**Planning date 08/09/2024**

**P4. UNIT 1: LEISURE TIME**

**Lesson 3: 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**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Love talking about activities in leisure time

**II. MATERIALS**

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

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Structure** | **Examples** |
| 1. Some verbs of liking and disliking can be followed by **gerunds** only. | dislike surfing |
| 2. Some are followed by both **gerunds** and **to-infinitives** | love to go  love going |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | - Encourage Ss to work in groups so that they can help one another.  - Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

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

**a. Objectives:**

- To review vocab related to leisure activities.

- To introduce the term of comparative form of adverbs

**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  - 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 * hates hunting * dislikes watching TV * prefers going to the cinema |

**e. Assessment:**

**-** Teacher corrects for students (if needed)

**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 |

**e. Assessment:**

- Teacher checks students’ understanding by asking some checking-questions.

**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. |

**e. Assessment:**

**-** Teacher corrects students as a whole class.

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

**a. Objectives:**

- To help Ss practise 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 learnt. • 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.* |

**e. Assessment**

- Teacher gives corrections and feedback.

**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**

- Students’ workbook.

**Date: 9/9/2024**

**P5. UNIT 1: LEISURE TIME**

**Lesson 4: Communication**

**I. OBJECTIVES**

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

**1. Knowledge**

- Invite and accept invitations

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be ready and confident in real life conversations

**II. MATERIALS**

- Grade 8 textbook, Unit 1, Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

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| **Structure** | **Examples** |
| How to invite | Would you like to…  Do you fancy… |
| How to accept invitations | I’d love to.  That’s great |

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | - Encourage Ss to work in groups so that they can help one another.  - Give short, clear instructions, and help if necessary. |

**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:**

**-** Questions & answers

**c. Expected outcomes:**

- Students can talk about hobbies.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **-** Teacher asks students questions about leisure activities.  - Teacher elicits answers from some students.  - Teacher leads in the introduction of the target grammar point. | ***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. |

**e. Assessment:**

**-** Teacher corrects students (if needed).

**2. ACTIVITY 1: EVERYDAY ENGLISH** (10 mins)

**a. Objectives:**

- To introduce ways of inviting and accepting invitations.

- To help Ss practise inviting and accepting invitations.

**b. Content:**

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

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

**c. Expected outcomes:**

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Listen and read the dialogues. Pay attention to the highlighted parts.** (5 mins) | |
| **-** 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. |  |
| **Task 2. Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1.** (5 mins) | |
| - 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. |  |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking-questions.

**3. ACTIVITY 2: TEENS’ LEISURE ACTIVITIES AROUND THE WORLD** (25 mins)

**a. Objectives:**

- To help Ss learn about three leisure activities of different teens around the world.

- To help Ss develop their reading skill for specific information (scanning).

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

**b. Content:**

- Task 3. Work in pairs. Answer the question.

- Task 4. Read what three teenagers say about their leisure activities. Complete the table with the information from the text.

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

**c. Expected outcomes:**

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

- Students can talk about their leisure activities.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3. Work in pairs. Answer the question.** (6 mins) | |
| - Ask Ss to look at each picture and say what leisure activity it shows. If time allows, ask them what the things needed for each activity are. - Elicit answers from Ss. Confirm the correct answers. | ***Question:***  What is the activity in each picture?  ***Suggested answers:***  Picture a: doing origami  Picture b: playing badminton  Picture c: snowboarding |
| **Task 4. Read what three teenagers say about their leisure activities. Complete the table with the information from the text.** (10 mins) | |
| - Tell Ss that they are going to read about different leisure activities that teens in different countries enjoy doing.  - Have them look at the table of information and ask them to read the three short texts and complete the table.  - Ask Ss to work in pairs to do this activity. They can draw this table on a sheet of paper. After pairs finish their work, ask them to share their table with the whole class.  - Comment on their answers. Confirm the correct answers.  - If time allows, have some pairs give a short talk about each teen and his / her leisure activity. | ***Suggested answers:*** |
| **Task 5. Work in groups. Ask and answer the questions. Report your group’s answer to the class.** (10 mins) | |
| - 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.  - Call on some Ss to give the presentation to the whole class. After each student finishes his or her presentation, invite comments on his or her clarity, language, and fluency from other Ss. | ***Questions:***  1. Which of the activities in 4 do you want to try?  2. Why do you want to try it? |

**e. Assessment**

**-** Teacher corrects for students by going around while they’re practising.

- Teacher gives corrections and feedback.

**4. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Students’ workbook.