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| **W: 2****P: 4** |  **UNIT 1: LEISURE TIME** **Lesson 3: A CLOSER LOOK 2** | DP: 09/9/2023 DT:  |

**A. OBJECTIVES:** By the end of this lesson, Ss will be able to:

**I. Knowledge**

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

**II. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**III. Personal qualities**

- Love talking about activities in leisure time

**B. TEACHING AIDS :**

**1. Teacher:** Grade 8 textbook, TV, laptop, visual aids, hoclieu.vn

**2. Students:** Text books, notebooks.

**C. PROCEDURES**

**I WARM-UP** : **Game: Find someone who…**

 **+Aims: - To create an active asmosphere in the class before the lesson**

 **-To lead into the new lesson**.

- Teacher delivers the questions

**+Questions:**

Find someone who…

* likes playing computer games
* enjoys knitting
* detests cooking
* fancies going shopping
* loves doing puzzles
* hates hunting
* dislikes watching TV

- 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.

II. **PRE-STAGE**

+**Aim**: To teach Ss verbs of liking and disliking with gerunds and to-infinitives

 -T teaches grammar.

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

**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

\***Remember** :Verbs followed by gerunds only: detest, fancy, dislike, enjoy + V-ing

Verbs followed by both gerunds and to-infinitives: love, like, hate, prefer + V-ing / to-inf

**III. DURING-STAGE:**

 **+Aims:**To help Ss identify the verb that go with only gerunds and those that go with both gerunds and to-infinitives.

 To help Ss practise the correct form of verbs after verbs of liking and disliking.

 To give Ss further practice with verbs of liking/disliking.

To help Ss produce sentences with verbs of liking/disliking.

**Activity1. Work in pairs. Put the verbs in the appropriate column.**

- 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.

Key:

+Verbs followed by gerunds only:

*(Động từ chỉ được theo bởi danh động từ)*

detest: *ghét cay ghét đắng*

fancy: *yêu thích, si mê*

dislike: *không thích, ghét*

enjoy: *thích thú, tận hưởng*

**+Verbs followed by both gerunds and to-infinities:**

*(Động từ theo bởi cả danh động từ và động từ nguyên mẫu có to)*

love: *yêu*

like: *thích*

hate: *ghét*

prefer:  *thích hơn, ưa hơn*

**2/ Activity2: Choose the correct answer A, B, or C.**
- 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.

***+key:*** 1. A 2. A 3. C 4. B 5. A

 **Activity 3: Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form.**

- Ask Ss what they see in each picture. For a less able class, T may want to write some key language on the board (e.g. play computer games / surf the net).

- 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.

***+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.

**Activity 4 : Complete the sentences about yourself.**

- 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….

**IV. POST-STAGE:**

**Aim:** **To help Ss ask and answer about leisure activities,using verbs of iking/disliking**

**Activity 5: Game: Likes and dislikes mimes***(Ex 5, p. 12)*

- Divide Ss into groups. Assign a group leader to keep watch of the game.

- Explain the rules of the game.

• One student mimes a leisure activity he / she likes or dislikes. Other Ss guess what the activity is by asking Yes / No questions using the verbs they have learnt.
**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.*

**V. WRAP-UP:**

**\* Aim:** To consolidate what Ss have learnt in the lesson.

 Ask Ss to talk about what they have learnt in the lesson.

**VI. HOMEWORK**:

- Learn lesson.

- Do exercises: B4,5 (WB P.5-6)

- Prepare : Communication.

\* Feedback:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **W: 2****P: 5** |  **UNIT 1: LEISURE TIME** **Lesson 4: COMMUNICATION** | DP: 09/9/2023 DT:  |

**A. OBJECTIVES:** By the end of this lesson, Ss will be able to:

**I. Knowledge**

- Invite and accept invitations

**II. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**III. Personal qualities**

- Be ready and confident in real life conversations

**B. TEACHING AIDS :**

**1. Teacher:** Grade 8 textbook, TV, laptop, visual aids, hoclieu.vn

**2. Students:** Text books, notebooks.

**C. PROCEDURES**

**I. WARM-UP:Chatting**

**Aims:** - To create an active atmosphere in the class before the lesson;

 - To lead into the new lesson.

**-** Teacher asks students questions about leisure activities.

***Questions:***

1. What do you like doing in your free time?

2. What do your friends like doing in their free time?

3. What do young people in Viet Nam often do in their free time?

***Suggested answers:***

1. I like watching TV in my free time.

2. My friends like playing computer games in their free time.

3. Young people in Viet Nam like doing different things in their free time such as hanging out with friends, going to the cinema.

- Teacher leads in the introduction of the target grammar point.

**II. PRE-STAGE :**

 **+Everyday English:** Inviting and accepting invitations.

**+ Aim:** - To introduce ways of inviting and accepting invitations.

+**Activity 1**. Listen and read the dialogues. Pay attention to the highlighted parts

. **-** 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.

- Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.

Note : Inviting and accepting invitations.

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| **Structure** |  |
| How to invite | Would you like to +VDo you fancy + V-ing |
| How to accept invitations | I’d love to.That’s great |

 **III. DURING STAGE:**

**+ Aims:** - To help Ss practise inviting and accepting invitations.

 - To introduce some more leisure activities appearing in the texts that follow.

 - To provide Ss with information about different leisure activities that teens in different countries enjoy doing.

+**Activity 2**. Work in pairs.Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1.

- Ask Ss to work in pairs to make similar dialogues with the given cues.

- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

\*Suggested answer:

**- You invite your friend to play badminton.**

*(Bạn mời bạn mình chơi cầu lông.)*

**A:** Would you like to play badminton with me and Mai this Sunday afternoon?

**B:** I'd love to. Thanks.

**- You invite your friend to make paper flowers with you.**

*(Bạn mời bạn mình làm hoa giấy với bạn.)*

**A:** Do you fancy making paper flowers with me?

**B:** That's great. Thanks.

**- You invite your friend to try your home-made pizza.**

**A:** Do you want to try my home-made pizza?

**B:** That's great. Thanks.

**Activity** 3. Work in pairs. Answer the question.

- 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

+**Activity** 4. Read what three teenagers say about their leisure activities. Complete the table with the information from the text.

- 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:***

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**IV.POST- STAGE:**

**Aim:** - To provide Ss with a chance to share theit opinions about the leisure activities in 4**.**

**Activity 5:** Work in groups. Ask and answer the questions. Report your group’s answer to the class.

- Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends’ answers.

- Ask some Ss to report their group’s answers to the class.

***Questions:***

1. Which of the activities in 4 do you want to try?

2. Why do you want to try it?

**V. WRAP-UP:**

**\* Aim:** To consolidate what Ss have learnt in the lesson.

 Ask Ss to talk about what they have learnt in the lesson.

**VI. HOMEWORK**:

 - Learn lesson.

 -Prepare : Skills 1.

\* Feedback:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **W: 2****P: 6** |  **UNIT 1: LEISURE TIME** **Lesson 5: SKILLS 1**  | DP: 09/9/2023 DT:  |

**A. OBJECTIVES**

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

**I. Knowledge**

- Read about leisure activities with family;

- Talk about leisure activities with family;

**II. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**III. Qualities:;**

- Love reading and talking about activities in leisure time

**B. TEACHING-AIDS**

**1. Teacher:** Grade 8 textbook, TV, laptop, visual aids, hoclieu.vn

**2. Students:** Text books, notebooks.

**C. PROCEDURES**

**I. WARM-UP** :Chatting

**Aims:** - To create an active atmosphere in the class before the lesson;

 -To activate Ss’ knowledge of the topic of the reading text.

Questions: 1/ What leisure activities do you usually do?

 2/ Who in your family do you do the activities with?

II. PRE-STAGE:

 **\* Aim:**- To help students read to find some words in context, and their meaning.

 - To activate Ss’ knowledge of the topic of the reading text.

**+Vocabulary :**

T uses techniques to teach vocabulary

- connect (v) [kə'nekt]nối; kết nối (mime)

- recipe (n) ['resəpi] công thức làm món ăn(explanation)

 - ingredient (n) [in'gri:djənt] thành phần ((explanation)

 - costume (n) ['kɔstju:m] quần áo; y phục; trang phục(picture)

* Check Voc: R.&.R
* **+Activity 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.

***Suggested answers:***

* Picture a: riding bikes / cycling
* Picture b: cooking
* Picture c: making a dress

III. **DURING – STAGE:**

Aims: To help Ss develop the skill of finding the main idea and guessing the meaning of new words in context.

 To help Ss develop the skill of reading for specific information.

**+Activity 2.** Read about Trang’s leisure activities. Choose the correct answer

- 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

**+ Activity 3. Read the text again and answer the questions.**

- 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.

***key:***

1. She goes for a bike ride, take photos ,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.

**IV. POST- STAGE:**

Aims: - To help Ss prepare ideas to talk about leisure activities they do with their family members .

 -To give Ss a chance to report their groupme members’ answer about leisure activities they do with their family members .

**+SPEAKING** :

 **Activity 4** : **Work in groups. Take turns to ask and answer the questions. Record your friends’ answers in the table below.**

- Tell Ss that they are going to work in groups to answer the questions in the book. Model the answers to the questions yourself.
- Have Ss work in groups 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?

**Activity 5: Report your group members’ answers to the class. What activities are the most common?**

- 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 …

**V. WRAP-UP:**

**\* Aim:** To consolidate what Ss have learnt in the lesson.

 Ask Ss to talk about what they have learnt in the lesson.

**VI. HOMEWORK**:

- Learn lesson + do exercises C1-3 + D1-3 P.6-9

- Prepare : Skills 2.

\* Feedback:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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