

Week: 07
Period: 19

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 3: MY FRIENDS

Lesson 5: Skill 1

I. Objectives:

By the end of this lesson, students can use read for specific and general information in texts including advertisements and emails.

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My friends”.
2. *Structures*: Verbs be and have for descriptions.
The Present continuous for future.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Show the class three objects/pictures of objects that you might use at camp, e.g. torch, backpack, hiking shoes. - Ask the class to guess when you might use all three objects. Then have Ss open their books and check their guesses. - Discuss with Ss the features of advertisements: title, short-texts, eyes-catching, contact details, etc. 	<ul style="list-style-type: none"> - T-Whole class - Answer 	<p>* <u>Presentation:</u></p> <p><i>Prediction</i> What objects you might use at camp.</p>	
<ul style="list-style-type: none"> - Tell Ss this advertisement is about the Superb Summer Camp. Ask Ss to look at it for 2 minutes and try to remember as much as they can. Then ask the class to cover the page and tell T what they remember. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u></p> <p> Reading</p> <p>1. Read the advertisement for the Superb Summer Camp and choose the best answer.</p> <ul style="list-style-type: none"> - 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? 	

<p>- Ask Ss to read and find the answers to the questions. Ss can underline parts of the email that help them with the answers. Set a strict time limit to ensure Ss read quickly for information. Accept any reasonable answers.</p> <p>- Set a longer time limit for Ss to read the text and answer T or F. Encourage Ss to support their answers.</p> <p>- Ask Ss to make their own English camp schedule then ask them to report their results to class.</p>	<p>- Individual work</p> <p>- Individual work</p> <p>- Individual work</p>	<p>- When does it happen? <u>Key:</u> 1. b 2. c 3. a</p> <p>2. Read the text quickly. Then answer the questions. <u>Key:</u> 1. an e-mail 2. A stay at the Superb Summer Camp. 3. Yes, he is.</p> <p>3. Read the text again and write True or False. <u>Key:</u> 1. F 2. F 3. T 4. T 5. F 6. F 7. F</p> <p>📖 Speaking</p> <p>4. Make your own English camp schedule.</p> <table border="1" data-bbox="906 1062 1414 1226"> <thead> <tr> <th></th> <th>Morning</th> <th>Afternoon</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td></td> <td></td> </tr> <tr> <td>Day 2</td> <td></td> <td></td> </tr> <tr> <td>Day 3</td> <td></td> <td></td> </tr> </tbody> </table>		Morning	Afternoon	Day 1			Day 2			Day 3		
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<p>- Go back to the advertisement and elaborate the activities listed with Ss. Brainstorm ideas onto the board. Ask Ss to use the ideas they brainstormed to fill in their own schedule.</p> <p>- Give each Ss a fixed amount of time to speak. Ss can report to the class about their partner's schedule.</p>	<p>- Pair -work</p>	<p>* <u>Production:</u></p> <p>5. Take turn. Tell your partner about it. Listen and fill in the schedule.</p> <table border="1" data-bbox="906 1430 1414 1593"> <thead> <tr> <th></th> <th>Morning</th> <th>Afternoon</th> </tr> </thead> <tbody> <tr> <td>Day 1</td> <td></td> <td></td> </tr> <tr> <td>Day 2</td> <td></td> <td></td> </tr> <tr> <td>Day 3</td> <td></td> <td></td> </tr> </tbody> </table>		Morning	Afternoon	Day 1			Day 2			Day 3		
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		<p>* <u>Homework:</u></p> <p>- Write a schedule for yourself. - Prepare the next lesson: (Skill 2)</p>												

Experiments:

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Week: 07
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UNIT 3: MY FRIENDS

Lesson 6: Skill 2

I. Objectives:

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

II. Language Focus:

1. *Vocabulary*: the lexical items related to the topic “My friends”.
2. *Structures*: Verbs be and have for descriptions.
The Present continuous for future.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>																		
<ul style="list-style-type: none"> - Ask Ss to see the photos first. Then point at the words in the box and ask them to do the matching. - Play recording for checking and practicing reading the words. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Presentation:</u> 📖 Listening 1. <i>What do you see in the photos? Choose the words in the box to fill the table. Then listen and check.</i> Key:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr><td style="text-align: center;">a</td><td>hiking</td></tr> <tr><td style="text-align: center;">b</td><td>taking part in a cooking competition</td></tr> <tr><td style="text-align: center;">c</td><td>skiing</td></tr> <tr><td style="text-align: center;">d</td><td>visiting a milk farm</td></tr> <tr><td style="text-align: center;">e</td><td>taking part in an art workshop</td></tr> <tr><td style="text-align: center;">f</td><td>riding a bike</td></tr> <tr><td style="text-align: center;">g</td><td>taking a public speaking class</td></tr> <tr><td style="text-align: center;">h</td><td>playing beach volleyball</td></tr> <tr><td style="text-align: center;">i</td><td>playing traditional games</td></tr> </tbody> </table>	a	hiking	b	taking part in a 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	
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<ul style="list-style-type: none"> - Ask Ss to refer to the contents of the advertisement. Give Ss time to decide which activities are like more likely to happen at the 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Practice:</u> 2. <i>Which activities do you think may/ may not happen at the Superb Summer Camp.</i> Key: - Activities that may happen at the Superb Summer Camp: a, b, d, e, f, g, i.</p>																			

<p>camp and which are not. Ask them to explain why they think so.</p> <ul style="list-style-type: none"> - Have Ss brainstorm the things that Mr. Lee plans for camp. - Play the recording. Ask Ss to listen the first time. Then play the recording again and follow Ss to fill in the table as they listen. Ss can share their answer before playing recoding a final time to allow pairs to check their answers. - Tell the class three letters can help them to write better. Introduce the rubric: Write a magazine entry. Write about your friends. Then write about your plans. 	<ul style="list-style-type: none"> - T-Whole class - Pair-work 	<p>- Activities that may not happen: c, h (because the camp is in Ba Vi Mountains)</p> <p>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?</p> <table border="1" data-bbox="771 583 1414 709"> <thead> <tr> <th></th> <th>Morning</th> <th>Afternoon</th> </tr> </thead> <tbody> <tr> <td>Day two</td> <td></td> <td></td> </tr> <tr> <td>Day three</td> <td></td> <td></td> </tr> </tbody> </table> <p>📖 Writing Study skills <i>Research, draft, check.</i></p>		Morning	Afternoon	Day two			Day three			
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<ul style="list-style-type: none"> - Encourage 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 far they progressed, and which areas need further practice. 	<ul style="list-style-type: none"> - Individual work 	<p>* <u>Production:</u></p> <p>4. Write for 4Teen magazine about your plans this weekend with your friends.</p> <ul style="list-style-type: none"> - Introduce yourself. - Describe your friends. - Describe your plans. 										
		<p>* <u>Homework:</u></p> <ul style="list-style-type: none"> - Write your plans in your notebook. - Prepare the next lesson : (Looking back) 										

Experiments:

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