

PERIOD: 03*Date of planning:**Date of teaching:***UNIT 1: FAMILY LIFE**
READING - Sharing housework**I. AIMS/OBJECTIVES OF THE LESSON****1. Language focus**

- To provide learners some vocabulary related to the topic of sharing housework

2. Skills

- To promote Ss to develop their reading skills
- Skim the text to get the general idea
- Scan the text to get some specific details

3. Attitudes

- To encourage Ss to work harder
- To provide Ss some motivation

II. PREPARATION**1. Teacher**

- **Teaching aids:** textbook, lesson plan
- Teaching method: Communicative language teaching

2. Students

- Read through English Unit 1 - Reading at home

III. PROCEDURE**1. Class organization (1 minute)**

10I

2. Check up (5 minutes)

- Ask some Ss to distinguish the use of the present simple and the present progressive and do the tasks again

3. New lesson (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
Lead in Inform Ss of the lesson objectives: Read and understand the text about roles in the family	
PRE READING 1. Look at the pictures and answer the questions Let Ss work in groups, do the task	the mother is doing the washing up the father is tidying up the dinning table the first daughter is cleaning the floor the second daughter is cleaning the refrigerator Yes they are because they do the housework together. all members of the family share the housework
WHILE READING 2. Read the text below and decide which of the following is the best title for it Let Ss read the three heading a, b, c first and make sure they understand all of them Ask Ss to read through the text once without stopping at the words that they don't know the meaning Ask them to work in pairs to decide on the best title for the text that gives the general idea of the whole text	c. Sharing housework makes the family happier - be considered + a + N/to be - woman's duty - the rest of the family - help out - be good for all the relationships within the family - be good for sb as individual - psychologist - realize enormous benefits - do well/better at school - become more sociable - have better relationships with sb - learn good skills

<p>Help them eliminate the choice that is only one aspect of the text</p>	<ul style="list-style-type: none"> - be more responsible - tend to V - overall good people - see sb Ving - care about sb - put all of the housework on sb - contribute to the household chores - be vulnerable to illness - think about divorce - work together on household chores - positive atmosphere >< negative - set a good example for sb - find a way to do st - work well together - be critical of each other
<p>3. Look again at the text. Can you understand the words from the context? Tick the appropriate meaning for each word from the text Let Ss read the text again, understand the words: sociable, vulnerable, critical, enormous and tend</p> <p>Ask Ss to work in pairs, choose the answers and explain how to use context to guess the meaning of the unknown words</p>	<ol style="list-style-type: none"> 1. sociable - friendly 2. vulnerable - able to be easily physically, emotionally or mentally hurt 3. critical saying that st is bad 4. enormous - very very large 5. tend - likely to behave in a particular way
<p>4. What does "it" in line 11 and line 14 mean? Ask Ss to work in pairs, find out what "it" refers to in each sentence.</p>	<p>Line 11: c - the husband doing housework Line 14: b - the time when everyone work together in the house</p>
<p>5. Answer the questions Put Ss in groups of 3, ask them to read the questions first to make sure they understand them by asking them to underline key words</p> <p>Let Ss read the text again and locate the parts of the text where they can get the answers</p>	<ol style="list-style-type: none"> 1. children benefit 2. why ... better relationship 3. What may happen 4. family benefit <ol style="list-style-type: none"> 1. They do better at school, become more sociable, and have better relationships with their teachers and friends 2. Because it shows that they care about their wives and that makes their wives happy 3. They may fall ill easily or may think about divorce 4. There is a positive atmosphere for the family
<p>POST READING 6. Discuss with a partner Put Ss in groups of four and let them discuss the questions freely</p>	<ol style="list-style-type: none"> 1. I have some problems/ difficulty/ trouble in organizing the time and the order of my housework logically and scientifically 2. Sharing housework makes my family members closer to each other

4. Consolidation (3 mins)

- Vocabulary related to sharing the household chores

- Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context

5. Homework: (1 min)

- Vocabulary related to sharing the household chores

- Reading skills: skimming, scanning, guessing the meaning of new words/phrases through context

- Do the task again

- Read Unit 1 - Speaking at home

PERIOD: 04

Date of planning:

Date of teaching:

UNIT 1: FAMILY LIFE

SPEAKING - Chores I like!

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus

- To provide learners some vocabulary related to the topic of household chores

- To provide learners different expressions of like and dislike

2. Skills

- To promote Ss to develop their speaking skills

- To help Ss develop the skill of working in pairs and groups

3. Attitudes

- To encourage Ss to work harder

- To provide Ss some motivation

II. PREPARATION

1. Teacher

- **Teaching aids:** textbook, lesson plan

- Teaching method: Communicative language teaching

2. Students

- Read through English Unit 1 - Speaking at home

III. PROCEDURE

1. Class organization (1 minute)

10I

2. Check up (5 minutes)

- Ask some Ss to distinguish the use of the present simple and the present progressive and do the tasks again

3. New lesson (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
<p>Lead-in Ask Ss to brainstorm with the key work housework</p>	<p>Do as appointed</p> <ul style="list-style-type: none">- Do/share the housework/household/domestic chores/tasks/duties- split/divide/handle the household chores- prepare breakfast, lunch, dinner- cook breakfast, lunch, dinner- do the cooking, shopping, laundry, washing up, gardening, dusting, ironing, cleaning, heavy lifting, washing- shop for groceries- make the bed- water the plants- water/feed the pets- clean/mop/sweep the house, the floor, the patio- Hoover the sitting room

	<ul style="list-style-type: none"> - tidy up the house - take out the rubbish, garbage - look after/raise the children - lay/clear/wipe the table - wash the dishes/clothes - hang the washing out - iron/fold the clothes - give st a wipe/ clean - peel the potatoes - run to the shop/ get some eggs - help sb with the dinner ... - empty the dustbin/dishwasher/waste-bin - clean the refrigerator/cooker - put the toy away - throw out empty bottles - be responsible for the family/household finances - work to earn money
<p>1. Which household chores do you like and which do you dislike? Why? Ask Ss to work by themselves, write at least 3 household chores they like and 3 they dislike then add a reason</p>	<p>Do as appointed</p> <p>Like</p> <ul style="list-style-type: none"> - cooking <i>I like eating/cooking</i> - sweeping the floor <i>It's easy/not too hard /I like seeing the house clean after I sweep it</i> - lay the table <i>I like seeing delicious food on the table</i> - do the ironing <i>I like to be well-dressed/I like my clothes to be in good conditions</i> - water the plants/feed the pets <i>I love animals/ I love green plants in my house</i> - take out the rubbish - <i>It helps to protect the environment</i> <p>Dislike</p> <ul style="list-style-type: none"> - cleaning the bathroom <i>It's dirty</i> - wash the dishes <i>I often break things when I do the washing up</i> - mop/tidy up the house <i>It make me tired/It's tiring</i> - do the laundry <i>It's time consuming</i> - do the ironing <i>It's not easy. I sometimes burn the clothes</i> - do the cooking <i>It's hot and I sometimes cut myself</i>
<p>2. Match Mai's answer with Anna's question and practise the dialogue Let Ss work in pairs. Ask them to read all the questions and guess the answer. What household chores do you do <u>every day</u>? Which of the chores do you <u>like doing</u> the most? <u>What</u> do you <u>like</u> about it? Which of the chores do you <u>dislike doing</u> the most?</p>	<p>Do as appointed</p> <ol style="list-style-type: none"> 1. c 2. a 3. d 4. b
<p>3. a. Have a similar conversation with a partner. Find out which chores she/he likes</p>	<ul style="list-style-type: none"> - Do as appointed What household chores do you do every day?

<p>or dislikes and why. Ask Ss to interview their friends and note down on the sheet of paper</p> <ul style="list-style-type: none"> - Name: - Household chores: - Likes Reason - Dislike Reason <p>3. b. Report to the class about your partner's likes and dislikes Ask Ss to go to the board, look at their note and report the result to the class</p>	<p>Which of the chores do you like doing the most? What do you like about it? Which of the chores do you dislike doing the most? Like/ enjoy/ fancy/ be interested in/ feel like/ love/ be fond of/ be keen on Dislike/ hate/ don't like/ detest/</p> <p>- Do as appointed I have just interviewed about the household chores he/she does in the family. She/He often ... She/He likes ... because She/He dislikes ... because</p>
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4. Consolidation (3 mins)

- Vocabulary related to household chores one likes and dislikes
- Speaking skills: making a dialogue based on the sample, interviewing, reporting

5. Homework: (1 min)

- Vocabulary related to household chores one likes and dislikes
- Speaking skills: making a dialogue based on the sample, interviewing, reporting
- Do the task again
- Read Unit 1 - Listening at home

PERIOD: 05

Date of planning:

Date of teaching:

UNIT 1: FAMILY LIFE

LISTENING - Family life - Changing roles

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus

- To provide learners some vocabulary related to the topic of family life - changing roles

2. Skills

- To promote Ss to develop their listening skills
- To help Ss develop the skill of working in pairs and groups

3. Attitudes

- To encourage Ss to work harder
- To provide Ss some motivation

II. PREPARATION

1. Teacher

- **Teaching aids:** textbook, lesson plan
- Teaching method: Communicative language teaching

2. Students

- Read through English Unit 1 - Listening at home

III. PROCEDURE

1. Class organization (1 minute)

10I

2. Check up (5 minutes)

- Ask some pairs of Ss to make the interview and report again

3. New lesson (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	
Lead in	Do as appointed	
	Woman/wife	Man/Husband

<p>Write down two words wife/woman and husband/man and ask Ss to note down the role of them in the past and in present time</p>	<ul style="list-style-type: none"> - do all the housework - be responsible for child-raising/ be financially dependent - not have much power in both the society and family 	<ul style="list-style-type: none"> - not share any housework - go out to work and earn money/ breadwinner - have the total power in both the society and family
<p>1. Look at the chart and discuss the changes in weekly hours of basic housework by married men and women in the USA Ask Ss to work in pairs, look at the chart and discuss the changes in the weekly hours of basic housework by married men and women in the USA</p>	<p>Do as appointed</p> <p>In 1976, married women in the USA did four times as much housework as married men</p> <p>In 2012, married women in the USA did three-fifths of the housework and married men did the rest.</p> <p>From 1976 to 2012 the weekly hours of basic housework done by married men increased greatly. This means that married men in the USA tend to share more and more housework with their wives.</p>	
<p>2. Listen to a family expert talking about how the role of men and women in families have changed and decide whether the following is T or F</p>	<p>Do as appointed</p> <ol style="list-style-type: none"> 1. T 2. T 3. T 4. F 5. T <p>Tape script</p> <p>Today we'll discuss the changes in roles performed by men and women in the family. Changes in family life have made men's and women's roles more alike than ever as the wives are also be responsible for the family finances.</p> <p>Family experts say the old notions of who does what in the family may be more and more unclear. Men are not the sole breadwinners for the family like they used to be and they are becoming much more involved in housework and parenting</p> <p>Because men and women's role in families have become more alike, for couples to balance their work and family life, perhaps, "equally shared parenting" is the best solution. "Equally shared parenting" means the "conscious and purposeful sharing" in domains of life:</p> <ol style="list-style-type: none"> 1. children raising: Both parents have equal responsibility to nurture and to take care of the children 2. Breadwinning: Husband's and wife's careers are equally important 3. Housework: The household chores should be equally divided between the wife and the husband 4. Recreation: Both partners have an equal chance at time for their own interests and of course, to be with each other <p>Experts have found out that families that can keep to those four principles of "equally shared parenting" become happier and the divorce rate is the lowest</p>	

	amongst them.
<p>3. Work in pairs. Match the word and phrase with appropriate meaning Let Ss work in pairs to match the word and phrase with its appropriate meanings</p> <p>Provide Ss with the tape script and ask them to fill in the blank</p>	<p>Do as appointed</p> <ol style="list-style-type: none"> 1. e 2. b 3. c 4. d 5. a <ol style="list-style-type: none"> 1. alike 2. sole 3. involved 4. balance 5. equally 6. divorce
<p>4. Listen again and answer the question Ask Ss to read the question carefully and then answer the questions</p>	<ol style="list-style-type: none"> 1. They are not the only breadwinner in the family, and they get more involved in housework and parenting 2. Both are responsible for family finances, home making and parenting 3. The families become happier and the divorce rate amongst them is the lowest

4. Consolidation (3 mins)

- Vocabulary related to the topic of family life - changing roles
- Listening skills

5. Homework: (1 min)

- Vocabulary related to the topic of family life - changing roles
- Listening skills
- Do the task again
- Read Unit 1 - Writing at home

PERIOD: 06

Date of planning:

Date of teaching:

UNIT 1: FAMILY LIFE

WRITING - Many hands make light work

I. AIMS/OBJECTIVES OF THE LESSON

1. Language focus

- To provide learners some vocabulary related to the topic sharing the housework

2. Skills

- To promote Ss to develop their writing skills
- To help Ss develop the skill of working in pairs and groups

3. Attitudes

- To encourage Ss to work harder
- To provide Ss some motivation

II. PREPARATION

1. Teacher

- **Teaching aids:** textbook, lesson plan
- Teaching method: Communicative language teaching

2. Students

- Read through English Unit 1 - Writing at home

III. PROCEDURE

1. Class organization (1 minute)

2. Check up (5 minutes)

- Ask some pairs of Ss to make the interview and report again

3. New lesson (35 minutes)

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES
1. Work in pairs and discuss the meaning of the saying "Many hands make light work" Ask Ss to do the task	Do as appointed This saying means if many people share a piece of work, it will become easy for everybody. This also applies to doing housework in the family. If all members contribute to housework, each won't have to do much.
2. Read the text about Lam's family and complete the chore chart Ask Ss to do the task	Dad: mending things around the house, cleaning the bathroom Mum: do most of the cooking and grocery shopping Lam: doing the laundry, taking out rubbish, cleaning the fridge, laying the table for meals, sweeping the house and feeding the cat (share with sister) An: helping mum prepare meals, wash the dishes, laying the table for meals, sweeping the house and feeding the cat (share with brother)
3. Read the text again and answer the question Ask Ss to do the task	1. There are four people in Lam's family 2. Both parents work and the children spend most of their time at school 3. They split the housework equally in the family 4. The father ... 5. Yes, they do, they do it willingly 6. The burden is not on one or two people, so everyone has time to relax.
4. Make your family chore chart, then using the ideas in the chart, write a paragraph about how people in your family share housework based on the idea on the chart Ask Ss to work individually to make their own family chore chart Ask Ss to make an outline of the paragraph Introduction (Q 1, 2) Body (Q 3, 4) Conclusion (Q 5, 6) Ask Ss to exchange their writing for peer comment	Do as appointed

4. Consolidation (3 mins)

- Vocabulary related to the topic of sharing household chores

- Writing skills

5. Homework: (1 min)

- Vocabulary related to the topic of sharing household chores

- Writing skills

- Do the task again

- Read Unit 1 - Communication and Culture at home