Date of preparation: 28/9/2024

Date of teaching: 8A1: /10 / 2024

8A2: /10/ 2024

8A3: /10 / 2024

**UNIT 1: LEISURE TIME**

**PERIOD 7: LOOKING BACK + PROJECT**

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

- Memorise some words about leisure activities. (Activity 1)

- Remember the use of the verbs of liking, disliking + Gerund and to- infinitives. (Activity 2)

**2. Competences:**

- Use vocabulary related to leisure activities to do Ex1 and Ex2 (Activity 1)

- Use the knowledge of verbs of liking and disliking to do Ex 3 and Ex4 (Activity 2)

- Apply what they have learnt about vocabulary and grammar of Unit 1 into practice through a project about leisure time. (Project - if the time is available) (Activity 3) *\*. Use the knowledge about vocabulary and grammar learnt of Unit 1 to talk about their leisure time.* (Activity 2)

**3. Attitude**:

Be positive toward the teacher’s lesson.

Respect for teachers and classmates.

**II. TEACHING AIDS**

Ss’ books, text books, projector, computer, wifi, soft documentary

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  Check the attendance  Total 8A1……. 8A2…….8A3 ……..  **2. Checking the old lesson (3’)**  - Talk about your leisure activity  **3. New lesson**  **a) Activity 1 (6’)**  - Ss complete this task individually  - Compare the answers with a partner  - Calls 2 Ss to write the answers on the board  - Share their answer with others.  - T gives the correction.  - T asks Ss to read the words or phrases again and give the meaning of them.  **b) Activity 2 (7’)**  - Ss work individually first, then compare the answers with a partner.  - 2 Ss write the answers on the board  - Share their answer with others.  - T and other Ss give comment.  - Have some Ss read out their sentences.  **c) Activity 3 (7’)**  - T asks ss to remind the form of the verbs after verbs of liking/ disliking that they have learnt in the lesson.  - Ss do this exercise individually first, then compare their answer with partner.  - T calls some Ss to give the answer on the board.  - T asks Ss to explain their answer.  **c) Activity 4 (8’)**  - T uses the pictures and the words given to help Ss to complete the passage.  - Ss do this exercise individually first, then compare their answer with partner.  - T invites some Ss read their answer aloud and then read the passage again.  - T calls others to give feedback.  **\* Project (10’)**  - T guides Ss to do project  (Ss work in groups of 4 or 6)  + Make a list of questions.  + Prepare a paper to take note  - Ss ask others to have answer  - Collect the answer  - Report to class  **4. Feedback (1’)**:  - Ss repeat the main points in the lesson.  **5. Homework (2’)**  - T gives out the work and guides ss to prepare for the new lesson.  - Remind Ss to follow the traffic rules. | **I. Vocabulary**  ***1. Complete the sentences with appropriate***  ***Leisure activities:***  Suggested answers:  1. doing puzzles  2. doing DIY  3. Messaging friends  4. playing sport  5. surfing the Net  ***2. Write complete sentences from the given cues***  Suggested answers:  1. I’m not fond of make models because I’m not patient.  2. My friends are keen on doing judo and they go to judo club every Sunday.  3. - Why are you not into cooking?  - Because I often burn myself.  4. Are they interested in playing badminton after school?  5. My cousin is crazy about surfing the net and playing computer games.    **II. Grammar.**  ***3. Fill in each blank with the correct form(s) of the verb in brackets.***  Suggested answers:  1. cycling  2. reading / to read  3. playing  4. chatting/ to chat  5. doing/ to do  ***4. Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary.***  Suggested answers:  2. reading / to read books  3. messaging (friends)  4. making / to make flowers  5. knitting / to knit  6. playing badminton  **III. Project**  **Leisure time survey**  Interview some students from your class or from other classes.  **Questions**  1. When do you have free time?  2. What do you like doing with your family in your free time?  3. What do you like doing with your friends in your free time?  4. What leisure activities do you like doing on your own?  5. What leisure activities would you like to try in the future?  **( Ss can add more other questions)**  **\* Homework**  - Review all the grammar and vocabulary in the lesson  - Do project at home  - Prepare: Unit 2 (Getting started)  + Find out new words  + Use pencils to do exercises given in the textbook |

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**UNIT 2: LIFE IN THE COUNTRYSIDE**

**PERIOD 8: GETTING STRARTED**

**I. OBJECTIVES:** By the end of the lesson, students will be able to:

**1. Knowledge:**

- Memorize the words related to the topic “Life in the Countryside” and understand the context for introductory text. (Activity 1)

**2. Competences:**

- Gain an overview and vocabulary to talk about the topic Life in the countryside (Activity 1)

- Use the knowledge learnt to do the Ex2,3,4,5. (Activity 2)

*\* Use the words/phrases learned to talk something about Life in the Countryside.(* Activity 2)

**3. Attitude**:

- Be positive toward the teacher’s lesson.

- Respect for teachers and classmates.

**II. TEACHING AIDS**

Ss’ books, text books, projector, computer, wifi, soft documentary

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  Total 8A1……. 8A2…….8A3 ……..  **2. Warm up (5’)**  - Brainstorming: Activities in the countryside.  - Lead in the lesson  **3. New lesson**  **\* Activity 1 (10’)**  - T introduces the content of the conversation.  - Play the recording, Ss listen and underline the new words.  - introduce some new words  - Ask Ss to practice the new words, and pay attention to the pronunciation.  - Check students’ understanding with the “Rub out and remember” technique.  - ask Ss to make sentences with new words  \* **Activity 2 (25’)**  **1.** - Have ss read the conversation.  - Ask some pairs to read before class  **2.** - Ask 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 *(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).*  - 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.  **3.** - Teacher tells Ss to read the conversation again, work independently to do the task, 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.  - T asks 2 students to write their answers  **4.** - Have 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.  - Teacher checks the answers as a class and gives feedback.  - ask Ss to add some more activities  **5.** - 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. **4. Feedback (2’)**: - Repeat the main content of the lesson.  **5. Homework:(3’)**  - Give out homework and guide ss to prepare for the new lesson.  - Remind Ss to follow the traffic rules. | **I. New words.**  - harvest (v): Thu hoạch, gặt hái  - combine harvester (n): Máy gặt đập liên hợp  - herd (v): Chăn giữ vật nuôi  - paddy fields (n): ruộng lúa  - load (v) chất, chở >< unload: dỡ hàng  - dry (v): phơi khô  - plough (v): cày ruộng  **II. Practice**  **Ex1. Listen and read**  **Ex2. Read the conversation again and choose the correct answer to each question.**  1. A  2. B  3. C  4. A  **Ex3. Complete the sentences with the words and phrases from the box**  1. load  2. combine harvester  3. herd  4. paddy field  5. harvest time  **Ex4. Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).**  ***Answer key:***  1. d  2. a  3. f  4. e  5. b  6. c  **Ex5. Work in pairs. Ask and answer about the pictures in 4.**  ***Example:***  *- What are they doing in picture a?*  *- They’re ploughing a field.*  \* **Homework:** - Learn by heart the hobbies  - Practise reading the conversation again. Do the tasks again  - Prepare: A closer look 1:  + Look up the new words.  + Use pencil to do exercises given. |

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##### **UNIT 2: LIFE IN THE COUNTRYSIDE**

##### **PERIOD 9: A CLOSER LOOK 1**

##### **I. OBJECTIVES:** By the end of the lesson, students will be able to:

##### **1. Knowledge:**

- Remember the lexical items related to the topic Life in the countryside. (Activity 1)

- Distinguish the two sounds/ə/ and /ɪ/. (Activity 2)

**2. Competences:**

- Use the vocabulary about Life in the countryside to do Ex1, Ex 2 and Ex3. (Activity 1)

- Correctly pronounce words that contain the sounds: /ə/ and /ɪ/ to do ex 4,5. (Activity 2)

*\* Use the vocabulary learnt in A closer Look 1 to talk about the life in the countryside.*

**3. Attitude**:

Be positive toward the teacher’s lesson.

Respect for teachers and classmates.

**II. TEACHING AIDS**

Ss’ books, text books, projector, computer, wifi, soft documentary

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **1. Organization (1’):** 8A1: ………8A2……..8A3: ………… **2. Warm up( 5’):**  **Matching game:**  - T shows the pictures and divides the class into 2 groups and explains the rules.  - Ss match the given words to the pictures as quickly as possible.(1- a/ 2- c…)  - Students give the answer  - Check the answers with the whole class. and announces the winning group, adding the meaning.  - T sets the context for the lesson.  **3. New lesson**  **\* ACTIVITY 1(20’):**  **1.**  - Teacher introduces the vocabulary.  - Teacher checks students’ understanding by the follow-up tasks in the student's book.  - Let Ss work in pairs to circle the correct words.  - Ask Ss to give the answer and share with the whole class.  - Confirm the correct answers.  **2.**  - Teacher tells Ss quickly match the adjectives in the left column with their meanings in the right column  individually.  - Then ask Ss to check their answers with their partners. Ask for translation of some of the adjectives on the list to check their understanding.  - Confirm the correct answers.  **3.**  - Teacher ask Ss to do the exercise individually and then check with the whole class.  - When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them.  - Teacher checks the answers as a class and gives feedback.  **ACTIVITY 2 (12’):**  **Ex4…**  - 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 the difference between the two sounds if needed:  + /ɪ/ is a “front vowel”, meaning the front part of the tongue is raised while articulating this vowel. It’s  also a “close vowel”. A close vowel is one where the jaws come close to each other.  + /ə/ on the other hand is a “mid vowel”; it means that the jaws aren't closer to each other. It's also a “central vowel”. A central vowel means the central part of the tongue is raised while articulating this vowel. It's often unrounded.  - Invite some Ss to say some words they know that include the two sounds.  **Ex5….**  - Teacher aks 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 underline and circle the appropriate sounds.  - 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.  **4. Consolidation(2’):**  - 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  **5. Homework(5’):**  - Give out homework.  *\* Remind Ss obey the traffic rules: wear helmets, walk on the pavement, stop at the red traffic light….* | **Questions:**  Match the words with the correct pictures.  ***Suggested answers:***  1. cattle (n): gia súc  2. vast (adj) : rộng mênh mông  3. crop (n): hoa màu  4. hospitable (adj): hiếu khách  5. poultry (n): gia cầm  6. picturesque (adj) = beautiful (a)  **I. Vocabulary**  **Ex1. Circle the correct words to complete the sentences.**  ***Answer key:***  1. cattle  2. fruit  3. crops  4. unloaded  5. catching  **Ex2: Match the following adjectives with their definitions:**  1. c  2. d  3. e  4. b  5. a  **Ex3. Complete the sentences with the words from 2.**  1. hospitable  2. well-trained  3. picturesque  4. vast  5. surrounded  **II. Pronunciation:**  **Ex4. Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.**    **Ex5. Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.**  **Suggested outcome:**  1. There is a lot of **water in** the bottle.  2. The **farmers** here are **hard-working**.  3. They are **picking** fruits in the **orchard**.  4. People in my **village** usually **gather** at weekends.  5. Please buy some **milk** and **pasta** at the supermarket.  **\* Homework:**  - Learn by heart new words. Make sentences.  - Practice reading the sounds **/i/ and /ə/**  - Prepare: A closer look 2  + Review comparative of adj.  + Look up the new words.  + Use pencils to do exercises given. |

**TCM KÍ DUYỆT**

**Vũ Thị Thành**