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| |  |  | | --- | --- | | **Week 1** | **Date of planning:28/08/2025** | | **Period 2** | **Date of teaching:…..…/2025** |   **UNIT 1: LEISURE ACTIVITIES**  **Lesson 1: Getting started**  **I. OBJECTIVES**  **1. Knowledge:** By the end of the lesson, ss will be able to listen and read for specific information about Nick's, Phuc's and Mai's leisure activities.  - Vocabulary: leisure activity items, feeling adjectives: trick, craft kit, beads, stickers…  - The context about leisure activities.  **2. Competence:**  **General competences:**  - Students can actively engage in learning vocabulary and ideas related to leisure activities both in and outside the classroom  - Students can work in pairs or groups to discuss and share about their own or others’ leisure activities.  - Students use reasoning to identify specific details from a listening/reading text and make connections with real-life leisure experiences  **Specific competences:**  - Students understand and use vocabulary related to leisure activities and feelings (e.g. trick, craft kit, beads, stickers...)  - Students develop the ability to apply appropriate strategies when listening and reading for specific details, and relate content to their own learning and daily life  **3. Qualities:** Students are hard-working and attentive. They can describe their leisure activities well.  **II. TEACHING AIDS:**  - Teacher: laptop, TV, projector  - Students : Text books |

**III. PROCEDURES**

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

**a. Objectives:**

- To set the context for the introductory dialogue;

- To introduce the topic of the unit.

**b. Content:**

**-** Students play a game: Kim’s game.

**c. Expected outcomes:**

- Students know thetopic of the unit and be ready for the conversation.

**d. Organization**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Asking questions:**  ***What do you do in your free time?***  - Teacher asks some students what they do in their free time to stir up the class atmosphere and help students to recall some leisure activities they know.  ***Game: Kim’s game***  - Teacher divides the class into 2 teams to play the game - “Kim’s game”.  - Teacher shows the pictures (PPT slides) to the whole class.  - Teacher asks students to look at the pictures in 1 minute and remember them then run to the board to write down the activities in the pictures.  - Students work in groups for 2 minutes.  - Teacher checks the answers from students.  - The team that has the most correct words/ phrases is the winner.  - Teacher asks the whole class to read aloud all the correct words/ phrases on the board.  - Teacher asks students to guess the topic of the unit/ lesson. | ***Game: Kim’s game***  **What do you do in your free time?**  ***Suggested answers:***  Playing video games, flying kites, reading books, listening to music, swimming, surf the Internet, going to the cinema, chatting with friends…. |

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To prepare vocabulary for students to understand the conversation.

**b. Content:**

**-** Pre-teach vocabulary related to the content of the dialogue.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching (hoclieu.vn)**  - Teacher presents the vocabulary. **(hoclieu.vn)**  - Teacher reveals that the words according to the pictures will appear in the reading text.  - Teacher asks students to open their textbook to find these words.  - Teacher checks students’ pronunciation and gives feedback. | **Vocabulary**  **New words:**  1. knitting kit (n): bộ dụng cụ đan len  2. DIY (n): hoạt động tự làm ra, sửa chữa hoặc trang trí đồ vật tại nhà  3. dollhouse (n): nhà búp bê  4. make paper flowers (v.phr) làm hoa giấy  5. hang out (v.phr): đi chơi |

**3. ACTIVITY 2: PRACTICE** (20 mins)

**a. Objectives:**

- To help Ss to listen to and read a conversation between Tom and Trang,

- 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.

**b. 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.

**c. Expected outcomes:**

- Students understand the conversation and know the vocabulary related to the topic.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Listen and read.** (5 mins) | |
| - 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.  - Teacher can play the recording more than once.  - Students listen and read.  - Call some pairs to practice reading the conversation to check their pronunciation. | The dialogue on page 8  **Questions:**  *- What can you see in each picture?*  *- What may the hobby be?* |
| **Task 2. Read the conversation again and complete the sentences.** (5 mins) | |
| - 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.  - Teacher tells Ss to compare their answers in pairs before sharing them with the class. Teacher asks them to explain their answers. | **on page 9**  ***Suggested answers:***  1. knitting kit  2. leisure time  3. other people  4. hang out  5. Sunday |
| **Task 3. Work in pairs. Write the activities from the box under the correct pictures.** (6 mins) | |
| - 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.  - 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. | ***Answer key:***  1. messaging friends  2. cooking  3. playing sport  4. doing puzzles  5. doing DIY  6. surfing the net |
| **Task 4. Work in pairs. Read the phrases, and guess which activities in 3 are described.** (5 mins) | |
| - 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 group writes down some key words and phrases about one or two leisure activities they do or know. Then they read aloud these words/ phrases for the class to guess the activities.  -Teacher corrects for students as a whole class. | **Answer key:**  1. doing puzzles  2. doing DIY  3. playing sport  4. messaging friends  5. surfing the net |

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss practise using the vocabulary items related to leisure activities.

**b. Content:**

**-** Task 5 (Group work: Ask and answer then report)

**c. Expected outcomes:**

**-** Students’ conversations

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Work in groups. Ask one another the question below. Then report your friends’ answers to the class.** (10 mins) | |
| - Teacher gives Ss 3 - 5 minutes to do this activity.  - 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. After three minutes, the group with the most correct answers wins, and they are invited to share their answers with the whole class.  - Teacher corrects and gives feedback to students’ conversations. | **Question:**  *If you have some free time this weekend, what will you do?*  **Suggested outcome:**  If I have free time this weekend, I will go to the cinema to see the latest film. |

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say aloud some words and phrases they remember from the lesson.

**b. Homework**

- Learn by heart vocabulary

- Practise talking about your leisure activities. (prepare pictures/ poster/ video about your leisure activities/ leisure time)

- Prepare: A closer look 1 (look up words and read the questions

**Week 1 Date of planning: 28/08/2025**

**Period 3 Date of teaching: ………./2025**

**UNIT 1: LEISURE ACTIVITIES**

**LESSON: A CLOSER LOOK 1**

**I. OBJECTIVE:**

**1. Knowledge:** By the end of this lesson, Ss will be able to understand:

- Vocabulary: The lexical items related to *Leisure time*

- Pronunciation: Correctly pronounce words that contain the sounds /ʊ/ and /u:/

**2. Competence:**

**General competences:**

Develop the ability to communicate effectively in English through practicing vocabulary and pronunciation related to leisure activities

Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

Work cooperatively with others in pair or group activities to practice pronunciation and use of leisure-related vocabulary

**Specific competences:**

Use the vocabulary and pronunciation patterns in meaningful contexts such as conversations, role-plays, and discussions about free time and hobbies

**3. Qualities:** Students are hard-working and attentive. They can know how to read and understand information from a pie chart.

Ss have the good attitude to working in groups, individual work, pair work, cooperative learning and working

**II. MATERIALS**

- Teacher: Grade 8 text book, laptop, projector , pictures and cards.....

- Students: Text books, studying equipment….

- Computer connected to the Internet.

- Hoclieu.vn

**III. PROCEDURES**

**1. WARM-UP (3 mins)**

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

- To lead into the new lesson.

**b. Content:**

**-** Look at the pictures and say the names of the activities.

**c. Expected outcomes:**

- Students get some vocabulary from the lesson and be ready for the lesson.

**d. Organisation:**

- Show some pictures of the leisure activities Ss learn in the previous lesson. Have Ss say the activities aloud.







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4 5 6

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Teacher asks Ss to name the activities shown in the pictures.  - Teacher invites some Ss to give their answers.  - Teacher checks the correct answers as class.  + **Asking questions: How to express “likes”?**  \* Teacher introduces the lesson.  - *“Today, we learn about some expressions about like and dislike, and the sounds /ʊ/ and /u:/.* | ***Answer key:***  1. cooking  2. doing DIY  3. surfing the net  4. doing puzzles  5. playing sport  6. messaging friends |

**2. ACTIVITY 1: VOCABULARY – PRESENTATION (9 mins)**

**a. Objectives:**

- To prepare vocabulary for students to do the tasks.

- To present some phrases to express “likes”.

**b. Content:**

- Task 1: Match a word/ phrase in column A with a word in column B to make expressions about likes.

**-** Vocabulary.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1:** **Match a word/phrase in column A with a word in column B to make expressions about likes.** (4 mins) | |
| **Matching game:**  - T shows the questions and divides the class into pairs and explains the rules.  - Ss match the prepositions to the phrases and they have to say “Bingo” as fast as possible.  - Teacher elicits answers from students and announces the winning pair.  **-** Teacher shows students the answer on the screen and announces the winning group. | ***Answer key:***  1. e  2. c  3. b  4. a  5. d |
| **\* Vocabulary:** (5 mins) | |
| - Teacher asks students to guess the uses of the phrases that they have matched.  - 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.  - 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.* | 1. be interested in (ph v) hứng thú với  2. be fond of (ph v) thích  3. be crazy about (ph v) say mê  4. be keen on (ph v) quan tâm đến  5. be into (ph v) thích  **Note:** we can put *not* after the forms of the verb be. *I’m* ***not*** *keen on …*  - verbs after these expressions. need to be in *- ing* form.  - I’m fond **of*****making***paper flowers. |

**3. ACTIVITY 2: VOCABULARY – PRACTICE (task 2) – PRODUCTION (task 3) (13 mins)**

**a. Objectives:**

- To present some phrases to express “likes”.

- To teach Ss phrases to talk about their hobby or leisure activities.

**b. Content:**

- 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.

**c. Expected outcomes:**

- Students understand how to use the vocabulary related to the topic.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Fill in each blank with a correct word from the box.** (5 mins) | |
| - 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.  - 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. | ***Answer key:***  1. fond  2. interested  3. keen  4. into  5. about |
| **Task 3: Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas.** (8 mins) | |
| - 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.  - T asks them to share whether they have the same ideas with their friends.  - Teacher checks students’ pronunciation and gives feedback.  - Teacher corrected the answer for the whole class. | ***Suggested answer:***  1. I’m crazy about collec**ting** stamps.  2. I’m keen on mak**ing** crafts.  … |

**4. ACTIVITY 3: PRONUNCIATION – PRESENTATION (task 4) – PRACTICE (task 5) (15 mins)**

**a. Objectives:**

- To help Ss identify how to pronounce the sounds /ʊ/ and /u:/;

- To help Ss practise pronouncing these sounds in words.

**b. 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:/.

**c. Expected outcomes:**

**-** Students repeats the words correctly

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4. Listen and repeat the words. Pay attention to the sounds /ʊ/ and /u:/. Then put the words into the correct columns.** (7 mins) | |
| - Teacher asks some Ss to read out the words first. Then 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.  - Invite some Ss to say some words they know that include the two sounds. | ***Answer key:***  **/ʊ/:** cook, push, would, woman  **/u:/:** group, June, school, move |
| **Task 5: Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/.** (8 mins) | |
| - Teacher asks Ss to quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sound.  - 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. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.  - Teacher gives corrections and feedbacks to students’ pronunciation. | ***Answer key:***  1. She likes reading **books** and swimming in the **pool**.  2. When it is **cool**, we like to play **football**.  3. She **drew** and made **puddings** in her free time.  4. My mum loves pumpkin **soup** and coffee with a little **sugar**.  5. My brother is fond of watching the **cartoon** about a clever **wolf**. |

**5. CONSOLIDATION (5 mins)**

**a. Wrap-up.**

- Ask one or two Ss to tell the class what they have learnt.

* Vocabulary: The lexical items related to Leisure time
* Pronunciation: How to correctly pronounce words that contain the sounds: /ʊ/ and /u:/

- Ask Ss to say make some sentences with words and phrases they remember from the lesson.

**b. Homework.**

- Practice two sound ʊ/ and /u:/.

- Learn by heart vocabulary.

- Do the exercises in students’ workbook: ex A1,2 ( P. 3); B 2,3 (P. 4,5.)

- Prepare new lesson. A CLOSER LOOK - 2/ P. 11-12

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| ***Week:2***  ***Period:4*** | ***Date of planning: 28/08/2025***  ***Date of teaching: ………../2025*** |

**UNIT 1: LEISURE ACTIVITIES**

**LESSON: A CLOSER LOOK 2**

**I. OBJECTIVES**

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

**1. Knowledge**

- use the *verbs of liking and disliking with gerunds and to-infinitive*

**2. Competences**

**General competences:**

Develop the ability to express likes, dislikes, and preferences clearly and appropriately in spoken and written English

Engage in pair or group work to discuss personal interests, practicing grammatical structures in real-life contexts

**Specific competences:**

Use common verbs of liking/disliking (e.g., *like*, *love*, *hate*, *prefer*, *enjoy*, *don’t mind*) accurately with gerunds or to-infinitives in context.

Practice forming correct and meaningful sentences to talk or write about hobbies, interests, and preferences, using the appropriate verb forms

**3. Qualities**

Students build confidence in expressing personal preferences, likes, and dislikes in English.

Students learn to listen and respond respectfully to others’ opinions and preferences during pair or group discussions

**II. MATERIALS**

- Grade 8 textbook, Unit 1, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURES**

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

**a. Objectives:**

- To review vocab related to leisure activities.

- To introduce the verbs of liking and disliking with gerunds and to-infinitive**.**

**b. Content:**

**-** Game: Find someone who…

**c. Expected outcomes:**

- Students get familiar with verbs of liking / disliking + gerunds / to-infinitive.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Find someone who…**  - Teacher delivers the questions “ What do you like to do in your spare time?”  - T gives ss some verbs of liking / disliking: like enjoy, fancy, love,….  - Teacher asks students to go around the class and ask their friends for answers.  - Teacher calls students to report when they finish.  - Teacher gives comments if necessary.  - Teacher leads in the lesson. | **Questions:**  Find someone who…   * likes playing computer games * enjoys knitting * detests cooking * fancies going shopping * loves doing puzzles * prefers going to the cinema |

**2. ACTIVITY 1: PRESENTATION** (10 mins)

**a. Objectives:**

- To teach Ss verbs of liking and disliking with gerunds and to-infinitives

**b. Content:**

**-** Teacher teaches grammar.

- Teacher asks students to read the grammar box and share their answers.

**c. Expected outcomes:**

- Students know how to use the target grammar.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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.  - 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. | **Verbs of liking:**  love  like  fancy  prefer  enjoy  **Verbs of disliking:**  detest  hate  dislike |

**3. ACTIVITY 2: PRACTICE** (15 mins)

**a. Objectives:**

- To help Ss practise using verbs of liking and disliking with gerunds and to-infinitives.

**b. 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.

**c. Expected outcomes:**

- Students understand how to use the target grammar.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Work in pairs. Put the verbs in the appropriate column.** (3 mins) | |
| - Have Ss do these exercises individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Accept different sentences provided that they are correct. | ***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. Choose the correct answer A, B, or C.** (3 mins) | |
| - Have Ss do these exercises individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Accept different sentences provided that they are correct. | ***Answer key:***  1. A  2. A  3. C  4. B  5. A |
| **Task 3: Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form.** (4 mins) | |
| - 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).  - Have Ss do these exercises individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Accept different sentences provided that they are correct. | ***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. Complete the sentences about yourself.** (6 mins) | |
| - Have Ss work individually to write the sentences about themselves.  - Invite some Ss to write their answers on the board.  - Comment on their answers. Accept different answers provided that they are logical and correct. | ***Suggested answer:***  I like playing basketball.  I hate cooking. |

**4. ACTIVITY 3: PRODUCTION** (10 mins)

**a. Objectives:**

- To help Ss practice using verbs of liking and disliking with gerunds and to-infinitives

**b. Content:**

- Task 5. Game: Likes and dislikes mimes

**c. Expected outcomes:**

**-** Students can make questions using verbs of liking / disliking.

**d. Organisation:**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5. 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.** (10 mins) | |
| - 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 learned. • 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. - Invite some groups to perform the game in front of the whole class. Comment on their performance. | **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.* |

**5. CONSOLIDATION (5 mins)**

**a. Wrap-up**

- Summarise the main points of the lesson.

- Ask Ss to make sentences about themselves, using comparative adverbs.

**b. Homework**

- Learn by heart all the new words and structures

- Do B5, B6 (Work book)

- Prepare: Unit 1: Communication

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| ***Week:2***  ***Period:5*** | ***Date of planning: 28/08/2025***  ***Date of teaching: …………/2025*** |

**UNIT 1: LEISURE ACTIVITIES**

**LESSON: COMMUNICATION**

**I. OBJECTVES:**

**1. Knowledge:**

By the end of the lesson, ss will be able to:

- Read some articles on the 4T website for general and specific information about .

- Understand some abbreviations and talk how they spend their free time.

**2. Competences**

**General competences**

Develop the ability to understand and exchange information about leisure activities in English

Enhance the ability to read and understand online content (e.g., blog posts or articles) and use common abbreviations in digital communication

**Specific competences**

Use appropriate language and structures to talk about **personal leisure activities** and ask others about theirs

Engage in conversations with peers, showing understanding and interest in others’ hobbies and free time habits

**3. Qualities:** - Students have serious attitude in learning and love learning English.

-Students gain confidence in expressing their thoughts and preferences in English.

**II. MATERIALS**

- Grade 8 textbook

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**III. PROCEDURE**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Objective:*** To warm up the class and lead in the new lesson.  ***b, Contents:*** Ss work individually to answer some questions.  ***c, Outcome***: Ss can answer questions well.  ***d, Organization****:* | |
| T asks some questions:  + What do you do in your free time?  + Why do you like doing it?  + How much time do you spend on leisure activities?  Ss answer the questions. |  |
| **2. Presentation (13’)**  ***a, Objective:*** Help Ss know some extra vocabularies related to the topic and understand the abbreviations in the text.  ***b, Contents:***  **+** Ss work individually to study extra vocabularies.  + Ss work in pairs to study the abbreviation.  ***c, Outcome***: Ss can know some extra vocabularies related to the topic and understand the abbreviations in the text well.  ***d, Organization****:* | |
| - T presents the vocabularies.  - Ss listen to the teacher twice. Repeat chorally, then individually. Then copy down in their notebooks.  - T sets the scene: *You are going to read about some activities teenagers do in their spare time*. *Cover the text and just look at the photos (with name and country).*  - T encourages Ss to guess what these students in the photos like doing as leisure activities. Ss do it.  - Then sets a reading time limit:  ? *Close books and play a memory game in competing groups.*  *? Tell how much information you can remember from the text.*  - Motivates Ss by counting every detail they remember without any checking comprehension.  - T asks Ss if they notice any other particular features of the text. T draws their attention to the form of the text (e.g. its layout and the abbreviation).  - T explains that this is from a webpage and that these abbreviations are informal language that is used online and in texting messages.  - T introduces the first abbreviation. Then asks Ss work in pairs to add more abbreviation. | **Extra Vocabulary.**  - window shopping = hang out  - to be hooked on sth: bị mắc vào.., ham mê vào..  - to be addicted to sth: bị nghiện làm …  - to sound + adj ( weird / strange / challenging…)  **1. Read the article on the magazine 4teen website**  **2. Study the abbreviations.** |
| **3. Practice (15’)**  ***a, Objective:*** Help understand the abbreviations in the text and do exercises well.  ***b, Contents:*** Ss work in groups to complete the table.  ***c, Outcome***: Ss can understand the abbreviations in the text and do exercises well.  ***d, Organization****:* | |
| - T has Ss work in small groups to complete the table. T allows Ss to read the text more closely to fill in the table.  - Ss do it. Then give the answers.  - T checks the answers and gives feedback. | **3. Find the information from the text to complete the table.**  **Key:**   |  |  |  | | --- | --- | --- | | **Who?** | **What activity is mentioned?** | **What does he/she think of it?** | | ***Emily*** | - hanging out with friend (window shopping)  - working as a volunteer | She loves it. | | ***Hang*** | Cloud watching | She adores it. It’s easy | | ***Linn*** | Going to community center, painting, dancing, doing drama | She loves it | | ***Minh*** | - playing football  - helping his aunt in running cooking class | He likes it.  He’s fun. | | ***Manuel*** | - Playing computer games.  - doing judo | He’s addicted to it.  It’s Ok. | |
| **4. Application (10’)**  ***a, Objective:*** Help Ss give their opinions about leisure activities of some students in the text.  ***b, Contents:*** Ss work in pairs to ask and give opinions about leisure activities.  ***c, Outcome***: Ss can give their opinions about leisure activities of some students in the text well.  ***d, Organization****:* | |
| - T asks students to practice in pairs asking and giving their opinion about leisure activities.  - Ss practice in pairs. | **Eg:**  A: What do you think of hanging out with best friends?  B: I think it is good because it can help to improve the relationship among us. And what do you think of playing computer games?  A: In my opinion, it is an entertainment activity but we shouldn’t spend a lot of time on this activity because it can be addicted… |

**5. CONSOLIDATION (2mins)**

- Learn by heart the new words. Do C1, 2, D1 in workbook.

- Prepare ***Unit 1 - Skills 1.***

|  |  |
| --- | --- |
| ***Week:2***  ***Period:6*** | ***Date of planning: 28/08/2025***  ***Date of teaching:………./2025*** |

**UNIT 1: LEISURE ACTIVITIES**

**LESSON: 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**

**General competences**

Develop the ability to express ideas clearly and appropriately when talking about family leisure activities

Enhance the ability to interact, share experiences, and build social relationships through discussions about family life

**Specific competences**

Read and understand short texts or articles about **how people spend leisure time with their families**, identifying main ideas and specific details

Use appropriate vocabulary and sentence structures to **talk about personal and family leisure activities.**

**3. Qualities**

Foster appreciation for spending meaningful time with family members

Practice cooperation and attentive listening during pair or group work when discussing family activities.

**II. MATERIALS**

- Grade 8 textbook

- 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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Look at the pictures. What activities can you see?** | |
| - 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. | **Questions:**  - What activities can you see in the picture?  ***Suggested answers:***  Picture a: riding bikes / cycling  Picture b: cooking Picture c: making a dress |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| **Pre-reading: Vocabulary pre-teach** (5 mins) | | |
| - 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.  - Teacher checks students’ understanding with follow up questions. | | **New words:**  1. connect (v)  2. recipe (n)  3. ingredient (n)  4. costume (n) |
| **Task 2. Read about Trang’s leisure activities. Choose the correct answer.** (5 mins) | | |
| - Tell Ss what they are going to do. - Ask Ss to do the exercise individually and then check their answer in pairs. - Invite some Ss to share their answers. Confirm the correct answers. | | ***Suggested answers:***  1. C  2. B |
| **Task 3. Read the text again and answer the questions.** (10 mins) | | |
| - 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. - Ask Ss to repeat the steps if necessary. - Ask Ss to do the exercise individually and then check their answers in pairs. - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers. - Ask some Ss to tell the class about Trang’s leisure activities. | | ***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. |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4. Work in groups. Take turns to ask and answer the questions. Record your friends’ answers in the table below.** (10 mins) | |
| - 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 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. - Ask Ss to practise reporting the group’s answers within the group. - Move around to observe and offer help if needed. | ***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? |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5. Report your group members’ answers to the class. What activities are the most common?** (5 mins) | |
| - Invite some Ss to share their group’s answers to the class. - Ask other groups to listen and give comments. - Comment on Ss’ answers. | ***Suggested outcome:***  The most common leisure activities are … |

**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: 3 Date of planning: 28/08/2025***

***Period: 7. Date of teaching: ………/2025***

**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**

**General competences:**

Develop effective listening and writing skills for communicating ideas about leisure activities with friends

Improve the ability to comprehend spoken information and organize ideas logically in written form.

**Specific competences**

Understand the main ideas and specific details in a listening text

Write a well-organized paragraph about one’s own or others' leisure activities with friends, using appropriate vocabulary, linking words, and grammar structures.

Develop skills in organizing ideas clearly with connectors such as first, then, after that, because, etc

**3. Qualities**

Foster appreciation for spending quality time with friends and building strong social connections.

Encourage students to express personal ideas confidently in both listening responses and written tasks

Help students reflect on how they spend their free time meaningfully and responsibly with friends.

**II. MATERIALS**

- Grade 8 textbook

- 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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Hot seat**  - 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.  - Lead to the new lesson: Listening and writing about activities with friends.  - Introduce the objectives of the lesson.  **-** Teacher corrects students (if needed). | ***Questions:***  - What am I doing?  Suggested answers:  - Playing computer games  - Knitting  - Cycling  … |

**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** |
| --- | --- |
| **Pre-listening: Task 1. Answer the question.** | |
| - Have Ss answer the questions in the book. - Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense. | ***Questions:***  1. In your opinion, what activities can we do with our friends in our leisure time?  2. Why should we spend time with our friends? |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer.** (5 mins) | |
| - 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. 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. | ***Answer key:***  1. A  2. C |
| **Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words.** (8 mins) | |
| - Tell Ss that they are going to listen to the interview again and complete the table of information.  - 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 check their answers to both activities 2 and 3.  - 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.  - Teacher checks students’ pronunciation and gives feedback. | ***Answer key:***  1. video  2. cinema  3. park  4. shape  5. bike ride  6. places |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4. Work in pairs. Ask and answer the questions. (6 mins)** | |
| - Have Ss work in pairs to answer the questions in the book.  - Have some Ss present their answers or write their answers on the board.  - Comment on their answers. | **Suggested outcome:**  *Students’ notes* |
| **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)** | |
| - 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.  - 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.  - Teacher gives corrections and feedbacks | ***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 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 |

**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

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| ***Week: 3***  ***Period:8*** | ***Date of planning:28/08/2025***  ***Date of teaching: ……/2025*** |

**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**

**General competences**

Strengthen overall language accuracy and fluency through revision and project-based tasks

Apply learned knowledge creatively to complete a project, demonstrating understanding and practical usage

**Specific competences**

Review and use vocabulary related to **leisure activities, likes and dislikes,** and **free time with family and friends** in context

Reinforce and apply grammar points

Use reading, writing, speaking, and listening skills in an integrated way through **project-based tasks**

Present or create a product (e.g., poster, video, presentation) that shows how students use **Unit 1 language knowledge** in real or imagined situations

**3. Qualities**

- Take responsibility for completing the review exercises and actively contributing to the group project

Use imagination and original ideas to present a meaningful project related to leisure activities

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Revision**  - Teacher asks Ss to think of what they have learnt already in Unit 1.  - Ss work in pairs to do the task. Teacher calls some students to retell.  - 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 |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - Have Ss do this activity one by one.  - Ask for Ss’ answers to write his / her answer on the board.  - Confirm the correct answers. | ***Answer key:***  Ss draw mindmap of unit 1 on the board (Vocab, grammar, skills) |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Complete the sentences with appropriate leisure activities.** (3 mins) | |
| - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board.  - Confirm the correct answers. | ***Answer key:***  1. doing puzzles  2. doing DIY  3. Messaging friends  4. playing sport  5. surfing the net |
| **Task 2. Write complete sentences from the given cues.** (3 mins) | |
| - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or ask one student to write his / her answer on the board.  - Confirm the correct answers. | ***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 |
| **Task 3. Fill in each blank with the correct form(s) of the verb in brackets.** (4 mins) | |
| - Ask Ss to explain the form of the verbs after verbs of liking / disliking that they have learnt in the unit.  - Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers.  - Confirm the correct answers and write them on the board. | ***Answer key:***  1. cycling  2. reading / to read  3. playing  4. chatting / to chat  5. to do / doing |
| **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) | |
| - 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. | ***Answer key:***  2. reading / to read books  3. messaging / to message her friends  4. making / to make paper flowers  5. knitting / to knit  6. playing badminton |

**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**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Leisure time survey**  - 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. | **Suggested outcome:**  *Students’ posters & presentations* |

**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