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| **W: 3****P: 7** |  **UNIT 1: LEISURE TIME** **Lesson 6: SKILLS 2**  | DP: 16/9/2023 DT:  |

**A. OBJECTIVES**

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

**I. Knowledge**

- Listen to someone talking about their leisure activities with friends

- Write a paragraph about leisure activities with friends

**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 lead into the new lesson.

T asks Ss to answer the questions

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

2. Wo do you often do with?

* Ss work individually to answer the questions.
* T gets feedback and writes on the board.
* T leads Ss to the new lesson.

**II. PRE- STAGE**

**\* Aims: - To prepare students for the listening text.**

**Activity 1**:P.15 **Answer the questions.**

- 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?

**- To provide students with some lexical items before listening the text and help Ss understand and activate their knowledge of the topic.**

 **III. DURING- STAGE**

**\* Aim:** To help Ss develop the skill of of listening for specific information.

**Activity 2: Listen to an interview with Mark about his leisure activities. Choose the correct answer.**

- 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

 **Activity 3. Listen to the interview again. Fill in each blank in the table with no more than two words.**

- Tell Ss that they are going to listen to the interview again and complete the table of information.

- 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.

***Answer key:***

1. video

2. cinema

3. park

4. shape

5. bike ride

6. places

 **IV. POST- STAGE**

 **+Aims:** - To help Ss brainstorm ideas and make an outline for their writing.

 **-**To help Ss practise writing an email to a penfriend to tell him/her about the leisure

 Activities they do with their friends.

 **Activity 4. Work in pairs. Ask and answer the questions.**

- 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*

**Activity 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.**

– Have Ss write their email individually based on the information in their mind map.

– Ask one student to write his or her email on the board. Other Ss and T comment on the paragraph on the board.

– Collect some writing to correct at home.

***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

**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 : Looking back & Project.

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

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| **W: 3****P: 8** |  **UNIT 1: LEISURE TIME** **Lesson 7: Looking back and Project** | DP: 16/9/2023 DT:  |

**I. OBJECTIVES**

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

**I. Knowledge**

- Review the vocabulary and grammar of Unit 1

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

**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:** Revision

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

 - To lead into the 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.

**II. LOOKING BACK**

**\* Aims:**

 **-To help Ss revise the vocabulary items they have learnt in the unit**

 **-To help Ss revise the vocabulary items they have learnt in the unit and write complete sentences.**

 **-To help Ss revise the form of the verbs after verbs of liking/disliking.**

**Activity 1: Complete the sentences with appropriate leisure activities.**

* 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.

***\* Key:***

1. doing puzzles

2. doing DIY

3. Messaging friends

4. playing sport

5. surfing the net

**Activity 2**: **Write complete sentences from the given cues.**

- 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.

***\* Key:***

1. My cousin is crazy about playing computer games.

2. Are they interested in playing badminton after school?

3. I’m not fond of making models because I’m not patient.

4. Why are you not into cooking? – Because I often burn myself.

5. My friends are keen on doing judo, so they go to the judo club every Sunday

**Activity 3**: **Fill in each blank with the correct form(s) of the verb in brackets.**

- Ask Ss to explain the form of the verbs after verbs of liking / disliking that they have learnt in the unit.

- 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.

***\* Key:***

1. cycling

2. reading / to read

3. playing

4. chatting / to chat

5. to do / doing

**Activity 4**: **Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary.**

- 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.

***\* 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

III. PROJECT:

*\* Aim:* To help Ss practise doing a survey on their leisure time

**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*

**IV.WRAP-UP:**

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

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

**V. HOMEWORK**

* Review Unit 1
* Prepare for the next lesson: Unit 2 – Lesson 1: Getting started.

**\*Feedback :**

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| **W: 3** **P: 9**  | **UNIT 2: LIFE IN THE COUNTRYSIDE*****Lesson 1 - GETTING STARTED (LAST SUMMER HOLIDAY)*** | DP: 16/9 /2023 DT: / /2023  |

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

**I. Knowledge**

- Gain an overview about the topic *Life in the countryside*

- Gain vocabulary to talk about *Life in the countryside*

**II. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**III. Qualities**

- Be interested in talking about activities in the countryside

**B. TEACHING AIDS**: Grade 8 textbook , TV, Laptop

**C. PROCEDURE:**

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

**Aim:** To set the context for the introductory dialogue and introduce the topic of the unit.

- T asks Ss “What did you do last summer?”.

- Ss answer the question individually.

- Teacher shows students a video of summer in the countryside and asks students to guess what the video is about.
- T sets the context for the listening and reading text: Write the title on the board *Life in the countryside – Last summer holiday*.

**II. PRE-STAGE:**

**Aim:** To present Ss necessary lexical items related to the Topic*: Life in the countryside* and have students get to know the topic

**\* Vocabulary:**

Teacher elicits words from students

- (to) harvest /ˈhɑːvɪst/: thu hoạch (picture)

- combine harvester (n) /kəmˈbaɪn ˈhɑːvɪstər /: máy gặt (picture)

- (to) herd /hɜːd/ : chăn, chăn giữ vật nuôi (picture)

- paddy fields (n) /ˈpædi ˌfiːld/: cánh đồng (picture)

 Checking vocab: R.O.R

**Activity 1: Listen and read.** *(Ex 1, p. 18)*

- Teacher plays the recording, asks students to underline the words related to the topic *Life in the countryside*. (Teacher may check the meaning of some words if necessary.)

- Teacher can play the recording more than once.

 - Students listen and read.

 - Teacher refers to the questions previously asked. Teacher confirms the correct answer.

**III. DURING STAGE:**

**Aims:** - To help Ss use words and phrases related to farm work in the countryside, understand the conversation and introduce some vocabulary items related to activities that rural people often do.

**Activity 2: Choose the correct answer.** *( p. 19)*

- Teacher asks Ss to read the dialogue in detail to answer the questions.

- Tell them to underline parts of the dialogue that help them to answer. Set a strict time limit to ensure Ss read the text quickly for information.

- Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.

- Teacher confirms the correct answer.

***Answer key:***

1. A 2. B 3. C 4. A

**Activity 3: Complete the sentences with the words and phrase from the conversation.**

- Teacher asks students to work independently to fill in each blank with a word from the conversation.

 - Ss do exercise 3 individually.

- T asks them to tell where to find the words.

- T checks the answers as a whole class.

***Answer key:***

1. load 2. combine harvester 3. herd 4. paddy field 5. harvest time

**Activity 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).** (6 mins)

- T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with their partners. Then ask for Ss’ answers. Quickly write their answers on the board without confirming the correct answers.

- T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers.

- Teacher checks the answers as a class and gives feedback.

***Answer key:***

1. d 2. a 3. f 4. e 5. B 6. C

**\* Extra activity:**

**Materials:** One 4A sheet of paper for every four Ss

- Put Ss in groups of four

- Ss think about all the different tasks associated with living in the countryside and / or working on a farm and write them down.

- Ss in groups compare their answer.

- Teacher checks the answers as a class and gives feedback.

**IV. POST STAGE**

**Aim:** To get students to ask and answer about activities that rural people often do.

**Activity 4:** Work in pairs. Ask and answer about the pictures in 4

- Model this activity with a student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do.

- Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class. Comment on their performance.

***Example:***

*- What are they doing in picture a?*

*- They’re ploughing a field.*

**V. WRAP-UP:**

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

Teacher asks students to talk about what they have learnt in the lesson.

**VI. HOMEWORK:**

**Aim:** To revise the knowledge that students have gained in this lesson.

Teacher asks students to talk about what they have learnt in the lesson.

- Learn vocabulary by heart.

- Prepare lesson: A closer look 1

**\* Feedback:**

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