**Date: 4/9/2024**

**Period 1: INTRODUCTION**

**INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS**

**I. OBJECTIVES:**

**1. Knowledge:**

- To introduce new Tieng Anh 8 textbooks. Student’s book and Workbook

- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

**\*Vocabulary:**Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.

……

**III. PROCEDURE:**

| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| --- | --- |
| **Aims:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To give T and Ss a chance to introduce themselves;**  **- To lead into the unit**  **\* Content:**Have some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new class.  **\* Outcome:**Having a chance to speak English and focus on the topic of the lesson..  \* Organisation: Teacher’s instructions… | |
| **Teacher’s&Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher **(T)** introduces himself/ herself  - T may introduce some warm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new class…  - Have Ss to introduce themselves.  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title on the board and ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting. T\_Ss**    - Students **(Ss)** listen and learn how to introduce themselves.  - Introduce themselves **(*name;age;address; likes; dislikes ….friends…* )**  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions  - Open their book and write . |
| **2.NEW LESSON(12’-15’)** | |
| **ACTIVITY 1+ 2:** | |
| **Teacher’s&Student’s activities** | **Content** |
| **1.**T. asks sts some questions about England.  - What do you know about England?  - T. gives sts something about England and English.  - It located in North-west coast of Europe with very mild weather not too hot but not too cold.  - It consists of four parts: England, Wales, Scotland and Ireland.  - It’s official name is the UK  - Each part has its own flag of UK.  **2. English**:  .  **3/ New English 6 text book**:  - How many units are there in English 8 text book?  - What are they about?  \* There are 12 units . Each unit has eight sections, providing materials for 7 classroom lessons of 45 minutes.  ***- Section 1 :*** *GETTING STARTED. Introduce the topic of the unit. Present the vocabulary and the grammar items.*  ***- Section 2 :*** *A CLOSER LOOK 1* ***.****Present and practice the vocabulary and pronunciation of the unit. Grammar items may also be included in this section.*  ***- Section 3 :*** *A CLOSER LOOK 2* ***.*** *Deal with the main grammar point(s) of the unit. The new language point is presented in short text or a talk./ interview. Both a closer look 1,2 mainly give language focus and practice of receptive skills.*  ***- Section 4****: COMMUNICATION. Help Ss to use the functional language in everyday life context and consolidate what they have learnt....*  ***- Section 5 :*** *SKILL 1. READING AND SPEAKING. Develop Ss reading abilities And provide further practice which supports Ss in their production of speaking English freely.* | **2/** Introduction: English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world’s computers use program in English. ¾ of all international correspondence is in English.  **3/ English 8 has 12 Units.**  **- T\_Ss**  **- Each unit has 7 lessons.**  ***- Section 6 :*** *SKILL 2: LISTENING AND WRITING. The listening activity follows the oral practice in speaking to provide Ss an opportunity to listen.... Writing focuses on developing Ss’ wring skills*  ***- Section 7:*** *LOOKING BACK & PROJECT. Recycle language from previous sections, consolidate and apply what they have learnt in the unit. The project helps Ss to improve their ability to work by themselves and in team, and extend their imagination in a field related to the unit subject.( extra-curricular activity/ or homework).*  - English is not too difficult but it requires you working hard.  - Sts need learn by heart all vocabulary and their usage.  - Review the lesson everyday.  - Learn English everyday. |
| **3. PRACTICE (15’)** | |
| **ACTIVITY 3:** | |
| **Teacher’s&Student’s activities** | **Content** |
| **3.How to learn English best?**  - Tell us how you learn best?  - Tell us how you can learn English best?  \* Some useful classroom languages:  - Who is the monitor?  - Who is absent today?  - Who is on duty today?  - May I go out?  - May I come in?.......  - How to improve your English :  - Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. …  - Ss should work hard everyday to improve their English.  **“ Hard work is the key to success”** | **- T\_Ss**  - Listen carefully  - Practice saying classroom languages.  - Work in groups; in pairs; present the projects…. |
| **4. PRODUCTION/ FURTHER PRACTICE (8’)** | |
| **ACTIVITY 4:** | |
| **Teacher’s&Student’s activities** | **Content** |
| **- T\_Ss**  - T gives some questions to introduce the class expressions.  - Have Ss listen and repeat.  - Teacher says “ go out, please”🡪Go out  - Teacher says “No” 🡪 Don’t go out  - Call on some pairs to practice in front of the class. | - The greetings : - goodmorning  - Good afternoon  - Good morning  - Good bye ….  - We can say “ May I go out”  - You can say “Stand up, please.  - Listen, please  - Read after me  - Repeat please….. |
| **WRAP-UP & HOME WORK (2’)** | |
| \*Instruct/ guide students to do their homework.  - Prepare textbook, workbook, exercise book,  - Prepare new lesson Unit one .  **\* HOME WORK**  - Learn classroom languages.  - Prepare new lesson :Unit 1 :Getting started | |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Date: 5/9/2024**

**Period 2. 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 thetopic 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** |
| --- |

**Date: 6/9/2024**

**P3. 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** |
| --- |