

Week:.....

Date of planning:

Period:.....

Date of teaching:

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*

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:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Find someone who... <ul style="list-style-type: none"> - 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... <ul style="list-style-type: none"> ● 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

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Grammar teaching <ul style="list-style-type: none"> - 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>I didn't know you like knitting.</i> and <i>I love to watch TV on Saturdays.</i> - 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:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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Task 1. Work in pairs. Put the verbs in the appropriate column. (3 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key: Verbs followed by gerunds only: detest, fancy, dislike, enjoy Verbs followed by both gerunds and to-infinitives: love, like, hate, prefer</p>
Task 2. Choose the correct answer A, B, or C. (3 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Answer key: 1. A 2. A 3. C 4. B 5. A</p>
Task 3: Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form. (4 mins)	
<ul style="list-style-type: none"> - 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. 	<p>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.</p>
Task 4. Complete the sentences about yourself. (6 mins)	
<ul style="list-style-type: none"> - 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. 	<p>Suggested answer: I like playing basketball. I hate cooking.</p>

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:

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)	
<ul style="list-style-type: none"> - Divide Ss into groups. Assign a group leader to keep watch of the game. - Explain the rules of the game: <ul style="list-style-type: none"> • 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. 	<p>Suggested outcome:</p> <p><i>A: Do you like surfing the net?</i> <i>B: No, I don't.</i> <i>C: Do you love messaging your friends?</i> <i>B: Yes, I do.</i></p>

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