\* Date of teaching: 9/9/2024

\* Week : 2

\* Period : 4

**Lesson 3 : UNIT1: LEISURE TIME**

**(A CLOSER LOOK 2 + LANGUAGE FOCUS 3,4)**

**I. Objectives:**

**1. Knowledge:** By the end of this unit students can be able to use Verbs of liking / disliking + gerunds

and Verbs of liking / disliking + to-infinitives

**2. Competence:**

Students can use Verbs of liking / disliking + gerunds and Verbs of liking / disliking + to-infinitives

to talk about their leisure time

**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 7, ppt file, pictures of leisure time.

**III. Procedure:**

**Activity 1: Setting the scene (10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING** |
| **Procedure** | – Ask Ss some questions: What do you like doing in your free time? What does your mum like doing in her free time? …  – Invite some Ss to answer the questions. Quickly write some of their answers on the board. Underline the -ing form of verbs in Ss’ answers.  – Ask them if they remember the -ing form of verbs after some verbs such as like or hate they learnt in Tiếng Anh 7. Tell them that today they are going to learn some more verbs to describe likes and dislikes. Lead to the lesson.  – Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  INTRODUCTION OF GERUNDS AND TO-INFINITIVES  – Remind Ss of the concept of the gerund that they learnt in grade 7. Ask them how gerunds are formed and how they function grammatically.  – Write on the board: I didn’t know you like knitting. and I love to watch TV on Saturdays.  - Explain that in English if we want to follow a verb with another action, we must use a gerund or an infinitive. There are certain verbs that can only be followed by one or the other, and these verbs must be memorised. Go through the Remember! box with Ss. Tell Ss that verbs of liking / disliking are often followed by gerunds and to-infinitives, and verbs such as love, like, hate and prefer may go with gerunds or to-infinitives with almost no change in meaning.  – Have Ss read the examples in the Remember! box, and then encourage them to give their own examples. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - My mom likes cooking in her free time. My mom likes to cook in her free time. |

**Activity 2 : Identifying the verbs that go with only gerunds and those that go with both gerunds and to-infinitives. (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping ss identify the verbs that go with only gerunds and those that go with both gerunds and to-infinitives. |
| **Input** |  |
| **Procedure** | – Ask Ss to do the exercise in pairs and then check their answers with another pair.  – Invite some Ss to share their answers. Confirm the correct answers. |
| **Outcome** | Verbs followed by gerunds only: detest, fancy, dislike, enjoy.  Verbs followed by both gerunds and to-infinitives: love, like, hate, prefer |

**Activity 3 : Practising the correct form of verbs after verbs of liking / disliking. (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss practise the correct form of verbs after verbs of liking / disliking. |
| **Input** |  |
| **Procedure** | – Have Ss do this exercise individually and then compare their answers with a partner.  – Ask some Ss to share their answers. Confirm the correct answers. |
| **Outcome** | Key: 1. A, C 2. A 3. A, C 4. B 5. A |

**Activity 4 : Practising more with verbs of liking / disliking. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at giving further practice with verbs of liking / disliking. |
| **Input** |  |
| **Procedure** | – Ask Ss what they see in each picture. For a less able class, T may want to write some key language on the board (e.g. play computer games / surf the net).  – Have Ss do this exercise individually and then compare their answers with another classmate.  – Invite some Ss to write their answers on the board.  – Check the answers with the whole class. Confirm the correct answers. Accept diferent sentences provided that they are correct. |
| **Outcome** | Suggested answers:  1. Mark likes surfing / to surf the net.  2. The girls enjoy knitting.  3. My cousin dislikes cooking.  4. My father hates going / to go shopping.  5. Tom and his sister prefer doing / to do puzzles. |

**Activity 5 : Practising more with verbs of liking / disliking. ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss do further practice with verbs of liking / disliking. |
| **Input** |  |
| **Procedure** | – Have Ss work individually to write the sentences about themselves.  – Invite some Ss to write their answers on the board.  – Comment on their answers. Accept diferent answers provided that they are logical and correct. |
| **Outcome** | Ss ‘ answers |

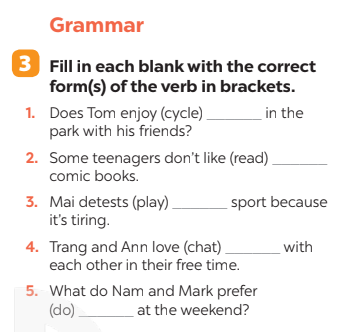
**Activity 6 : Making sentences about leisure activities, using verbs of liking / disliking. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss ask and answer about leisure activities, using verbs of liking / disliking. |
| **Input** |  |
| **Procedure** | – Divide Ss into groups. Assign a group leader to manage the game.  – Explain the rules of the game:  • One student mimes a leisure activity he / she likes or dislikes. Other Ss guess what the activity is by asking Yes / No questions using the verbs they have learnt. Other Ss guess what the activity is by asking Yes / No questions using the verbs they have learnt.  • For each correct guess, each student gets one point. The group leader records the points of his / her group members.  – Have Ss read the example in the book and model the way to play the game with one student if needed.  – Let groups play the game for about 3 – 5 minutes.  – Invite some groups to perform the game in front of the whole class. Comment on their performance. |
| **Outcome** | Some groups perform the game in front of the whole class. |

**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 have learnt.

- Ask ss to do Language focus 3 and 4 at home



\* Date of teaching: 9/9/2024

\* Week : 2

\* Period : 5

**Lesson 4: UNIT1: COMMUNICATION**

**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a.** Skills:

- *Main skill*

Speaking: invite and accept invitations

*- Sub- skill*:

Listening: listen for specific information about invitations

**b.** Language:

Vocabulary: use some vocabulary about leisure activities

Grammar: use structures for inviting and accepting invitations

**2. Competence**

Students can give and accept invitations.

**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 7, ppt file, pictures of hobbies

**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** | **CHATTING** |
| **Procedure** | - Show some pictures of the hobbies that Ss learnt in the previous lessons. Ask some Ss to make sentences about themselves, using the verbs of liking / disliking.  – Introduce the objectives of the lesson: learning how to invite and accept invitations and learn about teen leisure activities around the world |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - Playing sport, going to the cinema, watching films in the cinema |

**Activity 2 : Introducing ways of inviting and accepting invitations (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at introducing ways of inviting and accepting invitations |
| **Input** |  |
| **Procedure** | **-** Play the recording for Ss to listen and read the dialogues at the same time. Ask Ss to pay attention to the highlighted parts. Tell them that these are two ways to invite someone and two ways to accept invitations.  – Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class. |
| **Outcome** | 1. Ss identify and remember the ways of inviting and accepting invitations  **2.** Making invitations: **Would you like to + V0……? Do you fancy + V-ing……?**  **Accepting : I’d love to. Thanks/ That’s great. Thanks** |

**Activity 3 : Practising inviting and accepting invitations (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atpractising inviting and accepting invitations |
| **Input** |  |
| **Procedure** | -Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.  – Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.  – Have Ss react the role-plays, but this time Trang starts with “Do you …” and Tom starts with “Would you like … |
| **Outcome** | 1. Ss can talk about likes and dislikes.  2. Expected answer:  A*: Would you like to play badminton?*  *B: I’d love to. Thanks* |

**Activity 4 : Introducing more leisure activities ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing practice with answering about Ss' hobbies. |
| **Input** |  |
| **Procedure** | - Ask Ss to look at each picture and say what leisure activity it shows. If time allows, ask them what things are needed for each activity.  -Elicit answers from Ss. Confirm the correct answers |
| **Outcome** | - **Key**: **Picture a**: doing origami **Picture b:** playing badminton  **Picture c:** snowboarding |

**Activity 5 : Providing Ss with information about different leisure activities( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing Ss with information about different leisureactivities that teens in different countries enjoy doing. |
| **Input** |  |
| **Procedure** | -Tell Ss that they are going to read about different leisure activities that teens in different countries enjoy doing.  – Have them look at the table of information and ask them to read the three short texts and complete the table.  – Ask Ss to work in pairs to do this activity. They can draw this table on a sheet of paper. After pairs finish their work, ask them to share their table with the whole class  -Comment on their answers. Confirm the correct answers.  – If time allows, have some pairs give a short talk about each teen and his / her leisure activity. |
| **Outcome** |  |

**Activity 6 : Sharing opinions about the leisure activities in 4. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing Ss with a chance to share their opinions aboutthe leisure activities in 4 |
| **Input** |  |
| **Procedure** | -Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends’ answers.  – Ask some Ss to report their group’s answers to the class |
| **Outcome** | **Expected answer:**  I want to try snowboarding. This is because I want to improve overall health and balance… |

**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 have learnt.

**Lesson 4: UNIT1: COMMUNICATION**

**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a.** Skills:

- *Main skill*

Speaking: invite and accept invitations

*- Sub- skill*:

Listening: listen for specific information about invitations

**b.** Language:

Vocabulary: use some vocabulary about leisure activities

Grammar: use structures for inviting and accepting invitations

**2. Competence**

Students can give and accept invitations.

**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 7, ppt file, pictures of hobbies

**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** | **CHATTING** |
| **Procedure** | - Show some pictures of the hobbies that Ss learnt in the previous lessons. Ask some Ss to make sentences about themselves, using the verbs of liking / disliking.  – Introduce the objectives of the lesson: learning how to invite and accept invitations and learn about teen leisure activities around the world |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - Playing sport, going to the cinema, watching films in the cinema |

**Activity 2 : Introducing ways of inviting and accepting invitations (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at introducing ways of inviting and accepting invitations |
| **Input** |  |
| **Procedure** | **-** Play the recording for Ss to listen and read the dialogues at the same time. Ask Ss to pay attention to the highlighted parts. Tell them that these are two ways to invite someone and two ways to accept invitations.  – Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class. |
| **Outcome** | 1. Ss identify and remember the ways of inviting and accepting invitations  **2.** Making invitations: **Would you like to + V0……? Do you fancy + V-ing……?**  **Accepting : I’d love to. Thanks/ That’s great. Thanks** |

**Activity 3 : Practising inviting and accepting invitations (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atpractising inviting and accepting invitations |
| **Input** |  |
| **Procedure** | -Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.  – Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.  – Have Ss react the role-plays, but this time Trang starts with “Do you …” and Tom starts with “Would you like … |
| **Outcome** | 1. Ss can talk about likes and dislikes.  2. Expected answer:  A*: Would you like to play badminton?*  *B: I’d love to. Thanks* |

**Activity 4 : Introducing more leisure activities ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing practice with answering about Ss' hobbies. |
| **Input** |  |
| **Procedure** | - Ask Ss to look at each picture and say what leisure activity it shows. If time allows, ask them what things are needed for each activity.  -Elicit answers from Ss. Confirm the correct answers |
| **Outcome** | - **Key**: **Picture a**: doing origami **Picture b:** playing badminton  **Picture c:** snowboarding |

**Activity 5 : Providing Ss with information about different leisure activities( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing Ss with information about different leisureactivities that teens in different countries enjoy doing. |
| **Input** |  |
| **Procedure** | -Tell Ss that they are going to read about different leisure activities that teens in different countries enjoy doing.  – Have them look at the table of information and ask them to read the three short texts and complete the table.  – Ask Ss to work in pairs to do this activity. They can draw this table on a sheet of paper. After pairs finish their work, ask them to share their table with the whole class  -Comment on their answers. Confirm the correct answers.  – If time allows, have some pairs give a short talk about each teen and his / her leisure activity. |
| **Outcome** |  |

**Activity 6 : Sharing opinions about the leisure activities in 4. ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing Ss with a chance to share their opinions aboutthe leisure activities in 4 |
| **Input** |  |
| **Procedure** | -Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends’ answers.  – Ask some Ss to report their group’s answers to the class |
| **Outcome** | **Expected answer:**  I want to try snowboarding. This is because I want to improve overall health and balance… |

**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 have learnt.

\* Date of teaching: 13/9/2024

\* Week : 2

\* Period : 6

**TEACHING PLAN**

**Lesson 5: UNIT1: SKILLS 1**

**Timing: 1 period (45 minutes)**

**I. Objectives**

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

**a.** Skills:

Reading:scan for specific information

Speaking: ask and answer about leisure activities with family

**b.** Language:

Vocabulary: use some vocabulary about leisure activities

Grammar: use Verbs of liking to talk about leisure activities with family

**2. Competence**

Students can tell everyone about leisure activities with family

**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, p.p.t file, pictures of leisure activities

**III. Procedure**

**Activity 1: Setting the scene (3 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit |
| **Input** | **CHATTING** |
| **Procedure** | - Ask some Ss what leisure activities they usually do with their family  - Ask them hoe they feel when they spend time with their family members. Elicit answers from Ss. Lead to the new lesson: Reading and Speaking lesson about leisure activities with family.  - Introduce the objectives of the lesson. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  My mother and I enjoy collecting general knowledge from books, Tv shows…… |

**Activity 2: Teaching new words (5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the reading and speaking tasks. |
| **Input** | 1. connect (v) /kəˈnekt/ kết nối  2. recipe (n) / ˈresɪpi / công thức  3. ingredient (n)/ ɪnˈɡriːdiənt / nguyên liệu  4. costume (n)/ ˈkɒstʃuːm / trang phục |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the reading and speaking tasks.  2. four new words |

**Activity 3 : Activating Ss' knowledge of the topic (2minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at activating Ss' knowledge of the topic of the reading text. |
| **Input** |  |
| **Procedure** | -Have Ss look at the pictures in the book or show the pictures on a slide. Ask Ss what activity is shown in each picture. If time allows, ask Ss to describe the pictures (who they can see and what the people are doing  -Tell Ss that they are going to read a text about leisure activities that Ann does with her family members |
| **Outcome** | - Ss express their thought about the topic  Key:  Picture a: riding bikes / cycling  Picture b: cooking  Picture c: making a dress |

**Activity 4: Reading ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss develop the skill of finding the main idea andguessing the meaning of new words in context. |
| **Input** |  |
| **Procedure** | - Tell Ss what they are going to do.  – Ask Ss to do the exercise individually and then check their answer in pairs.  – Invite some Ss to share their answers. Confirm the correct answers. |
| **Outcome** | . Key: 1. C 2. B |

**Activity 5 : Reading ( 10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atdeveloping the skill of reading for specificinformation (scanning). |
| **Input** |  |
| **Procedure** | - Ask Ss what they are going to do.  – Have Ss share how to do this exercise.  – Briefly tell them the steps: Read the questions, underline the key words in each question, locate the key words in the text and find the information to answer the question  - Ask Ss to repeat the steps if necessary.  – Ask Ss to do the exercise individually and then check their answers in pairs.  – Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.  -Ask some Ss to tell the class about Trang’s leisure activities |
| **Outcome** | 1. She goes for a bike ride, cooks and does DIY.  2. Her brother does.  3. No, it isn’t.  4. She loves doing DIY projects with her mum the most.  5. Her mum teaches her to make her own dresses and doll clothes.  6. She won first prize in a costume contest at her school. |

**Activity 6 : Preparing ideas ( 8 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atpreparing ideas to talk about the leisure activitiesthey do with their family members |
| **Input** |  |
| **Procedure** | - Tell Ss that they are going to work in groups to answer the questions in the book. Model the answers to the questions yourself. - Have Ss work in groups of four to ask and answer the three questions in the book. Ask them to draw a similar table on a sheet of paper to record their group members’ answers. - Ask Ss to practise reporting the group’s answers within the group. - Move around to observe and offer help if needed..  - Invite other Ss to comment on the answers.  - Comment on Ss'answers. |
| **Outcome** | 1. Ss master the ways to ask and answer about leisure activities  2. Expected answer:  **Nam**: What leisure activities do you usually do with your family?  **Mai**: We usually watch TV, cook, cycle together and so on …  **Nam**: Which one do you like the most?Why?  **Mai**: I love cooking the most because it’s a great time for us to understand together . |

**Activity 6 : Reporting ideas ( 7 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims atreporting their group’s answers aboutleisure activities they do with their family members. |
| **Input** |  |
| **Procedure** | - Invite some Ss to share their group’s answers to the class. - Ask other groups to listen and give comments. - Comment on Ss’ answers. |
| **Outcome** | 1. Ss master the ways to ask and answer about leisure activities  2. Expected answer:  The most common leisure activities are ……………. |

**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.

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

** **

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng