

* Date of teaching: 17/9/2024

* Week : 3

* Period : 7

Lesson 6: UNIT1: SKILLS 2
Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

- *Main skills*

Listening: listen for specific information

Write: write an email about your leisure activities you do with your friends.

- *Sub skill:*

Reading: complete the specific information in a mind map

b. Language:

Vocabulary: use some vocabulary about the leisure activities

Grammar: use the present simple tense to write an email about your leisure activities.

2. Competence

Students can write an email about your leisure activities you do with your friends.

3. Attitude


Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, ppt file, pictures of the leisure activities.

III. Procedure

Activity 1: Setting the scene (5 minutes)


Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	MIMING LEISURE ACTIVITIES 
Procedure	- Invite some Ss to go to the board. Have them mime a leisure activities. Ask other Ss to guess the activity. - Lead into the new lesson: Listening and Writing about leisure activities that are done with friends. - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: Playing computer games, knitting, cycling,....

Activity 2: Listening (5 minutes)


Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and writing tasks.
Input	<div><div>1 Answer the questions.</div><div>1. In your opinion, what activities can we do with our friends in our leisure time?</div><div>2. Why should we spend time with our friends?</div></div>

Procedure	<ul style="list-style-type: none"> - Have Ss answer the questions in the book. - Elicit answers from Ss. This is open activity, so accept all answers provided they make sense.
Outcome	<ul style="list-style-type: none"> - Expected answers: <ol style="list-style-type: none"> 1. Activities we can do with our friends in our leisure time: having dinner party, playing sports, going to the park, going fishing,.... 2. We should spend time with our friends to: Reduce stress/ improve your self-confidence/ encourage you to change or avoid unhealthy lifestyle habits,.....

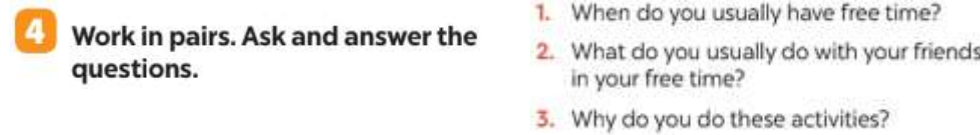
Activity 2 : Activating Ss' knowledge of the topic (5 minutes)

Goal	The activity aims to help Ss develop the skill of listening for specific information.
Input	
Procedure	<ul style="list-style-type: none"> - Tell Ss that they are going to listen to an interview about the leisure activities Mark does. - Have Ss read the questions first and underline the key words. - Play the recording and ask Ss to listen and choose the correct answers. Ss work in pairs to compare their answers. - Ask for Ss' answer and write them on the board without confirming whether they are right or wrong.
Outcome	<ol style="list-style-type: none"> 1. Ss express their thought about the topic leisure activity 2. Expected answer: 1. A 2. C

Activity 3 : Listening for specific information. (10 minutes)


Goal	The activity aims at helping Ss develop the skill of listening for specific information.
Input	
Procedure	<ul style="list-style-type: none"> - Tell Ss that they are going to listen to an interview again and complete the table of information. - Have Ss read the table. Have Ss guess the word or phrase to fill in each blank and write their guesses on the board. - Play the recording and ask Ss to listen again and complete the table. Ss work in pairs to compare their answers with each other and with the words /phrases on the board. - Play the recording once more for pairs to check their answers. - Ask for Ss' answers and write them on the board next to their guesses.
Outcome	<ol style="list-style-type: none"> 1. Ss can guess the vocabulary in context. 2. Key: 1. video 2. cinema 3. park 4. shop 5. bike ride 6. places

Activity 4 : Brainstorming ideas and making an outline for writing (5 minutes)

Goal	The activity aims at helping Ss brainstorm ideas and make an outline for Ss' writing.
Input	

Procedure	<ul style="list-style-type: none"> - Have Ss work in pairs to answer the questions in the book. - Have some Ss present their answers or write their answers on the board. - Comment on their answer.
Outcome	1. Ss have ideas and an outline for Ss' writing 2. Key 1. I usually have free time at the weekend. 2. I usually go a bike ride/ play badminton/ go for a walk/ go swimming/ 3. I play badminton because I find it interesting....

Activity 5 : Writing a paragraph about hobby. (10 minutes)

Goal	The activity aims at helping Ss practise writing an email to a pen pal to tell him/ her about the leisure activities they do with their friends.	
Input	5 Write an email (80 - 100 words) to a penfriend to tell him / her about what you usually do with your friends in your free time. Use your answers in 4.	
Procedure	<ul style="list-style-type: none"> - Have Ss write their emails individually based on the information in their answers in 4. - Ask one student to write his or her email on the board. Other Ss and T comment on the email on the board. - Then T collects some writings to correct at home. 	
Outcome	1. Ss can write an email about their leisure activities. 2. Expected answer: Hi, It's nice to hear from you again. Let me tell you about how I spend my freetime. When I finish all my homework, I often read books and listen to my favorite songs. On Saturday, I usually go swimming with my friends at a nearby pool. We also play football in the afternoon. On Sunday, I always help my Mom with housework and cooking meals. Then I do DIY with my younger sister. How do you spend your free time? I'm looking forward to your reply. Bye for now,	

Wrap-up: (5 minutes)

- Ask Ss to summarise what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.

	<p>3 Report your group's findings to your class based on the following guiding questions:</p> <ol style="list-style-type: none"> 1. How many students did you interview? 2. When do the students have free time? 3. What are the most popular activities they do with their family? 4. What are the most popular activities they do with their friends? 5. What are the most popular activities they do on their own? 6. What leisure activities would they like to try in the future?
Procedure	<p>Script 1</p> <ul style="list-style-type: none"> - Organise an interview in the class and present the project - Remember to have the 'show and tell' session and vote for the best performance. -(If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class.) <p>Script 2</p> <ul style="list-style-type: none"> - Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. - Remember to have the 'show and tell' session and vote for the best performance.
Outcome	<p>Suggested answer(Script 1)</p> <ol style="list-style-type: none"> 1. I have some free time in the evenings after work, typically between 6 p.m. and 10 p.m. <ul style="list-style-type: none"> - I'm usually busy during weekdays, but I have more free time on weekends. - It depends on my schedule, but I have more free time on weekends." 2. In my free time, I enjoy spending quality time with my family. We often go for hikes or picnics in nature, play board games, or have movie nights at home. <ul style="list-style-type: none"> - During my free time, I love doing activities with my family. We enjoy going to the park, having family cookouts, or exploring new places together. - Whenever I have free time, I spend with my family. We often plan day trips to museums, engage in sports activities, or simply have relaxed evenings with good conversations. 3. In my free time, I enjoy hanging out with my friends and doing various activities. We often go out for meals, watch movies together, or play sports like soccer or basketball. <ul style="list-style-type: none"> - During my free time, I love spending quality time with my friends. We often plan game nights, go to concerts or live events, or explore new places in the city together. - Whenever I have free time, I enjoy socializing with my friends. We might meet up for coffee, go for walks or hikes, or even take weekend trips to nearby destinations. 4. - When I have time to myself, I enjoy playing a musical instrument. It allows me to express myself and relax. <ul style="list-style-type: none"> - During my alone time, I am into reading books or watching movies. It's a way for me to unwind and escape into different worlds.

	<p>- When I'm on my own, I love exploring the outdoors, going for walks, or trying out new things. It's a great opportunity for me to connect with nature and enjoy some peaceful moments.</p> <p>5. - In the future, I would love to try bungee jumping. I think it is very exciting and it's a great way for me to escape into different worlds</p> <p>- One leisure activity I would like to try in the future is rock climbing. It seems like a physically challenging experience that I believe would push me outside my comfort zone.</p> <p>Suggested answer(Script 2)</p> <p>I talked to(number) students about their leisure activities and here is what I got. Most of the students have their free time in/ on.....(time)..... In addition, the most popular activities they do with their family are..... (V-ing). Besides that, in their alone time, (V-ing, N). are top-rated activities. On top of that the widely favored activities they want to try in the future are(V-ing, N).</p>
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Wrap-up: (5 minutes)

- Ask Ss to summarize what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

Now I can ...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> • use the words related to leisure activities and expressions about likes and dislikes. • pronounce the sounds /ʊ/ and /u:/ correctly in words and sentences. • use verbs of liking / disliking followed by gerunds and / or to-infinitives to talk about likes and dislikes. • invite and accept invitations. • read about leisure activities with family. • talk about leisure activities with family. • listen about leisure activities with friends. • write an email about leisure activities with friends. 			

* Date of teaching: 20/9/2024

* Week : 3

* Period : 9

UNIT 2: LIFE IN THE COUNTRYSIDE

Lesson 1: Getting started – Last summer holiday

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill*

Speaking: tell everyone about their life in the countryside

- *Sub- skills:*

Reading: read for specific information about life in the countryside

Listening: listen for specific information about life in the countryside

Writing: outline some vocabulary and grammar items related to the topic

b. Language:

Vocabulary: name some vocabulary about Life in the countryside

Grammar: Use Comparative forms of adverbs

to talk to their family and friends about life in the countryside .

2. Competence

Students can tell everyone about their Life in the countryside and outline some vocabulary and grammar items related to the topic

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, ppt file, pictures of life in the countryside

III. Procedure




Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	"LIFE IN THE COUNTRYSIDE"
Procedure	Before Ss open their books, T asks Ss "What did you do last summer?". Summarize Ss' answers and ask them what these activities are called. Elicit the word "Life in the countryside" Write the unit title on the board – Last summer holiday . Let Ss open their books and start the lesson.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: - I visited my grandparents - I travelled to the countryside...

Activity 2: Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks.
Input	1. harvest (v) thu hoạch ,gặt hái 2. combine harvester (n) máy gặt đập liên hợp 3. herd (v) chăn ,dắt 4. paddy fields (n) cánh đồng lúa 5. envy (v) ghen tị 6. load(v) tải ,chất 7. plough(v) cày (ruộng) 8. catch (v) đánh được,câu được (cá)
Procedure	- follow steps of teaching new vocabulary - use “ Rub out and remember” check vocabulary
Outcome	1. Ss have certain vocabulary for the listening and reading tasks. 2. eight new words

Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)

Goal	The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
Input	   LAST SUMMER HOLIDAY
Procedure	Ask Ss to look at the pictures and answer the questions 1. What are they talking about? 2. What activities can you see in the small pictures? - Introduce the two characters: Nick and Mai. Explain that they are friends, and they are talking together - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading. - Invite some pairs of Ss to read the conversation aloud.
Outcome	1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. 2. Expected answer: visited my uncle's house,took part in volunteer's activities.....

Activity 4 : Reading the dialogue(5 minutes)







Goal	The activity aims at helping Ss understand the conversation..
Input	<p>2. Read the conversation again and choose the correct answer to each question.</p> <p>1. How does Mai feel about her summer holiday?</p> <p>A. She likes it. B. She doesn't like it. C. She thinks it was fine.</p> <p>2. Where did she stay during her summer holiday?</p> <p>A. At her friend's house. B. At her uncle's house. C. At her grandparents' house.</p>

	<p>3. During harvest time, people harvest rice by.....</p> <p>A. themselves B. using a truck C. using a combine harvester</p> <p>4. Mai thinks people in the countryside lead.....</p> <p>A. a healthy life B. an exciting life C. an interesting life</p>
Procedure	<ul style="list-style-type: none"> - First, ask Ss to read the sentences and fill in the blanks without reading the conversation again. - Elicit the answers from Ss. Quickly write these answers on the board. - Now have them read the conversation again to check their answers. - Allow them to share answers with a partner before discussing as a class. - Ask Ss for their answers again, referring to the answers that have been written on the board before. - Confirm the correct answers.
Outcome	<p>1. Ss understand the conversation</p> <p>Key: 1. A 2. B 3. C 4. A</p>

Activity 5 : Introducing vocabulary (5 minutes)

Goal	The activity aims at introducing some vocabulary items related to life in the countryside
Input	<p>3. Complete the sentences with the words and phrases from the box</p> <div style="background-color: #fff9c4; padding: 5px; border: 1px solid #ccc;"> <p>paddy field herd load</p> <p>harvest time combine harvester</p> </div> <ol style="list-style-type: none"> 1. It took them an hour to ... all the goods onto the truck. 2. Nowadays, people in my village use a ... to harvest their rice and separate the grains from the rest of the plant. 3. Today it is my turn to ... the cows. 4. A place in which people grow rice is called a ... 5. A busy time when people cut and gather their crops is called
Procedure	<ul style="list-style-type: none"> _ Ask Ss to complete the sentences with the words given from the box. - Have Ss work individually to write the word and phrases in the blanks. Have them compare their answers with a partner. - Invite some Ss to go to the board and write their answers. - Confirm the correct answers. - Have Ss practise saying the complete sentences again
Outcome	<p>1. Ss master some vocabulary items related to the topic</p> <p>2. Key: 1. <i>load</i> 2. <i>combine harvester</i> 3. <i>herd</i> 4. <i>paddy field</i></p> <p>5. <i>harvest time</i></p>

Activity 6 : Guessing the leisure activities (5 minutes)

Goal	The activity aims at revising the activities in the countryside by matching the activities with the suitable pictures
Input	<p>4. Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).</p> <div style="display: flex; flex-direction: column; align-items: center;">   <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="text-align: center;"> <ol style="list-style-type: none"> 1. unloading rice 2. ploughing a field 3. milking cows 4. feeding pigs 5. catching fish 6. drying rice </div>  </div>    </div>
Procedure	<ul style="list-style-type: none"> – Have Ss work individually to match the words and phrases in the box with the pictures. -Have them compare their answers with their partners – Ask for Ss' answers and confirm the correct ones. – For a more able class, have Ss work in groups. Each group writes down some activities in the countryside they do or know. Then they read aloud these activities.
Outcome	Key : 1 - d: unloading rice 2 - a: ploughing a field

	3 - f: milking cows 4 - e: feeding pigs
	5 b: catching fish 6 - c: drying rice


Activity 7 : Practising using the vocabulary (5 minutes)

Goal	The activity aims at practising using the vocabulary items related to in the countryside
Input	<p>5. Work in pairs. Ask and answer about the pictures in 4.</p> <p>Example</p> <p>A: What are they doing in picture a?</p> <p>B: They're ploughing a field.</p>
Procedure	<ul style="list-style-type: none"> - Set time (3 – 5 minutes) for Ss to do this activity. - Have Ss work in pairs to ask and answer about activities that rural people often do in the book. - Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class. Comment on their performance.
Outcome	<p>1. Ss use vocabulary items related to topic in speaking</p> <p>2. Expected answer:</p> <p>1. A: What are they doing in picture a?</p> <p>B: They're ploughing a field.</p> <p>2. A: What are they doing in picture b?</p> <p>B: They're catching fish.</p> <p>.....</p>

Wrap-up: (5 minutes)

- Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.
- Ask Ss to say aloud some words they remember from the lesson.
- If there is a projector in the classroom, then T should show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the expressions about Comparative forms of adverbs, and the words with the sounds /ə/ and /i/. Tells Ss that they will learn these language points in the lessons.

DUYỆT CỦA TỔ TRƯỞNG



Phạm Thị Tuyết Hoa

NGƯỜI SOẠN



Đỗ Thị Thu Hằng