

<p>- Ask Ss to do the exercise individually.</p> <p>- Have them compare their answers with a classmate.</p> <p>- Call on some Ss to read out the answers.</p> <p>- Have Ss read the example and explain the way to do the activity. Ask Ss to write the sentences using the pictures as clues.</p> <p>- Call on some Ss to write the answers on the board.</p> <p>- Check and comment on Ss' sentences.</p>	<p>- Individual work.</p> <p>- Pair-work</p>	<p><b>4. Complete the sentences, using the –ing form of the verbs in the box.</b></p> <p>Key:</p> <ol style="list-style-type: none"> <li>1. Riding</li> <li>2. Watching; going</li> <li>3. Talking</li> <li>4. Playing</li> <li>5. Eating</li> <li>6. Walking</li> </ol> <p><b>5. Look at the pictures and write sentences. Use suitable verbs of liking or not liking and the –ing form.</b></p> <p>Suggested answers:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> <li>1. He doesn't like eating apples.</li> <li>2. They love playing table tennis.</li> <li>3. She hates playing the piano.</li> <li>4. He enjoys gardening.</li> <li>5. She likes dancing.</li> </ol> </div>
<p>- Have Ss to do this exercise individually, then compare their sentences with a classmate.</p> <p>- Call on some Ss to write the answers on the board.</p> <p>- Ask other Ss for their comments.</p> <p>- Correct any mistakes (if any).</p>	<p>- Individual work</p>	<p><b>* <u>Production:</u></b></p> <p><b>7. What does each member in your family like or not like doing? Write the sentences.</b></p> <ol style="list-style-type: none"> <li>1. My father likes...</li> <li>2. My father hates...</li> <li>3. My mother enjoys...</li> <li>4. My mother doesn't like...</li> <li>5. My brother/sister loves...</li> <li>6. My brother/sister doesn't like...</li> </ol>
		<p><b>* <u>Homework:</u></b></p> <p>- Prepare next lesson (Communication)</p>

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Period: 06

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## UNIT 1: MY HOBBIES

### Lesson 4: Communication

#### I. Objectives:

By the end of this lesson, students can describe and give opinions about hobbies.

#### 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, pieces of paper.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Have Ss guess the meaning of the vocabulary.</li> <li>- Tell Ss that this vocabulary will appear in the task 1.</li>   <li>- Ask Ss to do this exercise individually and give T the answers.</li> <li>- Confirm the correct answers.</li> <li>- Ask Ss to make one sentence with each picture.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class</li>   <li>- Individual work</li> </ul>	<p><b>* <u>Presentation:</u></b> Guess the meaning of the vocabulary:</p> <ul style="list-style-type: none"> <li>- <i>Making pottery</i></li> <li>- <i>Carving wood</i></li> <li>- <i>Unusual</i></li> <li>- <i>Take up sth</i></li> <li>- <i>Making models</i></li> </ul> <p><b>1. Match the activity with the pictures.</b> <i>Key:</i> A. carving B. making models C. ice-skating D. dancing E. making pottery</p>	
<ul style="list-style-type: none"> <li>- Before Ss do this activity, have them look at the Look Out! Box. Write some examples sentences on the board to make one sentence with each picture.</li> <li>- Call Ss to give some examples.</li> </ul>	<ul style="list-style-type: none"> <li>- T whole class</li> </ul>	<p><b>* <u>Practice:</u></b> <b>2. Look at the table and tick the boxes. Then, complete the sentences below by writing one reason to explain your choice.</b> <i>Ex:</i> <u>I find swimming interesting.</u></p>	

<ul style="list-style-type: none"> <li>- Ask Ss to work individually and tick the appropriate boxes. Then, they move on to complete the five sentences.</li> <li>- Call on a student to model the first sentence.</li> <li>- Ask Ss to write their answers on the board.</li> <li>- Have other Ss give comments</li> </ul>	<p>- Individual work</p>	<p>→ find + doing sth + adj They <u>think (that) + swimming is interesting.</u> → think (that) + doing sth + is + adj</p>	
<ul style="list-style-type: none"> <li>- Have Ss work in pairs to make conversations as in the example. Ask Ss to take turns being the person who ask the questions. This student has to note down his/ her partner's answers to report to the class later.</li> <li>- Call on some Ss to report the answers to the class.</li> </ul>	<p>- Pair-work</p>	<p><b>* Production:</b> <b>3. Interview a classmate about the hobbies. Take note and present your partner 's answers to the class.</b> Example: You: What do you think about making pottery? Mai: I think it is ... / I find it ... You: Why? Mai: Because ... You: Will you take up making pottery in the future? Mai: Yes, I will./ I'm not sure.</p>	
		<p><b>*Homework:</b> - Learn new vocabulary and practice using structure when you give your opinion about something. - Prepare next lesson : <b>(Skill 1)</b></p>	

Experiments:

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Group: <https://www.facebook.com/groups/tailieutieuhocvathcs/>

Week: 03  
Period: 07

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## UNIT 1: MY HOBBIES

### Lesson 5: Skill 1

#### I. Objectives:

By the end of this lesson, students can read and talk for general and specific information about an unusual hobby.

#### II. Language Focus:


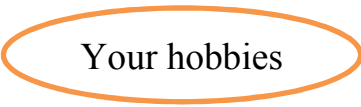
1. *Vocabulary*: the items related to hobbies.
2. *Structures*: The present simple and the future simple tense.  
Verbs of liking + V-ing.

#### III. Method: Communicative approach

#### IV. Teaching aids: Course book, CD player, pieces of paper.

#### V. Procedures:

<i>Teacher's Activities</i>	<i>Ss' Activities</i>	<i>Content</i>	<i>Note</i>
<ul style="list-style-type: none"> <li>- Ask Ss if they know any unusual hobbies. Elicit answers from Ss.</li> <li>- Lead to the lesson. Tell Ss that they are going to read about an unusual hobby.</li> <li>- Have Ss look at the pictures and answer three questions.</li> <li>- Elicit the answers from Ss and quickly write them on the board.</li> <li>- Ask Ss to read the text and check their guesses with the information from the text.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class</li> <li>- Pair-work</li> </ul>	<p><b>* <u>Presentation:</u></b> Question: <i>Do you know any unusual hobbies?</i></p> <p><b>📖 Reading</b> <b>1. Look at the pictures and discuss the questions.</b> Key: 1. A teddy bear, a flower, a bird and flowers. 2. They are made of eggshells. 3. The hobby is carving eggshells.</p>	
<ul style="list-style-type: none"> <li>- Ask Ss to read the passages again, then answer the questions.</li> <li>- Ask for Ss' answers and have them explain their answers. Ss can either paraphrase the original information from the text or read out loud the part of the text</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<p><b>* <u>Practice:</u></b> <b>2. Read the text and answer the questions.</b> Key: 1. He thinks his father's hobby is unusual because eggshells are very fragile and his father can make beautiful pieces of art from empty ones.</p>	

<p>where the answer to each question is located. - Confirm the correct answers.</p> <p>- Have Ss try to complete the sentences without reading the text again. Then Ss can understand parts of the text that help them find the answers. - Ask Ss to share their answers with a partner. - Check and confirm the correct answers.</p> <p>- Have Ss work in pairs to discuss the uses of carved eggshells. - Encourage Ss to think creatively.</p>	<p>- Pair-work</p> <p>- Pair-work</p>	<p>2. He saw the carved eggshells for the first time in an art gallery in the US. 3. They find it difficult and boring. 4. Yes, he does.</p> <p><b>3. Read the sentences below and use no more than three words from the text to complete them.</b> <u>Key:</u></p> <ol style="list-style-type: none"> <li>1. Carving eggshells</li> <li>2. The US</li> <li>3. The internet</li> <li>4. Time</li> <li>5. Gifts</li> </ol> <p> <b>Speaking</b> <b>4. Discuss other uses of the pieces of artwork. Share your ideas with the class.</b> Some uses: – Decorations at home – Souvenirs – Lights (with big eggs) ...</p>	
<p>- Ask Ss to work in groups and take turns talking about their hobbies. Then they vote for the most exciting hobby. - Call on some Ss to talk about the most exciting hobby of their group.</p>	<p>- Group-work</p>	<p><b>* Production:</b> <b>5. Talk about your hobbies. Use questions in page 12 and your own to help.</b></p> <p style="text-align: center;"></p>	
		<p><b>*Homework:</b> - Practice speaking more. - Prepare next lesson : <span style="float: right;"><b>(Skill 2)</b></span></p>	

Experiments:

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