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| **Date of planning**:6/10/2024  **Date of teaching:** 12/10/2024  **WEEK: 6**  **Peroid 16 :** | **UNIT 3 : MY FRIENDS**  **Lesson 1: GETTING STARTED**  **A surprise guest** |

**I. OBJECTIVES:**

By the end of the lesson, students will be able to:

* use lexical items about body parts and appearance; describe people’s appearance.

**1. Knowledge:**

- To introduce topic of the lesson *My friends*. To teach listening and reading.

**\* Vocabulary**: glasses (n), cheek (n), foot/feet (n), buiscuit (n), magazine (n),…

**\* Grammar**: Verbs be and have, the present contunious.

**2. Competences:** By the end of the lesson students will be able to pratice reading and listening the conversation between Phong and Nam about experiences of going on a picnic.

**3. Qualities :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: - Grade 7 textbook, Planning ( Unit 3- Getting started )

- A laptop connected with Smart TV, sets of word cards

- sachmem.vn

- Students : Text books, notebooks

- Method;: T-WC; group works; individual ……

**III. PROCEDURES:**

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| **1. Warm-up (5’)**  \* **Aim:** To revise old lesson and to introduce the new lesson  \* **Content:** Listen an EL song and fill in the blanks  **\* Products:** Students say words aloud (independently)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up**: **T – SS** ( Individual work)   * Teacher plays the song on speakers. * Teacher asks Ss look at the song and listen carefully; and then fill in the blanks. * Ss go to the board and write words   - T feedbacks and give marks  - T plays the song again and asks whole class sing a song together.  **Lead in:**  T asks Ss some questions to lead in the new lesson  Ss answer  - T introduces the topic of the lesson.  *Today we are going to learn about “My friend”* | | | **Game:** Listen an EL song and fill in the blanks  **MY ROOM AND MY FRIEND**  *Inside my beautiful room. I have a bed and a (1)………*  *And a mirror. I have many (2)……… .*  *And they (3)………come. We(4)………, we play, we have(5)……...*  *In my room, In my room.*  *Me and my friend in my room.*  **\* Suggested answer:**  *1. wardrobe 2. Friend 2. Often 4. eat 5. fun*  1.Do you have a lot of friends?  *🡪****Yes / No***  2. What can you do with your friends?  - *We can eat and drink together*  *- We can play some games,*  *- we sing some songs* |
| **2. Presentation (5’)**  **\* Aim:** To prepare students with vocabulary related to the topic *My friend;*  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, realia)  - Follow the seven steps of teaching vacab.  - Repeat in chorus and individually  - Copy all the words  \* Checking vocab: < what and where> | | **UNIT 3: MY FRIEND**  **Lesson1 : Getting started**  **\* Vocabulary**  - picnic (n) : dã ngoại  - biscuit (n): bánh quy  - pass (v) : đưa qua, chuyển qua  - glasses (n): cặp mắt kính  - Magazine (n): Tạp chí  - surprise (adj): ngạc nhiên | |
| **Practice: (20’)** | | | |
| **Task 1 (5’)** | | | |
| **\* Aims:** To set the context for the introductory text; To introduce the topic of the unit.  \* **Content:** Listen and read the conversation.  **\* Products:** Students read and understand the meaning of the conversation  Students know how to role play  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* Set the sences: T-Ss**   * Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures.   \* *Now we are going to listen a conversation between Phong, Nam and Mai , Chau*   * Teacher plays the recording, asks students to underline the words they have learnt in the vocabulary part. * Teacher can play the recording more than once. * Students listen and read. | **Task 1. Listen and read**  1. What are Phong and Nam doing?  2.What is Phong favourite magazine?  3. Who do Phong and Nam see?  4. Where are the two girls going?  ***\* Suggested answers:***   1. *They are having a picnic.* 2. *It’s …* 3. *They see …*   *They are going to …* | | |
| **Task 2 (5’)**  **\* Aims:** To help Ss deeply understand th e text.  \* **Content:** Listen to the conversations again and fill in the blanks  **\* Products:** Student write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T-Ss, Ss-Ss, T-Ss**   * Students work in pairs. * Teacher asks students to share their answers before discussing as a class. * Teacher asks students to explain where they can find the answer | **Task 2: Listen to the conversations again and fill in the blanks**  ***\* Answer key:***  1. picnic  2. favourite magazine  3. Mai and Chau  4. glasses; long black hair  5. are going to | | |
| **Task 3:(5’)**  **\* Aims:** To revise and provide Ss with some vocabulary related to parts of the body.  \* **Content:** **Label the body parts with the words in the box.**  **\* Products:** Stick the right stickers with the body part on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 3:T-Ss, Ss-Ss***   * Teacher has students go to the board to stick the right stickers with the body part names to the right place on the picture. * Students work independently to do Ex. 3 * Teacher asks students to give out more names of body parts that they have known. * T has Ss read all words in chorus | **Task 3: Label the body parts with the words in the box.**  ***\* Answer key:***   |  |  | | --- | --- | | 1. eye  2. nose  3. shoulder  4. hand  5. leg | 6. foot  7. arm  8. mouth  9. cheek  10. hair |   **\* Another words for body parts:** ear, head, eyebrow, finger, butt, chest,... | | |
| **Task 4:(5’)**  **\* Aims:** To revise and provide Ss with some vocabulary to describe part s of the body  \* **Content:** **Complete the word webs.**  **\* Products:** Students’ correct answers on the posters ( work group)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| * Students can work in groups to complete this task. * Teacher introduces examples and structures for students to make sentences to describe a friend. | **Task 4: Work in groups. Complete the word webs.**  ***Answer key*:**  1. Long/short: hair, arms, legs, fingers, … Ex: She has long hair.  2. Big/small: nose, eye, hand, feet, mouth, … Ex: She has big eyes.  3. Hair: blonde, curly, wavy, straight, short, long, dark, … Ex: He has short curly hair | | |
| **Production:(5’)** | | | |
| **Task 5: (3’)**  **\* Aims:** To help Ss practise using words for body parts and appearance through a guessing game.  \* **Content:** Game: Describe and guess.(work in groups)  **\* Products:** Practise in groups .  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***Task 4:T-Ss, Ss-Ss***  Work in groups, take turns to describe a classmate. Other group members guess who he/she is. | **Task 5: Game: Describe and guess.**  ***\* Suggested answers:***   * She has glasses, she has long black hair. * Is she Mai? * No, she isn’t. She has a small nose. * Is she Lan? Yes, she is. | | |
| ….  **3. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:**. Vocab about school things and Read and understand content of the conversation  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | - some new words  - Read and understand content of the conversation | | |
| **4. Homework (2’)**  \* **Aim:** To review the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson ( A closer look 1)  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

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| **Date of planning**: 7/ 10/2024  **Date of teaching:** 15/10/2024  **WEEK: 6**  **Peroid 17:** | **UNIT 3: MY FRIENDS**  **Lesson 2: A CL0SER LOOK -1** |

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

* use vocabulary and structures about body parts, appearance and personality;

pronounce correctly the sound /p/ and /b/ in isolation and in context.

a. Vocabulary: use the words related to the topic *My friends( hard-working, confident, funny, caring, active, careful, clever, shy, kind, friendly, ect.*

* To pronounce the final sounds /b / and /p/ correctly;

b. Grammar:- use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competences:** By the end of the lesson students will be able to know some personal adjectives. Ss also learn how to pronounce the final sounds /b/ and /p/ correctly in contexts.

**3. Qualities :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, smart TV

- Students : Text books, work book ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURES:**

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| **\* Warm-up (5’)**  **\* Aim**: To review on people’s body parts, recall students vocabulary.  \* **Content: Game : Network (**write words for body parts and words to describe parts of the body)  **\* Products:** Students write correct words on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - Teacher divides the class into two teams, then writes the topic “words for body parts  *”* on the board and gives them two minutes to discuss.   * After that time, a student from each team one by one runs to the board and writes one word. * The team which has more correct answers is the winner.   **- Lead in :** Today we are going to learn some personality adjectives; | | | ***Networking :***  words to describe parts of the body  words for body parts  **\* Suggested answer**.  1. eyes, nose, hair, head….  2. long, short, fat, slim |
| **2. Presentation (7’)**  **\* Aim:** To teach Ss some personality adjectives**;**  \* **Content:** Some vocabularies about personality.  **\* Products:** Read and understand the meaning of vocab.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **- T - Ss**  **\* Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  **\* Checking vocab: < Matching>** | | **UNIT 3: MY FRIENDS**  **Lesson 2 : A closer look 1**  **\* Vocabulary**  - confident (adj): tự tin  - caring (adj):quan tâm, lo lắng  - active (adj): năng động  - careful (adj): cẩn thận  - creative (adj): sáng tạo  - shy (adj): e thẹn, nhút nhát  - kind (adj): tốt bụng  - clever (adj): thông minh | | |
| **2. Practice (10’)** | | | | |
| **Task 1**: **(5’)**  **\* Aims:** To teach Ss some personality adjectives; To give Ss practice with these adjectives.  \* **Content:** Match the adjectives to the pictures  **\* Products:** Students write the correct key on the board.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: T-Ss**  **-** Students work in pairs to match the words with the correct pictures:  - Teacher can help students by describing the pictures.  - Check and confirm the correct answers | **Task 1:** Match the adjectives to the pictures  ***Answer key:***  1. c (caring)  2. e (active)  3. d (hard-working)  4. a (funny)  5. b (confident) | | | |
| **Task2:** **(5’)**  **\* Aims:** To practice the targeted language (adjectives) and the background knowledge.  \* **Content:** Use the adjectives in the box to complete the sentences.  **\* Products:** Ss say the correct answers ( pair work)  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher asks students to work individually. * Ss find the correct adjectives to fill the blank in each sentence. * Then discuss with a partner. * Teacher checks and corrects (if needed | **Task 2: Use the adjectives in the box to complete the sentences. Pay attention to the highlighted words/phrases**  ***Answer key:***  1. creative  2. kind  3. friendly  4. careful  5. clever | | | |
| **Task 3: (5’)**  **\* Aims:** To provide Ss with freer practice with personality adjectives.  \* **Content:** Game: Why do I love my friends?  **\* Products:** Ss say perfect sentences aloud ( group work)  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 3:T-Ss, Ss-Ss***  - Have Ss work in groups and play the game.   * Students work in groups. * Teacher asks students to write at least 2-3 personalities to describe each members.   Teacher asks students to read out, beginning with *I love … because he/she is …, … and*  - | **Task 3:** **Game: Why do I love my friends?**  ***\* Suggested answer:***  1. I love Trang because she is kind, creative and funny.  2. I love Minh because he is smart, caring and friendly.  3. … | | | |
| **PRONUNCIATION (/b/ and /p/.**  **)**  **Task 4:** **(5’)**  **\* Aims:** To help students identify how to pronounce the sounds /b/ and /p/.  To help Ss practise pronouncing these sounds correctly in words.  \* **Content:** Pronunciation: /b/ and /p/. Listen and repeat. Circle the words you hear  **\* Products:** Read and know how to pronounce the sounds /b/ and /p/;  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 4:T-Ss, Ss-Ss***   * Teacher has students listen to the recordings and stops to let students repeat each word. * Students work independently to circle the words they have listened. | PRONUNCIATION  Task 4: Pronunciation: /b/ and /p/. Listen and repeat. Circle the words you hear.  [Kết nối tri thức và cuộc sống] Tiếng Anh 6 unit 3: A closer look 1  ****=> Answer**:**1. pig     2. pear    3. buy    4. rope | | | |
| **Task 5:(5’)**  **\* Aims:** To help Ss pronounce the sounds /b/ and / p / in context.  \* Content: Listen and Practice the chant.  **\* Products:** Whole class practise the chant exactly.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| ***Task 5 :T-Ss,***  - Ask Ss to listen while T plays the recording.  Clap or use an instrument like a tambourine to help Ss notice the rhyme.  - Play the recording again and ask Ss to chant along.  - Tell them to pay attention to the words that have the sounds /b/ and /p/ and the rhyme | Task 5: Listen. Practice the chant. | | | |
| **3. Production (5’)**  \* **Aim:** To recognise the targeted vacabulary and sounds.  \* **Content:**. Game ( revise words about *personalities,…)*  **\* Products:** Students plays in groups.  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| * Teacher explains the rules:   - Students plays on groups. | **\* Game: “Up and down”**   * ***Round 1:*** *Teacher says 1-15 personalities that students have learnt in the lesson. Students stand up for the positive ones, sit down for the negative ones.* * ***Round 2:*** *Teacher says 1-15 words containing the sound /b/ and /p/. Students stand up for the ones with the “b” sound, sit down for “p” sound.* | | | |
| **4.** **Consolidation(3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab about personalities and how to pronounce the sounds /b/ and / p /  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation**: | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - Teacher asks students to talk about what they have learnt in the lesson | - Vocabulary about personalities and how to pronounce the sound /s/ and /z/. | | | |
| **5. Homework (2’)**  \* **Aim:** To review the lesson and prepare for the next lesson.  \* **Content:** Review the lesson and prepare for the next lesson and do exercise in the workbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Prepare lesson 3 ( A closer look 2)*..* | | | |

**\*- Evaluation:** ……………………………………………………………………………………………………………………………………………………………………………………………………

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| **Date of planning**: 7/10/2024  **Date of teaching:** 16/10/2024  **WEEK: 6 Peroid 18 :** | **UNIT 3 : MY FRIENDS**  **Lesson 4 : A CLOSER LOOK 2** |

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

* use the present continuous to talk about things happening now;

ask about appearance and personality

a, Vocabulary: friends lexical items

b, Grammar:- Use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competences:** By the end of the lesson students will be able to know how to ask about appearance and personality. Practice asking about appearance and personality.

**3. Quality/ behavior :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURES:**

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| **\* Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of present continuous and to increase students interest.  \* **Content: *\****  Game: *Chatting* ( some questions related the introduction in the new lesson)  **\* Products:** Students look at the picture and answer the questions correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up (group work)**  **- T - Ss**  - T has students look at some pictures and asks them some questions.  - Students look at the P, listen and and answer the questions.  - T feedback and lead in the new lesson.  **🡪Lead in**   * Teacher says: “This lesson today we are going to use the present continuous to talk about things happening now;   ” | | | *\**  Game: Chatting  ***%7B4AF487BB-0403-4B14-B977-9BD07983DB8D%7D***  1.What are these boys doing?  -They are playing football.  Child-watching-TV-006  2. What is this girl doing?  -. She is watching TV. |
| **1. Presentation (8’)**  **\* Aim:** To introduce targeted grammar of present continuous.  \* **Content:** \* Grammar : The present continuous.  **\* Products:** Understand and how to use the present continuous.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre – grammar.**  **- T -- Ss**  - Teacher draws students’ attention to the form of the sentences from chatting and ask them whether they know the target tense.  - Teacher provides or confirms the answers and lead in the grammar focus of the lesson:  - T explains the usage and the form.  - Ss listen and copy down. | | **UNIT 3: MY FRIENDS**  Lesson 3 : A closer look 2  **\* Grammar : The present continuous**  ***(Thì hiện tại tiếp diễn)***  **+** We use the present continuous for actions happening now.  **Example: -** She**’s talking.**  **-** They**’re not talking.**  **\* Form: S + am/ is/ are + V-ing**  + We can use the present continuous with *now*, *at present*, or *at the moment*.  **Example:**  **-** I’m doing my homework **at present**.  **- *A:*** Are you reading **now**?  ***B:*** Yes, I am | |
| **2. Practice (18’)** | | | |
| **Task 1** + **Task 2 (8’)**  **\* Aims:** To help students get to know the use of present continuous.  To help Ss practise with the correct form of the present continuous.  \* **Content:** practice the present continuous.  **\* Products:** Students write the correct answers key on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss : Ss- Ss**   * Teacher has students complete Ex. 1 +2  (p. 29). * Teacher then asks students to exchange their textbooks to check their friends’ answers.   - T reminds Ss to pay attention to the subject of each sentence.  - Some Ss read aloud their answers. – T checks and confirms the correct ones.  - T ssks Ss to look at the pictures and briefly describe what the person is / people are doing.  - T asks ss to write sentences, using positive or negative present continuous verbs.  Ss write sentences and compare their answers.  T invites some Ss to write their answers on the board.  - T checks and confirms the correct ones. | **Task 1: Put the verbs in the brackets in the present continuous.**  ***\* Answer key:***  1. is reading  2. are playing  3. isn’t making  4. am going  5. are; talking    **Task 2.** **Look at the pictures. Write sentences like the example. Use positive or negative present continous verbs**  ***\* Answer key:***  1. Nam and Ba are not / aren’t eating ice cream.  2. Lan and Trang are taking photos.  3. Ha is / Ha’s writing a letter.  4. Duong and Hung are not / aren’t playing badminton.  5. Phong is not / isn’t drawing a picture. | | |
| **Task 3:** **(7’)**  **\* Aims:** To give students opportunities to use present continuous correctly in context.  \* **Content: Look at the pictures. Ask and answer**  **\* Products:** **Work in pairs. Play a game : lucky number ( Ask and answer correctly)**  **\* Organization of implementation** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss, Ss - Ss**   * Teacher has students work by playing game : Lucky number.   1  4  3  2  6  7  8  5   * Class is divided into 2 groups. * Teacher prepares 7 numbers which includes 5 questions in the textbook, and 2 lucky numbers. * Each team takes turns and chooses a number and answers the question behind the number. If the team answers the question correctly, they will get 1 point. If the team chooses the lucky number, they get 1 point without answering the question and may choose another number. | **Task 3: Work in pairs. Look at the pictures. Ask and answer**   * .   ***Answer key:***  1. Is your friend swimming?  – Yes, he is.  2. Are they listening to music?  – No, they aren’t. (They’re / They are having a picnic.)  3. Is Mi playing the piano?  – No, she isn’t.  (She’s / She is doing karate.)  4. Are they learning English?  – Yes, they are.  5. Are your friends cycling to school?  – No, they aren’t. (They’re / They are walking to school.) | | |
| **Task 4: (3’)**  **\* Aims:** To help Ss practise using the present continuous**.**  \* **Content:** Mime game  **\* Products:** Ask and answer in groups correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| ***\* T-Ss, Ss-Ss***  -  \* Characters. Take tums to mime different actions. Others guess what you are doing.  - Have Ss play the game in groups. Move around to observe and provide help if needed.  - Make sure Ss use English when they play the game. | **Task 4: Mime game:**  **Example:**  A: Are you dancing?  B: No, I'm not.  C: Are you looking for something?  B: Yes, l am | | |
| **4:Production (5’)**  **\* Aims:** To help students distinguish and use correctly present simple and present continuous.  \* **Content: Put the verbs in brackets in the present simple or present continuous**  **\* Products:** Know signals of 2 tenses. And write their correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **T - Ss, Ss – Ss**  - Have Ss read the **Remember!** box in the book.  - Ask Ss to give the form and usage of the present simple.  - Ask them about the signals used with the present simple and the present continuous  - Ask Ss to do this exercise individually and then compare their answers with a classmate.  - Invite some Ss to write their answers on the board. Confirm the correct answers. | \* signals of the present simple *(every day, every afternoon, always, usually,* etc.)  \* signals of the present continuous *(now, at the moment, at present,* etc.).  **Task 5. Put the verbs in brackets in the present simple or present continuous.**  **=> Answer:**  *1. doesn't walk/ cycles      2. is he playing*  *3. Does.... study*  *4. am writing              5. isn't doing/ is reading* | | |
| **5. Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss say what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - Grammar: the present continuous  - revise the present simple  - distinguish between present simple and present continuous | | |
| **4. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….

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| **Date of planning**: 12/10/2024  **Date of teaching:** 19/10/2024 ( Dạy bù)  **WEEK: 7 Peroid 19 :** | **UNIT 3 : MY FRIENDS**  **Lesson 4: COMMUNICATION** |

**I. OBJECTIVES:**  By the end of the lesson, students will be able to:

**1. Knowledge:**

- This section aims at helping students use everyday English phrases and expressions and develop their language skills, as well as learn about Vietnamese culture and other cultures.

Students learn how to ask about appearance and personality; practice asking about appearance and personality

+ Vocabulary: - use the words related to the topic *My friends*

*-* To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competence:** By the end of the lesson students will be able to learn how to ask about appearance and personality; practice asking about appearance and personality

**3. Quality/ behavior :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, ….

- Method;: T-WC; group works; individual ……

**III. PROCEDURES**

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| **1.Warm-up (5’)**  **\* Aim**: To revise some about appearance and personality and to introduce the lesson and to lead in the lesson.  \* **Content:** game- pelmanism ( some adj about appearance and personality).  **\* Products:** Play a game in groups. ( choose correct words)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**   * Teacher divides the class into 2 teams. * Teacher put 12 sets of numbers, one includes word and the meaning of words. * Members from two teams choose the pair of number . * The group with the most correct word will be the winner   🡪 **Lead in**  *These are some adj about appearance and personalities and today we are going to learn*: “How to ask and answer about people’s appearance and personalities”. | | | *\**  Game: Pelmanism  Ex:  **1**  Kind  **5**  Tốt bụng |
| **2. Presentation (10’)**  **\* EVERYDAY ENGLISH** | | | | |
| **Task 1: (5’)**  **\* Aim:** To introduce question to ask about people appearance and personalities.  \* **Content:** Listen and read the dialogue.  **\* Products:** Role play and practise.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 1:T –Ss**   * Play the recording for students to listen and read the dialogue between Linda and Mi at the same time. * Ask students to pay attention to the highlighted questions. * Have students practise the dialogue in pairs.   🡪 Call some pairs to practise the dialogue in front of the class.   * Elicit the structure : * T has Ss copy down the notes: | | **Task 1: Listen and read the dialogue between Linda and Mi. Pay attention to the highlighted questions.**  ***Audio script:***  *Linda:* What does your best friend look like?  *Mi:* She's short with long black hair. She has bright brown eyes.  *Linda:What's* she like?  *Mi:* She's very kind and creative.  **\* Notes:**  - to ask about appearance *(What does your best friend look like?*  - to ask about personality *(What's she like?)* | | |
| **3. Practice (5’)** | | | | |
| **Task 2**: **(5’)**  **\* Aims:** To practice talking about appearance and personalities.  \* **Content:** To make similar dialogues.  **\* Products:** Role play and practise in front of the class  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 2:T –Ss : Ss- Ss**  - Ask Ss to work in pairs to make similar dialogues about their best friend, using the questions learnt.  Call on some pairs to practise in front of the class. | **Task 2: Work with a classmate. Ask him / her about his / her best friend. Remember to use the two questions highlighted in 1.**  ***Tuan:*** What does your best friend look like?  ***Hoa :*** She’s (He’s)………………………….  She(he) has bright brown eyes.  ***Tuan:*** What’s she like?  ***Hoa :*** She’s( He’s)……………………………… | | | |
| **Task 3:** **(5’)**  **\* Aims:** To provide Ss with some input and set the scene for other activities.  \* **Content:** Read the text about Vinh and John and find some adj to describe them  **\* Products:** Read and understand the content of the text; say some adj aloud.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 3: T - Ss, Ss – Ss**  . Introduce the two friends Vinh and John to Ss.  - Ask them to read about the students and discuss with their classmates to choose one or two adjectives to describe them.  - Tell Ssto underline the words that help them decide which adjectives to use for each friend. | **Task 3:** **Read about these students in 4Teen magazine. Use one or two adjectives to describe them.**  ***\* Suggested answers:***   * Vinh: clever, hard-working * John: creative, kind | | | |
| **4. Production (8’)** | | | | |
| **Task 4:(5’)** **Date of birth and personality** **\* Aims:** To introduce the concept of star sign to Ss.  \* **Content:** Read the descriptions about date of birth and personality  **\* Product:** Work in pairs and guess personality depend on his/ her birthday.  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 4: T - Ss, Ss – Ss**   * Teacher tell students that each person has a star sign, depending on his / her birthday, and the star sign may decide a person’s personality. * - Ask students to read the descriptions and check if they match the friends in Ex. 3. Students can refer to the answers to Activity 3 that have been written on the board.   Then teacher asks students to work in pairs and compare the descriptions. | **Task 4: Read the descriptions in pairs and find out if they match your friend’s personalities**  [Kết nối tri thức và cuộc sống] Tiếng Anh 6 unit 3: Communication | | | |
| **Task(5’)**  **\* Aims:** To help students get used to talking about people’s appearance and personalities  \* **Content:** Share your opinion within a group  **\* Products:** Students write perfect sentences on the posters .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 5: T - Ss, Ss - Ss**   * Students work in groups and read the descriptions in 4. They write down their ideas to complete the three sentences in the book. * Students work in groups to share their answers.   - Teacher invites some students to share their opinion with the class. | **Task 5: : Discussion: Read the descriptions in Ex. 4. Share your opinion within a group**  ***My birthday is …***  ***It’s true that …***  ***It isn’t true that …*** | | | |
| **5. Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson  **\* Products:** Say aloud what students have learnt .  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - ask and answer about people’ appearance and personalities.  - guess personality depend on date of birth. | | | |
| **6. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1.  \* **Content:** Review the lesson and prepare for the next lesson and do exersie in the workbbook  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - revise the old lesson.  - Prepare lesson 5 ( skills 1) | | | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

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| **Date of planning**:14/10/2024  **Date of teaching:** 19/10/2024  **WEEK: 7** | **Peroid 20: UNIT 3 : MY FRIENDS**  **Lesson 6: SKILLS\_1/ Reading and Speaking** |

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

- To teach reading for general and specific information about school . Students get acquainted with a reading skills. To learn how to predict for reading . Also to practice speaking. To explaine how The Superb Summer Camp is suitable for students.

a+ Vocabulary: superb (adj); perfect (adj) ; leadership (n ); field trip (n);….

b+ Grammar: The simple present.

**2. Competence:** By the end of the lesson students will be able to pratice reading and listening the conversation between Phong and Nam about experiences of going on a picnic.

**3. Quality/ behavior :** The good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURES:**

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| **1. Warm-up (5’)**  **\* Aim**: To introduce the topic of reading and To lead in the lesson about Skills 1.  \* **Content:** Chatting: some questions about going camping.  **\* Products:** Students answer the questions individually.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  - Teachers asks students some questions about go camping.  - Students answer the questions  And then lead in the new lesson.  - T asks Ss look at **the advertisement above and answer the questions.**  **- Ss answer individually.** | | *\** Play a game : Chatting  1. Do you like to go camping?  2. Where do you like to camp?  3. Who do you like to go with?  4. What things will you bring?  5. What skills do you need to have?  **Task 1: Lead in questions: Look at the advertisement, discuss in pairs and answer.**  1. Who is the superb summer camp for?  2. What can people do at this summer camp?  ***\* Suggested answers:***  1. It’s for kids between 10 and 15 years old.  2. They can play sports and games, draw pictures, play music, learn life skills, go on field trips, etc. |
| **2. Pre-reading (5’)**  **\* Aim:**. To provide students with some lexical items before reading the text.  \* **Content:** Learn some vocab related the topic.  **\* Products:** Read and understand the meaning of words.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **T –Ss :**  **- Pre teach vocabulary**  - Teacher use different techniques to teach vocab (pictures, situation, …..)  - Repeat in chorus and individually  - Copy all the words  \* **Checking vocab: < Rub out and remmember** | | \* vocabulary:  - superb (adj) : tuyệt vời  - perfect (adj) : hoàn hảo  - sporty (adj) : yêu thể thao  - leadership (n): sự lãnh đạo  - f  ield trip (n) : chuyến đi thực địa |
| **3. While -reading (10’)** | | |
| **Task 2**: **(3’)**  **\* Aims:** To practice the targeted language (adjectives) and the background knowledge.  \* **Content:** Read the email and decide the sentences T or F  **\* Products:** Students work in pairs and say the correct key.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2:T –Ss : Ss- Ss**   * Ask students how to do the exercise. Instruct them to do the exercise if needed (e.g. reading the sentences, underlining the key words, locating the key words in the text, deciding whether the sentences are true or false). * Teacher ask students to note where they found the information that helped them complete the activity. * Have students work in pairs and compare their answers before having them discuss as a class | **Task 2: : Read the email and decide the sentences T or F.**  ***Answer key:***  1. F (They speak English only.)  2. F (He has three.)  3. F (Jimmy likes taking photos.)  4. T  5. T | |
| **4. Post-Reading + pre - speaking**  **Task 3:** **(5’)**  **\* Aims:** To help Ss explain how the Superb Summer Camp is suitable for certain students.  \* **Content:** Read the text about the three students and do the task.  **\* Products:** Students’ correct answers on the posters. (team work)  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  - Have Ss lookat the advertisement for the Superb Summer Camp again and underline the requirements for the students if they want to join the camp (e.g. *between 10 and 15 years old; all in English,* etc.) and the types of activity students can do at the camp.   * Teacher asks students to read the information about the three students Mi, An and Vy. * Instruct students to underline the features of each student and compare these with the information stated in the advertisement. * Teacher asks them to work in groups and decide if the Superb Summer Camp is suitable for these students and explain why. Invite students from different groups to share their answers. | **Task 3:** **Work in groups. Read about the three students below. Is the Super Summer Camp suitable for all of them? Why / Why not?**  \* ***Suggested answers:***  1. The camp is suitable for her because it suits her age and she can use English. She can also practise her creativity at the camp.  2. The camp does not seem to suit An. He may be too old for the camp and he can’t speak English.  3. The camp suits Vy. It suits her age and it can help her improve her English. | |
| **5. production (3’)** | | |
| **Task 4:**  **\* Aims:** To help Ss explain how the Superb Summer Camp suits them.  To provide an opportunity for students to practise speaking.  \* **Content: Do you want to go to this kind of camp? Why / Why not?**  **\* Products:** Students’ answers ( give personal opinion)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| * Teacher has students think about themselves and decide if the camp suits them. Encourage them to give the reasons for their answers. * Teacher asks students to work in groups and share their opinions. Move around to observe and provide help if needed. * Call on some Ss to share their answers. | **Task 4: Think about yourself. Do you want to go to this kind of camp? Why / Why not?**  **Example**: I want to go to this camp because I can speak English there.  **=> Answer**:*I want to go to this camp because I'm good at English and I love sports* | |
| **7. Consolidation (2’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Ss summarize what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in front of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - some vocab  - read the advertisement about the Superb Summer Camp  -………. | |
| **8. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson.  \* **Content:** Review the lesson and prepare for the next lesson .  **\* Products:** Students’ textbook and workbook  **\* Organization of implementation:** | | |
| - Teacher asks students to prepare the new lesson | - learn by heart vocab.  - Prepare for the next lesson: Unit 3-Skills 2. | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………

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| **Date of planning**:18/10/2024  **Date of teaching:** 23/10/2024  **WEEK: 08** | **Peroid 21 : UNIT 3: MY FRIENDS**  **Lesson 6 : SKILLS\_2/ Listening and Writing** |

**I. OBJECTIVES:**

**1. Knowledge:**

- Listening for specific information about best friends. Practicing writing a diary entry about their best friends.

+ Vocabulary:- Use the words related to the topic *My friends*

*-* To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar: - Use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competence:** By the end of the lesson students will be able to pratice listening for specific information about best friends . Practicing writing a diary entry about their best friends.

**3. Quality/ behavior :** Having a good behavior toward his friends. The friendship in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 5’)** | |
| **Aims:**  **- To develop student’s listening skills for specific information. It also provides input for the writing skills. Write a diary entry about their best friends.**  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson .  **\* Outcome:** Having a chance to speak English and focus on the new lesson.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Ask Ss about the content of the previous lesson.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson . |
| **2. PRESENTATION/ NEW LESSON (10’)** | |
| ACTIVITY 1: **Pre-listening**  **Aim: To activate Ss’ knowledge of the topic of the listening text.**  **\* Content:** Ask and answer questions.  **\* Outcome:** Practice asking and answering questions.  **\* Organisation :** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.What are the students doing in each picture.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Take note all the new words  – Have Ss look at the pictures and answer the question.  – Elicit the answers from Ss.  – Lead to the listening part which is about best friends.  - Play the recording once for Ss to check their guess.  - Encourage Ss to give their answers,  - Confirm the answers.  - Let Ss listen once and check. | **1.What are the students doing in each picture**  **\* Vocabulary:**  - active (adj.) năng động  - confident (adj.) tự tin  - hard-working (adj.) chăm chỉ  - slim (adj.) mảnh mai    **Key:**  **a**. They are talking  **b**. They are playing football.  **c.** They are walking. |
| **3. While-listening/ (10’-12’)** | |
| ACTIVITY 2 :  **Aim: To develop Ss’ skill of listening for specific information.**  **\* Content:** Listen and say which is Lan and which is Chi.  **\* Outcome:** Knowing more about best friends.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **2. Listen to Mi and Minh talking about their friens best friends. Loo at the picture below and say which one is Lan and which one is Chi**  - Ask Ss to look at the picture in the book and brifly describe the two girl. Tell Ss that they are going to listen to Mi and Minh talking about their best friends whose names are Lan and Chi. Play the recording for Ss to decide who is Lan and who is Chi.  - Have Ss give the answers explain their reasons.Play the recording the second time, stopping at different places for Ss to explain their reasons.  - Check and confirm the correct answers. | **2. Listen to Mi and Minh talking about their friens best friends. Loo at the picture below and say which one is Lan and which one is Chi**  - Listen to the teacher’s instructions carefully and learn how to do it.   |  | | --- | |  |   - Give the answers |
| ACTIVITY 3 :  **Aim: To develop Ss’ skill of listening for specific information.**  **\* Content:** Listen again to a talk . Do the filling  **\* Outcome:** Complete the sentences correctly.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Listen to the talk again. Fill each blank with a word/ number you hear**  – Have Ss read the sentences and fill each blank with a word / number from the recording.  - Let them do the exercise without listening to the recording.  - Ask them to compare their answers with their  - Move around to offer help  - Invite some ss to share their answers to the class.  - T Comments on their answers  - Ask Ss what they focus on when talking about their best friends (e.g. *name, appearance, personality and the reason why they like him / her*).  **\*Post-listening**  **Students tell about a best friend, Mi**  - T gives instructions and encourage Ss to tell about Mi, using information in Audio Script.  \* Invite one or two Ssto talk about Mi  - T may give some clues  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation.  - Lead to the writing part. | **3. Listen to the talk again. Fill each blank with a word/ number you hear**  - Listen carefully to the instructions  **- T\_ Ss**  \* Ss learn how to do the tasks  **Key:**  **1**. 6A **2**. black; mouth **3**. friendly  **4**. big **5**. kind  **Audio script:**  ***Mi:*** *My best friend is Lan. She studies with me in class 6A. She’s tall and slim. She has short black hair and a small mouth. She’s very active and friendly. She likes playing sports and has many friends. Look, she’s playing football over there!*  ***Minh****: Chi is my best friend. We’re in Class 6B . She has short black hair and a big nose. I like her because she’s kind to me. She helps me with my English. She’s also hard-working. She always does her homework before class. Look, she’s going to the library.*    - Listen to the teacher’s instructions carefully and tell about Mi  - Free talk |
| ACTIVITY 4: **Writing**  **Aims: To help Ss brainstorm ideas for their writing.**  **\* Content:** Ask and answer about the best friends  **\* Outcome:** getting some ideas for the writing.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **Pre- Writing**  **4. Work in pairs. Ask ans answer about your best friend. Use these notes to help you.**  – Tell Ss that they are going to write a diary entry about their best friends. Explain to them that the guiding questions can help them brainstorm and organise ideas for their writing.  – Allow Ss to review the unit for useful language. Elicit interesting expressions and language from Ss and note them on the board.  – Have Ss answer the questions individually in full sentences, using the useful language written on the board.  - T goes round helping if necessary.  - Other Ss and T comment on the writing. | **4. Work in pairs. Ask ans answer about your best friend. Use these notes to help you.**  **- T\_ Ss**  - Ss **work in pairs** ask and answer about your best friends,     1. What’s his/ her name? 2. What does he/ she look like? 3. How old is he/ she? 4. What is he/ she like? 5. What does he/ she like / dislike?.. 6. Why do you like him/ her?  * Ask and answer about the best friends. |
| **4. PRODUCTION/ APPLLICATION (10’)** | |
| **ACTIVITY 5:**  **Aim :To help Ss practise writing a diary entry about their best friends.**  **\* Content:** Write a diary entry about their best friends.  **\* Outcome:** Ss can write a diary entry.  **\* Organisation :** Teacher’s instructions….. | |
| **5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4**  – Ask Ss to write the diary entry individually, using information in 4  **\* Post writing**  - Ask one or two Ss to write their entry on the board. Other Ss and T comment on the entries on the board.  - T collects some to correct at home.  - Ask Ss to revise their entries at home based on the comments given and submit them at the next lesson | **5. Write a diary entry about 50 words about your best friend. Use the answers to the questions in 4**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn ow to write.  - Ss **work individually.**  - Write themselves  \* ***Suggested writing:***  *My best friend is Lan . We are in class 6A. She is short with long back hair . she has big clear eyes. Sheis kind and friendly. She is always help her Mum do the house work at home. I like her because she is kind to me and usually helps me study English. Look! She is talking to her classmates now !* |
| **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Finish writing a diary entry. Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. | |

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LESSON PLAN-ENGLISH 7

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| **Date of planning**:20/10/2024  **Date of teaching:** 26/10/2024  **WEEK: 8**  **Peroid 22** | **UNIT 3: MY FRIENDS**  **Lesson 7: LOOKING BACK &PROJECT** |

**I. OBJECTIVES:**

**1. Knowledge:**

- To recycle the language from the previous sections. To help Ss consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises.

Project helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic. Teacher can use this as an extra-curricular activity (for group work) or as homework for srudents to do individually.

+ Vocabulary: - use the words related to the topic *My friends*

*-* To pronounce the final sounds /b/ and /p/ correctly;

+ Grammar:- use the present continuous tense to talk about things happening now;

- Ask about appearance and personality;

**2. Competence:** By the end of the lesson students will be able to review the language from the previous sections. Consolidate and apply what they have learnt in the unit . Do some practice exercises. Present their projects if possible.

**3. Qualities :** Having a good behavior toward his friends. The friendship is in daily life .

Having the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

**1. Teacher:** Text book, a laptop connected with TV, lesson plan, sachmem.vn

**2. Students:** Text books, notebooks

- Method;: T-WC; group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (3’)** | | |
| **Aims:**  **-** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unitpages.*  *Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  - Encourage Ss to review and drill section of the unit.  - Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions….. | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | | **+ Greeting**  **+ Chatting**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON(25’)** | | |
| **PRACTICE EXERCISES**  ACTIVITY 1:  **Aim: To help Ss Revise the vocabulary items they have learnt in the unit.**  **\* Content:** Revise the vocabulary items they have learnt by choosing the best answer.  **\* Outcome:** Remember more the vocabulary.  **\* Organisation :** Teacher’s instructions….. | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **1. Choose the correct answer A, B or C.**  - Have Ss do exercise individually and then compare their answers.  - Check and correct the mistakes.  - Check and confirm the correct answers  - Check their pronunciation | | **1. Choose the correct answer A, B or C.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  **\* Key: 1. B 2. A 3.C 4. A 5. C** |
| ACTIVITY 2:  **Aim:To help Ss revise the vocabulary items they have learnt in the unit in a meaningful way.**  **\* Content:** Revise the vocabulary items they have learnt . Ask and answer  **\* Outcome:** Remember the vocabulary items they have learnt  **\* Organisation :** Teacher’s instructions…. | | |
| **2. Answer questions about your classmates.**  - Have Ss do this activity by themselves and write their answers in their notebooks.  - Have Ss work in pairs to ask and answer the questions.  - Invite some pairs to ask and answer in front of the class  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation. | | **2. Answer questions about your classmates.**  - Ss **work individually**. Do the tasks  - Share the answers.  **\* Key:**  - Ss’ answers. Real situations in class. |
| ACTIVITY 3 :  **Aim: To help Ss revise the present continuous tense.**  **\* Content:** Revision.Put the verbs in the present continuous tense  **\* Outcome:** Remember the use of PC.  **\* Organisation :** Teacher’s instructions…. | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **3. Put the verbs in brackets in the present continuous tense.**  - Elicit the form and usage of the present continuous.  - Let Ss do the exercise individually and then compare their answers.  - Check and confirm the correct answers.  **\*Key:**  **1**. are running **2**. are talking **3**. are not talking / aren’t talking  **4**. are drawing **5**. is not teaching / isn’t teaching | | **3. Put the verbs in brackets in the present continuous tense.**    - Listen to the instructions clearly  - Copy |
| ACTIVITY 4:  **Aims: Aim: To help Ss revise the differences between the present simple and the present continuous.**  **\* Content:** Comparison the differences between two tenses. Put the verbs in the correct tense  **\* Outcome:** The difference between two tenses PS and PC  **\* Organisation :** Teacher’s instructions…... | | |
| **Teacher’s & Student’s activities** | | **Content** |
| **4. Put the verbs in brackets in the present simple or present continuous.**  - Review the present simple and present continuous.  - T can ask Ss to tell the differences between the two tenses before explaining.  - Let Ss do the exercise individually  - Compare their answers.  - Check and confirm the correct answers. | | **4. Put the verbs in brackets in the present simple or present continuous.**  **- T\_ Ss**  - Listen carefully  - Check the answers  - Listen and repeat  - Give the answers  \* **Key:**  **1**. are you doing; am writing / ’m writing  **2.** cycles; don’t cycle; walk  **3.** Is he doing; is reading / ’s reading |
| **3. FURTHER PRACTICE/ APPLICATION (8’): \* PROJECT:** | | |
| **\* Content:** How to make a class year book  **\* Outcome:** Ss improve their abilities to work individually and in a team.Improve their speaking skills.  **\* Organisation :** Teacher’s instructions… | | |
| **\* PROJECT:**  How to make a class yearbook  1. Stick a photo/ drawing of the friend sitting next to you on a large sheet of paper.  2. Interview your friend to find out about him/her (e.g. favourite subjects, favourite books, what he / she likes, etc.).  3. Write a short description of your friend. Describe his / her appearance and personality. Add some information you have from the interview.  4. Decorate the page. Show it to your class and talk about it  5. Together make a class yearbook.  ***T***  Show the class some examples of year books (there are many examples online). Explain what a yearbook is and why Ss like to make them. Then discuss the appearance and the descriptions of your examples. Discuss how Ss can make their yearbook pages look interesting (use photos, coloured paper, illustrations).  – Ss complete the project as homework. Make a display of the yearbook pages in the classroom, or on a notice board, or copy and compile all the pages into a real yearbook for Ss to take home. | **- T\_ Ss**  - Listen to the teacher’s instructions carefully.  - T assigns groups  Ss have to finish the project at home, present project in period 27. | |
| **4. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases and combinations related to school;  + Sounds /a:/ and /a/;  + The present simple; + Adverbs of frequency.  **HOME WORK**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | | |

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