Date of preparing: 04/09/2024

Date of teaching: 8C: 8A:

**Period 1: REVIEW THE OLD KNOWLEDGE**

**AND INTRODUCE ENGLISH 8**

**I. Objectives**

- By the end of the lesson, Ss will be able to review the knowledege in English 7 and Ss will catch the structure of English 8

**1. Knowledge**

- Ss repeat the words and structures studied in English 7

**2. Ability**

- Improve speaking skills and grammar

**3. Quality**

- Ss have positive attitude in English language learning so that they actively participate in all classroom activities.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

**III. Procedures**

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**1. Organization**

**2. Warm up (5’)**

**a. Objectives:** review the knowledege in English 7 andintroduce English 8

**b. Content:** Ss use the words and structure studied in class 7 to talk about themselves.T introduces student’s book

**c. Product:** Ss work in group to introduce themselves before the class

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - Give greetings  - Check attendance  - Have Ss work in group of 4 to introduce themselves  - Work in groups, speaking about some indoor or outdoor activities | - Getting  - Chatting  - Introduce themselves (name; age; address;…… )  Eg: My name’s Huong. I live in Thai Nguyen  - I usually play voleyball with my friends in the free time. |

**3. New lesson (35’)**

**A. Activity 1: Grammar (10’)**

**a. Objectives:** To reviewthe old knowledge in English 7

**b.** **Content:** Ask and answer some questions

**c.** **Product:** Ss can do some exercises in the class

**d. Competence:** Collaboration, communication, critical thinking.

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **Content** |
| - Ss review adverb of frequency by making sentences  - T checks some mistakes  - Work in group, write  - Ss compare with their friends  Check their answers with their partners.  - Give the answers  ***Answer keys***  1. They ***often*** go to the movies.  2. She ***usually*** listens to classical music.  3. He ***sometimes*** reads the newspaper.  4. Sara ***never*** smiles.  5. She ***always*** complains about her husband. | **Grammar:** To reviewthe old knowledge in English 7 by doing some exercises  - **Adverb of frequency: always, usually, often, sometimes, never**  - Asks Ss to make some sentences with adverb of frequency  Eg: I **always** have dinner at home.  - Give an exercise: **Rewrite the complete sentence using the adverb of frequency in brackets in its correct position.**  1. They go to the movies. (often)  2. She listens to classical music. (usually)  3. He reads the newspaper. (sometimes)  4. Sara smiles. (never)  5. She complains about her husband. (always) |

**B. Activity 2: Reading (15’)**

**a) Objective:** To read and understand the paragraph about a friend.

**b) Content:** Reading a paragraph and choosing the sentene is True or False, answer the questions

**c) Products:** Student can read for details

**d) Competence**: communication, collaboration, analytical and synthesizing skills

**e) Organization of the activity:**

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| --- | --- |
| **Teacher’s and Students’Activities** | **Content** |
| - T explains the task, give some time for Ss to read through all the options in each question.  - Ss listen carefully, read the options  - Tasks Ss to read the paragraph and choose...  - Ss read and choose the correct word individually.  - Have Ss cross check the answer with a partner  - T checks the answers with the whole class  - Give further explanation if necessary  - T gives the answers  ***Answer keys***  1. T 2. F 3. T 4. F  5. He is going to stay in a small hotel near the bay  6. Yes, he is | ***Read the paragraph. Choose T or F sentenses and answer the questions***  My uncle is an engineer. His name is Hung. He is going on vacation this summer. First, he is going to visit Ha Long Bay. He is going to stay in a small hotel near the bay for two days. Then he is going to visit Da Lat for three days. Finally, he is going to visit some friends in Ho Chi Minh City. He is going to stay there for one day. He is going to walk along Saigon River. He is going to fly home.  **True (T) or False (F)**  1. .... Mr. Hung is going to visit three cities this summer.  2..... He is going to visit Ha Long Bay first, then Ho Chi Minh City, and finally Da Lat.  3..... He is going to stay in Da Lat for three days.  4..... He is going to travel home by train.  **Answer the questions**  5. Where is Mr. Hung going to stay in Ha Long Bay?  6. Is he going to visit some friends in Ho Chi Minh City? |

**C. Activity 3: Introduce English 8 (10’)**

**a) Objective:** To catch the content and structure of the English book

**b) Content:** T guides Ss to learn English 8

**c) Products:** Student can read for details

**d) Competence**: communication, collaboration, analytical and synthesizing skills

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **Content** |
| - T introduces English book 8  + Work book  + Student’s book  - T guides Ss to learn English 8  - Ss listen and catch the information about the English book | **Each unit has 3 lessons.**  - English is not too difficult but it requires you working hard.  - Sts need learn by heart all vocabulary and their usage.  - Review the lesson every day.  - Learn English every day. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

**Guide Ss to do the tasks assigned.**

- T guides students to prepare ***Unit 1: Home – Lesson 1: New word and Reading***

**4. Evaluation:**

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Date of preparing: 04/09/2024

Date of teaching: 8C: 8A:

**Period 2: UNIT 1: FREE TIME**

***Lesson 1: New words and Reading***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- Practice reading for specific information.

- Present their ideas about hobbies.

**+ Vocabulary:** learn and use vocabulary for leisure activities.

**+ Grammar:** Structures studied

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have healthy lifestyles, spend free time in a good way.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** T introduces the topic.

**b. Content:** Ss use the words and structure studied and talk about their free time

**c. Product:** Ss can talk about free time activities based on the title and the picture.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs, look at the title of the unit and picture, answer the questions  + What do the girls like doing in their free time?  + What do you do in your free time?  + How often do you do it? | **1. Let’s talk**  **Look at the title of the unit and picture.**    - In the picture, the girls like taking photos in their free time.  - I like listening to music and I often do it in my free time. |

**3. New lesson (35’)**

**A. Vocabulary (10’)**

**Activity 1: Presentation**

**a. Objectives:** To help Ss improve their vocabulary about leisure activities and their collcations.

**b.** **Content:** use the words to talk about some activities in their free time.

**c.** **Product:** Ss can learn some new free time activities and the verbs that go with them.

**d. Competence:** Collaboration, communication, critical thinking.

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to look at pictures in text book on page: 4 and answer the question  + What can you see?  *We can see some activities after school.*  - Ss work in pairs and write number in each pictures.  - T explains the words.  - T checks Ss’ answer around the class.  - T asks Ss to listen, check and repeat the words.  - T gives key sheet  - T explains and models the activity  - T asks Ss to work in pairs, writing the new words into the table.  - T checks Ss’ answer around the class.  - T asks Ss to work with their partner, adding more words they know.  - T gets Ss to ask their partner what activities they do.  - T picks some pairs to talk about their activities. | **2. New words**  **a. Number the pictures. Listen and repeat**  ***New words***  + chat (v): nói chuyện phiếm, tán gẫu  + fishing (n): câu cá  + hang out (v): đi chơi với bạn  + jogging (n); chạy bộ  + jewelry (n): đồ trang sức  + handball (n): môn bóng ném  + rock climbing (n): môn leo núi  + board game (n): trò chơi (ô bàn cờ)  **Key:**  1. C, 2. H, 3. A, 4. G, 5. B, 6. E, 7. D, 8. F  **b. In pairs: Write the new words into the table and add some words you know. Which activities do you do?**  **Key:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | ***Play*** | ***Go*** | ***Make*** | ***Design*** | ***… with friends*** | | board games  handball | rock climbing  jogging  fishing | jewelry | jewelry | chat on line  hang out |   Eg: I play board games and make jewelry with my friends in the free time. |

**B. Reading (35’)**

**Activity 2: Pre reading (5’)**

**a. Objectives:** To help Ss read for details.

**b.** **Content:** read passages to get information about who prefers indoor activities

**c.** **Product:** Ss can read for specific information and know some popular hobbies of teenagers around the world..

**d. Competence:** Collaboration, communication, critical thinking.

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to name some indoor activities they know.  - Ss answer: *reading, drawing, cooking, playing chess, playing board games,…*  - T asks Ss to read the passages and circle the name of the person who prefers indoor activities according to what they read.  - Ss read the passages, underline the evidence and circle the correct name.  - T picks some Ss to give the answer and show the evidence to justify their answer.  - Check Ss’ answers. | **3. Reading**  **a. Read the pasages. Circle the name of the person who prefers indoor activities: Will, Jess, or Peter.**  **Keys:** Jess  (Passage 2: I like reading books, chatting with my friends online, and doing crafts in my bedroom.) |

**Activity 3: While-reading (10’)**

**a. Objectives:** To help Ss read for details.

**b.** **Content:** read passages and draw lines to match the phrases and the person they describe.

**c.** **Product:** Ss can read for specific information and know some popular hobbies of teenagers around the world..

**d. Competence:** Collaboration, communication, critical thinking.

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the phrases and underline the key words.  - Ss read the phrases and underline the key words.  - T gets Ss to scan the text to find the key words.  - Ss scan the text to find the key words.  - T asks Ss to match the names with  the correct phrases.  - Ss match the names with the correct phrases.  - T sets the time and monitor the class.  - T checks Ss’ answers. (using the DCR).  - T plays the CD and asks Ss to listen and read along.  - Ss listen and read  - T picks three Ss to read the three passages aloud and correct their pronunciation if necessary. | **b. Now, read and draw lines to match the phrases and the person they describe.**    **Keys**  Will-likes hanging out with friends.  Will-doesn’t enjoy rock climbing.  Jess-likes playing board games.  Jess-hates jogging.  Peter-enjoys designing clothes.  **c. Listen and read.** |

**C. Speaking**

**Activity 4: Post reading (7’)**

**a. Objectives:** To help Ss to use the language and information in the real situation.

**b.** **Content:** similarity and difference in hobbies of the Ss and people in the passages.

**c.** **Product:** Ss can compare and contrast their hobbies with those of the people in the passages.

**d. Competence:** Collaboration, communication, critical thinking.

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to answer the questions.  - Ss work in pairs to answer the questions.  - T monitors the class and help them if necessary.  - T asks ss to share their ideas.  - Ss share their ideas. | **d. pair work: Which person are you most like? How are you similar? How are you different?** |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn new words by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Lesson 1: Grammar***

**4. Evaluation:**

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Date of preparing: 04/09/2024

Date of teaching: 8C: 8A:

**Period 3: UNIT 1: FREE TIME**

***Lesson 1: Grammar***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**+ Vocabulary:** learn and use vocabulary for leisure activities.

**+ Grammar:** Verbs expressing preference + gerunds correctly.

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have healthy lifestyles, spend free time in a good way.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To repeat some verbs expressing preference.

**b. Content:** net work.

**c. Product:** Ss can make sentences by reordering the words given.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks to repeat some verbs expressing preference by playing game “Net work”  - Ss discuss in groups to play game about some verbs expressing preference.  - T checks some groups | **Net work**  love like    hate  dislike |

**3. New lesson (35’)**

**A. Presentation (15’)**

**a. Objectives:** To help Ss know the verb form after *verbs expressing preference*.

**b. Content:** listen and fill.

**c. Product:** Ss can talk about their hobbies using the correct form of verbs after *like, love, prefer, enjoy, hate,...*.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to look at short dialogue and listen to the tape and fill in the blanks.  - Ss listen to the tape 3rd time.  + 1st time: individually.  + 2nd time: pairs work ( Ss compare these answer in pairs work)  + 3rd time: listen and checks.  - T explains the structures.    - T asks Ss to make some sentences with gerunds.  - Ss discuss to make sentences.  - T asks Ss to look at text book on page:6 and explains the spelling rules of gerund (Ving) | **1. Verbs expressing preference.**  **a. Listen and fill in the blank**    **b. Listen and check.**  **Key:**  What arts and crafts do you ***like doing***?  I ***love designing*** clothes.  **Eg:**  I like playing badminton.  She loves going fishing  **Form**  Like  Love  Prefer + V-ing  Enjoy  Hate |

**B. Practice (15’)**

**a. Objectives:** To help Ss practice using the correct verb form after *like, love, prefer, enjoy, hate,...*.

**b. Content:** Task a and b.

**c. Product:** Ss can use *V-ing* after *verbs* *expressing preference*.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the sentences carefully and choose the correct words.  - Ss read the sentences carefully and choose the correct words.  - T gets Ss to check the answers with their partner and explain for their choices.  - T picks some Ss to give answer and  explain.  - T checks Ss’ answers  - T asks Ss to write sentences using gerunds and the prompts.  - Ss write sentences using gerunds and the prompts.  - T gets Ss to pay attention to the type of sentences (affirmative, negative or interrogative) to use the correct structure.  - Ss follow the instructions.  - T sets time and monitors the class.  - T lets Ss check with their partner.  - Ss check with their partner.  - T picks seven students to write seven sentences on the board.  - Ss write seven sentences on the board.  - T checks Ss’ answers | **2. Practice**  **a. read the examples and notes above, then circle the correct words.**  **Key:**   |  |  | | --- | --- | | 1. loves  3. enjoy  5. don’t like | 2. hate  4. like |   **b. Write sentences using gerunds and the prompts.**  **Keys**  1. Jake doesn’t enjoy chatting online with his friends.  2. What activities do you enjoy doing in your free time?  3. I don’t really like playing handball. I prefer watching it.  4. Do you prefer playing indoors or outdoors?  5. I love designing clothes in my free time.  6. I hate making jewelry because it’s boring.  7. We like chatting online, but we prefer hanging out at the mall. |

**C. Production (7’)**

**a. Objectives:** To help Ss use the language in the real situation.

**b. Content:** Task c.

**c. Product:** Ss can talk about their hobbiesusing *V-ing* after *verbs* *expressing preference*.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs, saying one thing they enjoy, love, don't really like, and hate doing.  - Ss work in pairs.  - T monitors the class and help them if necessary.  - T asks some Ss to say their sentences.  - Ss share their ideas  - T gives feedback. | **3. Speaking**  **c. Inpairs: Take turns saying one thing you *enjoy, love, don’t really like, and hate* doing.** |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Lesson 1: Pronunciation***

**4. Evaluation:**

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Date of preparing: 04/09/2024

Date of teaching: 8C: 8A:

**Period 4: UNIT 1: FREE TIME**

***Lesson 1: Pronunciation***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**+ Vocabulary:** learn and use vocabulary for leisure activities.

**+ Pronunciation:** practice the pronunciation of "s" which can sound like /s/ or /z/

**+ Grammar:** likes / dislikes using *verbs expressing preference + gerunds*

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have healthy lifestyles, spend free time in a good way.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To review last lesson and lead in the new lesson.

**b. Content:** speaking activities.

**c. Product:** Ss can ask and answer about hobbies.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in groups of four, talking turns asking to complete the table below.   |  |  |  |  | | --- | --- | --- | --- | |  | Student 1 | Student 2 | Student 3 | | Like |  |  |  | | Love |  |  |  | | Prefer |  |  |  | | Hate |  |  |  |   - Ss work in pairs.  - T picks some Ss to report the result of their group.  - Ss report the result of their group. | **Speaking**  **Suggested answer:**   |  |  |  |  | | --- | --- | --- | --- | |  | Student 1 | Student 2 | Student 3 | | Like | *Painting* | … | … | | Love | *Singing* | … | … | | Prefer | *Swimming* | … | … | | Hate | *Cooking* | … | … | |

**3. New lesson (35’)**

**A. Presentation (8’)**

**a. Objectives:** to help Ss know when the final sound /s/ is pronounced /s/ or /z/.

**b. Content:** Task a, b, c and d

**c. Product:** Ss can pronounce the final sound /s/ correctly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T tells Ss that at the end of words, "s" can sound like /s/ or /z/.  - Ss follow the instructions  - T gives some examples.  - T asks Ss to listen to the words and focus on the underlined letters.  - Ss listen to the words and focus on the underlined letters  - T asks Ss to figure out the rules of pronouncing the final sound /s/.  - Ss listen and repeat  - T checks Ss’ answers.  - T asks Ss to listen and write "/s/" or "/z/" after each word.  *girls \_ arts \_ prefers \_\_ lots \_\_ enjoys \_\_*  - Ss listen and write "/s/" or "/z/" after each word.  - T picks some Ss to give the answers and explain.  - Ss share their answers.  - T checks their answers.  - T gets Ss to listen again and repeat.  - Ss listen again and repeat.  - T aks Ss to work in pairs, reading the words to their partners with the correct pronunciation.  - Ss work in pairs, reading the words to their partners with the correct pronunciation.  - T picks some Ss to saay the words and correct their pronunciation if necessary. | **1. Pronunciation**  **a. Sound /s/ or /z/.**   |  |  | | --- | --- | | **/s/** | **/z/** | | Likes, hates | Loves, prefers |   **b. Listen to the words and forcus on the underlines letters**  *sports, books, games, friends*  **c. Listen and write /s/ or /z/ after each word.**  **Keys:**  girls **/z/** arts **/s/** prefers **/z/** lots **/s/** enjoys **/z/**  **d. Read the words to your partner using the sounds noted in "a."** |

**B. Practice (20’)**

**a. Objectives:** to help Ss practice talking about hobbies.

**b. Content:** Task a and b

**c. Product:** Ss can practice about popular free time activities.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to look at the pictures and using suggested words asking and asnwering.  - Ss look at the pictures and using suggested words asking and asnwering.  - T asks Ss to work in pairs.  - Ss work in pairs.  - T pick some pairs.  - Ss share their ideas.  - T asks Ss work in pairs and give their ideas.  - Ss share their ideas. | **2. Practice**  **a. Ask and answer using the pictures and prompts. Swap roles and repeat.**  **Key:**   |  |  | | --- | --- | |  | A: Do you prefer playing sports or games?  B: I prefer playing sports. | |  | A: What sports do you like playing?  B: I love playing badminton | |  | A: Do you prefer playing indoors or outdoors?  B: I prefer playing outdoors. | |  | A: Do you like going fishing?  B: I don’t really like going fishing. I prefer making arts and crafts. | |  | A: What arts and crafts do you like?  B: I really like making jewelry. | |  | A: What else do you like?  B: I enjoy chatting online with my friends. |   **b. Pratice with your own idea.**  **Eg:**  A: Do you prefer playing board games or computer games?  B: I really enjoy playing board games. Are you into fashion? |

**C. Production (7’)**

**a. Objectives:** to help Ss practice talking about hobbies.

**b. Content:** Task a and b

**c. Product:** Ss can make a survey about popular free time activities.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T introduces the task.  - Ss follow the instructions  - T gives Ss some time to complete the “Me” column with their own information.  - Ss discuss to complete the table  - T divides the class in groups of four.  - Ss work in groups  - T asks Ss to ask the friends in their group to get information to complete the survey.  - Ss ask the friends in their group to get information to complete the survey.  - T goes around and help if necessary.  - T picks some Ss to present the result.  - Ss share their ideas.  - T asks Ss to discuss in their group and decide activities the youth center should have next summer. (based on the survey results of the whole class)  - Ss work in pairs.  - T picks some Ss to share their ideas.  - Ss share their ideas.  - T gives feedback. | **3. Speaking**  **a. Your local youth center wants to find out what activities are popular. Complete the survey with your own information. In fours: Ask your friends about their preferred activities and complete the survey.**    **b. Which activities should your youth center have next summer?**  **Suggested answer:**  I think the youth center should choose outdoors activities such as playing sports, gardening and visiting beautiful palaces nearby. Besides, we can choose indoors activities like playing board games, cooking and making arts and crafts. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn new words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Lesson 2: New words + Listening***

**4. Evaluation:**

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Date of preparing: 15/09/2024

Date of teaching: 8A: 8C:

**Period 5: UNIT 1: FREE TIME**

***Lesson 2: New words + Listening***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**+ Vocabulary:** learn and use vocabulary for leisure activities.

**+ Skills:** practice listening for specific information listening.

**+ Grammar:** likes / dislikes using *verbs expressing preference + gerunds*

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have healthy lifestyles, spend free time in a good way.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To introduce the topic of the new lesson.

**b. Content:** Let’s talk.

**c. Product:** Ss can talk about activities they do on the weekends..

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to look at picture.  - Ss look at the picture.  - T asks Ss to answer the questions  + What plans do these kids have for the weekend?  + What activities do you and your friends do on weekends?  - Ss work in pairs and answer the questions  - T picks some pairs.  - Ss share their ideas. | **1. Let’s talk**  In pairs: Look at the picture.    **Key:**  In the picture, the boy is thinking about playing soccer and the girl is planning to play the piano on the weekend. I usually go to the mall with my friends every weekend. |

**3. New lesson (35’)**

**A. Presentation/ Vocabulary (15’)**

**a. Objectives:** To help Ss know more vocabulary about free time activities.

**b. Content:** task a and b.

**c. Product:** Ss can talk about their favorite leisure activities.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the words and definitions in the text book on page: 8.  - Ss read the words and definitions.  - T explains some words.  - Ss listen and write down.  - T asks Ss to match the words with the pictures.  - Ss match the words with the pictures.  - T gets Ss to check with their partners.  - T picks some Ss to give their answer.  - Ss share their answers.  - T asks Ss to listen and repeat.  - Ss listen and repeat.  - T asks Ss to work in pairs, talking about three activities they like or would like to try a nd say the reasons.  - Ss work in pairs, talking about three activities they like or would like to try a nd say the reasons.  - T picks some Ss to share their ideas.  - Ss share their ideas.  - T gives feedback. | **2. New words**  **a. Read the words and definitions.**  + knit /nɪt/ (v): đan  + wool /wʊl/ (n): len  + martial art /məˈtɪə.əl ɑːt/ (n): võ thuật  + roller skating /ˈrəʊ.lə skeɪt/ (n): trượt patin  + wheel /wiːl/ (n): bánh xe  + sewing /ˈsəʊ.ɪŋ/ (n): sự may vá  + shuttlecock /ˈʃʌtlkɒk/ (n): đá cầu  **Then match the words with the pictures. Listen and repeat.**  **Keys:**  1.table tennis 2.cycling 3.shuttlecock 4.sewing 5.roller skating 6.practice  7.karate 8.knitting  **b. In pairs: What are three activities you like or would like to try and why?**  **Eg:**  I like table tennis. It’s really fun, and I can play it with my friends.  I would like to try sewing. |

**B. Practice/ Listening (17’)**

**a. Objectives:** to help Ss practice listening for specific information and know how to start a conversation on the phone.

**b. Content:** task a, b, c, d and e.

**c. Product:** Ss can listen and get the information about time and activities; start a conversation on the phone smoothly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **\* Pre-Listening**  - T introduces the task.  - Ss accept the assignment.  - T asks Ss to listen and circle the correct answer.  + What is their relationship?  1. new friends  2. close friends  3. brother and sister  - Ss listen and circle the correct answer.  - T lets Ss check with their partner.  - T picks some students to give their answers.  - Check their answers.  **\* While-Listening**  - T asks Ss to discuss with their partners to guess the missing information: time or activity.  - Ss discuss with their partners to guess the missing information: time or activity.  - T picks some Ss to share their ideas.  - Ss share their ideas.  - T gives feedback.  - T asks Ss to listen and complete the table.  - Ss listen and complete the table.  - T lets Ss check with their partner.  - Ss compare the answer with partner.  - T picks some students to give their answers.  - Ss share their ideas.  - T plays the CD again and pause at the answers for Ss to check.  - Ss listen and check  - Confirm the answers.  **\* Post- Listening**  - T asks Ss to read the Conversation Skill box and say the ways to start a conversation on the phone.  - Ss read the Conversation Skill box and say the ways to start a conversation on the phone.  - T checks their answers.  - Ss share their answer  - T gets Ss to listen and repeat.  - Ss listen and repeat  - T asks Ss to listen to the conversation again and tick the phrases or sentences they hear.  - Ss listen to the conversation again and tick the phrases or sentences they hear.  - T picks some students to give their answers.  - Ss share their answer  - T checks their answer. | **3. Listening**  **a. Listen to two people making plans.**  **Keys:**  2. close friends  **b.** L**isten and complete the table.**    **Keys:**  1. time 2. activity 3. time 4. activity 5. Time  **Keys:**  1.8 p.m. 2.English Club 3.7:30 4.Cycling 5.8:30  **c. Read the Conversation Skill box. Then, listen and repeat.**  **Keys:**  Hi, (Ethan). How's it going?  Hey, what's up?  **d. Now, listen to the conversation again and tick the phrases or sentences you hear.**  **Keys:**  Hi, (Ethan). How's it going? |

**C. Production (3’)**

**a. Objectives:** to help Ss ask and answer the questions about making conversation.

**b. Content:** task a, b, c, d and e.

**c. Product:** Ss can listen and get the information about time and activities; start a conversation on the phone smoothly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to answer the question:  + Which of the activities they mention do you like the most?  + Why?  - Ss work in pairs to answer the question.  - T picks some Ss to share their ideas.  - Ss share their ideas.  - T gives feedback. | **e. In pairs: Which of the activities they mention do you like the most? Why?**  **Suggested answer;**  + I like the action movie the most. I love going to the movies.  + I love cycling competition because it's fun and healthy. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn new words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Lesson 2: Grammar***

**4. Evaluation:**

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Date of preparing: 15/09/2024

Date of teaching: 8C: 8A:

**Period 6: UNIT 1: FREE TIME**

***Lesson 2: Grammar***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**+ Vocabulary:** learn and use vocabulary for leisure activities.

**+ Grammar:** practice and use *Present Simple for future meaning* and *Preposition of Time*

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have healthy lifestyles, spend free time in a good way.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To introduce the topic of the new lesson.

**b. Content:** Listening.

**c. Product:** Ss can listen to the tape and fill in the blank

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to listen to the tape and fill in the blank.  - Ss Listen and fill in the blank.  - T picks some Ss to share their ideas.  - Ss share their ideas.  - T gives feedback.  - T asks Ss to practice conversation.  - T introduces the lesson. | ***Listen to the tape and fill in the blank***    **Key:**  Boy: I ***have karate class*** tomorrow. Do you want to come?  Girl: What time is it?  Boy: It’s ***from 2 p.m. to 4 p.m***.  Girl: Sure. |

**3. New lesson (35’)**

**A. Presentation (15’)**

**a. Objectives:** To help Ss know the future use of Simple Present Tense and how to use prepositions of time correctly.

**b. Content:** Task a and b

**c. Product:** Ss can use Simple Present Tense to talk about a set schedule with correct prepositions of time.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the sentences below and answer the questions:  a) What tense is used?  b) Are they about present or future?  - Ss read and answer the questions.  - T picks some Ss to give the answers.  - Ss share the answers  - T checks their answers  - T introduces the future meaning of Simple Present Tense to talk about a set schedule.  - Ss listen and note.  - T asks Ss to read the sentences below and complete the rules with *until*, or *from…to…*:  - Ss read the sentences below and complete the rules.  a) We can use … to say how long something lasts.  b) We can use … to say up to the time mentioned.  - T picks some Ss to give the answers.  - Ss share the answer  - T checks their answers.  - T introduces the prepositions of time. | **1. Simple Present Tense with future**  **meaning**  *I have soccer practice at 7 tonight.*  *I have English club on Friday at 8 p.m.*  **Keys:**  a. Simple Present Tense.  b. They are about future.  **2. Prepositions of time**  *Do you want to go cycling* ***from*** *5* ***to*** *6 p.m.?*  *I have English club* ***until*** *5 p.m.*  **Keys:**  a. from…to…  b. until |

**B. Practice (15’)**

**a. Objectives:** To help Ss practice using Simple Present Tense to talk about a set schedule and use prepositions of time correctly.

**b. Content:** Task a and b

**c. Product:** Ss can talk about a set schedule using Present Simple Tense and prepositions of time appropriately.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T introduces the task.  - Ss listen and follow  - T asks Ss to read the sentences carefully and circle the correct words.  - Ss read the sentences carefully and circle the correct words.  - T lets Ss check with their partner.  - Ss compare the answers with a partner.  - T picks some students to give their answers and give reasons.  - Ss share the answers  - T checks their answers.  - T asks Ss to answer the questions using the given prepositions and the information on the schedule.  - Ss answer the questions using the given prepositions and the information on the schedule.  - T lets Ss check with their partner.  - Ss check with their partner.  - T picks some Ss to write their answers on the board.  - Ss share the answers.  - T checks their answers. | **Task a:** **Read the examples above and circle the correct words.**  1. I have shuttlecock practice in/until/on 5 p.m. on Saturday.  2. Do/Does you want to see a movie on the weekend?  3. I can't meet in the morning. I'm busy in/to/at 10 a.m.  4. My sewing class is from/on/until 2 p.m. to 4:30 p.m.  5. It's OK. The band practice hasn't/doesn't/don't start until 2 p.m.  6. I'd love to come. I don't have any plans in/from/on Saturday night.  7. Yes, I can come. I'm free from 10 a.m. to/in/from 4:30 p.m  **Keys:**  1. until 2. Do 3. at 4. from  5. doesn’t 6. on 7. To  **Task b:** **Answer the questions using the given prepositions and the information on your schedule.**    **Keys:**  1. It’s on Saturday morning.  2. It’s from 2 p.m. to 5 p.m. (on Saturday).  3. I have table tennis practice at 9 a.m. (on Sunday).  4. I’m free (on Sunday afternoon) until 4 p.m. |

**C. Production (5’)**

**a. Objectives:** To help Ss use the language in real situation.

**b. Content:** Speaking activity.

**c. Product:** Ss can talk about their schedule using Present Simple Tense and prepositions of time appropriately.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to ask and answer about the schedule in task b.  - Ss work in pairs to ask and answer about the schedule in task b.  - T picks some pairs to speak.  - Ss share their answers  - T gives feedback. | **Task c: In pairs: Take turns asking and answering about the schedule.**  + Do you do any of these activities?  + When?  **Key:**  Yes, I have some activities such as: table tennis, dance,… and I have table tennis practice at 8a.m on Sundays |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Lesson 2: Pronunciation***

**4. Evaluation:**

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***Ngày 16 tháng 09 năm 2024***

***Tổ phó***

***Nguyễn Thị Minh Ngọc***

Date of preparing: 21/09/2024

Date of teaching: 8A: 8C:

**Period 7: UNIT 1: FREE TIME**

***Lesson 2: Pronunciation***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- practice the sound /sk/

- make free time activity plans with friends, using Present Simple for future meaning and prepositions of time

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have healthy lifestyles, spend free time in a good way.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To watch video about sound /sk/.

**b. Content:** Listening activity.

**c. Product:** Ss can listen and know the pronunciation with /sk/.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| -T asks Ss to wacth a video  [youtube.com/watch?v=3CvBF4MndYY](https://www.youtube.com/watch?v=3CvBF4MndYY)  - Ss watch video.  - T asks Ss to repeat the words  - Ss repeat the words.  - T introduces the new lesson. |  |

**3. New lesson (35’)**

**A. Pre-Speaking / Pronunciation (10’)**

**a. Objectives:** To help Ss pronounce /sk/

**b. Content:** Task a, b, c and d.

**c. Product:** Ss can pronounce /sk/ correctly

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T introduces the sound /sk/.  - Ss listen and note.  - T explains how to pronounce it.  - T gives some examples:  - T asks Ss to give more examples.  - T asks Ss to listen to the words and focus on the underlined letters.  - Ss listen to the words and focus on the underlined letters.  - T gets Ss to listen again and repeat chorally.  - Ss listen again and repeat chorally.  - T picks some Ss tosay the words individually and correct their pronunciation if necessary.  - T asks Ss to listen and cross out the one with different sound.  - Ss listen and cross out the one with different sound.  - T picks some Ss to give the answers.  - Ss share the answers.  - T checks Ss’ answers.  - T gets Ss to listen again and repeat. – T asks Ss to work in pairs, reading the words to their partners with the correct pronunciation.  - Ss work in pairs, reading the words to their partners with the correct pronunciation.  - T picks some students to say the words and correct their pronunciation if necessary. | **1. Pronunciation.**  **Task a: Focus on the /sk/ sound.**  Example:  *sky, skirt,…*  **Task b: Listen to the words and focus on the underlined letter.**  skating, basketball, school  **Task c: Listen and cross out the one with the different sound.**  skateboard science scooter basket  **Task d: Read the words to your partner using the sounds noted in "a."** |

**B. While-Speaking / Practice (10’)**

**a. Objectives:** To help Ss practice talking about schedules.

**b. Content:** Task a and b.

**c. Product:** Ss can make conversations about schedules, using given ideas.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs, filling in the blanks with the correct prepositions and practicing the conversation.  - Ss work in pairs, filling in the blanks with the correct prepositions and practicing the conversation.  - T goes around and help if necessary.  - T picks one pair to read the conversation.  - T checks their answers.  - T asks Ss to work in pairs to make two more conversations using the ideas on the right.  - Ss work in pairs to make two more conversations using the ideas on the right.  - T picks two pairs to perform the new conversations.  - Ss share their answers  - T gives feedback. | **2. Practice**  **Task a: Practice the conversation. Fill in the blanks with the correct prepositions.**  **Swap roles and repeat.**    **Key:**  on; at; on; from; to  **Task b:** **Make two more conversations using the ideas on the right.**    **Key:**  ***Conversation 1:***  **Josh**: Hi Daniel. What’s up?  **Daniel**: Oh, hey, Josh.  **Josh**: Do you want to come with me to a roller skating competition on Wednesday afternoon?  **Daniel**: Sorry, I can’t. I have basketball practice at 9 p.m. But do you want to play a board game on Saturday evening?  **Josh**: Maybe. When is it?  **Daniel**: It’s from 6 p.m. to 8:30 p.m.  **Josh**: Sorry, I can’t. Let’s go another time.  **Daniel**: OK. No problem. Talk to you later.  ***Conversation 2***  **Josh**: Hi Daniel. What’s up?  **Daniel**: Oh, hey, Josh.  **Josh**: Do you want to come with me to a cycling competition on Thursday morning?  **Daniel**: Sorry, I can’t. I have a knitting class at 11:30 a.m. But do you want to go to a dance class on Sunday morning?  **Josh**: Maybe. When is it?  **Daniel**: It’s from 8:30 a.m. to 11:30 a.m.  **Josh**: Sorry, I can’t. Maybe next weekend.  **Daniel**: OK. See you soon. |

**C. Post-Speaking / Speaking (15’)**

**a. Objectives:** To help Ss practice talking about schedules.

**b. Content:** Task a and b.

**c. Product:** Ss can make conversations about schedules, using given ideas.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to write six activities they have over the weekend in the table.  - Ss write six activities they have over the weekend in the table.  - T checks some Ss.  - T asks Ss to work in group of four, taking turns role-playing phone calls inviting a friend to join them for each activity; inviting each person in their group at least once; noting who they will do each activity with.  - Ss work in groups.  - T goes around to help if necessary.  - T picks some pairs to perform their conversations.  - Give feedback.  - T asks Ss to tell a partner about their plans for the weekend, using the information in the table.  - Ss tell a partner about their plans  for the weekend, using the information in the table.  - T picks some Ss to share their plans.  - T gives feedback. | **3. Speaking**  **Task a: You have lots of plans this weekend and you want your friends to join you. Look at the table and write six activities you have over the weekend.**    **Task b:** **In fours: Take turns role-playing phone calls inviting a friend to join you for each activity. Invite each person in your group at least once. Note who you will do each activity with.**      **Task c. Tell a partner about your plans for the weekend.** |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Lesson 3: Reading + Writing***

**4. Evaluation:**

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Date of preparing: 21/09/2024

Date of teaching: 8A: 8C:

**Period 8: UNIT 1: FREE TIME**

***Lesson 3: Reading + Writing***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- practice reading for gist and for detail

- learn how to write a descriptive passage

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have healthy lifestyles, spend free time in a good way.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To introduce the topic.

**b. Content:** Let’s talk.

**c. Product:** Ss can talk about popular hobbies in their country.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs, look at the picture and answer the questions:  + What hobbies can you see in the pictures?  + What are some popular hobbies in your country?  - Ss work in pairs, look at the picture and answer the questions  - T calls some pairs to give their answers.  - Ss share their answers.  - T gives feedback. | **1. Let’s talk! In pairs: What hobbies can you see in the pictures? What are some popular hobbies in your country?**  **Key:**  In the picture, I can see 4 hobbies: painting, playing the piano, collecting stamps, assembling. Some popular hobbies in my country are reading, listening to music, and playing soccer. |

**3. New lesson (35’)**

**A. Reading (20’)**

**a. Objectives:** to help Ss improve their reading skills.

**b. Content:** Task a, b, c and d

**c. Product:** Ss can read for specific details and have general idea about the text.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| **Pre-reading**  **-** T asks Ss to look at the picture and guess Linh’s hobby: *trying new cakes* or *baking*.  **-** Ss look at the picture and guess Linh’s hobby: *trying new cakes* or *baking*.  **-** T picks some Ss to give their answers.  **-** Ss share their answers  **-** T writes their guesses on the board.  - T explains some words  **-** T reminds the Ss of the function of the beginning sentence (topic sentence): state the main idea of the passage.  - T asks Ss to read the passage and choose the best beginning sentence.  - Ss read the passage and choose the best beginning sentence.  - T lets Ss check the answer with their partners.  - T picks some Ss to give their answers.  **-** Ss share their answers  - Check the answer.  **While-reading**  - T uses DCR to show the task. Ask Ss to read the questions carefully and underline the key words in each question.  - Ss read the questions carefully and underline the key words in each question.  - Tgets Ss to scan the text to find the key words.  - Ss scan the text to find the key words.  - T asks Ss to answer the questions.  - Ss read the text again and answer the questions  - T sets the time and monitor the class.  - T checks Ss’ answers (using the DCR).  - T plays the CD and ask Ss to listen and read.  - Ss listen and read  - T picks some Ss to read the passage and correct their pronunciation if necessary.  **Post-reading**  - T asks Ss to work in pairs, answering the questions.  - Ss work in pairs, answering the questions.  - T monitors the class and help them if necessary.  - T picks some Ss to share their ideas. | **2. Reading**  **Vocabulary:**  *- recipe (n) /ˈresəpi/ công thức nấu ăn*  *- prepare (v) /prɪˈper/ chuẩn bị*  *- mess (n) /mes/ tình trạng hỗn độn*  *- relax (v) /rɪˈlæks/ thư giãn*  **Task a:** **Read Linh's passage and choose the best beginning sentence.**  1. I love trying new cakes.  2. I have many hobbies, but I like baking best.  **Keys:**  2. I have many hobbies, but I like baking best.  **Task b: Read and answer the questions.**  1.When did Linh start her favorite hobby?  *When she was ten*.  2. What does the word them in paragraph 2 refer to? A. chocolate cookies B. recipes C. hobbies  3. Where does Linh do it?\_\_\_\_\_\_\_\_\_  4. When does Linh usually bake? \_\_\_\_\_\_\_  5. What does baking help Linh do? \_\_\_\_  **Keys:**  1. When she was ten.  2.B  3. in her kitchen.  4. on the weekends.  5. It helps her relax.  **Task c:** **Listen and read.**  **Task d: In pairs: What's your favorite hobby? What do you like best about it?**  **Suggested words:**  My favorite hobby is listening to music. I like to listen to soothing music after stressful classes. |

**B. Writing (10’)**

**a. Objectives:** to help Ss know the structure of a descriptive passage and what to write in each part.

**b. Content:** Task a and b

**c. Product:** Ss can order sentences to make a complete descriptive passage.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read about writing basic descriptive passages and answer the questions below in pairs:  *a) How many parts are there in a basic descriptive passage?*  *b) What is the function of each part?*  - Ss read about writing basic descriptive passages and answer the questions below in pairs:  - T picks some Ss to give their answers.  - T checks the answer.  - T asks Ss to read Linh's passage again and underline the topic sentence, five supporting ideas, and the concluding sentence.  - Ss read Linh's passage again and underline the topic sentence, five supporting ideas, and the concluding sentence.  - T lets Ss check with their partners.  - Ss share their answers.  - T picks some Ss to give their answers.  - T checks the answer.  - T asks Ss to unscramble the sentences and then number them (1–5).  - Ss unscramble the sentences and then  number them (1–5).  - T sets the time and go around to help.  - T lets Ss check with their partners.  - T picks some Ss to write their answers on the board.  - Ss share their answers  - T checks the answers. | **2. Writing**  **Task a:** **Read about writing basic descriptive passages. Then, read Linh's passage again and underline the topic sentence, five supporting ideas, and the concluding sentence.**  **Writing skill**  **Writing basic descriptive passages**  To write a basic descriptive passage, you should:  1. Start with a topic sentence: tell the readers what your passage is about.  *I have a lot of hobbies, but my favorite hobby is taking pictures.*  2. Write about 3–5 supporting ideas to  explain your topic. You can answer questions what, when, where, who, how, etc. about the topic to think of ideas to write about.  *I started taking pictures when I was eight years old. I usually take lots of pictures with my friends and family. I take pictures at the park. I do it on the weekends.*  3. End with a concluding sentence: say your main topic again in different words.  *I think taking pictures is lots of fun, and I love it.*  **Keys:**  a) There are three parts: a topic sentence, supporting ideas, and a concluding sentence.  b) The topic sentence: tell the readers what your passage is about.  Supporting ideas: explain the topic by answering questions **what, when, where, who, how,** etc. about the topic.  The concluding sentence: say your main topic again in different words.  **Keys:**  The topic sentence:  I have many hobbies, but I like baking best.  Supporting ideas:  I started this hobby when I was ten years old.  Now, I bake with my little sister.  We always bake in our lovely kitchen at home.  We usually bake on the weekends.  Baking also helps me relax after a busy week with lots of homework.  The concluding sentence:  Baking is a great hobby, and I really love baking!  **Task b: Unscramble the sentences and then number them (1–5). Use the Writing skill box to help you.**  A. my/with/swimming/dad./always/go/I  B. best./hobbies,/I/many/like/swimming/but/  have/I  C. I/great/think/swimming/a/is/hobby.  D. five/started/old./when/I/years/I/  swimming/was  E. swimming/on/the/go/my/pool/near/We/  weekends./house/the/at  **Keys:**  A. I always go swimming with my dad. **3**  B. I have many hobbies, but I like swimming best. **1**  C. I think swimming is a great hobby. **5**  D. I started swimming when I was five years old. **2**  E. We go swimming at the pool near my house on the weekends. **4** |

**C. Production (10’)**

**a. Objectives:** to help Ss talk about their hobbies.

**b. Content:** Ss’ hobbies.

**c. Product:** Ss practice in groups to talk about hobbies.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to talk about their hobbies  - Ss work in groups. | ***Example:***  S1: I have many hobbies, but I like collecting stamps.  S2: I also like collecting stamps but I prefer building models  S3: …………. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Lesson 3: Speaking + Writing***

**4. Evaluation:**

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Date of preparing: 21/09/2024

Date of teaching: 8A: 8C:

**Period 9: UNIT 1: FREE TIME**

***Lesson 3: Speaking + Writing***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- talk about a favorite hobby

- write basic descriptive passages

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have healthy lifestyles, spend free time in a good way.

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to review lesson 3.1 and lead in the new lesson.

**b. Content:** ordering sentences activity.

**c. Product:** Ss can put the sentences of a passage in a logical order.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs, putting the sentences below in the correct order.  - Ss work in pairs, putting the sentences below in the correct order.  - T calls some pairs to give their answers.  - Ss ahare their answers  - T gives feedback. | **Ordering sentences**  a. Baking is a great hobby, and I really love baking!  b. I have many hobbies, but I like baking best.  c. Baking also helps me relax after a busy week with lots of homework.  d. I started this hobby when I was ten years old. e. Now, I bake with my little sister.  f. First, my dad taught me how to bake chocolate cookies.  g. I like teaching her how to bake things like brownies and cakes.  h. I don't have to think much, and I can just  follow the recipes.  **keys:**  1.b 2.d 3.f 4.e 5.g 6.c 7.h 8.a |

**3. New lesson (35’)**

**A. Pre-Writing / Speaking (10’)**

**a. Objectives:** to help Ss practice asking and answering about a favorite hobby and get ideas for their writing task..

**b. Content:** ordering sentences activity.

**c. Product:** Ss can talk about their favorite hobbies.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to make a list of popular hobbies with teenagers.  - Ss work in pairs to make a list of popular hobbies with teenagers.  - T elicits ideas from Ss.  - Ss give ideas.  - T gives feedback.  - T explains the task.  - Ss follow the instructions  - T gives Ss time to discuss with their partners and complete the table.  - Ss discuss with their partners and complete the table.  - T goes around to help if necessary.  - T picks some pairs to present their favorite hobby.  - Ss present their favorite hobby, using the ideas they have discussed. | **1. Speaking**  **Task a: In pairs: Discuss hobbies that are popular with your friends.**  **Suggested words:**  A: I think there are many hobbies for people nowadays such as listening to music, reading books, fishing... and among them my hobby is knitting.  B: I agree with you. As for me, I like sports more so my hobby is going to soccer every weekend with my friends.  **Task b:** C**hoose your favorite hobby. In pairs: Use the questions to discuss the points on the table below and write in your own ideas.**  **Keys:**   |  |  | | --- | --- | | What? | My favorite hobby is listening to music. | | When started? | I started this hobby when I was 10 years old. | | Who with? | I listened to the first song with my dad. | | Where? | My dad played music on my old radio at home. | | When? | And now we usually play music on TV every weekend. | | Your opinion? | I love the songs and enjoy them. | |

**B. While-Writing / Writing (15’)**

**a. Objectives:** to help Ss to practice writing a descriptive passage.

**b. Content:** Let’s write

**c. Product:** Ss can produce a descriptive passage about their favorite hobbies.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to answer the questions  + How many parts are there in a basic descriptive passage?  + What is the function of each part?  - Ss remember the structure of writing basic descriptive.  - T gives Ss some time to write. | **2. Writing**  **Let’s write: Write a simple passage about the hobby you discussed. Use the Writing Skill box and your speaking notes to help**  **you. Write 80 to 100 words** |

**C. Post-Writing / Writing (10’)**

**a. Objectives:** to help Ss to practice writing a descriptive passage.

**b. Content:** Let’s write

**c. Product:** Ss can produce a descriptive passage about their favorite hobbies.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T monitors the class and help them if necessary.  - T picks some Ss to show their writing and give feedback.  - Ss show their writing and give feedback.  - T shows sample passage. | **Sample passage:**  I have a lot of hobbies, but my favorite hobby is building models. I started building models when I was ten years old. I often build models with my little brother. We build models in our living room at home. We build models after school and on the weekends. I think building models is interesting and fun. I love building models. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Review 1***

**4. Evaluation:**

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***Ngày 23 tháng 09 năm 2024***

***Tổ phó***

***Nguyễn Thị Minh Ngọc***

Date of preparing: 29/09/2024

Date of teaching: 8C: 8A:

**Period 10: UNIT 1: FREE TIME**

***Review 1***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- review the target language learnt in the unit

- practice test taking skills

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** review the free time activities learnt in the unit.

**b. Content:** miming games

**c. Product:** Ss can name the activity mimed by their friends.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T explains the game: T gives 2 Ss from 2 teams an activity; Ss mime the activities for their teams to guess; the team with more correct guesses will win.  - Mime the activities for their teams to guess.  - T gets Ss to play in 2 teams.  - T decides the winner. | **Miming game:**  A. play board games  B. go rock climbing  C. go jogging  D. chat with friends  E. design jewelry  F. play handball  G. watch sports  H. hang out with friends |

**3. New lesson (35’)**

**A. Listening (10’)**

**a. Objectives:** to helps Ss to listen for details and understand the conversation.

**b. Content:** Listening task

**c. Product:** Ss can match the names with the activities correctly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **Pre-Listening**  - Ask Ss to read the instructions and answer the questions:  a) What is the conversation about?  b) What do you have to do?  c) What do you need to pay attention to while listening?  - Pick some Ss to answer the questions.  - T gives feedback.  **While – listening**  - T asks Ss to listen and match the names with the correct activities.  - Ss listen and match the names with the correct activities.  - T reminds Ss that there two extra activities.  - Ss have two extra activities.  - T lets Ss check answers with their partners after the first listening.  - Ss share their answers  - T checks Ss’ answers after the second listening. | **1. Listening**  **You will hear Jenny talking to her mom**  **about leisure activities. Which activity**  **does each person like? For each question,**  **write a letter (A–H) next to each person.**  **You will hear the conversation twice.**    **Keys:**  a. It is about leisure activities.  b. Write the letter (activity) next to the person who likes doing that activity.  c. We need to pay attention to the names and the activities.  **Keys:**  0.F 1.E 2.H 3.G 4.B 5.A |

**B. Reading (20’)**

**a. Objectives:** to helps Ss practice reading for gists.

**b. Content:** reading task and vocabulary.

**c. Product:** Ss can read and answer the questions.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **Pre-reading:**  - T asks Ss to work look at the picture and read Robert’s message and answer the questions:  a) What are they?  b) What does Robert want?  c) How many people reply him?  - Ss work look at the picture and read Robert’s message and answer the questions  - T picks some Ss to answer the questions.  - T gives feedback.  - T asks Ss to read the text and underline the words above.  - T gets Ss to try to guess their meanings in the context first.  - T explains the meanings of the words.  - T asks Ss to listen and repeat chorally and individually.  - Ss listen and repeat chorally and individually.  - T checks Ss’ remembering.  - T asks Ss to read the text messags; scan the key words and choose the correct answer.  - Ss read the text messags; scan the key words and choose the correct answer.  - T monitors the class and help them if necessary.  - T lets Ss check the answers with their partners.  - T picks some Ss to give their answers.  - Ss share their answers  - T gives feedback. | **2. Reading**  ***\* Answer the questions***  a) They are messages.  b) Robert wants to invite his friends to play  shuttlecock at the park tomorrow.  c)Three.  **Vocabulary:**  + Competition (n): /kɑːmpəˈtɪʃən/: cuộc thi  + Arrive (v): /əˈraɪv/: đến nơi  +Take part in (v phr): tham gia  **Read the text messages. Choose the correct answer (A: Rachel, B: David, or C: Annie).**  1. Who can't come to the park?  2. Who will arrive at the park late?  3. Who will take part in a competition?  4. Who will need to leave the park early?  5. Who wants to watch a competition?  **Keys:**  1. B 2. C 3. B 4. A 5. C |

**C. Production (5’)**

**a. Objectives:** to helps Ss practice speaking for gists.

**b. Content:** speaking task and vocabulary.

**c. Product:** Ss can answer the T’s questions.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **Post-reading**  **-** T asks Ss to ask their partners what they usually do with their friends after school or on the weekends.  - Ss ask their partners what they usually do with their friends after school or on the weekends.  - T picks some Ss to tell their partners’ leisure activities.  - Ss answer the T’s questions  - T gives feedback. | **In pairs: tell your partner what you usually do with your friends after school or on the weekends** |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 1: Home – Review 2***

**4. Evaluation:**

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Date of preparing: 29/09/2024

Date of teaching: 8C: 8A:

**Period 11: UNIT 1: FREE TIME**

***Review 2***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- review the target language learnt in the unit

- practice test taking skills

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** review the vocabulary learnt in the unit.

**b. Content:** matching pictures.

**c. Product:** Ss can match the picture with the correct words.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T explains the game: T puts the cards of the vocabulary above on the walls around the class; T shows the pictures one by one; Ss find the correct word to slap and say it; the team with more correct answers will win.  - T gets Ss to play in 2 teams.  - T decides the winner. | **Matching game**  Jogging, fishing, sewing, karate, knitting, board games, cycling, jewelry |

**3. New lesson (35’)**

**A. Vocabulary (10’)**

**a. Objectives:** to help Ss review the vocabulary learnt in the unit.

**b. Content:** Vocabulary task.

**c. Product:** Ss can understand the meanings of the vocabulary and complete the sentences with the correct words.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the sentences and underline the key words that help them choose the correct word to complete them.  - Ss read the sentences and underline the key words that help them choose the correct word to complete them.  - T gives Ss time to do it.  - T lets them compare their answers with their partners.  - Ss compare their answers with their partners.  - T picks some Ss to give their answers.  - Ss share their answers  - T gives feedback. | **1. Vocabulary**  **Fill in the blanks with the words from the**  **box.**  1. Martial arts like \_\_\_\_\_\_ are fun, but you can get hurt.  2. I enjoy going \_\_\_\_\_\_\_\_\_\_\_ in my town because the roads here are safe for bikes.  3. I like \_\_\_\_\_\_\_\_\_\_. I'm making a sweater using red and white wool.  4. I go to a \_\_\_\_\_\_\_ class on the weekends. I want to make a shirt.  5. Arts and crafts are fun. I really enjoy designing \_\_\_\_\_\_\_\_\_\_\_\_\_.  6. Do you want to go \_\_\_\_\_ at the lake next week? I'm sure we'll catch something good.  7. I can't go \_\_\_\_\_\_\_\_\_\_\_ this weekend because my knee hurts.  8. I often stay home and play \_\_\_\_\_\_\_\_\_\_ with my family in the evenings  **Keys:**  1.karate 2.cycling 3.knitting 4.sewing 5.jewelry 6.fishing 7.Jogging 8.Board games. |

**B. Grammar (10’)**

**a. Objectives:** to help Ss review the grammar learnt in the unit.

**b. Content:** grammar task.

**c. Product:** Ss can use *like, prefer, hate, enjoy* to talk about preferencecorrectly*.*

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T uses IWB to show the task.  - T and Ss reviews the verb form after verbs expressing hobbies.  - T gives Ss time to do it.  - T lets them compare their answers with their partners.  - T picks some Ss to write their sentences on the board.  - Ss share their answer  - T gives feedback.  - T and Ss review the use of prepositions of time *from…to…* and *until.*  - T gives Ss time to do it.  - T lets them compare their answers with their partners.  - T picks some Ss to give their answers and explain.  - Ss share their answer  - T gives feedback. | **2. Grammar**  **Task a. Write sentences using gerunds and the prompts.**  1. Alice/prefer/hang out/friends/weekends.  2. We/not like/play/shuttlecock.  3. you/prefer/chat online/or/play board games/ friends?  4. I/hate/sew/because/it/boring.  5. they/not like/they/prefer/play table tennis/ rock climb.  **Keys:**  1. Alice prefers hanging out with their friends on the weekends.  2. We don’t like playing shuttlecock.  3. Do you prefer chatting online or playing board games with friends?  4. I hate sewing because it’s boring.  5. They don’t like rock climbing. They prefer playing table tennis.  **Task b. Circle the correct words.**  1. She doesn't have/has English class tomorrow.  2. I don't really like dancing. I prefer sing/singing.  3. Do you have any plans from/until 6 p.m. to 8 p.m.?  4. My brothers hate/hates going jogging.  5. What do you enjoy do/doing in your free time?  **Keys:**  1. have 2. Singing 3. From 4. Hate 5. doing |

**C. Pronunciation (10’)**

**a. Objectives:** to help Ss pronounce the new words correctly.

**b. Content:** pronunciation task

**c. Product:** Ss can pronounce the new words correctly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to say the words.  - T gets them choose the word that has the underlined part pronounced differently from the others.  - Ss choose the word that has the underlined part pronounced differently from the others.  - T shows them the pronunciation of the words (using PPTs slides) and confirm the answers. | **3. Pronunciation**  **Circle the word that has the underlined part pronounced differently from the others.**    **Keys:**  1.c 2.d 3.a |

**D. Pronunciation (10’)**

**a. Objectives:** to help Ss write about their schedule.

**b. Content:** pronunciation task

**c. Product:** Ss can produce a passage about their schedule.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to make a schedule with specific activities they do in the morning, afternoon, and evening.  - Ss make a schedule with specific activities they do in the morning, afternoon, and evening.  - T reminds them of the use of Present Simple Tense and prepositions of time.  - T gives Ss some time to write.  - Ss write their passage.  - T picks some Ss to show their writing.  - Ss Write their passage.  - T gives feedback. | **4. Writing**  **Write about your schedule for next week using the present simple. Write 80 to 100 words.**  **Sample:**  Next week, I am busy with my study from Monday to Friday. I have some free time to relax on the weekends. On Saturday morning, I have an English speaking competition at school from 8 a.m. to 11 a.m. I really like English, and I hope I can win the first prize. In the afternoon, I have a basketball practice at 3 p.m. and a music class after that at 4 p.m. After dinner, I go shopping with my mom for some food to prepare for a big meal on Sunday. On Sunday morning, I go swimming with my brother until 9 a.m. Next, we go to the bookstore to buy some comics or toys. In the afternoon, I watch a new movie with my family at the cinema until 6p.m. |

**E. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**F. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country***

***Lesson 1: New words + Listening***

**4. Evaluation:**

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Date of preparing: 29/09/2024

Date of teaching: 8C: 8A:

**Period 12: UNIT 2: LIFE IN THE COUNTRY**

***Lesson 1: New words + Listening***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

- practice listening for gist and detail.

- present their ideas about life in the country and life in the city.

- improve listening skills.

- learn functional English – politely disagreeing

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to introduce the topic.

**b. Content:** Let’s talk.

**c. Product:** Ss can talk about some advantages and disadvantages about each place in the picture.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to look at the pictures.  - Ss look at the pictures.  - T asks Ss to answer the questions work in pairs, look at the title and the picture and answer the questions.  + Which two places do they show?  + What are some good and bad things about each place?  - Ss work in pairs, look at the title and the picture and answer the questions.  - T calls some pairs to give their answers.  - Ss share their answers  - T gives feedback. | **1. Let’s talk**  **In pairs: Look at the pictures.**  The two pictures talk about two places, the city and the countryside. The city is rich, but the environment is polluted. The countryside is poor but the air is very fresh. |

**3. New lesson (35’)**

**A. Pre-Listening (Vocabulary 15’)**

**a. Objectives:** to help Ss improve their vocabulary about life in the country and life in the city.

**b. Content:** tasks a and b.

**c. Product:** Ss can learn some new words to describe life in the country and life in the city and disagree politely.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to read the definitions  - Ss work in pairs to read the definitions  - T checks Ss’ answers around the class.  - Ss give their answers.  - T explains the vocabulary  - T asks Ss fill in the blanks with the new words.  - Ss fill in the blanks with the new words.  - T checks some Ss  - Ss share their answers  - T give key sheet  - T asks Ss to listen and repeat the words.  - Ss listen and repeat the words.  - T asks Ss to work in pairs to talk about where they live and why they like or dislike living there.  - Ss work in pairs to talk about where they live and why they like or dislike living there.  - T goes around and help Ss if necessary.  - T picks some Ss to talk about where they live. | **2. Vocabulary**  **Task a.1:** **Read the definitions.**  **+** entertainment /entəˈteɪnmənt/(n): sự giải trí  **+** nature /ˈneɪtʃə(r)/(n): thiên nhiên  + noise /nɔɪz/ (n): sự ồn ào, tiếng ồn  + peace /piːs/ (n): sự yên bình  + fresh /freʃ/ (adj): sự trong lành  + vehicle /ˈviːɪkl / (n): phương tiện  + facility /fəˈsɪləti/ (n): cơ sở vật chất  **Task a.2: then fill in the blanks with the new words. Listen and repeat.**  **Keys:**  1. room 2. nature 3. peace  4. fresh 5. noise 6. vehicle  7. entertainment 8. facility  **Task b:** **In pairs: Say where you live, and**  **why you like/dislike living there.**  **Sample answer:**  I live in a small town. I like living there  because there is a lot of nature and fresh air. |

**B. While-Listening (Listening 15’)**

**a. Objectives:** to help Ss listen for gist and details and disagree politely.

**b. Content:** tasks a, b, c and d.

**c. Product:** Ss can listen for main idea and for specific informationand know some advantages and disadvantages about life in the country and life in the city and disagree politely.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to name some expressions to show agreement.  - Ss name some expressions to show agreement.  - T asks Ss to listen and choose what they agree on: the noise or the pollution.  - Ss listen and choose what they agree on: the noise or the pollution.  - T picks some Ss to give the answer and say the evidence to justify their answer.  - Ss give the answer and say the evidence to justify their answer.  - T checks Ss’ answers.  - T asks Ss to read the sentences and guess the type of missing words.  - Ss read the sentences and guess the type of missing words  - T gets Ss to underline the key words.  - Ss underline the key words.  - T asks Ss to listen and fill in the blanks.  - Ss listen and fill in the blanks.  - T picks some Ss to give their answers.  - T checks Ss’ answers (using the DCR).  - T introduces some phrases to disagree politely.  - T plays the CD and ask Ss to listen and read along.  - Ss listen and read along.  - T asks Ss to listen and write numbers next to the phrases in the order they hear them.  - Ss listen and write numbers next to the phrases in the order they hear them.  - T picks some Ss to give their answers.  - T gives feedback. | **3. Listening**  **Task a:** **Listen to Joe and Mai talking about life in the city and in the country.**  **+** What do they agree on?  1. the noise 2. the pollution  Expected answers:  That’s true.  I totally agree.  You’re right about that.  **Keys: 2.** the pollution  (Mai: That’s true, but I prefer the country because there are too many vehicles in the city. They make the air dirty.  Joe: OK, You’re right about that. There’s lots of fresh air in the country, but I still think city life is best.)  **Task b:** **Now, listen and fill in the blanks.**  1. Mai thinks the country is better because there is lots of \_\_\_\_\_\_\_\_\_\_\_.  2. Joe likes the \_\_\_\_\_\_\_\_\_\_\_ in the city.  3. Mai thinks there's not enough \_\_\_\_\_\_\_\_\_ for all the people in the city.  4. She also thinks there is too much \_\_\_\_\_\_ in the city.  5. She doesn't like the city because there are too many \_\_\_\_\_\_\_\_\_\_\_.  6. Joe prefers living in the \_\_\_\_\_\_\_\_\_\_\_.  **Keys**  1. nature 2. Entertainment 3. room  4. noise 5. Vehicles 6. City  **Task c:** **Read the Conversation Skill box. Then, listen and repeat.**  That's true, but…  Yes, but…  Really? (I…)  **Task d: Now, listen to the conversation again and number the phrases in the order you hear them.**  **keys:**  1. Yes, but...  2. Really? (I...)  3. That's true, but... |

**C. Post-Listening (5’)**

**a. Objectives:** to help Ss use the language and information in the real situation.

**b. Content:** tasks e.

**c. Product:** Ss share their ideas whether they agree with Mai or Joe.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to answer the questions.  - Ss work in pairs to answer the questions.  - T monitors the class and help them if necessary.  - T asks some Ss to share their ideas. | **Do you agree with Mai or Joe? Why?**  ***Sample answers:***  *I agree with Mai. I like the country more than*  *the city because it's cleaner and quieter.* |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country***

***Lesson 1: Grammar***

**4. Evaluation:**

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***Ngày 30 tháng 09 năm 2024***

***Tổ phó***

***Nguyễn Thị Minh Ngọc***

Date of preparing: 05/10/2024

Date of teaching: 8C: 8A:

**Period 13: UNIT 2: LIFE IN THE COUNTRY**

***Lesson 1: Grammar***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

**\* Grammar:** quantifiers with countable and uncountable nouns

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to review lesson 1.1 and introduce the grammar point in the new lesson.

**b. Content:** categorizing activity.

**c. Product:** Ss can put the words they learnt in lesson 1 into two groups: countable and uncountable.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks students to work in pairs to put the words in the box into the correct column: countable and uncountable nouns.  - Ss work in pairs to put the words in the box into the correct column: countable and uncountable nouns.  - T picks some Ss to give their answers.  - T gives feedback. | **Put the words below in the correct column: countable and uncountable nouns.**   |  |  | | --- | --- | | Air, noise, facility, vehicle, pollution, entertainment, transportation, people, nature, peace, thing, car. | | | **Countable** | **Uncountable** | |  |  |   ***Keys***   |  |  | | --- | --- | | **Countable** | **Uncountable** | | *air, noise, pollution, entertainment, peace, nature, transportation* | *facility, vehicle, people, thing, car* | |

**3. New lesson (35’)**

**A. Presetation (10’)**

**a. Objectives:** to know how to use *lots of/a lot of, too many, too much, not enough*correctly.

**b. Content:** tasks a & b.

**c. Product:** Ss can talk life in the country and life in the city using *lots of/a lot of, too many, too much, not enough.*

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to listen and fill in the blanks on the board.  - Ss listen and fill in the blanks on the board.  - T picks some Ss  - Ss share their answers.  - T gives key sheet  - T explains the structure  - T asks Ss to work in pairs to complete the rules with *lots of/a lot of, too many, too much, not enough.*  *………………………….means a large amount of something.*  *………………………….means the amount of something countable is more than you want.*  *………………………….means the amount of something uncountable is more than you want.*  *………………………….means the amount is less than you want.*  - Ss work in pairs to complete the rules with *lots of/a lot of, too many, too much, not enough.*  - T gives feedback.  - T reminds Ss that *too many, too much, not enough* have a negative meaning | **Task a: Listen and fill in the blank. Listen again and check. Listen and repeat.**    Keys:  There ***is too much*** noise here!  This store has ***lots of*** snacks, but I don’t have ***enough*** money.  **Task b:** **Read about *verbs (to express preference) + gerund***  **Keys:** |

**B. Practice (20’)**

**a. Objectives:** to help Sspractice using the correct quantifiers with countable and uncountable nouns.

**b. Content:** tasks a & b.

**c. Product:** Ss can use quantifiers correctly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the sentences carefully and choose the correct words.  - Ss read the sentences carefully and choose the correct words.  - T gets Ss to check the answers with their partner and explain for their choices.  - T picks some Ss to give the answer and explain.  - Ss share their answers  - T checks Ss’ answers.  - T asks Ss to write sentences using gerunds and the prompts.  - Ss write sentences using gerunds and the prompts.  - T gets Ss to pay attention to the type of sentences (affirmative, negative or interrogative) to use the correct structure.  - T sets the time and monitor the class.  - T lets Ss check with their partner.  - T picks seven students to write seven sentences on the board.  - Ss write seven sentences on the board.  - T checks Ss’ answers (using the DCR/PPT slides). | **Task a:** **Read the examples on the left and circle the correct words.**  *1. There are too much/many vehicles on the road.*  *2. There aren't/isn't enough facilities in this village.*  *3. There is/are too much noise in my town.*  *4. This city doesn't have enough/many fresh air.*  *5. There isn't enough things to do/entertainment here.*  *6. There is lots of nature/vehicles here in the country.*  **Keys:**  1. many 2. aren't 3. is  4. enough 5. Entertainment 6. Nature  **Task b:** **Write sentences using the prompts.**  1. *There/lots/peace and quiet/my village*  *2. My town/not/have/enough/entertainment*  *3. This city/have/much/pollution*  *4. There/many/vehicles/my street*  *5. There/lot/room/people/play/my city*  *6. There/not/many/things/do/my village*  **Keys**  1. There is lots of peace and quiet in my village.  2. My town doesn't have enough entertainment.  3. This city has too much pollution.  4. There are too many vehicles in/on my street.  5. There is a lot of room for people to play in my city.  6. There aren't many things to do in my village. |

**C. Production (5’)**

**a. Objectives:** to help Ssuse the language in the real situation.

**b. Content:** tasks a & b.

**c. Product:** Ss can talk about their hobbies, using *verbs expressing preferences* correctly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to talk about your town using *lots of/a lot of, not enough, too many,* and *too much*.  - Ss work in pairs to talk about your town using *lots of/a lot of, not enough, too many,* and *too much*.  - T monitors the class and help them if necessary.  - T asks some Ss to talk about their town.  - T gives feedback. | **Task c: In pairs: Talk about your town using *lots of/a lot of, not enough, too many,* and *too much*.**  ***Sample answer:***  There are lots of vehicles in my hometown.  My city has too much noise*.* |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country***

***Lesson 1: Pronunciation***

**4. Evaluation:**

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Date of preparing: 05/10/2024

Date of teaching: 8A: 8C:

**Period 14: UNIT 2: LIFE IN THE COUNTRY**

***Lesson 1: Pronunciation***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

**\* Grammar:** quantifiers with countable and uncountable nouns and politely disagreeing**.**

**\* Pronunciation:** practice /tʃ/ sound

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** lead in the new lesson.

**b. Content:** watch video.

**c. Product:** Ss can put the words they learnt in lesson 1 into two groups: countable and uncountable.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to watch a video about /tʃ/ sound.  - Ss watch a video about /tʃ/ sound.  - T asks Ss to repeat the words  - Ss repeat the words  - T introduces the new lesson |  |

**3. New lesson (35’)**

**A. Presentation/Pronunciation (10’)**

**a. Objectives:** pronounce /tʃ/ sound correctly.

**b. Content:** task a, b, c and d

**c. Product:** Ss can pronounce /tʃ/ sound correctly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to list some words with /tʃ/ sound from video.  - Ss list some words with /tʃ/ sound from video.  - T shows the words on the board and asks Ss to repeat.  - Ss repeat the words.  - T asks Ss to listen to the words and focus on the underlined letters.  - Ss listen to the words and focus on the underlined letters.  - T gets Ss to pay attention to some exceptions:  *Nature, picture, question, suggestion*  *school, character, scholarship, Christmas*  - Ss pay attention to some exceptions:  - T asks Ss to listen and cross out the one with the different sound.  - Ss listen and cross out the one with the different sound.  - T picks some Ss to say the words and give the answers.  - Ss say the words and give the answers.  - T checks their answers.  - T gets Ss to listen again and repeat.  - T asks Ss to work in pairs to read the words to their partners with the correct pronunciation.  - Ss work in pairs to read the words to their partners with the correct pronunciation.  - T picks some students to say the words and correct their pronunciation if necessary. | **1. Pronunciation**  **Task a: Focus on the /tʃ/ sound.**  Eg: chalk, church, child, …  **Task b: Listen to the words and focus on the underlined letters.**  much, nature  **Task c: Listen and cross out the one with the different sound.**  such cheese stomach chair  **Keys:** stomach  **Tash d: Read the words to your partner using the sounds noted in “a”.** |

**B. Practice (15’)**

**a. Objectives:** to help Ss practice talking about life in the country and life in the city.

**b. Content:** task a and b

**c. Product:** Ss can make a conversation about life in the country and life in the city.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to practice the conversation.  - Ss work in pairs to practice the conversation.  - T picks some pairs to perform the conversation in front of the class.  - Ss perform the conversation in front of the class.  - T corrects their pronunciation if necessary.  - T asks Ss to work in pairs to make two more conversations using the ideas on the right.  - Ss work in pairs to make two more conversations using the ideas on the right.  - T picks two pairs to perform two conversations in front of the class.  - Ss perform two conversations in front of the class.  - T corrects their pronunciation if necessary. | **2. Practice**  **Task a: Practice the conversation. Swap roles and repeat.**  ***Annie****: Hi, James. Do you think it's better to live in the city or the country?*  ***James****: Hi, Annie. I think it's better to live in the country.*  ***Annie****: Really? Why?*  ***James****: Because there is lots of fresh air in the country.*  ***Annie****: Yes, but it's boring. I want to live in the city because there are lots of facilities.*  ***James****: Really? I think there are too many vehicles in the city, and there isn't enough room.*  ***Annie:*** *That's true, but there are lots of schools and hospitals in the city.*  ***James****: Yes, but I still prefer the country. I want to live there when I'm older.*  **Task b: Make two more conversations using the ideas on the right.**  **Conversation 1**  **Annie**: Hi, James. Do you think it's better to live in the city or the country?  **James**: Hi, Annie. I think it's better to live in the country.  **Annie**: Really? Why?  **James**: Because there is lots of nature in the country.  **Annie**: Yes, but it's boring. I want to live in the city because there is lots of entertainment.  **James**: Really? I think isn't enough peace and quiet in the city, and there isn't enough fresh air.  **Annie**: That's true, but there are lots of shops and movie theaters in the city.  **James**: Yes, but I still prefer the country. I want to live there when I'm older.  **Conversation 2**  **Annie**: Hi, James. Do you think it's better to live in the city or the country?  **James**: Hi, Annie. I think it's better to live in the country.  **Annie**: Really? Why?  **James**: Because there are lots of animals in the country.  **Annie:** Yes, but it's boring. I want to live in the city because there are lots of things to do.  **James**: Really? I think is too much noise in the city, and there isn't enough nature.  **Annie**: That's true, but there are lots of markets and cafes in the city.  **James**: Yes, but I still prefer the country. I want to live there when I'm older. |

**C. Production/ Speaking (10’)**

**a. Objectives:** to help Ss practice talking about life in the country and life in the city.

**b. Content:** task a and b

**c. Product:** Ss can present advantages and disadvantages about the country and the city.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T introduces the task.  - Ss recive the task.  - T divides the class in groups of three.  - Ss work in groups  - T asks Ss to share their ideas about the above points in the country and in the city.  - Ss share their answers.  - T asks each group to choose one to take notes the ideas of every member in the group on each point.  - Ss choose one to take notes the ideas of every member in the group on each point.  - T goes around and help if necessary.  - T asks Ss to discuss in their group and decide two best and worst things about life in the city and life in the country (based on the ideas they have shared).  - Ss discuss and do the task  - T picks some Ss to present their group’s ideas.  - Ss share their ideas  - T gives feedback. | **3. Speaking**  **Task a:** **In threes: Compare the points below, and say which place you think is better to live in and why.**  • fresh air  • nature  • room  • noise/peace and quiet  • vehicles  • facilities (your own ideas)  • entertainment (your own ideas)  **Sample answers:**  A: I would like to live in the country  because there is lots of nature.  B: That's true, but the country is boring, and there isn't enough entertainment like shopping malls. I'd prefer to live in the city.  C: Yes, but there is too much noise in the city.  **Task b:** **In your group, choose the two best and worst things about life in the city and life in the country, and present to the class.** |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country***

***Lesson 2: New words + Reading***

**4. Evaluation:**

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Date of preparing: 05/10/2024

Date of teaching: 8A: 8C:

**Period 15: UNIT 2: LIFE IN THE COUNTRY**

***Lesson 2: New words + Reading***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

**\* Skills:** reading for gist and for detail

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to introduce the topic of the new lesson.

**b. Content:** let’s talk.

**c. Product:** Ss can talk leisure activities in the country.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to look at the pictures and answer the questions  + What are the children doing?  + What else can children do for fun in the country?  - Ss talk about what the children in the picture are doing and some more leisure activities in the country.  - T picks some Ss to share their ideas.  - Ss share their answers.  - T gives feedback. | **1. Let’s talk**  **In pairs: Look at the picture.**  **Keys:**  In the picture, children are playing in the field. Children in the countryside can play some games such as kite flying, skipping rope, shooting marbles... |

**3. New lesson (35’)**

**A. Presentation/ Vocabulary (10’)**

**a. Objectives:** to help Ss know more vocabulary about leisure activities in the country.

**b. Content:** task a and b.

**c. Product:** Ss can talk about their favorite leisure activities.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the sentences and the definitions, then underline key words to help guess the meaning of new words.  - Ss read the sentences and the definitions, then underline key words to help guess the meaning of new words.  - T picks some Ss to share their ideas.  - Ss share their answers.  - T gives feedback.  - T explains the words.  - Ss listen and notedown.  - T asks Ss to read the words.  - Ss read the words aloud individually.  - T asks Ss to match the words with definitions.  - Ss match the words with definitions.  - T lets Ss check with their partners.  - T pick some Ss to give their answers.  - Ss share their answers.  - T checks their answers.  - T asks Ss to listen and repeat chorally.  - Ss listen and repeat chorally.  - T picks some Ss to say the words and correct their pronunciation if necessary.  - Ss say the words individually.  - T checks their memory by playing a game in pairs: Student A say the definition, Student B say  - T asks Ss to work in pairs to talk about what they like to do when they visit places in the country and say the reasons.  - Ss work in pairs to talk about what they like to do when they visit places in the country and say the reasons.  - T picks some Ss to share their ideas.  - Ss share their answers.  - T gives feedback. | **2. Vocabulary**  **a. Read the sentences, then match the words with the definitions. Listen and repeat.**  **Keys:**  1. \_\_\_\_\_\_\_\_\_\_: a person's place of birth  2. \_\_\_\_\_\_\_\_\_\_: traditional to a group of people or a place  3. \_\_\_\_\_\_\_\_\_\_: a game that two teams hold a rope and try to pull the hardest  4. \_\_\_\_\_\_\_\_\_\_: a game that two people hold a rope and one or more people jump over it  5. \_\_\_\_\_\_\_\_\_\_: to take flowers or fruit from the plant or tree where they are growing  6. \_\_\_\_\_\_\_\_\_\_: a game that players use wooden toys which spin very quickly  7. \_\_\_\_\_\_\_\_\_\_: to make animals move together as a group  **New words**  + hometown /ˈhəʊmˈtaʊn/ (n): quê nhà  + pick /pɪk/ (v): lấy, nhặt, hái, đón  + folk /fəʊk/ (n): dân gian  + jump rope /ˈdʒʌmp ˌrəʊp/ (v): nhảy dây  + tug of war /tʌg/ /ɒv/ /wɔː/(n): kéo co  + spinning tops /ˈspɪn.ɪŋ ˌtɒp/ (n): con quay  + herd /hɜːd/ (v): chăn (trâu/bò)  + traditional /trəˈdɪʃənl/ (adj): truyền thống    **Keys:**  1. hometown 2. Folk  3. tug of war 4. jump rope  5. Pick 6. spinning tops 7. herd  **Task b. In pairs: Talk about what you like to do when you visit places in the country.**  **Sample answers:**  A: When I go to my hometown, I like to play soccer with my friends.  B: I prefer to play folk games with my family. |

**B. Practice/ Reading (20’)**

**a. Objectives:** to help Ss practice reading for gist and for specific information.

**b. Content:** task a and b.

**c. Product:** Ss can talk about their favorite leisure activities.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **\* Pre-reading**  - T introduces the task.  - Ss listen and notedown.  - T asks Ss to read through the blog post and choose the main idea.  + What does she mostly talk about?  1. popular activities in her hometown  2. her family's favorite folk games  - Ss read through the blog post and choose the main idea.  - T gives Ss some time to read.  - T picks some students to give their answers and justify their choice.  - Give feedback.  **\* While-reading**  - T asks Ss to read the questions and underline the key words.  - Ss read the questions and underline the key words.  - T picks some Ss to share their ideas.  - Ss share their answers  *1. Where was Vy last week?*  *2. What don't kids do in Vy's hometown?*  *3. What do girls like to do in Vy's hometown?*  *4. What do boys like to do in Vy's hometown?*  *5. What does the word* ***it*** *in paragraph 4 refer to?*  - T ask Ss to read the blog post and choose the best answer for each question.  - Ss read the blog post and choose the best answer for each question.  - T lets Ss check with their partner.  - Ss share their answers.  - T pickd some students to give their answers and give evidence for their choices.  - Confirm the answers. | **3. Reading**  **Task a:** **Read Vy's blog post.**  **Answer Keys:**  1. popular activities in her hometown  (They prefer to play outdoors. They play  sports and folk games. The girls love to jump rope and pick flowers. The boys love to play tug of war and soccer.)  **Task b** **. Now, read and circle the correct answers.**  1. Where was Vy last week?  A. in Ho Chi Minh City  B. in her hometown C. in another country  2. What don't kids do in Vy's hometown?  A. play computer games B. pick flowers C. play soccer  3. What do girls like to do in Vy's hometown?  A. play spinning tops B. play tug of war C. pick flowers  4. What do boys like to do in Vy's hometown?  A. jump rope B. play tug of war C. herd buffalo  5. What does the word it in paragraph 4 refer to? A. a game B. a song C. a place  **Keys:**  1. B – hometown (Sorry I didn't post anything last week! I couldn't use my computer because I wasn't at home. I visited my family in my hometown.)  2. A - play computer games (Here, the kids never play computer games, and they rarely watch TV.)  3. C - pick flowers (The girls love to jump rope and pick flowers.)  4. B - play tug of war (The boys love to play tug of war and soccer.)  5. A- a game (I prefer to play chess because it's more relaxing than some folk games. My uncle and I sometimes sit down and play **it** under a tree.) |

**C. Production (5’)**

**a. Objectives:** to give Ss opportunities to talk about their favorite folk games.

**b. Content:** task c and d.

**c. Product:** Ss can talk about the folk game they like and say why.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to listen and read the passage.  - Ss listen and read the passage.  - T picks some students to read the passage.  - T checks Ss’ pronunciation  - T asks Ss to work with their partner to talk about the folk game they like and state the reasons.  - Ss work with their partner to talk about the folk game they like and state the reasons  - T picks some Ss to share their ideas.  - Ss share their ideas  - T gives feedback. | **Task c: Listen and read**  **Task d: In pairs: Which folk games do you like? Why?**  ***Sample answers:***  *I really like tug of war because it's exciting,*  *and many people can play it together.* |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country***

***Lesson 2: Grammar***

**4. Evaluation:**

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***Ngày 07 tháng 10 năm 2024***

***Tổ phó***

***Nguyễn Thị Minh Ngọc***

Date of preparing: 12/10/2024

Date of teaching: 8C: 8A:

**Period 16: UNIT 2: LIFE IN THE COUNTRY**

***Lesson 2: Grammar***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

**\* Grammar:** *Verbs expressing preference + to infinitive* and *adverbs of frequency*

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to review vocabulary about folk games.

**b. Content:** vocabulary game.

**c. Product:** Ss can name the folk games they have learned.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T divides the class into two groups.  - T picks one student at a time to mime the game given in a piece of paper; ask the two groups to guess; decide the winner with more correct guesses. | **Net words**  Tug of war spinning top  Jump rope hide and sheed |

**3. New lesson (35’)**

**A. Presentation (10’)**

**a. Objectives:** to help Ss know the verb form after *Verbs (to express preference)* and how to use *Adverbs of frequency* correctly.

**b. Content:** task a and b.

**c. Product:** Ss can use *to infinitive* after *Verbs (to express preference)* and use *Adverbs of frequency* correctly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the sentences below and circle the Verbs (to express preference) and underline the verbs after them, then answer the question:  + What’s the form of the verbs after verbs to express preference.  - T picks some Ss to give the answers.  - Ss share their answers.  - T checks their answers.  - T gives some more examples:  *I love to play folk games.*  *She prefers to play spinning tops.*  *They don't like to go to the park.*  **-** T writes some adverbs of Frequency on the board: *never, rarely, sometimes, often, usually, always.*  - T asks Ss to insert the adverbs of frequency on the time line:    - T picks some Ss to give the answers.  - Ss share their answers  - T checks their answers.  - T introduces the use of Adverbs of frequency: to say how often things happen.  - T and Ss review the positions of Adverbs of frequency by asking Ss to complete the rules with *after* or *before*:  We use adverbs of Frequency … verbs and … To Be.  - T picks some Ss to give the answers.  - Confirm their answers.  - T asks Ss to read about verbs (to express preference) + to-infinitives and adverbs of frequency, then fill in the blanks with appropriate words.  - Ss read about verbs (to express preference) + to-infinitives and adverbs of frequency, then fill in the blanks with appropriate words.  - T gets Ss to check with their partners.  - Ss check with their partners.  - T picks some Ss to give their answers.  - T asks Ss to listen and check.  - Ss listen and check  - T picks some Ss to share their ideas.  - Ss share their ideas.  - T checks their answers.  - T asks Ss to listen again and repeat chorally.  - Ss listen again and repeat chorally.  - T picks some pairs to read the conversation again and check their pronunciation if necessary. | **1. Verbs (to express preference) + to –infinitives**  A: What do kids in your town like to do?  B: They like to play tug of war here.  **Key:** To infinitive  **2. Adverbs of frequency**  **Key:**    **Keys:**  We use adverbs of Frequency *before* verbs and *after* To Be.  **Task a:** **Read about verbs (to express preference) + to-infinitives and adverbs of frequency, then fill in the blanks.**    **Task b. Listen and check your answers. Listen again and repeat.**  **Keys:**  What do kids like to do in your town?  They like to jump rope here. They usually jump rope on the beach. |

**B. Practice (20’)**

**a. Objectives:** to help Ss practice using Verbs (to express preference) + to -infinitives and Adverb of Frequency correctly.

**b. Content:** vocabulary game.

**c. Product:** Ss can talk about the activities they like doing and how often they do them using Verbs (to express preference) + to -infinitives and Adverb of Frequency.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T introduces the task.  - Ss listen and notedown.  - T asks Ss to unscramble the sentences.  - Ss unscramble the sentences.  - T lets Ss check with their partner.  - Ss check with their partner.  - T picks some students to write their sentences on the board.  - Ss check with their partner.  - T checks their sentences.  - T asks Ss to write sentences using the prompts.  - Ss write sentences using the prompts.  - T lets Ss check with their partner.  - Ss check with their partner.  - T picks some Ss to write their answers on the board.  - Ss share their answers.  - T checks their answers.  - T asks Ss to work in pairs to ask and answer about what An likes to do.  - Ss work in pairs to ask and answer about what An likes to do.  - T picks some pairs to speak.  - Ss speak  - T gives feedback. | **3. Practice**  **Task a:** **Read the examples and notes above, then unscramble the sentences.**  **Keys:**  1. We love to visit the country.  2. He prefers to play folk games.  3. Where does she like to play?  4. I don't like to play shuttlecock.  5. Do they like to visit their hometown?  6. I never play spinning tops with my sister.  7. Do you always herd buffalo on the weekends?  8. People rarely play folk games in cities  **Task b:** **Write sentences using the prompts.**  **keys:**  1. I like to visit the country.  2. Does she prefer to jump rope?  3. What do kids like to play here?  4. He likes to play tug of war.  5. We don't like to pick flowers.  6. We don't often play spinning tops after school.  7. Who does she usually jump rope with?  8. People in my hometown sometimes play folk games.  **Task c: In pairs: Ask and answer about what An likes to do.**    **Sample:**  A: Does An like to jump rope?  B: No, she doesn't. She never jumps rope. |

**C. Production (5’)**

**a. Objectives:** to help Ss use the language in real situation.

**b. Content:** speaking acticity

**c. Product:** Ss can talk about their schedule using Present Simple Tense and prepositions of time appropriately.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to ask and answer about what they like doing for fun and how often they do those activities.  - Ss work in pairs to ask and answer about what they like doing for fun and how often they do those activities.  - T picks some pairs to speak.  - Ss work in pairs to speak  - T gives feedback. | **Sample:**  A: What do you like to do for fun?  B: I prefer to play sports. I often play badminton with my friends after school. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country***

***Lesson 2: Pronunciation***

**4. Evaluation:**

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Date of preparing: 12/10/2024

Date of teaching: 8A: 8C:

**Period 17: UNIT 2: LIFE IN THE COUNTRY**

***Lesson 2: Pronuncaition***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

**\* Grammar:** *Which activities do you prefer to do? Which activities don't you like? Why?!prepositions of time?*

**\* Pronunciation:** intonation for Yes / No questions

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to introduce the intonation for Yes/No questions.

**b. Content:** watch video.

**c. Product:** Ss can catch the intonation for Yes/No questions.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to watch a video about intonation for Yes/No questions  <https://www.youtube.com/watch?v>  - Ss watch a video.  - T introduces the lesson | **1. Watch video** |

**3. New lesson (35’)**

**A. Presentation/ Pronunciation (10’)**

**a. Objectives:** to help Ss pronunce Yes/No questions correctly.

**b. Content:** task a, b, c and d..

**c. Product:** Ss can use rising intonation in Yes/No questions.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss “Does the video talk about Yes/No questions?”  - Ss answer “Yes, it does”  - T explains intonation for Yes/No questions.  - Ss listen and notedown.  - T asks Ss to tel the intonation they hear: raising of falling intonation.  *=> rising intonation.*  - T asks Ss to listen to the questions and notice how the intonation rises.  - Ss listen to the questions and notice how the intonation rises.  - T gets Ss to listen again and repeat chorally.  - Ss listen again and repeat chorally.  - T picks some Ss to say the questions individually and correct their intonation if necessary.  - Ss say the questions individually and correct their intonation if necessary.  - T asks Ss to listen and cross out the the sentence that doesn't have rising intonation.  - Ss listen and cross out the the sentence that doesn't have rising intonation.  - T picks some Ss to give the answers.  - Ss share their answers.  - T checks their answers.  - T gets Ss to listen again and repeat.  - T asks Ss to work in pairs, reading the questions to their partners with the correct intonation  - Ss work in pairs, reading the questions to their partners with the correct intonation  - T picks some students to say the questions and correct their intonation if necessary  - Ss say the questions and correct their intonation if necessary | **2. pronunciation**  **a. Intonation for Yes/No questions rises.**  **Eg:**  Does he like to play folk games?  Do you prefer to live in the city?  **b. Listen to the questions and notice how the intonation rises.**  **Ex:**  Does she like to eat hamburgers?  Do they like to jump rope?  **c. Listen and cross out the sentence that doesn't have rising intonation.**  *Does he love to pick flowers?*  *Do they prefer to play soccer?*  *Do you like to visit the country?*  **Keys:**  Do you like to visit the country?  (Intonation falls.)  **d. Read the sentences with the rising**  **intonation to a partner.**  . |

**B. Practice (15’)**

**a. Objectives:** to help Ss practice talking about what young people like to do in these places.

**b. Content:** task a and b.

**c. Product:** Ss can ask and answer about what young people like to do in different places, using given ideas.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to ask and answer about what young people like to do in these places.  - Ss work in pairs to ask and answer about what young people like to do in these places.  - T goes around and help if necessary.  - T picks one pair to read the conversations.  - Ss work inpairs.  - T checks their answers. | **3. Practice**  **Ask and answer about what young people like to do in these places.**    **Keys:**  Conversation 1  A: What do young people like to do in Summerdale?  B: They like to play shuttlecock. They often play at the park.  Conversation 2  A: Do young people like to play spinning tops in Greenville?  B: No, they don't. They prefer to pick flowers.  Conversation 3  A: What do young people like to do in Riverton?  B: They like to play Tug of war. They always play at school. |

**C. Production (10’)**

**a. Objectives:** to help Ss practice talking about activities in the country they prefer to do or don't like to do.

**b. Content:** task a, b and c.

**c. Product:** Ss can talk about they activities they like or don’t like.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to talk about the activities given and some of their own ideas about what young people often like to do in the country.  - Ss work in pairs to talk about the activities given and some of their own ideas about what young people often like to do in the country.  - T asks Ss to work in pairs to ask and answer about the activities in the country they like or don’t like to do.  - Ss work in pairs to ask and answer about the activities in the country they like or don’t like to do.  - T goes around to help if necessary.  - T picks some pairs to perform their conversations.  - Ss share their answers.  - T gives feedback. | **4. Speaking**  **a. In pairs: Talk about the activities below and some of your own ideas.**  + What activities do young people often like to do in the country?  + Where and when do they usually do the activities?  *tug of war, herd buffalo, pick flowers, shuttlecock, spinning tops, jump rope*  ***Sample conversation:***  *A: What do young people like to do in the country?*  *B: They like to jump rope. They usually jump rope after school.*  *A: Do they like to play tug of war?*  *B: Yes, they do, but I think they prefer to...*  **b.** **Which activities do you prefer to do? Which activities don't you like? Why?**  **Sample answer:**  I prefer to play tug of war because it’s fun and I can play with my friends. I don’t like to herd buffalo because it’s boring. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country***

***Lesson 3: Reading and Writing***

**4. Evaluation:**

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Date of preparing: 12/10/2024

Date of teaching: 8A: 8C:

**Period 18: UNIT 2: LIFE IN THE COUNTRY**

***Lesson 3: Reading and Writing***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

**\* Skill:** practice reading for main ideas and specific information/ detail***,*** learn how to write long-form announcements

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to introduce the topic.

**b. Content:** Let’s talk.

**c. Product:** Ss can talk about famous festivals in their country.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work inpairs, look at the pictures and answer the questions:  + What traditional festivals can you see? + What are some other activities people do during these festivals?  - Ss inpairs, look at the pictures and answer the questions:  - T picks some pairs to answer the questions.  - Ss share their answers.  - T summaries. | **1. Let’s talk**  **In pairs: Look at the pictures.**  **Key:**  In the pictures, I see some festivals such as Tet, Mid-Autumn Festival, etc. At Tet festival, people often gather together, and at Mid-Autumn Festival, children will go out to play with lanterns. |

**3. New lesson (35’)**

**A. Reading (20’)**

**a. Objectives**: to help Ssimprove their reading skills.

**b. Content:** task a, b, c and d

**c. Product:** Ss can read for specific details and have general idea about the text.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **\* Pre-reading**  - T asks Ss to look at the picture and the title of the announcement, then guess its main purpose.  - Ss look at the picture and the title of the announcement, then guess its main purpose.  - T picks some Ss to give their answers.  - Ss share their answers.  - T writes their guesses on the board.  - T asks Ss to read the announcement and choose the best main purpose.  - Ss read the announcement and choose the best main purpose.  - T lets Ss check the answer with their partners.  - Ss check the answer with their partners.  - T picks some Ss to give their answers.  - Ss share their answers.  - T checks the answer.  - T asks Ss to read the text and underline the words above.  - Ss to read the text and underline the words above.  - T gets Ss to try to guess their meanings in the context first.  - T explains the meanings of the words.  - Ss listen and notedown.  - T asks Ss to listen and repeat chorally and individually.  - Ss to read the text and underline the words above.  - T checks Ss’ remembering.  - T uses DCR to show the task.  **\* While-reading**  - T asks Ss to read the statement carefully  and underline the key words.  - Ss read the statement carefully and underline the key words.  - T gets Ss to scan the text to find the key words.  - Ss scan the text to find the key words.  - T asks Ss to write *True, False, Doesn’t say* next to the statements based on the information they find in the text.  - Ss write *True, False, Doesn’t say* next to the statements based on the information they find in the text.  - T sets the time and monitor the class.  - T picks some Ss to give their answers and give evidence.  - Ss share their answers  - Check Ss’ answers (using the DCR).  *1. The announcement is for the 2020 Tết festival in Hiền Lương Village. \_\_\_\_\_\_\_*  *2. The festival will be on Lê Duẩn Street. \_\_\_\_\_\_\_*  *3. The festival is only free for children. \_\_\_\_\_\_\_*  *4. You can enjoy music performances from famous Vietnamese singers. \_\_\_\_\_\_\_*  *5. The festival will have some types of traditional Tết food like candied fruit and bánh chưng. \_\_\_\_\_*  - T plays the CD and ask Ss to listen and read.  - Ss listen and read.  - T picks some Ss to read the passage and correct their pronunciation if necessary.  **\* Post-reading**  - T asks Ss to work in pairs to answer the questions.  - Ss work in pairs to answer the questions.  - T monitors the class and help them if necessary.  - T picks some Ss to share their ideas. | **2. Reading**  **a.** **Read the announcement. What is the main purpose of it?**  1. Say when and where the festival will be.  2. Say what you can do at the festival.  ***Keys:***  *2. Say what you can do at the festival.*  **Vocabulary**  + take place (v phr) /teɪk pleɪs/ xảy ra  + People’s Committee (n phr) /ˈpiːpəlz kəˈmɪti/ ủy ban nhân dân  + Eve (n) /iːv/ ngày hoặc đêm trước lễ hội  + candied (a) /ˈkændid/ tẩm ướp đường  **b. Now, read and write True, False, or Doesn't say.**  ***Keys:***  *1. False (2023 Hiền Lương Village Tết Festival)*  *2. True (the 2023 Hiền Lương Village Tết Festival will take place on Lê Duẩn Street from January 21st to January 29th from 8 a.m. to 10 p.m.)*  *3. False (This is a free event for everyone.)*  *4. Doesn't say (Enjoy activities like street*  *music performances and lion dances.)*  *5. True (Enjoy different types of traditional Tết food like bánh chưng or candied fruit.)*  **c.** **Listen and read.**  **d: In pairs: Which Tết activities do you like best? Why?**  **Sample answer:**  I like playing games with my family  and friends because it's fun! |

**B. Writing (10’)**

**a. Objectives**: to help Ss know the structure of a long-form announcement and what to write in each part.

**b. Content:** task a and b

**c. Product:** Ss can order sentences to make a complete long-form announcement.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **\* Pre-Writing**  - T asks Ss to read about writing long-form  announcements and answer the questions  below in pairs:  *a) How many parts are there in a long-form announcement?*  *b) What is the function of each part?*  - Ss read about writing long-form  announcements and answer the questions  below in pairs  - T picks some Ss to give their answers.  - T checks the answer. | **3. Writing**  **Read about writing long-form**  **announcements.**  **Writing skill**  **Writing long-form announcements**  To write a long-form announcement, you should:  1. Write a heading. Say what the event is.  *The 2024 Culture Festival*  2. Write a summary sentence about what, where, and when the festival is.  *We are excited to announce the 2024 Culture Festival will take place at King Park on Saturday,*  *October 8th from 1 p.m. to 10 p.m.*  3. Give a call to action. Ask the readers to take part or join in.  *Come and celebrate the 2024 Culture Festival…*  4. Say the cost.  *This is a free event for everyone; Tickets to the festival cost 50,000 VND.*  5. Say the different activities and food at the festival.  *Enjoy activities like…, Take part in…, Eat many types of traditional food like…* |

**C. Production (5’)**

**a. Objectives**: to help Ss know the structure of a long-form announcement and what to write in each part.

**b. Content:** task a and b

**c. Product:** Ss can order sentences to make a complete long-form announcement.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the announcement for the Tết Festival again and underline the place, time, cost, activities, and food for the event.  - Ss read the announcement for the Tết Festival again and underline the place, time, cost, activities, and food for the event.  - T lets Ss check with their partners.  - T picks some Ss to give their answers.  - Ss share their answers  - T checks the answer. | **Read the announcement for the Tết**  **Festival again and underline the place,**  **time, cost, activities, and food for the**  **event.**  **Keys:**  **Place:** Lê Duẩn Street  **Time:** from January 21st to January 29th from 8 a.m. to 10 p.m.  **Cost:** free  **Activities and food:**  - Street music performances and lion dances.  - Watch the amazing fireworks show  - Enjoy different types of traditional Tết food like bánh chưng or candied fruit. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country***

***Lesson 3: Speaking and Writing***

**4. Evaluation:**

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***Ngày 14 tháng 10 năm 2024***

***Tổ phó***

***Nguyễn Thị Minh Ngọc***

Date of preparing: 12/10/2024

Date of teaching: 8C: 8A:

**Period 19: UNIT 2: LIFE IN THE COUNTRY**

***Lesson 3: Speaking and Writing***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

**\* Skill:** - talk about festivals in the country

- write an announcement for a festival in the country

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to review lesson 3.1 and lead in the new lesson.

**b. Content:** ordering sentences activity.

**c. Product:** Ss can put the sentences of a passage in a logical order.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to number the sentences (1–5).  - T sets the time and go around to help.  - T lets Ss check with their partners.  - Ss check with their partners.  - T picks some Ss to write their answers on the board.  - Ss write their answers on the board.  - T checks the answers. | **Reorder the parts of the announcement. Use the Writing skill box to help you.**  **Keys:**  1. The 2024 Mid-Autumn Festival  2. We are happy to announce the 2024 Mid-Autumn Festival will take place on Nguyễn Huệ Street on Tuesday, September 21st from 1 p.m. to 9 p.m.  3. Come and take part in the 2024 Mid-Autumn Festival.  4. Tickets to the festival cost 25,000 VND.  5. Take part in activities like a lantern parade |

**3. New lesson (35’)**

**A. Pre-writing/ Speaking (10’)**

**a. Objectives:** to help Ss practice asking and answering about a traditional festival and get ideas for their writing task.

**b. Content:** task a and b.

**c. Product:** Ss can talk about a traditional festival.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to work in pairs to make a list of festivals in Vietnam and their activities as well as traditional food.  - Ss work in pairs to make a list of festivals in Vietnam and their activities as well as traditional food.  - T elicits ideas from Ss.  - Ss share their ideas.  - T gives feedback.  - T explains the task.  - Ss listen and notedown.  - T gives Ss time to discuss with their partners and complete the mind map.  - Ss discuss with their partners and complete the mind map.  - T goes around to help if necessary.  - T picks some pairs to present about the festival they have discussed.  - Ss present their chosen festival, using the ideas they have discussed. | **1. Speaking**  **a. In pairs: Discuss some common activities and food at festivals in Vietnam.**  **Suggested answer**  Some popular activities during Tet festival are going to New Year's greetings and children receiving lucky money from adults. Common dishes on Tet holiday are banh chung and candied fruit.  **b.** **Now, imagine you are members of the cultural department of a small town in the country and are planning a traditional festival. In pairs: Use the questions to discuss the points on the mind map below and write in your own ideas.**  ***Suggested answer*** |

**B. While-writing/ Writing (20’)**

**a. Objectives:** to help Ss practice writing a long-form announcement about a traditional festival in Vietnam.

**b. Content:** Let’s write.

**c. Product:** Ss can produce a long-form announcement about a traditional festival in Vietnam.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T assigns the task.  - Ss listen and notedown.  - T gives Ss some time to write.  - T monitors the class and help them if necessary.  - T picks some Ss to show their writing and give feedback.  - T shows sample passage. | **2. Writing**  **Let’s write: Now, write the announcement**  **for the festival you planned in Speaking. Use the Writing Skill box and your speaking notes to help you. Write 80 to 100 words.** |

**C. Post-writing/ Writing (5’)**

**a. Objectives:** to help Ss practice writing a long-form announcement about a traditional festival in Vietnam.

**b. Content:** Ss’ writing.

**c. Product:** T checks Ss’ writing

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to compare their writing.  - Ss listen and notedown.  - T checks and corrects some Ss’ mistakes. | ***Sample passage:***  *Tiger Village Mid-Autumn Festival We are happy to announce the 2024 Tiger Village Mid-Autumn Festival will take place at Lương Như Hộc Street on Wednesday, September 21st from 1 p.m. to 9 p.m. Come and celebrate the Mid-Autumn Festival in Tiger Village next Wednesday. This is a free event for everyone. There are lots of activities and types of food to enjoy. Enjoy activities like traditional music performances and lion dances. Take part in a lantern parade or buy a colorful mask. Enjoy different types of traditional food like mooncakes. Bring your family and friends!* |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country – Review 1***

**4. Evaluation:**

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Date of preparing: 20/10/2024

Date of teaching: 8A: 8C:

**Period 20: UNIT 2: LIFE IN THE COUNTRY**

***Review 1***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

**\* Skill:** - talk about festivals in the country

- write an announcement for a festival in the country

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

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| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** review the free time activities learnt in the unit.

**b. Content:** guessing game.

**c. Product:** Ss can guess the words they have learnt explained by their friends.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T explains the game: 2 Ss from 2 teams go to the board facing their classmate; T write words (one at a time) on the board for the 2 Ss to guess; the Ss who can guess the words will get points for their teams.  - T gets Ss to play in 2 teams.  - Ss play a game.  - T decides the winner with more points. | ***Guessing game***  **Possible words**:  Pollution, facility, noise, quiet, vehicle, nature, entertainment, … |

**3. New lesson (35’)**

**A. Listening (15’)**

**a. Objectives:** to help Ss listen for details and understand the conversation.

**b. Content:** listening task.

**c. Product:** Ss can to help Ss listen for details and understand the conversation.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **Pre-Listening**  - T asks Ss to read the instructions and answer the questions:  a) What is the conversation about?  b) What do you have to do?  c) Underline key words.  - Ss read instructions and answer the questions.  - T picks some Ss to answer the questions.  - T gives feedback.  **While-Listening**  - T asks Ss to listen and fill in the blanks.  - Ss listen and fill in the blanks.  - T reminds Ss that all of the missing words are nouns.  - T lets Ss check answers with their partners after the first listening.  - Ss check answers with their partners after the first listening  - T checks Ss’ answers after the second listening.  **Post-Listening**  - T asks Ss to answer the questions.  + What is the difference between the country and the city?  + What does Jessia like in the country?  + Are there a lot of room in the city?  - Ss remember the listening and answer the questions.  - T checks some Ss  - Ss answer  - T gives key sheet. | **1. Listening**  **You will hear two students talking about**  **country and city life. Listen and fill in the**  **blanks. You will hear the information**  **twice.**    **Keys:**  a. It is about life in the country and life in the city.  b. Fill in the blanks.  c. Key words:  There are lots of these in the city:  There is more of this in the country than the city:  What Jessica likes in the city:  There are too many of these in the city:  There isn't enough of this in the city:  There aren't enough of these in the country  **Keys:**  0. museums and malls 1. cafés  2. fresh air 3. vehicles  4. room 5. Schools  **Keys:**  The differences: there are lots of fresh air in the country, but the city has air polluted.  Jessia likes fresh air in the country.  No, there isn’t enough room in the city. |

**B. Reading (15’)**

**a. Objectives:** to help Ss listen for details and understand the conversation.

**b. Content:** listening task.

**c. Product:** Ss can to help Ss listen for details and understand the conversation.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **Pre-Reading**  - T asks Ss to read the intructions and say what they have to do.  - Ss read the intructions and say what they have to do.  - T picks some Ss to answer the questions.  - Ss answer the questions.  - T gives feedback.  - T explains some words.  - Ss listen and notedown.  - T asks Ss to read the words aloud.  - Ss read the words.  - T asks Ss to read the questions and underline key words.  1. Where does Tâm live?  2. What is Tâm good at?  3. What does Tâm like to do more than to play shuttlecock?  4. What activity does Tâm's brother not like to do?  5. What does Tâm's family like to do together?  - Ss read the questions and underline key words.  **While-Reading**  - T asks Ss to read the text; scan the key words and choose the correct answer  - Ss read the text; scan the key words and choose the correct answer  - T monitors the class and help them if necessary.  - T lets Ss check the answers with their partners.  - Ss check the answers with their partners.  - T picks some Ss to give their answers and state evidence.  - Ss share their answers and state evidence.  - T gives feedback. | **2. Reading**  **Look and read. Choose the correct answer (A, B, or C).**  **Key**:  Read and choose the correct answer for each question.  **Vocabulary:**  + Roller skating (n) /ˈroʊlə skeɪt/ trượt patin  + Competition (v) /ˌkɑːmpəˈtɪʃən/ cuộc thi  + Sports center (v) /ˈspɔːts sentər/ trung tâm thể thao  **Keys:**  1. Where does Tâm live?  2. What is Tâm good at?  3. What does Tâm like to do more than to play shuttlecock?  4. What activity does Tâm's brother not like to do?  5. What does Tâm's family like to do together?  **Keys:**  0. B. Di Linh (My name is Tâm, and I live in Di Linh)  1. A. tug of war (. I also like to play tug of  war. I'm strong, so I'm really good at it.)  2. C. jump rope (My friends often play shuttlecock. I don't really like it. I think it's boring. I prefer to jump rope or go to my folkdance class.)  3. A. dance (My brother doesn't really like to  dance.)  4. B. play board games (My family likes to play board games together.) |

**C. Production (5’)**

**a. Objectives:** to help Ss talk about using their free time with family and friends.

**b. Content:** speaking task.

**c. Product:** Ss can talk about using their free time with family and friends

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| **-** T asks Ss to tell their partner who they usually spend their free time with (friends or family) and what they usually do with them.  - Ss tell their partner who they usually spend their free time with (friends or family) and what they usually do with them.  - T picks some Ss to tell their partners’ sharing.  - Ss share their answers  - T gives feedback. | **In pairs: tell your partner who you usually spend your free time with (friends or family) and what you usually do with them.**  **Sample answers:**  I usually spend my free time with my family. We usually have a picnic in the park on the weekends.  I usually spend my free time with my best friends. We usually play basketball together after school. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 2: Life in the country – Review 2***

**4. Evaluation:**

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Date of preparing: 20/10/2024

Date of teaching: 8A: 8C:

**Period 21: UNIT 2: LIFE IN THE COUNTRY**

***Review 2***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** learn vocab. for related to life in the country and life in the city.

- review the target language learnt in the unit.

- practice test taking skills.

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** to helpSs practice pronounce the words they have learnt correctly.

**b. Content:** Odd one out activity

**c. Product:** Ss can choose the words with different pronunciation of the underlined sound or words with different main tress.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| Play the games in two teams. | **Choose the word whose underlined part is pronounced differently form that of the others.**  1.A. dance B. hate C. play D. say  /dæns/ /heɪt/ /pleɪ/ /seɪ/  2. A. strong B. cold C. hot D. long  /strɑːŋ/ /koʊld/ /hɑːt/ /lɑːŋ/  3. A. jumps B. joins C. herds D. sees  /dʒʌmps/ /dʒɔɪnz/ /hɜːdz/ /siːz/  **Choose the words whose main stress is placed differently from the others.**  1.A. visit B. listen C. finish D. enjoy  /’vɪzɪt/ /ˈlɪsən/ /ˈfɪnɪʃ/ /ɪnˈdʒɔɪ/  2. A. village B. country C. event D. city  /ˈvɪlɪdʒ/ /ˈkʌntri/ /ɪˈvent/ /ˈsɪti/  3.A. tradition B. buffalo  /trəˈdɪʃən/ /ˈbʌfəloʊ/  C. computer D.museum  /kəmˈpjuːtər/ /mjuːˈziːəm/ |

**3. New lesson (35’)**

**A. Vocabulary (10’)**

**a. Objectives:** to helpSs review the vocabulary learnt in the unit.

**b. Content:** vocabulary task.

**c. Product:** Ss can understand the meanings of the vocabulary and complete the sentences with the correct words.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the sentences and underline the key words that help them choose the correct word to complete them.  - Ss read the sentences and underline the key words that help them choose the correct word to complete them.  - T gives Ss time to choose the correct words to complete the sentences.  - Ss choose the correct words to complete the sentences.  - T lets them compare their answers with their partners.  - T picks some Ss to give their answers.  - Ss share their answers  - T gives feedback. | **1. Vocabulary**  **Circle the correct answers.**  1. It's going to take a long time to get home. There are lots of \_\_\_\_\_\_\_ on the street.  2. I'm going back to my \_\_\_\_\_\_ this weekend. My parents still live there.  3. My brother is really strong. His team always wins \_\_\_\_\_\_\_.  4. There's so much \_\_\_\_\_\_in my village. There are lots of beautiful birds and flowers.  5. There isn't any \_\_\_\_\_\_\_\_ in the country. There's nothing to do for fun.  6. I prefer to live in the city because there are more public \_\_\_\_\_\_\_ such as sports centers and libraries.  7. Many kids in the country \_\_\_\_\_\_\_\_ cows or water buffalo to help their parents.  **Answer keys:**  1. b 2. a 3. a 4. c 5. a 6. b 7. b |

**B. Grammar (10’)**

**a. Objectives:** to helpreview grammar learnt in the unit.

**b. Content:** grammar task.

**c. Product:** Ss can correct the mistakes about quantifiers*.*

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T uses IWB to show the task.  - Ss receive the task.  - T reviews the use of *lots of/a lot of, too many, too much, not enough.*  - Ss repest the use of *lots of/a lot of, too many, too much, not enough.*  - T gives Ss time to find out the mistakes and correct them.  - Ss find out the mistakes and correct them.  - T lets them compare their answers with their partners.  - Ss compare their answers with their partners.  - T picks some Ss to write their sentences on the board.  - Ss share their answers  - T gives feedback.  1. There are too much vehicles in the city.  2. There are more nature and fresh air in the country.  3. I don't like tug of war. I prefer pick flowers.  4. Where do they like hang out?  5. There aren't many hospital or schools in the country.  6. Who usually do you play spinning tops with?  7. There aren't enough entertainment in the country. | **2. Grammar**  **Underline the mistakes and write the correct words on the lines.**  **Answer keys:**  1. too much –> too many  2. There are –> There is  3. prefer pick –> prefer to pick  4. like hang out –> like to hang out  5. many hospital –> many hospitals  6. Who usually do you  –> Who do you usually  7. There aren't –> There isn't |

**C. Writing (10’)**

**a. Objectives:** to helpSswrite about the differences between country life and city life.

**b. Content:** Writing task.

**c. Product:** Ss can produce a passage about the differences between country life and city life*.*

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to list the advantages and disadvantages of life in the country and life in the city.  - Ss list the advantages and disadvantages of life in the country and life in the city.  - T reminds them of the use of quantifiers with countable and uncountable nouns  correctly.  - T gives Ss some time to write.  - T picks some Ss to show their writing.  - Give feedback. | **3. Writing**  **Write about the differences between country life and city life. Write 80 to 100 words.**  Possible answers:   |  |  |  | | --- | --- | --- | |  | **Advantages** | **Disadvantages** | | *Country* | *Fresh air*  *Nature*  *Peace & quiet* | *Boring*  *Not much entertainment* | | *City* | *Facilities*  *Lots of things to do for fun.* | *Noise*  *Pollution*  *Too many vehicles* |   **Sample:**  There are many differences between the city and the country. The city has a lot of people. There is too much traffic and pollution in cities because there are so many people. There is also too much noise in cities. Cities also don't have enough fresh air. Cities have a lot of things to do and places to go like movie theaters. The country has a lot of nature, but there aren't enough things to do. The country also has a lot of wild animals and farms. I think the country is boring. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 3: Protect the environment***

***Lesson 1: New words + Reading***

**4. Evaluation:**

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***Ngày 21 tháng 10 năm 2024***

***Tổ Phó***

***Nguyễn Thị Minh Ngọc***

Date of preparing: 27/10/2024

Date of teaching: 8C: 8A:

**Period 22: UNIT 3: PROTECT THE ENVIRONMENT**

***Lesson 1: New words + Reading***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** *affect, cause, pollute, disease, wildlife, tourism, environment, damage.*

- practice reading for gist and specific information about some effects of pollution.

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b. Content:** Introducing some vocabulary about pollution.

**c. Product:** Ss have general ideas about the topic of the new lesson: “Protecting the Environment”.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T shows some pictures of pollution on the screen.  - T encourages Ss involving the lesson by asking questions:  + What kinds of pollution can you see?  + Is pollution a big problem in your country?  + Why does pollution happen?  - Ss involving the lesson by asking questions:  - T calls Ss to give answers.  - T gives feedback and show correct  answers.  - T leads to the new lesson. | **1. Let’s talk**    **Keys:**  In the picture I see there are kinds of pollution such as water pollution, air pollution...In my country, pollution is a very big problem and pollution happens because of a sense of not knowing how to protect everyone's environment. |

**3. New lesson (35’)**

**A. Pre-Reading/ Vocabulary (10’)**

**a. Objectives:** to help Ss know some vocabulary about pollution.

**b. Content: -** Vocabulary study (*affect, cause, pollute, disease, wildlife, tourism, environment, damage*).

**-** Speaking: Discuss kinds of pollution and identify which kinds of pollution affect tourism and cause diseases.

**c. Product:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to read the words and definitions  - Ss read the words and definitions  - T explains some words.  - Ss listen and notedown.  - T asks Ss to fill in the blanks with the new words.  - Ss fill in the blanks with the new words.  - T divides class into pairs and has them check their answers with their partners.  - Ss work in pairs.  - T calls Ss to give answers (read or write).  - Ss share their answers.  - T checks answers as a whole class (using DCR).  - T plays audio (CD1 – Track 26).  - Ss listen and repeat.  - T corrects Ss’ pronunciation.  - T lets students read and fill in the blanks with the correct words.  - T check answers as a whole class.  - T asks Ss to discuss in pairs which kinds of pollution affect tourism and cause diseases.  - Ss discuss in pairs which kinds of pollution affect tourism and cause diseases.  - T asks Ss share their ideas in front of the class.  - Ss share theirs answer  - T gives feedback and evaluation. | **1. New words**  **Task a. Read the words and definitions, then fill in the blanks with the new words. Listen and repeat.**  ***\* Read the words and definitions.***  ***Vocabulary***  + protect /prəˈtekt/ (v): bảo vệ  + environment /ɪnˈvaɪrənmənt/ (n): môi trường  + affect /əˈfekt/(v): ảnh hưởng  + cause /kɔːz/ (v/n): gây ra/ nguyên nhân  + pollute /pəˈluːt/ (v): gây ô nhiễm  + disease /dɪˈziːz/ (n): dịch bệnh  + wildlife /ˈwaɪldlaɪf/ (n): cuộc sống hoang dã  + tourism /ˈtʊərɪzəm/ (n): ngành du lịch  + damage /ˈdæmɪdʒ/ (v): gây hư hại  + harm /hɑːm/ (n): sự gây hại  + burn /bɜːn/ (v): đốt  + prevent /prɪˈvent/ (v): tránh  ***\* fill in the blanks with the new words***  ***Keys:***   |  |  | | --- | --- | | 1. affect  2. land  3. health  4. pollute  5. cause | 6. disease  7. wildlife  8. damage  9. tourism  10. environment |   ***Listen and repeat.***  **Task b. Discuss which kinds of pollution affect tourism and cause diseases.**  ***Suggested answers***  I think soil pollution will affect people's health and tourism development. |

**B. While-Reading (10’)**

**a. Objectives:** Students can develop their reading skills.

**b. Content:** Reading the essay about some effects of pollution and choose the best introduction sentence and writing “True, False, or Doesn’t say”.

**c. Product:** Students can read and understand general and specific information about the effects of pollution.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T uses DCR to show the task.  - Ss receive the task.  - T asks Ss read the essay individually.  - Ss read the essay individually.  - T asks Ss to choose the correct answer.  1. Air, water, light, and noise are the four main types of pollution affecting our world.  - T has some Ss share their answer with the class (read), explain for their answer.  - Ss share their answers.  - T gives feedback.  - T gives feedback and correct Ss’ answers if necessary.  - T uses DCR to show the task.  - Ss receive the task  - T has Ss read the text again and write the correct answers – underline or highlight the supporting ideas.  - Ss read the text again and write the correct answers – underline or highlight the supporting ideas.  - T asks Ss to check answers with their partners.  - Ss share their answers.  - T calls Ss to give answers, explain.  - T gives feedback and evaluation. | **2. Reading**  **Task a. Read the essay about some effects of pollution and choose the best introduction sentence.**  **Key:**  2. There are many types of pollution, and each type can affect people, wildlife, and the environment**.**  **Task b. Now, read and write True, False, or Doesn’t say.**  **Keys:**  1. Doesn’t say 2. False  3. True 4. False  5. True |

**C. Post-Reading (10’)**

**a. Objectives:** Students can use the vocabulary and ideas from the reading text to develop their speaking skills.

**b. Content:** Speaking: What kinds of pollution are there in your area? What are their effects?

**c. Product:** Students can talk about kinds of pollution and be aware of protecting the environment.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T plays the CD and ask Ss to listen and read.  - Ss listen and read.  - T picks some Ss to read the passage and correct their pronunciation if necessary  - T asks Ss to work in pairs to talk about kinds of pollution and their effects.  - Ss work in pairs to talk about kinds of pollution and their effects.  - T calls some Ss to share their ideas with the whole class.  - Ss share their ideas with the whole class.  - T gives feedback and evaluation.  - For more practice, have Ss play games, using DHA. | **Task c: Listen and read**  **Task d. In pairs: What kinds of pollution are there in your area? What are their effects?**  ***Suggested answer:***  + There's land pollution in my area. People throw trash everywhere. It makes the streets very dirty. It also causes air pollution.  + There is water pollution in my area. People littered indiscriminately and factories dumped waste into rivers. It makes the water extremely dirty and makes the fish unviable. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 3: Protect the environment***

***Lesson 1: Grammar***

**4. Evaluation:**

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Date of preparing: 27/10/2024

Date of teaching: 8A: 8C:

**Period 23: UNIT 3: PROTECT THE ENVIRONMENT**

***Lesson 1: Grammar***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** *affect, cause, pollute, disease, wildlife, tourism, environment, damage.*

**\* Grammar:** First Conditional to talk about future situations, distinguish the differences between “if” and “unless”.

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b. Content:** review present simple and future simple tenses.

**c. Product:** Ss can make their own sentences with the use of Present Simple and Future Simple tenses.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T gives a list of some nouns whose letters are unscramble, have Ss work in groups of 4 to write the correct words.  - Ss work in groups  - T calls Ss to give answers.  - T checks Ss’ answers, give feedback. | ***Do the crossword puzzle***    **Keys:**  Down: 1. Disease, 2. Damage,  3. environment  Across: 4. Affect, 5. Wildlife, 6. Cause  7. tourism, 8. pollute |

**3. New lesson (35’)**

**A. Presentation (10’)**

**a. Objectives:** Introduce the First Conditional sentences, the differences between “if” and “unless”.

**b. Content:** Listen and repeat. Go through the grammar point.

**c. Product:** Ss can make their own sentences with the use of First Conditional and use it in some following exercises.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to listen and fill in the blank.  - Ss listen and fill in the blank.  - T picks some Ss  - Ss share their answers.  - T gives the answers.  - T explains the structure, the First Conditional sentences.  - Ss listen and notedown.  - T emphasizes the use of First Conditional sentence. | **1. Listen and fill in the blank.**    **Key:**  + What ***will happen*** if we ***keep*** throwing trash into rivers?  + Unless we ***stop*** throwing trask into rivers, lots of fish ***will die***.  **2 Conditional sentences type 1**  ***Use:***      ***Note:***   |  |  | | --- | --- | | ***If clause*** | ***Main clause*** | | Present simple | Future simple |   ***Unless = if… not*** |

**B. Practice (20’)**

**a. Objectives:** Students can use First Conditional with “if” or “unless” to do the given exercises.

**b. Content:** - Fill in the blanks with the correct form of the verbs in brackets.

- Look at student’s notes and write First Conditional sentences.

**c. Product:** Students can get used to the use of the First Conditional and use them correctly.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T aks Ss to close books.  - Ss close the book.  - T gives some model sentences in **if clause** (the causes), ask Ss to make **main clause** (the effects).  **Examples:**  *If I have a lot of money, ………*  - Ss listen and note down.  - Ss can make main sentence.  *I will buy a car.*  - T gives some sentences with “if clause” and asks Ss make sentences with “main clause”  *1. If I turn off the fan, …*  *2. If I don’t eat dinner, ……*  *3. If I don’t do my homework, ….*  *4. If she lives in the city, ….*  *5. If he learns old lesson by heart, ….*  - T demonstrates the activity, using the example (using DCR).  - Ss listen and notedown.  - T aks Ss to read the sentences and write the correct form of verbs.  - Ss read the sentences and write the correct form of verbs.  - Ss work in pairs to check each other’s work.  - T asks some Ss share their answers with the whole class.  - Ss share their answers with the whole class.  - T gives feedback, correct Ss’ answers if necessary.  - T demonstrates the activity, using the example (using DCR).  - T asks Ss to look at the notes and write the questions.  - Ss look at the notes and write the questions.  - T asks Ss to check answers with their partners.  - Ss check answers with their partners.  - T calls Ss to write answers.  - T checks Ss’ answers, give feedback and evaluation. | **3. Practice**  ***Eg:***  1. If I turn off the fan, it will be hot.  2. If I don’t eat dinner, I will be hungry.  3. If I don’t do my homework, I will be punished.  4. If she lives in the city, she will see a movie with her friends.  5. If he learns old lesson by heart, he will get good marks  **Task a. Read and fill in the blanks with the correct form of the verbs in brackets to make First Conditional sentences.**  **Keys:**  1. don’t stop – will damage  2. will happen – don’t do  3. won’t affect – keep  4. will be – don’t stop  5. is – will want  6. won’t be able – keep  7. use – will get  **Task b. Look at student’s notes and write First Conditional sentences using “if” or “unless” clauses.**  **Keys:**  1. If we keep polluting the land, the soil won’t be safe to grow food in  2. Animals will lose their homes if people don’t protect forests.  3. If we keep leaving plastic bags and bottles on beaches, it’ll affect tourism.  4. If we breathe polluted air, we’ll get sick.  5. If more people use public transportation, there will be less air pollution.  6. There will be more diseases if people keep polluting the environment. |

**C. Production (5’)**

**a. Objectives:** Students master the grammar point they study in the lesson.

**b. Content:** Speaking: Discuss with your partner about the activities in Task c.

**c. Product:** Ss produce the new language successfully, and they can use First Conditional in everyday speaking and writing.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T divides class into pairs.  - Ss work in pairs.  - T asks Ss to discuss about conditional clause and main clause.  - Ss discuss about conditional clause and main clause.  - T asks some pairs tell the answers in front of the class.  - Ss share their answers.  - T gives feedback and evaluation.  - For more practice, have Ss play a game, using DHA. | **4 Speaking**  **Task d. In pairs: Make First Conditional sentences using the prompts and “if” or “unless”** |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Unit 3: Protect the environment***

***Lesson 1: Pronunciation***

**4. Evaluation:**

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Date of preparing: 27/10/2024

Date of teaching: 8A: 8C:

**Period 24: UNIT 3: PROTECT THE ENVIRONMENT**

***Lesson 1: Pronunciation***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

**\* Vocabulary:** words studied about the different effects of pollution

**\* Grammar:** First Conditional to talk about future situations, distinguish the differences between “if” and “unless”.

**\* Pronounce:** /t/ sound correctly.

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss have good leisure activities.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
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| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** Introduce the new lesson by asking Ss watch a video about the sound /t/

**b. Content:** watch a video

**c. Product:** Ss can know sound /t/.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to watch a video about sound /t/  <https://www.youtube.com/watch?v=mLlot>  - Ss watch a video about sound /t/  - T lead to the new lesson |  |

**3. New words (35’)**

**A. Pre-speaking/ Pronunciation (10’)**

**a. Objectives:** Introduce the */t/* sound.

**b. Content:** task a, b, c and d

**c. Product:** Ss distinguish and use the different pronunciation of */t/* sound in their speaking.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to repeat /t/sound in a video.  - Ss repeat /t/sound in a video.  - T asks Ss repeat the words  - Ss repeat the words  - T plays the recording (CD1, track 29) (using DCR).  - Ss listen  - T asks Ss to listen and notice the */t/* sound.  - Ss listen and repeat.  - T plays the recording again, have Ss listen and repeat with a focus on the pronunciation feature.  - T asks Ss listen and cross out the option that doesn’t follow the sound feature in “a”.  - Ss listen and cross out the option that doesn’t follow the sound feature in “a”.  - T calls Ss to give answers.  - Ss share their answers  - T plays the recording again and check answers as a whole class.  - T gives key sheet.  - Then have Ss practice saying the examples with a partner, using the pronunciation feature.  - Ss practice saying the examples with a partner, using the pronunciation feature.  - T calls some Ss to read the words with */t/* sound in front of the class.  - Ss read the words with */t/* sound in front of the class.  - T asks Ss to think of some more words with */t/* sound and practice reading them. | **1. Pronunciation**  **Task a: focus on the /t/ sound**  **Eg:** light, got, boat, …..  **Task b: Listen to the words and focus on the underline letters.**  Affect, pollute, protect  **Task c: Listen and cross out the one with the different sound**  affect, environment, pollution, forest  **Key:** pollution  **Task d: read the words with to the partner using the sound noted in “a”.** |

**B. While-speaking/ Practice (15’)**

**a. Objectives:** Students can talk about the different effects of pollution with the use of “**if**” or “**unless**”.

**b. Content:** ask and answer about the different effects of pollution with the use of “**if**” or “**unless**”.

**c. Product:** Ss produce the new language successfully.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to look at the pictures, then asking and answering the questions about the pollutions.  + What will happen if we keep polluting the water?  - Ss look at the pictures, then asking and answering the questions about the pollutions.  - T asks Ss to pay attention to the kinds of pollution.  - Ss talk about the kinds of pollution.  - T asks some pairs present the activity in front of the class.  - Ss present the activity in front of the class.  - T demonstrates the activity by practicing the activity with a student.  - T divides the class into groups of 4.  - Ss words in groups  - T asks Ss to discuss four kinds of pollution *(air pollution, land pollution, rivers, beaches and seas pollution).*  - Ss discuss about the kinds of pollution  - Observe, give help if necessary. | **2. Practice**  **Task a: Take turns asking and answering about the different effects of pollution. Use "if" or "unless".**  **Suggested answers**  + A: What will happen if we keep polluting the water?  B: If we keep polluting the water, there will be more diseases in people and animals.  + A: What will happen if we keep polluting the air?  B: If we keep polluting the air, this will affect tourism and make people get sick.  **Task b: Practice with your own ideas.**  **Eg:**  A: What will happen if we keep polluting the environment?  B: If we keep polluting the environment, this will make forests and fields dirty. |

**C. Post-speaking/ Speaking (10’)**

**a. Objectives:** Students can talk about the different effects of pollution with the use of “**if**” or “**unless**”.

**b. Content:** ask and answer about the different effects of pollution with the use of “**if**” or “**unless**”.

**c. Product:** Ss produce the new language successfully.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

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| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T demonstrates the activity by practicing the activity with a student.  - T divides the class into groups of 4.  - Ss words in groups  - T asks Ss to discuss four kinds of pollution *(air pollution, land pollution, rivers, beaches and seas pollution).*  - Ss discuss about the kinds of pollution  - Observe, give help if necessary  - T asks Ss to decide four kinds of pollution *(air pollution, land pollution, rivers, beaches and seas pollution)*  - Ss decide four kinds of pollution *(air pollution, land pollution, rivers, beaches and seas pollution)*  - T asks some Ss explain their choice with the class (scores included).  - T gives feedback and evaluation. | **3. Speaking**  **Task a: You're planning a presentation on the effects of pollution. In pairs: Discuss the four kinds of pollution and think of possible effects of each using the information from the lesson and your own ideas.**    **Suggested answers**  + Effects of air pollution: affect tourism, people and animals get sick, plants and trees die…  + Effects of land pollution: make forests and fields dirty, animals lose their homes…  **Task b. Decide which kind of pollution will cause the most problem to people and wildlife.**  **Suggested**  We think water pollution is the biggest problem for humans and animals, because it makes people sick and animals like fish can't live. |

**D. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**E. Homework (3’)**

- Learn some words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Review for mid-term test 1***

**4. Evaluation:**

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***Ngày 28 tháng 10 năm 2024***

***Tổ phó***

***Nguyễn Thị Minh Ngọc***

Date of preparing: 03/11/2024

Date of teaching: 8C: 8A:

**Period 25: REVISION FOR THE MID – TERM**

***Review 1***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- review the target language learnt in the unit.

- practice test talking skills

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To help Ss talk about the differences between cungtry life and city life.

**b. Content:** speaking tak

**c. Product:** Ss can produce a passage about the differences between country life and city life.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to remember the words in the country life and city life.  - Ss work in pairs.  - T checks some pairs and give key sheet. | **Uscramble the words**  1. OMOR => Room  2. SEOIN => Noise  3. ACEPA => Peace  4. SERFH => Fresh  5. RETANU => nature  6. HEECIVL => Vehicle |

**3. New lesson (35’)**

**A. Vocabulary (10’)**

**a. Objectives:** To help Ss remember the words in unit 1 and 2.

**b. Content:** words studied.

**c. Product:** Ss can use the words aboutcountry life and city life to do some exercises

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T guides Ss to do exercise.  - Ss work in pairs and complete their answers.  - T checks some pairs and gives key sheet. | **Fill in the blanks using the words about the country life and city life.**  1. I love how ….. the air is in the country. It makes me feel healthy.  2. I love my new yard because it’s big and there’s so much …… to play game in there.  3. Ther’s more ….. in the country. There are so many trees and animals.  4. I don’t like a lot of …… It hurts my ears and give me a headache.  5. There’s so much ….. and quiet in the country. It’s easier to sleep.  **Key:**  1. fresh 2. room 3. Nature  4. noise 5. peace |

**B. Grammar (25’)**

**a. Objectives:** To help Ss review grammar learnt in the unit.

**b. Content:** grammar studied.

**c. Product:** Ss can mistakes about quantifiers.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to use IWB to show the task.  - Ss follow the instructions  - T and Ss review the use of *lots of/ a lot of, too many, too much,…*  - SS write the sentences in their notebook.  - T give Ss time to find our the mistakes and correct them.  - T lets Ss compare their answers with the partner.  - Ss share their answers.  - T picks some Ss  - T gives feedback.  - T introduces the task.  - T asks Ss to unsranble the sentences.  - T lets Ss check with their partner.  - T picks some Ss to write their sentneces on the board.  - T checks some Ss | **a. Underline the mistakes and write the correct words on the lines.**  **Key:**  1. too much -> too many  2. There are -> There is  3. prefer pick -> perfer to pick/ perfer picking  4. like hang out -> like to hang out  5. many hopital -> many hopitals  **b. Read the examples and notes above, then unsranble the sentences.**  **Key:**  1. We love to visit the country.  2. he prefers to play folk games.  3. Where does she like to play?  4. I don’t like to play shuttlecook.  5. Do they like to visit their hometown? |

**C. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**D. Homework (3’)**

- Learn new words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Revision for the mid term – Review 2***

**4. Evaluation:**

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Date of preparing: 03/11/2024

Date of teaching: 8A: 8C:

**Period 26: REVISION FOR THE MID – TERM**

***Review 2***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- review the target language learnt in the unit.

- practice test talking skills

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To help Ss talk about the differences between cungtry life and city life.

**b. Content:** speaking tak

**c. Product:** Ss can produce a passage about the differences between country life and city life.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T asks Ss to remember the words in the country life and city life.  - Ss work in pairs.  - T checks some pairs and give key sheet. | **Uscramble the words**  1. OMOR => Room  2. SEOIN => Noise  3. ACEPA => Peace  4. SERFH => Fresh  5. RETANU => nature  6. HEECIVL => Vehicle |

**3. New lesson (35’)**

**A. Reading (20’)**

**a. Objectives:** To help Ss remember the words and grammar in units

**b. Content:** reading comprehension

**c. Product:** Ss can produce a passage about the differences between country life and city life.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T gives a passage and asks Ss to read.  - Ss read the passage  - T asks Ss to circle the best options.  - Ss circle the best options.  - T give Ss time to find our the mistakes and correct them.  - T lets Ss compare their answers with the partner.  - Ss share their answers.  - T picks some Ss  - T gives feedback. | **Reading**    **Key:**   1. C 2. A 3. D 4. B 5. B |

**B. Writing (15’)**

**a. Objectives:** To help Ss remember the words and grammar in units

**b. Content:** reading comprehension

**c. Product:** Ss can produce a passage about the differences between country life and city life.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T guides Ss to do exercise.  - Ss discuss to do exercise.  - T gives Ss time to find our the mistakes and correct them.  - T lets Ss compare their answers with the partner.  - Ss share their answers.  - T picks some Ss  - T gives feedback. | **Writing**    **Key:** |

**C. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**D. Homework (3’)**

- Learn new words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Revision for the mid term – Review 3***

**4. Evaluation:**

......................................................................................................................................................................................................................................................................................................................................................................................................................................................

Date of preparing: 03/11/2024

Date of teaching: 8A: 8C:

**Period 27: REVISION FOR THE MID – TERM**

***Review 3***

**I. Objectives**

- By the end of the lesson, Ss will be able to

**1. Knowledge**

- review the target language learnt in the unit.

- practice test talking skills

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Warm up (5’)**

**a. Objectives:** To help Ss talk about the differences between cungtry life and city life.

**b. Content:** speaking tak

**c. Product:** Ss can produce a passage about the differences between country life and city life.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T guides Ss to do exercise.  - Ss discuss to do exercise.  - T gives Ss time to find our the mistakes and correct them.  - T lets Ss compare their answers with the partner.  - Ss share their answers.  - T picks some Ss  - T gives feedback. | **Speaking**    **Key:** |

**3. New lesson (35’)**

**a. Objectives:** To help Ss talk about the differences between cungtry life and city life.

**b. Content:** speaking tak

**c. Product:** Ss can produce a passage about the differences between country life and city life.

**d. Competence:** Collaboration , communication, critical thinking

**e. Organization of the activity:** Teacher’s instructions ….

|  |  |
| --- | --- |
| **Teacher’s and Students’Activities** | **The main contents** |
| - T guides Ss to do exercise.  - Ss discuss to do exercise.  - T gives Ss time to find our the mistakes and correct them.  - T lets Ss compare their answers with the partner.  - Ss share their answers.  - T picks some Ss  - T gives feedback.  - T guides Ss to do exercise.  - Ss discuss to do exercise.  - T gives Ss time to find our the mistakes and correct them.  - T lets Ss compare their answers with the partner.  - Ss share their answers.  - T picks some Ss  - T gives feedback. | **Listening**    **Key:**  1. month 2. center  3. market 4. lantern  5. dragon    **Key**:  6. Popular 7. Spring  8. Cities 9. Third  10. vacation |

**C. Consolidation (2’)**

**-** T summarizes all the target language in the lesson

**D. Homework (3’)**

- Learn new words and structures by heart.

- Do exercises in workbook.

- T guides students to prepare ***Written mid-term test***

**4. Evaluation:**

....................................................................................................................................................................................................................................................................................................

***Ngày 04 tháng 11 năm 2024***

***Tổ phó***

***Nguyễn Thị Minh Ngọc***

Date of preparing: 10/11/2024

Date of teaching: 8A: 8C:

**Period 28 + 29: 1st MID-TERM TEST**

**I. Objectives**

- By the end of the lesson, Ss will be able to review the target language learnt in the unit.

**1. Knowledge**

**\* Vocabulary:** words of the topic in Unit 1 and Unit 2

**\* Grammar:** Present simple, lots of/ a lot of, too many, too much,…

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Checking**

- T checks Ss pen, papers,…

**3. New lesson**

**A. Matrix**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TT** | **Kĩ năng** | **Mức độ nhận thức** | | | | | | | | | | | | **Tổng** | | |
| **Nhận biết** | | | **Thông hiểu** | | | **Vận dụng thấp** | | | **Vận dụng cao** | | |
| ***SL*** | ***Tỉ lệ (%)*** | ***Thời gian (phút)*** | ***SL*** | ***Tỉ lệ (%)*** | ***Thời gian (phút)*** | ***SL*** | ***Tỉ lệ (%)*** | ***Thời gian (phút)*** | ***SL*** | ***Tỉ lệ (%)*** | ***Thời gian (phút)*** | ***SL*** | ***Tỉ lệ (%)*** | ***Thời gian (phút)*** |
| **1** | **Listening** |  |  |  | **5** |  | 10 |  |  |  |  |  |  | 5 |  | 10 |
| **2** | **Pronunciation** | **2** |  | 3 | **3** |  | 5 |  |  |  |  |  |  | 5 |  | 8 |
| **3** | **Voc & gram** | **5** |  | 5 | **4** |  | 5 | **1** |  | 2 |  |  |  | 10 |  | 12 |
| **4** | **Reading** | **6** |  |  | **2** |  |  | **2** |  |  |  |  |  | 10 |  | 15 |
| **4** | **Writing** | 7 |  | 10 | 3 |  | 5 |  |  |  |  |  |  | 10 |  | 15 |
|  | **Tổng** | **20** |  |  | **17** |  |  | **3** |  |  |  |  |  | **40** | **100** | **60** |
| **Tỉ lệ (%)** | | **50** | | | **30** | | | **20** | | | **0** | | |  | |  |
| **Tỉ lệ chung (%)** | | **80** | | | | | | **20** | | | | | |  | | |

**B. Specification**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TT** | **Kỹ năng** | **Đơn vị kiến thức/ kỹ năng** | **Mức độ kiến thức, kỹ năng cần kiểm tra, đánh giá** | **Số câu hỏi theo mức độ nhận thức** | | | | | | | | **Tổng số câu hỏi** | |
| **Nhận biết** | | **Thông hiểu** | | **Vận dụng** | | **Vận dụng cao** | |
| ***TN*** | ***TL*** | ***TN*** | ***TL*** | ***TN*** | ***TL*** | ***TN*** | ***TL*** | ***TN*** | ***TL*** |
| 1 | Listening | Listening comprehension | Nghe và lấy thông tin về cuộc sống ở nông thôn và thành phố, lựa chọn câu trả lời |  |  | 5 |  |  |  |  |  | 5 |  |
| 2 | Language forcus | Pronunciation | Trắc nghiệm khách quan 4 lựa chọn:  - Nhận biết cách đọc đuôi /*s/, /es/, /*ʃ/ *và* nguyên âm đã học: /ɪ/, /e/, … thông qua các từ vựng quen thuộc | 3 |  | 2 |  |  |  |  |  | 5 |  |
| Vocabulary | Nhận biết: Nhận ra được các từ vựng trong chủ đề đã học (unit 1, unit2) | 4 |  |  |  |  |  |  |  | 4 |  |
|  | Thông hiểu: Hiểu và phân biệt được các từ vựng theo chủ đề đã học.  - Nắm được các mối liên kết và kết hợp của từ trong bối cảnh, ngữ cảnh |  |  | 1 |  |  |  |  |  |  | 1 |
| Grammar | Nhận biết: Nhận ra các kiến thức ngữ pháp đã học |  |  | 5 |  |  |  |  |  |  | 5 |
| 3 | Reading | Reading comprehension | Hiểu được nọi dung của đoạn văn folk games |  | 6 |  |  |  |  |  |  |  | 6 |
|  | Hiểu được nọi dung của đoạn văn Vietnamese traditional food |  |  |  | 2 |  | 2 |  |  |  | 4 |
| 4 | Writing | Writing comprehension |  |  | 7 |  | 3 |  |  |  |  |  | 10 |
| **5** | **Tổng** | |  | **7** | **13** | **13** | **5** |  | **2** |  |  | **14** | **26** |

**C.Test**

**I. LISTENING**

***Part 1. Listen to two children talking about life in the city and the country. Listen and answer the question*.**

01. Where do they live?

|  |  |  |
| --- | --- | --- |
| A. in the city | B. in the country | C. A & B |

***Part 2: Listen again and circle the correct words.***

02. Jane thinks living in the *country/ city* is better.

03. Jane *likes/ doesn’t like* loud noise.

04. Charlie likes the *fresh air/ room* in the country.

05. Charlie likes that there are a lot of *parks/ people* in the city.

**II. PRONUNCIATION**

***Mark the letter A,B,C or D on your answer sheet to indicate the word whose underline part differs from the other three in pronunciation in each of the following questions.***

|  |  |  |  |
| --- | --- | --- | --- |
| 06. A. cuts | B. arts | C. wants | D. prefers |
| 07. A. choice | B. avoid | C. voice | D. choir |
| 08. A. charity | B. chemistry | C. anchor | D. christmas |
| 09. A. skateboard | B. science | C. scooter | D. basket |
| 10. A. candy | B. warm | C. fast food | D. have |

**III. VOCABULARY AND GRAMMAR**

***Part 1: Choose the correct answer.***

11. I went to \_\_\_\_\_\_\_\_ some flowers for my mom yesterday.

|  |  |  |  |
| --- | --- | --- | --- |
| A. picking | B. to pick | C. pick | D. picked |

12. They \_\_\_\_\_\_\_\_\_\_ folk games with friends.

|  |  |  |  |
| --- | --- | --- | --- |
| A. play often | B. often play | C. plays often | D. often plays |

13. I don’t have any plans \_\_\_\_\_\_\_\_ 5 p.m \_\_\_\_\_\_\_\_ 6 p.m

|  |  |  |  |
| --- | --- | --- | --- |
| A. until/ at | B. at/ until | C. to/ from | D. from/ to |

14. He enjoys \_\_\_\_\_\_\_\_\_\_\_ books in the libarary.

|  |  |  |  |
| --- | --- | --- | --- |
| A. reading | B. reads | C. read | D. is reading |

15. My father works on a farm. He is \_\_\_\_\_\_\_\_\_ .

|  |  |  |  |
| --- | --- | --- | --- |
| A. farmer | B. teacher | C. doctor | D. worker |

***Part 2: Circle one mistakes and correct it.***

16. There is many fresh air in the city

A B C D

17. There isn’t too many entertainment in my hometown.

A B C D

18. We do not have much necessary facilities in town.

A B C D

19. There are a lots of fresh fruit and vegestables on my father’s farm.

A B C D

20. Traffic jams are not a problem in the country because there aren’t too much vehicles

A B C D

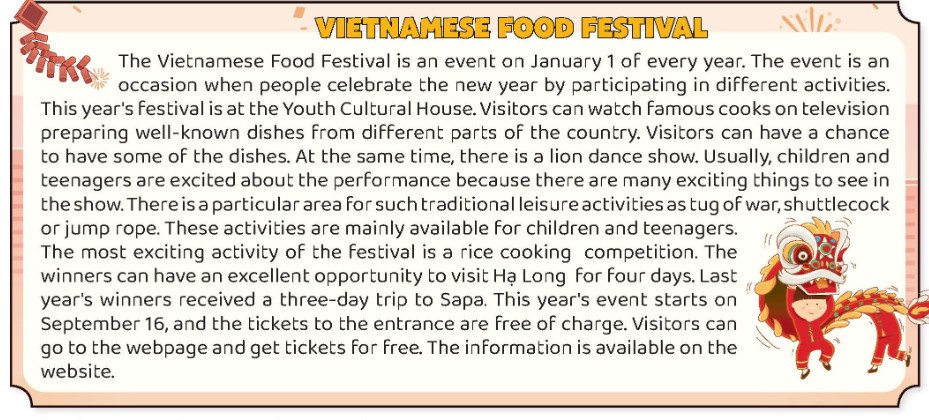
**IV. READING**

***Part 1: Read the text about folk games. Write True (T), False (F), doesn’t say (DS)***

Folk games are traditional games that people of all age appear to enjoy playing. They can take many forms and differ from culture to culture. Tug of war is one of the most popular folk games. Two teams full on a rope in opposite directions untill one of them crosses the centerline. Hopscotch is an other popular game in which players jump on one foot while throwing a small object into numbered pattern on the ground. Sack races, in which participants race while jumping inside a sack, and blind man’s bluff, in which one player get blinkfolded and then tries to catch the other players, are two other folk games. There’s also the games of marbles. In which players shoot marbles into a circle in the hopes of knocking out the marbles of their opponents. Folk games are a great way to learn about our culture. These games also assist people in making new friends and working as a team. They can teach important values and encourrange physical fitness. Participating in a folk game can be a fun and memorable way to bring people together.

|  |  |  |  |
| --- | --- | --- | --- |
| **sentences** | **T** | **F** | **DS** |
| 21. Tug of war is the only popular folk game. |  |  |  |
| 22. Hopscotch is game where players hop two feet. |  |  |  |
| 23. The game of marbles involes shooting marbles into a basket. |  |  |  |
| 24. Folk games can teach important values. |  |  |  |
| 25. Playing folk games can help people memorize things better |  |  |  |

***Part 2: Read the text and answer the questions.***



26. Where does the even take place?

………………………………………………………………………………………………

27. Why do people celebrate even?

………………………………………………………………………………………………

28. Who is the lion dance performance mainly for?

………………………………………………………………………………………………

29. What is the prize for the competition winners?

………………………………………………………………………………………………

30. Where can people buy their tickets?

………………………………………………………………………………………………

**V. WRITING**

***Part 1: Put the words in the correct order to make complete sentences.***

31. much/ isn’t/ in/ There/ entertainment/ the/ country.

………………………………………………………………………………………………

32. air/ fresh/ There/ is/ not/ and/ nature/ the/ in/ country./ of

………………………………………………………………………………………………

33. country./ the/ in/ facilities/ not/ are/ There/ enough/ sports

………………………………………………………………………………………………

34. thinks/ enough/ isn’t/ room/ for/ all/ people/ in/ the/ the/ there/ city./ He

………………………………………………………………………………………………

35. mom/ My/ like/ life/ city./ too/ vehicles/ there/ are/ doesn’t/ because/ many

………………………………………………………………………………………………

***Part 2: Make sentences using the prompts.***

36. She/ not / like/ play jump rope/ her cousions.

………………………………………………………………………………………………

37. your parents/ like/ go/ cycling/ free time?.

………………………………………………………………………………………………

38. What sports/ Ben/ prefer/ play/ weekend?

………………………………………………………………………………………………

39. Mai and Nam/ often/ go/ library/ Saturday.

………………………………………………………………………………………………

40. We/ love/ play/ folk games/ weekend.

………………………………………………………………………………………………

***Tổng: 40 câu x 0,25 đ = 10 đ***

***The end***

**D. Key**

**I. LISTENING**

***Part 1. Listen to two children talking about life in the city and the country. Listen and answer the question*.**

01. Where do they live?

|  |  |  |
| --- | --- | --- |
| A. in the city | B. in the country | C. A & B |

***Part 2: Listen again and circle the correct words.***

02. Jane thinks living in the *country/ city* is better.

03. Jane *likes/ doesn’t like* loud noise.

04. Charlie likes the *fresh air/ room* in the country.

05. Charlie likes that there are a lot of *parks/ people* in the city.

**II. PRONUNCIATION**

***Mark the letter A,B,C or D on your answer sheet to indicate the word whose underline part differs from the other three in pronunciation in each of the following questions.***

|  |  |  |  |
| --- | --- | --- | --- |
| 06. A. cuts | B. arts | C. wants | D. prefers |
| 07. A. choice | B. avoid | C. voice | D. choir |
| 08. A. charity | B. chemistry | C. anchor | D. christmas |
| 09. A. skateboard | B. science | C. scooter | D. basket |
| 10. A. candy | B. warm | C. fast food | D. have |

**III. VOCABULARY AND GRAMMAR**

***Part 1: Choose the correct answer.***

11. I went to \_\_\_\_\_\_\_\_ some flowers for my mom yesterday.

|  |  |  |  |
| --- | --- | --- | --- |
| A. picking | B. to pick | C. pick | D. picked |

12. They \_\_\_\_\_\_\_\_\_\_ folk games with friends.

|  |  |  |  |
| --- | --- | --- | --- |
| A. play often | B. often play | C. plays often | D. often plays |

13. I don’t have any plans \_\_\_\_\_\_\_\_ 5 p.m \_\_\_\_\_\_\_\_ 6 p.m

|  |  |  |  |
| --- | --- | --- | --- |
| A. until/ at | B. at/ until | C. to/ from | D. from/ to |

14. He enjoys \_\_\_\_\_\_\_\_\_\_\_ books in the libarary.

|  |  |  |  |
| --- | --- | --- | --- |
| A. reading | B. reads | C. read | D. is reading |

15. My father works on a fảm. He is \_\_\_\_\_\_\_\_\_ .

|  |  |  |  |
| --- | --- | --- | --- |
| A. farmer | B. teacher | C. doctor | D. worker |

***Part 2: Circle one mistakes and correct it.***

16. There is many fresh air in the city. many => much

A B C D

17. There isn’t too many entertainment in my hometown. many => much

A B C D

18. We do not have much necessary facilities in town. much => many

A B C D

19. There are a lots of fresh fruit and vegestables on my father’s farm. lots => lot

A B C D

20. Traffic jams are not a problem in the country because there aren’t too much vehicles

A B C D

much => many

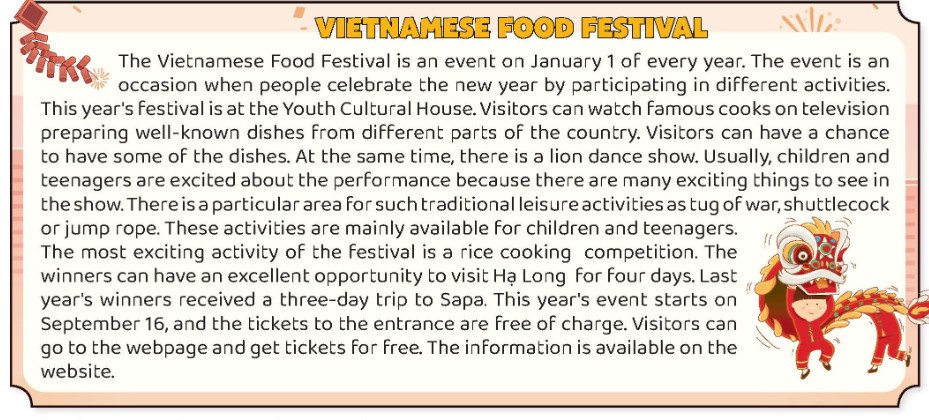
**IV. READING**

***Part 1: Read the text about folk games. Write True (T), False (F), doesn’t say (DS)***

Folk games are traditional games that people of all age appear to enjoy playing. They can take many forms and differ from culture to culture. Tug of war is one of the most popular folk games. Two teams full on a rope in opposite directions untill one of them crosses the centerline. Hopscotch is an other popular game in which players jump on one foot while throwing a small object into numbered pattern on the ground. Sack races, in which participants race while jumping inside a sack, and blind man’s bluff, in which one player get blinkfolded and then tries to catch the other players, are two other folk games. There’s also the games of marbles. In which players shoot marbles into a circle in the hopes of knocking out the marbles of their opponents. Folk games are a great way to learn about our culture. These games also assist people in making new friends and working as a team. They can teach important values and encourrange physical fitness. Participating in a folk game can be a fun and memorable way to bring people together.

|  |  |  |  |
| --- | --- | --- | --- |
| **sentences** | **T** | **F** | **DS** |
| 21. Tug of war is the only popular folk game. |  | v |  |
| 22. Hopscotch is game where players hop two feet. |  | v |  |
| 23. The game of marbles involes shooting marbles into a basket. |  | v |  |
| 24. Folk games can teach important values. | v |  |  |
| 25. Playing folk games can help people memorize things better |  |  | v |

***Part 2: Read the text and answer the questions.***



26. Where does the even take place?

*The even takes place on January 1*

27. Why do people celebrate even?

*The even is an occasion when people celebrate the new year.*

28. Who is the lion dance performance mainly for?

*Children and teenager are excited about the performance*

29. What is the prize for the competition winners?

*A vacasion to Ha Long*

30. Where can people buy their tickets?

*People can buy tickets on the website.*

**V. WRITING**

***Part 1: Put the words in the correct order to make complete sentences.***

31. much/ isn’t/ in/ There/ entertainment/ the/ country.

*There isn’t much entertainment in the country.*

32. air/ fresh/ There/ is/ lots/ and/ nature/ the/ in/ country./ of

*There is lots of fresh air and nature in the country.*

33. country./ the/ in/ facilities/ not/ are/ There/ enough/ sports

*There are not enough sports facilities in the country.*

34. thinks/ enough/ isn’t/ room/ for/ all/ people/ in/ the/ the/ there/ city./ He

*He thinks there isn’t enough room for all people in the city.*

35. mom/ My/ like/ life/ city./ too/ vehicles/ there/ are/ doesn’t/ because/ many

*My mom doesn’t like city life because there are too many vehicles*

***Part 2: Make sentences using the prompts.***

36. She/ not / like/ play jump rope/ her cousions.

*She doesn’t like playing jump rope with her cousion.*

37. your parents/ like/ go/ cycling/ free time?.

*Do your parents like to go cycling in their free time?*

38. What sports/ Ben/ prefer/ play/ weekend?

*What sports does Ben prefer playing on the weekend?*

39. Mai and Nam/ often/ go/ library/ Saturday.

*Mai and Nam often go to the library on Saturday*

40. We/ love/ play/ folk games/ weekend.

*We love playing folk games on the weekend.*

***Mỗi câu trả lời đúng được 0,25 điểm.***

***Tổng: 0,25 x 40 câu = 10 điểm.***

**E. Consolidation (2’)**

**-** T collecs Ss’ test

**F. Homework (3’)**

- Prepare for ***Correct the test***

**4. Evaluation:**

....................................................................................................................................................................................................................................................................................................

Date of preparing: 10/11/2024

Date of teaching: 8A: 8C:

**Period 30 CORRECT THE MID-TERM TEST**

**I. Objectives**

- By the end of the lesson, Ss will be able to review the target language learnt in the unit.

**1. Knowledge**

**\* Vocabulary:** words of the topic in Unit 1 and Unit 2

**\* Grammar:** Present simple, lots of/ a lot of, too many, too much,…

**2. Ability**

- Improve reading skills, improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Quality**

- Ss love home and help parents do housework.

**II. Teaching aids and learning meterials**

**1. Teacher:** textbook, laptop, loudspeaker, TV, lesson plan, …..

**2. Student:** textbooks, studying equipment, ……

**3. Method:** T-WC, groups work, individual, …..

|  |  |
| --- | --- |
| 8A: ……………… | 8C: ……………… |

**III. Procedures**

**1. Organization:**

**2. Checking**

- T checks Ss pen, papers,…

**3. New lesson**

**\* T gives questions of the written test.**

- T asks Ss to read and comment the test.

- Ss talk about the words and structures in the test.

**\* T comments the test.**

- T comments on Ss’ result about the test (good or bad, who is excellent, good fair, …)

- Ss see their tests and compare with each others.

- T collects the mistakes from Ss then writes down on the black board.

- T gives awards for the excellent Students such as: Trà Giang (8A), Khanh (8A), Hà Linh (8C), Ngân (8A),..

- T criticizes bad papers: Tân (8C), Thoa (8C), Kim Anh (8A), ….

- T encourages Ss to do better in other test

**Key**

**I. LISTENING**

***Part 1. Listen to two children talking about life in the city and the country. Listen and answer the question*.**

01. Where do they live?

|  |  |  |
| --- | --- | --- |
| A. in the city | B. in the country | C. A & B |

***Part 2: Listen again and circle the correct words.***

02. Jane thinks living in the *country/ city* is better.

03. Jane *likes/ doesn’t like* loud noise.

04. Charlie likes the *fresh air/ room* in the country.

05. Charlie likes that there are a lot of *parks/ people* in the city.

**II. PRONUNCIATION**

***Mark the letter A,B,C or D on your answer sheet to indicate the word whose underline part differs from the other three in pronunciation in each of the following questions.***

|  |  |  |  |
| --- | --- | --- | --- |
| 06. A. cuts | B. arts | C. wants | D. prefers |
| 07. A. choice | B. avoid | C. voice | D. choir |
| 08. A. charity | B. chemistry | C. anchor | D. christmas |
| 09. A. skateboard | B. science | C. scooter | D. basket |
| 10. A. candy | B. warm | C. fast food | D. have |

**III. VOCABULARY AND GRAMMAR**

***Part 1: Choose the correct answer.***

11. I went to \_\_\_\_\_\_\_\_ some flowers for my mom yesterday.

|  |  |  |  |
| --- | --- | --- | --- |
| A. picking | B. to pick | C. pick | D. picked |

12. They \_\_\_\_\_\_\_\_\_\_ folk games with friends.

|  |  |  |  |
| --- | --- | --- | --- |
| A. play often | B. often play | C. plays often | D. often plays |

13. I don’t have any plans \_\_\_\_\_\_\_\_ 5 p.m \_\_\_\_\_\_\_\_ 6 p.m

|  |  |  |  |
| --- | --- | --- | --- |
| A. until/ at | B. at/ until | C. to/ from | D. from/ to |

14. He enjoys \_\_\_\_\_\_\_\_\_\_\_ books in the libarary.

|  |  |  |  |
| --- | --- | --- | --- |
| A. reading | B. reads | C. read | D. is reading |

15. My father works on a fảm. He is \_\_\_\_\_\_\_\_\_ .

|  |  |  |  |
| --- | --- | --- | --- |
| A. farmer | B. teacher | C. doctor | D. worker |

***Part 2: Circle one mistakes and correct it.***

16. There is many fresh air in the city. many => much

A B C D

17. There isn’t too many entertainment in my hometown. many => much

A B C D

18. We do not have much necessary facilities in town. much => many

A B C D

19. There are a lots of fresh fruit and vegestables on my father’s farm. lots => lot

A B C D

20. Traffic jams are not a problem in the country because there aren’t too much vehicles

A B C D

much => many

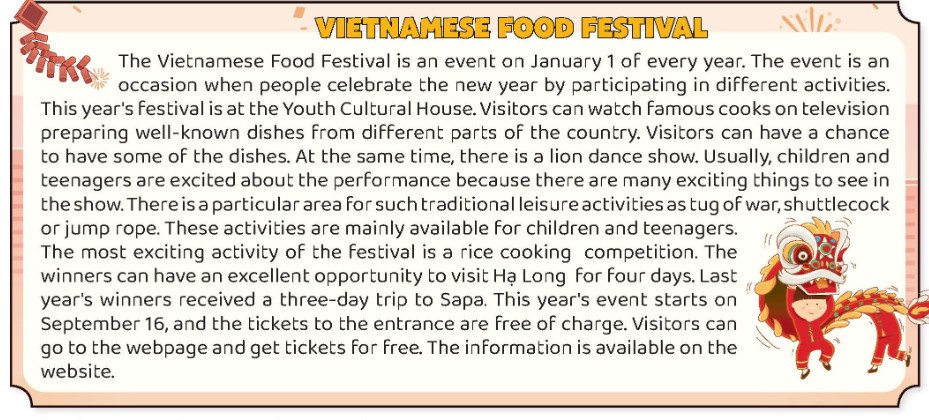
**IV. READING**

***Part 1: Read the text about folk games. Write True (T), False (F), doesn’t say (DS)***

Folk games are traditional games that people of all age appear to enjoy playing. They can take many forms and differ from culture to culture. Tug of war is one of the most popular folk games. Two teams full on a rope in opposite directions untill one of them crosses the centerline. Hopscotch is an other popular game in which players jump on one foot while throwing a small object into numbered pattern on the ground. Sack races, in which participants race while jumping inside a sack, and blind man’s bluff, in which one player get blinkfolded and then tries to catch the other players, are two other folk games. There’s also the games of marbles. In which players shoot marbles into a circle in the hopes of knocking out the marbles of their opponents. Folk games are a great way to learn about our culture. These games also assist people in making new friends and working as a team. They can teach important values and encourrange physical fitness. Participating in a folk game can be a fun and memorable way to bring people together.

|  |  |  |  |
| --- | --- | --- | --- |
| **sentences** | **T** | **F** | **DS** |
| 21. Tug of war is the only popular folk game. |  | v |  |
| 22. Hopscotch is game where players hop two feet. |  | v |  |
| 23. The game of marbles involes shooting marbles into a basket. |  | v |  |
| 24. Folk games can teach important values. | v |  |  |
| 25. Playing folk games can help people memorize things better |  |  | v |

***Part 2: Read the text and answer the questions.***



26. Where does the even take place?

*The even takes place on January 1*

27. Why do people celebrate even?

*The even is an occasion when people celebrate the new year.*

28. Who is the lion dance performance mainly for?

*Children and teenager are excited about the performance*

29. What is the prize for the competition winners?

*A vacasion to Ha Long*

30. Where can people buy their tickets?

*People can buy tickets on the website.*

**V. WRITING**

***Part 1: Put the words in the correct order to make complete sentences.***

31. much/ isn’t/ in/ There/ entertainment/ the/ country.

*There isn’t much entertainment in the country.*

32. air/ fresh/ There/ is/ lots/ and/ nature/ the/ in/ country./ of

*There is lots of fresh air and nature in the country.*

33. country./ the/ in/ facilities/ not/ are/ There/ enough/ sports

*There are not enough sports facilities in the country.*

34. thinks/ enough/ isn’t/ room/ for/ all/ people/ in/ the/ the/ there/ city./ He

*He thinks there isn’t enough room for all people in the city.*

35. mom/ My/ like/ life/ city./ too/ vehicles/ there/ are/ doesn’t/ because/ many

*My mom doesn’t like city life because there are too many vehicles*

***Part 2: Make sentences using the prompts.***

36. She/ not / like/ play jump rope/ her cousions.

*She doesn’t like playing jump rope with her cousion.*

37. your parents/ like/ go/ cycling/ free time?.

*Do your parents like to go cycling in their free time?*

38. What sports/ Ben/ prefer/ play/ weekend?

*What sports does Ben prefer playing on the weekend?*

39. Mai and Nam/ often/ go/ library/ Saturday.

*Mai and Nam often go to the library on Saturday*

40. We/ love/ play/ folk games/ weekend.

*We love playing folk games on the weekend.*

**\* Consolidation (2’)**

**-** T collecs Ss’ test

**\* Homework (3’)**

- Prepare for ***Unit 3: Protect the environment – Lesson 2: New words + Listening***

**4. Evaluation:**

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***Ngày 11 tháng 11 năm 2024***

***Tổ phó***

***Nguyễn Thị Minh Ngọc***