Week: Planning date:

**Period:** 

# LESSON PLAN TIÉNG ANH 7 FRIENDS PLUS STARTER UNIT - LESSON 1: VOCABULARY (PPP) FAMILY

I. AIMS:

I. AIMS:

1. Language contents:

- Vocabulary: (n) sister, uncle, husband, son, nephew, dad, grandfather, grandson
- 2. Knowledge: By the end of the lesson, my students will be able to talk about their family.
- 3. Skills:

Main skills : reading and listening skills.Sub skills : speaking and writing skills.

- **4. Attitude:** be confident to talk about family.
- 5. Competences:

Talk about the members in the family.

# II. TEACHER'S AND STUDENTS' PREPARATIONS:

- 1. Teacher: pictures, textbooks, powerpoint slides, ....
- 2. Students: textbook, notebook.
- III. TECHNIQUES: Qs& As, games, visualize....
- IV. PROCEDURES:



TEACHER'S ACTIVITIES	STUDENTS, ACTIVITIES	CONTENTS
<ul> <li>I. WARM-UP. T- Ss - T / Ss - Ss / (5')</li> <li>Ask students to work in pairs to think of 5 members in the family: sister, uncle, husband, son, nephew, etc.</li> <li>Teacher asks some pairs to report back to the class.</li> </ul>	<ul> <li>Work in pairs and think of the possible answers.</li> <li>Report to the class.</li> </ul>	sister, uncle, husband, son, nephew, etc
II. PRESENTATION. T - Ss - T / Ss - Ss / Indiv. (10')		
<ul><li>Set context:</li><li>Draw a family tree on the board and ask students to give out the relationship</li></ul>	- Complete a family tree.	Suggested answer:  Mom, dad, son, uncle, nephew, etc.
between members.	<ul><li>Listen to the teacher.</li><li>Look, listen and repeat in chorus and individuals</li></ul>	
Lead to the topic of the lesson – Family members <u>Teach new vocabulary:</u>	marviduais	New words: sister (n.) /'sis.tə/ uncle (n.) /'nn.kəl/
<ul> <li>Use pictures and explanations to present new words.</li> <li>Ask students to practice their pronunciation drills.</li> </ul>		husband (n.) /ˈhʌz.bənd/ son (n.) /sʌn/ nephew (n.) /ˈnef.juː/ dad (n.) /dæd/
<u>New words</u> :		



sister (n.) uncle (n.) husband (n.) son (n.) nephew (n.) dad (n.)		grandfather (n.) /ˈgræn.fɑː.ðə/ grandson (n.) /ˈgræn.sʌn/
grandfather (n.) grandson (n.)		
<ul> <li>III. PRACTICE. T - Ss - T/ S - S/ Indiv.</li> <li>Activity 1 (5') Read the notes about Lucy's photos. Match the names in the notes with people 1-10 in the photos.</li> <li>Ask students to work in pairs to match the names in the notes with people 1-10 in the photos.</li> <li>Give the answers to the class.</li> </ul>	<ul><li>Work in pairs to do the task.</li><li>Check the answers with the teacher.</li></ul>	Suggested answers  1. Hannah  2. Nico  3. Joanne  4. John  5. Melanie  6. Uncle Matt  7. Michael  8. Luke
Activity 2 (5') Read the text again and match the words in blue in the text with eight		9. Sally 10. Tony's grandson



# opposite words from the box. Listen and check.

- Ask students to read the text again and match the words in blue in the text with eight opposite words from the box in pairs.
- Ask students to listen and check.
- Check students' answers.

# Activity 3 (10') Write names for 1-6.

- Ask students to read the phrases and write names for 1-6
- Check answers with the class.
- Ask the students to read through the key phrases. Check if students understand all the key phrases.

# **Key Phrases: Asking about families**

# KEY PHRASES Asking about families Have you got ...? – Yes, I have / No, I haven't. What's ... name? – It's ... How old is ...? – He's / She's ... Where's ... from? – He's / She's from ...

- Read the quiz and complete it in pairs.
- Check the answers.

# Suggested answers

Uncle-ant

Grandmother – grandfather

Husband -wife

Mum – dad

Niece – nephew

Daughter – son

Granddaughter -grandson

Grandfather - grandmother

- Read the phrases and write names for 1-6.
- Check the answers in pairs.
- Check the answers with the teacher.

### Suggested answers:

- 1. Sally
- 2. Matt
- 3. Luke
- 4. Joanne
- 5. Michael
- 6. Lucy and Joanne



<ul> <li>IV. PRODUCTION. T - Ss - T/S - S / Indiv.</li> <li>Activity 1 (15') Use it!</li> <li>Read through the questions in Exercise 4 with the whole class.</li> <li>Ask students to prepare the answers individually.</li> <li>Remind the students to use the structures in Exercise 3 - Key Phrases.</li> <li>Ask students to work in pairs, asking and answering the four questions in Exercise 4</li> <li>Ask some students to tell the class some information about their partners.</li> </ul>	<ul> <li>Work in pairs to ask and answer questions using Key Phrases and some grammar structures.</li> <li>Tell the class about their partners.</li> </ul>	
V. Homework. (2')  - Give homework.	- Take notes	<ul> <li>V. Homework</li> <li>Learn by heart all the new words.</li> <li>Prepare Lesson 2 – Language Focus.</li> </ul>

V. REFLECTION:	



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Week: Planning date:

**Period:** 

# **LESSON PLAN**

# TIÉNG ANH 7 FRIENDS PLUS STARTER UNIT - LESSON 2: LANGUAGE FOCUS (PPP)

BE, POSSESSIVE ADJECTIVES, POSSESSIVE PRONOUNS, ARTICLES

# I. AIMS:

- 1. Language contents:
  - Vocabulary: revision
  - Patterns:
- Be, Possessive adjectives, possessive pronouns and articles

**Knowledge:** By the end of the lesson, my students will be able to ask and answer questions about places.

- 2. Skills:
  - Main skills : reading and writing skills.
  - Sub skills : speaking and listening skills.
- 3. **Attitude:** feel confident to ask and answer questions about places
- 4. Competences:
  - Identify the rules of Be, Possessive adjectives, possessive pronouns and articles

### II. TEACHER'S AND STUDENTS' PREPARATIONS:

- 1. Teacher: pictures, textbooks, power point slides, ....
- **2. Students:** textbook, notebook.
- **III. TECHNIQUES:** Games, Self-Discover Learning, discussion, pairs and group work.

# IV. PROCEDURES:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
<ul> <li>I. WARM-UP. T- Ss - T / Ss - Ss / (5')</li> <li>Game "THE MEMORY CIRCLE"</li> <li>- Ask students to stand up, in a circle, and start the game off by saying a sentence using simple present tense with be. Then, the next student says that sentence and then adds their own. If someone misses and gets it incorrect, they have to sit down, and the game is over.</li> </ul>	- Play the game.	Example: Teacher: My name's Hannah. Student 1: My name's Hannah and my sister is Rose. Student 2: My name's Hannah and my sister is Rose. We are twins.
<ul> <li>II. PRESENTATION &amp; PRACTICE FOR EACH GRAMMAR POINT. T - Ss - T / Ss - Ss / Indiv. (32')</li> <li>⑤ BE</li> <li>• Activity 1 (5') Look for examples of the verb be in the text on page 6. How many examples can you find? Compare with your partner.</li> <li>- Refer students back to the text on page 6 to look for examples of the verb be.</li> <li>- Elicit that the verb be is in the present simple tense, including affirmative and negative forms.</li> <li>- Call out some students to answer.</li> <li>- Introduce the new lesson "Be: affirmative and negative"</li> <li>• Activity 2: (5')</li> <li>Write true sentences using affirmative and negative forms of be.</li> </ul>	<ul> <li>Answer the question individually.</li> <li>Look at the board and listen to the teacher.</li> </ul>	Suggested answer:  My name's Lucy.  They aren't crazy.

- Ask students to write true sentences using affirmative and negative forms of be.  - Check the answers with class.  - Activity 3: (5') Complete the questions and answers. Make new questions. Change the words in blue in Exercise 3.  - Ask students to complete the questions and answers.  - Ask students to make new questions by changing the words in blue in Exercise 3.  - Ask students to ask and answer in pairs.  - POSSESSIVE ADJECTIVES, POSSESSIVE PRONOUNS  - Activity 4: (5') Complete the table with possessive adjectives and possessive pronouns.  - Ask students to complete the table with possessive adjectives and possessive pronouns.	<ul> <li>Write true sentences using affirmative and negative forms of be.</li> <li>Check the answers with the teacher.</li> <li>Complete the questions and answers.</li> <li>Make new questions by changing the words in blue in Exercise 3.</li> <li>Ask and answer in pairs.</li> </ul>	Suggested answer:  1. am / am not 2. are / are not 3. is / is not 4. are / are not 5. are / are not 6. am / am not  Suggested answer: Students' own answers
- Explain if necessary.	<ul><li>Complete the table.</li><li>Check with the teachers.</li></ul>	I – my – mine You – your -yours He – his – his She – her – hers

		We – our – ours
		They – their – theirs
• Activity 5: (5') Complete the dialogue with the correct subject pronouns, possessive adjectives and possessive pronouns.  - Ask students to complete the dialogue with the correct answers.  - Check with the class.	<ul><li>Complete the dialogue with the correct answers.</li><li>Check with the teacher.</li></ul>	Suggested answer:  1. your  2. I  3. My  4. Their  5. ours  6. He  7. Mine  8. She
• Activity 6: (7') Fill in the blanks with a, an,		
the or zero article.		
- Ask students to fill in the blanks with the correct answers.		Suggested answer:
- Check with the class.	- Fill in the blanks with the correct	1. the
	answers.	2. an
	- Check with the teacher.	3. zero article
		4. a
		5. an
		6. the

III. PRODUCTION. T - Ss - T/S - S / Indiv. (6') Use it!		
<ul> <li>Activity 1: USE IT!</li> <li>Ask students to ask and answer the questions about classrooms, using articles (a, an, the or zero articles), eg.: What's that on the wall? It's a clock.</li> <li>Correct any mistakes.</li> </ul>	<ul><li>Ask and answer the questions about classrooms.</li><li>Check with the teacher.</li></ul>	Suggested answer: Students' own answers
V. Homework. (2')		V. Homework
- Give homework.	- Take notes.	- Learn by heart all structures.
		- Prepare the next lesson: VOCABULARY AND LISTENING.

V. REFLECTION:	
Week:	Planning date:

**Period:** 

# **LESSON PLAN**

TIÉNG ANH 7 FRIENDS PLUS STARTER UNIT - LESSON 3 – VOCABULARY AND LISTENING (Pre- While – Post)

- I. AIMS:
- 1. Language contents:

- Vocabulary:
- **2. Knowledge:** By the end of the lesson, my students will be able to talk about timetables.
- 3. Skills:
  - Main skills : reading and writing skills.
  - Sub skills : speaking and listening skills.
- **4. Attitude:** be confident to talk about timetables.
- 5. Competences:
  - Know how to ask and answer about timetables.

# II. TEACHER'S AND STUDENTS' PREPARATIONS:

- 1. Teacher: pictures, textbooks, power point slides, ....
- 2. Students: textbooks, notebooks.
- III. TECHNIQUES: Games, Self-Discover Learning, discussion, pairs, inductive grammar learning.

# IV. PROCEDURES:

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES		CONTENT	S
I. WARM-UP. T- Ss - T / Ss - Ss / (5')  • Game: NOUGHTS AND CROSSES				
<ul> <li>Divide class into 2 groups. One group is "noughts" (O) and the other is "crosses" (X).</li> <li>Ask students to use <i>Possessive</i></li> </ul>	<ul><li>Play the game in groups.</li><li>Select the boxes and make sentences with those words/ numbers.</li></ul>	bag book	pen computer	eraser phone
Adjectives and Possessive Pronouns to make interview questions about some belongings.		TV <u>E.g.</u> : Is this	pants  your bag?	T-shirt
- Ask students to take turns and select the boxes and make sentences with those				

words/ numbers. The group makes the correct sentence will get an (O) or (X).  - Declare the winner group which has 3 Os or Xs on a horizontal, vertical, or diagonal row.		Where are your pants? Mine are in the washing machine.
<ul> <li>II. PRE-LISTENING. T - Ss - T / Ss - Ss / (10')</li> <li>- Ask more questions to encourage students to say more     "What do you study at school? When do you study maths? How many teachers are there?"</li> <li>- Ask students to work in pairs to share the answers.</li> <li>- Ask some students to talk in front.</li> </ul>	<ul><li>Answer the questions.</li><li>Work in pairs to share the answers.</li><li>Talk in front.</li></ul>	Suggested answers Students' own answers
III. WHILE-LISTENING. T - Ss - T/ S - S/ Indiv. (18')  Activity 2: Read and listen to the dialogue.  Complete the tables with words in blue in the		Suggested answers Subjects: Maths, History
<ul> <li>dialogue. Add more words to the table. (5')</li> <li>- Ask students to read and listen to the dialogue.</li> <li>- Play the audio.</li> <li>- Ask students to complete the tables with words in blue in the dialogue. Add more words to the table.</li> <li>- Check the answer with the class.</li> </ul>	<ul> <li>Listen to the dialogue.</li> <li>Complete the tables.</li> <li>Add more words to the table</li> <li>Check the answers with the teacher.</li> </ul>	Other Words: timetable, homework, test

<ul> <li>Activity 3: Check the meaning of the words in blue and choose the correct words. Then write sentences about your school. (5')</li> <li>Allow students time to read the sentences.</li> <li>Check the meaning of the words in blue and choose the correct words.</li> <li>Ask students to write sentences about their school.</li> <li>Check the answer with the class.</li> <li>Activity 3: USE IT!. (8')         Talk about the timetable using the prepositions of time.     </li> <li>Explain the examples to the class.</li> <li>Ask students to talk about the timetable using the prepositions of time.</li> <li>Check answers with the class.</li> </ul>	<ul> <li>Read the sentences.</li> <li>Find the meaning of the words in blue and choose the correct words.</li> <li>Write sentences about their school.</li> <li>Check the answer with the teacher.</li> <li>Listen to the example.</li> <li>Check the answers with the teacher.</li> </ul>	Suggested answers:  1. room  2. teacher  3. exams  4. homework  5. book  6. timetables  Suggested answers  Students' own answers
IV. POST-LISTENING. T - Ss - T/ S - S / Indiv. (10')  • Activity 4: Further practice from Exercise 3 – USE IT!		
<ul> <li>Ask students to work in pairs to ask and answer questions about their timetables at school.</li> <li>Ask some students to demonstrate in front.</li> </ul>	<ul><li>Work in pairs to ask and answer questions about their timetables at school.</li><li>Demonstrate in front.</li></ul>	Suggested answers Students' own answers.

- Correct any errors.	- Make another timetables and present it in	
- If there is time, ask students to make another timetables and present it in front of the class.	front of the class.	
V. Homework. (2')  - Give homework.	- Take notes	<ul> <li>Learn by heart all structures.</li> <li>Prepare: Lesson 4 – Language Focus</li> </ul>

V. REFLECTION:

# **LESSON PLAN**

TIÉNG ANH 7 FRIENDS PLUS STARTER UNIT - LESSON 4: LANGUAGE FOCUS (PPP)

HAVE GOT, THERE'S, THERE ARE

# I. AIMS:

# 1. Language contents:

- Vocabulary: revision
- Patterns:

• Have got, there's, there are

**Knowledge:** By the end of the lesson, my students will be able to talk about school and school subjects.

# 5. Skills:

- Main skills : reading and writing skills.

- Sub skills : speaking and listening skills.

6. Attitude: feel confident to talk about school and school subjects.

# 7. Competences:

- Identify the rules of **HAVE GOT, THERE'S, THERE ARE**.

# II. TEACHER'S AND STUDENTS' PREPARATIONS:

1. Teacher: pictures, textbooks, power point slides, ....

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

**III. TECHNIQUES:** Games, Self-Discover Learning, discussion, pairs and group work.

# **IV. PROCEDURES:**

TEACHER'S ACTIVITIES	STUDENTS' ACTIVITIES	CONTENTS
I. WARM-UP. T- Ss - T / Ss - Ss / (5')		Example:
<ul> <li>Game "THE MEMORY CIRCLE"</li> <li>- Ask students to stand up, in a circle, and start the game off by saying a sentence using <i>there is / there are</i>. Then, the next student says that</li> </ul>	- Play the game.	Teacher: There is a fan on the wall.  Student 1: There is a fan on the wall and there is a vase on the table.
sentence and then adds their own. If someone misses and gets it incorrect, they have to sit down, and the game is over.		Student 2: There is a fan on the wall, there is a vase on the table and there are some students in the class.

II. PRESENTATION & PRACTICE FOR EACH GRAMMAR POINT. T - Ss - T / Ss - Ss / Indiv. (32')  © HAVE GOT  • Activity 1 (5') Look at the examples from the		
dialogue on page 8. What are the he/she/it forms of the words in bold?		
<ul> <li>Refer students back to the text on page 8 to find the <i>he/she/it</i> forms of the words in bold.</li> <li>Call out some students to answer.</li> </ul>	<ul> <li>Look at the examples from the dialogue on page 8 to find the <i>he/she/it</i> forms of the words in bold.</li> <li>Check the answers with the teacher.</li> </ul>	Suggested answer: The he/she/it forms of have got are has got.
<ul> <li>Activity 2: (5')</li> <li>Look at the photos. Complete the sentences with the correct forms of have got.</li> <li>Ask students to look at the photos and complete the sentences with the correct forms of have got.</li> <li>Check the answers with class.</li> </ul>	<ul> <li>Look at the photos and complete the sentences with the correct forms of <i>have got</i>.</li> <li>Check the answers with the teacher.</li> </ul>	Suggested answer:  1. hasn't got  2. has got  3. have got  4. have got  5. have got  6. has got
• Activity 3: (5') Write six questions with the correct forms of <i>have got</i> and the words in the boxes. Then work in pairs. Ask and answer the questions.		Suggested answer: Students' own answers

<ul> <li>Ask students to write six questions with the correct forms of <i>have got</i> and the words in the boxes.</li> <li>Ask students to ask and answer in pairs.</li> </ul>	<ul> <li>Write six questions with the correct forms of <i>have got</i> and the words in the boxes.</li> <li>Ask and answer in pairs</li> </ul>	
<ul> <li>THERE'S, THERE ARE</li> <li>Activity 4: (5') Complete the sentences. Then check your answers in the dialogue on page 8.</li> <li>When do we use any?</li> <li>Ask students to complete the sentences.</li> <li>Ask students to check your answers in the dialogue on page 8.</li> </ul>	<ul><li>Complete the sentences.</li><li>Check with the teachers.</li></ul>	Suggested answer:  1. is 2. are 3. are there 4. are
• Activity 5: (5') Complete the quiz with is there or are there. Then answer the questions.  - Ask students to complete the quiz with is there or are there.  - Check with the class.	<ul><li>Complete the quiz with the correct answers.</li><li>Check with the teacher.</li></ul>	Suggested answer:  1. are there 2. Is there 3. Are there 4. Are there 5. Is there
• Activity 6: (5') Complete the text with the correct forms of be and have got.  - Ask students to complete the text with the correct forms of be and have got.	<ul> <li>Complete the text with the correct forms of <i>be</i> and <i>have got</i>.</li> <li>Check with the teacher.</li> </ul>	Suggested answer:  1. are

- Check with the class.		2. is
		3. are
		4. are not
		5. has got
		6. have got
		7. are
		8. is
III. PRODUCTION. T - Ss - T/S - S / Indiv.		
(6') Use it!		
• Activity 1: USE IT!		
- Ask students to write a short paragraph (60-80	- Write a short paragraph.	Suggested answer:
words) about your school using there's, there are, has got and have got.	- Check with the teacher.	Students' own answers
- Correct any mistakes.	- Check with the teacher.	
V. Homework. (2')		V. Homework
- Give homework.	- Take notes.	- Learn by heart all structures.
		- Prepare UNIT 1.

# V. REFLECTION:
