

*Week:.....**Date of planning:**Period:.....**Date of teaching:***UNIT 1: LEISURE TIME****Lesson 4: Communication – Teens' leisure activities around the world****I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Invite and accept invitations

**2. Competences**

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

**3. Personal qualities**

- Be ready and confident in real life conversations

**II. MATERIALS**

- Grade 8 textbook, Unit 1, Communication
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

**III. PROCEDURES****1. WARM-UP****a. Objectives:**

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

**b. Content:**

- Questions & answers

**c. Expected outcomes:**

- Students can talk about hobbies.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Teacher asks students questions about leisure activities.</li> <li>- Teacher elicits answers from some students.</li> <li>- Teacher leads in the introduction of the target grammar point.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do you like doing in your free time?</li> <li>2. What do your friends like doing in their free time?</li> <li>3. What do young people in Viet Nam often do in their free time?</li> </ol> <p><b>Suggested answers:</b></p> <ol style="list-style-type: none"> <li>1. I like watching TV in my free time.</li> <li>2. My friends like playing computer games in their free time.</li> <li>3. Young people in Viet Nam like doing different things in their free time such as</li> </ol>

hanging out with friends, going to the cinema.
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## 2. ACTIVITY 1: PRESENTATION - EVERYDAY ENGLISH

### a. Objectives:

- To introduce ways of inviting and accepting invitations.
- To help Ss practise inviting and accepting invitations.

### b. Content:

- Task 1. Listen and read the dialogues. Pay attention to the highlighted parts.

### c. Expected outcomes:

- Students know how to use the structures to respond to compliments.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Listen and read the dialogues. Pay attention to the highlighted parts.</b>	
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.</li> </ul>	<b>Audio script – Track 5:</b> <i>Trang: Would you like to go to the cooking club with me this Sunday?</i> <i>Ann: I'd love to. Thanks.</i> <i>Tom: Do you fancy going for a walk?</i> <i>Mark: That's great. Thanks.</i>

## 3. ACTIVITY 2: PRACTICE (TEENS' LEISURE ACTIVITIES AROUND THE WORLD)

### a. Objectives:

- 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).
- To provide Ss with practice in giving a presentation about their friends' answers.

### b. Content:

- Task 2. Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1.
- 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.

### c. Expected outcomes:

- Students know about three leisure activities of different teens around the world.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss to work in pairs to make similar dialogues with the given cues.</li> <li>- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment</li> </ul>	

on their performance.

**Task 3. Work in pairs. Answer the question.** (6 mins)

- 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.

- Elicit answers from Ss. Confirm the correct answers.

**Question:**

What is the activity in each picture?

**Suggested answers:**

Picture a: doing origami

Picture b: playing badminton

Picture c: snowboarding

**Task 4. Read what three teenagers say about their leisure activities. Complete the table with the information from the text.** (10 mins)

- 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, ask them to share their table with the whole class.

- Comment on their answers. Confirm the correct answers.

- If time allows, have some pairs give a short talk about each teen and his / her leisure activity.

**Suggested answers:**

Name	Country	Leisure activity	Person / People to do the activity with	Benefits of the activity
Sakura	Japan	Doing origami	No one	helps her to relax
Eric	Switzerland	Snowboarding	Parents	improves his overall health and balance
Lan	Viet Nam	Playing badminton	Best friend	- improves her muscle strength - reduces stress

#### 4. ACTIVITY 3: PRODUCTION

##### a. Objectives:

- To help Ss practise asking and answering about leisure activities

##### b. Content:

- Task 5. Game: Work in groups. Ask and answer the questions. Report your group's answer to the class.

##### c. Expected outcomes:

- Students can talk about their leisure activities.

##### d. Organisation:

#### **Task 5. Work in groups. Ask and answer the questions. Report your group's answer to the class.**

<ul style="list-style-type: none"> <li>- 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.</li> <li>- Ask some Ss to report their group's answers to the class.</li> </ul>	<p><b>Questions:</b> 1. Which of the activities in 4 do you want to try? 2. Why do you want to try it?</p>
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- Call on some Ss to give the presentation to the whole class. After each student finishes his or her presentation, invite comments on his or her clarity, language, and fluency from other Ss.	
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**5. CONSOLIDATION****a. Wrap-up**

- Have Ss repeat what they have learnt in the lesson.
- Summarize the content of the lesson.

**b. Homework**

- Memorize vocabulary of the lesson.
- Prepare for Skills 1 and Project.

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

*Date of planning:*  
*Date of teaching:*

## UNIT 1: LEISURE TIME

### Lesson 5: Skills 1

#### I. OBJECTIVES

By the end of this lesson, Ss will be able to:

##### 1. Knowledge

- Read about leisure activities with family;
- Talk about leisure activities with family;

##### 2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

##### 3. Personal qualities

- Love reading and talking about activities in leisure time

#### II. MATERIALS

- Grade 8 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### III. PROCEDURES

##### 1. WARM-UP (5 mins)

###### a. Objectives:

- To help Ss understand and activate their knowledge of the topic;
- To help Ss remember some words related to leisure activities

###### b. Content:

- Task 1: Look at the pictures. What activities can you see?

###### c. Expected outcomes:

- Students' answers about leisure activity.

###### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Look at the pictures. What activities can you see?</b>	
<ul style="list-style-type: none"> <li>- 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).</li> <li>- Tell Ss that they are going to read a text about leisure activities that Ann does with her family members.</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>- What activities can you see in the picture?</li> </ul> <p><b>Suggested answers:</b></p> <p>Picture a: riding bikes / cycling</p> <p>Picture b: cooking</p> <p>Picture c: making a dress</p>

**2. ACTIVITY 1: PRESENTATION (READING) (20 mins)****a. Objectives:**

- To improve Ss' knowledge of vocabulary related to leisure activities;
- To improve Ss' skill of reading for specific information

**b. Content:**

- Pre-reading: Vocabulary pre-teach
- Task 2. Read about Trang's leisure activities. Choose the correct answer.
- Task 3. Read the text again and answer the questions.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Pre-reading: Vocabulary pre-teach (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher explains the meaning of the new vocabulary by pictures.</li> <li>- 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.</li> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher checks students' understanding with follow up questions.</li> </ul>	<b>New words:</b> <ol style="list-style-type: none"> <li>1. connect (v)</li> <li>2. recipe (n)</li> <li>3. ingredient (n)</li> <li>4. costume (n)</li> </ol>
<b>Task 2. Read about Trang's leisure activities. Choose the correct answer. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss what they are going to do.</li> <li>- Ask Ss to do the exercise individually and then check their answer in pairs.</li> <li>- Invite some Ss to share their answers. Confirm the correct answers.</li> </ul>	<b>Suggested answers:</b> <ol style="list-style-type: none"> <li>1. C</li> <li>2. B</li> </ol>
<b>Task 3. Read the text again and answer the questions. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Ask Ss what they are going to do.</li> <li>- Have Ss share how to do this exercise.</li> <li>- 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.</li> <li>- Ask Ss to repeat the steps if necessary.</li> <li>- Ask Ss to do the exercise individually and then check their answers in pairs.</li> <li>- Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.</li> </ul>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. She goes for a bike ride, cooks, and does DIY projects.</li> <li>2. Her brother does.</li> <li>3. She loves doing DIY projects with her mum the most.</li> <li>4. Her mum teaches her to make her own dresses and doll clothes.</li> <li>5. She won the first prize in a costume contest at her school.</li> </ol>

- Ask some Ss to tell the class about Trang's leisure activities.	
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### 3. ACTIVITY 2: PRACTICE (SPEAKING) (10 mins)

#### a. Objectives:

- 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

#### b. Content:

- Task 4. Work in groups. Take turns to ask and answer the questions. Record your friends' answers.

#### c. Expected outcomes:

- Students can ask and answer questions about leisure activities

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4. Work in groups. Take turns to ask and answer the questions. Record your friends' answers in the table below. (10 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to work in groups to answer the questions in the book. Model the answers to the questions yourself.</li> <li>- Have Ss work in groups of four 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.</li> <li>- Ask Ss to practise reporting the group's answers within the group.</li> <li>- Move around to observe and offer help if needed.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. What leisure activities do you usually do with your family?</li> <li>2. Which one do you like the most? Why?</li> <li>3. How do you feel when you spend time with your family members?</li> </ol>

### 4. ACTIVITY 3: PRODUCTION (5 mins)

#### a. Objectives:

- To provide an opportunity for Ss to practise talking about a village or town where they live or which they know

#### b. Content:

- Task 5. Report your group members' answers to the class. What activities are the most common?

#### c. Expected outcomes:

- Students can ask and answer questions about leisure activities

#### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 5. Report your group members' answers to the class. What activities are the</b>	

<b>most common? (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Invite some Ss to share their group's answers to the class.</li> <li>- Ask other groups to listen and give comments.</li> <li>- Comment on Ss' answers.</li> </ul>	<p><b><i>Suggested outcome:</i></b> The most common leisure activities are ...</p>

## 5. CONSOLIDATION (5 mins)

### a. Wrap-up

- Have Ss repeat what they have learnt in the lesson.
- Summarize the content of the lesson.

### b. Homework

- Do exercises in students' workbook.
- Preparing for the next lesson: Lesson 6 – Skills 2



Week: .....

Date of planning: .....

Period: .....

Date of teaching: .....

**UNIT 1: LEISURE ACTIVITIES****Lesson 6: Skills 2****I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Listen to someone talking about their leisure activities with friends
- Write a paragraph about leisure activities with friends

**2. Competences**

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

**3. Personal qualities**

- Love listening and writing about activities in leisure time

**II. MATERIALS**

- Grade 8 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV
- Speaker

**III. PROCEDURES****1. WARM-UP (5 mins)****a. Objectives:**

- To create an active atmosphere in the class before the lesson;
- To lead into the new lesson.

**b. Content:**

- Game: Hot seat

**c. Expected outcomes:**

- Students' answers.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Game: Hot seat</b> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Lead to the new lesson: Listening and writing about activities with friends.</li> <li>- Introduce the objectives of the lesson.</li> <li>- Teacher corrects students (if needed).</li> </ul>	<b>Questions:</b> <ul style="list-style-type: none"> <li>- What am I doing?</li> </ul> <b>Suggested answers:</b> <ul style="list-style-type: none"> <li>- Playing computer games</li> <li>- Knitting</li> <li>- Cycling</li> <li>...</li> </ul>

**2. PRESENTATION (5 mins)****a. Objectives:**

- To help Ss develop their skill of listening for specific information

**b. Content:**

- Pre-listening: + Task 1. Answer the questions.
- + New vocabulary

**c. Expected outcomes:**

- Students understand new vocabulary and get ready for listening.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Pre-listening: Task 1. Answer the question.</b>	
<ul style="list-style-type: none"> <li>- Have Ss answer the questions in the book.</li> <li>- Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.</li> </ul>	<p><b>Questions:</b></p> <ol style="list-style-type: none"> <li>1. In your opinion, what activities can we do with our friends in our leisure time?</li> <li>2. Why should we spend time with our friends?</li> </ol>

**3. PRACTICE (13 mins)****a. Objectives:**

- To help Ss develop their skill of listening for specific information

**b. Content:**

- + Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words.
- + Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer.

**c. Expected outcomes:**

- Students understand the content of the interview.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to an interview about the leisure activities Mark does.</li> <li>- Have Ss read the questions first and underline the key words.</li> <li>- Play the recording and ask Ss to listen and choose the correct answers. Ss work in pairs to compare their answers.</li> <li>- Ask for Ss' answers and write them on the board without confirming whether they are right or wrong.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> </ol>
<b>Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to the interview again and complete the table of information.</li> <li>- Have Ss read the table. Have Ss guess the word or phrase to fill in each blank and write their guesses on the board.</li> <li>- 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.</li> <li>- Play the recording once more for pairs to check their answers to both activities 2 and 3.</li> <li>- 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.</li> <li>- Teacher checks students' pronunciation and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. video</li> <li>2. cinema</li> <li>3. park</li> <li>4. shape</li> <li>5. bike ride</li> <li>6. places</li> </ol>

**4. PRODUCTION (19 mins)****a. Objectives:**

- 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.

**b. 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.

**c. Expected outcomes:**

- Students can write an email about leisure activities.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4. Work in pairs. Ask and answer the questions. (6 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss work in pairs to answer the questions in the book.</li> <li>- Have some Ss present their answers or write their answers on the board.</li> <li>- Comment on their answers.</li> </ul>	<b>Suggested outcome:</b> <i>Students' notes</i>
<b>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. Use your answers in 4. (13 mins)</b>	
<ul style="list-style-type: none"> <li>- 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 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.</li> <li>- Ask Ss to write the first draft individually. Teacher may display all or some of the Ss' writings on the wall / bulletin board. 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.</li> <li>- Teacher gives corrections and feedbacks</li> </ul>	<b>Suggested answer:</b> 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 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,

**5. CONSOLIDATION (3 mins)****a. Wrap-up**

- Summarise the main points of the lesson.

**b. Homework**

- Do exercises in students' workbook

- Prepare new lesson: Unit 1- Looking back and project

*Week:.....*

*Period:.....*

*Date of planning:*

*Date of teaching:*

**UNIT 1: LEISURE TIME****Lesson 7: Looking back and Project****I. OBJECTIVES**

By the end of this lesson, Ss will be able to:

**1. Knowledge**

- Review the vocabulary and grammar of Unit 1

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

**2. Competences**

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

**3. Personal qualities**

- Love talking about activities in leisure time

**II. MATERIALS**

- Grade 8 textbook, Unit 1, Looking back and Project
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

**III. PROCEDURES****1. WARM-UP (5 mins)****a. Objectives:**

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

**b. Content:**

- Unit review
- Project presentation

**c. Expected outcomes:**

- Ss can tell the teacher what they have learnt in unit 1.

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Revision</b> <ul style="list-style-type: none"> <li>- Teacher asks Ss to think of what they have learnt already in Unit 1.</li> <li>- Ss work in pairs to do the task. Teacher calls some students to retell.</li> <li>- Teacher confirms and leads them to do all the exercises in books.</li> </ul>	<b>Questions:</b> <ul style="list-style-type: none"> <li>- What have we learnt in Unit 1?</li> </ul> <b>Suggested answers:</b> <ul style="list-style-type: none"> <li>✓ use the words related to <b>leisure activities</b> and expressions about likes and dislikes.</li> <li>✓ pronounce the sounds /ʊ/ and /u:/ correctly in words and sentences.</li> <li>✓ use <b>verbs of liking / disliking</b> followed by <b>gerunds</b> and / or <b>to-infinitives</b> to talk about likes and dislikes.</li> <li>✓ invite and accept <b>invitations</b>.</li> <li>✓ read about leisure activities with family.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ talk about leisure activities with family.</li> <li>✓ listen about leisure activities with friends.</li> <li>✓ write <b>an email</b> about leisure activities with friends</li> </ul>
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## 2. ACTIVITY 1: PRESENTATION (VOCABULARY) (4 mins)

### a. Objectives:

- To help Ss review the vocabulary of Unit 1

### b. Content:

- Ss use mind map to review all the content of unit 1

### c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Have Ss do this activity one by one.</li> <li>- Ask for Ss' answers to write his / her answer on the board.</li> <li>- Confirm the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <p>Ss draw mindmap of unit 1 on the board (Vocab, grammar, skills)</p>

## 3. ACTIVITY 2: PRACTICE (GRAMMAR) (16 mins)

### a. Objectives:

To help Ss revise the forms and uses of verbs of liking and disliking

### b. 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..
- Task 1. Complete the sentences with appropriate leisure activities.
- Task 2. Write complete sentences from the given cues.

### c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1. Complete the sentences with appropriate leisure activities. (3 mins)</b>	
<ul style="list-style-type: none"> <li>- Have Ss do this activity individually then compare their answers with their partners.</li> </ul>	<p><b>Answer key:</b></p> <p>1. doing puzzles</p>



<ul style="list-style-type: none"> <li>- Ask for Ss' answers or ask one student to write his / her answer on the board.</li> <li>- Confirm the correct answers.</li> </ul>	<ol style="list-style-type: none"> <li>2. doing DIY</li> <li>3. Messaging friends</li> <li>4. playing sport</li> <li>5. surfing the net</li> </ol>
<p align="center"><b>Task 2. Write complete sentences from the given cues. (3 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Have Ss do this activity individually then compare their answers with their partners.</li> <li>- Ask for Ss' answers or ask one student to write his / her answer on the board.</li> <li>- Confirm the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. My cousin is crazy about playing computer games.</li> <li>2. Are they interested in playing badminton after school?</li> <li>3. I'm not fond of making models because I'm not patient.</li> <li>4. Why are you not into cooking? – Because I often burn myself.</li> <li>5. My friends are keen on doing judo, so they go to the judo club every Sunday</li> </ol>
<p><b>Task 3. Fill in each blank with the correct form(s) of the verb in brackets. (4 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to explain the form of the verbs after verbs of liking / disliking that they have learnt in the unit.</li> <li>- Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers.</li> <li>- Confirm the correct answers and write them on the board.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. cycling</li> <li>2. reading / to read</li> <li>3. playing</li> <li>4. chatting / to chat</li> <li>5. to do / doing</li> </ol>
<p><b>Task 4. Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary. (6 mins)</b></p>	
<ul style="list-style-type: none"> <li>- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.</li> <li>- Remind Ss to keep a record of their original answers so that they can use that information in the <i>Now I can ...</i> section.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>2. reading / to read books</li> <li>3. messaging / to message her friends</li> <li>4. making / to make paper flowers</li> <li>5. knitting / to knit</li> <li>6. playing badminton</li> </ol>

#### 4. ACTIVITY 3: PRODUCTION (PROJECT) (15 mins)

##### a. Objectives:

- To help Ss practise making their report about their interview with their friends.

##### b. Content:

- Report the data of their interview by groups in class.

##### c. Expected outcomes:

- Students practice giving a presentation.

##### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Leisure time survey</b> - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary. - T has groups show their posters and present the data to the class. - Give feedback to students' presentations.	<b>Suggested outcome:</b> <i>Students' posters &amp; presentations</i>

### 5. CONSOLIDATION (5 mins)

#### a. Wrap-up

- Summarise the main points of the lesson.

#### b. Homework

- Do exercises in students' workbook
- Prepare for the next lesson: Unit 2 – Getting started