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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 1: FAMILY LIFE**

**Lesson 1.1 – Vocab & Listening, (Page 4)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge & skills**

- talk about household chores they/ family members do at home using the vocabulary *mop the living room, sweep the floor, dust the furniture, tidy the room, vacuum the sofa, put away the clothes, clean the bathroom, wash/ do the dishes.*

- use learned phrases for starting a friendly conversation.

- practice asking and answering about household chores.

- practice listening for specific information.

- improve conversation skills.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- become a good and responsible family member.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Activate the chores that Ss may know.  **-** Match the words with the pictures in a.  - Listen and repeat.  - Compare Ss’ chores to Sam, Alice or a classmate.  - talk about the chores Ss or their family members take over at home. | **-** Ss’ answers in notebooks.  - Ss’ answers.  - Ss’ performance.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s observation.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise Ss’ awareness of the need for doing the chores and elicit common chores Ss do at home.

b. Content: activities about doing chores.

c. Expected outcomes: Activate Ss’ knowledge about chores and the role of family members in doing the chores.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| - Talk about the chores he/she often does to introduce the topic of the lesson. Then ask Ss to work either in pairs or individually to answer the question: “What chores do you do at home?” (set time for this activity -2 mins).  - Ask the Ss to share their work and talk about the chores they can do at home.  - Go round and give feedback if needed. | - Listen to T, then answer T’s question (either in pairs or individually).  Expected answers: cook the meal; do the dishes; mop the rooms……..  - Share their work, talk about the chores in pairs. (I often wash the dishes/ cook dinner/ tidy my room…..) |

**B. Pre-listening: 10 minutes**

a. Objectives: to prepare Ss for the listening activity by providing more household chores.

b. Content: **Task a:** **Match the words with the pictures. Listen and repeat. (CD1-02), Task b: In pairs: Use the words to talk about the chores you do at home. Which are OK? Which do you hate?**

c. Expected outcomes: Ss can talk about which household chores they do and which they don’t like/hate doing.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.**  - Ask Ss to match the words with the pictures individually before sharing them with a friend.  - Use the DCR to check the Ss’ answers.  - Play the audio file and ask Ss to listen and repeat chorally and individually.  - Use the DHA to check the vocabulary.  - Get Ss to give meanings of the phrases or T explains the meanings of the phrases (if needed).  - Ask Ss to listen and repeat chorally and individually, using DCR, DHA. | - Match the words with the pictures before sharing them with a friend.  **Answer Keys:**  *1. sweep the floor 2. vacuum the sofa*  *3. mop the living room 4. dust the furniture*  *5. tidy my room 6. put away the clothes*  *7. wash/do the dishes 8. clean the bathroom*  - Give the meanings of the phrases. Listen to the teachers and take notes the meanings of those phrases.  - Listen and repeat chorally and individually. |
| **Task b:**  - Do the modelling (T and Ss)  A: I put away my clothes. It’s OK. But I hate doing dishes. What about you?  B: I like mopping the floor but I hate cooking.  - Get Ss to work to practice chorally and in pairs.  - Move around to monitor/ facilitate.  - Call some pairs to present in class.  - Give feedback if necessary. | - Listen to T’s modelling and practice chorally and in pairs to talk about the household chores they do or they don’t like doing.  - Ss present as directed. |

**C. While – Listening: 15 minutes**

a. Objectives: to help Ss have some ideas about chores Sam and his sister do at home and improve Ss’ listening skill.

b. Content: **Listening**-Task a, b and c

**Task a:** **Listen to Sam talk about doing chores. Who does more chores, Sam or his sister, Alice? (CD1-03)**

**Task b:** **Now, listen and draw lines from Sam and his sister to the chores they do and how often they do them.**

**Task c: Read the Conversation Skill box and listen to Task b. audio again. Number the phrases in the Conversation Skill box in the order you hear. (CD1-03)**

c. Expected outcomes: Ss can listen for specific informationabout how Sam and his sister share household chores.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:**  - Ask Ss to read the question and look at the pictures in b to be aware of chores activities. Eg: Look at the five activities in b, can you guess which chores Sam does and which ones his sister does. Check and ask Ss to give reasons.  - Ask Ss to listen (twice) and decide who does the more chores, Sam or his sister, Alice.  - Check Ss’ answers and give feedback if needed. | - Read the question and say the chores in b; do the guessing.  - Answer T’s questions.  -Do as guided.  - Give their answers.  ***Answer Keys: 1. Sam*** *(He does 3 activities while Alice does only two).* |
| **Task b:**  - Ask Ss to listen again and draw lines from Sam and his sister to the chores they do and how often they do them in pairs.  - Ask Ss to share/ swap their work.  - Use the DCR to check Ss’ work.  - Ask Ss to talk about Sam and Alice (use the chart). | - Listen again and draw lines. (PW)  - Share/swap the work with partners.  ***Answer Keys*** (Use the DCR)  - Do as T’s instructions.  (Eg: Sam vacuums the living room three times a week). |
| **Task c:**  - Have Ss look at the Conversation Skill box before listening (one time).  - Use the DCR to check Ss’ answers | - Look at the Conversation Skill box.  - Listen and number the phrases in order.  ***Answer Keys***  *1*. *Hey (, Sam). How’s it going?*  *2. Hi (, Lisa). How are you doing?* |

**D. Post – Listening: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Listening** -Task d and e

**Task d:** **Listen and repeat.**

**Task e: In pairs. Are you more similar to Sam or Alice? Why?**

c. Expected outcomes: Ss can start a friendly conversation by using the phrases and compare their chores with Sam, Alice, or their classmates.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task d:**  - Ask Ss to listen and repeat the phrases again.  - Emphasize on how to start the Conversation Skill. | - Listen and repeat (individually). |
| **Task e:**  - Use the tape script for Ss to practice speaking (role play). Based on this, ask Ss to make similar dialogue.  - Ask Ss to talk about their doing household chores and compare with Sam, Alice or their classmates.  - Monitor the class and help them if necessary.  - Ask some Ss to present their ideas. | - Work in pairs (role play) and make a similar dialogue.  - Compare the chores they do with Sam, Alice or a classmate.  - Talk to the whole class.  Ss’ own answers (some may write about their likes and dislikes about doing chores on board). |

**E. Consolidation and homework assignments: 5 minutes**

**-** Make sentences about doing the chores/ Write a short passage about your/ your family members’ doing household chores.

- Do exercise in workbook on page 2.

- Prepare the next lesson: Grammar (page 5)

- Practice vocabulary in the Notebook page …..

**5. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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