

Tuần 3

Period 7

Ngày soạn: 17/9/2024

Ngày dạy : 23->28/9/ 2024

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*

III. PROCEDURE

Steps & time	Aims	Content and Procedures	Product
1. Warm up (Act 1) (3')	To motivate students and lead-in the lesson.	1. Miming game - Call on some Ss to go to the board and have them mime a leisure activities - Ask other Ss to guess what the leisure activity is. - Lead in the new lesson - Introduce the objectives of the lesson.	- Go to the board and mime a leisure activity. - Other Ss guess - Listen
2. Pre-listening (5') While-listening (5')	- To help Ss develop the skill of listening for specific information	Task 1. Answer the question. - Have Ss answer the questions in the book. 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? - Elicit answers from Ss. This is an open activity, so accept all answers provided they make sense. Task 2. Listen to an interview with Mark about his leisure activities. Choose the correct answer.	- Listen to the teacher - Read the answers. <u>Key:</u> Answer key: 1. A

<p>Post-listening (5')</p>		<ul style="list-style-type: none"> - 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. <p>Task 3. Listen to the interview again. Fill in each blank in the table with no more than two words.</p> <ul style="list-style-type: none"> - 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. - 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. 	<p>2. C</p> <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. video 2. cinema 3. park 4. shape 5. bike ride 6. places
<p>3. While-writing(10')</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Task 4. Work in pairs. Ask and answer the questions. - 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. 	<p>- Suggested outcome: <i>Students' notes</i></p>

<p>4. Post-writing (10')</p>	<p>To help Ss practise writing a paragraph about their leisure activity</p>	<p>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.</p> <p>- 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.</p> <p>- 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.</p>	<p>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</p>
<p>5. Wrap up(5')</p>	<p>To summarize what student have learnt and give some comments or feedback for their performance</p>	<p>- Repeat the main knowledge of the lesson</p>	<p>- Name of the leisure activity, when?, who shares?, how to do it, the benefits of the leisure activity ?</p>
<p>6. Home-work: (2')</p>	<p>To practice more exercise at</p>	<p>- Ss copy down</p>	<p>- Write a paragraph in your notebook.</p>

	home		- Do exercises in the workbook - Prepare next lesson: (Looking back)
--	------	--	--

***Feedback:**.....

Period 8

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

I. Objectives:

1. Knowledge (language focus):

By the end of the lesson, students will be able to:

- use some lexical items related to the topic “Leisure time”
- use the vocabulary and structures about leisure activities .
- use simple sentences to talk about leisure activities.
- produce the sounds /u/ and /ɜ:/ correctly in solation and in context.

2. Competences:

By the end of the lesson, students will be able to:

- develop communication and collaboration; problem solving and creativity skills through pair-work and group-work activities to exchange ideas in the class and taking part in the class activities related to hobbies.
- make a class yearbook.

3. Qualities:

By the end of the lesson, students will be able to:

- be active to broaden and percept the knowledge.
- be aware of about leisure activites
- practise leisure activites .
- highlight the value of leisure activites.
- collaborate and build enthusiasm and effectiveness in pairwork and teamwork.
- extend Ss’ serious learning attitudes; love learning English, energetically and actively participate in learning activities.

II. TEACHING AIDS/INSTRUCTIONAL RESOURCES

1. Materials:

- Teacher’s book; A0 colorful paper, 2-sided adhesive tape.
- Text book unit 1
- webpage: <https://www.sachmem.vn/>

2. Equipment: Computer, TV

III. PROCEDURE

Steps + time	Aims	Contents and Procedures	Product
Activity 1. Warm-up (5 minutes)	<ul style="list-style-type: none"> - To create an active atmosphere in the class before the lesson; - To lead into the revision 	1. Brainstorming: <ul style="list-style-type: none"> - T divides the class into 2 big teams. - T divides the board into 2 parts. - T introduces the rules of the game. + <i>Members of each team take turns and write as many leisure activities as possible in 2 minutes.</i> + <i>The team with more correct answers is the winner.</i> - Ss play in 2 teams. - Teams get a point for each correct word. The team with the most points wins the activity. - T announces the team winner. 	<ul style="list-style-type: none"> * Names of hobbies * Benefits of hobbies
Activity 2. Looking back (25 minutes)	<ul style="list-style-type: none"> - Lead in the new lesson: 	<ul style="list-style-type: none"> ❖ Leading to the new lesson. Questions: Can you guess the topic today? Today, we will revise two parts: <ul style="list-style-type: none"> ❖ Vocabulary revision: hobbies and verbs of liking and disliking. ❖ Grammar revision: ❖ - Ss open their books and notebooks, listen to the T. - Ss take notes. 	UNIT 1: Leisure time Lesson 7: Looking back + Project
	To help Ss review the vocabulary items they have learnt in the unit.	<ul style="list-style-type: none"> 🚦 Vocabulary: Task 1. Complete the sentences with appropriate leisure activities. - Have Ss do this activity individually then compare their answers with their partners. 	Key: Answer key: <ol style="list-style-type: none"> 1. doing puzzles 2. doing DIY 3. Messaging friends 4. playing sport 5. surfing the net

		<ul style="list-style-type: none"> - Ask for Ss' answers or ask one student to write his / her answer on the board. - Confirm the correct answers. 	
To help Ss review the vocabulary items they have learnt in the unit in a meaningful way.	<p>Task 2. Write complete sentences from the given cues.</p> <ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. My cousin is crazy about playing computer games. 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 	
To help Ss revise the forms and uses of verbs of liking and disliking	<p>Task 3. Fill in each blank with the correct form(s) of the verb in brackets..</p> <ul style="list-style-type: none"> - 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. cycling 2. reading / to read 3. playing 4. chatting / to chat 5. to do / doing 	
To help Ss revise V-ing/to Verb after liking and disliking .	<p>Task 4. Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary.</p>	<p>Answer key:</p> <ol style="list-style-type: none"> 2. reading / to read books 3. messaging / to message her friends 	

		<ul style="list-style-type: none"> - 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 <i>Now I can ...</i> section. 	<ul style="list-style-type: none"> 4. making / to make paper flowers 5. knitting / to knit 6. playing badminton
Activity 3. Project (10 minutes)	<ul style="list-style-type: none"> - To expose Ss to the real world, and boosts their communication skills 	Leisure time survey <ul style="list-style-type: none"> - 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: <i>Students' posters & presentations</i>
Activity 4. Wrap up (3 mins)	<ul style="list-style-type: none"> - To help students to understand and remember what they have learned. 	<ul style="list-style-type: none"> - T asks Ss to remind what they have revised in the lesson. - T summarizes some main points. 	<ul style="list-style-type: none"> - popular leisure activities - Simple sentences - How to make a class yearbook.
Activity 5. Homework (2 mins)	<ul style="list-style-type: none"> - To provide for immediate reinforcement of classroom lessons. - To prepare for the next lesson. 	<ul style="list-style-type: none"> - T instructs homework for Ss. - Ss listen to the T's instructions and take notes. 	<ul style="list-style-type: none"> - Do exercises in part B (Unit 1) of English workbook. - Prepare for the next lesson: Unit 2: Getting started

***Feedback:**.....
.....

UNIT 2: LIFE IN THE COUNTRYSIDE

I. Aims: By the end of the lesson sts will be able to:

1. Knowledge:

understand new vocabulary of the topic related to life in the countryside.

- use the words about life in the countryside and some problems when living in the countryside.

- pronounce the sounds /ə/ and /ɪ/correctly;

- Grammar:

2.Competence:

- Communication: + talk about how to deal with life in the countryside.

+ ask for and give information about life in the countryside.

- read for general and specific information about life in the countryside.

- listen for specific information about life in the countryside.

- write a paragraph of life in the countryside.

- Develop communication, self-learning capability, creative capacity, ability to use of language.....

3.Quality/Behavior:

- Show learned knowledge and practice hard on topics through exercises in the lesson.

- Cooperation, know how to connect relationships, willing to share knowledge about the topic with friends.

- Show interest and love for the subject.

II. Methods:

- T- WC, group work, individual work

III. Teaching aids:

1. Materials:

- Textbook: English 8

- some situation pictures

2. Equipments:

- smart TV and cards, visual aids

- sachmem.vn

- laptop

- louspeaker

- Blackboard

IV. Anticipated problems:

- Some lessons are long with a lot of new words, there may not be enough time for all the activities.

V. Procedure

Period	Lesson	Name of the lesson
9	1	Getting started
10	2	A closer look 1
11	3	A closer look 2
12	4	Communication
13	5	Skill 1
14	6	Skill 2
15	7	Looking back & project

Period 9

UNIT 2: LIFE IN THE COUNTRYSIDE
Lesson 1: Getting started - Last summer holiday

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Life in the countryside*
- Gain vocabulary to talk about *Life in the countryside*

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 the countryside

II. MATERIALS

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

III. PROCEDURE

Steps + time	Stage aim	Procedure	Product
1.Activity 1 Warm-up (5 mins)	- To set the context for the introductory dialogue. - To introduce the topic of the unit.	- Questions & answers about summer activities - Watching video of summer in the countryside Asking questions: - T asks Ss “What did you do last summer?”. & <i>What is the video about?</i> - Ss answer the question individually. - Teacher calls 3-5 students to answer - Teacher shows students a video of summer in the countryside and asks students to guess what the video is about. - T sets the context for the listening and reading text: Write the title on the board <i>Life in the countryside - Last summer holiday</i> .	Students know the topic of the unit and are ready for the conversation. Suggested answers: <i>Life in the countryside</i>
2.Activity 2	- To prepare vocabulary for students	Vocabulary pre-teaching - Teacher explains the meaning of the new vocabulary by pictures.	Students get to know some

<p>Presentati on (5 mins)</p>	<p>to understand the conversation.</p>	<ul style="list-style-type: none"> - Teacher reveals that the words corresponding 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 the "Rub out and remember" technique. 	<p>words of the topic and feel the context of the conversation.</p> <p>New words:</p> <ol style="list-style-type: none"> 1. harvest (v) 2. combine harvester (n) 3. herd (v) <p>4. paddy fields (n)</p>
<p>3.Activity 3 Practice (20 mins)</p>	<ul style="list-style-type: none"> - To help Ss use words and phrases related to farm work in the countryside - To help Ss further understand the text. - To introduce some vocabulary items related to activities that rural people often do. 	<p>Task 1: Listen and read. (4 mins)</p> <ul style="list-style-type: none"> - Teacher plays the recording and asks students to circle the words learnt in the <i>Presentation</i> stage. - Teacher can play the recording more than once. - Students listen and read. <p>Task 2: Read the conversation again and choose the correct answer to each question. (5 mins)</p> <ul style="list-style-type: none"> - Teacher asks Ss to read the dialogue in detail to answer the questions. - Ask them how to do this kind of exercise. Explain the strategies, if necessary (<i>e.g. reading the questions and the options (A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering the questions</i>). - Tell them to underline parts of the dialogue that help them to answer. Set a strict time limit to ensure Ss read the text quickly for information. - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers. <p>Task 3: Complete the sentences with the words and phrases from the box. (5 mins)</p> <ul style="list-style-type: none"> - Teacher tells Ss to read the conversation again, work independently to do the task, 	<p>Students listen and read</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. A <p>Answer key:</p> <ol style="list-style-type: none"> 1. load 2. combine harvester 3. herd 4. paddy field 5. harvest time

		<p>and then ask them to share their answers with one or more partners. T can ask for translation of some of the words and phrases in the box to check their understanding.</p> <ul style="list-style-type: none"> - T asks 2 students to write their answers on the board. - Check the answers as a class. <p>Task 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f). (6 mins)</p> <ul style="list-style-type: none"> - T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with their partners. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers. - T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers. - Teacher checks the answers as a class and gives feedback. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. d 2. a 3. f 4. e 5. b 6. c
<p>4. Activity 4 Production (8 mins)</p>	<p>- To get students to ask and answer about activities that rural people often do.</p>	<p>Task 5: Work in pairs. Ask and answer about the pictures in 4.</p> <ul style="list-style-type: none"> - Model this activity with a student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do. - Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class. Comment on their performance. 	<p>Example:</p> <ul style="list-style-type: none"> - <i>What are they doing in picture a?</i> - <i>They're ploughing a field.</i>
<p>Wrap up (5 mins)</p>	<p>To consolidate what students have learnt in the lesson.</p>	<p>Teacher asks students to talk about what they have learnt in the lesson.</p>	<p>- Recall and talk about the activities that rural people often do.</p>

Homework (2 mins)	To prepare for the next lesson.	- Prepare the vocabulary for the next lesson: A closer look 1. - Start preparing for the Project of the unit.	- Write their homework
-----------------------------	---------------------------------	---	------------------------

***Feedback:**.....

Xuân Phú, ngày tháng 9 năm 2024
 Kí duyệt của BGH

