

**Unit 1: A day in the life of...**

Period 4:

Lesson 3 :Listening

**I. Objectives:**

\* **Aims:** By the end of the lesson, Ss will be able to listen to one's daily activities for general or specific information.

\* New words: Words related to traffic activities.

\* **Skills:** - Listening and numbering pictures.

- Listening and deciding on True or False statements.

**II. Method:** Intergrated, mainly communicative.

**III. Teaching aids:** Student's book, pictures showing a cyclo driver's activities, tape and cassette player.

**IV. Procedure:**

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
<b><u>Warm-up</u></b>  5'	<b>Jumbled words</b>  - Ask students to close the books.  - Give Jumbled words:  C C L O Y, R I E D V, N S S E G E R P A, D O F O S A L L T  - Ask students to arrange those letters in right orders.  - Check some students and mark.  - Give some statements:  <i>He has a cyclo.</i>	- Close the books.  - Listen to the teacher.  - Work in groups.  <b>Key:</b> cyclo-driver-passenger-foodstall  - Listen to the teacher and answer the question:  <i>He is a cyclo driver.</i>  - Listen to the teacher and open textbooks.



<p>20'</p> <p><b><u>Task 2 T/F statements</u></b></p> <p>- Ask students to look through the sentences in task 2.</p> <p>- Ask students to listen to the tape script again and decide whether the statements are T or F.</p> <p>- Ask students to give reasons for their answers.</p> <p><b>Questions and answers</b></p> <p>- Ask students to open the books.</p> <p>- Ask them to ask and answer questions about Mr Lam's activities, using the cues below.</p> <p>- Let them work in pairs.</p> <p>- Walk round and help students.</p> <p>- Ask some students to stand up and retell Mr Lam's story to the class.</p> <p>- Listen and correct mistakes.</p> <p>- Ask students to write a story about Mr Lam.</p> <p>- Prepare Part- Writing at home.</p> <p><b><u>After-listening</u></b></p> <p>10'</p> <p><b><u>Homework</u></b></p> <p>3'</p>	<p>- Open the books.</p> <p>- Ask and answer about Mr Lam.</p> <p><i>A: What's his name?</i></p> <p><i>B: His name is Lam.</i></p> <p><i>A: What's his job?</i></p> <p><i>B: He's a cyclo driver.</i></p> <p>- The students who are called stand up and retell Mr Lam's story to the class:</p> <p><i>Mr Lam is a cyclo driver in HCM city. He usually has a busy working day. He gets up at 5.30. ....</i></p>	
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## Unit 1 : A day in the life of...

Period 5:

Lesson 4 : Writing

### I. Objectives:

\*Aims: By the end of the lesson, Ss will be able to write a narrative by using given prompts.

\* Language: The simple past of verbs and the connectors often used in a narrative.

\* New words: Words related to problems on a flight or a fire.

\* **Skills:** Writing a narrative.

**II. Method:** Intergrated, mainly communicative.

**III. Teaching aids:** Student's book, notebook, some pictures showing flying accidents of hotel fires.

### IV. Procedure:

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
<b><u>Warm-up</u></b>  5'	<p><b><u>Questions and answers</u></b></p> <ul style="list-style-type: none"> <li>- Ask students to keep book close.</li> <li>- Ask students some following questions:               <ol style="list-style-type: none"> <li>1. <i>Have you ever heard a frightening story?</i></li> <li>2. <i>When and where did it happen?</i></li> <li>3. <i>How did you feel?</i></li> </ol> </li> <li>- Check and explain them to the class:</li> </ul> <p>There are a lot of accidents in our lives, to understand them we learn part Writing.</p> <p><b><u>Tak1: Finding verbs</u></b></p>	<ul style="list-style-type: none"> <li>- Keep book close</li> <li>- Listen to the teacher and answer the questions.               <ol style="list-style-type: none"> <li>1. <i>Yes, I have.</i></li> <li>2. <i>It happened when I was young.</i></li> </ol> </li> <li>- <i>It happened in my neighborhood.</i></li> <li>- <i>It made me frightened.</i></li> <li>- Listen to the teacher.</li> <li>- open the books.</li> <li>- Read the narrative.</li> <li>- Ask the teacher if necessary.</li> <li>- Look through the passage again and find</li> </ul>
<b><u>Pre-writing</u></b>  10'	<ul style="list-style-type: none"> <li>- Ask student to read the narrative in task 1.</li> <li>- Explain some new words.</li> </ul>	

<p><b><u>While-writing</u></b> 18'</p> <p><b><u>Post-writing</u></b> 10'</p> <p><b><u>Homework</u></b> 2'</p>	<ul style="list-style-type: none"> <li>- Ask students to look through the passage again and find all the verbs that are used in the past simple and the connectors (time expression)</li> <li>- Let them work in groups.</li> <li>- Walk around, check and help students.</li> <li>- Explain to students to use the simple past to rewrite a story.</li> </ul> <p><b><u>Task 2</u>      Identifying the events, climax, conclusion</b></p> <ul style="list-style-type: none"> <li>- Ask students to do task 2.</li> <li>- Let them work in groups.</li> <li>- Go round, check and help students.</li> </ul> <p><b><u>Task 3</u>      Building up a narrative</b></p> <ul style="list-style-type: none"> <li>- Ask students to keep book open.</li> <li>- Ask them to use the prompts to build up a narrative about a hotel fire.</li> <li>- Let students work individually.</li> <li>- Walk round and help students.</li> </ul> <p><b>Correction</b></p> <ul style="list-style-type: none"> <li>- Give suggestions and corrections.</li> <li>- Ask students to read another's narrative.</li> <li>- Ask some students to read loudly their narratives.</li> </ul>	<p>all the verbs that used in the past simple and the connectors.</p> <ul style="list-style-type: none"> <li>- Work in groups.</li> </ul> <p><b>Key:</b> stared; was; arrived; got; took off; began; thought; were told; seemed; realised; were; screamed; thought; felt; announced; was; were; landed; was; at first; then; just then; a few minutes later; one hour later.</p> <ul style="list-style-type: none"> <li>- Do task 2 in groups.</li> </ul> <p>Student A: identify the events: got on plane; plane took off; hostesses were just beginning to serve lunch when plane began to shake; plane seemed to clip; people screamed in panic.</p> <p>Student B: identify the climax: we thought we had only minutes to live.</p> <p>Student C: identify the conclusion of the story: everything was all right, we landed safely.</p> <ul style="list-style-type: none"> <li>- Listen to the teacher.</li> <li>- Use the prompts to build up a narrative about a hotel fire (work individually).</li> <li>- Listen to the teacher.</li> <li>- Finish the narrative.</li> <li>- Read a narrative of one classmate.</li> <li>- Some students read loudly their products in front of the class.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Correct mistakes and mark.</li> <li>- Do part writing of Unit 1 in the student's work book and prepare part Language Focus.</li> </ul>	
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### Unit 1 : A day in the life of...

Period 6:

Lesson 5 :Language Focus

#### I. Objectives:

\*Aims: By the end of the lesson, Ss will be able to:

- pronounce exactly and fluently the sounds in words and in sentences.
- use the simple present tense, the simple past and adverbs of frequency in speaking and writing.

\* **Skills:** Writing a passage about someone's hobby.

**II. Method:** Intergrated, mainly communicative.

**III. Teaching aids:** Student's book, pictures showing some activities (fishing, reading, going on a boat...)

#### IV. Procedure:

<i>Stage/time</i>	<i>Teacher's activities</i>	<i>Students' activities</i>
<b><u>Warm-up</u></b>  5'	<p><b>Completing the sentence</b></p> <ul style="list-style-type: none"> <li>- Ask students to keep book close.</li> <li>- Give the picture that has a sheep on the ship.</li> <li>- Ask students to complete the sentence: <i>I see a ... on the ...</i></li> </ul>	<ul style="list-style-type: none"> <li>- Keep book close.</li> <li>- Listen to the teacher.</li> <li>- Look at the picture and complete the sentence: <i>I see a sheep on a ship.</i></li> </ul>

<p><b><u>Pronunciation</u></b> 8'</p> <p><b><u>Grammar and vocabulary</u></b> 4' 8'</p>	<ul style="list-style-type: none"> <li>- Ask students to speak the sentence loudly.</li> <li>- Let students to get their attention on pronunciation : /I/ - /i:/</li> <li>- Introduce new lesson.</li> <li>- Ask students to look at their books then introduce to them.</li> </ul> <p><b>*<u>Listen and repeat</u> :</b></p> <ul style="list-style-type: none"> <li>- Read loudly then ask students to repeat.</li> <li>- Introduce : /I/ - /i:/</li> <li>- Correct pronunciation for the students.</li> </ul> <p><b>* <u>Practise these sentences</u></b></p> <ul style="list-style-type: none"> <li>- Read the sentences loudly.</li> <li>- Ask students to repeat.</li> <li>- Correct pronunciation for students.</li> <li>- Introduce exercises to the students.</li> <li>- Let students get their attention to focus on present simple, past simple and adverbs of frequency.</li> </ul> <p><b><u>Exercise 1:</u></b></p> <ul style="list-style-type: none"> <li>- Ask students to do Exercise 1.</li> <li>- Introduce how to do it.</li> <li>- Let them work in pairs.</li> <li>- Walk round, check and give mark.</li> </ul> <p><b><u>Exercise 2</u></b></p>	<ul style="list-style-type: none"> <li>- Open the books.</li> <li>- Look at : Listen and Repeat.</li> <li>- Repeat the words in chorus then individual.</li> <li>- Look at Practise the sentences.</li> <li>- Listen to the teacher then repeat in chorus then individual.</li> <li>- Listen to the teacher and do exercise 1.</li> </ul> <p><b>Key:</b> 1.is – 2.fish – 3.worry – 4.are – 5.catch – 6.am – 7.catch - 8.go – 9.give up – 10.says – 11. realize – 12.am</p> <ul style="list-style-type: none"> <li>- Listen to the teacher and do exercise 2.</li> </ul> <p>Eg: He usually gets up early. She is never late for school.</p> <ul style="list-style-type: none"> <li>- Listen to the teacher and do exercise 3.</li> </ul> <p><b>Key:</b> 1.was done-2.cooked-3.were 4.smelt-5.told- 6.sang-7.began- 8.felt-9.putout-10.crept-11.slept- 12.woke-13.was- 14.leapt- 15.hurried- 16.found-17.wound- 18.flowed</p>
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<p>8'</p>	<ul style="list-style-type: none"> <li>- Introduce Exercise 2 to students and explain how to do it.</li> <li>- Ask students to do it.</li> <li>- Let them work individually.</li> <li>- Check, correct mistakes.</li> </ul>	
<p>10'</p>	<p><b><u>Exercise 3:</u></b></p> <ul style="list-style-type: none"> <li>- Introduce Exercise 3 to students and explain how to do it.</li> <li>- Ask students to do it.</li> <li>- Let them work individually.</li> <li>- Walk round and help them.</li> <li>- Check, correct mistakes, give reasons and mark.</li> </ul>	
<p><b><u>Homework</u></b></p> <p>2'</p>	<p>Do Part Language Focus and prepare part Reading of Unit 2 at home.</p>	