**Week: 3**

**Period: 7**

**Date of teaching: 17/9/2024**

**Lesson 1: 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 a paragraph about one’s hobby

- Sub skill:

Reading: complete the specific information in a mind map

**b.** Language:

Vocabulary: use some vocabulary about hobbies

Grammar: use the present simple tense to write a paragraph about hobby

**2. Competence**

Students can write a paragraph about one’s hobby

**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** | **MIMING HOBBIES** |
| **Procedure** | Invite some Ss to go to the board. Have them mime a hobby. Ask other Ss to guess what the hobby is.  - Lead to the new lesson: Listening and Writing lesson about hobbies.  - Introduce the objectives of the lesson |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  Dancing, singing, reading, cooking, swimming…. |

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

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| --- | --- |
| **Goal** | The activity aims at providing students with vocabulary and helping students well-prepared for the listening and writing tasks. |
| **Input** | 1. article (n): /ˈɑː(r)tɪk(ə)l/: bài báo  2. relative (n): /ˈrelətɪv/ người thân  3. furniture (n): /ˈfɜː(r)nɪtʃə(r)/ đồ đạc, nội thất  4. cloth (n): /klɒθ/: vải  5. creative (adj): /kriˈeɪtɪv/ sáng tạo  6. right away ( adv): /raɪt əˈweɪ/ ngay lập tức |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER”to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and writing tasks.  2. six new words |

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

|  |  |
| --- | --- |
| **Goal** | The activity aims at activating Ss' knowledge of the topic of the reading text. |
| **Input** |  |
| **Procedure** | Have Ss look at the picture and answer the questions.  - Ask Ss if they know anything about this hobby and if they think it is useful. This is an open activity, so accept all answers provided that they make sense. Ss can use the information they remember from GETTING STARTED to answer the questions |
| **Outcome** | **1.** Ss express their thought about the topic hobbies  **2.** Expected answer**:**  In the picture, I can see two girls. They build a dollhouse. In my opinion, their hobby is building dollhouses. I think It’s a good hobby. Because it develops your creativity. It also makes you more patient. |

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

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| --- | --- |
| **Goal** | The activity aims athelping Ss develop the skill of listening for specific information. |
| **Input** |  |
| **Procedure** | Tell Ss that they are going to listen to an interview about Trang's hobby.  - Have Ss read the mind map. Have Ss guess the word or number to fill in each blank and write their guesses on the board.  - Play the recording and ask Ss to listen and complete the mind map. Ss work in pairs to compare their answers with each other and with the words /numbers on the board.  - Play the recording a second time for pairs to check their answers.  - Ask for Ss' answers and write them on the board next to their guesses. |
| **Outcome** | **1.** Ss can guess the vocabulary in context.  **2. Key:** 1. Dollhouses 2. three/3 3. Cousin 4. a) house b) cloth 5. creative |

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

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| --- | --- |
| **Goal** | The activity aims at helping Ss brainstorm ideas and make an outline for Ss' writing. |
| **Input** |  |
| **Procedure** | - Have Ss work individually to complete the mind map. If time allows, have some Ss present their answers or write their answers on the board |
| **Outcome** | **1.** Ss have ideas and an outline for Ss' writing  **2. - Key** 1. gardening 2. 3 years ago 3. my family 4. plants, gloves, pots, soil,... 5. learn about insects and bugs, protect our environment, be more patient and responsible,... |

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

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss practise writing a paragraph about their hobby. |
| **Input** |  |
| **Procedure** | - Have Ss write their paragraphs individually based on the information in their mind map.  - Ask one student to write his or her paragraph on the board. Other Ss andT comment on the paragraph on the board.  - Then T collects some writings to correct at home. |
| **Outcome** | 1. Ss can write a paragraph about hobby  2**.** Expected answer: My hobby is gardening. I started my hobby 3 years ago. I really like it because I can do it with my family. My family can join in and do something together. We usually spend 1 hour on Sunday morning in our garden. I need some plants, gloves, pots and soil to do my hobby. Gardening has many benefits. It helps me become more patient and responsible. I also learn about insects and bugs. Gardening can help us to protect our environment. |

**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.

**Week: 3**

**Period: 8**

**Date of teaching: 17/9/2024**

**Lesson 1: UNIT1: PROJECT**

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

**I. Objectives**

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

**a.** Skills:

Speaking**:** talk about hobby

Write: write a paragraph about hobby

**b.** Language:

Vocabulary: use some vocabulary about hobbies

Grammar: use the present simple tense to write a paragraph about hobby

**2. Competence**

Students can write a paragraph about hobby and present it in front of the class

**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**

**Project presentation (40 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at presenting a project HOBBY POSTER |
| **Input** |  |
| **Procedure** | - Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may draw their own pictures to decorate their poster or find suitable photos for it.  - Remember to have the ‘show and tell’ session and vote for the best poster.  - 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. |
| **Outcome** | Poster. – Adam Higgins BlogA Good Reader Poster for Reading Comprehension [someone who] by Kaitlynn  Albani1.  2. My favorite hobby is reading. It is one of the popular activities. It is suitable for everyone, especially teens. You can do it everywhere, from your own room to the park, library,... When reading, you learn more about your own world. It is a great way to learn about new things. Reading is also good because it can reduce stress and improve your concentration. |

**Wrap-up: ( 5 minutes)**

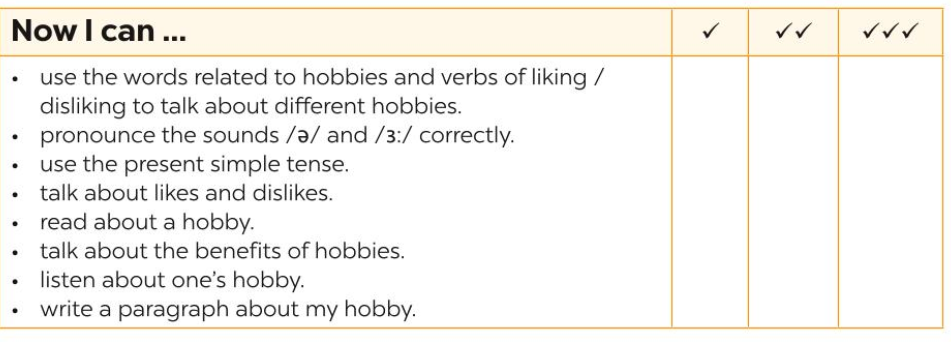
- Ask Ss to summarize what they have learnt in the lesson.

- 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.



**Week: 3**

**Period: 9**

**Date of teaching: 22/9/2023**

**Week: 3**

**Period: 9**

**Date of teaching: 20/9/2024**

**UNIT 2: HEALTHY LIVING – Lesson 1: Getting started – Let’s go out!**

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

**I. Objectives**

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

**a.** Skills:

- *Main skill*

Speaking: tell everyone about the daily activities and decide if they are good or bad for health

*- Sub- skills*:

Reading: read for specific information about health issues

Listening: listen for specific information about some advice about healthy habits

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

b. Language:

Vocabulary: name some vocabulary about health issues and daily activities

Grammar: identify simple sentences

**2. Competence**

Students can tell everyone about the daily activities and decide if they are good or bad for health 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 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** | **BRAINSTORMING:** “**HEALTHY LIVING**”  weak  strong  ill  sick |
| **Procedure** | - Teacher gives instructions.  - Teacher writes the word “HEALTH” on the board, divides the class into two teams.  - Members of each team to think of words relating to health.  - In team, Ss take turn to come to the board and write one word.  - Teacher checks and corrects if Ss spell or pronounce the words / phrases incorrectly.   * - The team which has more points or more correct answers will be the winner. * - Then, teacher asks student a question: “What should we do to be stronger?” * - Students can have their own answers.   - After that, teacher says: “*There are many ways to be stronger and the most important thing is that: we should have a healthy living. And it’s also our topic in this unit*”.. |
| **Outcome** | 1. Ss have an exciting atmosphere to start the lesson  2. Expected answers:  - Weak; Strong; Ill; Sick; Healthy; good; bod; unhealthy… |

**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. health (n): sức khỏe – healthy (adj): khỏe mạnh  2. to join: tham gia  3. sunburn (n): rám nắng  4. suncream (n): kem chống nắng  5. popular (adj): phổ biến  6. fresh (adj): sạch |
| **Procedure** | – follow steps of teaching new vocabulary  - use “RUB OUT AND REMEMBER” to check vocabulary |
| **Outcome** | 1. Ss have certain vocabulary for the listening and reading tasks.  2. six 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** | **Task 2. What are Mark and Mi talking about?**  A. Healthy problems  B. Healthy activities  C. Sports and games |
| **Procedure** | - Teacher asks students to answer without reading the conversation again.  - Ss work out and answer questions in pairs.  - Teacher asks some students to explain why they did not choose the other two options.  - Teacher confirms the correct answer. |
| **Outcome** | 1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  2.Expected answer**:**  **B** (Healthy activities) |

**Activity 4 : Reading the dialogue(10 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims athelping Ss understand the conversation.. |
| **Input** | **Task 4:** **Complete each sentence with a word from the conversation.**  1. In the picture, Mark and his father are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  2. The people in Mark’s neighbourhood love to go to the \_\_\_\_\_\_\_\_\_\_\_.  3. Mi’s family often goes cycling in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4. - I don’t want to get sunburn.  - Wear a hat and use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  5. Fruit and water are good for our \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Procedure** | **-** Teacher asks students to work independently to fill in each blank with a word from the conversation.  - Ss do exercise 3 individually.  - Teacher asks them to tell where to find the words.  - Teacher checks the answers as a class. |
| **Outcome** | 1. Ss understand the conversation  2. Key:  1. boating 2. Park 3. countryside  4. suncream 5. health |

**Activity 5 : Revising vocabulary ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at introducing some vocabulary items related to healthy living |
| **Input** | **Task 3: Write a word or a phrase from the box under its picture.**   |  | | --- | | boating            suncream             lunch box       sunburn         cycling |   https://vn-gmtdmp.mookie1.com/t/v2/activity?tagid=V2_1024415&src.rand=1656155643735&  https://img.loigiaihay.com/picture/2022/0314/task2-getting-started-u2-ta7.png |
| **Procedure** | **-** Teacher asks students to work independently to read the words, look at the pictures and write the correct words / phrase under the pictures  - Teacher allows students to share their answers before discussing as a class.  - Teacher calls some students to check.  - Teacher confirms the right answers and writes on the board. |
| **Outcome** | 1. Ss master some vocabulary items related to hobbies  2. Key:  1. sunburn 2. Suncream 3. lunch box 4. Boating 5. cycling |

**Activity 6 : Interviewing ( 5 minutes)**

|  |  |
| --- | --- |
| **Goal** | The activity aims at helping Ss practise using the vocabulary items related to healthy living |
| **Input** | **Task 5**: **Game. Good/ bad for health?**  **Work in groups. Each student names two daily activities. The class decides whether each activity is good/ bad for health. Give a reason if possible.**  **Example:**  **A:** I walk to school.  **B:** I think it’s good for your health.  **A:** I rarely eat breakfast.  **C:** It’s not good. Breakfast is very important. It gives us energy for the day. |
| **Procedure** | **-** Teacher asks students to work in groups of 4 or 6 to take turns to ask and answer about their daily activities, how often they do these activities and discuss if they are good or bad for their health.  - Ss work in groups to ask and answer  - Teacher moves around to observe and offer help when needed.  - By the end of the activity, one student from each group can stand up and report to the class. |
| **Outcome** | 1. Ss use vocabulary items related to hobbies in speaking  2. Expected answer:   |  |  |  |  | | --- | --- | --- | --- | | **Daily**  **activities** | **How often** | **Good** | **Bad** | | Walking to school | Every day | √ |  | | Eating breakfast | Rarely |  | √ | | Going swimming | Twice a week | √ |  | | Sleeping | 12 hours per day |  | √ | | Doing yoga | Three times a week | √ |  | | … | … | … | … | |

**Wrap-up: (5 minutes)**

- Teacher asks students to talk about what they have learnt in the lesson.

- Prepare the vocabulary for the next lesson: A closer look 1.

- Start preparing for the Project of the unit.

- Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a bad habit that the students in your school often do and think about some tips to change that habit. They have to find suitable photos or draw pictures to creat a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)

**DUYỆT CỦA TỔ TRƯỞNG NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng