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|  | ***Date of planning: 07/9/2024***  ***Date of teaching:10/9/2024*** |

**UNIT 1: LEISURE TIME**

***Period 4: 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*

**III. PROCEDURES**

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

**a. Objectives:**

- To review vocab related to leisure activities.

- To introduce the verbs of liking and disliking with gerunds and to-infinitive**.**

**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 “ What do you like to do in your spare time?”  - T gives ss some verbs of liking / disliking: like enjoy, fancy, love,….  - 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 * prefers going to the cinema |

**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 |

**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. |

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

**a. Objectives:**

- To help Ss practice 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 learned. • 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.* |

**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**

- Learn by heart all the new words and structures

- Do B5, B6 (Work book)

- Prepare: Unit 1: Communication