**Unit 2: MAKING ARRANGEMENTS**

**A. Objectives:** helping students:

 - To talk about intensions

 - To use telephone to make and confirm arrangements

 - To take a telephone message

**\* Language focus:**

1. **“going to”** talks about intensions and activities in the future
2. Adverbs of place
3. Vocabularies about form transformation : device, directory, deaf- mute, to conduct, to demonstrate, to transmit, to emigrate, to make an appointment, to take a massage ...

**B. Teaching aids**: Posters, cues, book, tape, pictures

**C. Methods**: Matching, open prediction, comprehension questions, word cues, brainstorming, T/F statement prediction, ordering, write it up, gap fill.

**D. Procedure:**

|  |  |
| --- | --- |
| Lesson 1 | Getting started +Listen and read  |
| Lesson 2 | Speak  |
| Lesson 3 | Listen |
| Lesson 4 | Read  |
| Lesson 5 | Write 1,2 |
| Lesson 6 | Language focus  |

 Date of preparing: P eriod:

 **UNIT 2: MAKING ARRANGEMENTS**

**Lesson 1:GETTING STARTED & LISTEN AND READ**

***I. Objectives:***

- By the end of the lesson, Ss will be able to use the telephone to make and confirm arrangements

***II. Language contents:***

*1. Grammar:*

- be going to + inf

- adverbs of place (at, from, … )

*2. Vocabulary:*

Mobile phone, fax machine, telephone directory, answering machine, address book, public telephone, making arrangements

***III. Techniques:***

Asking and Answering, Matching, Open predictions

***IV. Teaching aids:***

Real object

***V. Procedures:***

|  |  |  |
| --- | --- | --- |
|  *Class* |  *Date of teaching* |  *SS’s absence* |
|  *8C1* |  |  |
|  *8C2* |  |  |

*3. New lesson*

|  |  |
| --- | --- |
| **Teacher’s & Students’ activities** | **Content** |
| -\***Warm up** :(8’) Tasks Ss to match each object (pictures on page 18 ) with its name- T gives the definitions of these objects on a poster and ask Ss to match the object with its definition- T introduces the situation “Hoa and Nga are talking on the phone. They are talking about going to see a movie ”- T asks Ss to guess.- Ss give their predictions- T gives feedback- T uses the cassette- Ss listen to the tape- T explains new words/ phrases- Tasks Ss to practice the dialogue in front of the class- SS: Pair work- T gives some questions- Ss answer - T gives feedback- T asks ss some comprehension questions about the dialogue.- T asks Ss to play the roles of two Ss who are talking on the phone making arrangement- Ss: pair work | I. Getting started:🟅 ***Matching***:Answers:a. an answering machineb. a mobile phonec. a fax machined. a telephone directorye. a public telephonef. an address book🟅 ***Definition***:1. to send fax2. to find someone’s telephone number3. to write address and telephone numbers4. to make a phone call in a street telephone box5. to leave and take messages6. to make phone call anywhere you likeAnswers:a - 5 d – 2 b - 6 e - 4c - 1 f - 3*1. Practice the dialogue with a partner.*- arrange(v) – arrangement(n)- a bit far form*2. Read the dialogue again. Decide who did and said each of the following things. Then ask a partner these questions to check your answers.***\*Presentation** (10’)🟅**Open prediction** :a. Who make the call?b. Who introduced herself?c. Who invited the other to the movies?d. Who arranged a meeting place?e. Who arranged the time?f. Who agreed to the time?\*. **While- reading** (15’)🟅 **Answer (p/19)**1. Nga
2. Nga
3. Nga
4. Nga
5. Hoa
6. Nga

 **Questions (mark)**1.What’s Hoa’s telephone number?2. Which movie are they going to see? Where?3.How is Hoa going to see the movies?4. Where are they going to meet? What time?**\*.Post- reading(10’)** Make arrangements on the phone- go camping- go fishing … |

*4. Consolidation:*

 Ss practice/ copy the arrangements they’ve made.

*5. Homework:*

- Write a similar dialogue on your notebooks

- Learn by heart the dialogue & new words

**EVALUATION:**………………………………………………………………………………………………………………………………………………………………………………………………………………………..

Date of preparing: Period:

 **UNIT 2: MAKING ARRANGEMENTS**

**Lesson 2:SPEAK**

***I. Objectives:***

By the end of the lesson, students will be able to use the telephone to make and confirm arrangements

***II. Language contents:***

*1. Grammar:* -Would you like...?

 -Can I (speak)..........?

 -Is (the time) ok? / All right?

 -Let’s (meet).../see you...

*2. Vocabulary:*

***III. Techniques:***

Lucky number

***IV. Teaching aids:***

Power Point.

***V. Procedures:***

*1. Greeting and checking the attendance:*

|  |  |  |
| --- | --- | --- |
|  *Class* |  *Date of teaching* |  *SS’s absence* |
|  *8C1* |  |  |
|  *8C2* |  |  |

*2. Review of the previous lesson*

 Ss practice the dialogue and:

 + Answer the questions: a. Who make the call? *(Nga)*

 b.Who introduced herself? *(Nga)*

 c.Who invited the other to the movies? *(Nga)*

 d.Who arranged a meeting place? *(Nga)*

+ Write new words: arrange(ment), a bit far from

*3. New lesson*

|  |  |
| --- | --- |
| ***Teacher’s and Ss’ activities*** | ***Content*** |
| T asks Ss to play game Ss give feedbackT corrects T asks Ss to predictSs work in groupT asks Ss to make a complete conversationSs give feedbackT asks Ss to read in chorus (2 roles ) and then change the roleSs work in pairsT corrects T asks Ss to work with their partners to complete the dialogueSs give feedbackT correctsT asks Ss to practiceSs practice the dialogue (pair work)T correctsT asks Ss to guess the messageSs work (pair work)Give feedback | A **SPEAK**:***\* Warm up:( 5’)*****Lucky Number ( mark)**1. What do you say when you want to invite someone to go?2. Lucky number.3. Do you have a telephone at home?4. How often do you make a phone call?5.Lucky Number ***\*.Pre-speaking (10’)***\_Prediction (1/20) ***\* While- speaking(10’)***1.Put the sentences below in the correct order to make a complete conversation 1.b 7.e 2.f 8.k 3.j 9.g 4.a 10.h 5.i 11.d 6.c2.Complete the dialogue. Ba and Bao are making arrangements to play chess. Practice the dialogue with a partner. Then make similar arrangements***Answer***:1.May I speak to Ba please, This is Bao2. I’m fine, thanks, and you?3. Can you play chess tonight?4. What about tomorrow afternoon?5. I’ll meet you at the central chess club.6. Is 2.00 o’clock OK?***\*.Post-speaking (5’)***Make similar dialogue .Using cards cues given.1. Hoa Lu cinema / 6.30 pm / at the front gate / by bike.2. go swimming / 4:30 pm /Ly Tu Trong swimming pool / by bus3. play soccer / 1:30 p.m /Hoa Thanh stadium / by bikeyou at 9.45 in the morning.Telephone number :64683720942 |

 *4. Consolidation:*

 *T reminds ss of some steps to make an arrangement on the phone.*

*5. Homework:*

Make an appointment (go shopping,...)

Prepare Unit 2: lesson 3: Listen

**Evaluation:………………………………………………………………………………………………………………………………………………………………………**

**------------------------------**

Date of preparing: P eriod:

 **UNIT 2 lesson 3 : Listen**

**A.** **Objectives:** In this lesson teacher helps ss listen the dialogue and fill in the message note

 - By the end of the lesson ss will be able to write a message on the phone and practice listening for details, fill in the message note.

- Skills: Speak, listen, read and write

- Vocabulary: principle, message, appointment,

- Knowledge:

- Standard knowledge: To fill missing information, give and take a message.

**B. Teaching aids**: text book , cards, tape, pictures

**C. Methods**: open prediction, grid.

**D. Content:**

**I. Organization: (2’)**

|  |  |  |
| --- | --- | --- |
| Class | Date of teaching | Absent students |
| 8C1 |  |  |
| 8C2 |  |  |

**II. Warm up:**  (5’) Read the number:

- 7.45 , 8.00, 9.20 …….

- 0333 680 546 ………..

- 1999, 2010, 1980,……

**III. New lesson:**

**1.Pre-listening**: (8’)

**\*Open prediction**:

 T -Set the sence: Look at the box on page 21.

 ? What’s this? ( A message)

 ? Does is have all information? (No)

 ? Now you must guess some information.

 T runs through

 T & S step by step

 T collects Ss’ predictions

**2. While- listening: (18’)**

 T - Lets Ss to listen to the tape and complete the grid

 Ss: indiv/ compare with the partner

|  |
| --- |
| Date: Tuesday Time: 9.45 For: The PrincipalMessage: Mrs Mary Nguyen wanted to see you at 9.45 on Tuesday morningTelephone number: 646 837 20942 |

**3. Post- listening**: (8’)

 T: Mr Kelvin comes back. He wants to know when he went out what happened

 S1: secretary

 S2: Mr Kelvin

 S2: What happened? S1: Mrs Mary Nguyen called you

 What did she want? She wanted to see you

 When ? at 9.45 on Tuesday morning

 What’s her telephone number? 646 837 20942

**IV. Summary: (2’)** The simple past tense

**V. Homework: (2’)** - Learn new words

 - Asks Ss to write 5 things that they intend to do next week

 - Do exercise in students’ books Unit 2

**E. Evaluation:**

………………………………………………………………………………………………………………………………………………………………………………

...................................................................................................................................

Date of preparing: Period:

 **UNIT 2: MAKING ARRANGEMENTS**

 **Lesson 4:READ**

**I. *Objectives:***

Reading the paragraph for details about Alexander Graham Bell.

By the end of the lesson, students will be able to know more about

Alexander Graham Bell.

**II. *Language contents:***

*1. Grammar:* simple past tense, neither-nor

*2. Vocabulary:* (To be) born, emigrate, deaf, mute, transmit, invent, invention, inventor, lead-led-led, assistant, conduct, demonstrate, exhibition, countless, commercial.

**III. *Techniques:***

Reading for details, T/F, Qs and As, ordering events.

**IV. *Teaching aids:***

Text book, poster, pictures of Bell

**V. *Procedure:***

*1. Greeting and checking the attendance:*

|  |  |  |
| --- | --- | --- |
|  *Class* |  *Date of teaching* |  *SS’s absence* |
|  *8C1* |  |  |
|  *8C2* |  |  |

*2. Review of the previous lesson:*

 No checking

*3. New lesson:*

|  |  |
| --- | --- |
| ***Teacher’s and student’s activities*** | ***Content*** |
| - T lets students answer the questions by coming to the board and write.- Have students repeat the words in chorus then rub out word by word but leave the circles. Remember to let students repeat before and after rubbing out each word.- Go on until students can remember the words.- Get students to write the words again in the correct circles- Show the poster of T/F statements on the board and ask students to work in pairs and guess which statements are true and which are false.- Give feedback.- Ask students to read the text on page 21-22 and check their prediction.- Have students correct false statements.- Ask students to look at the book page 22.- Get students to read the events of Bell's life and put them in the correct order.- Ask them to compare with their partners.Writing it up:- T gets students to write a paragraph about Bell's life, using the information from the text.- T lets them swap their writings and correct. | **\* Warm up**- Possible answers:- to have a message.- to call someone- to make arrangements- to talk to a person who lives far from.- to get information at the airport or railwaystation quickly.*\* Pre-reading*Pre-teach Vocabulary- (to) emigrate: (example): go to another country to live.- (to) transmit: (translation)- (to) conduct: (synonym: What’s the synonym of (to) carry out).- (to) demonstrate: (translation).- a device: (translation)- a deaf- mute: (explanation: a person who is unable to hear and speak)1. True or false? Check the boxes. Correct the false sentences.a) F *Alexander G. Bell was born in Edinburgh in Scotland*b) F *He worked with deaf-mute patients in at Boston University.*c) T.d) F *Bell and Watson introduced the telephone in 1876.*e) F *Bell experimented with ways of transmitting speech over a long distance.*f) T*\** ***While - reading****2. Put the events in the correct order**- Alexander Graham Bell*1. was born in Scotland2. went to live in Canada.3. Went to live in the United States.4. worked with people who could neither speak nor hear.5. worked with Thomas Watson.6. Successfully demonstrated his invention.7. Invented the telephone.***\*Post - reading***- *Suggestion:*Alexander Graham Bell was born on March 3rd, 1847 in Scotland. He went to live in Canada and then to the U.S.A in 1870s. He worked with deaf mutes at Boston University and did experiments with ways of transmitting speech over a long distance. In 1876, he and his assistant - Thomas Watson introduced the telephone successfully and in 1877 the first telephone was in commercial use.  |

*4. Consolidation:*

 Ss copy the events in order into their notebook.

*5. Homework:*

 - Ask students to write the paragraph (they have just written and corrected with their friends) into their notebooks.

 - Prepare Unit 2: Write

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Date of preparing: Period:

 **UNIT 2: MAKING ARRANGEMENTS**

**Lesson 5:WRITE**

***I. Objectives:***

Writing a telephone message.

***II. Language contents:***

Words: take a message, leave a message, customer, delivery, stationery, pick someone up.

***III. Techniques:***

Gap filling, reading for specific information.

***IV.Teaching aids:*** textbook

***V. Procedures:***

*1. Greeting and checking the attendance:*

|  |  |  |
| --- | --- | --- |
|  *Class* |  *Date of teaching* |  *SS’s absence* |
|  *8C1* |  |  |
|  *8C2* |  |  |

*2. Review of the previous lesson*

 Ss read the text about Alexander G. Bell and answer the questions:

 - Where was Alexander G. Bell born? (in Edinburgh)

 - Who was Thomas Watson? (Alexander G. Bell’s assistant)

 - When did Bell and Watson introduce the telephone? (1976)

*3. New lesson*

|  |  |
| --- | --- |
| **Teacher’s & Students’ activities** | **Content**  |
| \***Warm up : (5’)**- T asks Ss some questions- Ss answer- T gives mark\***Warm up : (5’)**- T has Ss look at the message (p.23)- T presents some new words*-* Ss listen, repeat and take notes\* Checking vocabulary :- T talks to Sts about taking telephone“What should you write when you take a message?” (date, time, name, content…)- T has Ss read the message (p.23) and fill in the blanks and then compare the answers with their partners- Ss work in pairs.- T and Ss check the answers.\* **While-Writing (15’)**- T has Ss read the second passage to get information and write the message, then compare the answers with their partners *-*Ss read and write the message- T and Ss check the answers.**\* Post –writing: (8’)**- T presents the situation of the dialogue by asking Questions *“Who are talking?**Who makes the phone?**Who answers the phone?**Who does Tom want to speak to?”*- T has Sts read the dialogue and write the message, then compare the As with their partners- Sts read and write the message- Students work in pairs- T gives feedback | \* CHATTING.1. Have you got a phone ?
2. Who do you often phone ?
3. Who phones you ?
4. What’s your telephone number ?

**\*** 1. Read the message. Then fill in the gaps in the passage that follows with the informationNew words:- take a message (explanation)- leave a message- customer (n) (explanation)- delivery (translation)- stationery (example, explanation)- pick someone up ex: what time does your father pick you up?- to be out ex: she’s out- to be backex: she’s back***fill in the blanks****1.(tele)phoned* *2. May 12**3. speak / talk**4. took* *5. name**6. delivery**7. Mr. Ha**8. at*2. Now read the passage below. Write the telephone message in your exercise book***Thanh Cong delivery service****Date: June 6**Time: after midday**For: Mrs. Van**Message: Mr. Nam called about his stationery order. He wanted you to call him at 8 634 082**Taken by: Mr. Toan* |

*4. Consolidation:*

Ss copy all the messages

*5. Homework :*

-Write the message on your notebooks

-Do exercise 1,2 (page 23,24 )

\_ prepare language focus

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Date of preparing: Period:

 **UNIT 2: MAKING ARRANGEMENTS**

**Lesson 5:LANGUAGE FOCUS**

**I. *Objectives:***

- By the end of the lesson, Ss will be able to review the usage of simple tense: present, past, future and talk about intentions with be going to and further practice in adverbs of place

***II. Language contents:***

*1. Grammar:*  Review: Simple tenses

 Present simple to talk about general truths

 (not) adjective + enough + to infinitive

Review : be going to

*2. Vocabulary:*  (n) Mars, mercury, Adverbs of place

***III. Techniques:***

 reading comprehension, jumbled words, word cue drill

***IV. Teaching aids:***

 pictures, Textbook, board, colored chalks

***V. Procedures:***

*1. Greeting and checking the attendance:*

|  |  |  |
| --- | --- | --- |
|  *Class* |  *Date of teaching* |  *SS’s absence* |
|  *8C1* |  |  |
|  *8C2* |  |  |

*2. Review of the previous lesson*

 No checking

*3. New lesson*

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| **\* Warm up**: (5’)- T hangs a poster of the words with disordered letters on the board an tells the Ss that they’re adverbs of place.- T asks Ss to go to the board and write the meaningful words.- Ss work individually (one student one word)- T makes sure Ss know the meanings of these adverbs.- T explains some words- T asks some questions to check Ss’ understanding and focus on the structure “be going to”- Ss notice- T models two cues then asks Ss to repeat chorally then individually- T asks some Ss to practice asking and answering.- Ss work in pairs- T asks the whole class to work in pairs- T explains how to do - Ss work in group- T asks some students to practice in front of the class- T asks Ss to make the sentences- Ss give feedback- T corrects - Ss work in pairs- T hangs a poster of the words with disordered letters on the board an tells the Ss that they’re adverbs of place.- T asks Ss to go to the board and write the meaningful words.- Ss work individually (one student one word)- T makes sure Ss know the meanings of these adverbs.- T explains some words- T reviews Ss : advs of place  - T asks Ss to do exercise 3 on p.26- T sets the scene : “Ba is playing hide and seek with his cousin, Tuan. Use the adverbs of place to complete the speech bubbles”- Ss work in pairs then compare with another pair (group work)- T gives feedback | 🟅 Jumbled words / Marks:a. tdeousi = outsideb. siiden = insidec. hetre = thered. erhe = heree. stupairs = upstairsf. wonstairds = downstairs1. Work with a partner. Say what the people are going to do. Follow the example sentence.🟅 New words:- Fishing rods: cần câu- Action movie: phim hành động- (to) invite sb. To somewhere: mời ai tới đâu1.Work with a partner. Say what the people are going to do. Follow the example sentence Ex: Nga has a movie ticket She’s going to see a moviea. They’re going to go fishingb. She’s going to do her homework (in Math)d. He’s going to watch an action movie on TV tonight.e. She’s going to give him a birthday present**🟅 Complete the list**: Model sentences:Are you going to see a movie ?Yes, I am / No, I’m not2. a) Copy the questionnaire in your exercise book. Add three more activities to the list. Then complete the “you” column with checks and crossa. see a movieb. play sportsc. meet your friendsd. help your mothere. do your homeworkf. watch T.Vb) Now ask your partner what he or she going to do. Complete the “your partner” column of the questionnaire3. Complete the speech bubbles. Use each adverb in the box once*Ba is playing hide and seek with his cousin, Tuan*🟅 Answers:a. Where is Tuan ?I think he is upstairsb. No, he isn’t herec. He isn’t downstairs and he isn’t upstairsd. Perhaps he’s outsidee. No, he isn’t theref. I’m not outside. I’m inside, Ba |

*4. Consolidation:*

Make 5 sentences with structure “ be going to..

Write 6 sentences about your house , using adverbs of place

*5. Homework: (2’)*

- Learn by heart Advs of place

- Do exercises 5, 6 page 18, 19

* Prepare : Unit 3: Getting started & Listen and read

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………