Week: Date of preparation:

Period: Date of teaching:

**HƯỚNG DẪN HỌC/KIỂM TRA**

**1. ĐẶC ĐIỂM CHƯƠNG TRÌNH ANH 8 MỚI**

Chương trình môn tiếng Anh cấp THCS nhằm hình thành và phát triển cho học sinh những kiến thức, kĩ năng cơ bản về Tiếng Anh. Sau khi hoàn thành cấp học THCS với chương trình mới này, HS đạt được cấp độ A2 theo khung tham chiếu Châu Âu.

Tiếng Anh 8 là cuốn sách thứ sáu trong bộ sách 10 cuốn được bộ giáo dục biên soạn theo chương trình 10 năm

Sách Tiếng Anh 8 gồm 12 đơn vị, mỗi đơn vị được thực hiện 7 tiết. Mỗi đơn vị được biên soạn theo một chủ điểm nhất định và chủ điểm đó gần gũi, sát thực với mục đích, nhu cầu, sở thích và đời sống hàng ngày của học sinh.

Trong khi học – Học sinh cần chú ý theo hướng dẫn của thầy cô để đạt những yêu cầu sau:

1.Kiến thức:

- Nắm được kiến thức cơ bản tối thiểu và tương đối hệ thống về Tiếng Anh thực hành hịện đại, phù hợp với lứa tuổi.

- Có sự hiểu biết ban đầu về văn hóa của một số nước sử dụng Tiếng Anh.

2. Kỹ năng:

- Kỹ năng nghe: Nghe hiểu Tiếng Anh sử dụng trong lớp học và hiểu các chủđiểm giao tiếp bằng Tiếng Anh trong và ngoài lớp học .

- Kỹ năng nói: Thực hiện được các yêu cầu giao tiếp hàng ngày bằng Tiếng Anh, có thể diễn đạt các nội dung giao tiếp đơn giản hàng ngày có liên quan đến các chủ điểm và nội dung ngôn ngữ đã học trong chương trình.

- Kỹ năng đọc: Đọc hiểu nội dung chính và thực hiện tốt các thủ thuật nhằm giải quyết được các bài tập liên quan đến nội dung của đoạn văn ngắn,đơn giản về các chủ điểm đã học trong chương trình.

- Kỹ năng viết: Viết có hướng dẫn các đoạn văn về mô tả hoặc các báo cáo tường thuật về các hoạt động của cá nhân hoặc lớp học trong khuôn khổ chủ điểm của chương trình và viết phục vụ các nhu cầu giao tiếp cá nhân và xã hội ở mức độ đơn giản.

3. Thái độ tình cảm:

- Có thái độ tình cảm đúng đắn đối với Đất nước, Con người, Nền văn hoá và ngôn ngữđang học nhờ đó phát triển tình cảm tốt đẹp đối với ngôn ngữ và văn hóa dân tộc.

- Xây dựng và phát triển ý thức cũng như năng lực làm việc trong cộng đồng thông qua các hoạt động rèn luyện ngôn ngữ.

- Bước đầu có nhu cầu và biết cách tự học để nắm và sử dụng tiếng nước ngoài trong học tập vàđời sống .

**2. PHƯƠNG PHÁP HỌC**

* Tại trường:
* Tập chung nghe giảng, nghiêm túc làm theo các yêu cầu của thầy, cô.
* Hăng hái phát biểu ý kiến xây dựng bài.
* Luyện tập nói tiếng Anh với thầy, với bạn bè, tận dụng mọi cơ hội có thể để tập nói tiếng Anh. Nói đúng trọng âm, ngữ điệu.
* Nắm vững các vấn đề ngữ pháp đã học, các cấu trúc câu. Ghi chép đầy đủ, chính xác.
* Tại nhà:
* Ôn lại bài học ngay khi có tiết học ở lớp.
* Dựa vào các cấu trúc và các ngữ liệu đã học để luyện nói tiếng Anh cùng bạn.
* Làm đầy đủ bài tập trong sách bài tập. Tìm đọc thêm các loại sách tham khảo nếu có thể.
* Thường xuyên học, củng cố và mở rộng vốn từ của mình.
* Viết từ mới và mẫu câu hay vào sổ tay học tập của mình.

**3. GIỚI THIỆU SÁCH GIÁO KHOA**

Sách giáo khoa Tiếng Anh 8 được thiết kế với kênh hình và kênh tiếng phong phú. Mỗi đơn vị bài học được chia thành 7 phần thích hợp cho việc rèn luyện các kỹ năng nghe, nói, đọc, viết, ngữ pháp, ngữ âm và từ vựng.

* Phần 1: Getting started: Giới thiệu từ vựng và ngữ pháp.
* Phần 2: A closer look 1: Luyện từ vựng và ngữ âm.
* Phần 3: A closer look 2: Học ngữ pháp
* Phần 4: Communication: Thực hành nói tiếng Anh.
* Phần 5: Skills 1: Luyện kỹ năng đọc, nói
* Phần 6: Skills 2: Luyện kỹ năng viết, nghe.
* Phần 7: Looking back&Project: Luyện tập, củng cố các kiến thức đã học.

**4. KIỂM TRA ĐẦU NĂM**

***I. Complete the sentences with the correct form of the verbs in brackets. (5 pts)***

1. Minh, you are late. The film (start) \_\_\_\_\_\_\_\_\_\_\_\_ ten minutes ago.

2. Children sometimes (play) \_\_\_\_\_\_\_\_\_\_\_\_ adult sports like golf.

3. I (be) \_\_\_\_\_\_\_\_\_\_\_\_to Australia twice with my family.

4. My mother (buy) \_\_\_\_\_\_\_\_\_\_\_\_ a pair of sports shoes for my last birthday.

5. Next week, we (plant) \_\_\_\_\_\_\_\_\_\_\_\_ the vegetables in the school garden.

6. If we recycle more, we (help) \_\_\_\_\_\_\_\_\_\_\_\_ our earth.

7. We (save) \_\_\_\_\_\_\_\_\_\_\_ a lot of trees from deforestation recently.

8. They (not/ visit) \_\_\_\_\_\_\_\_\_\_\_\_\_ HCM City for a long time.

9. Nga (play) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ badminton three times a week.

10. Hurry up! Your friends (wait) \_\_\_\_\_\_\_\_\_\_\_\_\_ for you outside.

***II. Change into passive (5 pts)***

1. They often invite me to join their trips to their home village.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. They will build a new bridge in front of my house next year.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Mr. Smith taught us English two years ago.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. They didn’t look after the children properly.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Tourists cannot take photos in this area.

→\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Homework (2 minutes)**

- Prepare the next lesson: Unit 1 Getting started.

**6. Feedback**

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Week: Date of preparation:

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# UNIT 1: LEISURE ACTIVITIES

## Lesson 1: GETTING STARTED

**I. Objectives:** By the end of the lesson, Ss will be able to:

- 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.

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “Leisure activities”.

b. Grammar: Verbs of liking + gerunds and Verbs of liking + to infinitives.

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

3. Formation of behavior: Students will be interested in different leisure activities.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To know more new words about leisure activities.  **Production**  To produce and achieve vocabulary about  Leisure activities. | **A. Warm up**  - T asks Ss prepare photos or magazine cut-outs about some popular leisure activities including those you often do in their spare time.  - Ss describe them in English. Then T asks them to guess which activities you may enjoy doing.  - T encourages Ss to do the same in pairs.  - One S writes a short list of activities and the other guesses.  - T introduces the new lesson.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocabulary (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* Check vocabulary: **Rub out and remember**.  **C. Practice**  **\* The dialogue.**  **Set the scene**  - T asks Ss open their books to the picture. T introduces Mai, Phuc and Nick  - Ss guess where they are and what they are doing. For more able classes, T brainstorms questions with Ss and wire them on the board:  +What can you see in the picture?  +Why do you think Mai, Phuc and Nick are there?  +What are they holding in their hands?  +What are they talking about?  **\* Circle the correct answer:**  - T lets Ss read the dialogue in front of the class.  - Ss do part 1a individually.  - Ss read their keys before the class.  **\* Which leisure activities do you think Phuc, Mai and Nick have? Tick (V) the boxes. Then find the information from the conversation to explain your choice.**  - T asks Ss read the dialogue again to do part “b” in groups.  - Ss answer before the class.  - T calls Ss tick the board.  - Ss look at the board and correct.  \* **Answer the questions**  - T lets Ss practice part “c” in pairs.  - Ss practice before the class in pairs.  **\* Find words / phrases in the box to describe the photos .Then listen to check your answers :**  - Ss work in pairs to match the words / phrases in the box to the photos , then they listen together to check their answers  - It’s time aloud, T asks Ss to use adjectives to say what they think of these activities. E.g exciting, interesting....  **\* Complete the following sentences with the words in the box.**  - Ss work individually to do the task then compare their answers with a partner  - T tells Ss they need to look for the surrounding key words in order to complete the task.  - Note that good and satisfied fit both items 1 and 5.  - T acknowledges the point with Ss who have them the other way round.  **D. Production**  **\* Game: Changing partners.**  When the time is up and T calls out ‘change!’ they will move one step to the left/right to meet a new partner and talk about another activity. | **Describing pictures.**  **Lead - in the new lesson.**  **I. New words:**   1. trick (n): trò lừa gạt. 2. craft (n): nghề làm bằng tay. 3. wool(n): bông. 4. leisure (adj): thư giãn. 5. folk songs (n): nhạc đồng quê. 6. melody (n): giai điệu.   **II. 1. Listen and read.**  **a. Circle the correct answer:**  ***Key:***  1. library  2. book  3. dog  4. craft kit  5. folk music  6. Vietnamese  **b. Which leisure activities do you think Phuc, Mai and Nick have? Tick (V) the boxes. Then find the information from the conversation to explain your choice.**   |  |  |  |  | | --- | --- | --- | --- | |  | Phuc | Mai | Nick | | Pet training | x |  |  | | Making crafts |  | x |  | | Reading | x |  | x | | Listening to music |  |  | x | | Playing sports | x |  | x | | Helping parents with DIY projects | x | x |  | | Learning languages |  |  | x |   **c. Answer the questions**  1. “Check out sth”: means to examine sth or get more information about it in order to be sure that it is suitable.  2. “right up one’s street”: **right up your street** ( especially BrE ): means very suitable for you because it is sth that you know a lot about or are very interested in  ex. This job seems right up your street.  **2. Find words / phrases in the box to describe the photos .Then listen to check your answers :**  ***Key:***  1. Playing computer games.  2. playing beach games.  3. Doing DIY.  4. Texting.  5. Visiting museums.  6. Making crafts.  **3. Complete the following sentences with the words in the box.**  ***Key:***  1**.** satisfied  2. relaxing/ exciting  3. fun  4. boring  5. good  **\*Game: Changing partners.**  Can use:  - Describe the leisure activity.  - Say if you have done this activity or not.  - Share you feeling about the activity. |

**3. Homework (2 minutes)**

- Learn by heart vocabulary and practice the conversation.

- Prepare: A closer look 1

**V. Feedback**

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Week: Date of preparation:

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# UNIT 1: LEISURE ACTIVITIES

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “Leisure activities” and use verbs of liking that are followed by gerunds/ to –infinitives.

b. Phonetics: How to pronounce correctly the clusters /br/ and /pr/ in isolation and in context.

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

3. Formation of behavior: Students will be interested in vocabulary related to “leisure activities.”

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  To know how to pronounce  the clusters /br/ and /pr/.  **Practice**  To know more words related to “leisure activities”.  .  To discuss about leisure activities.  To distinguish  the clusters /br/ and /pr/. | **A. Warm - up**  - T asks Ss to look at the words on page 8 in 20 seconds and try to remember as many words as possible.  - T divides the class into two teams.  - T gets feedback.  **B. Presentation**  **\* Vocabulary**  **\* Pronunciation**  - Ss listen and pay attention to the T’s lip position the clusters /br/ and /pr/.  -T plays the recording, lets Ss listen and repeat  - T calls some Ss to practice the words to check their pronunciation.  **C. Practice**  **Vocabulary**  **\* Look at the following pie chart on leisure activities in the US and answer the questions.**  - Ss look at their book and read in silence.  - Ss work in pairs to examine the pie-chart closely in order to understand its contents, including the heading, subheading, figures, colour codes and notes.  - T allows enough time for this step. Do not give correction.  - Then T asks Ss to answer the questions that follow the chart.  - Ss practice before the class.  **\* Complete the table with information from the pie chart.**  - Ss prepare part 2 individually to complete the task.  - After giving corrective feedback, draw their attention to the part of speech of the words mentioned (E.g.: Relaxing comes from the verb relax with-ing added and it refers to the activity).  -Then T introduces the concept of gerund (a noun made from a verb by adding-ing).  - T asks Ss some examples where a gerund is transformed from a verb and used as a noun. For more able class, ask Ss to make their own sentences.  **\* Look at the words. Match them to the category label.**  - Ss cover the category labels.  - Ss look at the words and try to guess what these words have in common. T may elicit from Ss by asking questions.  - Ss work in pairs to complete the task. Once they have finished and T has given corrective feedback, encourage them to add more words in each category.  **\* How much time do you spend a day on leisure activities?**  - Ss work in small groups. T allows them enough time 6to think about what their average day may look like (including, study and work) and how much time is spent on leisure activities. If there is plenty of time encourages them to calculate these times as percentages and put them in a simple pie chart similar to 1.  - Ss write down how much time they spend leisure on an average day and three activities they do the most.  - Ss move around and talk with at least three other classmates to find out who spends most time on leisure and what the most popular activities in the class are.  **PRONUNCIATION /br/ and /pr/**  **\* Complete the words under the pictures then listen & check**  - Ss work individually to complete this task. Once they have finished  - Ss work in pairs to compare their answers.  - T plays the recording for Ss to check and then repeat  - T pauses the recording to drill difficult items.  - T asks Ss to add more words which contain these clutters. For a more able class.  - Ss may make sentences with these words and practice saying them.  **6. Listen and repeat.**  - T asks Ss to add more words which contain these clutters. For a more able class. Ss may make sentences with these words and practice saying them. | **Game: Kim's game**  Ss’ words on the board.  -> Today we are going to learn more about leisure activities.  **I.**  **1. Vocabulary**   1. average (n): trung bình 2. socialize (v): xã hội hóa. 3. communicate (v): giao tiếp.   **2. Pronunciation**  Two clusters /br/ and /pr/.  **II. Practice**  **Vocabulary**  **1. Look at the following pie chart on leisure activities in the US and answer the questions.**  Answers:  1. In 2012, people in the USA spent 5.1 hours a day on sport & leisure activities.  2. The main activities they did include watching TV, socializing & communicating, reading participating in sports, exercise & recreation, using computer for leisure and thinking.  3. The 3 most common activities were watching TV, socializing & communicating and using computer for leisure.  **2. Complete the table with information from the pie chart.**   |  |  | | --- | --- | | **Name of activity** | **Verb** | | relaxing | relax | | using | use | | thinking | think | | socializing | socialize | | communicating | C communicate | | watching | watch | | doing | do |   **3. Look at the words. Match them to the category label.**  ***Key:***  1 – e;  2 – b;  3 – f;  4 – a;  5 – d;  6 – h;  7 – c;  8 – g  **4. How much time do you spend a day on leisure activities? …..**  Example:  A: Every day I spend about ……….hour(s) on leisure activities. The three activities I do most are ……….  B: ……….  **PRONUNCIATION /br/ and /pr/**  **5. Complete the words under the pictures then listen & check.**  1. /br/: bridge, bracelet, bread, broccoli,  2. /pr/: apricot, princess, president, present….  **6. Listen and repeat.** |

|  |  |
| --- | --- |
| **Consolidation**  To summarize the whole lesson. | - T asks someone to summarize the whole lesson.  - T summarize again. |

**3. Homework (2 minutes)**

- Learn vocabulary by heart.

- Prepare the next lesson. A closer look 2

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: LEISURE ACTIVITIES

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, student can be able to know and use:

1. Knowledge:

***a. Vocabulary:*** The lexical items related to the topic “Leisure activities”.

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

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

3. Formation of behavior: Students will be aware of talking about leisure activities.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To know how to use verbs of liking + gerunds/ to V.  **Practice**  To practice  the present simple and future simple.  To use the structure  “like +V-ing”  **Production**  To produce and achieve how to the structure “like +V-ing” to talk about hobbies. | **A. Warm - up**  - Ss play a game.  **B. Presentation**  - T explains how to use **Verbs of liking + gerunds/ to V.**  **C. Practice**  **\* Underline verbs that are followed by a gerund (in Getting Started):**  - T explains new grammar: If we want to follow a verb with another action, we must use a gerund or an infinitive.  - T lets Ss read or play the recording in Getting started for Ss to listen and ask them to underline the verbs of liking followed by gerunds or to-infinitives that they find in the text.  - T asks Ss to cover the text and just listen to identify these verbs.  - T goes through the Lookout box with Ss.  - T tells Ss that verbs of liking/ disliking are often followed by gerunds but verbs.  **\* Tick the appropriate box. Then listen and check.**  - Ss work individually and then compare the answers with their partner.  -Then T plays the recording for Ss to check their answers.  **\* Write the correct form of the verbs.**  - Ss work in pairs to complete this task.  -Then T gives feedback to Ss as a class.  **\* 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.**  - Ss practice in groups of 5 or 6.  - T gives Ss to work individually at first and write each sentence on a trip of paper, then in their group mix the strips.  - Ss guess who wrote that sentence.  **\* Look at the following e-mail that Minh Duc wrote to a new pen friend.**  **\* There are 6 grammar mistakes in his e-mail. Can you find and correct them:**  - T asks Ss quickly familiarize themselves with the e-mail by asking:  +Who wrote this e-mail?  + To whom?  +What is it about?  **\* Answer the questions:**  - Ss scan the e-mail to find answers.  - Ss work individually and compare their answers with a classmate.  **D. Production.**  **\* Write a similar e-mail to tell your friend about your free time, using the verbs of liking +gerunds or verbs of liking + to-infinitives. Swap your work with a partner and check for mistakes.**  - Ss work individually to write the e-mail then exchange it with their partners and check for mistakes.  - If there is time, T gives Ss the e-mails to ask and answer about afterwards, using the questions in 5b as a guide.  - If there is not enough time, this task can be done as a group –writing task. | **Game: BINGO**  Give 9 words about names of activities on the board and let Ss play game “Bingo”.  **I. Grammar**  **Verbs of liking + gerunds/ to V.**  Ex. She loves going out with her friends.  = She loves to go out with her friends.  (If we want to follow a verb with another action, we must use a gerund or an infinitive// some verbs are followed by only gerunds: enjoy; fancy; detest…)  **II. Practice**  **1. Underline verbs that are followed by a gerund (in Getting Started):**  love to watch ; enjoy listening ; liked reading  ***Learning tips:***  degree of the verbs of liking  - adore (v) thích, tôn sung, yêu thiết tha…  - detest (v) ghét cay ghét đắng  - fancy (v) mến, thích  **2. Tick the appropriate box. Then listen and check.**   |  |  |  | | --- | --- | --- | |  | Followed by V-ing | Followed by V-ing/ toV | | Love |  | x | | Enjoy | x |  | | Detest | x |  | | Prefer |  | x | | Fancy | x |  |   **3. Write the correct form of the verbs.**  **Key:**  1. making  2. to watch/ watching  3. skateboarding  4. to learn/ learning  5. sitting  **4. Write sentences about what you like or don’t like doing in your free time, beginning with the following. Then share what you have written with your partner.**  1. I adore ……  2. I love ……  3. I fancy ……  4. I don’t mind ……  5. I don’t like ……  6. I detest ……  **5. Look at the following e-mail that ……..**  **a. Find 6 mistakes – correct.**  **Key:**  1. like do => like to do/ like doing  2. enjoy do => enjoy doing  3. like have => like to have/ having  4. mind to do => mind doing  5. hate spend => hate to spend/ spending  6. love eat => love eating/ love to eat  **b. Answer the questions:**  1. The activities Duc mentions in his e-mail are: playing video games, playing football, helping …  2. The 2 activities he enjoys the most are playing football with his friends & eating out with his family.  **6. Write a similar e-mail to tell your friend about your free time, using the verbs of liking +gerunds or verbs of liking + to-infinitives. Swap your work with a partner and check for mistakes.**  (Based on the questions in 5b) …… |

**3. Homework (2 minutes)**

**-** Do exercise B4, 5, 6 (Workbook), learn words followed by gerunds and infinitives.

- Prepare the next lesson: Communication.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: LEISURE ACTIVITIES

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of the lesson, student can be able to read and understand article.

1. Knowledge:

***a. Vocabulary:*** The lexical items related to the topic “Leisure activities”.

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

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

3. Formation of behavior: Students will be interested in reading article.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motive the new lesson.  To give some new words related to the topic “leisure activities”.  To give some new words to express their opinions about own hobbies.  To discuss about the most interesting leisure activities. | **A. Warm up:**  T gives questions and asks Ss to answer.  **\* Extra vocabulary:**  - T elicits new words from Ss by  the following techniques:  + (example)  + (translation)  + (realia)  - T reads the words as the model  (3 times), help Ss to repeat (2 times), then calls 2 Ss to repeat individually (each student-1 time)  - T checks Ss’ reading individually & corrects their pronunciation.  - T corrects & asks Ss to copy the words/  →**Check – vocabulary:** “Slap the board.  **B. Practice**  **\* Read the following article on the magazine 4 Teen website.**  - T explains to Ss that they are going to read about some activities teenagers do in their free time.  - Ss cover the text and just look at the photos (with name and country )  - T encourages Ss to guess what these Ss in the photos like doing as leisure activities.  -Then T sets a reading time limit and have Ss read the text.  - T sets Ss close the books and play a memory game dividing Ss into competing groups to tell how much information they can remember from the text.  **\* Can you understand the abbreviations in the text? Use this ‘netlingo’ dictionary if necessary.**  - T asks Ss if they notice any other particular features of the text. T elicits answers Ss by drawing their attention to the form of the text.  - T explains that is from webpage and that these abbreviation  -Then Ss work in pairs to complete the task.  - Ss write short text or messages.  - Ss work in pairs or small groups to complete the table.  **\* Find information in the text to complete the table.**  - Ss work in pairs to complete this task  -Then T gives feedback to Ss as a class.  **\* 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**  - Ss work in pairs to put the leisure activities in the text in order from the most interesting to the most boring.  - T allows plenty of time for this activities where Ss are encouraged to discuss, give opinions and negotiate with each other in order to agree on a mutual list. | **Chatting**  Questions :  +Do you like reading in your free time?  +What kind do you like best?  +Do you often read articles on the magazine?  **Extra vocabulary:**   1. window shopping (n): ngắm 2. to sound weird (a): có vẻ ngở ngẩn 3. to be hooked on something = to be addicted to something (a): thích thú với cái gì.   **Activity 1. Read the following article on the magazine 4 Teen website.**  **Activity 2. Can you understand the abbreviations in the text? Use this ‘netlingo’ dictionary if necessary.**  **Activity3.Find information in the text to complete the table.**  ***Key:***  1. Emily:  -hanging out with friends (window shopping).  -working as a volunteer.  She loves it.  2. Hang:  -cloud watching.  She adores it. It’s easy.  3. Linn:  Going to community centre, painting, dancing, and doing drama.  She loves it.  4. Minh:  -playing football.  -helping his aunt in running cooking classes.  He likes it. It’s fun.  5.Manuel:  -playing computer games.  -doing judo.  He’s addicted to it. It’s OK.  **4. Work with your partner and put the activities in 3 in order from the most interesting to the most boring. Then compare your ideas with other pairs.** |

**3. Homework (2 minutes)**

- Do exercise C (Workbook).

- Prepare next lesson: Lesson 5 Skills1.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: LEISURE ACTIVITIES

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of the lesson, Ss will be able to read for general and specific information about the possible effects of spending too much time on the computer and talk about good and bad sides of leisure activities.

1. Knowledge:

***a. Vocabulary:*** The lexical items related to the topic “Leisure activities”.

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

2. Skills: Reading and speaking.

3. Formation of behavior: Students will feel interested in reading general and specific information about good and bad sides of leisure activities.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  **While - reading**  To comprehend the content of the reading text.  **Post - reading**  To talk about how he/ she should spend his/ her free time.  To discuss the impacts of his using the computer. | **A. Warm - up:**  - T gives questions and Ss answers.  **B. Reading**  **1. Pre - reading**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **T sets the scene:**  **\* What are the benefits of using computers or mobile phones for leisure activities? What are the harmful things it may bring us?**  - T starts the lesson by doing a quick class survey on how many Ss use computers frequently and what they use them for (E.g. watching movies, listening to music, playing games, accessing social media, doing homework, etc.).  - T gives examples of your own use of computers and mobile phones.  - Ss work in pairs to discuss the questions. T calls on some pairs to share their ideas once they have finished their discussion. T writes the ideas on the board.  **2. While - reading**  **\* Read the text and choose the correct answer:**  - SS look at the title and the picture and predict what they are going to read. T says that they are going to read about a student named Quang  - T encourages to develop their ideas by guessing what Quang’s story is about.  -Then T asks Ss to read the text and underline any work they don’t know.  - Ss discuss any unfamiliar words from the text  - Ss work individually to choose the best answer. They need to be able to explain their choice as well.  **\* Write the questions for the answers based on information from the text.**  -T tells Ss for this exercise they will need to look at the keywords in the responses in order to find out the questions  - Ss work individually then compare their answers with a partner.  **3. Post - reading**  **\* 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**  - T explains to Ss that these speech bubbles are from Quang and his friends. Ss may work in pairs or in groups but they will need to say why they think who says what, based on the information from the passage. T goes through the phrases in the Language notes box with Ss. For one of the speech bubbles, T demonstrates how you can use this language.  A: In my opinion, computer games train your mind and your memory.  B: That so true.  -In pairs, Ss choose a speech bubble and combine it with the language in the Language notes box.  - T asks for volunteer to demonstrate their short exchanges.  **C. Speaking**  **\* 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.**  -Before the role-play starts, T arranges Ss into 3 groups: the group that play Quang. The group that plays Quang’s parents and the group that plays his teacher.  - T asks each group to brainstorm how they are going to express their opinion .When they are ready , put Ss into new groups which contain Quang, Quang’s parents and Quang’s teacher.  -T tells Ss that they can use the language in 4 for their role-play and emphasize that the phrases in the Study skill box should be used in their discussion.  - If the time allows, T calls on 2 or 3 groups to repeat their role-play for the class. | Questions :  - Do you have a computer?  +Do you like it ?  +What are the benefits of using computers?  Class work  **Reading**  **New words:**   1. mind (v): muốn 2. rely (v): phụ thuộc vào 3. ban (n): cấm 4. gaming (n): trò chơi 5. get out (v): thoát khỏi   **1. What are the benefits of using computers or mobile phones for leisure activities? What are the harmful things it may bring us?**  Suggested answer:   |  |  | | --- | --- | | Benefits | Bad affects | | - a fast and convenient way to get and send information  - For entertainment, communication, education | - It’s harmful to your eyes  - You feel tired and dizzy / You are short sighted/ neglect your study / play truant/ play hooky..  - Waste of time and money… |   **2. Read the text and choose the correct answer.**  ***Key:***  1. B  2. C  **3. Write the questions for the answers based on information from the text.**  **Key:**  1. Is Quang‘s garden real?  2. What is 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?  **Speaking**  **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.**  **Keys** :  - Quang’s parents: Go on and play a sport.It’s good for you  - Quang: I’ve made lots of friends from the game network  - Quang: I think computer games train my mind and my memory  - Quang’s parents: You see your real friends less and less  - Quang: my English is much better because i surf the net  - Quang’s parents: Sitting for too long in front of the computer makes your eyes tired  **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.**  Q:I believe that my E is much better because I surf the Internet.  Q’ P: I don’t agree with you. Go out and play with your friends is much better.  T: I agree with you Q. However, you shouldn’t spend much time on surfing the Net. It’s not good for your eyes. |

**3. Homework (2 minutes)**

- Learn by heart all the new words

- Do Ex D (WB)

- Prepare next lesson: Lesson 6 Skills 2.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: LEISURE ACTIVITIES

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can listen for specific information about ways of spending time with friends and write to discuss an opinion about leisure activities.

1. Knowledge:

***a. Vocabulary:*** The lexical items related to the topic “Leisure activities”.

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

2. Skills: Listening and writing.

3. Formation of behavior: Students will feel interested in specific information about ways of spending time with friends and write to discuss an opinion about leisure activities.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| Warm - up  To motivate Ss to the new lesson.  **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehend the content of the listening text.  **Writing**  **Pre-writing**  To take notes some ideas.  **While - writing**  To write to give an opinion. | **A. Warm - up**  - T gives questions and Ss answer.  **A. Listening**  **1. Pre - listening**  - T uses different techniques to teach vocabulary (situation, realia)  \* Checking vocabulary: Slap the board.  **- T asks Ss to get ideas about the topic.**  **\* What do you usually do with your friends in your free time?**  - T shares some of the things you often enjoy doing with friends in your free time.  - T asks Ss to tell each other what they usually do with their friends.  - Some pairs to volunteer to tell the class if they find each other’s answers interesting.  **2. While - listening**  **\* Listen to the radio program and answer the questions.**  -T tells Ss that they are going to listen to a radio program.  - T asks Ss to look at the questions and underline the key words before T plays the recording.  **\* Listen again and complete the table**  - T plays the recording as many times as needed.  - Ss work individually then compare answers with their partner.  **B. Writing**  **1. Pre-writing**  **\* Complete the following paragraph with the words in the purple box :**  - Ss work individually to complete the task and discuss their answers with a partner.  - T reminds Ss that for some gaps there is more than one correct answer.  **2. While-writing**  **\* Now write a similar paragraph to answer one of the following questions.**  **-** This task can be done in small groups where each group chooses one question.  - They then agree on an opinion and work together to brainstorm the ideas to argue for their points. Each member will need to write his/her own piece.  - T reminds Ss to use the connectors they have learnt earlier in order to better organize their ideas. | **Chatting**  What do you think about computers?  Class work  **New words.**   1. obesity (n): sự béo phì. 2. irritated (adj) /ˈɪr.ɪ.teɪ.tɪd/: tức tối, cáu. 3. virtual (a): thực tế, thực sự.  |  | | --- | | 4. basically (adv): về cơ bản, cơ bản. | | 5. physical health (n): sức khỏe thể chất. |   6. hang out (v): đi chơi với bạn.  **\* What do you usually do with your friends in your free time ?**  Students’ answers.  **2. Listen to the radio program and answer the questions.**  ***Key:***  1. The topic of this week’s program is hanging out with your friends  2.There are 2 main ways : hanging out indoors or outdoors  **3. Listen again and complete the table**  ***Key****:*  1. movies  2.cinema  3. crafts  4. Sports  5. physical health  6.people  7. cultural centers  **4. Complete the following paragraph with the words in the purple box:**  🡺Writing to give an opinion.  Organizing your ideas.  - Introducing your opinion: In my opinion, I believe  - Explain your opinion: Firstly, secondly, thirdly…, finally.  - Concluding / summarizing your opinion:  For these reasons,/ In short,… / As I have noted,…  ***Key :***  1. In my opinion /I believe.  2. Firstly.  3. Secondly.  4. Besides /Also/ In addition.  5. For these reasons /In short /As I have noted.  **5. Now write a similar paragraph to answer one of the following questions.**  I believe the best leisure activity for teenagers is any group activity. 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. |

**3. Homework (2 minutes)**

* Prepare for the next lesson: Looking back & Project.
* Do Ex E1, 2 (WB)

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

# UNIT 1: LEISURE ACTIVITIES

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:** By the end of this lesson, students can revise and make the use of all the target knowledge in unit 1.

1. Knowledge:

***a. Vocabulary:*** The lexical items related to the topic “Leisure activities”.

***b. Grammar:*** Verbs of liking + gerunds and Verbs of liking + to infinitive.

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Practice**  **Vocabulary**  To revise vocabulary related to the topic “leisure activities”.  .  **Grammar**  To revise Verbs of liking + gerunds and Verbs of liking + to infinitive.  **Communication**  To practice communicating | **Practice**  **Vocabulary**  **\* Which one is the odd one out?**  - Ss complete this exercise individually or in pairs  - T asks once they have finished they should be able to explain their answers as well.  - T accepts different answers if Ss can explain their decisions logically.  **\* Rearrange the letters to find the name of the activities.**  - Ss complete this task individually.  - T lets Ss to give their leys before the class  - T asks one S write the keys on the board.  **2. Grammar**  **\* Fill the gaps with the correct form of the verbs.**  - Ss work individually to complete the exercise. If the time allows, T may ask Ss to swap their work with each other for peer correction.  **\* Complete the following sentences with your own ideas.**  - Ss complete the sentences using their own ideas. Remind them to use gerunds or to infinitive.  - Some Ss read out their sentences. T accepts all answers as long as they make sentences.  **\* Read this paragraph from** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) **by CEOP, the UK government agency that helps protect children from harm online and offline in the UK and internationally. Choose the most suitable words / phrases to fill the gaps.**  - Ss work individually. Then Ss compare their answers with a partner.  - Ss practice before the class.  - T calls Ss write the keys before the class.  **Communication**  **\* Choose from the leisure activities in this Unit .Explain why you think so .Then exchange your ideas with a partner**  - T allows Ss plenty of time to do this task. For each activity they choose, they should be able to give at least one reason to be protected when they go online.  \* **Finished:**  - T asks Ss to complete the self-assessment.  - Ss discuss as a class what difficulties remain and what areas the Ss have mastered. | **Vocabulary**  **1. Which one is the odd one out?**  **Key:**  1. DIY  2.hanging out  3.hospital  4.detest  5.boring  6.computer  **2. Rearrange the letters to find the name of the activities.**  **Key:**  1.socialising  2.relaxing  3.communicating with friends  4.doing DIY  5.using computers  6. making crafts  **Grammar**  **3. Fill the gaps with the correct form of the verbs.**  **Key**:  1. working  2. to learn / learning  3. seeing  4. doing  5. meeting  6. play  **4.Complete the following sentences with your own ideas**  **Complete the following sentences with your own ideas.**  1. My best friend doesn’t mind cooking and doing the housework.  2. Do you fancy making crafts in your free time?  3. My father used to hate driving in busy street but now he likes doing it.  4. I love caring for trees and flowers in the garden.  5. My cousin detests going out on cold days.  **5. Read this paragraph from** [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) **by CEOP, the UK government agency that helps protect children from harm online and offline in the UK and internationally. Choose the most suitable words / phrases to fill the gaps**  ***Key:***  1. Firstly  2. Secondly  3. Thirdly  4. In addition  5. In short  **Communication**  **6. Choose from the leisure activities in this unit. Explain why you think so. Then exchange your ideas with a partner.**  -Project: Join our leisure activity.  -Plan a trip to local cultural centre to find out what classes /clubs /activities are being offered to teenagers .Note down as much detailed information about these activities.  -Visit your local or school library as a group. Each group member chooses a book to read. |

**3. Homework (2 minutes)**

- Prepare: Unit 2: Getting started.

**V. Feedback**

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