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|  |  **Period 2: UNIT 1 : LEISURE TIME** **Lesson 1: GETTING STARTED**  ***I’m keen on doing DIY (do-it-yourself)***  |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**

**1. Knowledge: -** An overview about the topic *Leisure time*

- To practice listening and reading skills .

- Use words related to leisure activities and expressions about *likes and dislikes;*

**+ Vocabulary:** words related to leisure activities and expressions about likes and dislikes;

+ pronounce the sounds **/ʊ/** and **/u:/** correctly in words and sentences;

*\* New words: a kniting kit; keen on; DIY; spend; hang out; join; puzzles; message…*

**+ Grammar:** Use verbs of liking / disliking followed by gerunds and / or to-infinitives to talk about likes and dislikes;

**2. Competence:**

**-** Students will be able to practice listening and reading skills .

- Develop communication skills and cultural awareness.

- Be cooperative and supportive in pair work and teamwork. Be actively join in class activities.

**3. Qualities:**

- Love talking about activities in leisure time.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Sach mem.vn ; hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)**  |
| **\* Objectives:** *- To create an active atmosphere in the class before the lesson;* *- To lead into the new lesson.**\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.*\* Product*: Having a chance to speak English.*\* Organisation :* Teacher’s instructions … |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting** **+** Teacher **(T)** asks Ss some questions about the previous lessons, - T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class… - T encourages Ss to talk in English as much as possible+ Before ss open their books, T asks ss what they like doing for pleasure in their free time. Summarise ss' answers and ask them what these activities are called.- Elicit the phrase leisure activities. Tell ss that free time can be called leisure time. Write the unit title on the board Leisure time. Let ss open their books and start the lesson. Otherwise, T can:- Show a picture with a lot of leisure activities for 15 seconds (see below).- Hide the picture and ask ss to name the activities they see in the picture.- Lead into the new lesson by saying: *We do these activities in our free time or leisure time*. Write the unit title on the board Leisure time.- Share with ss the objectives of the lesson and let them open their books and start the lesson. It is a good idea to write the objectives in a corner of the board and leave them there or put them on a slide to show ss. | **+ Greeting** **- T\_Ss.**+ Students **(Ss)** listen and learn how to do the tasks.**-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** |
| ACTIVITY 1: **\* Objectives:** - **To set the context for the introductory dialogue;****- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.***\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points… *\* Product*: Knowing more new words. Understanding the conversation; topic of the lesson, grammar points. Students know thetopic of the unit and be ready for the conversation. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read :**  |
| **\* Teach vocabulary:** + Teacher uses different techniques to teach vocab (situation, realia, translation.)+ Teacher introduces the vocabulary by: - providing the pictures - eliciting the definition of the words+ Teacher do the “Rub out and remember” checking technique.- Ask ss to look at the pictures on page 8 - 9 and answer the questions below:*- What are they talking about?**- What activities can you see in the small pictures?*- Elicit answers from ss.- Introduce the two characters:*Tom and Trang.* Explain that they are friends, and they meet each other by chance in a shopping mall. - Play the recording twice for ss to listen and read along. Have ss underline the words that are related to the unit topic while they are listening and reading.- Invite some pairs of ss to read the conversation aloud.- Have ss say the words in the text that they think are related to the topic Leisure time. Quickly write the words on one part of the board. Comment on ss' answers.  | **- T\_Ss**

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\*Vocabulary:**1**. knitting kit (n) bộ dụng cụ đan len**2**. DIY (n) tự tay làm lấy **3**. Dollhouse (n) nhà búp bê**4.** make paper flowers (v.phr)  làm hoa giấy**5.** hang out (v) đi chơi |
| **3. PRACTICE ( 15’)**  |
| **\* Objectives:** **2. To help ss understand the conversation.****3. To introduce some vocabulary items related to leisure activities.****4. To help ss revise the leisure activities they have learnt in 3.***\* Content:*Listen and read the conversation.Complete the sentences; Write the activities under the correct pictures. *\* Product*: Ss understand the content of the conversation and know the vocabulary related to the topic. *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Read the conversation again and complete the sentences.**  |
| + First, ask ss to read the sentences and fill in the blanks without reading the conversation again.- Elicit the answers from ss. Quickly write these answers on the board.Now have them read the conversation again to check their answers.+ Allow them to share answers with a partner before discussing as a class,- Ask Ss for their answers again, referring to the answers that have been written on the board before.- Confirm the correct answers. | **- T\_Ss****- Work individually.****\* Key:** **1.** knitting kit  **2**. leisure time**3**. other people **4**. hang out**5**. Sunday |
| ACTIVITY 3: **Work in pairs. Write the activities from the box under the correct pictures.** |
| - Have Ss work individually to write the word and phrases in the box under the pictures. Have them compare their answers with a partner.- Invite some ss to go to the board and write their answers.- Confirm the correct answers.- Have ss practise saying the word and phrases again.  | **- T\_ Ss**- **Ss to work individually.**\* Key: **1**. messaging friends **2**. cooking**3.** playing sport **4**. doing puzzles**5**. doing DIY **6**. surfing the net |
| EXTRA ACTIVITY: - Put Ss into pairs.- Ss read off the activities in the word box in 3 and say two sentences about one of the activities that they do. One sentence needs to be true and the other false:Eg: 1. *I enjoy cooking* 2. *I hate cooking* - The partner guesses which sentence is true.- Ss switch the roles and continue with a few more activities. |
| ACTIVITY 4: **Work in pairs. Read the phrases, and guess which activities in 3 are described**  |
| - Have Ss work in pairs and read the key words and phrases given, then guess the leisure activities.- Ask for Ss' answers and confirm the correct ones.For a more able class, have 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. | **- T\_ Ss.** **- Work individually.****\* Key:** **1**. doing puzzles**2**. doing DIY**3**. playing sport**4**. messaging friends**5.** surfing the net |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)**  |
| ACTIVITY 5: **\* Objectives: To help ss practise using the vocabulary items related to leisure activities.***\* Content:*Ask and answer the questions; Report the friends’ answers*\* Product*: Asking and answering the questions; Report it.*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| **5. Work in groups. Ask one another the question below. Then report your friends’ answers to the class.** |
| - Set time (3 — 5 minutes) for ss 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 answers wins, and they are invited to share their answers with the whole class. | **\* Report it.****\* Example:** 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. WRAP-UP & HOME WORK (2’)** - Ask one or two ss to tell the class what they have learnt. Draw ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.- Ask ss to say aloud some words they remember from the lesson.- If there is a projector in the classroom, then T should show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the expressions about likes and dislikes, verbs of liking / disliking + gerunds, verbs of liking / disliking + to-infinitives, and the words with the sounds **/ʊ/** and **/u:/ .** Tells ss that they will learn these language points in the upcoming lessons.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **IV. EVALUATION**+Lesson plan : -full form+Content: - exactly+Teacher’s activities : -clear instruction+Students’activities: - effective activities+Time : -shortage of time============================================== |