

Week :
Period:

Date of preparing:
Date of teaching:

UNIT 1: FADS AND FASHIONS

Lesson 1: Vocabulary

Popular interests

I./ OBJECTIVES

- 1. Knowledge:** By the end of the lesson, students will be able to:
 - get some more knowledge about popular interests, activities and fashions
 - develop students' speaking and listening skills.
- 2. Skills:** Speaking, listening, reading, writing.
- 3. Attitude:** Students know how to learn English in right way.
- 4. Competence:** Communication, self-learning capability, creative capacity, ability to use of 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 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 popular interests, activities and fashions. ❖ Contents: Students apply their knowledge to the situations, then work in groups to answer the questions. ❖ Products: Students find out the clear picture behind the numbers. ❖ Organization: - Teacher divides class into 2 groups. - There are 12 numbers about popular games, films, bands... on the screen. There is a hidden picture behind these numbers. Each group will choose a pair of number. With one correct pair, you will get 1 point. - The group has the most correct answers will be the winner. - After revealing the picture, teacher asks students a question: ? “What is the hidden picture about?” Students answer “RUBIK’S CUBE” - Teacher calls out some students to answer the question.	Game “GREEN BAMBOO” <table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td></tr><tr><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>9</td><td>10</td><td>11</td><td>12</td></tr></table> LONDON CITY ☐  ☐  The hidden picture is “RUBIK’S CUBE”	1	2	3	4	5	6	7	8	9	10	11	12
1	2	3	4										
5	6	7	8										
9	10	11	12										

? “*What’s in fashion at the moment? What songs, films and games are popular?*”

- Students answer in their own.
- Teacher leads in the new lesson.

ACTIVITY 2 : KNOWLEDGE FORMATION

- ❖ **Aims:** *Teacher* presents new words related to popular interests, activities and fashions.
- ❖ **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 can discuss in groups, pairs or work individually*).
- Students listen and check their answers. Then answer the question “*Which answer surprised you the most?*”
- Teacher checks students’ answers.

Exercise 2:

- Teacher plays the video or audio for Students to watch or listen and match the speakers with the topics

□ **THINK!** What’s in fashion at the moment? What songs, films and games are popular?

□ *New words*

- app (n)
- craze (n)
- crazy (adj)
- fad (n)
- follower (n)
- gadget (n)
- post (v,n)
- social media (n)

1. Work with a partner and do the quiz.

Suggested answers

1. b 2. b 3. a 4. a 5. a 6.a

- Students answer in their own.

2. Watch or listen to five people talking about their interests. Match the speakers with the

- Students listen, match and answer the question. ***“Which speaker spends a lot of money on his / her interest?”***
- Teacher plays the video / audio again and checks students’ answers.

Exercise 3:

- Teacher allows students time to read the gapped sentences.
- Teacher plays the video / audio again for students to complete the sentences.
- Teacher checks answers with the class.

Exercise 4:

- Teacher asks students to work in pairs and tell the class what your partner’s favourite interest is.
- Teacher suggests some phrases to Ask and answer questions about the topics.

ACTIVITY 4. PRODUCTION

- ❖ **Aims:** Students can write a questionnaire for your class about their free time and interests.
- ❖ **Contents:** Students work in groups.
- ❖ **Products:** Student’s opinions
- ❖ **Organization:**
 - Teacher asks students to work in groups and discuss about their free time and interests.
 - Teacher gives students time to discuss in group and write down their opinions.
 - Teacher calls out some students to present their opinion in front of class.

ACTIVITY 5. HOMEWORK

- Learn by heart all the new words.
- Prepare for next lesson – Reading

topics. Which speaker spends a lot of money on his / her interest?

Suggested answers:

Max: sports
Elizabeth: music
Mitchell: fashion
Yana: social media
Joe: comics

- ☐ **Mitchell** spends a lot of money on his interest.

3. Watch or listen again and complete the sentences.

Suggested answers

1. sports/ music 2. fashions 3. clothes
4. games 5. games 6. football

4. USE IT! Work in pairs. Ask and answer questions about the topics in exercise 3 using the key phrases. Tell the class what your partner’s favourite interest is.

Suggested answers

- Do you spend much money on comics?
- No. I’m not crazy about them. Are you into music?
- ...

★ **Finish?** Use the key phrases to write a questionnaire for your class about their free time and interests.

Suggested answers

- DIY
- read comics
- watch TV
- music
- sports
- fashions
- ...

***Feedback:**.....
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UNIT 1: FADS AND FASHIONS

Lesson 2: Reading

Crazes

I./ OBJECTIVES

- 1. Knowledge:** By the end of the lesson, students will be able to:
 - find out more about crazes.
 - identify the purpose of a text.
 - use vocabulary items related to the issue of passage.
- 2. Skills:** Speaking, listening, reading, writing.
- 3. Attitude:** Students know how to learn English in right way.
- 4. Competence:** Communication, self-learning capability, creative capacity, ability to use of 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 predict the content of a text from photo. ❖ Contents: Students work individual/ groups ❖ Products: Students' answers ❖ Organization: • Read out the title of the text and check that students understand "CRAZES". Focus on the photos and ask students if they recognise any of the crazes they show. • Read the questions with the class and elicit answers from individual students. (<i>Ask more questions, if necessary, to encourage students to say more</i>) Work in pairs and think of the possible items. Report to the class. • Teacher asks some pairs to report back to the class.	Questions: - Do you think that companies sometimes start crazes? - Would it help them to sell things? - Is it possible to deliberately start a craze? - How? Could you use TV or the internet? ☐ THINK! How do crazes start? Who can make money from them?

Teacher shows the pictures again and leads in the lesson

ACTIVITY 2 : KNOWLEDGE FORMATION

- ❖ **Aims:** *Teacher* presents new words related to crazes
- ❖ **Contents:** *Students* listen and repeat new words individual/pairs/groups.
- ❖ **Products:** *Students can* understand 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.*
 - Check-up: What and where

ACTIVITY 3: PRACTICE

- ❖ **Aims:** Students can apply the knowledge which they have learnt to do the tasks given as well as develop reading skill.
- ❖ **Contents:** *Students* work individual/ pairs/ groups.
- ❖ **Products:** Students’ answers
- ❖ **Organization**
 - Pre-reading**
 - Exercise 1:
 - Teacher has students work in pairs
 - Teacher reads out the question and the possible answers.
 - Teacher points out to students that for this task they do not need to understand every word in the text, but they just need to understand what the writer is trying to achieve.
 - Students then read the interview and choose the correct answer.
 - Teacher checks the answer with the class.
 - While-reading**

□ New words

- crazes (n)
- generally (adv)
- obviously (adv)
- pole (n)
- amazingly (adv)
- absolutely (adv)
- apparently (adv)

Suggested answers

- a) to give information

- Teacher has students open their books to page 12.
- Teacher asks students to read the text again before doing exercise.

Exercise 2:

- Teacher reads out the first answer and ask students to scan the text quickly to find the date 1924.
- Teacher has students work in pairs and ask them to read that section of the interview carefully, then write the question for answer 1.
- Students work in pairs, then read the interview again and write the remaining questions.
- Teacher checks answers with the class.

Exercise 3:

Optional activity

- Teacher asks students to close the books, then teacher writes the following on the board:
 - 1) Gary Dahl
 - 2) twenty-one
 - 3) 1970s
- Ask students to work in group of 4, discuss from memory what the name and numbers refer to.
- Then, ask them to open their books again and scan the text quickly to check their ideas.
- Students show the answers
- Teacher gives feedback.

ACTIVITY 4. PRODUCTION

- ❖ **Aims:** Teacher helps students consolidate the lesson
- ❖ **Contents:** Students work individual
- ❖ **Products:** Students' comprehension
- ❖ **Organization:**

Post-reading

Exercise 4:

- Teacher gives the question:
? Which is the silliest, the strangest and the most fun?

2. Read and listen to the interview again.

Write questions for answers 1–5

Suggested answers

1. in 1924.
- ☐ When did the craze of pole-sitting start?
2. For thirteen hours.
- ☐ For how long did Alvin Kelly sit on a pole?
3. On social media.
- ☐ Where do crazes often start these days?
4. He sold pet rocks.
- ☐ What did Gary Dahl do / sell in the 1970s?
5. Millions.
- ☐ How many pet rocks did he sell?

☐ **Optional activity. Reading**

- 1) Gary Dahl
- 2) twenty-one
- 3) 1970s

Suggested answers

- 1) Gary Dahl started the pet rock craze.
- 2) The record for sitting on a pole was twenty-one days.
- 3) The pet rock craze started in the 1970s.

- Teacher walks around to monitor the class and offers help.
- Students work in groups, they may ask for help if necessary.
- Teacher invites two or three students to answer the questions.
- Teacher gives feedback.

ACTIVITY 5. HOMEWORK

- Learn by heart all the new words.
- Do exercises (in workbook).
- Prepare new lesson.

4. USE IT! Work in groups. Say what you think of the crazes in the interview. Take a vote on which is the silliest, the strangest and the most fun.

(Students' own answers)



***Feedback:**.....

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UNIT 1: FADS AND FASHIONS

Lesson 3: Language Focus

Used to

I./ OBJECTIVES

- 1. Knowledge:** By the end of the lesson, students will be able to talk about past habits and states
- 2. Skills:** Speaking, listening, reading, writing.
- 3. Attitude:** Students know how to learn English in right way.
- 4. Competence:** Communication, self-learning capability, creative capacity, ability to use of 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: Teacher elicits the last information from students about the <i>Crazes</i>, then leads in the new lesson. ❖ Contents: Students work in groups ❖ Products: Students' sentences ❖ Organization: - Teacher asks students what they can remember about the crazes in the interview on page 12. - Elicit a few answers from individual students. - Ask: Do people buy pet rocks now? (no). - - - Teacher asks and writes the questions on the board. - Underline the verb and ask students to translate the sentence into their own language. ACTIVITY 2 : KNOWLEDGE FORMATION ❖ Aims: Help students learn the structures: USED TO ❖ Contents: Students work individual ❖ Products: Students' answers	- Do people buy pet rocks now? ☐ (<i>no</i>). ☐ Write on the board: People used to buy pet rocks. ☐ USED TO : đã từng

❖ **Organization:**

Exercise 1:

- Teacher asks students to study the sentences and choose the correct answers to complete the rules.
- Teacher checks students' answers.
- Teacher introduces students how to use "Used to"

ACTIVITY 3: PRACTICE

- ❖ **Aims:** Help students apply the structures they have learnt to do the tasks given.
- ❖ **Contents:** Students work in pairs/groups
- ❖ **Products:** Students' answers
- ❖ **Organization**

Exercise 2:

- Students complete the online article with the words in the box in pairs.
- Teacher checks the answers with the class.

Exercise 3:

- Teacher asks students to focus on the pictures and elicit which shows the present and which shows the past.
- Students work in pair and write sentences about what Michael used to do.
- Teacher calls some students to give the answers.

1. Study the sentences from the interview on page 12. Then choose the correct answers to complete the rules.

Suggested answers

don't do
didn't use to
Did ... use to

□ **GRAMMAR.**

Used to là từ được dùng để diễn tả thói quen hoặc tình trạng, sự việc chỉ tồn tại trong quá khứ (hiện nay không còn).

(+) S + **used to** + V (bare).

(-) S + **didn't use to** + V (bare).

(?) **Did** + S + **use to** + V (bare)?

Ex: (+) They used to live there when they were ten.

(-)

(?)

2. Complete the online article with the words in the box.

Suggested answers

used
2. didn't
3. use
4. to

3. Look at the pictures of Michael in the past and Michael now. Use the ideas in 1–6 to write sentences about his life ten years ago. Use affirmative and negative forms of used to.

Suggested answers

- 1) Michael didn't use to work in an office.
- 2) He didn't use to have longer hair.
- 3) He used to live in the USA.
- 4) He didn't use to wear smart clothes.
- 5) He used to wear glasses.
- 6) He used to like playing games.

ACTIVITY 4. PRODUCTION

- ❖ **Aims:** Help students consolidate the structures: USED TO
- ❖ **Contents:** Students work in pairs
- ❖ **Products:** Students' presentation
- ❖ **Organization:**
 - Teacher asks students to work in pairs.
 - Each student will write true and false sentences about past habits. Then, read out the sentences. The other student can guess whether partner's sentences are true or false.
 - Teacher gives feedbacks to the presentation.
 - Students write questions to ask a partner about his / her past habits using Did you use to ... ? and the topics in exercise 3 on page 11.
 - Teacher asks some students to present their answers in front of the class, and encourage other students to do the same thing.

ACTIVITY 5. HOMEWORK

- Learn by heart all structures.
- Prepare the next lesson

7. USE IT! Write true and false sentences about your past habits. Use affirmative and negative forms of used to and the words in the box. Work in pairs. Read out your sentences. Guess whether your partner's sentences are true or false.

I used to watch cartoons with my sister when I was little.

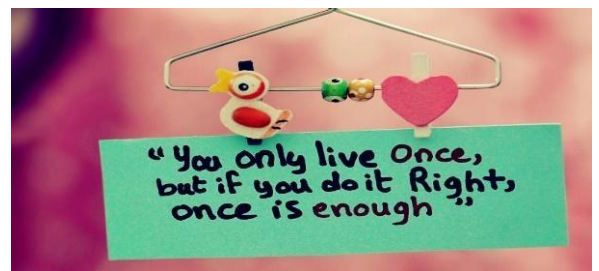
What cartoons did you use to watch?

The Minions.

I think that's true!

★ Finish?

Write questions to ask a partner about his / her past habits using Did you use to ... ? and the topics in exercise 3 on page 11.



*Feedback:.....
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UNIT 1: FADS AND FASHIONS

Lesson 4: Vocabulary and Listening

Fashions

I./ OBJECTIVES

- 1. Knowledge:** By the end of the lesson, students will be able to:
 - give and understand descriptions of people's clothes.
 - develop students' listening skills.
- 2. Skills:** Speaking, listening, reading, writing.
- 3. Attitude:** Students know how to learn English in right way.
- 4. Competence:** Communication, self-learning capability, creative capacity, ability to use of 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 identify, give and understand descriptions of people's clothes. ❖ Contents: Students work in groups ❖ Products: Students' answers ❖ Organization: <u>Exercise 1:</u> - Teacher divides class into 4 groups, and explain the rule : <i>There are 10 pictures on the screen. Work in groups and decide that the picture belongs to TOP HALF or BOTTOM HALF. With one correct answer, you will get 1 point for your group.</i> <i>The group has the most correct answers will be the winner.</i> - Teacher asks students a question: ? "Do you like modern or old fashion? Why?" - Students answer in their own. - Teacher leads in the lesson ACTIVITY 2 : KNOWLEDGE FORMATION	GAME: "TOP OR BOTTOM"  blouse trainers skirt shirt trousers shorts hat jacket leggings scarf Suggested answers: Top half: blouse, hat, jacket, shirt, scarf Bottom half: shorts, trainers, skirt, leggings, trousers ☐ THINK! Do you like modern or old fashion? Why?

- ❖ **Aims:** Teacher presents new words related to fashions
- ❖ **Contents:** Students listen and repeat new words 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:

- Students complete the word-web with the correct words in pairs.
- Teacher asks some students to show their answers to class and asks the class to correct any mistakes.

ACTIVITY 3: PRACTICE

- ❖ **Aims:** Help students improve their listening skill and apply the knowledge they have learnt to do the tasks given.
- ❖ **Contents:** Students work in pairs/groups
- ❖ **Products:** Students’ answers
- ❖ **Organization**

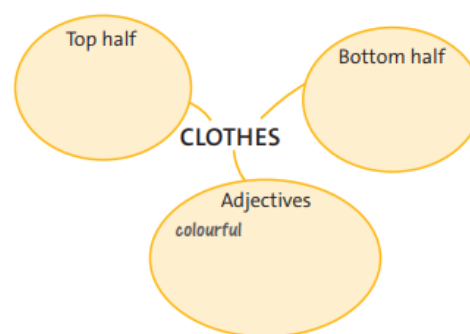
While-listening

□ **New words**

- indigo (adj)
- knee-length (adj)
- patterned (adj)

1. Copy and complete the word-web with the words in the box.

baggy blouse colourful shorts indigo
trainers hat jacket patterned shirt
knee-length skirt scarf leggings trousers



Suggested answers:

Top half: blouse, hat, jacket, shirt, scarf

Bottom half: shorts, trainers, skirt, leggings, trousers

Adjectives: colourful, baggy, indigo, patterned, knee-length

Exercise 3:

- Teacher allows students time to look at the clothes of the people in the photos.
- Encourage them to use adjectives as well as nouns to describe them.
- Teacher checks students' answers.

Exercise 4:

- Teacher allows students time look at the pictures again.
- Teacher points out that in the recording, Students will have to listen and decide the photo mentioned.
- Teacher plays the audio.
- Teacher checks students' answers.

Post-listening

Exercise 5:

- Teacher reads through the study strategy with the class.
- Allow students time to read the questions, then play the audio again.
- Students listen and answer the questions.
- Teacher checks answers with the class.

ACTIVITY 4. PRODUCTION

- ❖ **Aims:** Help students consolidate the lesson
- ❖ **Contents:** Students work in groups
- ❖ **Products:** Students' opinion
- ❖ **Organization:**

3. Work in pairs. Use the words in exercise 1 to describe the clothes of people in photos A–C. Where are they?

Suggested answers

- A. They're wearing long blouses over short trousers with red scarves.
- B. The girls are wearing long indigo blouses over knee-length shorts and long scarves around their legs; the boy is wearing a black shirt, a long jacket and baggy trousers.
- C. The girl is wearing a pink T-shirt with a dark-blue jacket and blue jeans.

4. Listen to Sam talking to his friend Chloe about his holiday. Which photo is mentioned in the recording?

Suggested answers

Photo B

5. Read the Study Strategy. Listen again and answer the questions.

1. What country did Sam visit?
2. Who did Sam and his sister visit there?
3. What was the boy wearing?
4. What were the girls wearing?

Suggested answers:

1. *He visited Việt Nam.*
2. *They visited their dad.*
3. *The boy was wearing baggy trousers, a long jacket and a black shirt.*
4. *The girls were wearing long indigo blouses over knee-length shorts.*

6. USE IT! Work in pairs. Choose a photo

- Teacher asks students to work in groups and choose a photo of a person in this unit and describe his / her clothes.
- Teacher gives students time to discuss in group and write down their opinions.
- Teacher calls out some students to present their opinion in front of class.

ACTIVITY 5. HOMEWORK

- Learn by heart all the new words.
- Do exercises (in workbook).
- Prepare new lesson.

of a person in this unit and describe his / her clothes. Can your partner guess who he / she is?

This person is wearing glasses,
a T-shirt, and blue jeans.

(Students' own answer)



***Feedback:**.....

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UNIT 1: FADS AND FASHIONS

Lesson 5: Language focus

- Past continuous
- Past simple and past continuous

I./ OBJECTIVES

- 1. Knowledge:** By the end of the lesson, students will be able to talk about what people were doing in the past
- 2. Skills:** Speaking, listening, reading, writing.
- 3. Attitude:** Students know how to learn English in right way.
- 4. Competence:** Communication, self-learning capability, creative capacity, ability to use of 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 identify and understand the situation. ❖ Contents: Students work individual ❖ Products: Students' comparison ❖ Organization: - Teacher shows the pictures and asks "Where were the people when Sam saw them?" (<i>in Sa Pa</i>) – "What were they wearing?" □ Write on the board: <i>"They were wearing their traditional costumes."</i> - Students answer on their own - Teacher underlines the verb and elicit or explain that it is in the past continuous form. ACTIVITY 2 : KNOWLEDGE FORMATION	 Where were the people when Sam saw them? - in Sa Pa What were they wearing? - They <u>were wearing</u> their traditional costumes. □ PAST CONTINUOUS

- ❖ **Aims:** Help students review how to use PAST CONTINUOUS
- ❖ **Contents:** Students pay attention to the structures and work individual.
- ❖ **Products:** Students understand the structures.
- ❖ **Organization:**
 - Teacher explains the grammar to students.
 - Students copy down to their notebooks.

Exercise 1:

- Teacher asks students to complete the sentences with the correct words, then choose the correct words to complete the rule.
- Students work themselves (*with weaker classes, students may work in pairs*)
- Teacher checks the answers.

ACTIVITY 3: PRACTICE

- ❖ **Aims:** Help students apply the knowledge they have learnt to do the tasks given.
- ❖ **Contents:** Students work in individual/pairs/groups
- ❖ **Products:** Students' answers
- ❖ **Organization**

Exercise 2:

- Teacher reads out the read out the first gapped sentence and elicit the answer as an example.
- Students complete the sentences, then compare their answers in pairs.
- Teacher checks students' answers.

Exercise 3:

- Teacher asks students to complete the questions with the correct verb forms.
(- *With stronger classes, students could write one more question with their own ideas.*)

□ **GRAMMAR:** Review **PAST CONTINUOUS**

WAS / WERE + V-ing

FORM:

I / He / She / It + Was / Wasn't + V-ing
--

We / You / They + Were / Weren't + + V-ing
--

Eg.: His friends **were playing** at the park.
My dad **was reading** a book at home.

1. Complete the sentences from the listening on page 14 with the words in the box. Then choose the correct option in the rule.

Suggested answers

1 doing 2 were 3 was 4 wearing
□ **Rule:** long actions

2. Look at the picture. What were the people doing? Complete the sentences using the past continuous form of the verbs in the box.

Suggested answers

1 were shopping	2 was carrying
3 wasn't looking	4 was stealing
5 was listening	

3. Complete the questions using the past continuous form of the verbs in the box. Then ask and answer the questions with a partner.

Suggested answers

1 was, doing 2 were, talking

- Teacher asks one or two students to read some of their questions to the class.
- Teacher checks students' answers.

Exercise 4:

- Teacher gives students time to read the rules.
- Teacher asks students to work in pairs and study the sentences and match them with the rules.
- Check answers with the class and make sure students understand everything.

Exercise 5:

- Teacher gives students time to practice in pairs.
- Students complete the sentences with the correct verb forms.
- Teacher calls some students to give the answers and then gives feedback.

ACTIVITY 4. PRODUCTION

- ❖ **Aims:** Help students consolidate
- ❖ **Contents:** Students work individual/pairs
- ❖ **Products:** Students' answers
- ❖ **Organization:**
 - Teacher allows students time to prepare their answers individually.
 - Then, students work in pairs to ask and answer the questions.
 - Teacher checks students' answers.

3 Was, shining

4 were, sitting

□ **GRAMMAR: Review**

PAST SIMPLE AND PAST CONTINUOUS

RULES

We use these past tenses to talk about:

- a a long action in the past.
- b a shorter action in the past.
- c two simultaneous, longer actions.
- d a longer, continuous action interrupted by a shorter action.

4. Study sentences 1–4. Then match them with rules a–d. Which tenses do we use in each sentence? How do you say when and while in Vietnamese?

Suggested answers

- d - past continuous, past simple
- a - past continuous
- b - past simple
- c - past continuous

5. Complete the sentences using the correct forms of the past simple and past continuous.

Suggested answers

- was listening, heard
- was watching, were playing
- saw, was cycling
- wasn't shopping, phoned

★ **Use IT! Work in pairs to ask and answer questions about a celebration you remember. Take turns to ask and answer questions 1–4. Then change roles.**

ACTIVITY 5. HOMEWORK

- Learn by heart the structures.
- Make sentences about your family using comparative adjectives.
- Prepare for next lesson – Speaking



(Students' own answer)

***Feedback:**.....
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Week :
Period:

Date of preparing:
Date of teaching:

UNIT 1: FADS AND FASHIONS

Lesson 6: Speaking

Expressing preferences

I./ OBJECTIVES

- 1. Knowledge:** By the end of the lesson, students will be able to:
 - comment on people's clothes.
 - develop students' speaking skill.
- 2. Skills:** Speaking, listening, reading, writing.
- 3. Attitude:** Students know how to learn English in right way.
- 4. Competence:** Communication, self-learning capability, creative capacity, ability to use of 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 brainstorm and lead in new lesson ❖ Contents: Students use language materials simply. Students work in individual ❖ 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 in their own. ACTIVITY 2 : KNOWLEDGE FORMATION ❖ Aims: Help students pay attention to the content of the dialogue. ❖ Contents: Students complete the dialogue with the phrases in the box in individual ❖ Products: Students' word-filling ❖ Organization:	? THINK! “Do you like shopping for clothes? Who do you go with? Where do you go?” <i>(Students' own answers.)</i>

Pre-speaking

Exercise 1:

- Teacher gives students time to read through the gapped dialogue.
- Teacher plays the video or audio for students to watch or listen and complete the dialogue.
- Teacher plays the video again for students to check their answers.
- Teacher checks their answer with the class, then ask the questions to the class and elicit the answers.

ACTIVITY 3: PRACTICE

- ❖ **Aims:** Help students comment on people's clothes as well as develop speaking skill.
- ❖ **Contents:** Students work in pairs/groups
- ❖ **Products:** Students' performance
- ❖ **Organization**

While-speaking

Exercise 2:

- Teacher plays the audio for students to watch or listen.
- Teacher could pause after some of the sentences and questions for students to repeat.
- Students work in pairs to cover the dialogue, then choose the correct words in the key phrases.
- Teacher checks answers and checks that students understand the key phrases.

Exercise 4:

- Teacher models pronunciation of the two sounds in isolation, then play the audio for students to listen and note down which sound each word has got.
- Teacher checks answers with the class.
- Play the audio again, pausing for students to repeat individually and chorally.

1. Complete the dialogue with the phrases in the box. Then watch or listen and check. What does Hugo think of Sammy's trousers? Why is Hugo buying a shirt?

Suggested answers

1. few weeks
 2. interesting shirt
 3. wedding
 4. smart
 5. expensive
 6. look
 7. decide
- ☐ Hugo likes Sammy's trousers. Hugo is buying a shirt because he's going to a wedding (and his mum wants him to look smart).

2. Cover the dialogue and circle the words in italics in the Key Phrases that Hugo and Sammy use. Watch or listen again and check

Suggested answers

1. good
2. baggy
3. of
4. style
5. expensive
6. on

PRONUNCIATION

4. Listen and repeat. Which sound, /u:/ or /ʊ/, has each word got?

Suggested answers:

- /u:/ blue, cool, shoes, suit
/ʊ/ good, look

Exercise 5:

- Teacher checks that students know the word suit (a jacket and trousers, usually worn with a shirt and tie).
- Students work in pairs to ask and answer questions about the items.
- Monitor while students are working and give general feedback at the end.

ACTIVITY 4. PRODUCTION

- ❖ **Aims:** Help students consolidate the way to comment on people's clothes.
- ❖ **Contents:** Students work in groups
- ❖ **Products:** Students' conversation
- ❖ **Organization:**

Post-speaking

Exercise 6:

- Students work in pairs to prepare a new dialogue.
- Students swap roles and practise again.
- Ask some students to perform their dialogues for the class

ACTIVITY 5. HOMEWORK

- Learn by heart all the structures.
- Do exercises (in workbook).
- Prepare new lesson.

5. Work in pairs. Ask and answer questions about the items below. Use the key phrases.

What do you think of these boots?

They look really good!

(Students' own answers.)

6. USE IT – Work in pairs. Read the situation. Then prepare and practise a new dialogue using the key phrases and the dialogue in exercise 1 to help you.

(Students' own answers.)

***Feedback:**.....
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