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|  |  **Period 3 : UNIT 1 : LEISURE TIME** **Lesson 2 : A CLOSER LOOK 1**  |

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

**1. Knowledge:**

- The lexical items related to *Leisure time.*

- Pronunciation: pronounce words that contain the sounds: **/ʊ/** and **/u:/** correctly

**+ Vocabulary:** The lexical items related to *Leisure time.*

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

*\* New words: be fond of ; be keen on ; be crazy about…..*

**+ 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 know some new words and learn how to use them.

- Develop communication skills and creativity.

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

**3. Qualities:**

- Develop the love of leisure activities and expressions about likes and dislikes

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning.

**II. TEACHING AIDS:**

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

- Students : Text books, workbook…

- Computer connected to the Internet

- Sach mem.vn ; Or 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. Students get some vocabulary from the lesson and be ready for the lesson. *\* 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*+ Show some pictures of the leisure activities ss learnt in the previous lesson. Have some say the activities aloud. Lead into this lesson which focuses on expressions about likes and dislikes and /ʊ/ and /u:/ . - Share with ss the lesson objectives and have 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’)** |
| **\* Objectives:** **- To present some expressions about likes and dislikes.***\* Content:*Learn some new words . *\* Product*: Knowing more new words. Students know how to use the target vocabulary. *\* Organisation* **:** Teacher’s instructions.  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1: **Match a word/ phrase in column A with a word in column B to make expression about likes** |
| **\* 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.\*\* Have Ss read the words / phrases in column A and B and match them to make expressions about likes. Remind them that a word / phrase in column A can only go with one preposition in column B. Have ss work in pairs to compare their answers before giving T the answers. Check and confirm the correct answers. Ask them to change the expressions they have got so that the expressions can be about dislikes.Elicit answers from ss. Confirm that when we want to change the expressions into those about dislikes, we can put not after the forms of the verb be. Give them the example: is fond of, which is changed into is not fond of. Invite some ss to do the same with other expressions.- Ask Ss about the form of the verbs placed after these expressions. Tell them that the verbs need to be in -ing form. + Give them one example: *I'm fond of making paper flowers.* - Demonstrate the negative form*: He is not fond of making paper flowers* | **- T\_Ss**

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\*Vocabulary**1**. be interested in (n) *quan tâm , thich* **2**. be fond of (n) *thích (rất nhiều )***3**. be keen on (n) *mê , thich* **4**. be crazy about (adj) *thích* *(Phát cuồng)* **5**. be into (adj) *thích* **\* LANGUAGE NOTE:** - *To be keen on* means to be very interest in or willing to do something. (- *To keen on* *có nghĩa là rất quan tâm hoặc sẵn sàng làm điều gì đó.)*- I'm quite keen on football. *( Tôi khá mê bóng đá.)*- *To be fond of* means to like someone/something or doing something very much. ( - *To be fond of* *có nghĩa là thích ai đó / cái gì đó hoặc làm điều gì đó rất nhiều.)* I'm very keen on strawberries.  *( Tôi rất thích/ quan tâm đến dâu tây.)* I'm keen on going to the party.  *( Tôi rất thích đi dự tiệc.)* - *To be crazy about* is stronger than keen /fond. - *To be crazy about* *(Phát cuồng)* *Dùng nó mạnh hơn quan tâm / thích.**\* Negative:* *Example:* I'm fond of making paper flowers. *- The negative form*: He is not fond of making paper flowers.  |
| **3. PRACTICE ( 15’)** |
| **\* Objectives:** **2. To help ss practise the expressions about likes and dislikes.****3. To give ss further practice with expressions about likes and dislikes.***\* Content:*Do the filling with a correct word from the box. Complete the sentences.*\* Product*: Students understand how to use the vocabulary related to the topic. *\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Fill in each blank with a correct word from the box.**  |
| - Have Ss do this activity individually. Have ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words in the box.- Let them share their answers in pairs. Invite some ss to give the answers and confirm the correct ones- Ask Ss to make sentences with some of the expressions they have learnt. Invite ss to share their sentences. This activity can be carried out as a competitive game. Ask ss to work in groups and make as many sentences as possible with the expressions about likes and dislikes. The group with the most sentences wins and will be asked to say their sentences | **- T\_Ss****- Work individually.****\* Key:** **1**. fond **2**. interested**3**. keen **4**. into **5**. about  |
| ACTIVITY 3: **Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas.** |
| - Ask ss to look at the example to make sure they understand what to do.- Have them complete the sentences about themselves, using the given word and phrases.Invite ss to share their sentences orally or in the written form.- The activity can be done another way: After ss complete the sentences, ask them to work with a classmate to share their answers. Then invite ss to share information with their classmates. |  **- 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 |
| **4. PRONUNCIATION: ( 8’)** **/ʊ/** and **/u:/**  |
| **\* Objectives:** **- To help ss identify how to pronounce the sounds /ʊ/ and /u:/** **- To help ss practise pronouncing these sounds in words.***\* Content:*Listen and reapeat the words. Practice the sentences. Underline the bold words..*\* Product*: Students repeats the words correctly*\* Organisation :*  |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 4: **Listen and repeat the words. Pay attention to the sounds** **/ʊ/ and /u:/**  |
| - Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear. \- Play the recording as many times as necessary.- Explain to Ss that these words have the sounds and /u:/. Tell them the difference between the two sounds if needed. Tell ss that **/ʊ/** is a short vowel sound while **/u:/** is a long vowel sound.- Ask Ss to work in pairs to practise saying the words and put the words into the correct columns. - Check the answers with the class and confirm the correct ones.- Invite some Ss to say some other words they know that include the two sounds.***\* Teacher gives corrections and feedbacks to students’ pronunciation***  | **- T\_ Ss.** **- Work individually.****\* Key:** **\* Audio script - Track 3:**cook group push June schoolwould woman move**\* Key:**

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| **/ʊ/**  | **/u:/**  |
| cook, push, would, woman | group, June, school. Move |

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| **5. Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/.**  |
| - Have Ss quickly read the sentences. Now play the recording for ss to listen to the sentences. Ask them to pay attention to the bold words and underline the bold words with **/ʊ/** and circle the bold words with **/u:/.**  Invite some Ss to share their answers. Confirm the correct ones. Play the record ing again for ss to repeat the sentences,Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. | **\* Example:** **1**. She likes reading **books** and swimming in the **pool.****2.** When it is **cool,** we like to play **f'ootball.****3.** She **drew** and made **puddings** in her free time.**4.** My mum loves pumpkin **soup** andcoffêe with a little **sugar.****5.** My brother is fond ofwatching the **cartoon** about a clever **wolf'.** |
|  **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.\* HOME WORK:- Do more exercises in workbook.- Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .**IV. EVALUATION**- The content is suitable for the overall education.- The instructions given by the teacher are appropriate, helping students practice each "activity" effectively- The time is enough and suitable for each part.- Students pay attention to the lesson.==============================================  |