# **Week : Date of preparing:**

**Period:**  **Date of teaching:**

# **UNIT 2: SENSATIONS**

## **Lesson 1: Vocabulary: Senses**

## **I can ask and answer questions related to the senses.**

**I./. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

## ask and answer questions about the senses

* learn more sensations’ vocabularies.

**2. Skills:** Speaking, listening, reading, writing.

**3. Attitude:** Students know how to learn English in the right way.

**4. Competence**: Communication, self-learning capability, creative capacity, ability to use language……

**II./. PREPARATION:**

**1. Teacher:** pictures, textbooks, PowerPoint slides, ….

**2. Students:** textbook, notebook.

**III./. TEACHING METHODS:** Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present….

**IV./.PROCEDURE:**

**1. Check–up:** during the lesson

**2. New lesson**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **ACTIVITY 1: WARM-UP**  **❖ Aims:** Students can talk about all sensations of people  **❖ Contents:** Students apply their knowledge to the situations, then work in individual and groups to answer the questions.  **❖ Products:** Students answers  **❖ Organization:**  - Students work in pairs to ask and answer questions  - Teacher gives students time to work in pairs  - Teacher invites students to speak in front of the class  - Teacher checks answers and gives feedback.  **ACTIVITY 2: KNOWLEDGE FORMATION**  **❖ Aims:** *Teacher* presents new words related to senses  **❖ Contents:** *Students* listen and repeat new words individual/pairs/groups.  **❖ Products:** *Students can* understand the meaning of new words.  **❖ Organization:**  - Teacher shows new words and uses some techniques of teaching vocabulary to teach them, then asks students to listen and repeat.  - Students listen to the teacher and repeat the words.  - Students copy down these words into their notebooks.  - Check-up: Matching  **ACTIVITY 3: PRACTICE**  **❖ Aims**: Students can apply the knowledge which they have learnt to do the tasks given.  **❖ Contents:** Students work in individual/pairs/groups to complete the tasks.  **❖ Products:** Students’ answers  **❖ Organization**  Exercise 1:  - Teacher gives students time to complete the task.  - Students look at photos and do matching.  - Teacher invites some students to answer the exercise  - Teacher checks students’ answers.  Exercise 2:  - Students read the magazine and complete the exercise.  - Teacher gives students time to do the exercise.  - Teacher plays the audio again and checks students’ answers.  Exercise 3:  - Students work in pairs to do the quiz by asking their partner and answering questions  - Teacher gives students time to complete the task.  -Teacher invites some pairs of students to speak in front of the class and checks answers with the class.  Exercise 4:  - Teacher plays the video/audio and gives students time to listen and answer.  - Teacher opens the audio again and checks answers with the class.  **ACTIVITY 4. PRODUCTION**  **❖ Aims:** Students can write a questionnaire for your class about their favourite senses.  **❖ Contents:** Students work in groups.  **❖ Products:** Students’ opinions  **❖ Organization:**  Exercise 5:  - Students work in pairs to ask and answer the questions with their partner.  - Students use key phrases of like and dislike to ask and answer questions.  - Teacher invites some pairs of students to speak in front of the class and give feedback.  **ACTIVITY 5. HOMEWORK**  -Learn by heart all the new words.  -Prepare for the next lesson – Reading | **THINK! How many senses are there? Which do you think you use most? Which is your strongest sense?**  *(Students’ own answers.)*  ***🕮 New words***   * hearing (n): thính giác * sight (n): thị giác * smell (n): khứu * taste (n): vị giác * touch (n): xúc giác   **1. Look at photos 1–5 and match them with the senses in the box**      **Suggested answers**  1. sight 2. touch 3. hearing 4. smell 5. taste  **2. Read the magazine quiz and complete the**  **table with the words in blue. Listen and check**      **Suggested answers:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Hearing | Sight | Smell | Taste | Touch | | Sound  Listening  Tone-deafness  Have a good ear | Look  Colour-blindness  See | Smell | Feel  Taste | Hold  Losing sensation |   **3. Do the quiz. Which sense is the most important for you? Compare your result with a partner's.**  *(Students’ own answers.)*  **4. Watch or listen. What is each person talking about? Match speakers: Alicia, Emma, Will, Paul and Zara with photos A–E**      **Suggested answers**  Alicia: B  Emma: C  Will: D  Paul: E  Zara: A  **5. USE IT! Work in groups. Ask and**  **answer the questions. Use some of the**  **key phrases.**    *(Students’ own answers.)*  **Suggested answers**  1. I love the sea, the sound of the waves and the taste of the salt vapour. It reminds me of summer days with my family swimming in the sea.  2. I hate going to noisy places, it makes me uncomfortable and headache  3. My favorite city is Paris, I wish I could see the Eiffel Tower once |

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# **Week : Date of preparing:**

**Period:**  **Date of teaching:**

# **UNIT 2: SENSATIONS**

## **Lesson 2: Reading: The importance of smell**

## **I can identify the main idea in a paragraph.**

**I./. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

- identify the main idea in the text

- learn more vocabulary about the smell

- understand the content of the text “Follow your nose”

- Talk about their favourite smell and the connection between their memories and that smell.

**2. Skills:** Speaking, listening, reading, writing.

**3. Attitude:** Students know how to learn English in the right way.

**4. Competence**: Communication, self-learning capability, creative capacity, ability to use language……

**II./. PREPARATION:**

**1. Teacher:** book, planning, TV

**2. Students:** books, notebooks

**III./. TEACHING METHODS:** Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practicing, discussion group, technical present….

**IV./.PROCEDURE:**

**1. Check–up:** during the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **ACTIVITY 1: WARM-UP**  **❖ Aims:** Students can talk about their favourite smell and the connection between their memories and the smell they like.  **❖ Contents:** Students work individually/work in pairs.  **❖ Products:** Students’ answers  **❖ Organization:**   * Teacher divides the class into pairs. * Teacher gives the student time to talk with their partner. * Teacher invites some pairs of students to speak in front of the class * Teacher gives feedback.   **ACTIVITY 2: KNOWLEDGE FORMATION**  **❖ Aims:** Teacherpresents new words related to smell  **❖ Contents:** Studentslisten and repeat new words individually/in pairs/groups.  **❖ Products:** Students canunderstand the meaning of new words.  **❖ Organization:**  -Teacher introduces some new words “Before reading, there are some new words in the text.”  - Teacher uses some techniques of teaching vocabulary to teach them, then asks students to listen and repeat.  - Students listen to the teacher and repeat the words.  - Students copy down these words into their notebooks.  **ACTIVITY 3: PRACTICE**  **❖ Aims:**Students can apply the knowledge which they have learnt to do the tasks given as well as develop reading skills.  **❖ Contents:**Students work in individual/ pairs/ groups.  **❖ Products:** Students’ answers  **❖ Organization**  ***Pre-reading***  Exercise 1:  - Teacher has students open their books to page 20.  - Teacher explains some vocabulary before students read the text.  ***While reading***  - Teacher gives students time to read the text and complete their tasks.  - Teacher invites some students to answer the questions.  - Teacher checks the answer with the class.  Exercise 2:  - Teacher gives students time to read the questions and do the exercise.  - Teacher invites students to answer the questions in front of the class,  - Teacher checks answers with the class.  Exercise 3:  - Teacher has students close their books and not use any electronic devices to look up the dictionary  - Then, teacher divides the class into some groups  - Students work in groups, read the text again and discuss the exercise.  - Teacher invites some groups to answer the questions. The group with the highest score will get good points.  Exercise 4:  - Teacher gives students time to look up the blue vocabulary in the dictionary  - Teacher invites some students to explain the meaning of those words.  - Teacher checks the meaning of those words with students.  **ACTIVITY 4. PRODUCTION**  **❖ Aims:** Teacher helps students consolidate the lesson  **❖ Contents:** Students work in individual  **❖ Products:** Students’ speaking  **❖ Organization:**  ***Post-reading***  Exercise 5:  - Teacher gives the question:  **“Which objects and places smell best to you. Which of them bring back memories?”**  - Students work in individual, they may ask for help if necessary.  - Teacher gives students time to prepare their answers.  - Teacher invites some students to talk about their answers and gives feedback.  **ACTIVITY 5. HOMEWORK**  - Learn by heart all the new words.  - Do exercises (in the workbook).  - Prepare new lesson*.* | **THINK! What smells can you remember from when you were younger? Is there a connection between smells and memory?**  *(Students’ own answers.)*  **🕮 New words**  - connection (n): kết nối, liên kết  - difference (n): sự khác biệt  - deaf (adj): điếc  - blind (adj): mù  - extraordinary (adj): phi thường  - odour (n): mùi thơm  - scent (n): mùi, sự đánh hơi  - perfume (n): nước hoa  - fragrance (n): hương thơm ngát  - flavour (n): mùi vị  - texture (n): kết cấu  - anosmic (n): người bị mất khứu giác  **1. Read the article. Then complete the headings for paragraphs A–C with the words in the box**      **Suggested answers**   1. Scent and memory 2. Training a smell 3. Life without food   **2. Read and listen to the article again and**  **write true or false. Correct the false sentences**    1. Helen Keller had a good sense of smell.  2. She says there’s a connection between  smells and memory.  3. A person with a normal sense of smell can  become a professional perfumer.  4. James Bell failed his first ‘smell test’ at the  perfume company.  5. Lucy could smell everything when she was  a baby  **Suggested answers**  1. T 2. T 3. F 4. F 5. F  **3. Find synonyms in the text for the words below**    **Suggested answers**   1. incredible = extraordinary 2. identify = recognise 3. artificial = synthetic 4. organic = natural materials   **4. VOCABULARY PLUS Use a dictionary to check the meaning of the words in blue in the text.**  - odour (n): mùi thơm  - scent (n): mùi, sự đánh hơi  - perfume (n): nước hoa  - fragrance (n): hương thơm ngát  - flavour (n): mùi vị  - texture (n): kết cấu  **5. USE IT! Talk about which objects and**  **places smell best to you. Which of them bring**  **back memories?**    **Suggest answer:**  The scent I like the most is the smell of the rice fields. It reminds me of my childhood memories with my friends and neighbours when my hometown was still in the countryside. |

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# **Week : Date of preparing:**

**Period: Date of teaching:**

# **UNIT 2: SENSATIONS**

## **Lesson 3: Language Focus: Present perfect: affirmative and negative \* for and since**

## **I can talk about experiences that started in the past.**

**I./. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

* understand how to use present perfect tense
* can talk about their experiences using present perfect
* can compare and know how to use “for” and “since” in present perfect.

**2. Skills:** Speaking, listening, reading, writing.

**3. Attitude:** Students know how to learn English in the right way.

**4. Competence**: Communication, self-learning capability, creative capacity, ability to use language……

**II./. PREPARATION:**

**1. Teacher:** book, planning, TV

**2. Students:** books, notebooks

**III./. TEACHING METHODS:** Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present….

**IV./.PROCEDURE:**

**1. Check–up:** during the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **ACTIVITY 1: KNOWLEDGE FORMATION**  **❖ Aims:** Help students learn the structures: PRESENT PERFECT.  **❖ Contents:** Students work in individual  **❖ Products:** Students’ answers  **❖ Organization:**  Exercise 1:  - Teacher teaches students about present perfect, and gives them structure, form, and examples about this tense.  - Teacher invites students to read aloud the article on page 20.  - Teachergives students time to complete the exercise 1.  - Teacher checks students’ answers.  **ACTIVITY 3: PRACTICE**  **❖ Aims***:* Help students apply the structures of present perfect they have learnt and distinguish between “for” and “since” to do the tasks given.  **❖ Contents:** Students work in individual/ pairs/groups  **❖ Products:** Students’ answers  **❖ Organization**  Exercise 2:  - Students read the sentences in exercise 1 again.  - Teacher gives students time to read the questions and do the task.  - Teacher invites some students to answer the exercise in front of the class,  - Teacher checks the answers with the class.  Exercise 3:  - Teacher gives students time to read the text and do their exercise.  - Students manipulate what they have learnt about present perfect to conjugate the verb.  - Teacher invites some students to answer the exercise in front of the class,  - Teacher checks the answers with the class.  Exercise 4:  - Teacher gives students time to read the text and do their exercise.  - Students look up the dictionary to conjugate the right present perfect verb.  - Teacher invites some students to answer the exercise in front of the class.  - Teacher checks the answers with the class and gives feedback.  Exercise 5:  - Teacher gives students time to read and do their exercise.  - Students read the examples and complete the rules with “for” and “since”.  - Teacher invites some students to answer the exercise in front of the class.  - Teacher checks answers.  Exercise 6:  - Teacher gives students time to complete their exercise.  - Students apply what they have learnt about “for” and “since” to do their task.  - Teacher invites some students to answer the exercise in front of the class.  - Teacher checks answers and gives feedback.  **ACTIVITY 4. PRODUCTION**  **❖ Aims:** Help students consolidate the structures: PRESENT PERFECT by describing their unforgettable experiences.  **❖ Contents:** Students work in pairs  **❖ Products:** Students’ presentation  **❖ Organization:**  Exercise 7:  - Teacher asks students to work in pairs.  - Each student will write some sentences about their unforgettable experiences and write questions to ask a partner.  - Students will ask their partner about his/her experiences and then do the reverse.  - Teacher gives some pairs of students to speak in front of the class.  - Teacher gives feedback.  **ACTIVITY 5. HOMEWORK**  - Learn by heart all structures.  - Prepare the next lesson | **Present perfect: affirmative and negative**  **🕮 GRAMMAR.**  **Present perfect** ( Thì hiện tại hoàn thành) diễn tả một hành động, hoặc sự việc đã xảy ra ở quá khứ và vẫn kéo dài tới hiện tại.  **(+) S + HAS/HAVE + V-ED/V3**  **(-) S+ HAS/HAVE + NOT + V-ED/V3**   |  | | --- | | **She / He / It + Has + V-ed/V3** | | **I/ You / We / They + Have + V-ed/V3** |   **Ex:** (+) I have been in Hanoi for 3 months (Tôi ở Hà Nội kể từ 3 tháng trước)  (-) I haven’t been in Hanoi for 3 months (Tôi không ở Hà Nội kể tù 3 tháng trước)  **1. Cover the article on page 20. Complete the sentences with the words in the box. Then check your answers**     1. He has…………to create fragrances. 2. She has………… anosmic since birth. 3. She has never…….. different perfumes. 4. Meals haven’t……… much flavour   **Suggested answers**   1. helped 2. tried 3. smelled 4. had   **2. Read the sentences in exercise 1 again. Then choose the correct words to complete the rules.**    **Suggested answers**   1. started 2. have 3. Regular 4. negative   **3. Complete the sentences with the correct present perfect form of the verbs in brackets**    **Suggested answers**  1. have visited  2. have tried  3. haven’t decided    **4. Read the Study Strategy. Complete the**  **sentences using the present perfect form of**  **the verbs**    **Suggested answers:**   1. haven’t eaten 2. have spoken 3. haven’t seen 4. hasn’t begun 5. has bought   **For and Since**  **5. Study the examples and complete the rules**  **with for and since**  **🕮 GRAMMAR**  ***Since****: We use “since” to talk about the point in time an activity started, (chỉ mốc thời gian)*  ***For****: We use “for” to talk about the period of time up to the future. (chỉ khoảng thời gian)*  **Ex:**  - We have watched this film since 2022. (Chúng tôi xem phim này vào năm 2022)  - We have watched this film for 3 weeks. (chúng tôi xem phim này khoảng 3 tuần trước)  **6. Complete the sentences with the present**  **perfect form of the verbs in brackets and for**  **or since**    **Suggested answers:**  1. I ***haven’t felt*** this happy ***for*** weeks.  2. We ***haven’t seen*** him ***since*** last month.  3. They ***have had*** that dog ***for*** years.  4. She ***has lived*** in London ***since*** 2010.  **7. USE IT! Talk about experiences using the**  **present perfect. Use the time expressions below.**    *(Students’ own answers.)*  **Suggested answers:**   1. I have never gone to Paris before. 2. I have done this difficult exercise for weeks. |

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# **Week : Date of preparing:**

**Period: Date of teaching:**

# **UNIT 2: SENSATIONS**

## **Lesson 4: Vocabulary and Listening: Sensations and experiences**

## **I can use prediction skills when listening for specific information.**

**I./. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

- can listen to the dialogue and do the exercises

- learn more vocabulary about their feelings

- can talk about their feelings and experiences

**2. Skills:** Speaking, listening, reading, writing.

**3. Attitude:** Students know how to learn English in the right way.

**4. Competence**: Communication, self-learning capability, creative capacity, ability to use language……

**II./. PREPARATION:**

**1. Teacher:** book, planning, TV

**2. Students:** books, notebooks

**III./. TEACHING METHODS:** Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present….

**IV./.PROCEDURE:**

**1. Check–up:** during the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **ACTIVITY 1: WARM-UP**  **❖ Aims:** Help students learn how to describe your feelings and experiences  **❖ Contents:** Students work in pairs  **❖ Products:** Students’ answers  **❖ Organization:**  Exercise 1:  - Teacher divides the class into pairs, and explain the rule:  *+ Group members will ask and answer together 5 questions from the book. The student that gets the information from his/her partner the fastest and remembers the most information will be the winning group.*  *+ The winning team will get bonus points.*  - Students will ask and answer on their own with their partner.  - When the exchange is over, the students will send the information they took notes from their partner to the teacher.  - After that, the teacher will ask for and compare the information recorded on the papers of those students.  **ACTIVITY 2: KNOWLEDGE FORMATION**  **❖ Aims:** Teacherpresents new words related to feelings  **❖ Contents:** Studentslisten and repeat new words in individual/pairs/groups.  **❖ Products:** Students can understand the meaning of new words.  ***Pre-listening***  **❖ Organization:**  -Teacher introduces some new words “Before listening, there are some new words in the text.”  - Teacher uses some techniques of teaching vocabulary to teach them, then asks students to listen and repeat.  - Students listen to the teacher and repeat the words.  - Students copy down these words into their notebooks.  Exercise 1:  - Teacher gives students time to complete the exercise  - Students use the blue words in the exercise Feeling questionnaire to do the tasks  Teacher opens the audio for students to listen and check their answers.  - Teacher asks some students to show their answers to the class and asks the class to correct any mistakes.  - Teacher gives feedback.  **ACTIVITY 3: PRACTICE**  **❖ Aims:**Help students improve their listening skills and apply the knowledge they have learnt to do the tasks given.  **❖ Contents:** Students work in individual/pairs/groups  **❖ Products:** Students’ answers  **❖ Organization**  ***While listening***  Exercise 2:  - Teacher gives students time to look at photos in books.  - Teacher opens the audio twice  - Students listen and order photos A-C  - Teacher invites students to answer the questions in front of the class.  - Teacher checks students’ answers.  Exercise 3:  - Teacher allows students time to read sentences 1–5 in exercise 4 and guest type of answers they should be listening.  - Teacher invites some students to answer the questions.  - Teacher checks students’ answers and explain why we need to use those type of answers.  Exercise 4:  - Teacher allows students time to read the questions, then play the audio again.  - Students listen and answer the questions.  - Teacher invites some students to answer the questions.  - Teacher checks answers with the class.  - Teacher points out the answers in the recording.  **ACTIVITY 4. PRODUCTION**  **❖ Aims:** Help students consolidate the lesson  **❖ Contents:** Students work in groups  **❖ Products:** Students’ opinion  **❖ Organization:**  - The teacher invites some students to submit their work from the first game for grading  **ACTIVITY 5. HOMEWORK**  - Learn by heart all the new words.  - Do exercises (in the workbook).  - Prepare new lesson*.* | **GAME:**    **THINK! When was the last time that you had a memorable day? What did you do?**  *(Students’ own answers.)*  **🕮 New words**  - delicious (adj): ngon  - disgusting (adj): ghê tởm  - wonderful (adj); tuyệt vời  - exhausted (adj): kiệt sức, mệt lử  - fascinating (adj): hấp dẫn  - terrifying (adj): kinh hãi, khiếp sợ  **1. Match adjectives 1–6 with the extreme adjectives in blue in the questionnaire. Then listen and check.**    **Suggested answers:**  2. interesting = fascinating  3. tasty = delicious  4. scary = terrifying  5. horrible = disgusting  6. tired = exhausted  **2. Listen and order photos A–C. Which**  **questions from the questionnaire are the**  **people answering?**  **Suggested answers**   1. B 2. A 3. C   **3. Read sentences 1–5 in exercise 4. Decide**  **what type of answer you should be listening**  **for: age, noun, distance, reason or adjective.**  **Suggested answers**   1. age 2. adjective 3. distance 4. noun 5. reason   **4. Listen again and complete the sentences. Were your answers in exercise 3 correct?**    **Suggested answers:**   1. six years old 2. disgusting 3. 100 kilometres 4. food 5. it smells so bad   **5. USE IT! Work in pairs. Read the**  **Feelings questionnaire again and answer the**  **questions for you. Then ask and answer the**  **questions with a partner**    *(Students’ own answer )* |

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# **Week : Date of preparing:**

**Period:** **Date of teaching:**

# **UNIT 2: SENSATIONS**

## **Lesson 5: Language focus**

## **• Present perfect: questions**

## **• Present perfect and past simple**

## **I can ask people about their experiences.**

**I./. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

* can distinguish between past simple and present perfect to do their task.
* understand the structure of present perfect questions.

**2. Skills:** Speaking, listening, reading, writing.

**3. Attitude:** Students know how to learn English in the right way.

**4. Competence**: Communication, self-learning capability, creative capacity, ability to use language……

**II./. PREPARATION:**

**1. Teacher:** book, planning, TV

**2. Students:** books, notebooks

**III./. TEACHING METHODS**

Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practicing, discussion group, technical present….

**IV./.PROCEDURE**

**1. Check–up:** during lesson

**2.New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **ACTIVITY 1: KNOWLEDGE FORMATION**  **❖ Aims:** Help students review how to use PRESENT PERFECT and learn present perfect questions.  **❖ Contents:** Students pay attention to the structures and work individually.  **❖ Products:** Students understand the structures.  **❖ Organization:**  - Teacher explains the grammar to students.  - Teacher gives students examples of this tense.  - Students copy down to their notebooks.  Exercise 1:  - Teacher gives students time to complete the sentences with the correct words.  - Students apply what they learnt about present perfect to do the exercise.  - Teacher invites some students to do the exercise.  - Teacher checks the answers.  **ACTIVITY 3: PRACTICE**  **❖ Aims:** Help students apply the knowledge about present perfect and past simple to do the tasks given.  **❖ Contents:** Students work in individual/pairs/groups  **❖ Products:** Students’ answers  **❖ Organization**  Exercise 2:  - Teacher gives students time to do the task  - Students read the sentences in exercise 1 again and choose the answer.  - Teacherchecks students’ answers.  Exercise 3:  - Teacher divides students into pairs to order the words to make questions.  - After that, students ask and answer the questions with their partner.  - Teacher gives students time to complete the task  - Teacher asks two students in one group to speak in front of the class.  - Teacher checks students’ answers and gives feedback.  Exercise 4:  - Teachergives students time to read the exercise.  - Students make questions based on the answers in the box  - Teacher invites some students to answer their questions.  - Teacher checks answers with the class and makes sure students understand everything.  Exercise 5:  - Teacher gives students time to read the sentences.  - Students read the questions and answers based on the above sentences.  - Teacher calls some students to give the answers and then gives feedback.  Exercise 6:  - Teacher gives students time to read the exercise and complete their task  - After students finish their task, teacher plays the audio and checks answers with students.  **ACTIVITY 4. PRODUCTION**  **❖ Aims:** Help students consolidate  **❖ Contents:** Students work individually/in pairs  **❖ Products:** Students’ answers  **❖ Organization:**  Exercise 7:  - Teacher allows students time to talk with their partners.  - Then, students work in pairs to ask and answer the questions.  - Students use the present perfect and past simple to make the dialogue.  - Teacher checks students’ answers.  **ACTIVITY 5. HOMEWORK**  - Learn by heart the structures.  - Make sentences about your family using comparative adjectives.  - Prepare for the next lesson – Speaking | **Present perfect: questions**  **🕮 GRAMMAR: Review**  **Present perfect** ( Thì hiện tại hoàn thành) diễn tả một hành động, hoặc sự việc đã xảy ra ở quá khứ và vẫn kéo dài tới hiện tại.  **(+) S + HAS/HAVE + V-ED/V3**  **(-) S+ HAS/HAVE + NOT + V-ED/V3**  **(?) HAS/HAVE + S+ V-ED/V3?**   |  | | --- | | **She / He / It + Has + V-ed/V3** | | **I/ You / We / They + Have + V-ed/V3** |   **Ex:** (+) I have been in Hanoi for 3 months (Tôi ở Hà Nội kể từ 3 tháng trước)  (-) I haven’t been in Hanoi for 3 months (Tôi không ở Hà Nội kể tù 3 tháng trước)  (?) Have you been in Hanoi for 3 months? (Bạn ở Hà nội từ 3 tháng trước sao?)  **1. Complete 1–5 with the words in the box. How**  **do you say ever in Vietnamese?**    **Suggested answers**   1. ever 2. haven’t 3. Have 4. Has 5. hasn’t   **2. Read the sentences in exercise 1 again. Then**  **choose the correct answer to complete the rule.**    **Suggested answers:** a  **3. Order the words to make questions.**  **Then ask and answer the questions with a**  **partner.**    **Suggested answers**  1. a frightening film / you / have / lately / seen / ?  → ***Have you seen a frightening film lately?***  2. this year / has / improved / your English / ?  ***→ Has your English improved this year?***  3. cooked a meal / ever / for you / your  friends / have / ?  ***→ Have your friends ever cooked a meal for you?***  4. what / you / today / eaten / have / ?  ***→ What have you eaten today?***  5. in the last five years / countries / have /  visited / you / what / ?  ***→ What countries have you visited in the last five years?***  **- Ask and answer with a partner:**  *(Students’ own answer )*  **4. Write questions for the answers using the present perfect and the words in brackets**    **Suggested answers**  1. Have you ever cooked spaghetti?  2. What have you bought?  3. Where have they moved to?  4. Has the meeting finished?  **Present perfect and past simple**  **🕮 GRAMMAR: Review**   * **To be:**   **(+) S +WAS / WERE + ADJ/ N**  **(-) S+ WASN’T/ WEREN’T + ADJ/N**  **(?) WAS/WERE + S + ADJ/N?**  **Eg:** (+) My mom **was** a nurse  (-) My mom **wasn’t** a nurse  (?) **Was** your mom a nurse?   * **Regular verb:**   **(+) S + V-ED/V2**  **(-) S+ DIDN’T + V(BARE)**  **(?) DID + S + V(BARE)?**  **Eg:**  (+) They **visited** their parents last Sunday  ( -) They **didn’t** **visit** their parents last Sunday  (?) **Did** they **visit** their parents last Sunday?  **5. Study examples a–d. Then answer questions**  **1–3**    **Suggested answers**  1.   |  |  | | --- | --- | | Past simple | Present perfect | | ate | eaten | | rode | ridden |   2. sentence b, d  3. sentence a,c  **6. Read the dialogue and choose**  **the correct words. Then listen and check**    **Suggested answers:**  1. Have you ever  2. went  3. Did you enjoy it  4. Have you tried  5. I’ve never been  **7.** **USE IT! Make a dialogue with a partner**  **on either idea A or B. Use the present perfect**  **and past simple forms.**    *(Students’ own answer)* |

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# **Week : Date of preparing:**

**Period: Date of teaching:**

# **UNIT 2: SENSATIONS**

## **Lesson 6: Speaking: Planning free time**

## **I can discuss ideas about how to spend free time.**

**I./. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

- can discuss ideas about how to spend free time with their partner.

- develop students’ speaking skills.

**2. Skills:** Speaking, listening, reading, writing.

**3. Attitude:** Students know how to learn English in the right way.

**4. Competence**: Communication, self-learning capability, creative capacity, ability to use language……

**II./. PREPARATION:**

**1. Teacher:** book, planning, TV

**2. Students:** books, notebooks

**III./. TEACHING METHODS**

Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present….

**IV./.PROCEDURE**

**1. Check–up:** during lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **ACTIVITY 1: WARM-UP**  **❖ Aims:** Help students brainstorm and lead in the new lesson  **❖ Contents:** Students use language materials simply.Students work individually  **❖ Products:** Students’ performance  **❖ Organization:**  - Teacher reads the questions with the class and encourages students to talk about their  own opinions and experiences  - Teacher invites some students to answer.  - Students answer on their own.  **ACTIVITY 2: KNOWLEDGE FORMATION**  **❖ Aims:** Help students pay attention to the content of the dialogue.  **❖ Contents:** Students choose the correct words in the dialogue individually  **❖ Products:** Students’ answers  **❖ Organization:**  ***Pre-speaking***  Exercise 1:  - Teacher gives students time to read through the gapped dialogue and do the exercise.  - Teacher plays the video or audio for students to watch or listen and check their answers.  - Teacher plays the video again and checks students’ answers.  - Teacher asks the questions to the class and invites some students to answer the questions.  - Then, teacher checks the answers.  Exercise 2:  - Students read the dialogue in exercise 1 again and complete the Key phrases.  - Teacher plays the audio for students to watch or listen.  - Teacher could pause after some of the sentences and questions for students to check the answers.  - Teacher makes sure that students understand the key phrases.  **ACTIVITY 3: PRACTICE**  **❖ Aims**: Help students can discuss ideas to spend their free time and improve their speaking skill.  **❖ Contents:** Students work in pairs/groups  **❖ Products:** Students’ performance  **❖ Organization**  ***While-speaking***  Exercise 3:  **-** Students work in pải and practice speaking the dialogue  - Teacher gives students time to do task  - teacher invites some pairs of students to speak in front of the class.  Exercise 4:  - Teacher plays the audio for students to listen to and note down.  - Students listen and complete the exercise.  - Teacher checks answers with the class.  - Play the audio again, pausing for students to repeat individually and chorally.  Exercise 5:  - Teacher divides students into pairs to speak based on situations that have been listed in exercise 5.  - Students work in pairs to ask and answer questions about spending free time after school.  - Teacher monitors while students are working  - Teacher invites some pairs of students to speak and gives general feedback at the end.  **ACTIVITY 4. PRODUCTION**  **❖ Aims:** Help students consolidate the way to discuss ideas on how to spend their free time.  **❖ Contents:** Students work in pairs  **❖ Products:** Students’ conversation  **❖ Organization:**  ***Post-speaking***  Exercise 6:  - Students work in pairs to prepare a new  dialogue using key phrases.  - Students swap roles and practise  again.  - Teacher asks some students to perform their dialogues for the class.  **ACTIVITY 5. HOMEWORK**  - Learn by heart all the structures.  - Do exercises (in the workbook).  - Prepare a new lesson*.* | **THINK! What do you like doing in the evening and at the weekend?**  *(Students’ own answers.)*  **1.  Choose the correct words in the dialogue. Then watch or listen and check. What does Louise want to do next weekend? Where does Grace suggest going for lunch?**    ***Suggested answers***  1. been  2. been  3. been  4. had  5. eaten  6. have  **What does Louise want to do next week?**  → She wants to go to play bowling  **Where does Grace suggest going for lunch?**  → Grace suggests going for lunch in a great restaurant really near here.  **2. Cover the dialogue and complete the Key Phrases. Watch or listen again and check**    **Suggested answers**  1. boring  2. much fun  3. eating  4. have fish and chips  5. something different  6. you’ll enjoy it  **3. Practise the dialogue with your partner**  *(Students’ own answers.)*  **4. PRONUNCIATION: Stress for**  **emphasis. Listen and repeat the sentences.**  **Which sentence has more stressed words?**  **Why?**    **Suggested answers:**  1. Have you been to Bowl You Over? 2. You’ve never been bowling? Seriously?  ⇒ sentence 2  **5. Work in pairs. Read situations 1–3. Take**  **turns to suggest doing something after**  **school. Use the key phrases.**    *(Students’ own answers.)*  **Suggested answers:**  A: What do you fancy doing?  B: I think we should play a video game after school.  A: Why not try to go for a bicycle ride?  B: It doesn’t sound much fun to me.  **6. USE IT – Work in pairs. Read the situation. Then prepare and practise a new dialogue. Use the key phrases and the dialogue in exercise 1 to help you.**    *(Students’ own answers.)* |

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# **Week : Date of preparing:**

**Period: Date of teaching:**

# **UNIT 2: SENSATIONS**

# **Lesson 7: Writing: A competition entry**

## **I can use intensifiers to add interest to my writing.**

**I./. OBJECTIVES**

**1. Knowledge:** By the end of the lesson, students will be able to:

* understand the magazine advert “ Experience the Mekong Delta in Southern Việt Nam”
* use key phrases to describe your hometown’s highlights
* use intensifiers in writing exercises
* understand how to write their answer and opinions

**2. Skills**: Speaking, listening, reading, writing.

**3. Attitude:** Students know how to learn English in the right way.

**4. Competence**: Writing, self-learning capability, creative capacity, ability to use language……

**II./. PREPARATION:**

**1. Teacher:** book, planning, TV

**2. Students:** books, notebooks

**III./. TEACHING METHODS**

Communicative approach, group Ss and T’s activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practicing, discussion group, technical present….

**IV./.PROCEDURE**

**1. Check–up:** during the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **ACTIVITY 1: WARM-UP**  **❖ Aims:** Help students give their opinions about special sights and sounds of their hometown.  **❖ Contents:** Students use language materials simply.Students work in pairs  **❖ Products:** Students’ answers  **❖ Organization:**  - Teacher divides the class into pairs and encourages students to answer about their own opinions based on the reading “ Experience the Mekong Delta in Southern Việt Nam”  - Teacher invites some pairs of students to answer.  - Students answer on their own.  **ACTIVITY 2: KNOWLEDGE FORMATION**  **❖ Aims:** Help students pay attention to the content, and understand how to use key phrases and intensifiers.  **❖ Contents:** Students work in pairs and tell their partner what special sights and sounds are in their hometown using key phrases expressing recommendations and intensifiers.  **❖ Products:** Students’ answers  **❖ Organization:**  Pre-doing exercise:  -Teacher introduces some new words “Before doing exercises, there are some new words in the text.”  - Teacher uses some techniques of teaching vocabulary to teach them, then asks students to listen and repeat.  - Students listen to the teacher and repeat the words.  - Students copy down these words into their notebooks.  Exercise 1:  - Teacher gives students read the game rule and the magazine “Experience the Mekong Delta in Southern Việt Nam”  - Students read the questions and answer  - Teacher invites some students to answer the questions and give feedback.  Exercise 2:  - Teacher gives students time to read the magazine  - Teacher explains the meaning of some intensifiers.  - Teacher gives students time to complete the task  - Teacher invites students to answer the questions.  - Teacher consolidates where the intensifiers are placed.  **ACTIVITY 3: PRACTICE**  **❖ Aims**: Help students understand how to use intensifiers in some cases related to normal and extreme adjectives and write about their opinions using expressing recommendations.  **❖ Contents:** Students work in individual  **❖ Products:** Students’ answers  **❖ Organization**  Exercise 3:  - Teacher gives students time to do the exercises.  - Teacher invites some students to answer the questions.  - Teacher checks answers with the class.  Exercise 4:  - Teacher gives students time to complete the exercises.  - Students use the first two key phrases to write about their town.  - Teacher invites some students to speak their answers and give feedback.  Exercise 5:  - Teacher checks that students know how to write the text based on the note in section B  - Students use their notes from section B and the headings from model text to write their text.  - Teacher gives students time to write the text  - Teacher monitors while students are working and give general feedback at the end.  - Students use key phrases, and intensifiers to write the text.  **ACTIVITY 4. HOMEWORK**  - Learn by heart all the structures.  - Do exercises (in the workbook).  - Prepare new lesson*.* | **? THINK! What do you like about the place where you live? Has it got any special sights and sounds?**  *(Students’ own answers.)*  **Suggested answered:**  I was born and raised in Hue where the famous Huong River and Ngu Binh Mountain are located. Here, I like the Hue citadel the most, where the Nguyen kings worked and lived. This architecture has existed for a long time, retaining the ancient and solemn features of the nobility. I am very proud to have been born here.  **1. Read the magazine advert and last year’s**  **winning entry about the Mekong Delta. What**  **do you have to do to enter the competition?**  **What’s the prize? What do we learn about**  **the residents in Southern Việt Nam?**      *(Students’ own answers.)*  **New words:**  - floating markets (n): chợ nổi  - fruit orchards (n): vườn cây ăn trái  - rice fields (n): cánh đồng lúa  - worth (adj): xứng đáng, đáng  - folk music (n): âm nhạc dân gian  - instruments (n): nhạc cụ  - flute (n): sáo  - 16-string zither (n): đàn tranh 16 dây  - violin (n): đàn vĩ cầm  - Mekong Delta (n): Đồng bằng sông Cửu Long  - temperature (n): nhiệt độ  **Suggested answers:**  1. What do you have to do to enter the competition?  → *We have to describe the sights, sounds, tastes and feelings that visitors to our country can experience*  2. What’s the prize?  *→ The winner will send two weeks in Australia*  3. What do we learn about the residents in Southern Việt Nam?  *→ The residents in Southern Việt Nam are so warm.*  **LANGUAGE POINT: INTENSIFIERS**  **2. Find the words in the box in the Experience the Mekong Delta in Southern Việt Nam text. What type of word (adjective, noun or verb) do they always come before?**    **Suggested answers**  - It’s absolutely delicious!  - The sound of a variety of instruments like a flute, a 16-string zither, a violin and a guitar is really amazing and very soft  **⇒ Intensifiers often come before adjectives**  **3. Study the examples and answer the questions.**    1. Which adjective is an extreme adjective  (it describes a strong opinion): *soft or delicious*?  2. Do we use *very* with normal or extreme  adjectives?  3. Can we use *really* with both normal and extreme adjectives?  4. What other intensifiers can we use with  adjectives? Find examples in the text  **Suggested answers***:*  1. Delicious  2. No, we don’t. We use very with normal adjectives  3. Yes, we can  4. quite, extremely  **4. Read the key phrases and find them in the Experience the Mekong Delta in Southern Việt Nam text. Think of how to complete the first two phrases about your town.**    **Suggested answers:**  1. It’s one of the most popular dishes in the Mekong Delta  2. Don’t forget to try other excellent local specialities, like pop rice, lemongrass chicken or grilled snakehead fish,  ⇒ *Don’t forget to try Bun Bo Hue when you come to Hue. It is one of the most delicious food in my hometown.*  **5. USE IT! Follow the steps in the writing guide.**    *(Students’ own answers.)* |
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