

Week:
Period:

Planning date:

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

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

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

Suggested answers

Uncle-ant

Grandmother – grandfather

Husband -wife

Mum – dad

Niece – nephew

Daughter – son

Granddaughter -grandson

Grandfather - grandmother

Suggested answers:

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

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

V. REFLECTION:

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LESSON PLAN
TIẾNG 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
I. WARM-UP. T- Ss - T / Ss - Ss / (5') Game "THE MEMORY CIRCLE" - Ask students to stand up, in a circle, and start the game off by saying a sentence using simple present tense with <i>be</i>. 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.	- Play the game.	<u>Example:</u> 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.
II. PRESENTATION & PRACTICE FOR EACH GRAMMAR POINT. T - Ss - T / Ss - Ss / Indiv. (32') ☺ BE • Activity 1 (5') Look for examples of the verb <i>be</i> in the text on page 6. How many examples can you find? Compare with your partner. - Refer students back to the text on page 6 to look for examples of the verb <i>be</i>. - Elicit that the verb <i>be</i> is in the present simple tense, including affirmative and negative forms. - Call out some students to answer. - Introduce the new lesson "<i>Be: affirmative and negative</i>" • Activity 2: (5') Write true sentences using affirmative and negative forms of <i>be</i>.	- Answer the question individually. - Look at the board and listen to the teacher.	<u>Suggested answer:</u> My name's Lucy. They aren't crazy.

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

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LESSON PLAN

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

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.		<i>Where are your pants? Mine are in the washing machine.</i>
II. PRE-LISTENING. T - Ss - T / Ss - Ss / (10') - Ask more questions to encourage students to say more <i>"What do you study at school? When do you study maths? How many teachers are there?"</i> - Ask students to work in pairs to share the answers. - Ask some students to talk in front.	- Answer the questions. - Work in pairs to share the answers. - Talk in front.	<u>Suggested answers</u> Students' own answers
III. WHILE-LISTENING. T - Ss - T/ S - S/ Indiv. (18') <u>Activity 2:</u> Read and listen to the dialogue. Complete the tables with words in blue in the dialogue. Add more words to the table. (5') - Ask students to read and listen to the dialogue. - Play the audio. - Ask students to complete the tables with words in blue in the dialogue. Add more words to the table. - Check the answer with the class.	- Listen to the dialogue. - Complete the tables. - Add more words to the table - Check the answers with the teacher.	<u>Suggested answers</u> Subjects: Maths, History Other Words: timetable, homework, test

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

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

V. REFLECTION:

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LESSON PLAN

TIẾNG 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') Game "THE MEMORY CIRCLE" - 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 sentence and then adds their own. If someone misses and gets it incorrect, they have to sit down, and the game is over.	- Play the game.	<u>Example:</u> 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. 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?

- Refer students back to the text on page 8 to find the *he/ she/ it* forms of the words in bold.
- Call out some students to answer.

• **Activity 2:** (5')

Look at the photos. Complete the sentences with the correct forms of *have got*.

- Ask students to look at the photos and complete the sentences with the correct forms of *have got*.
- Check the answers with class.

• **Activity 3:** (5') Write six questions with the correct forms of *have got* and the words in the boxes. Then work in pairs. Ask and answer the questions.

- Look at the examples from the dialogue on page 8 to find the *he/ she/ it* forms of the words in bold.
- Check the answers with the teacher.

- Look at the photos and complete the sentences with the correct forms of *have got*.
- Check the answers with the teacher.

Suggested answer:

The *he/ she/ it* forms of **have got** are **has got**.

Suggested answer:

1. hasn't got
2. has got
3. have got
4. have got
5. have got
6. has got

Suggested answer:

Students' own answers

- Ask students to write six questions with the correct forms of <i>have got</i> and the words in the boxes. - Ask students to ask and answer in pairs. ☺ THERE'S, THERE ARE • Activity 4: (5') Complete the sentences. Then check your answers in the dialogue on page 8. When do we use <i>any</i>? - Ask students to complete the sentences. - Ask students to check your answers in the dialogue on page 8. • Activity 5: (5') Complete the quiz with <i>is there</i> or <i>are there</i>. Then answer the questions. - Ask students to complete the quiz with <i>is there</i> or <i>are there</i>. - Check with the class. • Activity 6: (5') Complete the text with the correct forms of <i>be</i> and <i>have got</i>. - Ask students to complete the text with the correct forms of <i>be</i> and <i>have got</i>.	- Write six questions with the correct forms of <i>have got</i> and the words in the boxes. - Ask and answer in pairs - Complete the sentences. - Check with the teachers. - Complete the quiz with the correct answers. - Check with the teacher. - Complete the text with the correct forms of <i>be</i> and <i>have got</i>. - Check with the teacher.	<u>Suggested answer:</u> 1. is 2. are 3. are there 4. are <u>Suggested answer:</u> 1. are there 2. Is there 3. Are there 4. Are there 5. Is there <u>Suggested answer:</u> 1. are
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- 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 words) about your school using <i>there's</i> , <i>there are</i> , <i>has got</i> and <i>have got</i> . - Correct any mistakes.	- Write a short paragraph. - Check with the teacher.	<u>Suggested answer:</u> Students' own answers
V. Homework. (2') - Give homework.	- Take notes.	V. Homework - Learn by heart all structures. - Prepare UNIT 1.

V. REFLECTION:

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