UNIT 1: LEISURE TIME

Lesson 1: Getting started – I'm keen on DIY (do-it-yourself).

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Leisure time*
- Gain vocabulary to talk about *Leisure time*

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 *Leisure time*

II. MATERIALS

- Grade 8 textbook, Unit 1, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. DIY (n) (do-it-yourself)	/ˌdiːaɪˈwaɪ/	the activity of decorating or repairing your home, or making things for your home yourself, rather than paying someone else to do it for you	hoạt động tự làm ra, sửa chữa hoặc trang trí đồ vật tại nhà
2. knitting kit (n)	/ˈnɪt.ɪŋ kɪt/	a group of tools needed for knitting	bộ dụng cụ đan len
3. dollhouse (n)	/ˈdɒlˌhaʊs/	a toy that is a very small house, often with furniture and small dolls in it	nhà búp bê
4. make paper flowers (v.phr)	/meɪk 'peɪ.pər 'flaʊərz/	to create flower-like shapes from tissues or crepe paper	làm hoa giấy
5. hang out (v)	/hæŋ aʊt/	to spend a lot of time in a place or with someone	đi chơi

Assumption

Anticipated difficulties	Solutions

Ss may lack experience of group / team work.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To set the context for the introductory dialogue;
- To introduce the topic of the unit.

b. Content:

- Students play a game: listing activities in the picture.

c. Expected outcomes:

- Students know the topic of the unit and be ready for the conversation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: - Teacher shows the pictures (PPT slides) to the whole class. - Teacher ask students to work in pairs and name the activities in the picture. - Students work in pairs for 3 minutes. - Teacher elicits answers from students. - Teacher asks students to guess the topic of the unit/ lesson.	***Game: Who knows more?*** ***Suggested answers:*** Playing video games, flying kites, reading books, listening to music, swimming,...

e. Assessment

- Teacher calls the group with the most activities to answer.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To prepare vocabulary for students to understand the conversation.

b. Content:

- Pre-teach vocabulary related to the content of the dialogue.

c. Expected outcomes:

- Students know how to use the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words. - Teacher introduces the vocabulary.	**New words:** 1. knitting kit (n) 2. DIY (n) 3. dollhouse (n) 4. make paper flowers (v.phr) 5. hang out

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help Ss use words and phrases related to leisure time.
- To help Ss further understand the text.
- To introduce some vocabulary items related to leisure activities.

b. Content:

- Task 1: Listen and read.
- Task 2. Read the conversation again and complete the sentences.
- Task 3. Work in pairs. Write the activities from the box under the correct pictures.
- Task 4. Work in pairs. Read the phrases, and guess which activities in 3 are described.

c. Expected outcomes:

- Students understand the conversation and know the vocabulary related to the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and read. (5 mins)	
- Teacher asks some questions about the pictures in the textbook to get students' interest. - Teacher plays the recording and asks students to circle the words learnt in the *Presentation* stage. - Teacher can play the recording more than once. - Students listen and read.	The dialogue on page 8 **Questions:** - *What can you see in each picture?* - *What may the hobby be?*
Task 2. Read the conversation again and complete the sentences. (5 mins)	
- Teacher asks Ss to read the dialogue in more detail and find the information to complete the sentences. - Teacher asks them how to do this kind of exercise. Explain the strategies, if necessary (e.g. underlining the key words in the sentences, predicting the word speech, locating the key words in the text, and then reading that part and choosing the words to fill in the blank). - Teacher tells them to underline parts of the dialogue that help them with the answers. Set a strict time limit to ensure Ss quickly read the text for information. - Teacher tells Ss to compare their answers in pairs before sharing them with the class. Teacher asks them to explain their answers.	***Suggested answers:*** 1. knitting kit 2. leisure time 3. other people 4. hang out 5. Sunday
Task 3. Work in pairs. Write the activities from the box under the correct pictures. (6 mins)	
- Teacher asks Ss to name the activities shown in the pictures. - Teacher has Ss work individually to write the words and phrases in the box under the pictures. Have them compare their answers with a partner. - Teacher invites some Ss to go to the board and write their answers. - Teacher checks the correct answers as class. - Teacher has Ss practice saying the word and phrases again.	***Answer key:*** 1. messaging friends 2. cooking 3. playing sport 4. doing puzzles 5. doing DIY 6. surfing the net

Task 4. Work in pairs. Read the phrases, and guess which activities in 3 are described. (5 mins)	
- Teacher has Ss work in pairs and read the key phrases given, then guess the leisure activities. - Teacher asks for Ss' answers and confirms the correct ones. - For a more able class, Teacher has 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.	**Answer key:** 1. doing puzzles 2. doing DIY 3. playing sport 4. messaging friends 5. surfing the net

e. Assessment

- Teacher corrects for students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise using the vocabulary items related to leisure activities.

b. Content:

- Task 5 (Group work: Ask and answer then report)

c. Expected outcomes:

- Students' conversations

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Work in groups. Ask one another the question below. Then report your friends' answers to the class. (10 mins)	
- Teacher gives Ss 3 - 5 minutes 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 correct answers wins, and they are invited to share their answers with the whole class.	**Question:** *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.

e. Assessment

- Teacher corrects and gives feedback to students' conversations.

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson.

b. Homework

- Name a list of cheap hobbies, expensive hobbies, easy and difficult hobbies.
- Students' workbook.
- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to interview their classmates or students from other classes about leisure activities. Students will show and report their group's findings in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

Board Plan

Date of teaching

Unit 1: Leisure time

Lesson 1: Getting started

***Warm-up**

*** Vocabulary**

1. knitting kit (n)
2. DIY (n)
3. dollhouse (n)
4. make paper flowers (v.phr)
5. hang out (v)

Task 1: Listen and read.
Task 2: Read the conversation again and complete the sentences.
Task 3: Write the activities from the box under the correct pictures.
Task 4: Read the word and phrases, and guess which activities are described.
Task 5: Ask one another the questions. Then report your friends' answers to the class.

***Homework**

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*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. be interested in (ph.v)	/biː ɪntrəstɪd ɪn/	showing curiosity or concern about something or someone	hứng thú với
2. be fond of (ph.v)	/biː fɒnd əv/	having feelings of affection for someone or something	thích
3. be keen on (ph.v)	/biː kiːn ɒn/	very interested, eager, or wanting (to do) something very much	quan tâm đến
4. be crazy about (ph.v)	/biː ˈkreɪzi əˈbaʊt/	very enthusiastic about something	say mê
5. be into (ph.v)	/biː ˈɪntuː/	to like and be interested in something	thích

Assumption

Anticipated difficulties	Solutions

Ss may lack experience of group / team work.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

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

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Matching game: - T shows the questions and divides the class into pairs and explains the rules. - Ss match the prepositions to the phrases and they have to say "Bingo" as fast as possible. - Teacher elicits answers from students and announces the winning pair. - T sets the context for the lesson.	Match the prepositions with the correct phrases: ***Answer key:*** 1. e 2. c 3. b 4. a 5. d

e. Assessment

- Teacher shows students the answer on the screen and announces the winning group.

2. ACTIVITY 1: VOCABULARY (20 mins)

a. Objectives:

- To prepare vocabulary for students to do the tasks.
- To present some phrases to express "likes".
- To teach Ss phrases to talk about their hobby or leisure activities.

b. Content:

- Vocabulary pre-teaching
- 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 know how to use the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS

Vocabulary pre-teaching (5 mins)	
- Teacher asks students to guess the uses of the phrases that they have matched in Warm-up activity. - Teacher introduces the vocabulary. - Teacher checks students' understanding by the follow-up tasks in student's book. - T confirms 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. - T asks 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.*	**New words:** 1. be interested in 2. be fond of 3. be crazy about 4. be keen on 5. be into
Task 2. Fill in each blank with a correct word from the box. (5 mins)	
- 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. - Teacher lets them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones. - Teacher asks Ss to make sentences with some of the expressions they have learnt. Then T invites Ss to share their sentences.	***Answer key:*** 1. fond 2. interested 3. keen 4. into 5. about
Task 3. Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas. (10 mins)	
- 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. - T asks them to share whether they have the same ideas with their friends.	***Suggested answer:*** 1. I'm crazy about collecting stamps. 2. I'm keen on making crafts. …

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Teacher corrected the answer for the whole class.

3. ACTIVITY 2: PRONUNCIATION (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
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)	
- 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. - 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. - Invite some Ss to say some words they know that include the two sounds.	***Answer key:*** **/ʊ/:** cook, push, would, woman **/u:/:** group, June, school, move
Task 5: Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/. (8 mins)	
- 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. - Invite some Ss to share their answers. Confirm the correct ones. - Play the recording 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.	***Answer key:*** 1. She likes reading **books** and swimming in the **pool**. 2. When it is **cool**, we like to play **football**. 3. She **drew** and made **puddings** in her free time. 4. My mum loves pumpkin **soup** and coffee with a little **sugar**. 5. My brother is fond of watching the **cartoon** about a clever **wolf**.

e. Assessment

- Teacher gives corrections and feedbacks to students' pronunciation

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say make some sentences with words and phrases they remember from the lesson

b. Homework

- Students' workbook.

Board Plan

Date of teaching

Unit 1: Leisure time

Lesson 2: A closer look 1

***Warm-up** (Task 1)

*** Vocabulary**

1. be interested in
2. be fond of
3. be crazy about
4. be keen on

5. be into

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.

*** Pronunciation**
Task 4: Listen and repeat the words. Pay attention to the sounds /ʊ/ and /u:/.
Task 5: Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/.

***Homework**

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*

Language analysis

Structure	Examples
1. Some verbs of liking and disliking can be followed by **gerunds** only.	dislike surfing
2. Some are followed by both **gerunds** and **to-infinitives**	love to go love going

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To review vocab related to leisure activities.
- To introduce the term of comparative form of adverbs

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… - Teacher delivers the questions - 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 ● hates hunting ● dislikes watching TV ● prefers going to the cinema

e. Assessment:
- Teacher corrects for students (if needed)

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 - 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

e. Assessment:
- Teacher checks students' understanding by asking some checking-questions.

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
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.

e. Assessment:

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise 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)	
- 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 learnt. • 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.*

e. Assessment

- Teacher gives corrections and feedback.

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

- Students' workbook.

Board Plan

Date of teaching

Unit 1: Leisure time
Lesson 3: A closer look 2

***Warm-up**

*** Grammar: Verbs of liking and disliking**
Verbs of liking:
love
like
fancy
prefer
enjoy
Verbs of disliking:
detest
hate
dislike

Task 1: Work in pairs. Put the verbs in the appropriate column.
Task 2: Choose the correct answer(s)
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.

***Homework**

UNIT 1: LEISURE TIME
Lesson 4: Communication

I. OBJECTIVES

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

1. Knowledge

- Invite and accept invitations

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be ready and confident in real life conversations

II. MATERIALS

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

Language analysis

Structure	Examples
How to invite	Would you like to… Do you fancy…
How to accept invitations	I'd love to. That's great

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Questions & answers

c. Expected outcomes:
- Students can talk about hobbies.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
- Teacher asks students questions about leisure activities. - Teacher elicits answers from some students. - Teacher leads in the introduction of the target grammar point.	***Questions:*** 1. What do you like doing in your free time? 2. What do your friends like doing in their free time? 3. What do young people in Viet Nam often do in their free time? ***Suggested answers:*** 1. I like watching TV in my free time. 2. My friends like playing computer games in their free time. 3. Young people in Viet Nam like doing different things in their free time such as hanging out with friends, going to the cinema.

e. Assessment:
- Teacher corrects students (if needed).

2. ACTIVITY 1: EVERYDAY ENGLISH (10 mins)

a. Objectives:
- To introduce ways of inviting and accepting invitations.
- To help Ss practise inviting and accepting invitations.

b. Content:
- Task 1. Listen and read the dialogues. Pay attention to the highlighted parts.
- Task 2. Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1.

c. Expected outcomes:
- Students know how to use the structures to respond to compliments.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Listen and read the dialogues. Pay attention to the highlighted parts. (5 mins)	
- Play the recording for Ss to listen and read the two dialogues between Trang and Ann, Tom and Mark at the same time. Ask Ss to pay attention to the questions and answers. - Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.	
Task 2. Work in pairs. Practise inviting and accepting invitations in the following situations. Remember to use the highlighted language in 1. (5 mins)	
- Ask Ss to work in pairs to make similar dialogues with the given cues. - Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.	

e. Assessment
- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: TEENS' LEISURE ACTIVITIES AROUND THE WORLD (25 mins)
a. Objectives:
- To help Ss learn about three leisure activities of different teens around the world.
- To help Ss develop their reading skill for specific information (scanning).
- To provide Ss with practice in giving a presentation about their friends' answers.

b. Content:
- Task 3. Work in pairs. Answer the question.
- Task 4. Read what three teenagers say about their leisure activities. Complete the table with the information from the text.
- Task 5. Work in groups. Ask and answer the questions. Report your group's answer to the class.

c. Expected outcomes:
- Students know about three leisure activities of different teens around the world.
- Students can talk about their leisure activities.

d. Organisation

<table>
<tr><th>TEACHER'S AND STUDENTS' ACTIVITIES</th><th>CONTENTS</th></tr>
<tr><td colspan="2">Task 3. Work in pairs. Answer the question. (6 mins)</td></tr>
<tr><td>- Ask Ss to look at each picture and say what leisure activity it shows. If time allows, ask them what the things needed for each activity are.
- Elicit answers from Ss. Confirm the correct answers.</td><td>Question:
What is the activity in each picture?

Suggested answers:
Picture a: doing origami
Picture b: playing badminton
Picture c: snowboarding</td></tr>
<tr><td colspan="2">Task 4. Read what three teenagers say about their leisure activities. Complete the table with the information from the text. (10 mins)</td></tr>
<tr><td>- Tell Ss that they are going to read about different leisure activities that teens in different countries enjoy doing.
- Have them look at the table of information and ask them to read the three short texts and complete the table.
- Ask Ss to work in pairs to do this activity. They can draw this table on a sheet of paper. After pairs finish their work, ask them to share their table with the whole class.
- Comment on their answers. Confirm the correct answers.
- If time allows, have some pairs give a short talk about each teen and his / her leisure activity.</td><td>Suggested answers:
<table>
<tr><th>Name</th><th>Country</th><th>Leisure activity</th><th>Person / People to do the activity with</th><th>Benefits of the activity</th></tr>
<tr><td>Sakura</td><td>Japan</td><td>Doing origami</td><td>No one</td><td>helps her to relax</td></tr>
<tr><td>Eric</td><td>Switzerland</td><td>Snowboarding</td><td>Parents</td><td>improves his overall health and balance</td></tr>
<tr><td>Lan</td><td>Viet Nam</td><td>Playing badminton</td><td>Best friend</td><td>- improves her muscle strength
- reduces stress</td></tr>
</table></td></tr>
<tr><td colspan="2">Task 5. Work in groups. Ask and answer the questions. Report your group's answer to the class. (10 mins)</td></tr>
<tr><td>- Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends' answers.
- Ask some Ss to report their group's answers to the class.
- Call on some Ss to give the presentation to the whole class. After each student finishes his or her presentation, invite</td><td>Questions:
1. Which of the activities in 4 do you want to try?
2. Why do you want to try it?</td></tr>
</table>

comments on his or her clarity, language, and fluency from other Ss.	

e. Assessment
- Teacher corrects for students by going around while they're practising.
- Teacher gives corrections and feedback.

4. CONSOLIDATION (5 mins)
a. Wrap-up
- Have Ss say what they have learnt in the lesson.
b. Homework
- Students' workbook.

Board Plan

Date of teaching
Unit 1: Leisure time
Lesson 4: Communication

***Warm-up**

***Everyday English**
Inviting and accepting invitations

Structure	Examples
How to invite	Would you like to… Do you fancy…
How to accept invitations	I'd love to. That's great

Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.
Task 2: Practise inviting and accepting invitations.

*** Teens' leisure activities around the world**
Task 3: Answer the question.
Task 4: Read & complete the table with the information from the text.
Task 5: Work in groups. Ask and answer the questions. Report your group's answer to the class.

***Homework**

UNIT 1: LEISURE TIME
Lesson 5: Skills 1

I. OBJECTIVES

By the end of this lesson, Ss will be able to:
1. Knowledge
- Read about leisure activities with family;

- Talk about leisure activities with family;

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 reading and talking about activities in leisure time

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. connect (v)	/kəˈnekt/	to feel close to someone or have a good relationship with them	kết nối
2. recipe (n)	/ˈresɪpi/	a set of instructions telling you how to prepare and cook food, including a list of what food is needed for this	công thức
3. ingredient (n)	/ɪnˈgriːdiənt/	a food that is used with other foods in the preparation of a particular dish	nguyên liệu
4. costume (n)	/ˈkɒstʃuːm/	a set of clothes worn in order to look like someone or something else, especially for a party or as part of an entertainment	trang phục

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of the topic;
- To help Ss remember some words related to leisure activities

b. Content:
- Task 1: Look at the pictures. What activities can you see?

c. Expected outcomes:
- Students' answers about leisure activity.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Look at the pictures. What activities can you see?	
- Have Ss look at the pictures in the book or show the pictures on a slide. Ask Ss what activity is shown in each picture. If time allows, ask Ss to describe the pictures (who they can see and what the people are doing). - Tell Ss that they are going to read a text about leisure activities that Ann does with her family members.	**Questions:** - What activities can you see in the picture? ***Suggested answers:*** Picture a: riding bikes / cycling Picture b: cooking Picture c: making a dress

e. Assessment
- Teacher corrects for students (if needed)

2. ACTIVITY 1: READING (20 mins)

a. Objectives:
- To improve Ss' knowledge of vocabulary related to leisure activities;
- To improve Ss' skill of reading for specific information

b. Content:
- Pre-reading: Vocabulary pre-teach
- Task 2. Read about Trang's leisure activities. Choose the correct answer.
- Task 3. Read the text again and answer the questions.

c. Expected outcomes:
- Students know how to use the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Pre-reading: Vocabulary pre-teach (5 mins)	
- Teacher explains the meaning of the new vocabulary by pictures. - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words. - Teacher introduces the vocabulary. - Teacher checks students' understanding with follow up questions.	**New words:** 1. connect (v) 2. recipe (n) 3. ingredient (n) 4. costume (n)
Task 2. Read about Trang's leisure activities. Choose the correct answer. (5 mins)	
- Tell Ss what they are going to do. - Ask Ss to do the exercise individually and then check their	***Suggested answers:*** 1. C

answer in pairs. - Invite some Ss to share their answers. Confirm the correct answers.	2. B
Task 3. Read the text again and answer the questions. (10 mins)	
- Ask Ss what they are going to do. - Have Ss share how to do this exercise. - Briefly tell them the steps: Read the questions, underline the key words in each question, locate the key words in the text and find the information to answer the question. - Ask Ss to repeat the steps if necessary. - Ask Ss to do the exercise individually and then check their answers in pairs. - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers. - Ask some Ss to tell the class about Trang's leisure activities.	***Answer key:*** 1. She goes for a bike ride, cooks, and does DIY projects. 2. Her brother does. 3. She loves doing DIY projects with her mum the most. 4. Her mum teaches her to make her own dresses and doll clothes. 5. She won the first prize in a costume contest at her school.

e. Assessment

- Teacher corrects the students as a whole class.

3. ACTIVITY 2: SPEAKING (15 mins)

a. Objectives:

- To help Ss prepare ideas for the next activity
- To provide an opportunity for Ss to practise talking about a village or town where they live or which they know

b. Content:

- Task 4. Work in groups. Take turns to ask and answer the questions. Record your friends' answers.
- Task 5. Report your group members' answers to the class. What activities are the most common?

c. Expected outcomes:

- Students can ask and answer questions about leisure activities

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in groups. Take turns to ask and answer the questions. Record your friends' answers in the table below. (7 mins)	
- Tell Ss that they are going to work in groups to answer the questions in the book. Model the answers to the questions yourself. - Have Ss work in groups of four to ask and answer the three questions in the book. Ask them to draw a similar table on a sheet of paper to record their group members' answers. - Ask Ss to practise reporting the group's answers within the group. - Move around to observe and offer help if needed.	***Questions:*** 1. What leisure activities do you usually do with your family? 2. Which one do you like the most? Why? 3. How do you feel when you spend time with your family members?

Task 5. Report your group members' answers to the class. What activities are the most common? (8 mins)	
- Invite some Ss to share their group's answers to the class. - Ask other groups to listen and give comments. - Comment on Ss' answers.	***Suggested outcome:*** The most common leisure activities are …

e. Assessment

- Teacher gives corrections and feedbacks

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook.

Board Plan

Date of teaching

Unit 1: Leisure time

Lesson 5: Skills 1

***Warm-up**

Task 1: Look at the pictures. What activities can you see?

*** Reading**

Vocabulary:

1. connect (v)
2. recipe (n)
3. ingredient (n)
4. costume (n)

Task 2. Read about Trang's leisure activities. Choose the correct answer.

Task 3. Read the text again and answer the questions.

*** Speaking**

Task 4. Work in groups. Take turns to ask and answer the questions. Record your friends' answers in the table below.

Task 5. Report your group members' answers to the class. What activities are the most common?

***Homework**

UNIT 1: LEISURE TIME

Lesson 6: Skills 2

I. OBJECTIVES

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

1. Knowledge

- Listen to someone talking about their leisure activities with friends
- Write a paragraph about leisure activities with friends

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 reading and talking about activities in leisure time

II. MATERIALS

- Grade 8 textbook, Unit 1, Skills 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Hot seat

c. Expected outcomes:

- Students' answers.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Hot seat	***Questions:*** - What am I doing?

- Invite some Ss to go to the board. Give him/ her one leisure activity that they learnt in the previous lesson. Ask them to describe the activity without saying anything. The rest of the class guess the words. - Lead to the new lesson: Listening and Writing about activities with friends. - Introduce the objectives of the lesson.	***Suggested answers:*** - playing computer games - knitting - cycling …

e. Assessment

- Teacher corrects students (if needed).

2. ACTIVITY 1: LISTENING (18 mins)

a. Objectives:

- To help Ss develop their skill of listening for specific information

b. Content:

- Pre-listening: Task 1. Answer the question.
- Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer.
- Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words.

c. Expected outcomes:

- Students understand how to use the target grammar.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Pre-listening: Task 1. Answer the question. (5 mins)	
- Have Ss answer the questions in the book. - Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense.	***Questions:*** 1. In your opinion, what activities can we do with our friends in our leisure time? 2. Why should we spend time with our friends?
Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer. (5 mins)	
- Tell Ss that they are going to listen to an interview about the leisure activities Mark does. - Have Ss read the questions first and underline the key words. - Play the recording and ask Ss to listen and choose the correct answers. Ss work in pairs to compare their answers. - Ask for Ss' answers and write them on the board without confirming whether they are right or wrong.	***Answer key:*** 1. A 2. C
Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words. (8 mins)	
- Tell Ss that they are going to listen to the interview again and complete the table of information. - Have Ss read the table. Have Ss guess the word or phrase to fill in each blank and write their guesses on the board.	***Answer key:*** 1. video 2. cinema 3. park 4. shape 5. bike ride

- Play the recording and ask Ss to listen again and complete the table. Ss work in pairs to compare their answers with each other and with the words / phrases on the board. - Play the recording once more for pairs to check their answers to both activities 2 and 3. - Confirm and tick the correct answers to activity 2 written on the board. Ask for Ss' answers to 3. Write them on the board next to their guesses. Confirm the correct answers.	6. places

e. Assessment

- Teacher corrects the answer as a whole class.

3. ACTIVITY 2: WRITING (17 mins)

a. Objectives:

- To help Ss prepare ideas for the next activity
- To help Ss practise writing an email about what they like or dislike doing in their free time with their friends.

b. Content:

- Task 4. Work in pairs. Ask and answer the questions.
- Task 5. Write an email (80 - 100 words) to a penfriend to tell him / her about what you usually do with your friends in your free time.

c. Expected outcomes:

- Students can write an email about leisure activities.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4. Work in pairs. Ask and answer the questions. (7 mins)	
- Have Ss work in pairs to answer the questions in the book. - Have some Ss present their answers or write their answers on the board. - Comment on their answers.	**Suggested outcome:** *Students' notes*
Task 5. Write an email (80 - 100 words) to a penfriend to tell him / her about what you usually do with your friends in your free time. Use your answers in 4. (10 mins)	
- Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the answers they have prepared in 4. Ask Ss to brainstorm the ideas and needed language for writing. T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board. - Ask Ss to write the first draft individually. Teacher may display all or some of the Ss' writings on the wall / bulletin board. Teacher and other Ss comment. Ss edit and revise their writing as homework. If time is limited, Teacher may ask Ss to write the final version at home.	***Suggested answer:*** Hi Ann, It's nice to hear from you again. Let me tell you about the things I usually do with my friends in my free time. I usually have free time at weekends, and I often spend Sunday mornings with my friends. I have three close friends, and they live near my house. We usually play badminton together for about one hour in the playground. After that, we cycle around the neighbourhood. It's a lot of fun. What about you? What do you usually do with your friends in your free time? Tell me in your next email.

	Bye for now, Mi

e. Assessment
- Teacher gives corrections and feedbacks

4. CONSOLIDATION (5 mins)
a. Wrap-up
- Summarise the main points of the lesson.
b. Homework
- Students' workbook.

Board Plan

Date of teaching
Unit 1: Leisure time
Lesson 6: Skills 2

***Warm-up**
Hot seat

*** Listening**
Task 1: Answer the questions.
Task 2: Listen and choose the correct answer.
Task 3: Listen again & fill in each blank in the table with no more than two words.
*** Writing**
Task 4: Work in pairs. Ask and answer the questions.
Task 5: Write an email (80 - 100 words) to a penfriend to tell him / her about what you usually do with your friends in your free time.
***Homework**

UNIT 1: LEISURE TIME
Lesson 7: Looking back and Project

I. OBJECTIVES

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

1. Knowledge
- Review the vocabulary and grammar of Unit 1
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

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, Looking back and Project
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:
- To create an active atmosphere in the class before the lesson;
- To lead into the revision

b. Content:
- Unit review
- Project presentation

c. Expected outcomes:
- Ss can tell the teacher what they have learnt in unit 1.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Revision	**Questions:** - What have we learnt in Unit 1?

- Teacher asks Ss to think of what they have learnt already in Unit 1. - Ss work in pairs to do the task. Teacher calls some students to retell. - Teacher confirms and leads them to do all the exercises in books.	***Suggested answers:*** ✔ use the words related to **leisure activities** and expressions about likes and dislikes. ✔ pronounce the sounds **/ʊ/** and **/u:/** correctly in words and sentences. ✔ use **verbs of liking / disliking** followed by **gerunds** and / or **to-infinitives** to talk about likes and dislikes. ✔ invite and accept **invitations**. ✔ read about leisure activities with family. ✔ talk about leisure activities with family. ✔ listen about leisure activities with friends. ✔ write **an email** about leisure activities with friends

e. Assessment

- Teacher corrects the students (if needed).

2. ACTIVITY 1: VOCABULARY (10 mins)

a. Objectives:

- To help Ss review the vocabulary of Unit 1

b. Content:

- Task 1. Complete the sentences with appropriate leisure activities.
- Task 2. Write complete sentences from the given cues.

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1. Complete the sentences with appropriate leisure activities. (4 mins)	
- Have Ss do this activity individually then compare their answers with their partners. - Ask for Ss' answers or ask one student to write his / her answer on the board. - Confirm the correct answers.	***Answer key:*** 1. doing puzzles 2. doing DIY 3. Messaging friends 4. playing sport 5. surfing the net
Task 2. Write complete sentences from the given cues. (6 mins)	
- Have Ss do this activity individually then compare their answers with their partners.	***Answer key:*** 1. My cousin is crazy about playing computer games.

- Ask for Ss' answers or ask one student to write his / her answer on the board. - Confirm the correct answers.	2. Are they interested in playing badminton after school? 3. I'm not fond of making models because I'm not patient. 4. Why are you not into cooking? – Because I often burn myself. 5. My friends are keen on doing judo, so they go to the judo club every Sunday

e. Assessment

- Teacher asks Ss some follow up questions.

3. ACTIVITY 2: GRAMMAR (10 mins)

a. Objectives:

To help Ss revise the forms and uses of verbs of liking and disliking

b. Content:

- Task 3. Fill in each blank with the correct form(s) of the verb in brackets..
- Task 4. Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary..

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3. Fill in each blank with the correct form(s) of the verb in brackets. (4 mins)	
- Ask Ss to explain the form of the verbs after verbs of liking / disliking that they have learnt in the unit. - Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers. - Confirm the correct answers and write them on the board.	***Answer key:*** 1. cycling 2. reading / to read 3. playing 4. chatting / to chat 5. to do / doing
Task 4. Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary. (6 mins)	
- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class. - Remind Ss to keep a record of their original answers so that they can use that information in the *Now I can ...* section.	***Answer key:*** 2. reading / to read books 3. messaging / to message her friends 4. making / to make paper flowers 5. knitting / to knit 6. playing badminton

e. Assessment

- Teacher corrects for students as a whole class.

4. ACTIVITY 3: PROJECT (15 mins)

a. Objectives:

- To help Ss practise making their report about their interview with their friends.

b. Content:
- Report the data of their interview by groups in class.

c. Expected outcomes:
- Students practice giving a presentation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Leisure time survey - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary. - T has groups show their posters and present the data to the class. - Give feedback to students' presentations.	**Suggested outcome:** *Students' posters & presentations*

e. Assessment
- Teacher gives corrections and feedback.

5. CONSOLIDATION (5 mins)

a. Wrap-up
- Summarise the main points of the lesson.

b. Homework
- Students' workbook.

Board Plan

Date of teaching
Unit 1: Leisure time
Lesson 7: Looking back and Project

***Warm-up**
Revision

*** Vocabulary**
Task 1: Complete the sentences with appropriate leisure activities.
Task 2: Write complete sentences from the given cues.

*** Grammar**
Task 3: Fill in each blank with the correct form(s) of the verb in brackets.
Task 4: Complete the passage.
***Project**

*** Wrap-up**