the picture.

### **+ Chatting**

## **2. PRESENTATION/ NEW LESSON (12')**

### **ACTIVITY 1:**

#### **While- reading**

**Aim: To get Ss acquainted with reading skills.**

- **To help Ss understand and activate their knowledge of the topic of the lesson.**

\* **Content:** Reading to get some information about house hotels. Students get acquainted with reading skills. To learn how to predict for reading.

\* **Outcome:** Developing reading skills by predicting.

\* **Organisation :** Teacher's instructions...

Teacher's & Student's activities	Content
<p><b>1. Look at the text. Answer the questions.</b></p> <p><b>*) Pre- teach vocabulary:</b></p> <ul style="list-style-type: none"><li>- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....</li><li>+ T follows the steps to teach vocabulary</li><li>- Ss repeat in chorus and individually</li><li>+ T checkc vocabulary</li><li>- Ss copy all the words</li><li>- T asks ss to read the reading skill box.</li><li>- Students (Ss) listen to the instructions carefully and learn how to do the tasks.</li><li>- T explains any words that Ss do not know.</li><li>- T tells Ss that predicting is an important reading skill that can help them gain a general understanding of the text.</li><li>- Ss learn how to read the passages.</li><li>- Now quickly look at the text, the pictures answer the questions.</li><li>- T asks for Ss' answers.</li><li>- T gives the answer</li> <li>- T confirms the correct answer to Question 1 and</li></ul>	<p><b>1. Look at the text. Answer the questions.</b></p> <ul style="list-style-type: none"><li>- <b>T_Ss</b></li><li>* <b>Vocabulary:</b></li><li>- crazy (n) lười biếng</li><li>- shelf (n) giá sách</li><li>- cupboard (n) tủ đựng chén, bát</li><li>- strange shape (c/n) hình kì lạ.</li></ul> <p><b><u>Reading skill : Predicting</u></b></p> <ul style="list-style-type: none"><li>- Predicting makes reading easy.</li><li>- Before reading look at the pictures, designed and title.</li><li>- Describe what the text about.</li><li>- Think about what you know about the topic.</li></ul> <p><b>Key:</b></p> <ol style="list-style-type: none"><li>1. <i>It's an email.</i></li><li>2. <i>The text is about Nick's room at the Crazy House Hotel</i></li></ol>

- T asks Ss to do the task 1 on page 12.
- Teacher gives instructions.
- Tell ss to read the three passages quickly and check their ideas.
- Set a strict time limit to read .
- T may call Ss to read aloud each paragraph
- Observe and help when and where necessary.
- Check the answer.

**For students with disabilities**

**Teacher's guidance:**

- Point to the title and picture before reading.
- Read the two questions slowly.
- Give the answer models “It is an email.” and “It is about Nick’s room.”

**For students with disabilities**

**Student's activities:**

- Answer 2 questions.
- Say: “It is an email.”
- Say: “It is about Nick’s room at the Crazy House Hotel.”

**3. While- reading (15’)**

**ACTIVITY 2 :**

**Aim: To help Ss develop the reading skills of reading for specific information (scanning).**

\* **Content:** Develop reading skills of reading for specific information (scanning).

\* **Outcome:** Answer the questions correctly

\* **Organisation:** Teacher's instructions...

### Teacher's & Student's activities

### Content

#### 2. Read the text again and answer the questions

+ T has Ss read the text in detail to answer the questions.

+ Ss do the tasks

- T asks Ss how to do this exercise. Explain the strategies if necessary E.g. Reading the questions, underlining the key words, locating the key words in the text, and then reading that part and answering the questions. Tel Ss to underline part of email that help them with answers. Limit the time for Ss to ensure them read the text quickly.

- Ss listen to the teacher's instructions carefully and learn how to do.

- T asks Ss to compare their answers in pairs before they give the answers.

- Ss compare the answers with partners

- T asks ss to show the evidence to support their answers.

- T checks and confirms the correct answers.

- T checks the meaning of the words

- Ss work individually first.

#### 2. Read the text again and answer the questions

#### \*Key:

1. He's in Da Lat with his parents.
2. There are ten rooms.
3. Because there's a big tiger on the wall.
4. It's under the bed.

- Ss give the answer

**For students with disabilities**

**Teacher's guidance:**

- Read questions 1 and 2 and underline the key words where and how many.

- Guide the student to find Da Lat and ten rooms in the text.

- Allow short answers only.

**For students with disabilities**

**Student's activities:**

- Answer questions 1 and 2 only.

- Answer 1: "In Da Lat."

- Answer 2: "Ten rooms."

**ACTIVITY 3:**

**Aims: To help Ss further develop the skills of reading for specific information (scanning).**

\* **Content:** Further develop the skills of reading

\* **Outcome:** Read and circle things in Tiger Room.

\* **Organisation :** Teacher's instructions...

**3. Circle the things in the Tiger Room.**

- Ask Ss to do the task.

- Ask them to read through the words given and locate them in the text. If they find a similar word in the text, they should circle it in the list.

**3. Circle the things in the Tiger Room.**

- **T\_ Ss**

\***Key :**

a window   a wardrobe   a cooker   a  
cupboard

a shelf   a lamp   a desk   a tiger

- Ss listen carefully to the instructions
- Ss answer questions **individually.**
- Ss follow the instructions carefully
- Ss find the answer.
- Have Ss time compare the answers
- Ss compare the answers
- Check and confirm the correct answers.
- Discuss any common errors and provide further practice if necessary.

**\*Post-Reading**

+ Ask Ss what to include when they want to describe a room in the hotel. Here are some things:

- *Name of the room.*
- *Reason for the room.*
- *The position of things in the room...*

+ T writes these points on board to prepare for the next activities.

- T calls on some Ss to describe.
- T checks their pronunciation and intonation.
- T checks and confirms the correct answers

**For students with disabilities**

**Teacher's guidance:**

- Read the list of things and show the corresponding pictures.
- Ask the student to circle only three things

\* Describe a room in the hotel. Here are some things:

- *Name of the room.*
- *Reason for the room.*
- *The position of things in the room...*

found in the Tiger Room.

- Guide one item at a time.

**For students with disabilities**

**Student's activities:**

- Circle 3 things.

- Answers: a window, a wardrobe, a bed.

- Read the three words.

**4. FURTHER PRACTICE (8') Speaking**

**ACTIVITY 4 + 5 :**

**Aims:- To help Ss prepare ideas for the next activity;**

**- To provide an opportunity for Ss to practise describing the hotel room they have designed.**

\* **Content:** Create a new room for hotel ; Practise describing the hotel room they have designed

\* **Outcome:** Drawing a plan for the room. Describing it to improve speaking skills.

\* **Organisation:** Teacher's instructions...

**Teacher's & Student's activities**

**Content**

**4. Create a new room for the hotel. Draw a plan for the room.**

- T tells each student to create a new room for the hotel and draw a plan for the room.

- Ss listen to the teacher's instructions carefully and follow them.

- T sets a time limit for Ss to do it.

**4. Create a new room for the hotel. Draw a plan for the room.**

**Work individually**

- Ss choose the answer.
- T asks Ss to give the room a name and bear in mind the things in the room and their position.
- Ss talk in front of the class'
- T has them quickly note down these ideas.
- Ss correct mistakes if have.

### **5. Show your plan to your partner and describe it**

- Ask Ss to do activity.
- Ss listen carefully in the instructions.
- Have Ss work in pairs and show the plan to their partner.
- Ask Ss to take turns to describe their rooms.
- Remind Ss to focus on the three points on the board.
- Move around to observe and offer help.
- Call on some Ss to show their plan to the whole class and describe it.
- Ss show the plans
- T and other Ss listen and vote for the best plan.

### **For students with disabilities**

#### **Teacher's guidance:**

- Give a simple room outline and three

### **5. Show your plan to your partner and describe it**

**Example:** *This is the Shark Room. There is a big shark at the door. There is a table and a sofa in the middle of the room ....*

picture cards: bed, table and lamp.

- Ask the student to place the three items in the room.

- Write two models: "There is a bed." and "The lamp is on the table."

**For students with disabilities**

**Student's activities:**

- Draw or place 3 things in the room.

- Say: "There is a bed."

- Say: "The lamp is on the table."

## 5. WRAP-UP & HOME WORK (2')

### 6.

- Have Ss summarise what they have learnt in the lesson with two skills.
- If there is time, T can instruct them to draw a mind map to summarise the main points of the lesson.

### HOME WORK

- Practice describing the room they have designed.
- Do more exercises in the workbook.
- Prepare new lesson. **Skills 2**

Date of planning:.....

=====  
**Period 14: UNIT 2: MY HOUSE**

Date of teaching: .....

**Lesson 6 : SKILLS\_2/ Listening and Writing**

**WEEK:**

## I. OBJECTIVES:

### 1. Knowledge:

- Listening for specific information about the room and furniture in the room. Write an email to tell Mira, a penfriend about the houses. Students learn how to write an email to a friend

+ **Vocabulary:** use the words related to the topic *My house*. To pronounce the final sounds /s/ and /z/ correctly;

+ **Grammar:**- use possessive case to describe possession;

- use prepositions of place to describe where people or things are;

- give suggestions;

**2. Competence:** By the end of the lesson students will be able to practice listening for specific information about the room and furniture in the room. Practice writing an email to a penfriend about the houses. Students also learn how to write an email to a friend or penfriends.

**3. Quality/ behavior :** The love of learning English. The love of their own room and house. Having the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

### Objectives For students with disabilities

#### By the end of the lesson, students can:

- recognise 4 words in the listening pictures: kitchen, bedroom, bathroom and living room with teacher's help.

- listen and decide True or False for 2 statements.

- answer 3 simple questions about their house.

- write 3 simple sentences about their house by following a model.

## II. TEACHING AIDS:

- Teacher: Text book, laptop, loudspeaker, projector...

- Students : Text books, studying equipment....

- Method;: T-WC; group works; individual .....

## III. PROCEDURE:

### 1. WARM UP & INTRODUCTION (3')

#### Aim:

- To develop student's listening skills for specific information. It also provides input for the writing skills. To learn how to write an email to a friend or penpals.

\* **Content:** As Ss about the content of the previous lesson. Describe Nick's room in the hotel again

\* **Outcome:** Telling.

\* **Organisation :** Teacher's instructions...

Teacher's & Student's activities

Content

+ **Greeting**

+ **Chatting**

- Teacher (T) asks Ss some questions about them and class.
- Students (Ss) listen and answer the teacher's or friend's questions
- T asks Ss about the content of the previous lesson. Describe Nick's room in the hotel again.
- Ss talk about one school they would like to go to.
- T asks Ss to open their book and introduce what they are going to study....
- Ss open their book and write the title of the lesson.
- T leads in the lesson.

**For students with disabilities**

**Teacher's guidance:**

- Show 3 room pictures: kitchen, bedroom and living room.
- Read each room name twice.
- Ask the student to point to the bedroom.

**For students with disabilities**

**Student's activities:**

- Repeat: kitchen, bedroom, living room.
- Point to the bedroom.
- Say one room name.

+ **Greeting**

+ **Chatting**

- **T\_Ss**

## 2. PRESENTATION/ NEW LESSON (10')

### ACTIVITY 1: Pre-listening

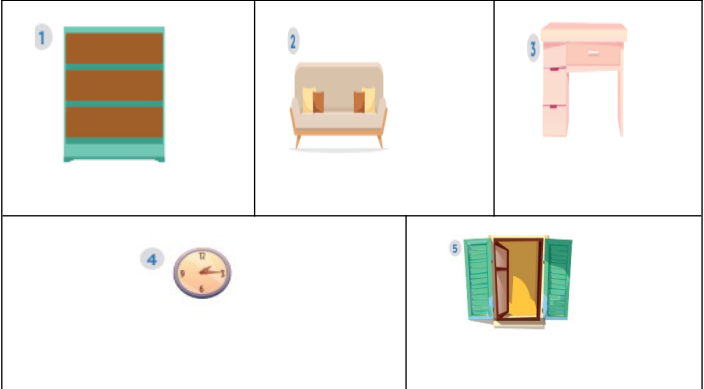
**Aims: To get Ss acquainted with listening skills.**

**- To help Ss prepare for listening text.**

\* **Content:** Looking at the pictures. Name each of them; Guess the content.

\* **Outcome:** Look and speak.

\* **Organisation:** Teacher's instructions...

Teacher's & Student's activities	Content
<p><b>1. Look at the pictures. Name each of them. Guess if they are mentioned in the listening text.</b></p> <p><b>- T_Ss</b></p> <p>- T asks Ss to look at the pieces of furniture and name them.</p> <p>+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.</p> <p><b>*) Pre- teach vocabulary:</b></p> <p>- Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)</p> <p>If have new words</p> <p>- Call on some Ss to read the words out loud.</p> <p>- Ask some Ss to write the words on the</p>	<p><b>1. Look at the pictures. Name each of them. Guess if they are mentioned in the listening text.</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">  </div> <p>- Give the answer.</p> <p><b>Key :</b></p> <p>1. bookshelf      2. sofa      3. desk</p> <p>4. clock            5. window</p> <p>+ <i>Things mentioned in the listening text: bookshelf, desk, clock, window.</i></p>

board.

- Have Ss guess of 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 Ss to check their guess.
- Encourage Ss to give their answers, but do not confirm whether their answers right or wrong.
- Let Ss listen once and check their guesses.

### **For students with disabilities**

#### **Teacher's guidance:**

- Point to pictures 1-3 and name them slowly.
- Ask the student to repeat and guess whether each item may be mentioned.
- Accept Yes/No answers.

### **For students with disabilities**

#### **Student's activities:**

- Name 3 pictures with teacher's help.
- Say "Yes" or "No" for each picture.
- Repeat the three words.

### **3. While-listening (12')**

#### **ACTIVITY 2 :**

#### **While-listening**

**Aim:**To help develop Ss' skill of listening for specific information.

\* **Content:** Listening skills for specific information. It also provides input for the writing skills

\* **Outcome:** Ss can listen for specific information

\* **Organisation :** Teacher's instructions...

### Teacher's & Student's activities

### Content

**2. Listen to Mai talking about her house.**  
**Tick ( ) T (True) or F (False).**

- T has Ss look at the sentences and tell them how to do it.

- T gives them some strategies to do the exercises,

*(e.g. reading the sentences, underlining the key words, listening to the text paying attention to the key words, and deciding if each sentence is true or false).*

- Ss listen to the teacher's instructions carefully and learn how to do it.

- Ss check the meaning if necessary

- T plays the recording twice for the Ss to do exercises 2 for stronger classes, ask Ss to take notes of the information to explain why a sentence is false.

- Ss can share their answers in pairs

- T invites some pairs to give their answers and confirm the correct ones.

- Ss give the answers

**For students with disabilities**

**Teacher's guidance:**

**2. Listen to Mai talking about her house.**  
**Tick ( ) T (True) or F (False).**

- **T\_Ss**

**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 the 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.*

- Read statements 1 and 2 before playing the audio.

- Play the relevant part twice and pause after the key information.

- Ask the student to tick T or F.

### For students with disabilities

#### Student's activities:

- Do statements 1 and 2 only.

- Tick the answers according to the audio.

- Read: "One - True/False. Two - True/False."

- T plays the recording again if needed, stopping at the place where Ss find it difficult to understand.

- For stronger classes, T asks Ss to correct the false sentences.

- T gets feedback.

- T checks and confirms the correct answers.

### \*Post-listening

#### Students tell about Mai's house.

- T gives instructions and encourages Ss to tell about Janet's school, using information in Audio Script.

- Ss listen to the teacher's instructions

#### ● Key:

1. F (There are three people.)

2. F (There are six rooms.)

3. T

4. T

5. F (She reads books.)

*\* Invite one or two Ss to briefly describe Mai's house, focusing on the type of house, the number of rooms and her favourite room.*

- Free talk

carefully and tell about Mai's house.

- T may give some clues
- T calls on some Ss to talk freely.
- T corrects pronunciations, grammar, vocab, intonation.

## Writing (8')

### ACTIVITY 3 :

**Aims: To help Ss brainstorm ideas for their email**

- \* **Content:** Ask and answer questions
- \* **Outcome:** Answer the questions correctly
- \* **Organisation:** Teacher's instructions...

- Ss are asked to write an email to tell Mira, a pen friend, about their house.
- Show this sample email on the slide /on the board or give each student a handout with this sample.
- Ask them several questions (*e.g. How many parts are there in an email to your friend? What are they? What should you include when writing each part?*).

### + Picture 1: (3)

\*T can use the information in this box when explaining how to write an email to Ss.

### + Picture 2: (3)

Teacher's & Student's activities	Content
<p><b>3. Answer the questions</b></p> <ul style="list-style-type: none"> <li>- Let Ss write the email.</li> <li>- Guide them to write the email</li> <li>- Tell Ss that now they are going to focus on the body of the email only.</li> </ul>	<p><b>3.</b></p> <div style="border: 1px solid gray; padding: 10px; margin: 10px;"> <p style="text-align: right; margin: 0;">address      subject (topic)</p> <p>From: an@fastmail.com            To: sophia@quickmail.com            Subject: My house</p> <p>Hi Sophia,</p> <p>Thanks for your email. Now I'll tell you about my house.</p> <p>I live with my parents in a flat. It's big. There is a living room, a kitchen, two bedrooms and two bathrooms. I like my bedroom the best.</p> <p>What about you? Where do you live? Tell me in your next email.</p> <p>Best wishes,            An</p> </div> <div style="margin-top: 10px;"> <p>- I</p> <p>+ ]</p> </div> <div style="margin-top: 10px;"> <p>1. greeting</p> <p>2. introduction</p> <p>3. body</p> <p>4. conclusion</p> </div>

Tell them that answering the guiding questions is one way to help them brainstorm as well as organise ideas for their writing.

- Have Ss answer the questions individually, encouraging them to write the answers in full sentences.

- Move around to offer help

\*T can use the information in this box when explaining how to write an email to Ss.

- Invite some ss to share their answers to the class.

- T comments on their answers

### **For students with disabilities**

#### **Teacher's guidance:**

- Read questions 1-3 and explain them in Vietnamese when necessary.

- Write answer frames: "I live in ...", "There are ... rooms", "My favourite room is ...".

- Ask one question at a time.

### **For students with disabilities**

#### **Student's activities:**

- Answer 3 questions.

- Complete: "I live in a flat."

\* Ss learn how to write an email to a friend.

### **+ Picture (2)**

#### **How to write an email to a friend**

1. In the subject line, write briefly what the email is about.
2. Begin the email with a greeting (*Dear / Hi / Hello*).
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.
4. In the body, write about the subject(s) of the email. Write each subject in a new paragraph.
5. The conclusion is the last paragraph. Say goodbye, ask your friend to write back, etc.

- Complete: "There are four rooms."

- Complete: "My favourite room is my bedroom."

#### 4. APPLICATION (8')

##### ACTIVITY 4:

**Aims:** To help Ss practise writing an email to their friend telling about their house.

\* **Content:** Write an email

\* **Outcome:** Ss can write an email to their friend telling about their house.

\* **Organisation:** Teacher's instructions...

#### Teacher's & Student's activities

#### Content

**4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**

- T asks Ss to write the body of their email individually.

- Ss **work individually.**

- Ss write an email

- T asks one or two Ss to write

their email on the board.

- Other Ss and T comment on the emails on the board.

- T collects some emails to correct at home. Otherwise, ask Ss to revise their emails at home based on the comments given and submit them to T at the next lesson

- Ask them to pay attention to punctuation, structures, word choice, linking words, etc.

**4. Use the answers in 3 to write a paragraph of 40- 50 words about your school.**

- **Ss write themselves.**

- **To:** [mira@webmail.com](mailto:mira@webmail.com).

**Subject:** My house

**Dear Mira,**

Thanks for your email. Now I'll tell you about my house

*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 the 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.*

- T goes round helping if necessary.
- Other Ss and T comment on the writing.

**For students with disabilities**

**Teacher's guidance:**

- Give a three-sentence writing model.
- Read each sentence and let the student copy one sentence at a time.
- Check only the target words house, rooms and bedroom.

**For students with disabilities**

**Student's activities:**

- Write 3 sentences: "I live in a flat. There are four rooms. My favourite room is my bedroom."
- Read the three sentences after writing.
- Underline flat and bedroom.

What about you? Where do you live?

Tell me in your next email

All the best

**Nguyen Quynh Anh**

## 5. WRAP-UP & HOME WORK (2')

- Have Ss summarise what they have learnt with the two skills.
- T can instruct them to draw a mind map to summarise the main points of the lesson.

### HOME WORK

- Finish writing an email. Copy in the note books.
- Do more exercises in the workbook.
- Prepare new lesson.

Date of planning:.....

**Period 15 : UNIT 2: MY HOUSE**

Date of teaching: .....

**Lesson 7: LOOKING BACK**

**WEEK: 4**

## **I. OBJECTIVES:**

### **1. Knowledge:**

- To recycle the language from the previous sections. To help Ss consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises.

The project helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic. Teacher can use this as an extra-curricular activity (for group work) or as homework for students to do individually.

+ **Vocabulary:** use the words related to the topic *My New School*. To pronounce the sounds /a:/ and /ʌ/ correctly;

+ **Grammar:** - use the present simple;

- use the adverbs of frequency;

- use the combinations: to play, to do, to have, to study + Noun;

**2. Competence:** By the end of the lesson students will be able to recycle the language from the previous sections. Ss can consolidate and apply what they have learnt in the unit.

### **Digital Competence (Integrated):**

- **Interacting through digital technologies (2.1.TC1a):** Students can post, share, and comment on products on Padlet/Jamboard.
- **Protecting personal data and privacy (4.2.TC1a):** Students understand the principles of digital safety—what information (address, private photos) should *not* be shared online.
- **Netiquette (2.5.TC1a):** Practicing polite and constructive commenting in a digital environment.

**3. Quality/ behavior:** The love of learning English, the love of their own room and house. Having the good attitude to working in groups, individual work, pairwork, cooperative learning and working.

### **Objectives For students with disabilities**

**By the end of the lesson, students can:**

- review and classify 6 words about types of houses, rooms and furniture with teacher's help.
- complete 2 possessive-case sentences.
- make 2 sentences using prepositions of place.
- write 2 simple sentences about their favourite room.

## **II. TEACHING AIDS:**

- Teacher: Text book, laptop, loudspeaker, projector...

- Students: Text books, studying equipment....
- Method: T-WC; group works; individual .....

### III. PROCEDURE:

#### 1. WARM UP & INTRODUCTION (3')

##### Aims:

- *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages.*

*Instead they can use what they have learnt during the unit to help them answer the questions.*

- *That will help you and your Ss see how far they have progressed, and which areas need further practice.*

Encourage Ss not to refer back to the unit.

Ask them to keep a record of their answers to each exercises so that they can use that information to complete the self-assessment table at the end of the unit.

\* **Content:** Having some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class

\* **Outcome:** Having a chance to speak English.

\* **Organisation :** Teacher's instructions....

Teacher's & Student's activities	Content
<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p> <p>- Teacher (<b>T</b>) asks Ss some questions about them and class.</p> <p>- Students (<b>Ss</b>) listen and learn how to do.</p> <p>- T asks Ss to open their book and introduce what they are going to study....</p> <p>- Ss open their book and write .</p>	<p>+ <b>Greeting</b></p> <p>+ <b>Chatting</b></p>

**For students with disabilities**

**Teacher's guidance:**

- Show 3 cards: house, room and furniture.

- Ask the student to give one example for each group.

- Read the examples flat, bedroom and sofa.

**For students with disabilities**

**Student's activities:**

- Repeat: flat, bedroom, sofa.

- Put each word in the correct group.

- Open the book at the review page.

**2. PRESENTATION/ NEW LESSON (30')**

**PRACTICE exercises**

**ACTIVITY 1:**

**Aims:** - To help Ss revise the vocabulary items they have learnt in the unit.

\* **Content:** Consolidate and apply the vocabulary by putting the words into correct groups

\* **Outcome:** Revision vocabulary.

\* **Organisation:** Teacher's instructions....

**Teacher's & Student's activities**

**Content**

**1. Put the words into the correct group.  
Add a new word to each group**

- T has Ss do this activity individually then compare their answers with their partners. Ask for Ss' answers or ask one student to write his/ her answer on the board.

**1. Put the words into the correct group.  
Add a new word to each group**

**Key:**

+ Students (Ss) listen to the instructions carefully and learn how to do the tasks.

- T checks and corrects the mistakes.

- T checks their pronunciation

- Ss give the answers

- T confirms the correct answer

- T asks Ss to work in groups to add more words to each group. The group that adds the most words to the list wins

- This activity can be done as a competition. Draw the table on the board. Ask Ss to work in groups. The group which finishes the activity first will go to the board and write their answers. If all the answers are correct, that group wins

### **For students with disabilities**

#### **Teacher's guidance:**

- Draw three columns: Types of house, Rooms and Furniture.

- Give six word cards: flat, country house, bedroom, kitchen, sofa, lamp.

- Guide the student to place two words in each group.

### **For students with disabilities**

#### **Student's activities:**

- Classify 6 words.

- Types of house: flat, country house.

#### **Key:**

Types of house	Rooms	Furniture
flat	kitchen	sink
town house	bedroom	fridge
country house	bathroom	dishwasher
	living room	cupboard
		chest of drawers

#### **Some suggested words:**

- Types of house: cottage, farmhouse, bungalow, stilt house

- Rooms: dining room, guest room, utility room

- Furniture: microwave, air conditioner, stool, armchair

- Rooms: bedroom, kitchen. Furniture: sofa, lamp.

## ACTIVITY 2:

**Aim:** To help Ss revise the possessive case.

\* **Content:** Complete the sentences using possessive form.

\* **Outcome:** Review the possessive form. Doing exercises correctly

\* **Organisation:** Teacher's instructions.....

### Teacher's & Student's activities

### Content

**2. Complete the second sentence with the correct possessive form.**

- T has Ss say how to form the possessive form with proper names and singular nouns.

- T asks Ss to do the exercises individually then exchange their answers with a classmate.

- Ss **work individually**. Do the tasks

- T calls on some Ss to write their answers on board.

- S share the answers.

- Other Ss give comment. Confirm the correct answers.

### For students with disabilities

### Teacher's guidance:

- Read sentences 1 and 2 and point to the owners.

**2. Complete the second sentence with the correct possessive form.**

\* **Key:**

1. teacher's          2. brother's    3. Elena's

4. grandfather's    5. Vy's

- Write teachers as a model.
  - Guide the student to add 's correctly.
- For students with disabilities**
- Student's activities:**
- Complete sentences 1 and 2 only.
  - Answer 1: teacher's.
  - Copy the two completed possessive forms.

### ACTIVITY 3

Aim: - To help Ss revise the preposition of place.

- \* **Content:** Revise the preposition of place by making sentences
- \* **Outcome:** Remember the prepositions of places they have learnt.
- \* **Organisation:** Teacher's instructions....

Teacher's & Student's activities	Content
<p><b>3. Make sentences. Use the preposition of place</b></p> <ul style="list-style-type: none"> <li>- T asks Ss to say the prepositions of place they have learnt.</li> <li>- Ss listen to the instructions clearly</li> <li>- Ss to <b>work independently</b></li> <li>- T has Ss look at the pictures and do this exercises individually.</li> <li>- T asks some Ss to write the sentences on the board.</li> <li>- Ss share the answers</li> <li>- T checks Ss' answer.</li> </ul>	<p><b>3. Make sentences. Use the preposition of place.</b></p> <p><b>Key:</b></p> <ol style="list-style-type: none"> <li>1. The cat is on the table.</li> <li>2. The dog is in front of the doghouse.</li> <li>3. The cat is between the bookshelf and the sofa.</li> <li>4. The cat is behind the computer.</li> <li>5. The girl is on the sofa.</li> <li>6. The boy is next to the sofa.</li> </ol>

- Ss copy them

**For students with disabilities**

**Teacher's guidance:**

- Show pictures 1 and 2 and read the prepositions on and in front of.

- Write the sentence frames “The cat is ...” and “The dog is ...”.

- Let the student choose the correct phrase.

**For students with disabilities**

**Student's activities:**

- Make 2 sentences.

- Sentence 1: “The cat is on the table.”

- Sentence 2: “The dog is in front of the doghouse.”

**3. FURTHER PRACTICE/APPLICATION (12’)**

**ACTIVITY 4:**

**Aim:** - To help ss revise describing their favourite room using prepositions of place.

\* **Content:** Looking at the picture and describe the room

\* **Outcome:** Ss will be able to describe the room using prepositions of place.

\* **Organisation:** Teacher’s instructions...

**Teacher’s & Student’s activities**

**Content**

**4. Write three sentences to describe your favourite room in your house. Write the sentences in your note book.**

**4. Write three sentences to describe your favourite room in your house. Write the sentences in your note book**

- Ask one student what room in the house is his / her favourite. Encourage him / her to say one or two sentences about it.
- Have Ss write three sentences to describe their favourite room. Remind Ss to use prepositions of place.
- Ss listen carefully
- Ss do it individually
- Ss share their sentences with their partners. Some Ss are asked to write their sentences on the board.
- Correct their pronunciation
- Check and confirm the correct answers.

	House A	House B	House C	House D
Name				
Reasons				

## PROJECT.

- T projects the class Padlet. Each group briefly describes their dream house using prepositions of place (e.g., *The cat is next to the sofa* ).

- Ss vote for the "Most Creative" and "Safest" project.

- T evaluates based on Language, Creativity, and **Safe Sharing Principles**.

**For students with disabilities**

**Teacher's guidance:**

- Ask the student to choose one favourite

room.

- Write two frames: “My favourite room is ...” and “There is ... in the room.”

- Provide the words bedroom and bed when needed.

**For students with disabilities**

**Student's activities:**

- Write 2 sentences.

- “My favourite room is my bedroom.”

- “There is a bed in the room.”

#### 4. WRAP-UP & HOME WORK (2')

\* Summarise the main points.

- Ask Ss what they have learnt so far. Have them recall the important elements:

+ Words / phrases and combinations related to the houses

+ Sounds /s/ and /z/.

+ The present simple;...

#### \* HOME WORK

- Read the conversation again on page 9.

- Do more exercises in the workbook.

- Make more sentences using adverbs of frequency.



