

Period:1/ Week: 1

**UNIT 1: LEISURE ACTIVITIES**

**Date of planning :8.9. 2022**

**Lesson1:Getting Started**

**Date of teaching : 9 .9. 2022**

**I. OBJECTIVES**

**Knowledge**

- Use the lexical items related to the topic "Leisure activities"
- Listen and read for specific information about different leisure activities
- Practice listening and speaking with the lexical items related to the topic

Voc: trick, craft kit, button, sticker, wool

**Skills:** listening,reading

**Attitude:** Ss must have good attitude towards the co-operation

**Competences:** Presenting opinions and giving comments to others' opinions


**II.TECHNIQUES** : - eliciting, role play, brainstorming, grid,gap- fill.

- groupwork, pairwork, individual.

**III.TEACHING AIDS** : Textbooks, posters,cassette,CD

**IV. TIME** : 45'

**V.PROCEDUCES**

<i>T</i>	<i>Teacher's activities</i>	<i>Students'activities</i>	<i>Contents</i>									
3'	- Ask Ss to look at the picture and answer some questions about the picture. . - Introduce Mai, Phuc, and Nick. Ask Ss to guess where they are and what they are doing. Questions may include: -What can you see in the picture? -What are they holding in their hands? -What do they like doing in their free time ?	- Look at the picture and guess.  - Answer the questions	<p><b><u>I.Warm up:</u></b> Have Ss look at the picture on to guess who the 2 persons in the picture are and what they are talking about.</p> 									
7'	- In order to know what they like doing their freetime, let's come to "Getting started of unit 1: Leisure Activities"  - Elicit and ask by:	- Listen & Chorus - Individually	<p><b><u>II. New lesson</u></b> <b><u>Presentation:</u></b> <b><u>Vocabulary</u></b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">trick</td> <td style="width: 30%;">(n)</td> <td style="width: 40%;">thủ thuật</td> </tr> <tr> <td>craft</td> <td>(n)</td> <td>đồ thủ công</td> </tr> <tr> <td>craft kit</td> <td>(n)</td> <td>bộ đồ nghề làm thủ công</td> </tr> </table>	trick	(n)	thủ thuật	craft	(n)	đồ thủ công	craft kit	(n)	bộ đồ nghề làm thủ công
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<p>8'</p> <p>10'</p>	<p>+ Situation + Picture + Picture +Realia + Example</p> <p>- Read &amp; Read again</p> <p>- To know What Mai, Phuc, and Nick are talking about. Listen to the conversation</p> <p>- Play the recording. Ss listen and read.</p> <p>-Ask ss to practice a group of three - Call ss to practice in front of class.</p> <p>-Ask ss to work individually to circle the correct answer activities mentioned. Then compare the answers with their partner.</p> <p>- Feedback -individually first, then compare the answers with their partner. They should be able to</p> <p>- Give ideas from the text that support their answers.</p> <p>- Ask ss to read the dialogue again and answer the questions</p> <p>- Call ss to answer - Let Ss work in pairs and match write the words/</p>	<p>- Write down</p> <p>- Groupworks</p> <p>- Listen and read</p> <p>Groupwork</p> <p>- Work individually to circle - Compare the answers with their partner. - Copy down the correct answer</p> <p>- Compare the answers with their partner.</p> <p>- Copy down the correct answer</p> <p>- Pairworks</p> <p>- Ask and answer</p>	<p>botton (n)                    cái khay, cúc áo leisure activity (n)        hoạt động thư giãn    nghỉ ngơi</p> <p>*<u>Checking vocabulary:</u> (Slap the board)</p> <p><b>1. Getting started</b> <b>Practice:</b></p> <p><i>1a. Circle the correct answer.</i> 1. bookstore        2. book        3. dog 4. craft kit        5. folk music        6. Vietnamese</p> <p><i>c. Answer the questions</i> 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”: <b>right up your street</b> ( <i>especially BrE</i> ): means very suitable for you because it is sth that you know a lot about or are very interested in <i>ex. This job seems right up your street.</i></p> <p><b>2. Find words/ phrases .....</b> <b>Key.</b> 1. playing computer games 2. playing beach games 3. doing DIY                    4. texting 5. visiting museum        6. making crafts</p> <p><b>3. Complete the sentences ...</b> <b>Key:</b> 1. satisfied        2. relaxing/ exciting 3. fun        4. boring        5. good</p>
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10'	<p>phrases under the right pictures. Then have Ss listen, repeat and check.</p> <p>- Explain how to play the game and call some Ss to talk about their "Leisure Activities".</p> <p>-</p>	<p>- Find the phrases and practise saying them together</p> <p>- Listen</p> <p>- Listen and check</p> <p>- Work individually to do the task and compare the answers with a partner</p> <p>- Give the answers</p> <p>- Have to write and take notes, then some of them talk and report their result to the class.</p> <p>- Listen and write down</p>	<p><b>Production:</b></p> <p><b>4. Game: CHANGING PARTNERS</b></p> <p><i>Students' talking</i></p> <ul style="list-style-type: none"> <li>- Describe the leisure activity</li> <li>- Say if you have done this activity or not</li> <li>- Share your feelings about the activity</li> </ul> <p><i>Example:</i></p> <p><i>P1: Last weekend we learnt to make car models. I love to do this. It's so much fun... And I have finished it for a day. I mean it doesn't take long time to fulfill. How about you, Nam?</i></p> <p><i>P2: I played chess with my brother. I tried my best, but never won him.</i></p>
2'	Say, guide and write on the board		<p><b>*.Homework</b></p> <ul style="list-style-type: none"> <li>- Learn by heart vocabulary and practice the conversation.</li> <li>- Do 1b P.7 in the textbook.</li> <li>- Do exercises 1, 2-P. 1-2(Workbook)</li> <li>- Prepare: A closer look 1</li> </ul>

**\*EVALUATION****Period : 2/week :1****Date of planning:8.9.2022****UNIT 1: LEISURE ACTIVITIES****Lesson2:Acloser look 1****I. OBJECTIVES:****Knowledge**

- Use the lexical items related to the topic "leisure activities"
- Use verbs of liking that are followed by gerunds/ to –infinitives
- Pronounce words containing the clusters /br/ and /pr/ correctly in isolation and in context
- Grammar : Verbs of liking + gerunds and Verbs of liking + to infinitives
- Vocabulary: leisure, communicate, relax, hang out, socialize,...

**Skills:** Speaking, reading, listening**Attitude:** Educate sts to love activities in their free time**Competences:** Presenting opinions and giving comments to others' opinions

**II. TECHNIQUES** : - Question and answer,matching,grid

- groupwork, pairwork, individual.

**III. TEACHING AIDS** : Textbooks, posters,cassette,CD

**IV. TIME** : 45'

**V.PROCEDURES** :

T	Teacher's activities	Students' activities	Contents
3'	- Have Ss play a game -Ss name as many leisure activities as possible. - Give comment - Congratulate the group has more correct words These are activities people often do in their leisure time . How about people in the Us ? To know about this , We study the new lesson - Elicit and ask by: + Situation + Example + Situation  + Explanation +Realia + Example  -Checking vocab.R & R	- Play game.  - Write on the board         - Listen & Chorus - Individually  - Write down    - Read and remember	<p><b>I.Warm up: Networks</b>                      Listening to music</p> <div data-bbox="1034 526 1422 768" data-label="Image"> </div> <p><b>II. New Lesson</b>  <b>*Vocabulary</b></p> <ul style="list-style-type: none"> <li>- total (n)                      tổng</li> <li>- leisure ( n)                      giải trí</li> <li>- communicate (v)                      giao tiếp</li> <li>- relax (v)                      thư giãn</li> <li>- socialize                      giao tiếp tạo mối quan hệ</li> <li>- hang out (v)                      đi chơi với bạn bè</li> </ul> <p>*. <u>Checking vocabulary:</u>                      (Rub out and remember)</p>
5'			
10'	-Let Ss work in pairs to look at the pie chart on leisure activities in the US and answer the questions: -What is the pie chart about? - Where can you find the information?	-Look at the pie chart on leisure activities in the US and answer the questions	<p><i>1. Look at the following pie chart on leisure activities in the US and answer the questions.</i></p>

-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?  
 - Ask ss to answer the question in pairs  
 - Call some pairs to perform before the class

5'

-Have Ss work individually to complete the table, the write on the board.  
 -Feedback concept of gerund (a noun made from a verb by adding -ing).  
 - Give Ss some examples where a gerund is transformed from a verb and used as a noun.  
 - For a more able class, ask Ss to make their own sentences..  
 -T may elicit answers from Ss by asking questions, for example:  
 -What is the common verb we often use with these? How can we use this verb to describe the activity?  
 -Who do we often do these with? Where do we often do these? etc.  
 - Have Ss work in apairs to match the words to the category

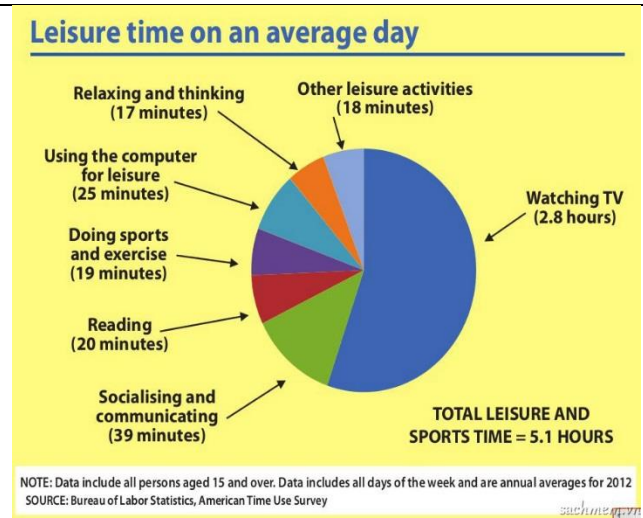
5'

-Work in pairs.  
 - Write the answers on the board

- Work individually to complete the table, the write on the board.

- Listen and answer

- Work in pairs to match the words to the category label. Then say them out loud.



Answers:

- In 2012, people in the USA spent 5.1 hours a day on sport & leisure activities.
- The main activities they did include watching TV, socializing & communicating, reading participating in sports, exercise & recreation, using computer for leisure and thinking.
- 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.**

Name of activity	Verb
relaxing	relax
using	use
thinking	think
socializing	socialize
communicating	communicate
watching	watch
doing	do

EX: Reading is very interesting

**3. Look at the words. Match them to the category label.**

5'	label. Then say them out loud. - Feedback - Let Ss complete the words under the pictures then listen & check. Then practise the sounds together.	- Copy down	<b>Key:</b> 1 – e;    2 – b;    3 – f;    4 – a; 5 – d;    6 – h;    7 – c;    8 – g  <b>PRONUNCIATION /br/ and /pr/</b> <b>5. Complete the words under the pictures then listen &amp; check</b> 1. /br/ : bridge, bracelet, bread, broccoli, .... 2. /pr/ : apricot, princess, president, present....  * <b><u>Production.</u></b> <b>6. Listen and repeat.</b>  * <b><u>Homework</u></b> - Learn by heart all the new words. --Practice saying about leisure activities -Do part 4 P . 8 in the textbook. - Prepare: <b>Closer Look 2</b>
10'	- Play the recording and let Ss listen and repeat as many times as required.	- Complete the words under the pictures then listen & check  - Listen and repeat.	
2'	-Call some to read - Give and guide ss to do	- Read aloud - Listen and copy down	


**\*EVALUATION****Period:3/ Week: 2****UNIT 1: LEISURE ACTIVITIES****Date of planning : 11.9. 2022****Lesson 3: A closer Look 2****I. OBJECTIVES:****Knowledge**

- Use the lexical items related to the topic "leisure activities"
- Use verbs of liking that are followed by gerunds/ to –infinitives
- Practice doing exercises with verbs of liking

**Grammar** : Verbs of liking + gerunds and Verbs of liking + to infinitives**Vocabulary** : adore, detest, fancy**Skills:** reading, writing**Attitude:** Educate sts to love activities in their free time**Competences:** Presenting opinions and giving comments to others' opinions**II. TECHNIQUES** : - Question and answer, write it-up, grid  
- Groupwork, pairwork, individual.**III. TEACHING AIDS** : Textbooks, posters, cassette, CD**IV. TIME** : 45'**V. PROCEDURES** :

TG	Teacher's activities	Students' activities	Contents
3'	- Do you know how to play a game "Bingo" ?	- Yes	<b>I. Warm up:</b>

	<p>-Ask ss to write 9 words about names of activities on the board</p> <p>- The teacher call out each word in a loud voice</p> <p>- Ask ss to listen to the teacher carefully. If anyone has the same words, they come it out . The first student crossing out all 5 words shout “Bingo” and win the game</p> <p>- Introduce new lesson.</p> <p><b>Grammar</b></p> <p>- Remind ss of the cocept of the gerund from <b>A closer look 1</b></p> <p>- Explain, then give example</p>	<p>- Write on the board</p> <p>- Whole class play game.</p> <p>- Listen, pay attention and take note.</p> <p>- Listen and take note.</p> <p>- Work by themselves and underline verbs that are followed by a gerund.</p> <p>- Give feedback and correct.</p> <p>- Listen to the teacher</p>	<p>Give 9 words about names of activities on the board and let Ss play game “Bingo”</p> <p>watching TV, socializing &amp; communicating, reading participating in sports, exercise &amp; recreation, using computer for leisure and thinking.</p> <p><b>II. New lesson</b></p> <p><b>Presentation:</b></p> <p><b>Grammar:</b></p> <p>Verbs of liking + gerunds/ to V</p> <p>Ex. She <u>loves going</u> out with her friends. = She <u>loves to go</u> out with her friends.</p> <p>(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...)</p> <p><b>1. Underline verbs that are followed by a gerund (in Getting Started):</b> <u>love to watch</u> ; <u>enjoy listening</u> ; <u>liked reading</u></p> <p><b>Learning tips:</b></p> <p>degree of the verbs of liking</p> <p>- adore (v) thích, tôn sùng, yêu thiết tha... - detest (v) ghét cay ghét đắng - fancy (v) mến, thích</p>
5’			
4’	<p>- Let Ss work by themselves and underline verbs that are followed by a gerund.</p> <p>- Ask some Ss to read the sentences.</p> <p>- Correct</p>		
2’	<p>-Introduce ss to the <b>learning tip</b> box</p> <p>- Explain the meanings</p> <p>-Exlaination</p> <p>- Antonym</p> <p>-Synonym</p>		

5'	<p>- Have Ss work in pairs to tick the appropriate box. Then listen and check.</p> <p>- Correct</p>	<p>- Work in pairs to tick the appropriate box. Then listen and check.</p> <p>- Give feedback</p>	 <p><b>Learning tip</b>  <b>Verbs of liking</b>  adore  love  like, enjoy, fancy  don't mind  dislike, don't like  hate  detest</p>																		
5'	<p>- Have Ss work independently, writing down the answers. Then let them work in groups to check and say out the sentences.</p> <p>- Give corrections.</p>	<p>-Work individually, writing down the answers, then say out the sentences.</p> <p>- Correct</p>	<p><b>Practice:</b></p> <p><b>2. Tick the appropriate box. Then listen and check.</b></p> <table border="1"> <thead> <tr> <th></th> <th>Followed by V-ing</th> <th>Followed by V-in toV</th> </tr> </thead> <tbody> <tr> <td>Love</td> <td></td> <td>√</td> </tr> <tr> <td>Enjoy</td> <td>√</td> <td></td> </tr> <tr> <td>Detest</td> <td>√</td> <td></td> </tr> <tr> <td>Prefer</td> <td></td> <td>√</td> </tr> <tr> <td>Fancy</td> <td>√</td> <td></td> </tr> </tbody> </table>		Followed by V-ing	Followed by V-in toV	Love		√	Enjoy	√		Detest	√		Prefer		√	Fancy	√	
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6'	<p>-Guiding Ss to do at home.</p>	<p>- Correct</p>	<p><b>3. Write the correct form of the verbs.</b>  <b>Key:</b>  1. making                      2. to watch/  watching  3. skateboarding             4. to learn/ learning  5. sitting</p>																		
8'	<p>- Have Ss work individually to find 6 mistakes and correct</p> <p>- Have Ss work in pairs to answer the questions.</p>	<p>- Work individually to find 6 mistakes and correct</p> <p>- Work in pairs to answer the questions.</p>	<p><b>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.</b></p> <p><b>5. Look at the following e-mail that .....</b>  <b>a. Find 6 mistakes – correct</b>  <b>Key:</b>  1. like do =&gt; like to do/ like doing  2. enjoy do =&gt; enjoy doing  3. like have =&gt; like to have/ having  4. mind to do =&gt; mind doing  5. hate spend =&gt; hate to spend/ spending  6. love eat =&gt; love eating/ love to eat  <b>b. Answer the questions:</b></p>																		



5'	<ul style="list-style-type: none"> <li>- Let Ss work individually to write an e-mail. Then share with partner.</li> <li>- Correct mistakes if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>- Work individually to write an e-mail. Then share with partner.</li> <li>- Correct mistakes if necessary.</li> </ul>	<p>1. The activities Duc mentions in his e-mail are: playing video games, playing football, helping</p> <p>2. The 2 activities he enjoys the most are playing football with his friends &amp; eating out with his family.</p> <p><b>*Production:</b></p> <p><b>6. Write an e-mail to tell your friend about your free time, using verbs of liking + gerunds/ to - infinitives. Share with a partner....</b></p> <p>(based on the questions in 5b) .....</p> <p><i>Sample</i></p> <p><i>Hi, Nam.</i></p> <p><i>Thanks for your email. Now I'll tell you about my activities in my free time. I often play football with my friends. I enjoy doing this very much! I sometimes help my parents too. I do homework every afternoon. I hate watching TV all the evening, but I love taking short walks after dinner! On the weekend, I enjoy going swimming most. It is so funny!</i></p> <p><i>Please write to me soon..</i></p> <p><i>Love,</i></p> <p><b>Minh</b></p>
2'	<ul style="list-style-type: none"> <li>- Give and guide ss to do</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and copy down</li> </ul>	<p><b>III. Homework</b></p> <ul style="list-style-type: none"> <li>- Learn by heart all the new words and structures.</li> <li>- Do part 4 P. 10 in the textbook.</li> <li>-Do exercises 4, 5,6-P. 4-5(Workbook)</li> <li>- Prepare: Communication</li> </ul>

**\*EVALUATION:**

**Period: 4/week:3**

**Date of planning : 18 .9. 2022**

**UNIT 1: LEISURE ACTIVITIES**  
**Lesson 4: Communication**

**I. OBJECTIVES:**

**Knowledge**

- Talking about good and bad sides of leisure activities.
- Practice reading a forum for friends around the world to share how they spend their free time

**Grammar:** Verbs of liking+ gerunds and Verbs of liking + to infinitives

**Vocabulary:** to be hooked on sth; to be addicted to sth.

**Skills:** reading, writing

**Attitude:** know how to write the abbreviations

**Competences:** Presenting opinions and giving comments to others' opinions






**II. TECHNIQUES** : - Question and answer,write it-up, find someone who

- Groupwork, pairwork, individual.

**III. TEACHING AIDS** : Textbooks, posters,cassette,CD

**IV. TIME** : 45'

**V. PROCEDURES** :

T	Teacher's activities	Students' activities	Contents
5'	- Have Ss talk about the people in the pictures - Ask ss some questions: + How many people are there ? + Where does Hang come from? + What do they like doing as leisure time? - Close your book and guess	- In pairs talking         - Guess what these students in the photos	<p><b>I. Warm up:</b> Talk about the pictures</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">   <i>Hang</i>  <small>(Phan Thiet, Viet Nam)</small> </div> <div style="text-align: center; margin: 5px;">   <i>Minh</i>  <small>(Sa Pa, Viet Nam)</small> </div> <div style="text-align: center; margin: 5px;">   <i>Emily</i>  <small>(Perth, Australia)</small> </div> <div style="text-align: center; margin: 5px;">   <i>Linn</i>  <small>(Umeå, Sweden)</small> </div> <div style="text-align: center; margin: 5px;">   <i>Manuel</i>  <small>(Buenos Aires, Argentina)</small> </div> </div>

15'	<p>- Explain to Ss that they are going to read about some activities teenagers do in their spare time</p> <p>- Have ss open their books and read the text</p> <p>- Ask Ss to try to guess what the meaning is, and how that may relate to leisure activities</p>	<p>like doing as leisure activities.</p> <p>-Answer</p> <p>-Answer</p> <p>-Listen</p> <p>- Read the text silently</p>	<p><b>II. New lesson:</b></p> <p><b>* Presentation:</b></p> <p><b>1. Read the following article on the magazine 4 teen website.</b></p> <p><b>Extra vocabulary</b></p> <p>- window shopping(n) : đi chơi ngắm đồ bày ở cửa hàng</p> <p>- to be hooked on something: bị nghiện cái gì đó</p> <p>- to sound weird : nghe có kì cục</p> <p>- to be addicted to something : bị nghiện ,say mê cái gì</p> <p><b>*Practice:</b></p> <p><b>2. Can you understand the abbreviations in the text? Use this 'netlingo' dictionary if necessary.</b></p> <p>URA * You are a start</p> <p>TA Thanks a lot</p> <p>SUP What's up? SRY</p> <p>Sorry</p> <p>Rly really? PLZ</p> <p>Please</p> <p><b>3. Find information in the text to complete the table.</b></p> <p><b>* Key:</b></p> <table border="1" data-bbox="853 1142 1428 1986"> <thead> <tr> <th>Who ?</th> <th>What activity is mentioned?</th> <th>What does he/she think of</th> </tr> </thead> <tbody> <tr> <td>Emily</td> <td>* hanging out with friends * working as a volunteer</td> <td>She loves it.</td> </tr> <tr> <td>Hang</td> <td>* cloud watching</td> <td>She adores it It's easy.</td> </tr> <tr> <td>Linn</td> <td>* going to community centre, painting, dancing, doing drama</td> <td>She loves it.</td> </tr> <tr> <td>Minh</td> <td>* playing football * helping his aunt in running cooking class</td> <td>He likes it. It's fun.</td> </tr> <tr> <td>Manuel</td> <td>* playing computer games * doing judo</td> <td>He's addicted to it. It's OK</td> </tr> </tbody> </table>	Who ?	What activity is mentioned?	What does he/she think of	Emily	* hanging out with friends * working as a volunteer	She loves it.	Hang	* cloud watching	She adores it It's easy.	Linn	* going to community centre, painting, dancing, doing drama	She loves it.	Minh	* playing football * helping his aunt in running cooking class	He likes it. It's fun.	Manuel	* playing computer games * doing judo	He's addicted to it. It's OK
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8'	<p>- Ask Ss if they notice any other particular features of the text. Elicit answers from Ss by drawing their attention to the form of the text.</p>	<p>-Answer</p> <p>- Work in pairs to complete the task.</p>																			
10'	<p>- Have Ss work in pairs or small groups to complete the table.</p> <p>- Feedback</p>	<p>- Read the text more closely to fill in the table.</p> <p>- Copy down</p>																			

<p>5'</p>	<ul style="list-style-type: none"> <li>- Have Ss work in pairs to put the leisure activities in the text in order from the most interesting to the most boring.</li> <li>- Call some to read before the class</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss, give opinions and negotiate with each other in order to agree on a mutual list.</li> <li>- Read aloud</li> </ul>	<p><b>c. Production:</b>  <b>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.</b></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>- hanging out with friends (window shopping)</li> <li>- working as a volunteer</li> <li>- playing football</li> </ul> <p><b>III. Homework</b></p> <ul style="list-style-type: none"> <li>- Learn by heart all the new words</li> <li>- Practice writing and talking about good and bad sides of leisure activities.</li> <li>- Prepare: Skills 1</li> </ul>
<p>2'</p>	<ul style="list-style-type: none"> <li>- Give and guide ss to do</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and copy down</li> </ul>	

\* **EVALUATION:**.....

**Period: 5/ Week: 3**

**Date of planning: 21.09.2022**

**UNIT 1: LEISURE ACTIVITIES**

**Lesson 5: Skills1**

**I. OBJECTIVES:**

**Knowledge**

- Read for general and specific information about the positive and negative effects of using computers. (Scanning, skimming).
- Practice speaking by giving fact or opinion about using computers and mobile phone for leisure activities
- **Grammar** : Verbs of liking + gerunds and Verbs of liking + to infinitives
- **Vocabulary** : rely on, virtual, ban

**Skills:** Reading, Speaking

**Attitude:** be aware of negative and positive effects of the computers or mobile phone.







**II. TECHNIQUES** : - Answer given, role play, multiple choice, ...

- Groupwork, pairwork, individual.

**III. TEACHING AIDS** : Textbooks, posters

**IV. TIME** : 45'

**V. PROCEDURES** :

T	Teacher's activities	Students' activities	Contents
3'	<ul style="list-style-type: none"> <li>- Have ss play a game</li> <li>- Ask ss to look at the pictures in 20 seconds. Then put away the pictures and ask ss to go to the board and write the names of leisure activities they have seen.</li> <li>- The team which has more correct words wins the game</li> <li>- Use picture (a) Eliciting to the new lesson</li> <li>- Have Ss talk about the picture</li> <li>- Have Ss work in pairs to discuss the questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Play a game</li> <li>- Write on the board</li>   <li>- Discuss and write the ideas on the board.</li> </ul>	<p><b>I. Warm up: Skim's game</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>a.....</p> </div> <div style="text-align: center;">  <p>b.....</p> </div> <div style="text-align: center;">  <p>c.....</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  <p>d.....</p> </div> <div style="text-align: center;">  <p>e.....</p> </div> <div style="text-align: center;">  <p>f.....</p> </div> </div> <p><b>II. New lesson</b></p> <p><b>Pre-reading</b></p>
5'			

<p>15'</p>	<p>+Do you have a computer at home? +What do you use the computer for? +What do you use the mobile phone for? +What are the benefits of using computer or mobile phone? What are the harmful things it may bring us?...</p>	<p>-Look at the picture &amp; guess</p>	<p>Look at the picture. What can you see in the picture?</p> <p><b>1.What are the benefits of using computers or mobile phones for leisure activities? What are the harmful things it may bring us?</b></p> <table border="1"> <thead> <tr> <th data-bbox="861 470 1212 515">Benefits</th> <th data-bbox="1212 470 1519 515">Bad affects</th> </tr> </thead> <tbody> <tr> <td data-bbox="861 515 1212 761"> <p>- a fast and convenient way to get and send information - For entertainment, communication,</p> </td> <td data-bbox="1212 515 1519 761"> <p>- It's harmful to you - You feel tired and sighted/ neglect your truant/ play hooky.. - Waste of time and education</p> </td> </tr> </tbody> </table>	Benefits	Bad affects	<p>- a fast and convenient way to get and send information - For entertainment, communication,</p>	<p>- It's harmful to you - You feel tired and sighted/ neglect your truant/ play hooky.. - Waste of time and education</p>
Benefits	Bad affects						
<p>- a fast and convenient way to get and send information - For entertainment, communication,</p>	<p>- It's harmful to you - You feel tired and sighted/ neglect your truant/ play hooky.. - Waste of time and education</p>						
<p>5'</p>	<p>- Ask Ss to look at the picture &amp; guess what they are going to read (a student named Quang) &amp; try to guess what is Quang's story about , then explain the choice - Then ask Ss to read the text and underline any words they don't know.</p>	<p>-Read the text and underline any words they don't know.</p>	<p><b>While- reading</b></p> <p><b>2. Read the text and choose the correct answer</b> * <b>Vocabulary:</b> - virtual (a) : ảo - ban (v): cấm - rely on (v) : dựa vào - exist (v) : tồn tại</p> <p>*<b>Key:</b> 1.B                      2.C</p>				
<p>3'</p>	<p>- Have Ss discuss any unfamiliar words from the text. - Ss then work individually to choose the best answer  - Call ss to answer - Give corrections  - Tell Ss for this exercise they will need to look at the keywords in the responses in order to find out the questions.</p>	<p>- Work individually to choose the best answer  - Work individually - Copy down  - Work in pairs.  - Openpairs  - Copy down</p>	<p><b>3. Write the questions for the answers based on information from the text.</b> *<b>Key:</b> 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 these days? 4. What are the benefits of using the computer? *<b>Speaking</b> <b>Language notes</b> <i>Giving an opinion:</i> I think that.. In my opinion... <i>Asking for an opinion:</i> What do you think? How do you feel about that? <i>Agreeing:</i> I agree with you; That's so true. Exactly.</p>				

7'	<ul style="list-style-type: none"> <li>- Call some pairs to ask and answer before the class</li> <li>- Give correction</li> <li>- Go through the phrases in the Language notes box with Ss. For one of the speech bubbles, demonstrate how you can use this language</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Pay much attention to the teacher</li> <li>- Groupwork</li> <li>- Answer</li> <li>- Listen</li> </ul>	<p><i>Disagreeing:</i> I'm afraid I don't agree. I don't think so.</p> <p><b>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.</b></p> <p><i>Quang's parents</i></p> <ul style="list-style-type: none"> <li>- Go out out and play a sport. It's good for you .</li> <li>- Sitting for too long in front of the computer makes your eyes tired.</li> <li>- You see real friends less and less.</li> </ul> <p><i>Quang:</i></p> <ul style="list-style-type: none"> <li>- I think computer games train my mind and my memory.</li> <li>- My English much better because I surf the net.</li> <li>- I've made lots of friends from the game network.</li> </ul> <p><b>*Production:</b></p> <p><b>5. Role-play: WHAT'S THE SOLUTION? Quang, his parents, and his teacher are discussing the impacts of his using the computer. Play the following roles</b></p> <p>Q: I believe that my E is much better because I surf the Internet.</p> <p>Q' P: I don't agree with you. Go out and play with your friends is much better.</p> <p>T: I agree with you Q. However, you shouldn't spend much time on surfing the Net. It's not good for your eyes.</p>
5'	<ul style="list-style-type: none"> <li>- Explain to Ss that these speech bubbles are from Quang and his parents.</li> <li>- Arrange Ss into three groups and ask each group to brainstorm how they are going to express their opinions.</li> <li>- Call on two or three groups to repeat their role-play for the class</li> </ul>	<ul style="list-style-type: none"> <li>- Two or three groups to repeat their role-play for the class</li> </ul>	<p><b>III. Homework</b></p> <ul style="list-style-type: none"> <li>- Learn by heart all the new words</li> <li>- Practice talking about the good and bad sides on using computers and mobile phone for leisure activities.</li> <li>- Prepare: Skills 2</li> </ul>
2'	<ul style="list-style-type: none"> <li>- Feedback</li> <li>- Give and guide ss to do</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and copy down</li> </ul>	

**\*EVALUATION**

Period: 6/ Week: 3

Date of planning: 21.09.2022

**UNIT 1: LEISURE ACTIVITIES****Lesson 6: Skills2**

**I. OBJECTIVES:****Knowledge**

- Practice writing to discuss an opinion about leisure activities.
- Practice listening for specific information about way of spending time with friends.

**Grammar:** Verbs of liking + gerunds and Verbs of liking + to infinitives

**Skills:** Listening, writing

**Attitude:** their opinions about leisure activities.

**Competences:** listen, answer some information and write a paragraph with using organising the ideas

**II. TECHNIQUES :** - Question and answer, Grid, gap-fill, ...  
- Groupwork, pairwork, individual.

**III. TEACHING AIDS :** Textbooks, posters, cassette, CD

**IV. TIME :** 45'

**V. PROCEDURES :**

T	Teacher's activities	Students' activities	Contents
2'	<ul style="list-style-type: none"> <li>- Greeting</li> <li>- Name some activities you often do with your friends in your free time.</li> <li>- What do you usually do with your friends in your free time?</li> </ul>	<ul style="list-style-type: none"> <li>-Greeting</li> <li>- Name some activities you often do with your friends in your free time.</li> </ul>	<p><b>I. Warm up:</b> Example: + Watching Tv + Going to the cinema + Making crafts ...</p>
5'	<ul style="list-style-type: none"> <li>- Have Ss discuss the question.</li> <li>- Tell Ss that they are going to listen to a radio programme.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss and answer the questions.</li> </ul>	<p><b>II. New lesson:</b> <b>*Listening</b> <b>1. What do you usually do with your friends in your free time?</b></p>
8'	<ul style="list-style-type: none"> <li>- Play the recording as many times as needed.</li> <li>- Listen and answer the questions</li> <li>- Call some pairs to ask and answer before the class</li> <li>- Give any corrections</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to the radio programme and answer the questions.</li> <li>- Openpairs</li> </ul>	<p><b>2. Listen to the radio programme and answer the questions.</b></p> <p><b>* Key:</b> 1. The topic of this week's programme is hanging out with your friends. 2. There are two main ways: hanging out indoors or outdoors.</p>
7'	<ul style="list-style-type: none"> <li>- Play the recording as many times as needed.</li> <li>- Feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Work individually then compare answers with their partner.</li> <li>- Copy down</li> </ul>	<p><b>3. Listen again and complete the table.</b> <b>*Key:</b> 1. movies                      2. cinema 3. crafts                        4. sports</p>



3'	<ul style="list-style-type: none"> <li>- Have Ss cover the box and write some of these words/ phrases on the board.</li> <li>- Explain how to use these words/ phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Read the words in the purple box</li> </ul>	<p>5. physical health      6. people 7. cultural centres.</p> <p style="text-align: center;"><b>Writing</b></p> <p><b>4. Complete the following paragraph with the words in the purple box.</b></p> <div style="background-color: #fce4ec; padding: 10px;"> <p><b>Organising your ideas</b></p> <p><b>Introducing your opinion</b> <i>In my opinion,</i> <i>I believe</i></p> <p><b>Explaining your opinion</b> <i>Firstly, secondly, thirdly, finally</i> <i>besides, also, in addition</i></p> <p><b>Concluding/Summarising your opinion</b> <i>For these reasons,</i> <i>In short,</i> <i>As I have noted,</i></p> </div>
5'	<ul style="list-style-type: none"> <li>- Have ss work individually to complete the task.</li> <li>- Feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Work individually to complete the task.</li> <li>- Copy</li> </ul>	<p><b>*Key:</b></p> <ol style="list-style-type: none"> <li>1. In my opinion/ I believe</li> <li>2. Firstly                      3. Secondly</li> <li>4. Besides/ Also/ In addition</li> <li>5. For these reasons/ In short/ As I have noted</li> </ol>
13'	<ul style="list-style-type: none"> <li>- Have ss work in small groups where each group chooses one question. They then agree on an op" work together to brainstorm the ideas to argue for their points</li> <li>-Remind Ss to use the connectors they have learnt earlier order to be organise their ideas</li> <li>-Ask ss to write down on papers or extr-board</li> <li>- Correction.</li> </ul>	<ul style="list-style-type: none"> <li>- Work in small groups.</li> <li>- Use the connectors</li> <li>-Write down on papers</li> </ul>	<p><b>* <u>Post writing</u></b></p> <p><b>5. Now write a similar paragraph to answer one of the following questions.</b></p> <p>I believe the best leisure activities for teenagers is any group activity.... <i>This could be playing a team sport or joining a hobby group or even volunteering. Firstly, teenagers like to feel that they belong to a group. Secondly, being part of a group helps teenagers make friends. Friendships are very important to teenagers. In addition, they will make friends with people who have the same interests as them. For these reasons I think group activities are best for teenagers.</i></p>
2'	<ul style="list-style-type: none"> <li>- Give and guide ss to do</li> </ul>	<ul style="list-style-type: none"> <li>- Listen and copy down</li> </ul>	<p><b>III. Homework</b></p> <ul style="list-style-type: none"> <li>- Learn by heart all the connectors</li> <li>- Do exercises 1, 2,3-P.8(Workbook)</li> <li>- Prepare: Looking back and project</li> </ul>

**\*EVALUATION:**.....

**Period: 7/ Week: 4**  
**Date of planning: 25.09.2022**

**UNIT 1: LEISURE ACTIVITIES**  
**Lesson7:Looking Back and Project**

**I. OBJECTIVES:**

**Knowledge**

- Revise the knowledge they've learnt about the topic "Leisure activities"

**Grammar** : Verbs of liking + gerunds and Verbs of liking + to infinitives

**Vocabulary** : The lexical items related to the topic "Leisure activities"

**Skills** : Reading, writing

**Attitude:** Co-operation & aware of spending time on leisure activities

**Competences:** help Sts do some exercises.

**II. TECHNIQUES** : - Question and answer, Grid, gap-fill, ...

- Groupwork, pairwork, individual.

**III. TEACHING AIDS** : Textbooks, posters.

**IV. TIME** : 45'

Teacher : Xuan Chanh  
school

18

Hanh Tin tay secondary

V. PROCEDURES :

T	Teacher's activities	Students' activities	Contents
3'	- Ask Ss to match the words in blue with the words in orange. - Divide the class into 2 groups and match - Congratulate the group win the game  * Today we revise vocab. and grammar of unit 1	- Match the words in blue with the words in orange.  - 2 groups	<b>I. Warm up: Matching</b> Match the words in blue with the words in orange.  <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px;"> <span style="border: 1px solid black; padding: 2px;">crafts</span> <span style="border: 1px solid black; padding: 2px;">TV</span> <span style="border: 1px solid black; padding: 2px;">books</span> </div> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px; margin-top: 5px;"> <span style="border: 1px solid black; padding: 2px;">sports</span> <span style="border: 1px solid black; padding: 2px;">DIY</span> </div> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px; margin-top: 5px;"> <span style="border: 1px solid black; padding: 2px;">playing</span> <span style="border: 1px solid black; padding: 2px;">making</span> <span style="border: 1px solid black; padding: 2px;">doing</span> </div> <div style="display: flex; justify-content: space-around; border: 1px solid black; padding: 5px; margin-top: 5px;"> <span style="border: 1px solid black; padding: 2px;">watching</span> <span style="border: 1px solid black; padding: 2px;">reading</span> </div>
5'	- Have Ss complete this exercise individually or in pairs. - Feedback	- Complete this exercise individually or in pairs. - Copy down	<b>II. New lesson:</b>  <b>Presentation:</b> <b>Vocabulary</b> <b>1. Which one is the odd one out?</b> <b>Key:</b> 1. DIY                      2. hanging out      3. hospital 4. detest                      5. boring              6. computer
5'	- Have Ss complete this exercise individually - Call some ss to answer - Give corrections	- Complete this task individually.	<b>2. Rearrange the letters to find the name of the activities.</b> <b>Key:</b> 1. socialising with friends                      2. relaxing 3. communicating with friends              4. doing DIY 5. using computers                      6. making crafts
7'	- Ask ss to remind some verbs + gerunds and some verbs+ to-infinitive  - Have Ss complete this exercise individually.  - Ask ss to swap their work with each other for peer correction  - Have Ss complete this exercise with their own ideas.	- Remind  - Work individually to complete the exercise.  - Swap their work with each other for peer correction  - Work individually to complete this exercise with their own ideas.	<b>Practice:</b>  <b>Grammar</b> <b>3. Fill the gaps with the correct form of the verbs.</b> <b>Key:</b> 1. working              2. learning/to learn      3. seeing 4. doing              5. meeting              6. to play

<p>5'</p>	<ul style="list-style-type: none"> <li>- Accept different answers if Ss can make sense.</li> <li>- Ask ss to read out the sentences</li> <li>- Ask ss to read this paragraph from <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>- Read this paragraph</li> <li>- Work in pairs to exchange their answers.</li> </ul>	<p><b>4. Complete the following sentences with your own ideas.</b> (Text book- page 14)</p>
<p>8'</p>	<ul style="list-style-type: none"> <li>- Have Ss complete this exercise individually then compare their answers with a partner.</li> <li>- Feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Answer</li> </ul>	<p><b>5. Read this paragraph from....</b> <b>Key:</b> 1. Firstly      2. Secondly      3. Thirdly 4. In addition      5. In short</p>
<p>10'</p>	<ul style="list-style-type: none"> <li>- Allow ss plenty of time</li> <li>To do this task</li> <li>-For each activity 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 their ideas.</li> <li>- Ask Ss to complete the self-assessment</li> <li>-Identify any difficulties and weak areas and provide further practice</li> <li>- Guide Ss how to do the task.</li> <li>- If the time is limited , ss can do this activity at home</li> <li>- Give and guide ss to do</li> </ul>	<ul style="list-style-type: none"> <li>- Work in pairs to discuss and exchange their ideas.</li> <li>- Complete the self-assessment</li> <li>-Listen and do the task</li> <li>- Listen and copy down</li> </ul>	<p><b>*Production:</b> <b>Communication</b> <b>6. Choose from the leisure activities in this unit.</b> (Text book- page 14)</p> <ul style="list-style-type: none"> <li>- one activity you think is fun</li> <li>- one activity you think is boring</li> <li>- one activity you think is exciting</li> <li>- one activity you think is good for physical heal</li> <li>- one activity you think is good for mental heal</li> </ul> <p><b>Finished!</b> <b>Finished! Now you can.....</b></p> <ul style="list-style-type: none"> <li>- talk about leisure activities</li> <li>- use verbs of liking+ gerunds and to-infinitives</li> <li>- pronounce words containing the clusters /br/and /pr/correctly in isolation and sentences</li> <li>use signal words to write about my opinion in an organised way</li> </ul> <p><b>III.Homework</b> - Learn by heart all the new words and complete all the exercises in their notebooks.</p>
<p>2'</p>			

			- Do part <b>PROJECT in the textbook.</b> - Prepare: Unit 2- Getting started
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**\*EVALUATION:**.....  
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