

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

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

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).	- Listen to T, then answer T's question (either in pairs or individually). Expected answers: cook the meal; do the dishes; mop the rooms.....

- Ask the Ss to share their work and talk about the chores they can do at home. - Go round and give feedback if needed.	- Share their work, talk about the chores in pairs. (I often wash the dishes/ cook dinner/ tidy my room.....)
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B. Pre-listening: 10 minutes

- Objectives: to prepare Ss for the listening activity by providing more household chores.
- 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?**
- Expected outcomes: Ss can talk about which household chores they do and which they don't like/hate doing.
- Organization

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

- Objectives: to help Ss have some ideas about chores Sam and his sister do at home and improve Ss' listening skill.
- 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)
- Expected outcomes: Ss can listen for specific information about how Sam and his sister share household chores.
- Organization:

Teacher's activities	Students' activities
Task a: - Ask Ss to read the question and look at the	- Read the question and say the chores in b;

<p>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.</p> <ul style="list-style-type: none"> - 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. 	<p>do the guessing.</p> <ul style="list-style-type: none"> - Answer T's questions. <p>-Do as guided.</p> <ul style="list-style-type: none"> - Give their answers. <p>Answer Keys: 1. Sam (He does 3 activities while Alice does only two).</p>
<p>Task b:</p> <ul style="list-style-type: none"> - 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). 	<ul style="list-style-type: none"> - Listen again and draw lines. (PW) <ul style="list-style-type: none"> - Share/swap the work with partners. <p>Answer Keys (Use the DCR)</p> <ul style="list-style-type: none"> - Do as T's instructions. <p>(Eg: Sam vacuums the living room three times a week).</p>
<p>Task c:</p> <ul style="list-style-type: none"> - Have Ss look at the Conversation Skill box before listening (one time). - Use the DCR to check Ss' answers 	<ul style="list-style-type: none"> - Look at the Conversation Skill box. - Listen and number the phrases in order. <p>Answer Keys</p> <p>1. Hey (, Sam). How's it going?</p> <p>2. Hi (, Lisa). How are you doing?</p>

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

Teacher's activities	Students' activities
<p>Task d:</p> <ul style="list-style-type: none"> - Ask Ss to listen and repeat the phrases again. - Emphasize on how to start the Conversation Skill. 	<ul style="list-style-type: none"> - Listen and repeat (individually).
<p>Task e:</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. <p>Ss' own answers (some may write about their likes and dislikes about doing chores on board).</p>

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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b. 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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