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|  | **Unit 1. LEISURE TIME** |  |
| **Period 2** | **GETTING STARTED** |  |

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

**II. Language focus:**

- Vocabulary: Introduce vocabularies related to the topic " LEISURE TIME ".

- Pronunciation: Recognize clusters: /br/ and / pr/

- Grammar: Recognize Verbs of liking + gerunds

**III. Teaching aid**: Textbook, stereo, CD...

**IV. Procedures**

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| **Steps + time** | **Learning Activities** | **Language focus** | **Modes** |
| **Warm-up**  5 munites  **New lesson.**  **30’**  **Consolidation**  **5**  **Homework**  **5’** | T tells sts to call out the activities they often do in their free time.  - Teacher asks Ss to open their books to the picture and introduces Mai, Phuc and Nick .  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?  Can you guess what Mai, Phuc and Nick like doing in their free time?  Etc.  -T plays the recording and has Ss answer them.  - T lets Ss work individually to circle the correct answer. Ss compare their answer with a partner and then discuss as a class. After the discussion, T writes the correct answers on the board.  - T and sts go through the list of activities mentioned. T has Ss do this task individually first, then compare the answers with their partner.  - Draw Ss’ attention to the contexts when Mai said ‘Check out this book’ and Phuc said ‘It’s right up your street!’. Together with Ss elicit the meaning of these two experessions.  - Ss work in pairs to match the words/ phrases in the box to the photos, then they listen together to check their answers.  - Ss work individually to do the task then compare their answers with a partner.  -Guide sts to play game  - Learn new words/ workbook: B1, 2, 3  - Prepare : A closer look 1 | Playing sports  listening to music  reading books  swimming  …….  **1. Listen and read.**  **a.Circle the correct answe**r.  1. Bookstore 2. Bookstore  3.dog 4. craft kit  4. Folk music 5. Vietnamese  **b. Which leisure activities do you think…?**   |  |  |  |  | | --- | --- | --- | --- | |  | P | M | N | | 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**  1. check out sth: examine sth/ get more information about it in order to be sure that it is suitable  2. right up one’s street: st you like  **2. Find words/ phrases…**  1.playing computer games  2.Playing beach games  3. Doing DIY  4. texting  5. Visiting museum  6. Making crafts  **3. Complete the ….**  1.satisfied 2.relaxing,exciting  3.fun 4.boring 5.good  **4. Game** | Whole class  Individual  work  Individual  work  Whole class  Whole class  Pair work  Individual  Work  group work |

Feedback………………………………………………………………………………..

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**WEEK 1**

Date of preparation: 12/8/ 2017

Date of teaching: / 8 / 2017

**Period 3**

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|  | **Unit 1. LEISURE TIME** |  |
|  | **A CLOSER LOOK 1** |  |

**I. Objectives**: By the end of the lesson, Ss will be able to use Vocabularies related to the topic " LEISURE TIME ".

**II. Language focus:**

- Vocabulary: Introduce vocabularies related to the topic " LEISURE TIME ".

- Pronunciation: Recognize clusters: /br/ and / pr/

**III. Teaching aid**: Textbook, stereo, CD...

**IV. Procedures**

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| **Steps + time** | **Learning Activities** | **Language focus** | **Modes** |
| **Warm-up**  5’  **New lesson.**  **30’**  **Consolidation**  **5**  **Homework**  **5’** | What do you do in your free time?  How much time do you spend on it?  1- Introduce the pie chart  - Ask Ss to work in pairs to examine the pie chart closely in order to understand its contents, including the heading, subheadings, figures, colour codes, source and notes. Then ask Ss to answer the questions that follow the chart.  -T may elicit information by asking question such as:  -What is the pie chart about? Where can you find the information?  -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?  **2**  Have Ss work individually to complete the task then draw their attention to the parts of speech of the words mentioned ( e.g.relaxing comes from the verb relax with –ing added, and it refers to the activity).  3. **A**sk Ss to 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.  - Have Ss work in small groups.  Have Ss work individually to complete this task. Once they have finished , Ss work in pairs to compare their answers. Play the recording for Ss to check and then repeat.  - Ask Ss to add more words which contain these cluster then make sentences with these words and practice saying them.  Have Ss practice the words with the clusters first. Then ask them to repeat the whole sentences  - Guide Exs in workbook:  - Prepare : A closer look 2 | **Vocabulary.**  **1. Look at the following pie chart….**  1.In 2012, people in the USA spent 5.1 hours a day on sport and leisure activities.  2.The main activities they did include watching TV, socializing and communicating, reading, participating in sports, exercise and recreation, using computers forleisure, relaxing and thinking.  3. The three most common activities were watching TV, socializing and communicating and using computers for leisure.  **2. Complete the table…**  **3. Look at the words…**  1.e 2.b 3.f 4.a  5.d 6.h 7.c 8.g  **4. How much time..?**  **Pronunciation**  **5. Complete the words…**  1. Apricot 2. Bridge  3. Bracelet 4. Bread  5. princess 6. President  7. President 8.broccoli  **6. Listen and repeat.** | Whole class  Pair work  Individual  work  Pair work  Group work  Individual  work  Whole class  Whole class |

Feedback………………………………………………………………………………..…

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**WEEK 3**

Date of preparation: 27/8/ 2017

Date of teaching: / 8 / 2017

**Period 7**

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|  | **Unit 1. LEISURE TIME** |  |
|  | **SKILLS 2** |  |

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

- Listen for specific information about ways of spending time with friends

- Write to discuss an opinion about leisure activities

**II. Language focus**:

* Introducing your opinion:In my opinion...
* Explaining your opinion: Firstly, secondly...
* Conclusding: In short...

**III. Teaching aid**: Textbook, CD, computer....

**IV. Procedures**

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| **Steps + time** | **Learning Activities** | **Language focus** | **Modes** |
| **Warm-up**  **5’**  **New lesson.**  **30’**  **Conso**  **5**  **Homework**  **5’** | **LISTENING**  **Activity 1:**   * Share some of the things you often enjoy doing with your friends in your free time. * Ask Ss to tell each other what they usually do with their friends. * Ask some pairs to volunteer to tell the class if they find each other’s answers interesting. * Tell Ss that they are going to listen to a radio programme, * Ask them to look at the questions and underline the key words before Teacher plays the recorder.   **Activity 2:**   * Play the recording. * Ask Ss to listen only the first time. Then play the recording again and allow Ss to choose the correct answers as they listen. * Ss can share their answer before listening to the recording a final time to check   **Activity 3:**  Play the recording as many times as needed. Ss work individually then compare answers with their partner.  **WRITING**  **Writing tip**: Tell the class the importance of punctuation marks. Allow some time for the Ss to study the writing tip. Explain to them the new words and punctuation marks.  **Activity 4:**   * Have Ss cover the box and write some of these words/ phrases on the board. Ask Ss where in a paragraph they often see these words and what could be the purpose for using them. * Ss work individually to complete the task, and discuss their answers with a partner.   **Activity 5**   * SS work in small groups .   - Guide Exs in workbook:  - Prepare : communication | **I- LISTENING**  **1. What do you usually do ...**?  1. Vocabulary:  \* helpful  \* favourite  **2. Listen to the radio programme and answer the questions.**  Key:  1.The topic of this week's programme is hanging .....  2. There are two main ways: hanging out.......  **3. Listen again and complete the table.**  1..movies 2.cinema 3. crafts  4. sports 5. physical health 6.people  7. cultural centres  **WRITING**  **Writing to give an opinion**  **4. Complete the passage**  5. Now write a similar .....  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.  (80 words) | Whole class  Pair work  indivi  Indivi  groupwork  Whole class |

Feedback……………………………………………………………………………

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