**Trường: ....................** Họ và tên giáo viên:

**Tổ: ....................** ....................

# UNIT 1: LEISURE TIME

**Môn học: tiếng Anh- lớp 8 (Thời gian thực hiện: 7 tiết)**

# Period: 2-8

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| **Class** | **Date of teaching** | **Attendance** |
| **8** |  |  |

1. **OBJECTIVES**

* By the end of the lesson, students are expected to achieve the following objectives:

# Knowledge:

* Vocabulary: Understand the meaning of the key words or word collocations below: use the lexical items related to the topic of leisure activities
* Pronunciation: Pronouncing the sounds /ʊ/ and /u:/ correctly
* Grammar: Understand and use the grammar structures presented in the lesson: the *verbs of liking and disliking with gerunds and to-infinitive*

# Competencies:

* + 1. **General competencies:**
  + Form and improve such competencies as communication, self-learning capability, creative capacity, ability to use of language ……
  + Be collaborative and supportive in pair work and teamwork
  + Actively join in class activities

# Specific competencies:

* Improve such competencies related to language learning as listening, speaking, reading, and use of language (vocabulary, phonetics, grammar).

+ Student are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the tasks that follow.

* Communication and cooperation: understand and express themselves using a foreign language, orally and writing; express opinions and respect those of others

+ Student are expected to

* use the words related to leisure activities and expressions about likes and dislikes;
* pronounce the sounds /ʊ/ and /u:/ correctly in words and sentences;
* use verbs of liking /disliking followed by gerunds and/ or to-infinitives to talk about likes and dislikes;
* invite and accept invitations;
* read for general and specific information about leisure activities with family;
* talk about leisure activities with family;
* listen for specific information about leisure activities with friends;
* write an email about leisure activities with friends.

# Qualities:

* Have a positive attitude towards what they have learnt in the lesson: honesty, account abilities, community, love and care for family and friends, sympathy for the disadvantaged, better understanding of social problems, generosity, diligence..,
* Love talking about activities leisure time.
* Develop self-study skills.

# PREPARATIONS

* Teacher: TV, laptop, flash card, power point slides…..
* Students: Text books, studying equipment’s….

# PROCEDURE

**Period 2-Lesson 1: Getting started – I’m keen on DIY (do-it-yourself).**

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| **ACTIVITY 1: WARM-UP (5’-PW/IW)**  **1. Aim:**   * To set the context for the introductory dialogue; * To introduce the topic of the unit.   **2. Content:**  **-** Students play a game: listing activities in the picture.  **3. Products:**  - Students know the topic of the unit and be ready for the conversation.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **+ Greeting + Asking question:**   * Teacher shows the pictures (PPT slides) to the whole class. * Teacher ask students to work in pairs and name the activities in the picture. **Step 2: Task performance** * Students work in pairs for 3 minutes.   **Step 3: Report and discussion**   * Teacher elicits answers from students.   **Step 4: Judgement**  **-** Teacher calls the group with the most activities to answer.  - Teacher asks students to guess the topic of the unit/ lesson. | ***Game: Who knows more? Suggested answers:***  Playing video games, flying kites, reading books, listening to music, swimming,... |
| **ACTIVITY 2: PRESENTATION/ NEW LESSON (7’-IW)**  **1. Aim:**  - To prepare vocabulary for students to understand the conversation.  **2. Content:** | |

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| - Learn some new words: (DIY (n) (do-it-yourself), knitting kit (n), dollhouse (n), make paper flowers (v.phr), hang out (v)  . Read the conversation and find out new words.  **3. Products:**  - Students know how to use the target vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  \* Teacher introduces the vocabulary.  **Step 2: Task performance**  **\*Teach vocabulary:**  -Teacher explains the meaning of the new vocabulary by pictures.  -Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words.   * Teacher introduces the vocabulary.   **Step 3: Report and discussion -**   * Quickly write the words on one part of the board.   **Step 4: Judgement**   * Teacher checks students’ pronunciation and gives feedback. | **I. Listen and read**.  **\*Vocabulary**   * knitting kit (n): bộ dụng cụ đan len * DIY (n): hoạt động tự làm ra, sửa chữa hoặc trang trí đồ vật tại nhà * dollhouse (n): nhà búp bê * make paper flowers (v.phr): làm hoa giấy * hang out: đi chơi |
| **ACTIVITY 3: PRACTICE (20' - PW/IW)**  **1. Aim**:   * To help Ss use words and phrases related to leisure time. * To help Ss further understand the text. * To introduce some vocabulary items related to leisure activities.   **2. Content**:   * Task 1: Listen and read. * Task 2. Read the conversation again and complete the sentences. * Task 3. Work in pairs. Write the activities from the box under the correct pictures. * Task 4. Work in pairs. Read the phrases, and guess which activities in 3 are described.   **2. Products:**  - Students understand the conversation and know the vocabulary related to the topic.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1.**  **Step 1: Task delivering Listen and read.** | The dialogue on page 8 |

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| **Step 2: Task performing**   * Teacher asks some questions about the pictures in the textbook to get students’ interest. * Teacher plays the recording and asks students to circle the words learnt in the *Presentation* stage.   **Step 3: Report and discussion**   * Teacher can play the recording more than once * Students listen and read.   **Step 4: Judgement**  -Teacher checks the answers as a class and gives feedback. | **\*Questions:**   * *What can you see in each picture?* * *What may the hobby be?* |
| **Task 2.**  **Step 1: Task delivering**  **Read the conversation again and complete the sentences.**  **Step 2: Task performing**   * Teacher asks Ss to read the dialogue in more detail and find the information to complete the sentences. * Teacher asks them how to do this kind of exercise.   Explain the strategies, if necessary (e.g. underlining the key words in the sentences, predicting the word speech, locating the key words in the text, and then reading that part and choosing the words to fill in the blank).   * Teacher tells them to underline parts of the dialogue that help them with the answers. Set a strict time limit to ensure Ss quickly read the text for information.   **Step 3: Report and discussion**  -Teacher tells Ss to compare their answers in pairs before sharing them with the class. Teacher asks them to explain their answers.  **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **2. Read the conversation again and complete the sentences.**  ***Suggested answers:***   1. knitting kit 2. leisure time 3. other people 4. hang out 5. Sunday |
| **Task 3.**  **Step 1: Task delivering** | **3.Work in pairs. Write the activities from the box under the correct** |

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| **Work in pairs. Write the activities from the box under the correct pictures.**  **Step 2: Task performance**  -Teacher asks Ss to name the activities shown in the pictures.  -Teacher has Ss work individually to write the words and phrases in the box under the pictures. Have them compare their answers with a partner. **Step 3: Report and discussion**   * Teacher invites some Ss to go to the board and write their answers. * Teacher checks the correct answers as class. * Teacher has Ss practice saying the word and phrases again   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **pictures.**  ***Answer key:***   1. messaging friends 2. cooking 3. playing sport 4. doing puzzles 5. doing DIY 6. surfing the net |
| **Task 4.**  **Step 1: Task delivering**  **Work in pairs. Read the phrases, and guess which activities in 3 are described.**  **Step 2: Task performance**   * Teacher has Ss work in pairs and read the key phrases given, then guess the leisure activities. * Teacher asks for Ss’ answers and confirms the correct ones. * For a more able class, Teacher has Ss work in groups. Each pair writes down some key words and phrases about one or two leisure activities they do or know.   **Step 3: Report and discussion**  -Then they read aloud these words/ phrases for the class to guess the activities.  -Teacher checks the answers  **Step 4: Judgement**   * gives feedback. | **4. Work in pairs. Read the phrases, and guess which activities in 3 are described. Answer key:**   1. doing puzzles 2. doing DIY 3. playing sport 4. messaging friends 5. surfing the net |
| **ACTIVITY 4: PRODUCTION/ FURTHER PRACTICE (10’)**  **1. Aim**:  - To help Ss practise using the vocabulary items related to leisure activities. | |

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| **2. Content:**  **-** Task 5 (Group work: Ask and answer then report)  **3. Products**:  **-** Students’ conversations  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5:**  **Step 1: Task delivering**  **Work in groups. Ask one another the question below. Then report your friends’ answers to the class.**- Teacher gives Ss 3 - 5 minutes to do this activity.  **Step 2: Task performance**   * Have Ss work in groups to ask one another the question in the book. Invite some Ss to share the answers of their groups with the class. * For a more able class, ask Ss to work in their groups again and brainstorm all the leisure activities they know.   **Step 3: Report and discussion**  After three minutes, the group with the most correct answers wins, and they are invited to share their answers with the whole class.  **Step 4: Judgement**   * T gives feedback. | **5. Work in groups. Ask one another the question below. Then report your friends’ answers to the class.** |
| **ACTIVITY 5: APPLICATION (5'- IW/PW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what | - An overview about the topic *Leisure time* |

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| they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**  T gives feedback and requires Sts do homework. | - Vocabulary to talk about *Leisure time*  **\* Home assignment:**   * Name a list of cheap hobbies, expensive hobbies, easy and difficult hobbies. * Do more exercises in workbook. |

# Period 3-Lesson 2: A closer look 1

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| **ACTIVITY 1: WARM-UP(5’-PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new lesson.   **2. Content:**  **-** Task 1. Match a word/ phrases in column A with a word in column B to make expressions about likes.  **3. Products:**  - Students get some vocabulary from the lesson and be ready for the lesson.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Matching game:**  **Step 1: Task delivering**   * T shows the questions and divides the class into pairs and explains the rules.   **Step 2: Task performance**   * Ss match the prepositions to the phrases and they have to say “Bingo” as fast as possible.   **Step 3: Report and discussion**   * Teacher elicits answers from students and announces the winning pair.   **Step 4: Judgement**   * T sets the context for the lesson. | **Matching game:**  Match the prepositions with the correct phrases:  ***Answer key:***   1. e 2. c 3. b 4. a 5. d |
| **ACTIVITY 2: PRESENTATION (20'-IW/PW)**  **1. Aim:**   * To prepare vocabulary for students to do the tasks. * To present some phrases to express “likes”. * To teach Ss phrases to talk about their hobby or leisure activities.   **2. Content:** | |

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| **-** Vocabulary pre-teaching: be interested in (ph.v), be fond of (ph.v), be keen on (ph.v), be crazy about (ph.v), be into (ph.v)   * Task 2. Fill in each blank with a correct word from the box. * Task 3. Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas.   **3. Products:**  - Students know how to use the target vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Vocabulary**  **Step 1: Task delivering**   * Teacher asks students to guess the uses of the phrases that they have matched in Warm-up activity.   **Step 2: Task performance Pre- teach vocabulary:**   * Teacher introduces the vocabulary. * Teacher checks students’ understanding by the follow-up tasks in student’s book. * T confirms that when we want to change the expressions into those about dislikes, we can put *not* after the forms of the verb be. Give them the example: *is fond of*, which is changed into *is not fond of*. Invite some Ss to do the same with other expressions.   **Step 3: Report and discussion**   * T asks Ss about the form of the verbs placed after these expressions. Tell them that the verbs need to be in *- ing* form. Give them one example: *I’m fond of making paper flowers.*.   **Step 4: Judgement**   * T gives feedback | **1. Vocabulary**  -be interested in: hứng thú với  -be fond of: thích  -be crazy about: quan tâm đến  -be keen on: say mê  -be into: thích |
| **Task 2.**  **Step 1: Task delivering**   * Fill in each blank with a correct word from the box.   **Step 2: Task performance**   * Teacher has Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words in the box.   **Step 3: Report and discussion** | **2. Fill in each blank with a correct word from the box.** (5 mins)  ***Answer key:***   1. fond 2. interested 3. keen 4. into 5. about |

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| * Teacher lets them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones. * Teacher asks Ss to make sentences with some of the expressions they have learnt. Then T invites Ss to share their sentences.   **Step 4: Judgement**   * T gives feedback |  |
| **Task 3.**  **Step 1: Task delivering**  Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas.  **Step 2: Task performance**   * Teacher tells Ss to share their ideas with a partner. After 1 minute, they can change to another partner.   Let Ss do it for some rounds, then call some students randomly to share about their friends’ ideas.  **Step 3: Report and discussion**   * T asks them to share whether they have the same ideas with their friends.   **Step 4: Judgement**   * Teacher checks students’ pronunciation and gives feedback. * Teacher corrected the answer for the whole class. | **3. Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas. *Suggested answer:***   1. I’m crazy about collecting stamps. 2. I’m keen on making crafts.   … |
| **ACTIVITY 3: PRONUNCIATION (15'-IW/PW)**  **1. Aim:**   * To help Ss identify how to pronounce the sounds /ʊ/ and /u:/ * To help Ss practise pronouncing these sounds in words.   **2. Content:**  **-** Task 4. Listen and repeat the words. Pay attention to the sounds /ʊ/ and /u:/. Then put the words into the correct columns.  - Task 5. Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/.  **3. Products:**  - Ss can learn how to pronounce the sounds /ʊ/ and /u:/ correctly.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.**  **Step 1: Task delivering**  **Listen and repeat the words. Pay** | **4. Listen and repeat the words. Pay attention to the sounds /ʊ/ and /u:/. Then put the words** |

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| **attention to the sounds /ʊ/ and /u:/. Then put the words into the correct columns.**  **Step 2: Task performance**   * Teacher asks some Ss to read out the words first. * Explain to Ss that these words have the sounds /ʊ/ and /u:/. Tell them the difference between the two sounds if needed. Tell Ss that /ʊ/ is a “short vowel” sound while /u:/ is a “long vowel” sound. * Invite some Ss to say some words they know that include the two sounds. * play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary. * Explain to Ss that these words have the sounds /ʊ/ and /u:/. Tell them the difference between the two sounds if needed. Tell Ss that /ʊ/ is a “short vowel” sound while /u:/ is a “long vowel” sound.   **Step 3: Report and discussion**   * Invite some Ss to say some words they know that include the two sounds.   **Step 4: Judgement**   * T gives feedback | **into the correct columns.**  ***Answer key:***  **/ʊ/:** cook, push, would, woman  **/u:/:** group, June, school, move |
| **Task 5:**  **Step 1: Task delivering**  **Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/.**   * Have Ss quickly read the sentences.   **Step 2: Task performance**   * Now play the recording for Ss to listen to the sentences. * Ask them to pay attention to the underlined parts and tick the appropriate sounds. * Invite some Ss to share their answers. * Confirm the correct ones. * Play the recording again for Ss to repeat the sentences. * Have Ss practise the sentences in pairs.   **Step 3: Report and discussion**   * Invite some pairs to read the sentences aloud.   **Step 4: Judgement** | **5: Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/.**  ***Answer key:***   1. She likes reading **books** and swimming in the **pool**. 2. When it is **cool**, we like to play   **football**.   1. She **drew** and made **puddings**   in her free time.   1. My mum loves pumpkin **soup**   and coffee with a little **sugar**.   1. My brother is fond of watching the **cartoon** about a clever **wolf**. |



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| - Comment on their pronunciation of the sounds |  |
| **ACTIVITY 4: APPLICATION (5'-IW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

**Period 4-Lesson 3: A closer look 2**

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| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**   * To review vocab related to leisure activities. * To introduce the term of comparative form of adverbs   **2. Content:**  **-** Game: Find someone who…  **3. Products:**  - Students get familiar with verbs of liking / disliking + gerunds / to-infinitive.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Game: Find someone who… Step 2: Task performance** | **Game: Find someone who… Questions:**  Find someone who… |

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| Teacher delivers the questions   * Teacher asks students to go around the class and ask their friends for answers.   **Step 3: Report and discussion**   * Teacher calls students to report when they finish.   **Step 4: Judgement**   * Teacher gives comments if necessary. | * likes playing computer games * enjoys knitting * detests cooking * fancies going shopping * loves doing puzzles * hates hunting * dislikes watching TV * prefers going to the cinema |
| **ACTIVITY 2: PRESENTATION (10'-PW/IW/GW)**  **1. Aim:**  - To teach Ss verbs of liking and disliking with gerunds and to-infinitives  **2. Content:**  **-** Teacher teaches grammar.  - Teacher asks students to read the grammar box and share their answers.  **3. Products:**  - Students know how to use the target grammar.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Grammar teaching**   * Remind Ss of the concept of the gerund that they learnt in grade 7. Ask them how the gerund is formed and how it functions grammatically.   **Step 2: Task performance**   * Write on the board: *I didn’t know you like knitting.* and *I love to watch TV on Saturdays.* * Explain that in English if we want to follow a verb with another action, we must use a gerund or an infinitive. There are certain verbs that can only be followed by one or the other, and these verbs must be memorised. * Go through the Remember! box with Ss. Tell Ss that verbs of liking / disliking are often followed by gerunds and to-infinitives, and verbs such as love, like, hate and prefer may go with gerunds or to-infinitives with almost no change in meaning. * Have Ss read the examples in the Remember! box, and then encourage them to give their own examples.   **Step 3: Report and discussion**   * Invite some Ss to share their answers.   **Step 4: Judgement** | **I. Grammar Verbs of liking:**   * love * like * fancy * prefer * enjoy   **Verbs of disliking:**   * detest * hate * dislike |

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| * T gives feedback * Teacher checks their answers as a class. |  |
| **ACTIVITY 3: PRACTICE (15' - GW/PM/IM)**  **1. Aim**:  - To help Ss practise using verbs of liking and disliking with gerunds and to- infinitives.  **2. Content**:   * Task 1. Work in pairs. Put the verbs in the appropriate column. * Task 2. Choose the correct answer A, B, or C. * Task 3. Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form. * Task 4. Complete the sentences about yourself.   **3. Products**:  - Students understand how to use the target grammar.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Work in pairs. Put the verbs in the appropriate column**  **Step 2: Task performance**   * Have Ss do these exercises individually and then compare their answers with a partner. * Ask some Ss to write their answers on the board.   **Step 3: Report and discussion**   * Check the answers with the whole class. Accept different sentences provided that they are correct. * Confirm the correct answers. * Checks Ss' answers as a class.   **Step 4: Judgement**   * T gives feedback | 1. **Practice**    1. **Work in pairs. Put the verbs in the appropriate column *Answer key:***   Verbs followed by gerunds only: detest, fancy, dislike, enjoy  Verbs followed by both gerunds and to-infinitives: love, like, hate, prefer |
| **Task 2**  **Step 1: Task delivering**  **Choose the correct answer A, B, or C. Step 2: Task performance**   * Have Ss do these exercises individually and then compare their answers with a partner. * Ask some Ss to write their answers on the board.   **Step 3: Report and discussion**   * Check the answers with the whole class. Accept different sentences provided that they are correct. | **2. Choose the correct answer A, B, or C**  ***Answer key:***   1. A 2. A 3. C 4. B 5. A |

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| * Confirm the correct answers.   **Step 4: Judgement**   * T gives feedback |  |
| **Task 3**  **Step 1: Task delivering**  **Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form.**   * Ask Ss what they see in each picture. For a less able class, T may want to write some key language on the board (e.g. play computer games / surf the net).   **Step 2: Task performance**   * Have Ss do these exercises individually and then compare their answers with a partner. * Ask some Ss to write their answers on the board.   **Step 3: Report and discussion**   * Check the answers with the whole class. Accept different sentences provided that they are correct **Step 4: Judgement** * T gives feedback | **3. Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form.**  ***Answer key:***   1. Mark likes surfing / to surf the net. 2. The girls enjoy knitting. 3. My cousin dislikes cooking. 4. My father hates going / to go shopping. 5. Tom and his sister prefer doing / to do puzzles. |
| **Task 4**  **Step 1: Task delivering**  **Complete the sentences about yourself. Step 2: Task performance**   * Have Ss work individually to write the sentences about themselves.   **Step 3: Report and discussion**   * Invite some Ss to write their answers on the board.   **Step 4: Judgement**   * Comment on their answers. Accept different answers provided that they are logical and correct. | **4. Complete the sentences about yourself.**  ***Suggested answer:***  I like playing basketball. I hate cooking. |
| **ACTIVITY 3: PRODUCTION (10' - GW/PM/IM)**  **1. Aim**:  - To help Ss practise using verbs of liking and disliking with gerunds and to- infinitives  **2. Content**:  - Task 5. Game: Likes and dislikes mimes  **3. Products**:  **-** Students can make questions using verbs of liking / disliking.  **4. Implementation**: | |
| **TEACHER AND STUDENTS'** | **CONTENTS** |

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| **ACTIVITIES** |  |
| **Task 5.**  **Step 1: Task delivering**  **Work in groups. One mimes a leisure activity he / she likes or dislikes. The others guess the activity by asking yes / no questions using the verbs they have learnt**  **Step 2: Task performance**   * Divide Ss into groups. Assign a group leader to keep watch of the game. * Explain the rules of the game: * One student mimes a leisure activity he / she likes or dislikes. Other Ss guess what the activity is by asking Yes / No questions using the verbs they have learnt. * For each correct guess, each student gets one point. The group leader records the points of his / her group members. * Have Ss read the example in the book and model the way to play the game with one student if needed. * Let groups play the game for about 3 - 5 minutes..   **Step 3: Report and discussion**   * Invite groups to perform the game in front of the whole class. Comment on their performance   **Step 4: Judgement**   * T gives feedback | **Work in groups. One mimes a leisure activity he / she likes or dislikes. The others guess the activity by asking yes / no questions using the verbs they have learnt Suggested outcome:**  *A: Do you like surfing the net? B: No, I don’t.*  *C: Do you love messaging your friends?*  *B: Yes, I do.* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment |  |

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| **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

# Period 5-Lesson 4: Communication

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| **ACTIVITY 1: WARM-UP (5’-GW/PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson; * To lead into the new lesson.   **2. Content:**  **-** Questions & answers  **3. Products:**  - Students can talk about hobbies.  **5. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **-** Teacher asks students questions about leisure activities.  **Step 2: Task performance**   * Ss answer the questions   **Step 3: Report and discussion**   * Teacher elicits answers from some students. * Teacher leads in the introduction of the target grammar point.   **Step 4: Judgement**   * Ask Ss to open their book and introduce what they are going to study….   -T gives feedback | ***Questions:***   1. What do you like doing in your free time? 2. What do your friends like doing in their free time? 3. What do young people in Viet Nam often do in their free time?   ***Suggested answers:***   1. I like watching TV in my free time. 2. My friends like playing computer games in their free time. 3. Young people in Viet Nam like doing different things in their free time such as hanging out with friends, going to the cinema. |
| **ACTIVITY 2: EVERYDAY ENGLISH (10’)**  **1. Aim:**   * To introduce ways of inviting and accepting invitations. * To help Ss practise inviting and accepting invitations. | |

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| **2. Content:**   * Task 1. Listen and read the dialogues. Pay attention to the highlighted parts. * Task 2. Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1.   **3. Products:**  - Students know how to use the structures to respond to compliments.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Listen and read the dialogues. Pay attention to the highlighted parts**  **Step 2: Task performance**  **-** Play the recording for Ss to listen and read the two dialogues between Trang and Ann, Tom and Mark at the same time. Ask Ss to pay attention to the questions and answers. **Step 3: Report and discussion**   * Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.   **Step 4: Judgement**   * T gives feedback | **1. Listen and read the dialogues. Pay attention to the highlighted parts** |
| **Task 2.**  **Step 1: Task delivering**  **Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1**  **Step 2: Task performance**   * Ask Ss to work in pairs to make similar dialogues with the given cues. * Move around to observe and provide help.   **Step 3: Report and discussion**   * Call on some pairs to practise in front of the class.   **Step 4: Judgement**   * Comment on their performance. * Teacher checks students’ understanding by asking some checking-questions. | **2. Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1** |
| **ACTIVITY 3: TEENS’ LEISURE ACTIVITIES AROUND THE WORLD (25’)**  **1. Aim:**   * To help Ss learn about three leisure activities of different teens around the world. * To help Ss develop their reading skill for specific information (scanning). | |

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| - To provide Ss with practice in giving a presentation about their friends’ answers.  **2. Content:**   * Task 3. Work in pairs. Answer the question. * Task 4. Read what three teenagers say about their leisure activities. Complete the table with the information from the text. * Task 5. Work in groups. Ask and answer the questions. Report your group’s answer to the class.   **3. Products:**   * Students know about three leisure activities of different teens around the world. * Students can talk about their leisure activities.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3.**  **Step 1: Task delivering**  **Work in pairs. Answer the questions. Step 2: Task performance**   * Ask Ss to look at each picture and say what leisure activity it shows. If time allows, ask them what the things needed for each activity are.   **Step 3: Report and discussion**   * Invite some Ss to share their answers. * Elicit answers from Ss. Confirm the correct answers.   **Step 4: Judgement**  -T gives feedback | **3. Work in pairs. Answer the question.**  ***Question:***  What is the activity in each picture?  ***Suggested answers:***  Picture a: doing origami Picture b: playing badminton Picture c: snowboarding |
| **Task 4**  **Step 1: Task delivering**  **Read what three teenagers say about their leisure activities. Complete the table with the information from the text.**  **Step 2: Task performance**   * Tell Ss that they are going to read about different leisure activities that teens in different countries enjoy doing. * Have them look at the table of information and ask them to read the three short texts and complete the table. * Ask Ss to work in pairs to do this activity. They can draw this table on a sheet of paper. After pairs finish their work,   **Step 3: Report and discussion**   * ask Ss to share their table with the whole class.   **Step 4: Judgement**   * Comment on their answers. Confirm the | **4. Read what three teenagers say about their leisure activities. Complete the table with the information from the**  **text.** |
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| correct answers.  - If time allows, have some pairs give a short talk about each teen and his / her leisure activity. |  |
| **Task 5**  **Step 1: Task delivering**  **Work in groups. Ask and answer the questions. Report your group’s answer to the class.**  **Step 2: Task performance**   * Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends’ answers. * Ask some Ss to report their group’s answers to the class.   **Step 3: Report and discussion**   * Call on some Ss to give the presentation to the whole class. After each student finishes his or her presentation.   **Step 4: Judgement**  -invite comments on his or her clarity, language, and fluency from other Ss  **-** Teacher corrects for students by going around while they’re practising.  - Teacher gives corrections and feedback. | **5. Work in groups. Ask and answer the questions. Report your group’s answer to the class.**  ***Questions:***   1. Which of the activities in 4 do you want to try? 2. Why do you want to try it? |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion** |  |

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| - T asks, Sts answer |  |  |  |  |  |  |
| **Step 4: Judgement** |  |  |  |  | **\* Home assignment:** |  |
| T gives feedback | and | requires | Sts | do | - Do more exercises | in |
| homework. |  |  |  |  | workbook. |  |

**Period 6-Lesson 5: Skill 1**

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| **ACTIVITY 1: WARM UP (5’) Pre – reading**  **1. Aim:**   * To help Ss understand and activate their knowledge of the topic; * To help Ss remember some words related to leisure activities   **2. Content:**  - Task 1: Look at the pictures. What activities can you see?  **3. Products:**  - Students’ answers about leisure activity.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Look at the pictures. What activities can you see?**  **Step 2: Task performance**   * Have Ss look at the pictures in the book or show the pictures on a slide. Ask Ss what activity is shown in each picture. If time allows, ask Ss to describe the pictures (who they can see and what the people are doing). * Tell Ss that they are going to read a text about leisure activities that Ann does with her family members.   .**Step 3: Report and discussion**  Ss answer question  **Step 4: Judgement**  **-** Teacher corrects for students (if needed) | **1. Look at the pictures. What activities can you see?**  **Questions:**  - What activities can you see in the picture?  ***Suggested answers:***  Picture a: riding bikes / cycling Picture b: cooking  Picture c: making a dress |
| **ACTIVITY 2: READING (20’)**  **1. Aim:**   * To improve Ss’ knowledge of vocabulary related to leisure activities; * To improve Ss’ skill of reading for specific information   **2. Content:**  **-** Vocabulary pre-teach: connect (v), recipe (n), ingredient (n), costume (n)   * Task 2. Read about Trang’s leisure activities. Choose the correct answer. * Task 3. Read the text again and answer the questions.   **3. Products:** | |

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| - Students know how to use the target vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Pre - teach vocabulary:**  **Step 2: Task performance**   * Teacher explains the meaning of the new vocabulary by pictures. * Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words. * Teacher introduces the vocabulary.   **Step 3: Report and discussion**   * Invite some Ss to share their answers.   **Step 4: Judgement**   * Teacher checks students’ understanding with follow up questions. | 1. **Reading**    1. **Vocabulary**   -connect (v): kết nối  -recipe (n): công thức  -ingredient (n): nguyên liệu  -costume (n): trang phục |
| **Task 2.**  **Step 1: Task delivering**   * Tell Ss what they are going to do.   **Step 2: Task performance**   * Ask Ss to do the exercise individually and then check their answers in pairs.   **Step 3: Report and discussion**   * Invite some Ss to share their answers.   **Step 4: Judgement**   * Confirm the correct answers | **2. Read about Trang’s leisure activities. Choose the correct answer.**  ***Suggested answers:***   1. C 2. B |
| **Task 3.**  **Step 1: Task delivering**  **Read the text again and answer the questions.**   * Ask Ss what they are going to do. * Have Ss share how to do this exercise. * Briefly tell them the steps: Read the questions, underline the key words in each question, locate the key words in the text and find the information to answer the question.   **Step 2: Task performance**   * Ask Ss to do the exercise individually and then check their answers in pairs.   **Step 3: Report and discussion**   * Invite some Ss to share their answers. Have them explain their answers. | **3. Read the text again and answer the questions.**  ***Answer key:***   1. She goes for a bike ride, cooks, and does DIY projects. 2. Her brother does. 3. She loves doing DIY projects with her mum the most. 4. Her mum teaches her to make her own dresses and doll clothes. 5. She won the first prize in a costume contest at her school. |

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| **Step 4: Judgement**   * Confirm the correct answers. * Ask some Ss to tell the class about Trang’s leisure activities. * Teacher corrects the students as a whole class. |  |
| **ACTIVITY 3: Post- reading/ speaking (15’)**  **1. Aim:**   * To help Ss prepare ideas for the next activity * To provide an opportunity for Ss to practise talking about a village or town where they live or which they know   **2. Content:**   * Task 4. Work in groups. Take turns to ask and answer the questions. Record your friends’ answers. * Task 5. Report your group members’ answers to the class. What activities are the most common?   **3. Products:**  **-** Students can ask and answer questions about leisure activities  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4**  **Step 1: Task delivering**  **Work in groups. Take turns to ask and answer the questions. Record your friends’ answers in the table below.**   * Tell Ss that they are going to work in groups to answer the questions in the book. Model the answers to the questions yourself. * Have Ss work in groups to ask and answer the three questions in the book. Ask them to draw a similar table on a sheet of paper to record their group members’ answers.   **Step 2: Task performance**   * Ask Ss to practise reporting the group’s answers within the group. * Move around to observe and offer help if needed.   **Step 3: Report and discussion**   * Invite some Ss to share their answers.   **Step 4: Judgement**   * T and other Ss listen and make comments. | **II. Speaking**  **1.4. Work in groups. Take turns to ask and answer the questions. Record your friends’ answers in the table below.**  ***Questions:***   1. What leisure activities do you usually do with your family? 2. Which one do you like the most? Why? 3. How do you feel when you spend time with your family members? |
| **Task 5**  **Step 1: Task delivering** | **2.5. Report your group members’ answers to the class.** |

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| **Report your group members’ answers to the class. What activities are the most common? Step 2: Task performance**   * Ss work in groups to ask and answer the question   **Step 3: Report and discussion**   * Invite some Ss to share their group’s answers to the class. * Ask other groups to listen and give comments.   **Step 4: Judgement**   * Comment on Ss' answers. * Encourage some Ss to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language. T can help the class give feedback. | **What activities are the most common?**  ***Suggested outcome:***  The most common leisure activities are … |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

# Period 7-Lesson 6: Skill 2

**ACTIVITY 1: WARM UP (-5’)**

**1. Aim:**

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| * To create an active atmosphere in the class before the lesson; * To lead into the new lesson.   **2. Content:**  - Game: Hot seat  **3. Products:**  - Students’ answers.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Game: Hot seat**  **Step 1: Task delivering**   * Invite some Ss to go to the board. Give him/ her one leisure activity that they learnt in the previous lesson. Ask them to describe the activity without saying anything. The rest of the class guess the words.   **Step 2: Task performance**  Ss work individually to answer the questions.  **Step 3: Report and discussion**  -T calls Ss to give answers.   * Lead to the new lesson: Listening and Writing about activities with friends   **Step 4: Judgement**   * Introduce the objectives of the lesson. | **Game: Hot seat**  ***Questions:***   * What am I doing?   ***Suggested answers:***   * playing computer games * knitting * cycling   … |
| **ACTIVITY 2: LISTENING (18’)**  **1. Aim:**  - To help Ss develop their skill of listening for specific information  **2. Content:**   * Pre-listening: Task 1. Answer the question. * Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer. * Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words.   **3. Products:**  - Students understand how to use the target grammar.  **4. Implementation:**  - Teacher’s instructions… | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Pre-listening: Task 1.**  **Step 1: Task delivering Answer the question.** | **Answer the question.**  ***Questions:***  1. In your opinion, what |

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| **Step 2: Task performance**   * Have Ss answer the questions in the book.   **Step 3: Report and discussion**   * Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.   **Step 4: Judgement**  -Ss share their answer.  -T gives feedback | activities can we do with our friends in our leisure time?  2. Why should we spend time with our friends? |
| **Task 2.**  **Step 1: Task delivering**  **Listen to an interview with Mark about his leisure activities. Choose the correct answer. Step 2: Task performance**   * Tell Ss that they are going to listen to an interview about the leisure activities Mark does. * Have Ss read the questions first and underline the key words. * Play the recording and ask Ss to listen and choose the correct answers.   **Step 3: Report and discussion**  Ss work in pairs to compare their answers.   * Ask for Ss’ answers and write them on the board without confirming whether they are right or wrong.   **Step 4: Judgement**   * T checks and corrects. | **2. Listen to an interview with Mark about his leisure activities. Choose the correct answer.**  ***Answer key:***   1. A 2. C |
| **Task 3.**  **Step 1: Task delivering**  **Listen to the interview again. Fill in each blank in the table with no more than two words**   * Tell Ss that they are going to listen to the interview again and complete the table of information.   **Step 2: Task performance**   * Have Ss read the table. Have Ss guess the word or phrase to fill in each blank and write their guesses on the board. * Play the recording and ask Ss to listen again and complete the table. Ss work in pairs to compare their answers with each other and with the words / phrases on the board. * Play the recording once more for pairs to | **3. Listen to the interview again. Fill in each blank in the table with no more than two words**  ***Answer key:***   1. video 2. cinema 3. park 4. shape 5. bike ride 6. places |

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| check their answers to both activities 2 and 3.  **Step 3: Report and discussion**  - Confirm and tick the correct answers to activity 2 written on the board. Ask for Ss’ answers to 3. Write them on the board next to their guesses.  Confirm the correct answers.  **Step 4: Judgement**  **-** Teacher corrects the answer as a whole class. |  |
| **ACTIVITY 2: While/post – Writing (17’)**  **1. Aim:**   * To help Ss prepare ideas for the next activity * To help Ss practise writing an email about what they like or dislike doing in their free time with their friends.   **2. Content:**   * Task 4. Work in pairs. Ask and answer the questions. * Task 5. Write an email (80 - 100 words) to a penfriend to tell him / her about what you usually do with your friends in your free time.   **3. Products:**  **-** Students can write an email about leisure activities.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.**  **Step 1: Task delivering**  -**Work in pairs. Ask and answer the questions Step 2: Task performance**   * Have Ss work in pairs to answer the questions in the book.   **Step 3: Report and discussion**   * Have some Ss present their answers or write their answers on the board.   **Step 4: Judgement**   * Comment on their answers. | **4. Work in pairs. Ask and answer the questions**  *Students’ notes* |
| **Task 5.**  **Step 1: Task delivering**  **Write an email (80 - 100 words) to a penfriend to tell him / her about what you usually do with your friends in your free time. Use your answers in 4.**  **Step 2: Task performance**  - Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use  the answers they have prepared in 4. Ask Ss to brainstorm the ideas and needed language for | ***Suggested answer:***  Hi Ann,  It’s nice to hear from you again. Let me tell you about the things I usually do with my friends in my free time.  I usually have free time at weekends, and I often spend Sunday mornings with my friends. I have three close friends, and they live near my |

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| writing.  T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board.  - Ask Ss to write the first draft individually. **Step 3: Report and discussion**  -Teacher may display all or some of the Ss’ writings on the wall / bulletin board.  **Step 4: Judgement**  -Teacher and other Ss comment. Ss edit and revise their writing as homework. If time is limited, Teacher may ask Ss to write the final  version at home. | house. We usually play badminton together for about one hour in the playground. After that, we cycle around the neighbourhood. It’s a lot of fun.  What about you? What do you usually do with your friends in your free time?  Tell me in your next email. Bye for now,  Mi |
| **ACTIVITY 3: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

**Period 8-Lesson 7: Looking back & project**

**ACTIVITY 1: WARM UP (5’)**

**1. Aim:**

* To create an active atmosphere in the class before the lesson;
* To lead into the revision

**2. Content:**

- Unit review

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| - Project presentation  **3. Products:**  - Ss can tell the teacher what they have learnt in unit 1  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Revision**  **Step 1: Task delivering**   * Teacher asks Ss to think of what they have learnt already in Unit 1.   **Step 2: Task performance**   * Ss work in pairs to do the task.   **Step 3: Report and discussion**   * Teacher calls some students to retell.   **Step 4: Judgement**   * Teacher confirms and leads them to do all the exercises in books. | **Questions:**  - What have we learnt in Unit 1?  ***Suggested answers:***  ✔ use the words related to **leisure activities** and expressions about likes and dislikes.  ✔ pronounce the sounds **/ʊ/** and  **/u:/** correctly in words and sentences.  ✔ use **verbs of liking / disliking** followed by **gerunds** and / or **to-infinitives** to talk about likes and dislikes.  ✔ invite and accept **invitations**.  ✔ read about leisure activities with family.  ✔ talk about leisure activities with family.  ✔ listen about leisure activities with friends.  write **an email** about leisure activities with friends |
| **ACTIVITY 2: PRACTICE EXERCISES (10’)/ Vocabulary**  **1. Aim:**  - To help Ss revise the vocabulary items they have learnt in the unit 1.  **2. Content:**   * Task 1. Complete the sentences with appropriate leisure activities. * Task 2. Write complete sentences from the given cues.   **3. Products:**  - Students can use the knowledge they have learnt in this unit to complete the tasks successfully.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering** | **1. Complete the sentences with appropriate leisure** |

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| **Complete the sentences with appropriate leisure activities**  - Have Ss do this activity individually then compare their answers with their partners.  **Step 2: Task performance**  **-** Ss do this activity individually.  **Step 3: Report and discussion**   * Ask for Ss’ answers or ask one student to write his / her answer on the board.   **Step 4: Judgement**   * Confirm the correct answers. | **activities**  ***Answer key:***   1. doing puzzles 2. doing DIY 3. Messaging friends 4. playing sport 5. surfing the net |
| **Task 2.**  **Step 1: Task delivering**  **Write complete sentences from the given cues**  **Step 2: Task performance**   * Have Ss do this activity individually then compare their answers with their partners.   **Step 3: Report and discussion**   * Ask for Ss’ answers or ask one student to write his / her answer on the board.   **Step 4: Judgement**   * Confirm the correct answers.. | **2. Write complete sentences from the given cues**  ***Answer key:***   1. My cousin is crazy about playing computer games. 2. Are they interested in playing badminton after school? 3. I’m not fond of making models because I’m not patient. 4. Why are you not into cooking? – Because I often burn myself. 5. My friends are keen on doing judo, so they go to the judo club every Sunday |
| **ACTIVITY 3: PRACTICE EXERCISES ( 10’)/ Grammar**  **1. Aim:**  - To help Ss revise the forms and uses of verbs of liking and disliking  **2. Content:**   * Task 3. Fill in each blank with the correct form(s) of the verb in brackets.. * Task 4. Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary..   **3. Products:**  - Students can use the knowledge they have learnt in this unit to complete the tasks successfully  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3.**  **Step 1: Task delivering**  **Fill in each blank with the correct form(s) of the verb in brackets.**  - Ask Ss to explain the form of the verbs after verbs of liking / disliking that they have learnt in the unit.  **Step 2: Task performance** | **3. Fill in each blank with the correct form(s) of the verb in brackets.**  ***Answer key:***   1. cycling 2. reading / to read 3. playing 4. chatting / to chat |

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| * Have Ss do this exercise individually then compare their answers with a partner.   **Step 3: Report and discussion**  Call on some Ss to give the answers.  **Step 4: Judgement**   * Confirm the correct answers and write them on the board. | 5. to do / doing |
| **Task 4**  **Step 1: Task delivering**  **Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary**  **Step 2: Task performance**   * Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class. * Remind Ss to keep a record of their original answers so that they can use that information in the *Now I can …* section.   **Step 3: Report and discussion**   * Invite some Ss to read their answers aloud.   **Step 4: Judgement**  **-** Teacher corrects for students as a whole class. | **4. Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary**  ***Answer key:***   1. reading / to read books 2. messaging / to message her friends 3. making / to make paper flowers 4. knitting / to knit 5. playing badminton |
| **ACTIVITY 4: PROJECT (15’)**  **1. Aim:**  - To help Ss practise making their report about their interview with their friends **2. Content:**  **-** Report the data of their interview by groups in class.  **3. Products:**  **-** Students practice giving a presentation.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Leisure time survey**   * Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.   **Step 2: Task performance**   * T has groups show their posters and present | **Suggested outcome:** *Students’ posters & presentations* |

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| the data to the class.  **Step 3: Report and discussion**   * Students vote for the best poster.   **Step 4: Judgement**   * T gives feedback |  |
| **ACTIVITY 5: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |

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