



Lesson 1

1 Look, listen and repeat.   



2 Point and say.  

What do you like doing?

I like _____.



swimming




cooking



collecting stamps



playing chess

Work in pairs. Tell your partners what you like doing. 

Objectives

By the end of this unit, pupils can

- use the words and phrases related to the topic *My hobby*.
- ask and answer questions about what someone likes doing, using *What do you like doing? I like + verb-ing + (noun)*.
- ask and answer questions about someone's hobbies, using *What's your hobby? I like + verb-ing + (noun)*.
- pronounce the sounds of the letters *fl* and *pl* in the words *flying* and *playing* respectively.

Warm-up: Spend a few minutes revising the previous lesson by asking a group of five pupils to go to the front of the class and sing the song *This is the way*. Have the class sing along and do actions.

1. Look, listen and repeat.

- Tell pupils that they are going to find out about how to ask and answer questions about things someone likes doing.
- Ask them to look at the four pictures to identify the characters (Linda, Nam, Tony and Phong) and the context in which the language is used. Ask them questions such as *Who are they? Where are they? What are they talking about?* (In Picture a, Linda, Phong and Tony are visiting Nam's house. In Picture b, Nam tells his hobby, using *I like reading*. In Picture c, Linda says to Nam and Tony *I like listening to music*. In Picture d, Tony asks Phong *What do you like doing?* and Phong says *I like watching TV*. Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.

Language notes:

- *like + verb-ing* is used mostly to talk about enjoyment/hobbies.
- *like + to + verb (to-infinitive)* is mostly used to talk about choices.



2. Point and say.



- Tell pupils they are going to practise asking and answering questions about what someone likes doing.
- Have them look at the bubbles to understand how to ask and answer questions about things someone likes doing. Ask pupils to look at the four pictures to identify what Tony likes doing in each picture. Teach the words and phrases *swimming, cooking, collecting stamps* and *playing chess*.
- Point to the first picture and model the task with one pupil, using the expressions in the bubbles and the word under the picture. (Teacher: *What do you like doing?* Pupil: *I like swimming*.) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask pupils to practise in pairs, using the prompts in the bubbles and the words and phrases under the pictures. Monitor the activity and offer help, if necessary.



Work in pairs. Tell your partners what you like doing.

- Tell pupils they are going to practise using *What do you like doing? I like ...*
- Ask them to work in pairs: one pupil asks the question and the other gives the answer about their own hobbies. Monitor the activity and offer help, if necessary.
- Ask some pairs to role-play in front of the class.

3 Listen and tick. 🎧 ✎

1. a  b  c 

2. a  b  c 

3. a  b  c 

4 Look and write. 👁️ 🗨️

1. I like  3. I like 

2. I like  4. I like 

5 Let's sing. 🎵

I like doing things

I like reading comic books so much.
Reading comic books is lots of fun.
I like making models, too.
Making models is very cool.
I like collecting stamps so much.
Collecting stamps is lots of fun.
I like playing football, too.
Playing football is very cool.



Warm-up: Spend a few minutes revising the previous lesson by getting some pairs of pupils to the front of the class to ask and answer questions about what someone likes doing, using *What do you like doing? I like + verb-ing + (noun)*.

3. Listen and tick.

- Tell pupils that they are going to listen to three dialogues about hobbies and tick the correct pictures.
- Have them look at the pictures to identify the characters' hobbies. (1a. Linda likes cooking. 1b. She likes collecting stamps. 1c. She likes eating. 2a. Tony likes reading. 2b. He likes flying a kite. 2c. He likes dancing. 3a. Mai likes swimming. 3b. She likes playing chess. 3c. She likes collecting stamps.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen to and tick the correct pictures. Tell them not to worry if they cannot understand every word, and that they should focus on what the characters like doing.
- Get pupils to swap their answers before you check as a class.

Key: 1 b 2 c 3 a

Audio script

1. **Nam:** What do you like doing, Linda? **2. Tony:** Hi, I'm Tony. I'm from Australia.
Linda: I like collecting stamps. I've got a lot of books. I like dancing
Nam: I like collecting stamps too. hip hop. What about you?
3. **Phong:** Do you like playing chess, Mai?
Mai: No, I don't.
Phong: What do you like doing?
Mai: I like swimming.

4. Look and write.

- Tell pupils that they are going to complete the sentences relating to the characters' hobbies.
- Give them a few seconds to look at the pictures. First, focus pupils on the pictures to identify what they like doing (1. Nam likes playing football. 2. Linda likes playing chess. 3. Peter likes reading. 4. Hoa likes collecting stamps.) Then ask pupils to read the incomplete sentences and find the appropriate words to complete them, using the pictures as cues. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class. If there is enough time, call some pupils to read aloud the complete sentences.

Key: 1 playing football 2 playing chess 3 reading (books) 4 collecting stamps

5. Let's sing.

- Tell pupils that they are going to sing the song *I like doing things*. Teach the song, following the procedure in *Teaching the unit components in Introduction*.
- Have them read each line of the lyrics aloud. Check comprehension.
- Play the recording all the way through. Ask pupils to do choral and individual repetition of the song line by line.
- When pupils are familiar with the tune, ask a group of four to the front of the class. Each of the pupils sings two lines of the song, while the class does actions.
- Have the class sing the song again and clap their hands to reinforce learning.

Lesson 2

1 Look, listen and repeat. 🗣️ 🎧 🗣️



2 Point and say. 📌 🗣️



3 Let's talk. 🗣️ 🗣️

- What do you like doing?
- What's your hobby?

Warm-up: Spend a few minutes revising the previous lesson by calling some pupils to the front of the class to sing the song *I like doing things*. The class may sing the last four lines as a whole, clapping hands.

1. Look, listen and repeat.

- Tell pupils that they are going to look at a story in which the characters ask and answer questions about hobbies.
- Ask them to look at the three pictures to identify the characters and the context in which the language is used. Ask them questions such as *Who are the pupils? Where are they? What are they talking about?* (In Picture a, Phong asks Linda about her hobby. In Picture b, Tony says that his hobby is playing the guitar. In Picture c, Mai says her hobby is singing and they all go to Super Music Club because they all like music.) Check comprehension.
- Play the recording more than once, if necessary, for pupils to listen and repeat. Do choral and individual repetition, pointing to the characters speaking.
- Play the recording again for pupils to listen and repeat.

2. Point and say.

- Tell pupils that they are going to practise asking and answering questions about someone's hobbies.
- Have them look at the bubbles to understand how to ask and answer questions about someone's hobby, using *What's your hobby? I like ...*
- Ask pupils to look at the five pictures to identify what the characters like doing. Teach the phrases *riding a bike, playing badminton, flying a kite, taking photographs, watching TV*. Point to the first picture and do the task with one pupil as a model, using the expressions in the bubbles and the phrase under the picture. (Teacher: *What's your hobby?* Pupil: *I like riding a bike.*) Ask pupils to say the question and the answer chorally and individually. Repeat the same procedure with the rest of the pictures.
- Ask them to practise in pairs: one asks the question and the other gives the answer, using the prompts in the bubbles and the picture cues. Monitor the activity and offer help, if necessary.
- Select some pairs to demonstrate the task in front of the class. Check as a class or correct pronunciation, if necessary.

3. Let's talk.

- Tell pupils that they are going to practise asking and answering questions about someone's hobbies, using *What do you like doing?* and *What's your hobby?*
- Do the task with two pupils. Put the questions and the answers on the board and do choral and individual repetition.
- Ask them to work in pairs: one asks the questions and the other gives the answers about their own hobbies. Tell pupils that both questions can be used to ask about one's hobbies. They should practise both with their partners. Monitor the activity and offer help, if necessary.
- Select some pairs to role-play in front of the class.

4 Listen and number. 🎧 🗣️



a



b



c



d

5 Look and write. 👁️ 🗣️



1. Peter: What do you like doing?
Linda: I like _____.



2. Peter: What do you like doing?
Tom: I like _____.



3. Phong: What's your hobby?
Linda: I like _____.



4. Phong: What's your hobby?
Mai: I like _____.

6 Let's play. 🎁

What's your hobby?

Collecting stamps

Reading comic books

Listening to music

Flying a kite

Drawing pictures

Riding a bike

Playing football

Playing the guitar

Playing the piano

Warm-up: Spend a few minutes revising the previous lesson by playing a *Guessing Game*, following the procedure in *Games in Introduction*. Have pupils play the game in small groups. They should take turns acting out their hobbies while the others guess what the hobbies are.

4. Listen and number.

- Tell pupils that they are going to listen to four dialogues about hobbies and number the pictures.
- Ask them to look at the pictures and identify who the characters are and what they like doing. (a. Linda likes flying a kite. b. Mai and Tony like singing. c. Nam likes playing badminton. d. Tony likes taking photographs.) Check understanding.
- Play the recording more than once, if necessary, for pupils to listen and number the pictures. Ask them to focus on what the characters like doing. Play the recording again for pupils to check their answers.
- Get them to swap their answers before you check as a class.

Key: a 2 b 4 c 1 d 3

Audio script

- | | |
|--|--|
| 1. <i>Peter:</i> I have a new ball. Let's play football. | 2. <i>Linda:</i> Oh, your kite's nice. |
| <i>Nam:</i> No, I don't like playing football. | <i>Quan:</i> Flying a kite is my hobby. |
| <i>Peter:</i> What do you like doing? | <i>Linda:</i> What's your hobby? |
| <i>Nam:</i> I like playing badminton. | <i>Linda:</i> Flying a kite, too. |
| <i>Peter:</i> OK, let's play! | <i>Quan:</i> OK. Let's make a kite. |
| | <i>Linda:</i> That's a good idea! |
| 3. <i>Peter:</i> I don't like riding a bike. | 4. <i>Mai:</i> Do, Re, Mi, Fa, Sol, La, Ti, Do ... |
| <i>Akiko:</i> What's your hobby? | <i>Tony:</i> Oh, you sing very well! |
| <i>Peter:</i> Taking photographs. | <i>Mai:</i> Yes, I like singing. |
| <i>Akiko:</i> Oh, that's interesting. | <i>Tony:</i> I like singing, too. |

5. Look and write.

- Tell pupils that they are going to write the answers to the questions about someone's hobbies.
- Ask them to look at the question *What do you like doing?* in the first two pictures. Then have them find the answers by using the picture cues. Then get pupils to look at the question *What's your hobby?* in the last two pictures. Again, have them find the answers by using the picture cues. Check comprehension. If necessary, get pupils to work in pairs.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.

Key: 1 riding a bike 2 flying a kite 3 taking photographs 4 playing badminton

6. Let's play.

- Tell pupils that they are going to play the game *What's your hobby?*
- Stick a large sheet of paper with nine hobbies on the board. Divide pupils into groups of five. One pupil in Group A will mime one of the phrases on the board (e.g. *playing football*) and ask *What's my hobby?* The other groups guess the hobby, put a tick next to *playing football* on the board and say *You like playing football*. The pupils of Group A will say *Yes, that's right.* (or *No, that's wrong.*) The quickest group to put a tick next to the correct phrase on the board and say the correct sentence will get five points. The group that gets the most points wins.

Lesson 3

1 Listen and repeat.

fl **flying** I like **f**lying a kite.

pl **playing** He likes **p**laying the piano.

2 Listen and circle. Then say aloud.

1. I like _____.

- a. playing football
- b. flying a kite

2. He likes _____.

- a. playing the guitar
- b. playing the piano

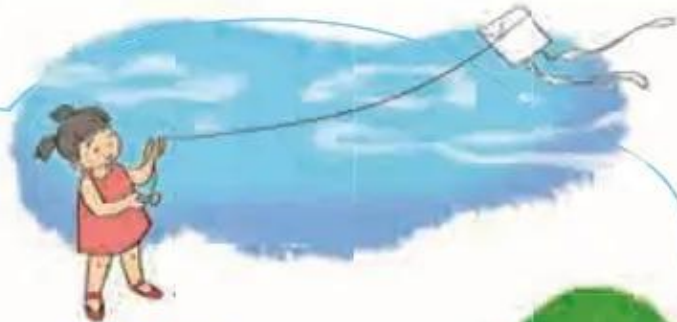
3. She likes _____.

- a. sailing a boat
- b. playing with a yo-yo

4. We like _____.

- a. flying in a plane
- b. flying a kite

3 Let's chant.



Flying a little kite

Flying, flying, flying a little kite
Playing, playing, playing a big drum
Sailing, sailing, sailing an old boat
Planting, planting, planting a new tree
What fun it will be!



Warm-up: Spend a few minutes revising the previous lesson by calling two groups of three pupils to the front of the class to play the game *What's your hobby?*

1. Listen and repeat.

- Tell pupils that they are going to practise saying the sounds **f** and **p** in the words *fly* and *play* respectively.
- First, put the sounds **f** and **p** on the board. Play the recording and ask pupils to repeat a few times. Then put the words *fly* and *play* and the sentences *I like flying a kite.* and *He likes playing the piano.* on the board. Play the recording more than once, if necessary, and let pupils say the words and the sentences, paying attention to the target sounds.
- Do choral and individual repetition of the sounds, words and sentences until pupils feel confident.
- Get some pupils to perform in front of the class. Check as a class and correct the pronunciation, if necessary.

2. Listen and circle. Then say aloud.

- Tell pupils that they are going to listen to the recording and circle the correct phrases to complete the sentences.
- Give them a few seconds to read the sentences in silence and guess the phrases to fill the gaps.
- Have pupils listen to the recording and circle the appropriate phrases to fill the gaps. If necessary, have them do the task in groups. Have them swap their answers before checking as a class. Go around offering help, if necessary.
- Ask pupils to read aloud the sentences.

Key: 1 b 2 a 3 b 4 a

Audio script

- | | |
|------------------------------------|---------------------------------|
| 1. I like flying a kite. | 2. He likes playing the guitar. |
| 3. She likes playing with a yo-yo. | 4. We like flying in a plane. |

3. Let's chant.

- Tell pupils that they are going to say the chant in the books. Follow the procedure in *Teaching the unit components in Introduction.*
- Have pupils read the chant and check comprehension.
- Play the recording more than once, if necessary, for pupils to do choral and individual repetition. Show pupils how to chant and do actions. Call one group of five to give a demonstration.
- Get pupils to sit opposite of each other and practise chanting and doing actions. Go around offering help, if necessary.
- Call some groups to the front of the class to chant and do actions. The rest of the class claps along to the rhythm.

4 Read and complete. 🧐 🗒️

Dear penfriend,

Hi! My name is Mai. I'm nine years old. I'm Vietnamese. I like collecting stamps. I have a lot of stamps. They are so beautiful. I don't like playing chess but I like taking photos. This is a photo of me. I really want a penfriend. Please write to me: mai@englishenglish.com.vn

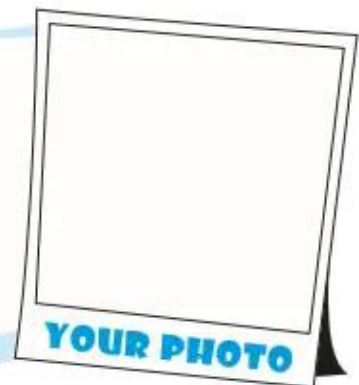
Mai



1. Mai is _____ years old.
2. She likes _____ and _____.
3. She doesn't like _____.
4. She wants a _____.

5 Add your photo and write a reply email to Mai. 🗒️

Dear Mai,



6 Project 🎨

Collect things that you like (e.g., stickers, stamps, candy wrappers) and show them to your classmates.



Warm-up: Spend a few minutes revising the previous lesson. Get two or three groups to go to the front of the class to sing the chant *Flying a little kite* and do actions.

4. Read and complete.

- Tell pupils that they are going to read Mai's email and complete the sentences.
- Have them look at the email and discuss questions such as *Who is writing the email? Who is he or she writing to?* and *What is the email about?*
- Get pupils to read the sentences under the email and focus on the gaps they need to complete. Then ask them to read the text to find appropriate information to complete the sentences. Get pupils to work in pairs or groups, if necessary.
- Give them time to do the task independently. Go around offering help, if necessary.
- Get pupils to swap their answers before checking as a class. If there is enough time, let some pairs ask and answer the questions.

Key: 1 nine 2 collecting stamps, taking photos
3 playing chess 4 penfriend

5. Add your photo and write a reply email to Mai.

- Tell pupils that they are going to write a reply email to Mai, using the information from Activity 4.
- Have them work in pairs or groups to discuss what they are going to write. Focus pupils on their names and ages, what they like and do not like doing and their email addresses. Remind pupils how to open and close an email. Check comprehension.
- Give pupils time to do the task independently. Go around offering help, if necessary.
- Get them to swap their answers before checking as a class.
- If there is time, ask one pupil to write the email on the board.

Key: *Pupils' own answers*

6. Project

- Tell pupils that they are going to collect things that they like, show them to their classmates and tell their hobbies (e.g. *I like collecting stamps.*)
- Encourage them to collect different things. You may give them more suggestions (e.g. bookmarks, leaves, key chains).
- In the next lesson, have pupils show things they have collected to their classmates and talk about their hobbies.

Example: *I like collecting ...*

I have ...

They are ...