*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 ads:** Course book, CD player, pictures.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Ask Ss what they like doing forpleasure in their free time.  - Summaries Ss’ answers and ask them what all activities are called. Elicit the word “hobbies” fromSs.  - 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. | - Answer.  - Listen and answer.  - Listen and read. | **\* *Presentation*:**  - 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?  ***1. Listen and read*** |  |
| - 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)  - Play the recording.  - Let Ss listen andrepeat the words/ phrases. Have some Ss practice reading the words/ phrases out loud.  - Ask Ss to match the words/ phrases with the pictures.  - Give feedback and confirm the correct answers.  - 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. | - Individual work  - Pair-work  - Whole class  - Pair-work  - Pair-work | **\* *Practice*:**  *a. Are these sentences true or false?*  *Key:*  1. F 2. T 3. F 4. F 5. T  *b. Answer the questions*  *Key:*   1. She receives dolls on special occasions. 2. No, they aren’t. 3. She keeps the bottles after using them. 4. No, she doesn’t. 5. No, he hasn’t.   ***2. Listen and repeat.***  Cycling Taking photos  Cooking Bird-watching  Gardening  Arranging flowers  Skating Playing the guitar  Playing the games  ***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*   ***4. Complete the tables.*** |  |
| - 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 thelist. | - T whole class | **\* *Production*:**  ***5. Game: Find someone who…***  *Example:*  A: Do you like gardening?  B: No, I don’t. |  |
|  |  | ***\*Homework*:**  - Prepare next lesson  *(A closer look 1)* |  |

*Experiments:*

*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 ads:** Course book, CD player.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Have Ss repeat the words/ phrases indicating the hobbies they learnt in the previuos lesson. | - Whole class | **\* *Warm-up*:**  The words/ phrases indicating the hobbies. |  |
| - Ask Ss to read the action verbs incolumn A and match them with the suitable words/ phrases in column B.  - Check and confirm the correct answers. | - Pair-work | **\* *Presentation*:**  **🕮 Vocabylary**  ***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 it is usually a noun, a verb, an adjective or an adverb.  - 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.  - Ask Ss to read out the words first. The play the recording.  - Ask Ss to put the words in the correct column while they listen.  - Ask Ss to practice the sounds // and // . Play the recording and ask Ss to listen and repeat.  - Play the recording twice.  - Ask Ss to practice the sentences | - Pair-work  - Listen.  - Pair-work  - Listen and repeat.  - Individual work | **\* *Practice*:**  ***2. Fill in each blank in the sentences with one hobby orone action verb from the box.***  *Key:*   1. *Swimming, swim* 2. *Listen, Listening to music.* 3. *Plant, gardening* 4. *Catch, fishing.* 5. *Paiting, paints.*   ***3. Write down keywords to describe the hobbies in the table.***  *Key:*  - Listening to music: medoly, 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…  **🕮 Pronunciation** /ə/ and /ɜ:/  ***5. Listen and tick the words you hear. Repeat the words.***  Key:   * Away * Burn * Hurt * Birth * Answer * Neighbour * Heard   ***6. Listen again and put the words in the correct column.***  *Key:*   |  |  | | --- | --- | | **/ə/** | **/ɜ:/** | | Away  Answer  Neighbour  Common | Burn  Birth  Hurt  Heard |   ***7. Listen to the sentences and tick /ə/ and /ɜ:/***. |  |
| - Have Ss to play the guessing game. | - Group-work | **\* *Production*:**  ***4. Game: The key to my hobby!***  *Example:*  *A: Water, grow, flowers, vegetables.*  *B: Is it gardening?*  *A: Yes, it is.* |  |
|  |  | ***\*Homework*:**  - Learn vocabulary by heart.  - Prepare next lesson  *(A closer look 2)* |  |

*Experiments:*

*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:**

*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 ads:** Course book, CD player.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Have Ss to play a game. | - Group work | **\* *Warm-up*:**  *Nought and Crosse:*   |  |  |  | | --- | --- | --- | | *play* | *like* | *read* | | *listen* | *do* | *visit* | | *make* | *watch* | *cook* |   *Ex: I often* ***play*** *chess after school.* |  |

|  |  |  |  |
| --- | --- | --- | --- |
| - 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 *x 3 per week* means three times a week.  - Model the first answer for Ss. | - T Whole Class  - Individual work  - Pair-work | **\* *Presentation*:**  **🕮 Grammar**  *The present simple and future simple: review.*  ***1. Complete the table***  *Key:*   1. Loves; will not/ won’t continue. 2. Take 3. Does… do 4. Will enjoy 5. Do…do 6. Will… play   **\* *Practice*:**  ***2. Complete the report using the present simple.***  *Key:*   1. *Like* 2. *Watch* 3. *Don’t love* |  |
| - 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.  - Ask Ss to do the exercise individually.  - Have them compare their answers with a classmate.  - Call on some Ss to read out the answers.  - Have Ss read the example and explain the way to do the activity. Ask Ss to write the sentences using the pictures as clues.  - Call on some Ss to write the answers on the board.  - Check and comment on Ss’ sentences. | - Group-work  - Group-work  - Individual work.  - Pair-work | 1. *Go* 2. *Enjoy* 3. *Play* 4. *Plays* 5. *Doesn’t like* 6. *Plays*   ***3. Work in group.***  a. Think of some activities and make a table like the table in 2.  b. Write a short report about what you have found out. Use Nick’s report in 2 as an example.  Verbs of liking + V-ing  ***4. Complete the sentences, using the –ing form of the verbs in the box.***  *Key:*   1. Riding 2. Watching; going 3. Talking 4. Playing 5. Eating 6. Walking   ***5. Look at the pictures and write sentences. Use suitable verbs of liking or not liking and the –ing form.***  *Suggested answers:*   1. He doesn’t like eating apples. 2. They love playing table tennis. 3. She hates playing the piano. 4. He enjoys gardening. 5. She likes dancing. |  |
| - Have Ss to do this exercise individually, then compare their sentences with a classmate.  - Call on some Ss to write the answers on the board.  - Ask other Ss for their comments.  - Correct any mistakes (if any). | - Individual work | **\* *Production*:**  ***7. What does each member in your family like or not like doing? Write the sentences.***   1. My father likes… 2. My father hates… 3. My mother enjoys… 4. My mother doesn’t like… 5. My brother/sister loves… 6. My brother/sister doesn’t like… |  |
|  |  | ***\*Homework*:**  - Prepare next lesson *(Communication)* |  |

*Experiments:*

*Week: 02*

*Period: 06*

*Date of planning: ……/……/……*

*Date of teaching: ……/……/……*

**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 ads:** Course book, CD player, pieces of paper.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Have Ss guess the meaning of the vocabulary.  - Tell Ss that this vocabulary will appear in the task 1.  - Ask Ss to do this exercise individually and give T the answers.  - Confirm the correct answers.  - Ask Ss to make one sentence with each picture. | - Whole class  - Individual work | **\* *Presentation*:**  Guess the meaning of the vocabulary:   * *Making pottery* * *Carving wood* * *Unusual* * *Take up sth* * *Making models*   ***1. Match the activity with the pictures.***  *Key:*  A. carving  B. making models  C. ice-skating  D. dancing  E. making pottery |  |
| - 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.  - Call Ss to give some examples.  - Ask Ss to work individually and tick the appropriate boxes. Then, they move on to complete the five sentences.  - Call on a student to model the first sentence.  - Ask Ss to write their anwers on the board.  - Have other Ss give comments | - T whole class  - Individual work | **\* *Practice*:**  ***2. Look at the table and tick the boxes. Then, complete the sentences below by writing one reason to explain your choice.***  *Ex:*  I *find swimming interesting.*  🡪 find + doing sth + adj  They *think (that) + swimming is interesting*.  🡪 think (that) + doing sth + is + adj |  |
| - 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.  - Call on some Ss to report the answers to the class. | - Pair-work | **\* *Production*:**  ***3. Interview a classmate about the hobbies. Take note and present your partner ‘s answers to the class.***  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. |  |
|  |  | ***\*Homework*:**  - Learn new vocabulary and practice using structure when you give your opinion about something.  - Prepare next lesson :  ***(Skill 1)*** |  |

*Experiments:*

*Week: 03*

*Period: 07*

*Date of planning: ……/……/……*

*Date of teaching: ……/……/……*

**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 ads:** Course book, CD player, pieces of paper.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Ask Ss if they know any unusual hobbies. Elicit answers from Ss.  - Lead to the lesson. Tell Ss that they are going to read about an unusual hobby.  - Have Ss look at the pictures and answer three questions.  - Elicit the answers from Ss and quickly write them on the board.  - Ask Ss to read the text and check their guesses with the information from the text. | - Whole class  - Pair-work | **\* *Presentation*:**  Question:  *Do you know any unusual hobbies?*  **🕮 Reading**  ***1. Look at the pictures and discuss the questions.***  *Key:*   1. A teddy bear, a flower, a bird and flowers. 2. They are made of eggshells. 3. The hobby is carving eggshells. |  |
| - Ask Ss to read the passages again, then answer the questions.  - 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 where the answer to each question is located.  - Confirm the correct answers.  - 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.  - Have Ss work in pairs to discuss the uses of carved eggshells.  - Encourage Ss to think creatively. | - Individual work  - Pair-work  - Pair-work | **\* *Practice*:**  ***2. Read the text and answer the questions.***  *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. 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.   ***3. Read the sentences below and use no more than three words from the text to complete them.***  Key:   1. Carving eggshells 2. The US 3. The internet 4. Time 5. Gifts   **🕮 Speaking**  ***4. Discuss other uses of the pieces of artwork. Share your ideas with the class.***  *Some uses:*   * Decorations at home * Souvenirs * Lights (with big eggs)   … |  |
| - Ask Ss to work in groups and take turns talking about their hobbies. Then they vote for the most exiting hobby.  - Call on some Ss to talk about the most exciting hobby of their group. | - Group-work | **\* *Production*:**  ***5. Talk about your hobbies. Use questions in page 12 and your own to help.*** |  |
|  |  | ***\*Homework*:**  - Practice speaking more.  - Prepare next lesson :  ***(Skill 2)*** |  |

*Experiments:*

*Week: 03*

*Period: 08*

*Date of planning: ……/……/……*

*Date of teaching: ……/……/……*

**UNIT 1: MY HOBBIES**

## Lesson 6: Skill 2

**I. Objectives:**

By the end of this lesson, students can listen to get specific information about a hobby and write a paragraph about a classmate’s 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 ads:** Course book, CD player, papers.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Ask Ss if they know anything about the collecting glass bottles and if they think it is useful.  - Call on some Ss to answer the questions.  - Accept all answers provided that Ss make sense. | - Whole class | **\* *Presentation*:**  *Questions:*  - Do you know anything about collecting glass bottles?  - Do you think it is a good hobby?  - Why? / Why not? |  |
| - Tell Ss that they are going to listen to an interview about Mi’s hobby.  - Have Ss read through the word web. Have them guess the word to fill each blank and write their guesses on the board.  - Play the recording. Ask Ss to complete the word web.  - Allow Ss share their answers before listening to the recording a final time to check.  - Ask for Ss’ answers and write them on the board next to their guesses.  - Ask Ss to work in pairs and interview each other about their hobbies.  - Ask to take notes on each other’s answers in the word web.  - Have some Ss present their friend’s answers for the class. (or write on the board). | - Individual work  - Pair-work  - Pair-work | **\* *Practice*:**  **🕮 Listening**  ***2. Listen and complete each blank in the word web with no more than three words.***  *Key:*   1. *Collecting glass bottles* 2. *Two years ago* 3. *Mother* 4. *Grandmother, flowers, lamps, home.* 5. *Useful* 6. *Continue the hobby.*   **🕮 Writing**  ***3. Ask and answer questions about each others’ hobby.***   1. Name of the hobby:… 2. When he/ she started the bobby? 3. Who he/ she shares it with? 4. To do this hobby you have to:… 5. Feelings about the hobby:… 6. Future:… |  |
| - Ask Ss write their paragraphs individually based on the information in their word webs.  - Ask one student to write his/ her paragraph on the board.  - Have other Ss comment on the paragraph on the board.  - Collect some writings to correct at home. | - Whole class | **\* *Production*:**  ***4. Write a paragraph about your classmate’s hobby.***  Start your paragraph as shown below:  *…… is my classmate. His/ Her hobby is …… …………………* |  |
|  |  | ***\*Homework*:**  - Write a paragraph in your notebook.  - Prepare next lesson :  ***(Looking back)*** |  |

*Experiments:*

*Week: 03*

*Period: 09*

*Date of planning: ……/……/……*

*Date of teaching: ……/……/……*

**UNIT 1: MY HOBBIES**

## Lesson 7: Looking Back

**I. Objectives:**

By the end of this lesson, students can review all what they have 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 ads:** Course book, CD player, poster.

**V. Procedures:**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Teacher’s Activities*** | ***Ss’ Activities*** | ***Content*** | ***Note*** |
| - Tell Ss to complete the sentences.  - Have Ss to compare their answers with a partner.  - Check and confirm the correct answers.  - Ask Ss read sentences out loud for other Ss in the class. | - Individual work  - Read aloud. | **\* *Presentation*:**  **🕮 Vocabulary**  ***1. Complete the sentences* with appropriate hobbies.**  *Key:*   1. Collecting 2. Bird-watching 3. Playing board games 4. Arranging flowers 5. Making pottery 6. Dancing |  |
| - Have Ss to do this activity individually.  - Have Ss to compare their answers with a partner.  - Check and then confirm the correct answers.  - Ask Ss to do this activity in pairs.  - Allow them five munites to add many hobbies to the table as possible.  - Give feedback.  - Ask Ss to do this exercise individually, then compare their answers with a classmate.  - Check and then confirm the correct answers.  - Have Ss do this exercise individually, then compare their answers with a partner.  - Ask Ss to write their answers on the board. | - Individual work  - Park - work  - Pair-work  - Individual work  - Individual work | **\* *Practice*:**  ***2. Put one verb from the box in each blank. Use the correct form of the verb.***  *Key:*   1. *Listens* 2. *Go* 3. *Plays* 4. *Read* 5. *Do* 6. *Collect*   ***3. Add hobbies to each of the following lists.***  *Key:*   |  |  | | --- | --- | | **Easy hobbies** | **Difficult hobbies** | | Collecting label.  Collecting leaves  Playing board games | Skating  Cooking  painting | | **Cheap hobbies** | **Expensive hobbies** | | Collecting used books  Collecting leaves  Painting | Collecting cars  Taking pictures  Travelling |   **🕮 Grammar**  ***4. Use the present simple or future simple form of each verb in brackets to complete the passage.***  *Key:*   1. *Have* 2. *Likes* 3. *Plays* 4. *Doesn’t like* 5. *Enjoys* 6. *Walks* 7. *Will join* 8. *Loves* 9. *Don’t like* 10. *Will read*   ***5. Write true sentences about yourself.***  *(Students’ answers)* |  |
| - Ask Ss work in pairs and role play to interview each other.  - Ask Ss to complete the self- assessment. Identify and difficulties and weak areas and provide further practice. | - Pair – work  - Individual work | **\* *Production*:**  ***8. Role play***  Student A: reporter.  Student B: a famous person.  *Example: (page 14)*  **Finised! Now you can…** |  |
|  |  | ***\*Homework*:**  - Prepare next lesson :  ***(Unit 2: Health***  ***Lesson 1: Getting Started)*** |  |