Planning date: 04.9. 2021 Teaching date: 8A,C: 6/9/2021

***Period 1***

**REVISION**

**I.OBJECTIVES:**

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

- Review all main what they have studied in the 7th form

- Practice doing some exercises

**1. Knowledge:**

- ***Vocabulary*** : Review

- ***Language***: Review

***- Pronunciation*** : Review

**2. Skills**: Listening, reading, speaking, writing .

**3. Attitude and competencies:**

- Be eager to new school year

- Understand and actively respond to what they’ve learnt in English 7.

**4. Competencies:**

- Form and improve such competencies as self assessment.

**II. PREPARATIONS:**

**Teacher’s:** Posters,handouts,worksheets

**Students’:** Knowledge,vocab and strucutures from Units 1-12.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

1.Weak students may not finish the game on time.

2.Give them more help.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. Warm up (5’/GW)**  T asks ss some questions about their summer holiday. | **REVISION** |
| **II. NEW LESSON**  **I. Tenses (11’/PW/GW/IW)**  T asks ss to retell the tenses they’ve learnt in English.  **Ex 1: Use the correct verbs form/ tense**  Ss work individually to o the exercise  T checks and comments | **I. Tenses**  1. Present tenses: simple/ cont./ perfect  Ex. - Nam goes to school everyday.  - He is writing a letter.  - They have built that house for 3 months.  2. Past : simple/ cont  Ex. - My mother bought me a new shirt yesterday.  - We were having dinner when Lan came yesterday.  3. Future : simple/ cont.  Ex. - We will travel to HN next weekend.  - We will be traveling by this time next month.  **Ex 1: Use the correct verbs form/ tense**  1. There (be) 3 accidents on this street in the past 3 days.  2. Is this the first time you (visit) our beautiful country?  3. Scientists (find) cures for many illnesses in the last 50 years.  4. My uncle's health (improve) since he (leave) India.  5. I (buy) a new shirt last week but I (not wear) it yet.  6. I (not see ) Lan since we (leave) school. |
| **II. Passive voice (11’/IW)**  T runs through the statements.  Ss work independently.  T asks ss to retell the way to change the active voice into the passive voice.  **Ex2. Change into passive**  Ss work individually to o the exercise  T checks and comments | **II. Passive voice**  1. Active: Someone does something.  2. Passive: Something is done (by agent)  Ex. - The cat eats the mouse.  => The mouse is eaten by the cat.  - Lan does her HOME ASSIGNMENT everyday.  => Lan’s HOME ASSIGNMENT is done everyday.  **Ex2. Change into passive**  1. She read the letter many times last night.  2. Hoa met Tim at the market yesterday.  3. She didn’t introduce me to her mother.  4. My father planted this tree.  5. Thu helped him do his home assignment  6. They didn’t invite me to the birthday party.  7. they built that house in 1972 .  8. Mr. Smith has taught us French for two year.  9. They didn’t look after the children properly.  10. Nobody swept this street last week. |
| **III. Main structures (11’/IW)**  T elicits the structures.  Ss repeat and copy down.  **Ex 3: Rewrite sentences with:**  although/ despite  Ss work individually to o the exercise  T checks and comments. | **III. Main structures**  1. although + a clause of concession => despite + N-phrase/ V-ing  Ex. - Although he is poor, he is the best student in our class.  =>Despite being poor, he is the best student …  2. used to + V = usually + V-ed/ V2 (past habit)  Ex. My father used to smoke a lot but now he isn’t any more.  3. be/ get + used to + V-ing (present habit)  Ex. Lan is used to getting up early.  4. Degree of comparisons  a. Equality: as …. As  b. Comparative: er…than/ more …..than  **Ex 3: Rewrite sentences with:**  although/ despite  1. She felt sick. She went to work. (though) => 2. I was really tired. I couldn’t sleep. (even though) =>  3. He is very rich. He isn’t happy. (although)  4. She couldn’t answer the question. She is very intelligent. (though) =>  5. He tried. He was not successful. (though) =>  6. His life is hard. He determined to study well. => |
| **III. Wrapping up ( 5'/PW/GW)**  T asks ss to retell what they’ve revised. |  |
| **IV. HOME ASSIGNMENT (2')**  **-** Ss copy their home assignment  - T explains it carefully. | **HOME ASSIGNMENT**  - Review everything they learnt in English 7.  - Be ready for English 8. |

**V. Feedback :**

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Planning date: 04.9. 2021 Teaching date: 8A,C pm 6/9/2021

***Period 2***

**UNIT 1: LEISURE ACTIVITIES.**

**Lesson 1: Getting started (P.6-7)**

**I.OBJECTIVES:**

By the end of the lesson, ss will be able to listen and read for specific information about hobbies then practice listening and speaking with the lexical items related to the topic ‘LEISURE ACTIVITIES’.

**1. Knowledge:**

- ***Vocabulary*** : Read, write, understand key words about lexical items related to leisure TASK:: craft kit, melody, do DIY,make crafts, satisfied.

- ***Language***: - Use of the idiom ‘It’s right up my street’ and the expression ‘Check out this book’

- Verbs of liking + V-ing.

- Verbs of liking + to - infinitives

***- - Pronunciation:*** pronoun the following words correctly***:*** - craft kit/- make crafts/- m**e**lody/- DIY

- s**a**tisfied with

**2. Skills**: Listening, reading, speaking, writing about leisure TASK:

**3. Attitude:**

**- P**ositive attitude toward their leisure TASK: to have good leisure activities and be ready

to share with their friends.

- Understand and actively respond to questions about leisure TASK:

**4. Competencies:** - Form and improve such competencies as pairwork, communication

**II. PREPARATIONS:**

**Teacher’s:** text book, laptop, T.V, recording .

**Students’:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

1.Weak students may not finish the game on time.

2.Give them more help.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. Warm up (4’/GW)**  **\* Brainstorming** : Teacher asks students some questions about their free time activities.  Ss work in 2 groups to write as many activities as possible.  T checks, comments and gives mark.  + What all these activities are called?  - Teacher leads in the lesson. | **UNIT 1: LEISURE ACTIVITIES**  Lesson 1: Getting started (P.6-7)  **\* Brainstorming** :  listening to music |
| **II. BEFORE LISTEN AND READ**  **\* Set the scene:(5’/IW)**  Tshows the pic on P.6 on the screen then raises some questions:  1. What can you see in the picture?  2.Why do you think Mai, Phuc and Nick are there?  3.What are they holding in their hands?  4.What are they talking about?  5.Can you guess what Mai, Phuc and Nick like doing in their free time?  **\* Vocabulary (5’/IW)**  - Teacher presents the new words  - Teacher use different techniques to teach vocab (mine,picture,situation, realia,antonym)  - Ss repeat in chorus and individually  - Ss copy all the words  \* Checking vocab: ROR | 1. **Vocabulary**   |  |  |  | | --- | --- | --- | | - craft kit | (n): | Bộ đồ thủ công | | - make crafts | (v): | Làm đồ thủ công | | - m**e**lody | (n): | Giai điệu | | - DIY  - s**a**tisfied with | (n):  (a) | Tự làm  Hài lòng | |
| **WHILE LISTEN AND READ**  ***TASK : 1***  ***a. Circle the correct answer.* (5’/IW)**  T runs through the statements.  Ss work independently.  T allows ss to share answers with their partner.  - Teacher gets feedback. | **II. Listen and read**  ***1a. Circle the correct answer.***  ***\*Key:***  1. Bookstore 2. Book  3. dog 4. craft kit  5. Folk music 6. Vietnamese |
| ***b Which leisure activities do you think Phuc, Mai and Nick have? Tick the boxes. Then find the information from the conversation to explain your choice.*(5’/IW,PW)**  T goes through the list of activities mentioned.  Ss do this task individually first, then compare the answers with their partner. They should be able to give ideals from the text that support their answers.  - T corrects.  - T asks Ss if they have any of these activities, or if they know anyone who does these in their free time.  ***c. Answer the questions* (5’/IW,PW)**  T draws Ss’ attention to the contexts when Mai said ‘Check out this book’ and Phuc said ‘It’s right up your street!’.  Together with Ss elicit the meaning of these two expressions. | ***1b Which leisure activities do you think Phuc, Mai and Nick have? Tick the boxes. Then find the information from the conversation to explain your choice.***   * Key:   **Phuc**: pet training, reading, playing sports, helping parents with DIY projects.  **Mai:** making crafts, helping parents with DIY projects  **Nick:** reading, listening to music, learning language, playing sports.  ***1c. Answer the questions***  ***\* Key:***  1. check out sth: means to examine sth or get more information about it in order to be sure that it is suitable  2. right up one’s street: **(right) up your ˈstreet** *ex. This job seems right up your street.* |
| **AFTER LISTEN AND READ**  ***TASK 2.***  ***Find words/ phrases in the box to describe the photos. Then listen to check your answers. (5’/IW).***  Ss work in pairs to match.  T plays the recording twice.  - Ss listen to the recording and repeat the words/ phrases.  - Have some Ss practise the words/ phrases out loud  ***TASK 3.***  ***Complete the following sentences with the words in the box. In some cases, more than one answer can be relevant.(5’/PW/IW)***  -Ss work individually to do the task. Then compare the answers with a partner  - Ask for Ss’ answers  - Give feedback and confirm the correct answers.  T asks some weak ss the meaning of some phrases to make sure they understand them well. | ***2.Find words/ phrases in the box to describe the photos. Then listen to check your answers.***  ***\* Key:***  1. playing computer games  2. playing beach games  3. doing DIY  4. texting  5. visiting museum  6. making crafts  ***3. Complete the following sentences with the words in the box. In some cases, more than one answer can be relevant.***  ***\* Key:***  1**.** satisfied/ good  2. relaxing/ exciting  3. fun 4. boring  5. good/ satisfied |
| **III. Wrapping up ( 5'/PW/GW)**  This game can be done in groups of four or six, or as a mingle TASK :.  If your classroom is large enough, ask Ss to stand in two lines facing each other. Each pair will talk about one TASK:for one minute. When the time is up and T calls out ‘change!’, they will move one step to the left/right to meet a new partner and talk about another TASK :.  T goes around to check. | ***Game : Changing partners***  ***Choose the best answer:***  1. She likes\_\_\_\_\_\_ meals.  (cook/cooking/cooks/cooked)  2. Do you enjoy\_\_\_\_\_\_ in your free time?  (fishing/fish/fished/to fish)  3. Jack is very satisfied \_\_\_\_ his exam result.  (at/with/about/from)  4. They like \_\_\_\_\_ DIY.  (making/cooking/eating/doing0  5. This job is \_\_\_\_ your street.It means this job is suitable for you.  (up to/with/about/from) |
| **IV. HOME ASSIGNMENT (1')**  **-** Ss copy their home assignment  - T explains it carefully. | **HOME ASSIGNMENT**  - Write a short paragraph about your leisure activities.  - Do B1,2,3,4 (P4) in workbook. |

**V. FEEDBACK :**

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Planning date: 04.9. 2021 Teaching date: 8A,C: 7/9/2021

***Period 3***

**UNIT 1: LEISURE ACTIVITIES.**

**Lesson 2: A Closer Look 1 (P.8-9)**

**I.OBJECTIVES:**

By the end of the lesson, ss will be able to

**1. Knowledge:**

- ***Vocabulary*** : Read, write, understand the lexical items related to leisure TASK :.

- ***Language***: - The past and present simple .

- Verbs of liking + V-ing.

- Verbs of liking + to – infinitives

***- Pronounciation***: the clusters /br/ and /pr/

**2. Skills**: - improve their reading, speaking , listening and writing skills .

**3. Attitude :**

**-** Positive attitude toward their leisure TASK: to have good leisure activities and be ready

to share with their friends.

- Understand and actively respond to questions about leisure TASK:

**4. Competencies**- Form and improve such competencies as pairwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher’s:** Pictures related to hobbies, text book,T.V, recording, laptop.

**Students’:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

1.Ss may have difficulty understanding and explaining the pie chart in English.

2.T guides by giving some questions.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.Warm- up: (5’/GW)**  **Game 1 : Who is faster?**  T asks Ss to work in 2 groups in 2minutes to write as many words about leisure activities as possible.  - T divides the class into two teams.  - Ss go to the board and write the words.  - Teacher gets feedback.  - Which group has more correct words will win the game. | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 2: A Closer Look 1 (P.8-9)**  **Game 1: Who is faster?**  \* Suggested ideas:  - collecting stamp  - playing the guitar  **……………………….** |
| **II. VOCABULARY**  ***TASK: 1. Look at the following pie chart on leisure activities in the us and answer the questions*  (8’/PW)**  T shows the pie chart on the screen and gives some questions:  *-What is the pie chart about? Where can you find the information?*  *-What do the different coloured sections of the chart refer to?*  *-How are these sections calculated?*  *-What does the ‘Note’ tell you?*  *-What does the ‘Source’ tell you?*  Ss work in pairs to examine the pie chart closely in order to understand its contents, including the heading, subheadings, figures, colour codes, source and notes and answer the questions about the chart to make sure they understand the chart very well.  T shows the three questions on the screen.  - Ss work in pairs again to ask and answer.  - T corrects and gives comments.  **TASK:2 Complete the table with information from the pie chart.(6’/PW)**  - Ss work individually to do the exercise.  - T gives corrective feedback, the draws their attention to the parts of speech of the words mentioned ( e.g.relaxing comes from the verb relax with –ing added, and it refers to the TASK :).  Then introduces the concept of gerund (a noun made from a verb by adding –ing).  - T gives Ss some examples where a gerund is transformed from a verb and used as a noun.  - Ss make their own sentences with a gerund.  **TASK:3. Look at the words. Match them to the category labels.(6’/PW)**  T asks Ss some questions to check Ss’ understanding.  1.What is the common verb we often use with these?  2.How can we use this verb to describe the TASK :?  3.Who do we often do these with? Where do we often do these? Etc.  Ss to work in pairs to complete the task.  T gives corrective feedback, encourages them to add more words in each category. | **I. VOCABULARY**  ***\* Vocabulary***  - s**o**cialize/ s**o**cialise(v) : xã hội hóa  - comm**u**nicate **with** SB(v): giao tiếp  ***1. Look at the following pie chart on leisure activities in the us and answer the questions***  ***\* Questions***  1. How much leisure time did people in the us have on an average day in 20121  2. What did they do in their leisure time?  3. What were the three most common activities?  **\* Key.**  1. In 2012, people in the USA spent 5.1 hours a day on sport & leisure activities.  2. The main activities they did include watching TV, socializing & communicating, reading participating in sports, exercise & recreation, using computer for leisure and thinking.  3. The 3 most common activities were watching TV, socializing & communicating and using computer for leisure.  **2 Complete the table with information from the pie chart.**  **\*Key:**   |  |  | | --- | --- | | ***Name of TASK :*** | ***Verb*** | | Relaxing  Thinking  Using  Doing  Watching  Reading  Socializing  communicating | Relax  Think  Use  Do  Watch  Read  Socialize  Communicate |   **3. Look at the words. Match them to the category labels.**  ***\*Key****:*  1.e 2.b 3.f 4.a  5.d 6.h 7.c 8.g |
| **III. PRONUNCIATION / br / and / pr/**  **TASK: 5** **Complete the words under the pictures with /br/ or /pr/. Listen to check your answers and repeat. *(6’/IW)***  - Ss work individually to do the exercise then work in pairs to compare their answers  -T plays the recording  - Ss listen and check then repeat.  - T calls some weak ss to read again.  - T asks Ss to add more words which contain these clusters  **TASK 6. Listen and repeat. (5’/IW)**  - Ss practice the words with the clusters first. Then repeat the whole sentences  T plays the recording.  SS listen and repeat.  - T calls some ss to read again. | **II. PRONUNCIATION / br / and / pr/**  **5** **Complete the words under the pictures with /br/ or /pr/. Listen to check your answers and repeat.**  **\*Key:**  1. A***pr***icot 2. ***Br***idge  3. ***Br***acelet 4. ***Br***ead  5. ***pr***incess 6. ***Pr***esident  7. ***Pr***esident 8.***br***occoli  **6. Listen and repeat** |
| **IV. WRAPPING UP (7’/GW)**  ***Chatting:***  **How much time do you spend a day on leisure activities? What are the three activities that you do the most? Share your idea with a partner.**  Ss write down how much time they spend on leisure on an average day, and the three activities they do the most.  Ss move around and talk with at least three other classmates to find out who spends most time on leisure and what the most popular activities in the class | ***Chatting:***  **How much time do you spend a day on leisure activities? What are the three activities that you do the most? Share your idea with a partner.**  **\* Choose a word: (A,B,C or D) whose bold part is pronounced differently from the rest.**  1. A. ch**e**ck B. bracel**e**t C. pr**e**sent D. princ**e**ss  2. A. tr**i**ck B. st**i**cker C. l**i**brary D. com**i**cs  3. A. mel**o**dy B. butt**o**n C. c**o**rrect D. f**o**lk  4. A. **w**ool B. **w**rap C. **w**rite D. **w**rist  5. A. b**ea**d B. m**ea**t C. m**ea**nt D. s**ea**t |
| **IV. HOME ASSIGNMENT (2')**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully. | **HOME ASSIGNMENT**  - A1,2,3/ P3 in workbook |

**V. FEEDBACK** :..........................................................................................................................................

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Planning date: 04. 9. 2021 Teaching date: 8A,C: 9/9/2021

***Period 4***

**UNIT 1: LEISURE ACTIVITIES**

**Lesson 3: A Closer Look 2 (P.9-10)**

**I.OBJECTIVES:**

By the end of the lesson, ss will be able to:

**1. Knowledge:**

-  ***Vocabulary*** : Review the lexical items related to leisure TASK :: - adore - detest - fancy

- ***Language***: - Verbs of liking + V-ing.

- Verbs of liking + to – infinitives

***- - Pronunciation:*** pronoun the following words correctly***:*** adore - detest /d/- fancy

**2. Skills**: Listening, reading, speaking about hobbies.

**3. Attitude - P**ositive attitude toward their leisure TASK: to have good leisure activities and be ready to share with their friends.

- Understand and actively respond to questions about leisure TASK:

**4. Competencies:** - Form and improve such competencies as pairwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher’s:** Text book, recording, T.V, laptop.

**Students’:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- The lesson may take time.

- T lets Ss do TASK: 6 at home as their home assignment

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. Warm- up: (5’/GW)**  ***\* Chatting:***  - T asks ss about their leisure time on an average day:  T: How much time do you spend a day on leisure activities?  T: What are the 2 activities that you do the most? … | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 3: A Closer Look 2 (P.9-10)**    ***\* Chatting:*** |
| **II. New lesson.**  ***1. Vocabulary: (3’/IW)***  - Teacher use different techniques to teach vocab (situation, realia)  **2. Grammar**  **TASK: 1. Read the conversation in Getting Started again. Underline verbs that are followed by a gerund. (8’/IW/PW)**  - Ss do this exercise individually then compare their answers with a partner..  - T checks the answers and writes the correct answers on the board.  - T goes through the **Look out** box with Ss. – T tells Ss that verbs of liking/disliking are often followed by gerunds, but verbs such as *love, like, hate, start* and *prefer* may go with gerunds or to-infinitives with almost no change in meaning.  T gives some examples for both cases. Encourage Ss to give their own examples.  Introduce Ss to the **Learning tip** box, where they can differentiate the difference in terms of degree these verbs of liking/disliking. Alternatively, T may write these verbs on the board with a really happy smiley face at the top of the board and a really unhappy smiley face at the bottom and then ask Ss to rearrange them in a particular order without looking at **Learning tip** box.  **TASK: 2. Tick the appropriate box. Then listen and check. (5’/IW)**  Ss work individually and then compare the answers with their partners  **TASK: 3. Write the correct form of the verbs (4’/PW)**  Ss work in pairs to complete this task.  T gives feedback to Ss as class.  **TASK: 4 Write sentences about what you like or don't like doing in your free time, beginning with the following. Then share what you have written with your partner. (4’/IW/PW)**  - Ss do the exercise individually, then compare their answers with a classmate  T calls on some Ss to read out the answers. | ***I. Vocabulary:***  - adore (v) thích, tôn sung, yêu thiết tha…  - detest (v) ghét cay ghét đắng  - fancy (v) mến, thích  **1. Read the conversation in Getting Started again. Underline verbs that are followed by a gerund.**  **\* Key:**  Love (to watch) ; enjoy listening ; liked reading  ***\*Grammar:***  ***Verbs of liking + gerunds/ to V***  **\* Example :**  She loves going out with her friends.  = She loves to go out with her friends.  (If we want to follow a verb with another action, we must use a gerund or an infinitive// some verbs are followed by only gerunds: enjoy; fancy; detest…)  **2. Tick the appropriate box. Then listen and check.**  **\*Key:**   |  |  |  | | --- | --- | --- | |  | followed by gerund onlỵ | followed by both gerund and to-infinitive | | 1. love |  | v | | 2.enjoy | v |  | | 3. detest | v |  | | 4. prefer |  | v | | 5. fancy | v |  |   **3. Write the correct form of the verbs**  ***\* Key:***  1. making . to watch/ watching  3. Skateboarding  4. to learn/ learning  5. sitting  **4 Write sentences about what you like or don't like doing in your free time, beginning with the following. Then share what you have written with your partner.**  1. I adore ……………..…………….  2. I love …………………….………  3.I fancy ……………………………  4. I don't mind ………………………  5. I don’t like ……………………….  6.I detest…………………………….. |
| **3. Further practice**  **TASK: 5. Look at the following e-mail that Minh Duc wrote to his new pen friend.**  **T asks ss to scan the email and gives some questions to make sure they understand the email well. (8’/PW/IW)**  T : Who wrote this e-mail?  T: To whom?  T: What is it about?  **a) There are six grammar mistakes in his e-mail. Can you and correct them?**  Ss work individually and compare their answers with classmate.  **b) Answer the questions.**  Ss work in pairs to answer the questions.  T checks some pairs | **5. Look at the following e-mail that Minh Duc wrote to his new pen friend.**  **\* Key:**  **5a:**  1. like do =>like to do/ like doing  2. enjoy do=>enjoy doing  3. like have=> like to have/ having  4. mind to do=> mind doing  5. hate spend=> hate to spend/ spending  6. love eat=> love eating/ love to eat  **5b. Answer the questions.**  1. The activities Duc mentions in his e-mail are: playing video games, playing football, helping …  2. The 2 activities he enjoys the most are playing football with his friends & eating out with his family |
| **III. Wrapping up (6’/PW/IW)**  T asks Ss to retell what they’ve learnt in the lesson.  T guides ss to do TASK:6  4. A. craft**s** B. comic**s** C. street**s** D. stamp**s**  5. A. men**tion** B. ques**tion** C. ac**tion** D. educa**tion** | * **Chatting**   **What do you like or not like doing in your free time?**  **\* Choose the best answer:**  1. A. s**ou**nd B. cl**ou**d C. f**ou**nd D. fav**ou**rite  2. A. t**oo**l B. n**oo**n C. d**oo**r D. sch**oo**l  3. A. kn**ow** B. sh**ow** C. n**ow** D. l**ow** |
| **IV. HOME ASSIGNMENT (2')**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully. | **\* Home assignment**  - Write sentences with all the structures.  - Do TASK:6/P.10 again.  - Do B5, 6/P.5 (workbook) |

**V. Feedback :**

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Planning date: 10. 9. 2021 Teaching date: 13/9/2021 (8A,C)

***Period 5***

**UNIT 1: LEISURE ACTIVITIES**

**Lesson 4. Communication (P.11)**

**I.OBJECTIVES:**

By the end of the lesson, ss will be able to:

**1. Knowledge:**

- ***Vocabulary*** : Read, write, understand key words : window shopping (n), weird (adj), be hooked on (v), be addicted to (v), netlingo (n)

- ***Language***: - Verbs of liking + V-ing.

- Verbs of liking + to – infinitives

***- - Pronunciation:*** pronoun the following words correctly:window shopping, weird, be hooked on, be addicted, netlingo

**2. Skill**: Speaking : use the present simple to talk about leisure TASK :.

**3. Attitude :**

**-** Positive attitude toward their leisure TASK:and be ready to share with their friends.

- Understand and actively respond to abbreviations used for online chatting or textling.

**4. Competencies:** - Form and improve such competencies as pairwork, communication, collaboration.

**II. PREPARATIONS:**

**Teacher’s:** Text book, Cards, T.V, laptop.

**Students’:** Text books, workbooks .

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss’s shy to express their idea in English.

- T monitors and encourages Ss to speak

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. Warm up:(5’/PW)**  ***\* Interviewing:***  Tasks ss some questions about their family’members’ leisure TASK :  Ss answer T’s questions. | **UNIT 1: LEISURE ACTIVITIES**  Lesson 4. Communication (P.11)  **Game 1: Interviewing** |
| **II. NEW LESSON**  **1. Vocabulary (5’/IW)**  - Teacher use different techniques to teach vocab (situation, realia)  \* Checking technique: R.O.R  **TASK: 1.**  **Read the following article on the magazine 4 Teen website. (7’/IW/GW)**  T explains to Ss that they are going to read about some activities teenagers do in their spare time.  Ss look at the photos ( with name and country ) .  Ss read the text in 4 minutes.  T asks ss to close books to play a memory game dividing Ss into competing groups to tell how much information they can remember from the text.  Motivate Ss by counting every detail they remember!  **TASK:2. Can you understand the abbreviations in the text? Use this'netlingo'dictionary if necessary. (6’/PW)**  - T asks Ss if they notice any other particular features of the text.  - T explains that this is from a webpage and that these abbreviations are informal language that is used online and in texting messages.  - T introduces the first abbreviation.  - Ss work in pairs to complete the task.  T encourages Ss to add to the ‘netlingo’ dictionary with any other abbreviations they know that are used online.  Ss work in pairs to create their own mini dictionary, then ask other pair to guess the meaning. | **\* Vocabulary**  - window shopping (n): đi chơi ngắm đồ bày ở cửa hàng.  - weird (adj): kì cục  - be hooked on (v): yêu thích cái gì  - be addicted to (v): nghiện (thích)  - netlingo (n): ngôn ngữ dùng để gt trên mạng.  **1.**  **Read the following article on the magazine 4 Teen website.**  **2. Can you understand the abbreviations in the text? Use this'netlingo'dictionary if necessary** |
| **FURTHER PRACICE**  **TASK:3** **Find information in the text to complete the table. (6’/PW)**  T asks Ss to work in pairs to complete the table.  Ss work in pairs and read the text more closely to fill in the table.  T collects some pairs’ paper to show as the whole class to compare and gives comments.  **TASK:4 Work with your partner and put the activities in 3 in order from the most interesting to the most boring. Then compare your ideas with other pairs.(8’/PW/GW)**  - T has Ss work in pairs to put the leisure activities in the text in order from the most interesting to the most boring.  - Ss work in pairs  - Once they have their list, form a bigger group of four and each pair shares their list with the other.  Ss are encouraged to discuss, give opinions, and negotiate with each other in order to agree on a mutual list. | **3** **Find information in the text to complete the table.**   |  |  |  | | --- | --- | --- | | ***Who?*** | ***What TASK:is mentioned?*** | ***What does he/ she think of it?*** | | Emily | - Hanging out with friends  ( window shopping)  - working as a volunteer | She loves it. | | Hang | Cloud watching | She adores it. It is easy. | | Linn | Going to the community center, painting, dancing and doing drama | She loves it. | | Minh | - Playing football  - helping his aunt in running cooking classes | He likes it. It’s fun. | | Manuel | - playing computer games  - doing judo | He’s addicted to it.It’s ok | |
| **4 Work with your partner and put the activities in 3 in order from the most interesting to the most boring. Then compare your ideas with other pairs.** |
| **III. Wrapping up: (6’/GW)**  **Game : Making article**  T has Ss write short texts or messages in which they use these abbreviations and/ or their newly added ones and send them to each other.  Ss are divided into 4 big groups to write in 3 minutes.  - T checks and comments. | **Game : Making article**  **\*Circle the mistake in each sentence.**  1. It took (A)me a very long time (B) recovering from (C) the shock of (D)her death.  2. Remember (A) taking off (B) your shoes when (C) you are in a Japanese house (D).  3. My parents (A) permitted (B) me going out (C) at (D) weekends.  4. Money (A) is used to (B) buying (C) food and clothes (D).  5. He often (A) lets (B) me to use (C) his mobile phone (D). |
| **IV. HOME ASSIGNMENT(2’)**  - T assigns the home assignment  **-** Ss copy their home assignment- T explains it carefully. | **\* Home assignment**  - Write sentences withall the new structures.  - Find more abbreviations used online.  - Do C1,2,3 /P.5,6 |

**V. Feedback** ............................................................................................................................................................................................................................................................................................................

Planning date: 10. 9. 2021 Teaching date: pm 13/9/2021 (8A,C)

***Period 6***

**UNIT 1: LEISURE ACTIVITIES**

**Lesson 5: Skills 1 (P.12)**

**I.OBJECTIVES:**

- By the end of this lesson students will be able to:

**1. Knowledge:**

-  ***Vocabulary*** : Read, write, understand key words : - virtual (adj), rely(v) , join (v)

- ***Language***: - Use the present simple tense to describe lesure activities.

***- - Pronunciation:*** pronoun the following words correctly***:*** virtual, rely , join

**2. Skills**: - Reading for general and specific information about the positive and negative effects of using computer .

- Talking about ‘good’ and ‘bad’ sides of leisure activities.

**3. Attitude :** **-** Positive attitude toward their leisure TASK: to have good leisure activities and be ready

to share with their friends.

- Understand and actively respond to questions about ‘good’ and ‘bad’ sides of leisure activities.

**4. Competencies**- Form and improve such competencies as pairwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher’s:** text book, T.V, laptop .

**Students’:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Weak students may find it difficult to speak about their hobbies.

- T gives them more help.

.**IV. PROCEDURE:**

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| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. Warm up (5’/PW)**  ***\*Chatting:***  T asks ss some questions about computer  T: How many people often use computer?  T: How often do you use the computer?  T: What do you use it for? | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 5: Skills 1 (P.12)**  ***\*Chatting:*** |
| **II. BEFORE READING**  **I. Vocabulary**  **1. Pre-teach the vocabulary(6’/IW)**  - T uses pictures,examples,synonym to teach words  \* Checking technique: Slap the board  **2. TASK:1. What are the benefits of using computers or mobil phones for leisure activities? What are the harmful things it may bring us?(4’/PW)**  Ss work in pairs -look at the pictures - answer the three questions.  T elicits the answers from Ss and quickly write them on the board.  Ss quickly read the text and compare their guesses with the information from the text. | **I. Vocabulary**  - virtual (adj) : ảo ( chỉ có ở trên mạng)  - rely(v) : phụ thuộc  - join (v): tham gia  - Technology (n): công nghệ  - effect (n): ảnh hưởng  - Exist (v): tồn tại  - ban (v): cấm, ngăn |
| **II. WHILE READING**  **TASK:2: Read the text and choose the correct answer. (IW/ 5’)**  Ss read the text again and answer the questions individually and then compare their answers with a classmate.  T asks for Ss’ answers and has them explain their answers.  Ss can either paraphrase the original information from the text or read out loud the part of the text where the answer to each question is located.  T confirms the correct answers.  **TASK:3. Write the questions for the answers based on information from the text. (PW/8’)**  Ss complete the sentences without reading the text again. Then Ss can underline parts of the text that help them find the answers.  Ss share their answers with a partner.  T checks and confirms the correct answers | **II. Reading:**  **1. What are the benefits of using computers or mobil phones for leisure activities? What are the harmful things it may bring us?**  **2: Read the text and choose the correct answer .**  **\*Key :**  1.**3. Write the questions for the answers based on information from the text.**  **\*Key:**  1.Is Quang’s garden real?  2.What is the problem with using technology in your free time?  3.What leisure activities do teenagers do days?  4.What are the benefits of using the computer?B 2.C |
| **III. AFTER READING**  **Speaking**  **1. Language notes (IW/3’)**  - T elicits language note from students  - Ss answer the questions then copy down  **TASK:4: Quang and his parents are talking about how he should spend his free time. Decide which statements are from Quang and which are from his parents. (PW/5’)**  -T has Ss work in pairs to discuss the uses of carved eggshells.  - Encourage Ss to think creatively.  T calls on some good students to talk in front of the class. | **III.SPEAKING**  **Language notes**  Giving an opinion: I think that.. In my opinion...  Agreeing: I agree with you.; That's so true.; Exactly. Disagreeing: I'm afraid I don’t agree.; I don't think so.  **4: Quang and his parents are talking about how he should spend his free time. Decide which statements are from Quang and which are from his parents.**  **\*Key: Quang:**  - I’ve made lots of friends from the game network.  - I think computer games train my mind and my memory  - My English is much better because I surf the net   * **Quang’s parents:**   - Go out and play a sport. It’s good for you!  - You see your real friends less and less  - Sitting for too long in front of the computer makes your eyes tired |
| **IV. WRAPPING UP**  **1. Role- play: What’s the solution?(7’/GW)**  Ss work in groups and take turns talking about their hobbies. Then they vote for the most exciting hobby. Call on some Ss to talk about the most exciting hobby of their group. T monitors the conversations and note down common errors.  - T corrects the errors with class. | **\* Role- play: What’s the solution?**  **\* *Example exchange.***  **Q:** I believe that my E is much better because I surf the Internet.  Q’ P: I don’t agree with you. Go out and play with your friends is much better.  T: I agree with you Q. However, you shouldn’t spend much time on surfing the Net. It’s not good for your eyes.  **\* Choose the word: A,B,C or D which has a different stress from the others.**  1.A. collect B. relative C. novel D. surfing  2. A. protection B. museumC. improve D. irritated  3. A. programme B. drama C. addition D. garden  4.A. wonderful B. mountain C. relaxing D. satisfied  5.A. computer B. beautifulC. leisure D. badminton |
| **V. HOME ASSIGNMENT (2’)**  - T assigns the home assignment- T explains it | **HOME ASSIGNMENT**  - Do D1, D2/ P.6-8. |

**V. Feedback** ........................................................................................................................................................................................................................................................................................................................................................................................

*Planning date: 10.9. 2021* Teaching date: pm 14/9/2021 (8A,C)

***Period 7***

**UNIT 1: LEISURE ACTIVITIES**

**Lesson 6: Skills 2 (P.13)**

**I.OBJECTIVES:**

By the end of this lesson ss will be able to: - Listen to get information about hobbies.

- Write a paragraph about one’s hobby

**1. Knowledge:**

- ***Vocabulary*** : The lexical items related to leisure activities.

- ***Language***: : - The present simple and the future simple tense.(Review)

- Verbs of liking + V-ing.

***- Pronunciation*** : pronoun these words correctly: - suggest /- basically /- physical health/ - hang out

**2. Skills**: writing a paragraph, listening for general and specific information.

**3. Attitude:**

**-** Positive attitude toward their leisure TASK:and be ready to share with their friends.

- Understand and actively respond to questions about leisure TASK:

**4. Competencies**

- Form and improve such competencies as pairwork, , presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher’s:** recording, T.V, laptop

**Students’:** Text books, workbooks and subboard.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss have difficulty in listening.

- T does the pre-stage carefully.

**IV. PROCEDURE:**

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| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. Warm – up (3’/IW)**  ***Chatting.***  Brainstorming: leisure activities | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 6: Skill 2 (P.13)** |
| **II. BEFORE LISTENING**  **1. Vocabulary: (5’/IW)**  - T uses different techniques to teach vocab.  Ss read then copy the vocab.  Check ‘R.O.R’  ***2. TASK:1 .* (5’/IW)**  T asks ss what they usually do with their friends in their free time.  T confirms th correct answers. | **I. LISTENING**  **1 Vocabulary:**  - suggest (v): gợi ý  - basically (adv): về cơ bản, cơ bản  - physical health (n) : sức khỏe thể chất  - hang out (v): đi chơi cùng bạn bè |
| **II. WHILE LISTENING**  **1. TASK: 2. Listen to the radio programme and answer the questions.(5’/IW)**  T : You are going to listen to a radio programme. Look at the questions and underline the key words.  Ss read the questions then underline the key words  T plays the recording twice.  Ss listen and write down the answers.  Ss compare with their partner before answering as class.  T plays the recording one more time for pairs to check their answers.  **2. TASK: 3. Listen again and complete the table.(5’/IW)**  T plays the recording again.  Ss listen and write down the answers individually.  Ss compare with their partner before answering as class.  T plays the recording one more time for ss to check their answers. | **2. Listen to the radio programme and answer the questions.**  1. What is the topic of this week's programme?  2. Which two main ways does the programme suggest you can hang out with your friends?  ***\* Key:***  1. The topic of this week’s program is hanging out with your friends.  2. There are 2 main ways: hanging out indoors or outdoors.  **3. Listen again and complete the table.**  **\*Key:**  1. movies 2. cinema  3. crafts 4.sports  5. physical health 6. people  7. cultural centre |
| **II. AFTER LISTENING**  **1. Writing to give opinion (5’/IW)**  - T elicits language note from students  - Ss answer the questions then copy down  **2. TASK:4. Complete the following paragraph with the ‘Organising your ideas’ box.(5’/IW)**  - Ss work individually to complete the task, and discuss their answers with a partner.  - Remind Ss that for some gaps there is more than one correct answer.  - T confirms the correct answers.  - T calls some ss to read the paragraph. | **II. Writing**  🡺**Writing to give an opinion.**  **Organizing your ideas.**  **- Introducing your opinion**: In my opinion,.. I believe  **- Explain your opinion**: Firstly, secondly , thirdly… , finally.  **- Concluding / summarizing your opinion:**  For these reasons, …/ In short,… / As I have noted,…  **4. Complete the following paragraph with the ‘Organising your ideas’ box.**  **Key:** 1. In my opinion,/ I believe  2. Firstly 3. Secondly  4. Besides/ Also / In addition  5. For these reasons/ In short / As I have noted |
| **TASK: 5. Now write a similar paragraph to answer one of the following questions.(5’/GW)**  Ss work in small groups where each chooses one question. Then agree on an opinion and work together to brainstorm the ideals to argue for your points.  - Each member will need to write his/her own piece.  - Tasks them to use the connectors they have earlier in order to better organize their ideals. | **5. Now write a similar paragraph to answer one of the following questions.**  1.What do you think is the best leisure TASK:teenagers?  2. Should parents decide how teenagers spend their free time? |
| **III. Wrapping up (5’/GW)**  - Let some students present their writing.  - teacher corect mistake and five feed back | **\* Example:**  I believe the best leisure TASK:for teenagers is any group TASK :. This could be a hobby group or even volunteering.  Firstly, teenagers like to feel that they belong t a group.  Secondly, being part of a group helps teenagers make friends. Friendships are very important to teenagers. In addition to, they will make friends with people who have the same interests as them.  For these reasons, I think group TASK:is the best for teenagers. |
| **IV. HOME ASSIGNMENT(2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully. | **\*HOME ASSIGNMENT**  - Write the paragraph about your leisure TASK :.  - Do E1,2,3/ P.8 (W.B). |

**V. Feedback :**

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*Planning date: 10.9. 2021* Teaching date: pm 15/9/2021 (8A,C)

***Period 8***

**UNIT 1: LEISURE ACTIVITIES**

**Lesson 7: Looking back and project (P.14-15)**

**I.OBJECTIVES:**

By the end of this lesson ss will be able to:

**1. Knowledge:**

- ***Vocabulary*** : Review

- ***Language***: : Review - The present simple and the future simple tense.

- Verbs of liking + V-ing.

***- Pronounciation***: the clusters /br/ and /pr/

**2. Skills**: speaking, reading, listening and writing.

**3. Attitude :**

**-** Positive attitude towards their leisure TASK:and be ready to share with their friends.

- Understand and actively respond to questions about leisure TASK:

**4. Competencies:** - Form and improve such competencies as pairwork, communication, and assessment.

**II. PREPARATIONS:**

**Teacher’s:** T.V, laptop

**Students’:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

It is rather difficult for Ss to make use of all the content of this unit.

T asks them to prepare the lesson at home first.

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. Warm – up (4’/GW)**  ***\* Brainstorming:***  T asks ss to think about as many leisure activities as possible.  Ss work in two groups to write on the board. | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 7: Looking back and project**  **(P.14-15)**  ***\* Brainstorming: Leisure activities***  *Gardening Fishing Painting*  *Swimming Cooking* |
| **II. NEW LESSON**  **I. Vocabulary (9’/IW/PW)**  **TASK:1. Which one is the odd one out?**  Ss do this TASK:individually then compare their answers with a partner.  - T accepts different answers if Ss explain their decisions logically.  **TASK:2. Rearrange the letters to find the name of the activities.**  SS work individually to rearrange the letters to find the name of the activities then compare their answers with a partner.  T checks and confirms the correct answers. | **I. Vocabulary**  **1. Which one is the odd one out?**  ***\* Key:***  1. DJY 2. hanging out  3. hospital 4. detest  5. boring 6. computer  **2. Rearrange the letters to find the name of the activities.**  ***\* Key:***  1. socializing with friend 2. relaxing  3. communicating with friends 4. doing DJY  5. using computers 6. making crafts |
| **II. Grammar. (8’/IW/PW)**  **TASK:3. Fill in the gaps with the correct form of the verbs**  - T asks students to refer to grammar point on page 9 and 10.  T: How do we use verbs of linking?  - Ss work individually to complete the exercise.  - If time allows, T may ask Ss to swap their work with each other for peer correction.  **TASK:4. Complete the following sentences with your own ideas.**  - Ss complete the sentences using their own ideas.  - T reminds them to use gerunds or to-infinitives.  - T calls some Ss read out their sentences. Accept all answers as long as they make sense.  **TASK:5. Read this paragraph from** [*www.thinkuknow.co.uk*](http://www.thinkuknow.co.uk) *by CEOP, the UK government agency that Help protect children from harm Online and offline in the UK and internationally. Choose the most suitable words/ phrases to fill the gaps*  - Ss work individually then compare with a partner.  - T may explain to them that they can register as a user on the website [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) in order to be protected when they go online. | **II. Grammar.**  **3. Fill in the gaps with the correct form of the verbs**  **\* Key**:  1. working 2. to learn / learning  3. Seeing 4. doing  5. meeting 6. play  **4. Complete the following sentences with your own ideas.**  ***\* Suggested ideas:***  1. My best friend doesn’t mind cooking and doing the housework.  2. Do you fancy making crafts in your free time?  3. My father used to hate driving in busy street but now he likes doing it.  4. I love caring for trees and flowers in the garden.  5. My cousin detests going out on cold days  **5. Read this paragraph from** [*www.thinkuknow.co.uk*](http://www.thinkuknow.co.uk) *by CEOP, the UK government agency that Help protect children from harm Online and offline in the UK and internationally. Choose the most suitable words/ phrases to fill the gaps*  ***\* Key:***  1. Firstly 2. Secondly 3. Thirdly  4. In addition 5. In short |
| **III. Communication. (8’/IW/PW)**  **TASK:6: Choose from the leisure activities in this unit**  T allows Ss 5 mins to do this task. For each TASK:they choose, they should be able to give at least one reason that led them to the decision.  Then Ss work in pairs to exchange ideas. | **III. Communication.**  **6: Choose from the leisure activities in this unit**  one TASK:you think is fun one TASK:you think is boring  one TASK:you think is exciting  one TASK:you think is good for physical heal  one TASK:you think is good for mental heal  Explain why you think so. Then exchange your idea with a partner. |
| **IV. Project (10’)**  **JOIN OUR LEISURE ACTIVITIES.**  - Ss work in group to do the project.  - Teacher guides and sets this TASK:as home assignment | **IV. Project**  **JOIN OUR LEISURE ACTIVITIES.**  In a small group decide on a leisure TASK:that you would like to organize. It could be a team sport, or a craft-making TASK :. Plan a poster advertising your TASK :. Include the following on your poster:  Explain the TASK:and include some pictures Explain why this TASK:is fun/exciting/interesting. Give information about the meeting time and place Tell classmates what they should bring to do the TASK :  Use the poster to present the TASK:to the rest of the class. See how many classmates will sign up to your TASK :. |
| **V. Wrapping up (4’/PW/IW)**  - Ask ss to complete the self- assessment.  - Identify any difficulties and weak areas and provide further practice.  \*Summarize the main point of the lesson. | **\*Choose a word: (A,B,C or D) whose bold part is pronounced differently from the rest.**  1. A. **a**dore B. **a**ddicted C. cr**a**ft D. comm**a**  2. A. trick**s** B. sticker**s** C. button**s** D. bead**s**  3. A. volunteer**ed** B. look**ed** C. join**ed** D. play**ed**  4. A. wind**o**w B. net ling**o** C. s**o**cialise D. j**o**in  5. A. r**e**lax B. d**e**test C. b**e**st D. D**e**fine |
| **VI: HOME ASSIGNMENT (2’)**  - T assigns the home assignment  **-** Ss copy their home assignment  - T explains it carefully. | **\*HOME ASSIGNMENT**  - Do the project at home.  - Do C1, C2/ P6-7 (W.B ) |

**IV. PROCEDURE:**

**V. Feedback :**

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