

UNIT 2: MAKING ARRANGEMENTS

LESSON 5: LANGUAGE FOCUS

I. OBJECTIVES:

1. **Aims:** At the end of the lesson, Ss will be able to:
 - Consolidate and revise intentions with “be going to + V-inf. ...”
 - Practise further with adverbs of place.
2. **Knowledge:**

* **Grammar:** *To be (not) going to, Adverbs of place*

3. **Skills:** Writing and Speaking

II. PREPARATION:

1. **Teacher:** Lesson plan, Textbook, Teacher’s book
 2. **Students:** Textbook, notebook.
- + Talk about intention with *be going to*
 + Adverbs of place

III. PROCEDURES:

1. Check-up: (5’)

- Asks three student to write their telephone message that they completed at home
- Asks the whole to compare and then gives marks.

2. New lesson:

Teacher’s activities	Ss/ activities
I. <u>Talk about intention with <i>be going to</i></u> - Asks Ss to think about the future meaning and the grammatical items they learned. - Gives the example: <i>What does Nga have?/ What does she want to?</i> - Elicits the model and asks Ss to read it. - Revises the use and form again 1. <u>Structure:</u> (8’) <i>Ex: Nga has a movie ticket.</i> <i>→ She is going to see a movie</i> * Use: <i>Talk about intentions.</i> * Form: (+) <i>I + am + going to + bare-inf</i> <i>She/he + is</i> <i>We/You/They + are</i> (-) <i>S + to be + not + going to + bare-inf.</i> (?) <i>To be + S + going to + bare-inf?</i> 2. <u>Language focus 1:</u> (8’) - Asks Ss to rewrite the sentences in Part 1 (page 25), using “ <i>be going to</i> ” in pairs. - Gets feedback & helps Ss to correct.	- Talk about the situations in which the simple future/ <i>be going to</i> is used - Answer T’s questions. - Rewrite it and read it chorally. - Talk about the use, three forms.
	- Do pairwork , defining the actions and intentions and writing the sentences. - Speak out and write them on the board.

***) Answer key:**

- a, They are going to go fishing*
- b, Trang is going to read a new novel.*
- c, Van is going to do her homework in Math.*
- d, Mr. Hoang is going to see an interesting action movie.*
- e, Hien is going to attend her friend's birthday party.*

3. Language focus 2: (12')

- Hangs up the table on P. 25 and makes the model with Ss.
- Revises Ss with Y/N question with "be going to".

***) Model:**

S1: Are you going to see a movie?

S2: Yes, I am.

- Asks Ss to work in groups, asks the questions and write their friend's name if they say Yes.
- Invites 4 Ss to report their information.

- Helps them to correct and then asks them to talk about what they are going to do on the weekend.

II. Adverbs of place: (10')

*** Language focus 3:**

- Runs through the words in the box and sets the scene.
- Checks the meaning, use of the adverbs.
- Asks them to complete Exer.3 in pairs.
- Gets feedback & asks the whole to check.

***) Answer key:**

- b, upstairs*
- c, inside*
- d, outside*
- e, there*
- f, here*

- Run through the Table and make the model with teacher.
- Pick out the structure and the way to answer this question.

- Go round to ask the questions and write their friend's name in their Form.

- Say out their information.

Ex: Nga is going to play sports on the weekend.

- Correct themselves and then talk about them.

Ex: I am going to do my homework on the weekend

- Read them out and pay attention to the situation.
- Give the meaning and use, talking about its position in a sentence.
- Share their ideas in pairs
- Speak out their answers and check the results with teacher.

IV. HOMEWORK: (2')

- Instructs Ss to do exercise 2,3-P.14,15,16 (workbook) at home.
- Asks them to prepare Unit 3: Getting started and Listen & read
- + Vocabulary: *chores, cupboard, steamer, saucepan, rice cooker, frying pan*