

Week: 01
Period: 03

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 1: MY HOBBIES

Lesson 1: Getting Started – My favourite hobby

I. Objectives:

By the end of this lesson, students can know the key language and structures to be learnt in this unit.

II. Language Focus:

1. *Vocabulary*: the items related to hobbies.
2. *Structures*: The present simple and the future simple tense.
Verbs of liking + V-ing.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player, pictures.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> - Ask Ss what they like doing for pleasure in their free time. - Summaries Ss' answers and ask them what all activities are called. Elicit the word "hobbies" from Ss. - Ask Ss questions about the picture (page 6). - Write Ss' answers on the board. - Play the recording. Ask Ss if their guesses on the board are correct. 	<ul style="list-style-type: none"> - Answer. - Listen and answer. - Listen and read. 	<p>* <u>Presentation</u>:</p> <ul style="list-style-type: none"> - What do you like doing for pleasure in your free time? - Can you guess who they are?? - Where are they? - What can you see on the shelf? What may the hobby be? <p>1. Listen and read</p>	
<ul style="list-style-type: none"> - Ask Ss to read the dialogue again and decide they are true or false. - Allow Ss to share answers before discussing as a class. - Tell Ss to refer back to the conversation to answer the questions (b) 	<ul style="list-style-type: none"> - Individual work - Pair-work 	<p>* <u>Practice</u>:</p> <p>a. Are these sentences true or false? Key: 1. F 2. T 3. F 4. F 5. T</p> <p>b. Answer the questions Key: 1. She receives dolls on special occasions. 2. No, they aren't.</p>	

<p>- Play the recording. - Let Ss listen and repeat the words/ phrases. Have some Ss practice reading the words/ phrases out loud.</p> <p>- Ask Ss to match the words/ phrases with the pictures.</p> <p>- Give feedback and confirm the correct answers.</p> <p>- Ask Ss work in pairs and complete the table. Write their answers on the board. - Ask Ss to explain their answers. - Have Ss add more words to the table.</p>	<p>- Whole class</p> <p>- Pair-work</p> <p>- Pair-work</p>	<p>3. She keeps the bottles after using them. 4. No, she doesn't. 5. No, he hasn't.</p> <p>2. Listen and repeat. Cycling Taking photos Cooking Bird-watching Gardening Arranging flowers Skating Playing the guitar Playing the games</p> <p>3. Choose the words/ phrases in 2 that match the pictures below. Write them in the spaces. Key: 1. Playing board games 2. Taking photos 3. Bird-watching 4. Cycling 5. Playing the guitar 6. Gardening 7. Cooking 8. Arranging flowers 9. Skating</p> <p>4. Complete the tables.</p> <table border="1" data-bbox="876 1234 1409 1486"> <tbody> <tr> <td>Cheap hobbies</td> <td>Expensive hobbies</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>Easy hobbies</td> <td>Difficult hobbies</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td>_____</td> </tr> </tbody> </table>	Cheap hobbies	Expensive hobbies	_____	_____	_____	_____	Easy hobbies	Difficult hobbies	_____	_____	_____	_____	
Cheap hobbies	Expensive hobbies														
_____	_____														
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_____	_____														
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<p>- Set the time for Ss to do this activity. Ask their classmates to complete the table using "Do you like...?" - Ask Ss to read aloud the names on the list.</p>	<p>- T whole class</p>	<p>* Production: 5. Game: Find someone... Example: A: Do you like gardening? B: No, I don't.</p>													
		<p>* Homework: - Prepare next lesson (A closer look 1)</p>													

Experiments:

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Week: 02
Period: 04

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 1: MY HOBBIES

Lesson 2: A Closer Look 1

I. Objectives:

By the end of this lesson, students can pronounce correctly the sounds /ə/ and /ɜ:/ in isolation and in context

II. Language Focus:

1. *Vocabulary*: the items related to hobbies.
2. *Structures*: The present simple and the future simple tense.
Verbs of liking + V-ing.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
- Have Ss repeat the words/ phrases indicating the hobbies they learnt in the previous lesson.	- Whole class	* <u>Warm-up:</u> The words/ phrases indicating the hobbies.	
- Ask Ss to read the action verbs in column A and match them with the suitable words/ phrases in column B. - Check and confirm the correct answers.	- Pair-work	* <u>Presentation:</u> <u>Vocabulary</u> 1. Matching Key: 1. d, e, I 2. g 3. b, c, j 4. f, h 5. c 6. a	
- Ask Ss to read all the sentences carefully to make sure they understand the sentences. - Ask Ss to write the correct answers on the board. - Explain that a keyword helps Ss understand a text quickly and	- Pair-work - Listen.	* <u>Practice:</u> 2. Fill in each blank in the sentences with one hobby or one action verb from the box. Key: 1. Swimming, swim 2. Listen, Listening to music. 3. Plant, gardening 4. Catch, fishing. 5. Painting, paints. 3. Write down keywords to describe the hobbies in the table. Key:	

<p>it is usually a noun, a verb, an adjective or an adverb.</p> <ul style="list-style-type: none"> - Model the way to locate keywords for “listening to music”. - Ask Ss to write the answers on the board. - Check and confirm the correct answers. <p>- Ask Ss to read out the words first. Then play the recording.</p> <p>- Ask Ss to put the words in the correct column while they listen.</p> <p>- Ask Ss to practice the sounds /ə/ and /ɜ:/ . Play the recording and ask Ss to listen and repeat.</p> <p>- Play the recording twice.</p> <p>- Ask Ss to practice the sentences</p>	<p>- Pair-work</p> <p>- Listen and repeat.</p> <p>- Individual work</p>	<ul style="list-style-type: none"> - Listening to music: melody, songs, headphones, noise, rhythm, lyrics... - Gardening: trees, flowers, garden, plant, vegetables, grow, fruit... Fishing: lake, exciting, catch, fish, water, boat... - Painting: creative, colours, pictures, artist, painting... - Swimming: pool, fun, water, keep fit, swim... <p>📖 Pronunciation /ə/ and /ɜ:/</p> <p>5. Listen and tick the words you hear. Repeat the words.</p> <p>Key:</p> <ul style="list-style-type: none"> ✓ Away ✓ Burn ✓ Hurt ✓ Birth ✓ Answer ✓ Neighbour ✓ Heard <p>6. Listen again and put the words in the correct column.</p> <p>Key:</p> <table border="1" data-bbox="909 1186 1421 1386"> <thead> <tr> <th>/ə/</th> <th>/ɜ:/</th> </tr> </thead> <tbody> <tr> <td>Away</td> <td>Burn</td> </tr> <tr> <td>Answer</td> <td>Birth</td> </tr> <tr> <td>Neighbour</td> <td>Hurt</td> </tr> <tr> <td>Common</td> <td>Heard</td> </tr> </tbody> </table> <p>7. Listen to the sentences and tick /ə/ and /ɜ:/.</p>	/ə/	/ɜ:/	Away	Burn	Answer	Birth	Neighbour	Hurt	Common	Heard
/ə/	/ɜ:/											
Away	Burn											
Answer	Birth											
Neighbour	Hurt											
Common	Heard											
<p>- Have Ss to play the guessing game.</p>	<p>- Group-work</p>	<p>* Production:</p> <p>4. Game: The key to my hobby!</p> <p>Example:</p> <p>A: Water, grow, flowers, vegetables.</p> <p>B: Is it gardening?</p> <p>A: Yes, it is.</p>										
		<p>*Homework:</p> <ul style="list-style-type: none"> - Learn vocabulary by heart. - Prepare next lesson 										

		(A closer look 2)	
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Experiments:

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Week: 02
Period: 05

Date of planning:/...../.....
Date of teaching:/...../.....

UNIT 1: MY HOBBIES
Lesson 3: A Closer Look 2

I. Objectives:

By the end of this lesson, students can use the present simple and the future simple tense and verbs of liking + V-ing correctly and appropriately.

II. Language Focus:

- Vocabulary:* the items related to hobbies.
- Structures:* The present simple and the future simple tense.
Verbs of liking + V-ing.

III. Method: Communicative approach

IV. Teaching aids: Course book, CD player.

V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>									
- Have Ss to play a game.	- Group work	<p>* Warm-up: <i>Nought and Crosse:</i></p> <table border="1"> <tr> <td><i>play</i></td> <td><i>like</i></td> <td><i>read</i></td> </tr> <tr> <td><i>listen</i></td> <td><i>do</i></td> <td><i>visit</i></td> </tr> <tr> <td><i>make</i></td> <td><i>watch</i></td> <td><i>cook</i></td> </tr> </table> <p><i>Ex: I often play chess after school.</i></p>	<i>play</i>	<i>like</i>	<i>read</i>	<i>listen</i>	<i>do</i>	<i>visit</i>	<i>make</i>	<i>watch</i>	<i>cook</i>	
<i>play</i>	<i>like</i>	<i>read</i>										
<i>listen</i>	<i>do</i>	<i>visit</i>										
<i>make</i>	<i>watch</i>	<i>cook</i>										

<ul style="list-style-type: none"> - Have Ss present the form and usage of these two tenses before asking them to do the exercises. - Ask Ss to this exercise individually and then compare the answers with a partner. - Check the answers and write the correct answers on the board. - Ask Ss to look at the table and make sure they understand it. Explain that <i>x 3 per week</i> means three times a week. - Model the first answer for Ss. 	<ul style="list-style-type: none"> - T Whole Class - Individual work - Pair-work 	<p>* <u>Presentation:</u> 📖 Grammar <i>The present simple and future simple: review.</i></p> <p>1. Complete the table Key:</p> <ol style="list-style-type: none"> 1. Loves; will not/ won't continue. 2. Take 3. Does... do 4. Will enjoy 5. Do... do 6. Will... play <p>* <u>Practice:</u> 2. Complete the report using the present simple. Key:</p> <ol style="list-style-type: none"> 1. Like 2. Watch 3. Don't leave 4. Go 5. Enjoy 6. Play 7. Plays 8. Doesn't like 9. Plays
<ul style="list-style-type: none"> - Check Ss' answers and write the correct answers on the board. - Have Ss draw a table similar to the one in 2. The first column is for the activities. The other columns are for the rest of the group. - Set time limit for this. - Have each group write a short report similar to Nick's report in 2. - Have Ss read the Look out! Box. Explain the structure. - Call on some Ss to make sentences with the verbs of liking. 	<ul style="list-style-type: none"> - Group-work - Group-work 	<p>3. Work in group.</p> <p>a. Think of some activities and make a table like the table in 2.</p> <p>b. Write a short report about what you have found out. Use Nick's report in 2 as an example.</p> <div style="border: 1px solid orange; border-radius: 10px; padding: 5px; display: inline-block; margin-top: 10px;"> Verbs of liking + V-ing </div>