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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 2: ENTERTAINMENT AND LEISURE**

**Lesson 1.1 –** Lesson 1.1 – Vocab & Reading**, (Page 12)**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge & skills**

- talk about entertainment and leisure using the vocabulary *do karate, play role-playing games, go for a bike ride, go running, go canoeing, do aerobics, do crossword puzzles, hang out with friends*.

- use learned phrases for reading tasks.

- practice reading about entertainment and leisure.

- improve critical thinking skills through expressing their reference.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- Be aware of the time for entertainment and leisure.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, Digital Book, (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác) projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Activate the activities that Ss may know.  **-** Match the words with the pictures in task a.  - Read and complete the reading tasks.  - talk about the activities Ss would like to do in their free time. | **-** Ss’ answers in notebooks.  - Ss’ answers.  - Ss’ performance.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s observation/ DCR.  - T’s feedback/Peers’ feedback. |

**4. Procedures**

**A. Warm up: 5 minutes**

a. Objectives: to raise the Ss’ awareness of the need for practicing some physical activities and elicit common types of activities.

b. Content: **Activities in the free time.**

c. Expected outcomes: Activate Ss’ knowledge about their activities in the free time.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| - Talk about the activities he/she often does to introduce the topic of the lesson. Then ask Ss to work either in pairs or individually to answer the question:  *“What do you do on the weekends? Do you have a lot of free time?”*  - Set time for this activity.  - Ask the Ss to share their activities they often do in their free time.  - Go around and give help if needed.  - Lead to new lesson. | - Listen to T, then answer T’s question in pairs.  - Share the answers with a partner.  - Give answers to T.  ***Ss’ own answers*** |

**B. Pre-reading: 10 minutes**

a. Objectives: to prepare Ss for the reading activity by providing vocabulary related to the reading topic.

b. Content: **New Words, task a, b.**

**- Task a. Number the pictures. Listen and repeat.**

**- Task b. In pairs: Talk about which activities you would like  
to do more and say why.**

c. Expected outcomes: Ss can talk about which entertainment and leisure they would like to do more using the new words.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task a.**  - Ask Ss to match the words with the pictures individually before sharing them with a friend.  - Use the DCR to check the Ss’ answers.  - Play the audio file and ask Ss to listen and repeat chorally and individually  - Use the DHA to check the vocab.  - Get Ss to give meanings of the phrases or T explain the meanings of the phrases (if needed).  - Ask Ss to listen and repeat chorally and individually, using DCR, DHA | - Match the words with the pictures before sharing them with a friend.  - Give the meanings of the phrases. Listen to the teachers and take notes the meanings of those phrases.  - Listen and repeat chorally and individually ***Answer Keys*** (Use the DCR) |
| **Task b:**  - Do the modelling (T and Ss)  *A: Which activities would you like to do more in your free time?*  *B: I would like to hang out with friends more.*  *A: Can you tell me why?*  *B: Because I rarely see them. I'm too busy studying.*  - Get Ss to work to practice chorally and in pairs.  - Move around to monitor/ facilitate.  - Call some pairs to present in class.  - Give feedback if necessary. | - Listen to T’s modelling and practice chorally and in pairs to talk about the activities they like doing more and the reason.  - Ss present as directed.  **Ss’ own answers** |

**C. While – Reading: 15 minutes**

a. Objectives: to help Ss have some ideas about activities Huy and Nhu do in their free time and improve Ss’ reading skill.

b. Content: **Reading** -**Task a, and b**

**- Task a:** Huy and Nhu wrote to Teen World Magazine. What did they write about?

**- Task b:** **Now, read and answer the questions.**

c. Expected outcomes: Ss can read for general and specific informationabout activities Huy and Nhu do in their free time.

d. Organization:

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| **Teacher’s activities** | **Students’ activities** |
| **Task a:**  - Ask Ss to read the question in task a and look at the three choices.  - Ask Ss to scan the text (twice) and choose the best answer.  - Check Ss’ answers and give feedback if needed. | - Read the question and the three choices.  - Read the passage and choose the best option.  - Give answers to T.  ***Answer Keys*** (Use the DCR) |
| **Task b:**  - Ask Ss to read the passage again and answer the questions.  - Ask Ss to share their work.  - Use the DCR to check Ss’ work. | - Read again and answer the questions.  - Share the work with partners.  - Do as T’s instructions.  ***Answer Keys*** (Use the DCR) |

**D. Post – Reading: 10 minutes**

a. Objectives: to help Ss to use the language and information in the real situation.

b. Content: **Reading -Task c**

**Task c: In pairs: Do you prefer playing games and doing puzzles at home, or going outside to play sports? Why?**

c. Expected outcomes: Ss can express their preference for the activities and place they want to do.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Task c:**  - Ask Ss to work in pairs.  - Introduce the task.  - Set the time for the activity.  - Move around to assist Ss if needed.  - Ask some pairs to present their work. | - Work in pairs.  - Discuss the question and give the reason for that.  - Give answers to T.  **Ss’ own answers** |

**E. Consolidation and homework assignments: 5 minutes**

**-** Write a short passage about the activity a family member would like to do in free time.

- Do exercises in workbook on page 8.

- Prepare the next lesson: Lesson 1.2 – Grammar (page 13).

- Practice vocabulary in the Notebook page 8.

**5. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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