**Unit 3: AT HOME**

**I. Ojectives**: Helping students :

* to describe places and situation
* to ask and give for reason
* to write a description of the room

- By the end of the Unit, Ss will be able to know how to:

+ describe the position of the objects/ things

+ use “ why- question” with “ because’ answer.

+ use reflexive pronouns

* Ss learn to use:
* *Asks for and give reason*
* *Write description of a room.*
* *Advise smb (not) to do smt.*

**\*** Language focus:

- Vocabulary: object, socket, precaution, safety, to injure, to destroy,...

- Structures: *- Must, have to, ought to*

 *- Preposition of place ( review)*

 *- Reflexive pronoun*

 *- Why – Because (review)*

+ Standard knowledge: Learn and practice modal verbs: have to, ought to, must- understand as obligation.say about things one must do

+ Advanced knowledge: Give reason, write a description of the room, describe places and situation

**II. Teaching aids:** Books, board, word/ pictures cues, posters

**III. Methods:** Brainstorming, picture cue drill, Jumble words, ordering, exhibition, listening and speaking, T/ F prediction, wordsquare

**IV. Procedure**:

|  |  |
| --- | --- |
| Lesson 1 | Getting startedListen and read |
| Lesson 2 | Speak + listen |
| Lesson 3 | Read |
| Lesson 4 | Write |
| Lesson 5 | Language focus |

Date of preparing: Period:

 **UNIT 3: AT HOME**

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

***I. Objectives:***

- By the end of the lesson, Ss will be able to read the dialogue, describe the routines at home, how to use Reflexive Pronouns

***II. Language contents****:*

*1. Grammar:*

Review: Simple Present, future, modal verbs: must, have / has to, ought to

*2. Vocabulary:*

Steamer, saucepan, frying pan, rice cooker

***III. Techniques****:*

Noughts and Crosses, Matching, What and Where, Pre - teach

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

 Textbook, colored chalks, pictures, tape

***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 |
| - T calls Ss to remind the verbs of housework- Ss divide into 2 groupsGroup 1: 0Group 2: XEach group gives 3 verbs correct -try. That group is the winner- T asks Ss : *What is the girl in the first picture doing?* *Is she doing the washing up?*- Ss answer then ask and answer in pairs- T gives cues:1. Tidying up2. Feeding the chicken3. Cooking4. Sweeping the floor5. Washing the dishes6. Making the bed- Ss match- T asks to write a passage about the chores you often do at home by using pictures as prompts- Ss work individually- T goes around and helps Ss if necessary- T asks Ss to compare with a partner- T calls Ss to read about their writing. Others listen and correct**\* Presentation**: (10’)🟅 Checking:- T sets the scene of the dialogue between Nam and his mom, Mrs.- T gets Ss to listen to the dialogue while looking at their books- T explains new words**\* Practice**: (15’)- Ss play the roles- T corrects if necessary- T asks Ss to work in pairs and make a list of the things that Nam has to do- T explains- Ss listen | **\* Warm up**: (5’)🟅 Noughts and Crosses:

|  |  |  |
| --- | --- | --- |
| Clean | Cook | Wash |
| Tidy | Iron | Sew |
| Go shopping | Feed | water |

**Getting started**: (10’)🟅 Write the chores you often do at home:- What do you have to do at home?- Do you have to sweep the floor?- Do you have to feed the chicken?🟅 Matching:a. Washing the dishesb. Making the bedc. Sweeping the floord. Cookinge. Tidying upf. Feeding the chicken**Listen and read**:🟅 Pre-teach:- a steamer : nồi hấp- a cupboard : tủ ly- a saucepan : cái xoong- a sink : bồn rửa bát- chore (n) : công việc trong nhà🟅 Question word: What and Where1. Practice the dialogue with a partner*2. Read the dialogue again. Complete the list of things Nam has to do*:Nam has to:- Cook dinner- Go to the market to buy fish and vegetables- Call his Aunt, Miss Chi and ask her to meet Nam’s mom at grandma’s house |

*4. Consolidation:*

- Ss make up a new dialogue about the chores they have to do at home, using Modals

- T reminds the chores, how to use Modals: have to, ought to

*5. Homework:*

- Write 10 sentences, using have to, ought to.

- Learn by heart new words.

- Read again the dialogue page 27.

- Prepare: Unit 3: Speak (page 28)

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

Date of preparing: Period:

 **UNIT 3: AT HOME**

 **SPEAK+LISTEN**

***I. Objectives:***

- By the end of the lesson, Ss will be able to use the prepositions of place to talk about the positions of furniture in the house. Listen the dialogue how to cook the Special Chinese Fried Rice

***II. Language contents****:*

*1. Grammar:*

 Review: Wh-question

*2. Vocabulary:*

Adverbs of place, rug, coffee table

***III. Techniques****:*

 Networks, Asking and Answering.Listening

**IV. Teaching aids**:

Textbook, board, colored chalks.cassette

***V. Procedures****:*

*1. Greeting and checking the attendance*

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

*2. Review of the previous lesson*

Two students read the dialogue and write new words: steamer, stove, cupboard, saucepan

*3. New lesson:*

|  |  |
| --- | --- |
| Teacher’s and students’ activities | Content |
| - T divides the class into 2 teams, shows the picture on page 28.- T asks them to study the things in the picture for 30 seconds.- T takes away the picture and asks Ss to write down as many things as they can remember. Which team having more things wins the games.- T asks Ss the positions of the items in the picture.- Ss work in pairs (ask and answer together)- Ss ask and answer in pairs (opened pairs, closed pairs)- Ss write in the notebooks- T gives an example- T gets Ss to work in pairs, talking about the position of each item- Ss work in pairs while looking at the picture- T sets the scene:” Mrs. Vui bought new furniture for her living-room, but she can’t decide where to put them. You should help her to arrange the furniture”- T asks Ss to look at the picture and arrange- Ss work in pairs (arrange the furniture)- T asks Ss to practice speaking If they agree, they use : • OK • You are right If they disagree, they use :  • No, I think we’d better / ought to put … • I think it should be …- All right today we will learn how to cook the fried rice “The special Chinese fried rice”- T asks Ss to look at the pictures on page 30 and match these words with the correct pictures- Ss match- T asks Ss to read again these words( chorus, individually)- T points at each picture, asks Ss to read again - Ss read again (chorus)🟅 Checking:- T cleans all words, asks Ss to write again- Two Ss from 2 groups write again on the board (one faster is the winner). Clap the hands group- T asks: Now you look at the pictures and guess 4 things used to cook the Special Chinese Fried Rice (in 2 minutes)- Ss guess a1 or a2, b1 or b2, etc…- T asks Ss to stop and compare together (in 1 minute)- T asks: Who can write on the board your guessing?- A student writes on the board- T says: Thank you, now all of you listen to the tape- Ss listen and write- T gives feedback and marks- A student writes on the board how to cook the Special Chinese Fried Rice- T gives feedback and marks- T says: beside the Special Chinese Fried Rice, who can cook other food?- Ss answer - Ss listen | 🟅 Networks: Group AGroup B***1. Look at the picture. Work with a partner. Talk about the position of each item***: - Where is the clock?*It’s above the fridge*- Where is the fruit?*It’s in the bowl*- Where are the flowers?*They’re on the table*- Where is the rice cooker?*It’s next to the bowl of fruit*- Where is the cupboard?*It’s on the wall, above the counter*- Where are the knives?*They’re on the wall, under the cupboard*- Where is the dish rack?*It’s on the counter, next to the bowl of fruit****2. Work with a partner and arrange the furniture.*** *Ex:* - Let’s put the clock on the wall, between the shelf and the picture - OK, I think we ought to put the T.V and the stereo on the shelf - I think the coffee table should be between the couch and the armchair - Let’s put the telephone next to the couch - I think we should put the magazines above the books on the shelf - I think the shelf ought to be a one of the corners, opposite the couch.**\* Pre** - **listening**: 🟅 Matching:- Chicken and peas- Fried- A steamer- Garlic and onions- A pan- Noodles- Ham and peas- Garlic and green peppers 🟅 Rub out and Remember:**\* While** - **listening**: 🟅 Predictions:Look at the pictures, check the right item to cook the Special Chinese Fried Rice

|  |  |
| --- | --- |
| Guess | Listen |
| a.b.c.d. | a1b2c2d2 |

**\* Post** - **listening**: mark🟅 Write-it-up :***How to cook the Special Chinese Fried Rice***- First : use a big pan- Then : pour some oil in, wait until it’s hot- Next : fry the garlic and the green peppers- After that : put the ham and the peas into- Finally : put some rice and add some salt in  |

*4. Consolidation:*

- T reminds Ss the way to describe furniture in the living-room

*5.Homework:*

 - Describe your living-room, bedroom

- Learn by heart new words

- Prepare : Unit 3:

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

Date of preparing: Period:

 **UNIT 3: AT HOME**

 **READ**

**I.** ***Objectives:***

- By the end of the lesson, Ss will be able to understand the safety precautions in the house and use why-Because

**II.** ***Language contents****:*

*1. Grammar*: Why *………*? - Because

*2. Vocabulary:*Community, safety, precautions, socket, match, object, destroy, scissors, bead

**III. *Techniques****:*

Matching, Pre-teach, Slap the board, Predictions

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

Textbook E8, colored chalks, board

**V. *Procedures****:*

*1. Greeting and taking attendance:*

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

*2. Review of the previous lesson:*

One or two students tell how to cook the “ Special Chinese Rice”.

*3. New lesson:*

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | Content |
| **\* Warm up**: (8’) - Ss remind how to do “Salad” Others listen- T remarks and gives Ss how to do “Salad”- T gives Ss to match (ingredients) to do “Salad”- Ss match1. Lecture 5. cucumber2. carrot 6. salad oil3. onions 7. salt4. tomatoes 8. apple🟅 Keys1 - c 5 - f2 - e 6 - d  3 - h 7 - a  4 - b 8 - g🟅 Pre - teach:- T reads once - Ss listen- T reads again - Ss read after and guess the meaning- T asks Ss to read one more time (in chorus, individually)- T corrects if necessary🟅 Checking :- T puts new words all over the board- T calls 2 Ss to the front of the class. asks them to stand at an equal distance from the board- T calls out one of the new words (in Vietnamese) in aloud voice- 2 Ss must run forward and slap the word on the board. The one who first slaps the correct word is the winner and gets mark the asks 2 more Ss to come forward, etc …- T asks Ss to read the statements and guess which is True, which is False- Ss read the poster and check their Predictions- Ss correct if the statements are false- T asks Ss to work in pairs to find out the answers of these questions- T gives feedback- T asks Ss to work in opened pairs and then closed pairs - Ss practice- T asks Ss to work in groups, discussing about the topic- Ss work in groups |  🟅 Matching: (Ingredients)a. dầu thực vậtb. cà chuac. xa láchd. 1 quả táoe. củ cà rốtf. dưa chuộtg. muốih. củ hànhNew words:- a precaution : (translation)- a socket : (realia)- a match : (realia)- an object : (translation)- safety (a) : (translation)- (to) destroy : (translation)- (to) injure : (picture)🟅 Slap the board :🟅 Predictions:**\*While – reading: (15’)**1. True or False? Check (🗸) the boxes. Correct the false statements:

|  |  |  |
| --- | --- | --- |
|  | Guess | Correct |
| a.b.c.d.e.f. |  | FTFFTT |

a. It is safe to keep medicine in locked cupboard.c. A kitchen is a dangerous place to play.d. Playing with one match can cause a fire.2. Ask and answer a. Because children often try to eat and drink them b. Because the kitchen is a danger -our placec. Because playing with one match can cause the fired. Because children often try to put something into electrical sockets and electricity can kille. Because the dangerous objects can injure or kill children**\* Post** - **reading**:(8’)🟅 Discussion :a. Safety precautions in the streetb. Safety precautions at school |

*4. Consolidation:*

T reminds ss of the question beginning with “BECAUSE” and how to answer it.

*5. Homework:*

 - Write again the answers 2 page 32 at home

 - Do exercises 5, 6 page 24, 25

- Learn by heart new words

- Prepare: Unit 3: Write (page 32, 33)

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

Date of preparing: Period:

 **UNIT 3: AT HOME**

 **WRITE**

**I. *Objectives:***

- By the end of the lesson, Ss will be able to write a description of a room in their house

**II. *Language contents****:*

*1. Grammar:*Wh - questions

*2. Vocabulary:* Folder, beneath, towel rack, dish rack, lighting fixture

**III. *Techniques****:*

Network, Rub out and Remember, Asking and Answering

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

Textbook E8, colored chalks, pictures

**V. *Procedures****:*

*1. Greeting and taking attendance:*

|  |  |  |
| --- | --- | --- |
|  *Class* |  *Date of teaching* |  *SS’s absence* |
|  |  |  |
|  |  |  |

*2. Review of the previous lesson:*

Ss check the sentences True or False:

a. We have to put all chemicals and drugs in locked cupboards because children may drink or eat these things.

b. We should let children play in the kitchen because it is a dangerous place.

c. We must make sure children do not play with matches.

d. We have to cover electrical sockets so that children do not put anything into them.

e. We don’t have to keep all dangerous objects out of children reach.

**\* *The answer:*** a. True, b. False, c. True, d, True, e. False

*3. New lesson:*

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | Content |
| 🟅 Revision :- T calls Ss to remind “Danger in the home for children”- Ss write on the board🟅 Chatting:- T asks St about the room / 32- Ss answer🟅 Pre-teach:- T reads once - Ss listen- T reads again - Ss read after and guess the meaning- T asks Ss to read one more time (in chorus, individually)- T corrects if necessary🟅 Checking :- T gets Ss to copy the words into their books and then asks them to close the books- T rubs out the new words one at a time. Each you rub out a word in English, point to the Vietnamese translation and ask “What’s this in English?” When all the English words are rubbed out, to through the Vietnamese list and get Ss to call out the English words- T asks Ss to read the description of Hoa’s room, then ask some comprehension questions- Ss read in silence then answer the questions (individually) then in pairs🟅 Answers:a. There is a desk on the left of the roomb. The bookshelf is above the deskc. There is a window on the right side of the roomd. the wardrobe is beside the window and opposite the desk- T asks Ss to describe Hoa’s kitchen using the given cues- Ss write (individually)- T asks Ss to share with their partners- T corrects the mistakes | **\* Warm up**: Mark- Which room is this?- What’s this?- Where is it?drugelectricityboilingwaterfiregasknife**\* Pre - writing**:🟅 **New-words**:- folder : bìa cứng (làm cặp giấy)- wardrobe: tủ áo- beneath (adv/adj): ở phía dưới- towel rack : giá treo khăn- dish rack : gác đĩa- lighting fixture : đèn chùm🟅 Rub out and Remember:1. *Read the description of Hoa’s room (page 32):* 🟅 **Question**s:a. What is there on the left of the room?b. Where is the bookshelf?c. What is there on the right side of the room?d. Where is the wardrobe?**\* While** - **writing**: *2. Now write a description of this kitchen (page 33)*- This is Hoa’s kitchen- There is a refrigerator on the right corner of the room- Next to the refrigerator is the stove and the oven- On the other side of the oven, there is a sink and next to the sink there is a towel rack- The dish rack stands on the counter, on the right of the window an beneath the shelves- On the shelves and on the counter beneath the window, there are jars of sugar, flour and tea- In the middle of the kitchen, there is a table and there are four chairs- The lighting fixture is above the table, and directly beneath the lighting fixture is a vase with flowers |

*4. Consolidation: (post-)*

- T asks Ss to talk to their partners about their room / living room / kitchen

*5. Homework:*

- Write a description of their bed-room / living room

- Learn by heart new words

- Prepare : Unit 3: Language focus page 34, 35

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

Date of preparing: Period:

**UNIT 3: AT HOME**

 **LANGUAGE FOCUS**

**I. *Objectives:***

By the end of the lesson, Ss will be able to review:

- Modal verbs: must, have to, ought to

- Reflexive pronouns

- Why … ? -Because

**II. *Language contents****:*

*1. Grammar:* - Modal verbs: must, have to, ought to

- Reflexive pronouns

- Why … ? - Because

*2. Vocabulary: review*

**III. *Techniques****:*

Multiple choice, Fill in the blanks

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

Textbook E8, colored chalks, board, transparency, flash cards

**V. *Procedures****:*

*1. Greeting and taking attendance:*

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

*2. Review of the previous lesson:*

Ss describe their room.(oral)

*3. New lesson:*

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | Content |
| **\* *Warm up***: (5’)- Ss do exercises- T explains how to use : “must, have to”- Ss listen carefully and write notes- T asks : “Now you look at the pictures in your book and the verbs in the box, completing the dialogue by putting “have to” or “must” in the correct blanks- Ss work in pairs and play the roles the dialogue- T corrects and notices Ss :- T asks “When do we use “ought to”. What does it mean?- Ss answer- T asks “You look at the pictures page 35 and use “ought to” to give advice to the people in the pictures”- T gives examples- Ss notices- Ss give advice (individually)- Ss compare with a partner- Ss go to the board and give advice- Ss write in their notebooks- T explains how to use “Reflexive pronouns” - Ss listen- T asks “Now you work in pairs and complete the conversation by putting the reflexive pronouns in the right blank”- Ss work in pairs and play the roles a, b, c, d, e- T corrects the mistakes- T asks: “Why did Hoa go to school late this morning?”- Ss answer: Because she watched TV late last night- T asks Ss to work in pairs - opened pairs- T corrects the mistakes- Ss write | 🟅 Multiple Choice / Marks :1. I have a lot of \_\_\_\_\_ to do, so I can’t go with youa. homeworkb. home worksc. homeless2. Ba has \_\_\_\_\_ close friendsa. two b. threec. four d. five**\* *Activity 1***: (8’)Modal verbs: Must , have to, ought to- Must + bare-inf : (phải) diễn đạt tính chất bắt buộc- Have to + inf : diễn tả sự bắt buộc / cần thiết.*1. Look at the pictures. Complete the dialogue. Use “must” or “have to” and the verbs in the box:*(1) must / have to tidy(2) have to / must dust(3) must / have to sweep(4) must / have to clean(5) must / have to empty(6) must / have to feed*🟅 Must: bắt buộc do người nói**🟅 Have to : sự bắt buộc do hoàn cảnh khách quan*\* ***Activity 2***: (9’)🟅 Ought to + inf : (nên, phải nên) : khuyên, đề nghị.Ex: I failed my English testYou ought to study harder*2. Look at the pictures. Use “Ought to” to give advice to these people:*b. You ought to get up earlyc. You ought to eat more fruit and vegetablesd. You ought to go to the dentist**\* *Activity 3***: (9’)- Reflexive pronouns🟅 Usage: người, vật chịu ảnh hưởng chính hành động của mình*3. Complete the dialogues. Use the reflexive pronouns in the box. You will have to use some of the reflexive pronouns more than once:*b. (1) ourselvesc. (2) myself (3) yourselfd. (4) himself (5) herself (6) themselvese. (7) yourselves**\* *Activity 4***: (12’)*4. Work with a partner. Ask and answer questions about Hoa, Nam, Ha, Nga, and Mrs. Vui using Why-Because.**b. Why did Nam have to cook dinner?*- Because his mom was home late*c. Why did Mrs. Vui, Nam’s mom go home late?*- Because she had to visit his grandma, she was sick*d. Why did Ha fail her English exam?*- Because she didn’t learn for her exam. She played the computer games*e. Why didn’t Nga go to the movies?** Because she had to do her chores. She had to clean the kitchen and sweep the living-room
 |

*4. Consolidation:*

T reminds ss of the main content of the lesson.

*5. Homework:*

- Review all model sentences, grammars in Unit 3

- Do exercises in workbook

* Read again all dialogues in language focus (Unit 3)
* Prepare : revision for a 45-minute TEST

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