

Week:.....  
Period:.....

Date of planning:  
Date of teaching:

## UNIT 1: LEISURE TIME

### Lesson 2: A closer look 1

#### I. OBJECTIVES

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

##### 1. Knowledge

- Vocabulary: The lexical items related to *Leisure time*
- Pronunciation: Correctly pronounce words that contain the sounds /ʊ/ and /u:/

##### 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.
- Develop self-study skills.

#### II. MATERIALS

- Grade 8 textbook, Unit 1, A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### III. PROCEDURES

##### 1. WARM-UP (3 mins)

###### a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To lead into the new lesson.

###### b. Content:

- Look at the pictures and say the names of the activities.

###### c. Expected outcomes:

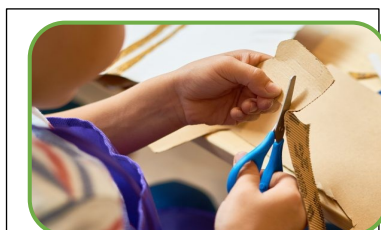
- Students get some vocabulary from the lesson and be ready for the lesson.

###### d. Organisation:

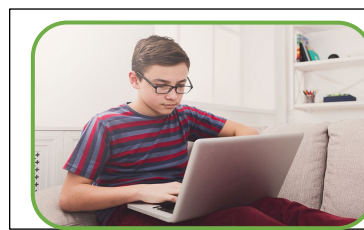
- Show some pictures of the leisure activities Ss learn in the previous lesson. Have Ss say the activities aloud.



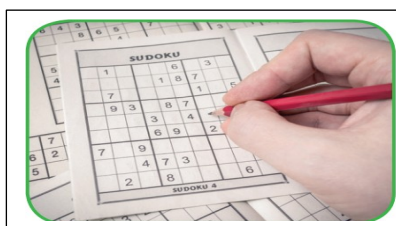
1



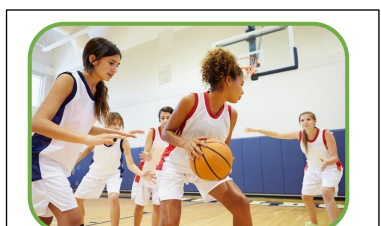
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3



4



5



6

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Teacher asks Ss to name the activities shown in the pictures.</li> <li>- Teacher invites some Ss to give their answers.</li> <li>- Teacher checks the correct answers as class.</li> </ul> <p><b>+ Asking questions: How to express “likes”?</b></p> <p>* Teacher introduces the lesson.</p> <p>- “Today, we learn about some expressions about like and dislike, and the sounds /ɜ/ and /u:/.</p>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. cooking</li> <li>2. doing DIY</li> <li>3. surfing the net</li> <li>4. doing puzzles</li> <li>5. playing sport</li> <li>6. messaging friends</li> </ol>

## 2. ACTIVITY 1: VOCABULARY – PRESENTATION (9 mins)

### a. Objectives:

- To prepare vocabulary for students to do the tasks.
- To present some phrases to express “likes”.

### b. Content:

- Task 1: Match a word/ phrase in column A with a word in column B to make expressions about likes.
- Vocabulary.

### c. Expected outcomes:

- Students know how to use the target vocabulary.

### d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Match a word/phrase in column A with a word in column B to make expressions about likes. (4 mins)</b>	
<p><b>Matching game:</b></p> <ul style="list-style-type: none"> <li>- T shows the questions and divides the class into pairs and explains the rules.</li> <li>- Ss match the prepositions to the phrases and they have to say “Bingo” as fast as possible.</li> <li>- Teacher elicits answers from students and announces the winning pair.</li> <li>- Teacher shows students the answer on the screen and announces the winning group.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. e</li> <li>2. c</li> <li>3. b</li> <li>4. a</li> <li>5. d</li> </ol>
<b>* Vocabulary: (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks students to guess the uses of the phrases that they have matched.</li> <li>- Teacher introduces the vocabulary.</li> <li>- Teacher checks students' understanding by the follow-up tasks in student's book.</li> <li>- T confirms that when we want to change the expressions into those about dislikes, we can put <i>not</i> after the forms of the verb be. Give them the example: <i>is fond of</i>, which is changed into <i>is not fond of</i>. Invite some Ss to do the same with other expressions.</li> <li>- T asks Ss about the form of the verbs placed after these expressions. Tell them that the verbs need to be in - <i>ing</i> form. Give them one example: <i>I'm fond of making paper flowers</i>.</li> </ul>	<ol style="list-style-type: none"> <li>1. be interested in (ph v) hứng thú với</li> <li>2. be fond of (ph v) thích</li> <li>3. be crazy about (ph v) say mê</li> <li>4. be keen on (ph v) quan tâm đến</li> <li>5. be into (ph v) thích</li> </ol> <p><b>Note:</b> we can put <i>not</i> after the forms of the verb be. <i>I'm not keen on ...</i></p> <ul style="list-style-type: none"> <li>- verbs after these expressions. need to be in - <i>ing</i> form.</li> <li>- I'm fond <b>of making</b> paper flowers.</li> </ul>

**3. ACTIVITY 2: VOCABULARY – PRACTICE (task 2) – PRODUCTION (task 3) (13 mins)****a. Objectives:**

- To present some phrases to express “likes”.
- To teach Ss phrases to talk about their hobby or leisure activities.

**b. Content:**

- Task 2. Fill in each blank with a correct word from the box.
- Task 3. Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas.

**c. Expected outcomes:**

- Students understand how to use the vocabulary related to the topic.

**d. Organisation**

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<b>Task 2: Fill in each blank with a correct word from the box. (5 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher has 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.</li> <li>- Teacher lets them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.</li> <li>- Teacher asks Ss to make sentences with some of the expressions they have learnt. Then T invites Ss to share their sentences.</li> </ul>	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> <li>1. fond</li> <li>2. interested</li> <li>3. keen</li> <li>4. into</li> <li>5. about</li> </ol>
<b>Task 3: Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher tells Ss to share their ideas with a partner. After 1 minute, they can change to another partner. Let Ss do it for some rounds, then call some students randomly to share about their friends’ ideas.</li> <li>- T asks them to share whether they have the same ideas with their friends.</li> <li>- Teacher checks students’ pronunciation and gives feedback.</li> <li>- Teacher corrected the answer for the whole class.</li> </ul>	<p><i>Suggested answer:</i></p> <ol style="list-style-type: none"> <li>1. I’m crazy about <u>collecting</u> stamps.</li> <li>2. I’m keen on <u>making</u> crafts.</li> </ol> <p>...</p>

**4. ACTIVITY 3: PRONUNCIATION – PRESENTATION (task 4) – PRACTICE (task 5) (15 mins)****a. Objectives:**

- To help Ss identify how to pronounce the sounds /ʊ/ and /u:/;
- To help Ss practise pronouncing these sounds in words.

**b. Content:**

- Task 4. Listen and repeat the words. Pay attention to the sounds /ʊ/ and /u:/. Then put the words into the correct columns.
- Task 5. Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/.

**c. Expected outcomes:**

- Students repeats the words correctly

**d. Organisation**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 4. Listen and repeat the words. Pay attention to the sounds /ʊ/ and /u:/. Then put the words into the correct columns. (7 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.</li> <li>- Explain to Ss that these words have the sounds /ʊ/ 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.</li> <li>- Invite some Ss to say some words they know that include the two sounds.</li> </ul>	<p><b>Answer key:</b></p> <p>/ʊ/: cook, push, would, woman</p> <p>/u:/: group, June, school, move</p>
<b>Task 5: Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/. (8 mins)</b>	
<ul style="list-style-type: none"> <li>- Teacher asks Ss to quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sound.</li> <li>- Invite some Ss to share their answers. Confirm the correct ones.</li> <li>- Play the recording again for Ss to repeat the sentences.</li> <li>- Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.</li> <li>- Teacher gives corrections and feedbacks to students' pronunciation.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. She likes reading <b>books</b> and swimming in the <b>pool</b>.</li> <li>2. When it is <b>cool</b>, we like to play <b>football</b>.</li> <li>3. She <b>drew</b> and made <b>puddings</b> in her free time.</li> <li>4. My mum loves pumpkin <b>soup</b> and coffee with a little <b>sugar</b>.</li> <li>5. My brother is fond of watching the <b>cartoon</b> about a clever <b>wolf</b>.</li> </ol>

**5. CONSOLIDATION (5 mins)****a. Wrap-up.**

- Ask one or two Ss to tell the class what they have learnt.
  - ✓ Vocabulary: The lexical items related to Leisure time
  - ✓ Pronunciation: How to correctly pronounce words that contain the sounds: /ʊ/ and /u:/
- Ask Ss to say make some sentences with words and phrases they remember from the lesson.

**b. Homework.**

- Practice two sound ʊ/ and /u:/.
- Learn by heart vocabulary.
- Do the exercises in students' workbook: ex A1,2 ( P. 3); B 2,3 (P. 4,5.)
- Prepare new lesson. A CLOSER LOOK - 2/ P. 11-12