Week: Date of preparation:

Period: Date of teaching:

**UNIT 3: MY FRIENDS**

## Lesson 1: GETTING STARTED

**I. Objectives:** By the end of this lesson, students can know the key language and structures to be learnt in this unit.

1. Knowledge:

*a. Vocabulary:* The lexical items related to the topic “My friends”.

*b. Grammar:* Verbs be and have for descriptions.

The present continuous for future.

3. Formation of behavior: Students will be interested in making friends.

**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 adjectives for personality.  **Production**  To produce and achieve vocabulary about  adjectives for personality. | **A. Warm up**  - T writes the Unit title on the board “A surprise guess”. T explains the meaning of “surprise”.  - T asks Ss to guess what the picture might show or what the conversation might be about.  - T asks Ss questions about the picture.  - T asks Ss to share any recent experiences of going on a picnic.  **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 sences:  - T shows the pictures (textbook):  ?Look at Phuc! What is he doing?  ? What are they eating and drinking?  - Can you share any experiences of going on a picnic?  Phuc and Duong are on a picnic. Listen to the conversation to see what are they talking about.  **\* Put a suitable word in each blank.**  - T plays the recording (twice)  - T asks Ss to read the conversation and check their answers.  - T confirms the correct answers.  - Ss put a suitable word in each blank.  **\* Polite requests and suggestions. Put the words in the correct order.**  - T tells Ss to refer back to the conversation to find the phrases. Practice saying them together.  - Ss pay attention to intonation when asking questions.  - Ss role-plays the short conversation before demonstrating for the class.  - T encourages Ss to extend the conversation.  **\* Game: Lucky numbers**  - T demonstrates the game to the class first.  - T asks Ss to play in pairs. T monitors for any errors in stress or intonation and discuss after Ss have finished playing the game.  **Adjectives for personality**  **\* Choose the adjectives in the box to complete the sentences.**  - Ss practice the Adjectives.  - Ss write the correct adjectives in the gaps. T tells Ss they will only need 5 of the 10 adjectives to complete this activity.  - T plays the recording to allow Ss to check their answers.  **\* Complete the sentences.**  - Ss look back at 3. T asks what word comes after the name.  - T makes some more sentences about the class and write tem on the board. Underline the forms of “be”.  - Ss complete the sentences.  **D. Production**  **Game: Friendship Flowers**  - T asks Ss to look at the picture and answer the questions.  - T corrects their answers | **Brainstorming**  Guess what the picture might show or what the conversation might be about.  Ex:  - What is Phuc doing?  - What are they eating and drinking?  Share your recent experiences of going on a picnic.  **Lead - in the new lesson.**  **I. New words:**   |  |  |  | | --- | --- | --- | | 1. boring | adj | Buồn tẻ | | 2. shy | adj | Bẽn lẽn | | 3. confident | adj | Tự tin | | 4. creative | adj | Sáng tạo | | 5. personality  [,pə:sə'næləti] | n | Tính cách |   **II. 1. Listen and read.**  **a. Put a suitable word in each blank***.*  *Key:*  1. picnic 2. Likes  3. friendly 4. Mai and Chau  5. glasses; long black hair  6. working on their school project.  **b. Polite requests and suggestions. Put the words in the correct order.**  *Key:*  Making and responding to a request:  1. Can you pass the biscuits for me, please?  2. Yes, sure.  Making and responding to a suggestion:  1. Would you like to sit down?  2. Oh, sorry. We can’t.  **2. Game: Lucky numbers**  1. pass the pen  2. play outside  3. move the chair  4. listen to music  5. turn on the lights.  6. have a picnic.  **Adjectives for personality**  **3. Choose the adjectives in the box to complete the sentences.**  *Key:*  1. create 2. Kind  3. confident 4. Talkative  5. clever  **4. Complete the sentences.**  *Key:*  1. am 2. Is 3. Isn’t  4. aren’t 5. Is 6. Are  ***5. Game: Friendship Flowers***  In groups of four, each member writes in the flowers petal two adjectives for personalities which you like about the others. Compare and discuss which two words best describe each person. |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 3: Closer look 1.

- Do exercise B2, B3(p.17) (Workbook). Learn by heart all new words.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 3: MY FRIENDS**

**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: Body parts and appearance.

b. Phonetics: How to pronounce correctly the sounds /b/ and /p/in isolation and in context.

c. Grammar: Verbs be and have for descriptions & The Present continuous for future.

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

3. Formation of behavior: Students will be interested in vocabulary related to “Body parts and appearance”.

**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)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”  **Presentation**  To provide S.s with vocabulary to facilitate Ss’ practice.  To know how to pronounce  /b/ and /p/.  To know how to use “have” for descriptions.  **Practice**  To know more words related to “body parts”.  .  To distinguish  /b/ and /p/.  **Production**  To recognize how to use “tobe” and “have”. | **A. Warm - up**  **-** T brings a big picture of people in need to class (children in mountainous areas who do not have enough books).  - Ss discuss what difficulties they think people in that situation face, and what they need.  **B. Presentation**  **\* Vocabulary**  - Ss work in pairs to compare their answers before giving T the answers.  **\* Pronunciation**  - Ss listen and pay attention to the T’s lip position for two sounds /b/ and /p/.  -T plays the recording, lets Ss listen and repeat.  **\* Have for descriptions**  - T gets Ss to study the grammar box quickly (P.28). T explains to Ss.  **C. Practice**  **\* Match the words with the pictures on the cover page of 4Teen magazine.**  - Ss match the words they know.  - T allows Ss to work together. T points out the irregular using the “watch out” box.  - T plays the recording as many times as required to support Ss pronunciation.  - T reviews and test Ss’ comprehension by asking them to respond to imperative sentences.  **\* Create word webs.**  - T explains that some words go together, but some don’t.  - T writes the adjectives on the board and allows Ss to attach vocabulary cards to make matches.  - Ss complete the word webs in their books.  **\* Listen and circle the words you hear.**  - Ss practice reading the words first.  - T plays the recording for Ss to listen and do the task.  - T asks Ss to listen while T play the recording.  **\* Listen. The practice the chant. Notice the rhythm.**  - Ss chant along. Provide further practice by dividing the class into 2 groups.  - Ss in groups sing alternate lines.  - T sticks some pictures of people from magazines on the board. Call out a description, and have Ss touch the appropriate picture while repeating the sentence. Next, point to pictures and form sentences. Point out that do or does is added to the start of questions and the end of answers.  \* **Look at the cover page of 4Teen magazine and make the sentences.**  - Ss do this exercise individually first then compare their answers with a partner.  - T checks Ss’ answers.  **\* Phuc, Duong and Mai are talking about their best friends. Listen and match.**  - Ss match the pictures to the people. - Ss discuss the answers, and ask Ss to recall parts of the recording that help them to do the matching.  **D. Production**  **\* What are the missing words? Write is or has. Listen again and check your answers.**  - T asks Ss to fill in the gaps by recalling the recording and using the information in the grammar input box.  - T plays the recording to allow Ss to check their answers.  - T asks Ss to report the passage. | **Game: Discussion**  **I. 1. Vocabulary**   |  |  |  |  | | --- | --- | --- | --- | | - Appearance[ə'piərəns] | n | hình dáng | | | - Patient['pei∫nt] | adj | kiên trì | | - Ponytail['pouniteil] | n | tóc đuôi ngựa | | - Blonde[blɔnd] | adj | vàng hoe | | - Elbow[elbou] | n | khuỷu tay | | - Cheek[t∫i:k] | n | má | | - Fur[fə:] | n | lông (animal) | | - tail | n | đuôi (animal) | | - chubby ['t∫ʌbi] | adj | mũm mĩm |   **2. Pronunciation**  Two sounds /b/ and /p/.  /b/ is a voiced sound, /p/ is a voiceless sound.  (3) Listen and repeat.  Picnic biscuit blonde  black big patient  **3. Have for descriptions**  - T gets Ss to study the grammar box quickly (P.28). T explains to Ss.  **II. Practice**  **Vocabulary**  **Appearances**  **1. Match the words with the pictures on the cover page of 4Teen magazine.**  **Watch out!**  Eye – eyes  Tooth – teeth  Hand – hands  Foot -feet  **2. Create word webs.**  Key:  - Long/short: legs, arms, tail, hair.  - Big/small: head, ears, feet, eyes, nose.  - Black/blonde/curly/straight: hair, fur.  - Chubby: face, cheeks.  - Round/long: face.  **4. Listen and circle the words you hear.**  Key:  1. play 2. band 3. Ponytail  4. brown 5. picnic 6. pretty  **5. Listen. The practice the chant. Notice the rhythm.**  **6. Look at the cover page of 4Teen magazine and make the sentences.**  Key:  1. – Does the girl have short hair?  - No, she doesn’t.  2. Does Harry Potter have big eyes?  3. The dog has a long tail.  4. - And you, do you have a round face?  - Yes, I do / No, I don’t.  **7. Phuc, Duong and Mai are talking about their best friends. Listen and match.**  Key:  Phuc: c Duong: a Mai: b  **8. What are the missing words? Write is or has. Listen again and check your answers**  1. has 2. Is 3. Has 4. Is  5. Has 6 is |

**3. Homework (2 minutes)**

* Prepare for the next lesson: Unit 3: Closer look 2.
* Do exercise A1, 2 (p.16), B1, 4 (P.17) workbook.

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 3: MY FRIENDS**

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, ss will be able to use the Present continuous tense for future and review “Would you like to..?” to make and respond to a suggestion.

1. Knowledge:

c. Grammar: Verbs be and have for descriptions & The Present continuous for future.

b. Vocabulary: Body parts and appearance.

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

3. Formation of behavior: Students will be aware of responding to a suggestion.

**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 the Present continuous for future.  **Practice**  To distinguish the present continuous for actions now or plans for future.  **Production**  To make a plan in the future. | **A. Warm - up**  - T organizes the game.  - Ss play alphabet games.  - T calls each letter of the alphabet.  - T asks Ss to try to recall a verb beginning with each letter.  **B. Presentation**  - T explains the Present continuous for future.  **\*** T lets Ss listen to the part of the conversation again then find out the sentences using the present continuous.  **C. Practice**  **\* Now, underline the present continuous in the conversation. Write them in the table.**  - T asks Ss to fill in the table with sentences from the conversation.  - T asks them to feedback with reasons for their choices  *\** **Write sentences about Mai’s plans for next week . Use the present continuous for future.**  - Ss complete the sentences individually.  - T reminds them to pay attention to the “be” verb and to the spelling of verbs ending. D  - T discusses any difficulties before Ss attempt 4.  *\** **Sort them out! Write N for Now and F for future.**  - Ss write N for actions happening now, and F for future plans.  **D. Production**  *\** ***Game: Would you like to come to my party?***  - Ss prepare for activity by first writing the days Monday to Sunday, and writing activities next to each – they should add the three activities listed in 5: organizing a party, working on a project, going swimming. They should leave some days free to arrange new plans.  - Ss practices the model conversation with the class. Then ask Ss to mingle and make arrangements with their classmates. Afterward feedback by asking Ss to tell the class about their plans. | Alphabet game  Eg: A- act, ask  B- buy, bring ....  **I. Grammar**  Structure: S+ be (am/is/are) + V-ing  *- They're coming over.*  *- This evening, we are working on our school project.*  *- I'm going to the judo club with my brother*  *- I'm visiting my grandma and grandpa*  => We can use the Present Continuous to talk about the future plans.  *Eg:*  *1. I’m not coming tonight. I’m busy.*  *2. Tomorrow, I’m not play football with my teacher.*  *3. This evening, they’re watching a film.*  **(1) Listen again to part of the conversation.**  **2. Now, underline the present continuous in the conversation. Write them in the table.**   |  |  | | --- | --- | | **Actions now** | **Plans for future** | | They’re coming over. | Example: This evening, we are working on our school project. |   **3. Write sentences about Mai’s plans for next week . use the present continuous for future.**  Example: She’s finishing her homework. (finish)  Key:  1. is talking 2. isn’t going  3. is visiting 4. is having  **4. Sort them out! Write N for Now and F for future.**  *Key:*  1. N 2. F  3. N 4. F  5. F 6. N  **5. Game: Would you like to come to my party?**  Choose the day of the week that you plan to :  - Have a party.  - Prepare for the class project.  - Go swimming.  Example:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *Nhung’s week* | | | | | | | | Mon | Tue | Web | Thu | Fri | Sat | Sun | |  |  |  |  |  |  |  | |

**3. Homework (2 minutes)**

* Learn by heart the grammar points of the lesson.
* Prepare for the next lesson: Unit 3: Communication.
* Do exercise B5, B6 (p.18) (Workbook).

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 3: MY FRIENDS**

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of the lesson, Ss will be able to read the page from 4 Teen magazine about five friends to understand where they come from and according to their birthday, we can guess what characteristics they may have.

1. Knowledge:

a*. Vocabulary:* the lexical items related to the topic “My friends”.

b*. Grammar:* Verbs be and have for descriptions; The Present continuous for future.

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

3. Formation of behavior: Students will be interested in personality characteristics.

**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 “personalities”.  To know information about star signs and their characteristics.  To discuss someone’s personalities based on star signs. | **A. Warm up:**  - T elicits the key word “personalities” and asks Ss to brainstorm.  **\* 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 & correct their pronunciation.  - T corrects & asks Ss to copy the words/  →***Check – vocabulary:*** “Slap the board.  **B. Practice**  **\*Read the passage form 4Teen magazine.**  - T asks Ss to look at the picture and guess where they are from, what their name might be, what they might like to do. T can bring a map or a globe to class to show where they are from.  - Ss read the page to understand the detail.  **\* Find the star sign of each friend to find out about their personality. Do you think the description is correct?**  - T asks Ss to find the star signs of the five friends in 4 teen.  - T lets Ss to look at the adjectives of personalities in the star signs and compare them with what they read about the five friends in 1.  **\* Look at the star sign. Do you agree with the description?**  - T asks Ss to review the star sign descriptions for their own signs  - Ss tick adjectives they agree with, and cross ones they disagree with.  - T allows Ss to show their thoughts with their partners.  **\* Think about your friends’ personalities. What star signs do you think they are? Find out if you are correct!**  - T asks Ss to arrange themselves in order of birthdays.  - T. can support them by reviewing months and dates and giving a question and answer they can use.  - Ss work in pairs.  - T asks them to read out their partner’s star sign. | **Brainstorming**  **Personalities**  **Extra vocabulary:**   1. choir: đội hợp xướng/ đồng ca 2. field trip: chuyến thám hiểm nghiên cứu 3. volunteer (a): tình nguyện 4. curious (a): tò mò 5. responsible (a): có trách nhiệm 6. reliable (a): đáng tin cậy/ chắc chắn 7. firework: pháo hoa 8. competition: cuộc thi đấu/ tranh tài 9. racing: cuộc chạy thi. 10. independent(a): độc lập   **Activity 1. Read the passage form 4Teen magazine.**  \* Adia: Yobe, Nigeria  Birthday: 15/5  \* Vinh: Danang, Viet Nam  Birthday: 7/12  \* John: Cambridge, England  Birthday: 26/2  \* Tom: New York, US  Birthday: 19/1  \* Noriko: Sakai, Japan  Birthday: 21/8  **2. Find the star sign of each friend to find out about their personality. Do you think the description is correct?**  \* Aries['eəri:z]: 21/3 – 20/4 (sao Bạch Dương)  Independent, active, freedom-loving  \* Taurus['tɔ:rəs]: 21/4 – 20/5 (Sao Kim Ngưu)  Patient, reliable, hard-working  \* Gemini['dʒeminai]: 21/5 – 20/6 (Cung Song Tử)  Talkative, curious, active  \*Cancer: 21/6 – 20/7 (Con Cua - cung thứ 4 trong Hoàng đạo)  Sensitive, caring, intelligent  \* Leo['li:ou]: 21/7– 20/8 (cung Sư Tử)  Confident, competitive, creative  \* Virgo['və:gou]: 21/8 – 20/9 (Xử Nữ - cung thứ 6)  Careful, helpful, hard-working  \* Libra['li:brə]: 21/9 – 20/10 (cung Thiên Bình)  Talkative, friendly, creative  \* Scorpio['skɔ:piou]: 21/10/20/11(cung Hổ Cáp)  Careful, responsible, curious  \* Sagittarius[,sædʒi'teəriəs]: 21/11 – 20/12 (cung Nhân Mã - cung thứ 9 trong Hoàng Đạo)  Independent, freedo-loving, confident  \* Capricorn['kæprikɔ:n]: 21/11 – 20/1 (cung Ma Kết)  Careful, hard-working, serious.  \* Aquarius[ə'kweəriəs]: 21/1 – 20/2 (Bảo Bình)  Friendly, independent, freedo-loving.  \* Pices['paisi:z]: 21/2 – 20/3 (cung Song Ngư)  Kind, helpful, creative.  **Activity 3. Look at the star sign. Do you agree with the description?**  **Activity 4. Think about your friends’ personalities. What star signs do you think they are? Find out if you are correct!**  Play a line-up game  Example: When is your birthday?  It’s on …………………………. |

**3. Homework (2 minutes)**

* Prepare for the next lesson: Unit 3: Skills 1.
* Do exercise C1, 2, 3 (p.19) (Workbook).

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 3: MY FRIENDS**

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of the lesson, Ss will be able to read for specific and general information in texts including advertisements and e-mails**.**

1. Knowledge:

a. Vocabulary: Body parts and appearance, personality.

b. Grammar/ Structures: Present continuous for future, “Be”, “Have” for descriptions.

2. Skills: Reading and speaking.

3. Formation of behavior: Students will feel interested in reading advertisements and e-mails.

**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.  To talk about  your own English camp schedule. | **A. Warm - up:**  - T has class complete the word web in two teams.  **B. Reading**  **1. Pre - reading**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **T sets the scene:**  - T tells Ss this advertisement is about the Superb Summer Camp.  - T asks Ss to look at it for 2 minutes and try to remember as much as they can.  - Ask the class to cover the page and tell T what they remember.  - Elicit answers by asking:  *The camp is for the children of what age? What did you see in the pictures? Where will the camp be? What can you do at the camp? When does it happen?*  **2. While - reading**  **\* Read the text quickly. Then answer the questions.**  - Ss read and find the answers to the questions.  - Ss can underline parts of the email that help them with the answers.  - T sets a strict time limit to ensure Ss read quickly for information. Accept any reasonable answers.  **\* Read the text again and write True or False.**  - T reads the sentences together with ss.  - Ss read the text in 2 minutes and choose T/ F statements.  - T asks Ss to correct the false statements.  - Ss to share the answers with their friends and give answers.  **C. Speaking**  **1. Pre - speaking**  **\* Make your own English camp schedule.**  - T asks Ss to make their own English camp schedule then ask them to report their results to class.  **2. While - speaking**  **\* Take turn. Tell your partner about it. Listen and fill in the schedule.**  - Ss make their own English camp schedule like a table in p.32 in 1 minute.  - Ss work in pairs.  - T lets Ss to sit back to back, ask them to ask and answer bout their friend’s schedule. | **Word web**  **Reading**  **New words**   1. Superb [su:'pə:b](a): tuyệt vời 2. Last (v): kéo dài 3. Attach[ə'tæt∫] (v): dán (nhãn) 4. Campfire (n): đêm lửu trại 5. Treasure['treʒə] (n): châu báu, điều quý giá 6. Hunt (n, v): săn tìm 7. Cheese (n): pho mát 8. Butter (n): bơ   **1. Read the advertisement for the Superb Summer Camp and choose the best answer.**  - The camp is for children of what age?  - What did you see in the pictures?  - Where will the camp be?  - What can you do at the camp?  - When does it happen?  **Key:**  1. b 2. c 3. a  **2. Read the text quickly. Then answer the questions.**  Key:  1. an e-mail  2. A stay at the Superb Summer Camp.  3. Yes, he is.  **3. Read the text again and write True or False.**  Key:  1. F 2. F 3. T 4. T 5. F  6. F 7. F  **Speaking**  **4. Make your own English camp schedule.**   |  |  |  | | --- | --- | --- | |  | Morning | Afternoon | | Day 1 |  |  | | Day 2 |  |  | | Day 3 |  |  |   **5. Take turn. Tell your partner about it. Listen and fill in the schedule.**   |  |  |  | | --- | --- | --- | |  | *Morning* | *Afternoon* | | *Day 1* |  |  | | *Day 2* |  |  | | *Day 3* |  |  | |

**3. Homework (2 minutes)**

* Prepare for the next lesson: Unit 3: Skills 2.
* Learn by heart all the new words.
* Do Ex D1, 2, 3 (WB)

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 3: MY FRIENDS**

**Lesson 6: SKILLS 2**

**I. Objectives:** By the end of this lesson, students can listen for specific ideas and write an entry for a magazine using notes.

1. Knowledge:

a. Vocabulary: Body parts and appearance, personality.

b. Grammar/ Structures: Present continuous for future, “Be”, “Have” for descriptions.

2. Skills: Listening and writing.

3. Formation of behavior: Students will feel interested in writing an entry for a magazine.

**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 comprehen the content of the listening text.  **Writing**  To write an entry for a magazine. | **A. Warm - up**  - Ss work in 3 teams.  - T checks and corrects.  **B. Listening**  **1. Pre - listening**  - T uses different techniques to teach vocabulary (situation, realia)  \* Checking vocabulary: Slap the board.  **\* What do you see in the photos? Choose the words in the box to fill the table. Then listen and check.**  - T asks Ss to see the photos first. Then point at the words in the box and ask them to do the matching.  - T plays recording for checking and practicing reading the words.  **2. While - listening**  **\* Discussion**  - T asks Ss to refer to the contents of the advertisements.  - T lets Ss decide which activities are likely to happen at the Camp and which are not in 2 minutes.  - T asks them to explain why they think so.  **\* Listen to Mr Lee, the camp leader, talking on the phone with Phuc’s parents. What are they doing on Day Two and Day Three at the camp?**  - T asks Ss to look at the table (3-P33) in 30 seconds.  - T plays the recording twice.  - Ss listen then fill in the table. Ask them to share their ideas together.  - Ss write their answers on the board.  - T plays the recording the final time to check ss’ answers.  **C. Writing**  - T tells the class three letters can help them to write better.  - T introduces the rubric: Write a magazine entry. Write about your friends. Then write about your plans.  **\* Write for 4Teen magazine about your plans this weekend with your friends.**  - T encourages Ss not to refer back to the unit. Instead they can use what they have learnt during the unit to help them answer the questions. That will help Ss see how for they progressed, and which areas need further practice. | Network  *“Activities in a summer camp”*  - Taking part in cooking competition  - Doing “treasure hunt”  - Playing traditional games.  **Listening**  **New words.**  + Hike (v) : đi bộ đường dài  + Ski (v): trượt tuyết  + Research [ri'sə:t∫] (v): nghiên cứu  ['ri:sə:t∫] (n)  + Draft (v): viết nháp  + Check (v): kiểm tra  + Introduce [,intrə'dju:s](v): giới thiệu  **1. What do you see in the photos? Choose the words in the box to fill the table. Then listen and check.**  **Key:**  a. hiking  b. taking part in the cooking competition.  c. skiing  d. visiting a milk farm.  e. taking part in an art workshop.  f. riding a bike.  g. taking a public speaking class.  h. playing beach volleyball.  i. playing traditional games.  **2. Which activities do you think may/ may not happen at the Superb Summer Camp.**  *Key:*  - Activities that may happen at the Superb Summer Camp: a, b, d, e, f, g, i.  - Activities that may not happen: c, h (because the camp is in Ba Vi Mountains)  **3. Listen to Mr Lee, the camp leader, talking on the phone with Phuc’s parents. What are they doing on Day Two and Day Three at the camp?**   |  |  |  | | --- | --- | --- | |  | *Morning* | *Afternoon* | | *Day two* |  |  | | *Day three* |  |  |   **Writing**  ***Study skills***  Research: Make notes and brainstorm ideas.  Find or draw pictures to add to your writing.  Draft: Then write the first draft.  Check: Check your draft. Can you improve it? Write it out again.  **4. Write for 4Teen magazine about your plans this weekend with your friends.**  + Introduce yourself;  Describe yourself – think about your appearance and personality.  + Describe your friends  Write about your friends – think about the appearance and personality.  + Describe your plans:  ***What do you plan to do together this weekend?*** |

**3. Homework (2 minutes)**

* Learn new words by heart.
* Prepare for the next lesson: Unit 3: Looking back & Project.
* Do Ex E1, 2, 3 (WB).

**V. Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 3: MY FRIENDS**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:** By the end of the lesson, Ss will be able to review and do exercises about the vocabulary and the grammar notes they have learnt during this unit.

1. Knowledge:

a. Vocabulary: Body parts and appearance, personality.

b. Grammar/ Structures: Present continuous for future, “Be”, “Have” for descriptions.

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)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Practice**  **Vocabulary**  To revise vocabulary related to the topic “my friends”.  **Grammar**  To revise the present continous for future plans.  **Communication**  To practice communicating | **Practice**  **1. Vocabulary**  **\* Write the correct words in the faces.**  - T asks Ss to write the correct words on the faces.  - Ss check their answers with a partner.  **\* Make your own Haiku.**  **Write a three line Haiku poem to describe yourself.**  -T explains that Haiku is a traditional form of Japanese poetry. - Ss work in groups of three to exchange their poems.  **2. Grammar**  **\* Game: Who’s who?**  - T asks Ss to choose a member of group and write a short description of him/her. Demonstrate the activity with the class, with Ss choral reading Group & A’s roles.  **\* Complete the dialogue.**  - T elicits the language being practiced in this activity. Ask Ss to complete the conversations individually. As in !, Ss can share answers with a partner, but they should record their original answers to guide their self-assessment.  **3. Communication**  **\* Student A looks at the schedule on this page. Student B looks at the schedule on the next page.**  - T divides Ss into pairs of As and Bs.  - T allows Ss to complete the communication activity.  - Ss work in pairs to join other pairs forming groups of 4.  - As and Bs can share what they leant about their partners’ schedules before discussing with the class.  **PROJECT**  - T shows Ss some examples of class yearbooks and explains what a class yearbook is and why Ss like to make them.  - Ss discuss the appearance and the descriptions of their examples.  - Ss discuss how to make their yearbook pages interesting. | **Vocabulary**  **1. Write the correct words in the faces.**  Creative boring funny  Confident hard-working kind  clever talkative sporty  shy patient serious  **2. Make your own Haiku.**  **Write a three line Haiku poem to describe yourself.**  **Grammar**  **3. Game: Who’s who?**  Example:  A: He’s tall. He has glasses. He’s creative too. He isn’t shy.  B: Is it Minh?  A: Yes! / No, try again.  **4. Complete the dialogue.**  *Key:*  A: are – doing  B: meeting – are going  A: am playing  B: am watching  **Communication**  **5. Student A looks at the schedule on this page. Student B looks at the schedule on the next page.**  **Example:**  A: What are you doing tomorrow?  B: I’m playing football with my friends.  or  I’m not doing anything.  **MY CLASS YEARBOOK**  **Let's make a class year book** |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Review 1.

**V. Feedback**

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