

Week:1 Period:1	INTRODUCTION, REVISION	<i>Date of preparation: Sept 1st, 2023</i>
----------------------------------	-----------------------------------	---

I. OBJECTIVES

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

1. Knowledge

A/Introduction:

- Know what the Tieng Anh textbook/ workbook is like.
- Know how to learn English.
- Know the ways to prepare the lessons at home.

B/ Revision:

- Revise:*present continuous, past simple, present simple , simple future*
- Revision : Question- words

2. Competences

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

3. Personal qualities

- Be ready and confident

II. TEACHING AIDS:

1. Teacher: Grade 8 textbook, Review 1, Skills, Computer connected to the Internet, Projector / TV, *hoclieu.vn*

2. Students: Text books, notebooks, posters ...

III. PROCEDURES

Aims: To share map book Global success 8

1.WARM – UP:

Miming game: How many units/ revisions/ ... are there in E 8?

2.ACTIVITY 1:

TASK 1: Introduction of Mapbook E 8

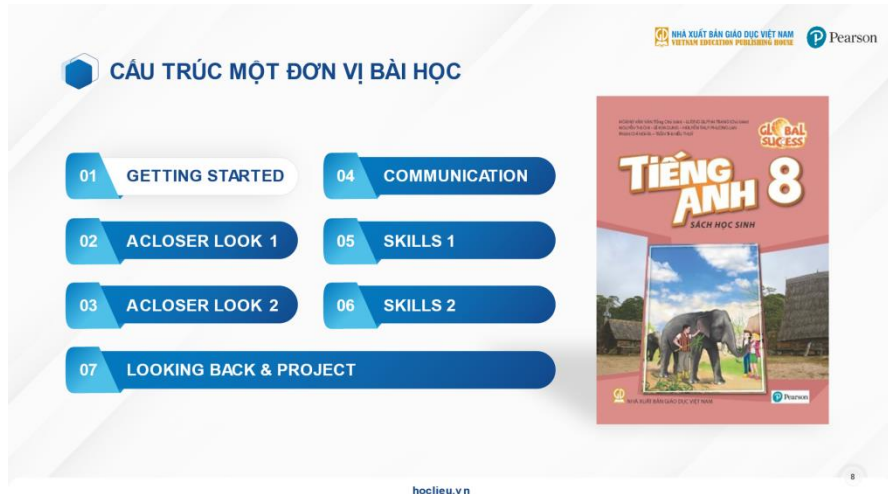
Aim: To help Ss get Mapbook E 8

- Show the mapbook E8
- SS answers: How many units/ revisions/ midterms / tests ... are there in E 8?

- What/ how SS have to do to achieve the goal?

BOOK MAP					
	Reading	Speaking	Listening	Writing	Language Focus
Unit 1 LEISURE TIME	Reading for general and specific information about leisure activities with family	Talking about leisure activities with family	Listening for specific information about leisure activities with friends	Writing an email about leisure activities with friends	Vocabulary: Leisure activities - Expressions about likes and dislikes Pronunciation: Sounds /tʃ/ and /dʒ/ Grammar: - Verbs of liking / disliking + gerunds - Verbs of liking / disliking + to-infinitives
Unit 2 LIFE IN THE COUNTRYSIDE	Reading for specific information about different aspects of a Vietnamese village	Talking about the village or town where someone lives	Listening for specific information about someone's opinion about life in the countryside	Writing a paragraph about what someone likes or dislikes about life in the countryside	Vocabulary: Life in the countryside Pronunciation: Sounds /r/ and /r/ Grammar: - Verbs of liking / disliking + to-infinitives
Unit 3 TEENAGERS	Reading for general and specific information about school club activities	Adding and presenting opinions about school clubs	Listening for specific information about two stars	Writing a paragraph about the usefulness of a club and solutions to club problems	Vocabulary: School clubs; school use of social media; and school stress Pronunciation: Sounds /r/ and /r/ Grammar: - Complex sentences and compound sentences
REVIEW 1					
Unit 4 ETHNIC GROUPS OF VIETNAM	Reading for specific information about ethnic groups	Talking about the type of home you live in	Listening for specific information about the life of a minority group	Writing a paragraph about the things you do to help your family	Vocabulary: The history of ethnic groups Pronunciation: Sounds /r/ and /r/ Grammar: - Short and long questions - Short and long answers
Unit 5 OUR CUSTOMS AND TRADITIONS	Reading for general and specific information about a local festival	Talking about a normal family event	Listening for specific information about a festival	Writing an email about a festival	Vocabulary: Customs and traditions Pronunciation: Sounds /r/ and /r/ Grammar: - Short article
Unit 6 LIFESTYLES	Reading for specific information about an interesting lifestyle and ways to maintain it	Talking about traditional lifestyles	Listening for general and specific information about the impact of modern technology on lifestyles	Writing a paragraph about the advantages or disadvantages of modern technology	Vocabulary: Modern lifestyles Pronunciation: Sounds /r/ and /r/ Grammar: - Future simple - First conditional
REVIEW 2					
4 Things to do			Book Map 3		

	Reading	Speaking	Listening	Writing	Language Focus
Unit 7 ENVIRONMENTAL PROTECTION	Reading for general and specific information about Con Dao National Park	Talking about Vu Quang National Park	Listening for general and specific information about water pollution	Writing a notice	Vocabulary: Environmental protection Pronunciation: Sounds /b/ and /k/ Grammar: - Complex sentences with adverb clauses of time
Unit 8 SHOPPING	Reading for specific information about the reasons people go to shopping centres	Talking about a shopping place	Listening for general and specific information about online shopping	Writing a paragraph about the advantages and disadvantages of a shopping place	Vocabulary: Shopping Pronunciation: Sounds /tʃ/ and /dʒ/ Grammar: - Adverbs of frequency - Present simple for future events
Unit 9 NATURAL DISASTERS	Reading for specific information about natural disasters	Talking about a natural disaster	Listening for specific information about things to do before, during, and after a natural disaster	Writing instructions about things to do before, during, and after a natural disaster	Vocabulary: Types of natural disasters Pronunciation: Words describing natural disasters Grammar: - Verbs ending in -ed and -ing - Past continuous
REVIEW 3					
Unit 10 COMMUNICATION IN THE FUTURE	Reading for general and specific information about a way of communicating in the future	Talking about the advantages and disadvantages of a way of communicating	Listening for general and specific information about a communication exhibition	Writing a paragraph to describe a way of modern communication	Vocabulary: Communication technology Pronunciation: Stress in words ending in -ee and -ee Grammar: - Prepositions of place and time - Possessive pronouns
Unit 11 SCIENCE AND TECHNOLOGY	Reading advertisements for specific information about new technologies	Talking about a technology or an invention	Listening for specific information about a robot teacher	Writing an opinion paragraph about whether robots will replace teachers at school	Vocabulary: Science and technology in the future Pronunciation: Sentence stress Grammar: - Reported speech (statements)
Unit 12 LIFE ON OTHER PLANETS	Reading about the possibility of life on other planets	Talking about the conditions needed for planets to support human life	Listening about an imaginary planet and its creatures	Writing a paragraph to describe imaginary creatures living on another planet	Vocabulary: Outer space Pronunciation: Intonation for making lists Grammar: - Reported speech (questions)
REVIEW 4					
5 Things to do			Book Map 7		



3. ACTIVITY 2: Revision:

Aims: - To help Ss revise the forms and uses of the tenses :present continuous, past simple, present simple , simple future
 - To help Ss apply the use of the grammar points in real contexts.

-Teacher give the table, in which situations can we use present continuous/ past simple/present simple / simple future ?

Tenses	FORM		Dấu hiệu nhận biết
	ĐỘNG TỪ THƯỜNG	TO BE (is /am/are: thì, là, ở , bị)	
1. Simple present tense (Hiện tại đơn)	(+) KĐ I/we/you/they/Ba and Lan+ V(inf) He/she it/ Lan : Vs ... He/she it/ Lan :Ves ... (o,s,z,ch,x,sh) =(goes/ passes/ .. (-) S +don't/ doesn't +V-inf... (?) Do/ Does + S + V-	(+)He/she: is I: am we/they: are (-) S + is/am/are not (?) Is/ are + S +....?	1. Diễn tả thói quen, hoạt động có tính lặp đi lặp lại (trạng từ tần suất như: always, usually, often, sometimes, rarely, never/ (every day/ night ...) 2. Sự thật bao quát, chân lý, một định luật khoa học (to talk about general

	inf...? (?)Wh + Do/ Does + S + V-inf...?		truths). 3. Lịch trình tàu xe..
2. Simple past tense (Quá khứ đơn)	(+) S+ V2/ V -ed... (-) S + didn't + V-inf... (?) (Wh) Did + S + V-inf...?	(+)He/she/I: was , we/they: were (-) S + was/were not (?) Was/were + S +....?	Last, ago, in 2021 (the past), when, yesterday.
3. Present p. tense (H. tại tiếp diễn)	(+) S+ is/ am/ are + V- ing... (-) S+ is/ am/ are + not + V-ing... (?) (Wh) Is/ are + S + V- ing...?		Now, at the moment, at this time, look !, listen!, be careful ! (câu trả lời cho câu hỏi Where?)
4. Simple future tense (Tương lai đơn)	(+) S+ will + V-inf... (-) S + Won't + V-inf... (?) Wh+ Will + S + V-inf ...?		tomorrow, next, in the future, perhaps,

4.ACTIVITY 3 :

Task 3 : Exercise . Find a mistake in each sentence and correct:

Aims:

- Use the correct tense of the verbs, Find a mistake in each sentence and correct.
- Ss do the task individually or in pairs.
- Tell them to study the meaning and context of each sentence carefully and use the correct tense of the verbs given.
- Check Ss' answers as a class.

1. *Are you do homework right now?*
2. *The children are play football in the back yard at the moment.*
3. *What does your elder sister doing?*
4. *Look! Those people is fighting with each other.*
5. *Noah is trying very hard for the upcoming exam now?*
6. *If it rains, we won't went to the beach.*
7. *The company held a very important meeting next month.*
8. *If she hates her job, what do she do?*
9. *Will your classmates are in their classroom?*
10. *What will John thinks of my new hairstyle?*

5. CONSOLIDATION

a. Wrap-up:

- Have Ss say what they have learnt in the lesson.

6. Homework

- Do exercise in the workbook.
- Prepare for Unit1 : Getting started

*** FEEDBACK:**

.....

.....

Week :1 Period 2:	UNIT 1: LEISURE TIME Lesson 1: Getting started	<i>Date of preparation: Sept 1st, 2023</i>
------------------------------------	---	--

I. OBJECTIVES

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

1. Knowledge

- Have an overview about the topic *Leisure time*
- Know some vocabularies to talk about *Leisure time*

2. Competences

- Listening and reading to get information about leisure time
- Communication, self-learning capability, creative capacity, ability to use of language.....
- Actively join in class activities

3. Character qualities

- Love talking about activities *Leisure time*

II. TEACHING AIDS:

- ### III. PROCEDURE :

* **Aim:** -To activate students' knowledge on the topic of the unit.

- * *Suggested answers: Leisure time*

* **Aim:** To teach students some vocabularies related to the topic *Leisure time*;

knitting kit (np) : bộ dụng cụ đan

DIY (n) : tự làm

make paper flowers (v.phr) : làm hoa giấy

hang out ((phr.v) : đi chơi

look for (phr.v) tìm kiếm

Be keen on (a) : say mê làm gì

Free time = leisure time : thời gian rỗi

Do puzzles (vp) : giải ô chữ

* Checking vocab: < what and where>

Look at the picture on page 8,9

- ### 3. DURING STAGE:

* **Aims:** To help Ss understand the conversation, and do exercises correctly.

- Teacher asks Ss to read the dialogue in detail to complete the sentence

-Teacher tells ss to compare their answers in pairs before sharing them with the class. Teacher asks them to explain their answers

Suggested answers:

- 1. knitting kit*
- 2. leisure time*
- 3. other people*
- 4. hang out*
- 5. Sunday*

*** Work in pairs. Write the activities from the box under the correct pictures**

- Teacher asks Ss to name the activities shown in the pictures.
- Teacher has Ss work individually to write the words and phrases in the box under the pictures. Have them compare their answers with a partner.
- Teacher invites some Ss to go to the board and write their answers.
- Teacher checks the correct answers as class

Answer key:

- 1. messaging friends*
- 2. cooking*
- 3. playing sport*
- 4. doing puzzles*
- 5. doing DIY*
- 6. surfing the net*

*** Work in pairs. Read the word and phrases, and guess which activities in 3 are described**

- Teacher has Ss work in pairs and read the key word and phrases given, then guess the leisure activities.
- Teacher asks for Ss' answers and confirms the correct ones.
- For a more able class, Teacher has Ss work in groups. Each group writes down some key words and phrases about one or two leisure activities they do or know. Then they read aloud these words/ phrases for the class to guess the activities.

Answer key:

- 1. doing puzzles*
- 2. doing DIY*
- 3. playing sport*
- 4. messaging friends*
- 5. surfing the net*

*** Work in group. Ask one another the question below. Then report your friends' answers to the class**

- Teacher models this activity with a strong student.
- Teacher asks ss to go around the class and ask their friends and take note of the answer. After 3 minutes, students collecting the most answers will win.
- Teacher calls some pairs for answers.

Suggested outcome:

If I have free time this weekend, I will go to the cinema to see the latest film.

4. POST – STAGE

* **Aim:** To consolidate about leisure time

Ask and answer about yourself

S1 : What do you do in your leisure time ?

S2 : I surf the net

5. WRAP-UP:

* **Aim:** *To consolidate what Ss have learnt in the lesson.*

-Ask Ss to talk about what they have learnt in the lesson.

-Have an overview about the topic leisure time and vocabulary to talk about leisure time

6. HOMEWORK

- Learn by heart all the new words. - Do exercises in the workbook.

- Think of activities students can do in leisure time

- Prepare lesson 2 (A closer look 1).

* **FEEDBACK:**

.....

Week :1	UNIT 1: LEISURE TIME	<i>Date of preparation: Sept 1st,</i>
Period 3:	Lesson 2: A closer look 1	<i>2023</i>

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

1. Knowledge

- Vocabulary: The lexical items related to *Leisure time*

- Pronunciation: Correctly pronounce words that contain the sounds: /ʊ/ and /u:/

2. Competences

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Character qualities

- Love talking about activities in the countryside

II. TEACHING AIDS:

Text book, laptop, pictures, TV, (“sachmem.com”)

III. PROCEDURES:

1. WARM UP:

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

* Chatting :

- Show some pictures of the leisure activities Ss learnt in the previous lesson. Have some say activities aloud

2. PRE- STAGE:

* Aim: to teach Ss some vocabularies and how to pronounce the sounds /ʊ/ and /u:/

* Vocab:

- Save money (vp) : tiết kiệm tiền
- improve (v) : cải thiện
- physical health (np) : sức khỏe thể chất
- make friend (vp) kết bạn
- keep in touch (phr. v) : giữ liên lạc
- Relaxed (a) thư giãn

* Checking vocs : ROR

* **Listen and repeat. Pay attention to the sounds /ʊ/ and /u:/ (ex4)**

* T introduces 2 sounds /ɑ:/ and /ʌ/ to students and let them watch videos about how to pronounce these two sounds.

- T asks students to give some words they know containing these sounds.
- T opens the record and asks them to listen and repeat.
- T calls some Ss to read aloud again, others listen, then give comments.

* **Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/.**

- Teacher asks Ss to quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the underlined parts and tick the appropriate sound.
- Invite some Ss to share their answers. Confirm the correct ones.
- Play the recording again for Ss to repeat the sentences.
- Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their

Suggested outcome:

1. She likes reading **books** and swimming in the **pool**.
2. When it is **cool**, we like to play **football**.
3. She **drew** and made **puddings** in her free time.
4. My mum loves pumpkin **soup** and coffee with a little **sugar**.
5. My brother is fond of watching the **cartoon** about a clever **wolf**.

3. DURING- STAGE

Aim: To present some phrases to express “likes”.

- To teach Ss phrases to talk about their hobby or leisure activities

* **Matching :**

- T shows the questions and divides the class into pairs and explains the rules
- Ss match the prepositions to the phrases and they have to say “Bingo” as fast as possible
- Teacher elicits answers from students and announces the winning pair.

Answer key:

1. e 2. c 3. b 4. a 5. d

* **Fill in each blank with a correct word from the box**

- Teacher has Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words in the box.
- Teacher lets them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones.
- Teacher asks Ss to make sentences with some of the expressions they have learnt. Then T invites Ss to share their sentences.

Answer key:

1. fond
2. interested
3. keen
4. into
5. about

4. POST-STAGE:

*Aim : Talk about like doing and dislike doing (Ex 3)

- Teacher tells Ss to share their ideas with a partner. After 1 minute, they can change to another partner. Let Ss do it for some rounds, then call some students randomly to share about their friends’ ideas.
- T asks them to share whether they have the same ideas with their friends.

Ex: I am interested in doing DIY

5. WRAP-UP:

- Ask students to talk about what they have learnt in the lesson

6. HOME WORK

- Learn the new words by heart and practice pronouncing again the sounds /ʊ/ and /u:/
- Prepare the lesson: Unit 1: A closer look 2

* **FEEDBACK:**

Week : 2 Period 4:	UNIT 1: LEISURE TIME Lesson 1: A closer look 2	Date of preparing: 5/ 9/ 2023
-----------------------	---	--

I. OBJECTIVES

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

1. Knowledge

- use the *verbs of liking and disliking with gerunds and to-infinitive*;

2. Competences

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

3. Character qualities

- Love talking about activities in leisure time

II. TEACHING AIDS:

Textbook, planning, sets of word cards, laptop, projector

III. PROCEDURES:

1. WARM-UP:

Aim: To activate students' prior knowledge related to the targeted grammar of *liking and disliking with gerunds and to-infinitive* and to increase students' interest.

Find someone who:

- Teacher delivers the questions
- Teacher asks students to go around the class and ask their friends for answer.
- Teacher calls students to report when they finish.
- Teacher gives comments if necessary.
- Teacher leads in the lesson.

Questions:

Find someone who...

- likes playing computer games.
- enjoys knitting.
- detests cooking.
- fancies going shopping.
- loves doing puzzles.
- hates hunting.
- dislikes watching TV.
- prefers going to the cinema.

2. PRE-STAGE:

* **Aim:** To teach students the *verbs of liking and disliking with gerunds and to-infinitive*

Grammar teaching

- Remind Ss of the concept of the gerund that they learnt in grade 7. Ask them how the gerund is formed and how it functions grammatically.
- Write on the board: I don't know you like knitting. and I love to watch TV on Saturdays.
- Explain that in English if we want to follow a verb with another action, we must use a gerund or an infinitive. There are certain verbs that can only be followed by one or the other, and these verbs must be memorised.
- Go through the Remember! box with Ss. Tell Ss that verbs of liking / disliking are often followed by gerunds and to-infinitives, and verbs such as love, like, hate and prefer may go with gerunds or to-infinitives with almost no change in meaning.
- Have Ss read the examples in the Remember! box, and then encourage them to give their own examples.

* **Form : Verbs of liking and disliking + V-ing / to V**

Fancy/ enjoy/ detest/ dislike + Ving

Love / like / hate / prefer + v- ing / to V

3.DURING -STAGE:

* **Aims:** To help students practise using the *verbs of liking and disliking with gerunds and to-infinitive*

*** Work in pairs. Put the verbs in the appropriate column.**

- Have Ss do these exercises individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board.
- Check the answers with the whole class. Accept different sentences provided that they are correct.

Suggested answers:

Verbs followed by gerunds only: detest, fancy, dislike, enjoy

Verbs followed by both gerunds and to-infinitives love, like, hate, prefer

*** Choose the correct answer**

- Have Ss do these exercises individually and then compare their answers with a partner.

Suggested answers:

1. A, C 2. A 3. A, C 4. B 5. A

*** Look at the pictures and complete the sentences, using the verbs in brackets in their suitable form.**

Have Ss do these exercises individually and then compare their answers with a partner.

- Ask some Ss to write their answers on the board.

Suggested answers:

1. Mark likes surfing / to surf the net.

2. The girls enjoy knitting.

3. My cousin dislikes cooking.

4. My father hates going / to go shopping.

5. Tom and his sister prefer doing / to do puzzles.

*** Complete the sentences about yourself**

- Have Ss work individually to write the sentences about themselves.
- Invite some Ss to write their answers on the board.
- Comment on their answers. Accept different answers provided that they are logical and correct.

Suggested answer:

I like playing basketball.

I hate cooking.

4. POST – STAGE :

*** Aims:** To help students further practice asking and answering the questions about liking and disliking by using the game : guessing game

- Divide Ss into groups. Assign a group leader to keep watch of the game.
- Explain the rules of the game:
 - One student mimes a leisure activity he / she likes or dislikes. Other Ss guess what the activity is by asking Yes / No questions using the verbs they have learnt.
 - For each correct guess, each student gets one point. The group leader records the points of his / her group members.
- Have Ss read the example in the book and model the way to play the game with one student if needed.

- Let groups play the game for about 3 - 5 minutes.
- Invite some groups to perform the game in front of the whole class. Comment on their performance.

Suggested outcome:

A: Do you like surfing the net?

B: No, I don't.

C: Do you love messaging your friends?

B: Yes, I do

*** Wrap-up:**

- Ask Ss to summarize what they have learnt in the lesson.

*** Homework**

- Learn by heart grammar notes.
- Make 5 sentences about yourself using *the verbs of liking and disliking with gerunds and to-infinitive*
 - Prepare lesson 4 (communication)

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

WEEK 2 PERIOD 5	UNIT 1: LEISURE TIME Lesson 4: COMMUNICATION	Date of preparing: 5/ 9/ 2023
----------------------------	---	--

I. OBJECTIVES: By the end of this lesson, Ss will be able to invite and accept invitations.

1. Knowledge

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

2. Competence

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

3. Personal qualities

- Be ready and confident in real life conversations

II. TEACHING AIDS:

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

III. PROCEDURES:

1. WARM UP: 1. WARM-UP (5 mins) Questions & answers

*** Aim:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.
- Teacher asks students questions about leisure activities.

Questions:

1. What do you like doing in your free time?
 2. What do your friends like doing in their free time?
 3. What do young people in Viet Nam often do in their free time?
- Teacher elicits answers from some students.

Suggested answers:

1. I like watching TV in my free time.
 2. My friends like playing computer games in their free time.
 3. Young people in Viet Nam like doing different things in their free time such as hanging out with friends, going to the cinema.
- **Lead in :** - Introduce the objectives of the lesson: learning how to invite and accept invitations

2. PRE-STAGE:

Aim:

- To introduce ways of inviting and accepting invitations.
- To help Ss practise inviting and accepting invitations.
 - Play the recording for Ss to listen and read the dialogue at the same time.
 - Ask Ss to pay attention to the questions and answers.
 - Have Ss practise the dialogue in pairs.
 - Call on some Ss to give examples. Teacher and students discuss the answers.
 - Confirm the answers and gives feedback.
- **Expected outcomes:**
 - - Students know how to use the structures to respond to compliments.

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

3. DURING- STAGE:

Aim- To help Ss learn about three leisure activities of different teens around the world.

- To help Ss develop their reading skill for specific information (scanning).
- To provide Ss with practice in giving a presentation about their friends' answers.
- Ask Ss to look at each picture and say what leisure activity it shows. If time allows, ask them what the things needed for each activity are.
- Elicit answers from Ss. Confirm the correct answers.

Name	Country	Leisure activity	Person / People to do the activity with	Benefits of the activity
Sakura	Japan	Doing origami	No one	helps her to relax
Eric	Switzerland	Snowboarding	Parents	improves his overall health and balance
Lan	Viet Nam	Playing badminton	Best friend	- improves her muscle strength - reduces stress

- Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends' answers.
- Ask some Ss to report their group's answers to the class.
- Call on some Ss to give the presentation to the whole class. After each student finishes his or her presentation, invite comments on his or her clarity, language, and fluency from other Ss.
- Teacher corrects for students by going around while they're practising.
- Teacher gives corrections and feedback.

4. POST-STAGE:

- **Aim:** To provide practice with inviting and accepting invitations

* **Example:**

Ex: Would you like to go to the cooking club with me this Sunday?

- *I'd love to. Thanks.*
- Ask Ss to read the example to understand how to report the answers, have them underline the words that can be used to make comparison in the example
- Ask Ss to work in pairs again to compare the answers and prepare a short presentation.

. WRAP-UP:

- * To consolidate what Ss have learnt in the lesson.
- Ask Ss to talk about what they have learnt, ticked the objectives they can do in the lesson.

HOMEWORK: -To prepare for the next lesson.' Skills 1'

-Brainstorm some interesting and easy-to-do leisure activity.

Feedback:.....
.....

WEEK 2 PERIOD 6	UNIT 1: LEISURE TIME Lesson 5: SKILLS 1	Date of preparing: 5/ 9/ 2023
----------------------------	--	--

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

1. Knowledge

- Read about leisure activities with family;
- Talk about leisure activities with family;

2. Competences

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

3. Personal qualities

- Love reading and talking about activities in leisure time

II. TEACHING AIDS:

1. Teacher: Grade 8 textbook (Unit 1, Skill 1), smart TV , visual aids, sachmem.vn
2. Students: Text books, notebooks.

III. PROCEDURES:

1. WARM – UP: LIST OUT AS MANY HOBBIES AS POSSIBLE

Aims: - To help Ss understand and activate their knowledge of the topic;

- To help Ss remember some words related to leisure activities
 - T has Ss look at the picture in the book or show the picture in the book on a slide.

Ask Ss Look at the pictures. What activities can you see?

T has Ss work in pairs to discuss the two questions. T invites some Ss to share their answers.

- Tell Ss that they are going to read a text about leisure activities that Ann does with her family members.

2. PRE-STAGE:

***Aims:** To introduce vocabulary related to the text .

***Vocabulary:**

1. connect (v)
2. recipe (n)
3. ingredient (n)
4. costume (n)
5. occasions
6. DIY

*** Checking Vocab:** Matching.

3. DURING –STAGE:

- * **Aims:** To develop reading skill for specific information.
- T asks Ss what they are going to do;

- T has Ss share how to do this exercise.
- T briefly tells them the steps: read the sentences, underline the key words in the sentences, locate the key words in the text and find the words to complete the sentences.
- T asks Ss to repeat the steps (they can speak in Vietnamese).
- T asks Ss to tell the class about Trang's leisure activities.

* **Answer key:**

1. She goes for a bike ride, cooks, and does DIY projects.
2. Her brother does.
3. She loves doing DIY projects with her mum the most.
4. Her mum teaches her to make her own dresses and doll clothes.
5. She won the first prize in a costume contest at her school.

4.POST- STAGE: SPEAKING

- * **Aim:** To help Ss form the ideas for their speaking.and Ss use what they have learnt so far to talk about Leisure time
- Tell Ss that they are going to work in groups to answer the questions in the book. Model the answers to the questions yourself.
- Have Ss work in groups of four to ask and answer the three questions in the book. Ask them to draw a similar table on a sheet of paper to record their group members' answers.
- Ask Ss to practise reporting the group's answers within the group.
- Move around to observe and offer help if needed. (*Ex 5, p. 14*)

Questions:

1. What leisure activities do you usually do with your family?
2. Which one do you like the most? Why?
3. How do you feel when you spend time with your family members?

- Have Ss work in groups to ask and answer the two questions. Model the answers to the two questions if needed.
- Invite some Ss to share their partner's answers to the questions.
- Invite other Ss to comment on the answers.
- Comment on Ss' answers

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

- Invite some Ss to share their group's answers to the class.
- Ask other groups to listen and give comments.
- Comment on Ss' answers.

***. Wrap-up:**

- * **Aim:** To consolidate what Ss have learnt in the lesson.
- T asks Ss to talk about what they have learnt in the lesson.

HOMEWORK:

- Ss learn all vocab
- T asks Ss to write down their opinion about Leisure time.
- Be ready Skill 2

* **Feedback:**

.....

.....

WEEK 3	UNIT 1: LEISURE TIME	Date of preparing: 14/ 9/ 2023
PERIOD 7	Lesson 6: SKILLS 2	

A. OBJECTIVES:

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Love reading and talking about activities in leisure time

B. TEACHING AIDS

1. Teacher:

- Grade 8 textbook, Unit 1, Skills 2
- Computer connected to the Internet

- Projector/ TV/ pictures and cards
- sachmem.vn

2. Students: Textbooks, notebooks, posters,

C. PROCEDURES: (STAGES)

I. WARM -UP

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

- Game: Hot seat

- Invite some Ss to go to the board. Give him/ her one leisure activity that they learnt in the previous lesson. Ask them to describe the activity without saying anything. The rest of the class guess the words.

Questions:

- What am I doing?

Suggested answers:

- playing computer games
- knitting
- cycling
- Lead to the new lesson: Listening and Writing about activities with friends.
- Introduce the objectives of the lesson.

II. PRE- STAGE

* ***Aim:*** *To provide students with some lexical items before listening the text and help Ss understand and activate their knowledge of the topic.*

***. Vocabulary:**

- do puzzles: [visual + explanation]
- . outdoor activities: [visual + explanation]
- . play skateboard : [translation]
- . stay in shape: [example]
- give a chance[translation]
- relatives [example]

* Checking vocab: What and where

- Ask Ss to work in pairs to answer the questions.
 1. In your opinion, what activities can we do with our friends in our leisure time?
 2. Why should we spend time with our friends?
- Monitor and accept all answers if they make sense.
- Explain the way to listen to Mark's leisure activities and asks them to guess and complete the mind map.
- Make a prediction to lead Ss to the new lesson.

III. DURING- STAGE

* **Aims:** *To help Ss develop the skill of listening for specific information.:*

- Tell Ss that they are going to listen to an interview about the leisure activities Mark does.
- Have Ss read the questions first and underline the key words.
- Play the recording and ask Ss to listen and choose the correct answers. Ss work in pairs to compare their answers.
- Ask for Ss' answers and write them on the board without confirming whether they are right or wrong.

* **Answer key:** 1. A 2. C

IV. POST- STAGE: WRITING

* **Aims:** *To help ss to write an email about what they like or dislike doing in their free time with their friends.*

T asks Ss to answer the questions about their leisure activities.

Questions:

1. *When do you usually have free time?*
2. *What do you usually do in your free time?*
3. *Who do you spend your free time with?*
4. *Why do you do these activities?*

Ask Ss to answer the questions about Mark's leisure activities.

Help Ss know how to write an email about what they like or dislike doing in their free time with their friends.

- Give more comments and feedback.
- From the questions.
- Ask students to work in groups of four, and asks them to write the full paragraph on large sheets of paper in 6 minutes.(E3)
- Ask students to pay attention to punctuation, structures, word choice, linking words, etc.
- Organize a class gallery for students to display their writings on the board.
- Let ss go around to see their friends' work, give, and receive comments.

* **Wrap-up:**

- Ask Ss to summarize what they have learnt in the lesson.

* **Homework:**

- Rewrite the paragraph in the notebooks.
- Prepare for the looking back and project.
- Divide the class into many groups of 6 and ask them to prepare some useful thing for project of the next lesson.

Week:3	UNIT 1: LEISURE TIME	Date of preparing: 14/ 9/ 2023
Period:8	Lesson 7: LOOKING BACK AND PROJECT	

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

1. Knowledge:

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

2. Competence: - Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3.Character qualities: - Love talking about activities in leisure time

II.TEACHING AIDS:

- Grade 8 textbook, Unit 1, Looking back and Project
- Computer connected to the Internet

- Projector / TV

- hoclieu.vn

III. PROCEDURE:

1. WARM- UP:

* **Aim:**

- *To create an active atmosphere in the class before the lesson;*

- *To lead into the revision*

Questions: Teacher asks Ss to think of what they have learnt already in Unit 1.

- Ss work in pairs to do the task. Teacher calls some students to retell.

- Teacher confirms and leads to the new lesson

2. PRE-STAGE:

* **Aim:** *To help Ss revise the vocabulary items they have learnt in the unit and the form of the verbs after verbs of liking/disliking .*

- **Vocabulary:** Network- Leisure activities(Team work)

- **Grammar:** Ss revise the forms and uses of verbs of liking and disliking

+ **Detest, fancy, dislike, enjoy + V-ing**

+ **Love, like, hate, prefer + V-ing / To INF**

3. WHILE – STAGE:

* **Aim :** *SS review and practice hobbies, verb of liking/ not liking /*

Activity 1: Complete the sentences with appropriate leisure activities.

- Have Ss do this activity individually then compare their answers with their partners.

- Ask for Ss' answers or ask one student to write his / her answer on the board.

- Confirm the correct answers.

Answer key:

1. doing puzzles

2. doing DIY

3. Messaging friends

4. playing sport

5. surfing the net

Activity 2: Write complete sentences from the given cues

Answer key:

1. My cousin is crazy about playing computer games.

2. Are they interested in playing badminton after school?

3. I'm not fond of making models because I'm not patient.

4. Why are you not into cooking? – Because I often burn myself.

5. My friends are keen on doing judo, so they go to the judo club every Sunday

Activity 3: Fill in each blank with the correct form(s) of the verb in brackets.

- Ask Ss to explain the form of the verbs after verbs of liking / disliking that they have learnt in the unit.
- Have Ss do this exercise individually then compare their answers with a partner. Call on some Ss to give the answers.
- Confirm the correct answers and write them on the board.

Answer key:

- | | | |
|-----------------------|----------------------|------------|
| 1. cycling | 2. reading / to read | 3. playing |
| 4. chatting / to chat | 5. to do / doing | |

Activity 4: Complete the passage. Use the correct form(s) of the verbs in brackets and the pictures. Add more words if necessary.

- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.
- Remind Ss to keep a record of their original answers so that they can use that information in the *Now I can ...* section.

Answer key:

- | | |
|-----------------------------------|---------------------------------------|
| 2. reading / to read books | 3. messaging / to message her friends |
| 4. making / to make paper flowers | 5. knitting / to knit |
| 6. playing badminton | |

III. POST –STAGE:PROJECT

* **Aim:** To help Ss practise making their report about their interview with their friends.

- Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.
- T has groups show their posters and present the data to the class.
- Give feedback to students' presentations.

IV. Wrap-up: To consolidate what Ss have learnt in the lesson

- Ask Ss to talk about what they have learnt in the lesson.

V. Homework:

- Review the whole unit 1
- Prepare for the next lesson: Unit 2 – Lesson 1: Getting started.

***Feedback :**

Week:3 Period:9	UNIT 2: LIFE IN THE COUNTRYSIDE Lesson 1: Getting started	Date of preparing:14/9/ 2023
----------------------------------	--	-------------------------------------

I. OBJECTIVES

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

1. Knowledge

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

2. Competences

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

3. Personal qualities

- Love talking about activities in the countryside

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. harvest (v)	/'hɑ:vɪst/	to pick and collect crops, or to collect plants, animals, or fish to eat	thu hoạch
2. combine harvester (n)	/kəm'baɪn 'hɑ:vɪstər /	an agricultural machine that reaps, threshes, and cleans a cereal crop in one operation	máy gặt
3. herd (v)	/hɜ:d/	to make animals move together as a group	chăn thả (gia súc)
4. paddy field (n)	/'pædi ,fi:ld/	a field planted with rice growing in water	cánh đồng lúa

Assumption

Anticipated difficulties Ss may lack experience of group / team work.

Solutions- Encourage Ss to work in groups so that they can help one another.

- Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Questions & answers about summer activities
- Watching video of summer in the countryside

c. Expected outcomes:

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

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions:	Questions:
- T asks Ss "What did you do last summer?"	<i>What did you do last summer?</i>
- Ss answer the question individually.	<i>What is the video about?</i>
- Teacher shows students a video of summer in the countryside and asks students to guess what the video is about.	Suggested answers:
- T sets the context for the listening and reading text: Write the title on the board <i>Life in the countryside – Last summer holiday</i> .	<i>Life in the countryside</i>

e. Assessment:

- Teacher calls 3-5 students to answer.

2. ACTIVITY 1: PRESENTATION (7 mins)

a. Objectives:

- To prepare vocabulary for students to understand the conversation.

b. Content:

- Vocabulary pre-teaching.

c. Expected outcomes:

- Students know how to use the target vocabulary.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching	New words:
- Teacher explains the meaning of the new vocabulary by pictures.	1. harvest (v)
- Teacher reveals that the words corresponding to the pictures will appear in the reading text and asks students to open their textbook to find these words.	2. combine harvester (n)
- Teacher introduces the vocabulary.	3. herd (v)
	4. paddy fields (n)

- Teacher checks students' understanding with the "Rub out and remember" technique.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Rub and check the vocabulary.

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help Ss use words and phrases related to farm work in the countryside.
- To help Ss further understand the text.
- To introduce some vocabulary items related to activities that rural people often do.

b. Content:

- Task 1: Listen and read.
- Task 2: Read the conversation and choose the correct answer to each question.
- Task 3: Complete the sentences with the words and phrases from the box.
- Task 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f).

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES

CONTENTS

Task 1: Listen and read. (4 mins)

- Teacher plays the recording and asks students to circle the words learnt in the *Presentation* stage.
- Teacher can play the recording more than once.
- Students listen and read.

The dialogue on page 16

Task 2: Read the conversation again and choose the correct answer to each question. (5 mins)

- Teacher asks Ss to read the dialogue in detail to answer the questions.
- Ask them how to do this kind of exercise. Explain the strategies, if necessary (*e.g. reading the questions and the options (A, B, C), underlining the key words in the questions and options, locating the key words in the text, and then reading that part and answering the questions*).

Answer key:

1. A
2. B
3. C
4. A

- Tell them to underline parts of the dialogue that help them to answer. Set a strict time limit to ensure Ss read the text quickly for information.
- Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.

Task 3: Complete the sentences with the words and phrases from the box. (5 mins)

- | | |
|---|----------------------|
| - Teacher tells Ss to read the conversation again, work independently to do the task, and then ask them to share their answers with one or more partners. T can ask for translation of some of the words and phrases in the box to check their understanding. | Answer key: |
| - T asks 2 students to write their answers on the board. | 1. load |
| - Check the answers as a class. | 2. combine harvester |
| | 3. herd |
| | 4. paddy field |
| | 5. harvest time |

Task 4: Match the activities (1 - 6) that people living in the countryside often do with the pictures (a - f). (6 mins)

- | | |
|---|--------------------|
| - T has Ss work individually to match the words and phrases in the box with the pictures. Have them compare their answers with their partners. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers. | Answer key: |
| - T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers. | 1. d |
| - Teacher checks the answers as a class and gives feedback. | 2. a |
| | 3. f |
| | 4. e |
| | 5. b |
| | 6. c |

e. Assessment

- Teacher corrects answers for the students as a whole class.

4. ACTIVITY 3: PRODUCTION (8 mins)

a. Objectives:

- To get students to ask and answer about activities that rural people often do.

b. Content:

- Task 5: Work in pairs. Ask and answer about the pictures in 4.

c. Expected outcomes:

- Students' conversations

d. Organisation:**TEACHER'S AND STUDENTS'
ACTIVITIES****CONTENTS****Task 5: Work in pairs. Ask and answer about the pictures in 4.**

- Model this activity with a student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do.

Example:

- *What are they doing in picture a?*
- *They're ploughing a field.*

- Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class. Comment on their performance.

e. Assessment:

- Teacher gives corrections and feedback to students' conversations.

5. CONSOLIDATION**a. Wrap-up**

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

b. Homework

- Students' workbook.
- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a village in Viet Nam or in a foreign country that they would like to visit. They have to find suitable photos to create a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

Week: 4 Period: 1 0	UNIT 2: LIFE IN THE COUNTRYSIDE Lesson 2: A closer look 1	Date of preparing: 20/ 9/ 2023
--	--	---------------------------------------

I. OBJECTIVES

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

1. Knowledge

- Vocabulary: The lexical items related to *Life in the countryside*
- Pronunciation: Correctly pronounce words that contain the sounds: /ə/ and /ɪ/

2. Competences

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

3. Personal qualities

- Love talking about activities in the countryside

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. cattle (n)	/ˈkæt(ə)l/	cows and bulls kept by farmers for their milk or meat	gia súc
2. poultry (n)	/ˈpəʊltri/	birds such as chickens that are used for meat or eggs a poultry farm	gia cầm
3. crop (n)	/krɒp/	a plant grown for food, usually on a farm	hoa màu
4. vast (adj)	/vɑːst/	extremely large	mênh mông

5. hospitable (adj)	/hɒ'spɪtəb(ə)l /	generous towards visitors and guests	hiếu khách
6. picturesque (adj)	/,pɪktʃə'resk/	attractive, beautiful	đẹp như tranh vẽ

Assumption

Anticipated difficulties Ss may lack experience of group / team work.

Solutions- Encourage Ss to work in groups so that they can help one another.

- Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

- Game: Matching words with picture

Matching game:

- T gives out the handouts and divides the class into 10 groups and explains the rules.
- Ss match the given words to the pictures and they have to send one to stick the handout onto the board as quickly as possible.
- Teacher shows students the answer on the screen and announces the winning group.
- T sets the context for the lesson.

Questions:

Match the words with the correct pictures.

Suggested answers:

1. cattle (n)
2. vast (adj)
3. crop (n)
4. hospitable (adj)
5. poultry (n)
6. picturesque (adj)

2. ACTIVITY 1: VOCABULARY (20 mins)

a. Objectives:

- To present some nouns that go with action verbs to describe activities which rural people often do.
- To teach Ss new adjectives for describing people and scenes in the countryside.

b. Content:

- Vocabulary pre-teaching.
- Task 1: Circle the correct words to complete the sentences.
- Task 2: Match the following adjectives with their definitions.
- Task 3: Complete the sentences with the words from 2.

c. Expected outcomes:

- Students understand how to use the vocabulary related to the topic.

d. Organisation:

Vocabulary pre-teaching (6 mins)

- Teacher asks students to guess the meaning of the words that they have matched in the Warm-up activity.
- Teacher introduces the vocabulary.
- Teacher checks students' understanding by the follow-up tasks in the student's book.

New words:

1. cattle (n)
2. poultry (n)
3. crop (n)
4. vast (adj)
5. hospitable (adj)
6. picturesque (adj)

Task 1: Circle the correct words to complete the sentences. (4 mins)

- Teacher asks Ss to read each sentence and choose the suitable noun that goes with the action verb before it.
- Let Ss work in pairs to compare their answers before sharing their answers.
- Check and confirm the correct answers.

Answer key:

1. cattle
2. fruit
3. crops
4. unloaded
5. catching

Task 2: Match the following adjectives with their definitions. (4 mins)

- Teacher tells Ss quickly match the adjectives in the left column with their meanings in the right column individually.
- Then ask Ss to check their answers with their partners. Ask for translation of some of the adjectives on the list to check their understanding.
- Confirm the correct answers.

Answer key:

1. c
2. d
3. e
4. b
5. a

Task 3: Complete the sentences with the words from 2. (6 mins)

- Teacher ask Ss to do the exercise individually and then check with the whole class.
- When checking, ask Ss to refer to 2 to make the meanings of the adjectives clearer to them.
- Teacher checks the answers as a class and gives feedback.

Answer key:

1. hospitable
2. well-trained
3. picturesque
4. vast
5. surrounded

e. Assessment:

- Teacher checks students' pronunciation and gives feedback.
- Teacher corrects the answers for students as a whole class.

3. ACTIVITY 2: PRONUNCIATION (8 mins)

a. Objectives:

- To help Ss identify how to pronounce the sounds /ə/ and /ɪ/.
- To help Ss practise pronouncing these sounds in words and sentences.

b. Content:

- Task 4: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/.
- Task 5: Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/.

c. Expected outcomes:

- Students repeat the words correctly in words and sentences.

d. Organisation:

Task 4: Listen and repeat the words. Pay attention to the sounds /ə/ and /ɪ/. (5 mns)

- Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.

- Explain to Ss the difference between the two sounds if needed:

+ /ɪ/ is a “front vowel”, meaning the front part of the tongue is raised while articulating this vowel. It’s

also a “close vowel”. A close vowel is one where the jaws come close to each other.

+ /ə/ on the other hand is a “mid vowel”; it means that the jaws aren't closer to each other. It's also a “central vowel”. A central vowel means the central part of the tongue is raised while articulating this vowel. It's often unrounded.

- Invite some Ss to say some words they know that include the two sounds.

Task 5: Listen and practise the sentences. Underline the bold words with /ə/, and circle the bold words with /ɪ/. (8 mins)

- Teacher asks Ss to quickly read the sentences. Now play the recording for Ss to

/ə/	/ɪ/
activity	pick
hospitable	village
garden	harvest
picturesque	busy
collect	cottage

Suggested outcome:

Students repeats the words correctly

Suggested outcome:

1. There is a lot of water in the bottle.

listen to the sentences. Ask them to pay attention to the underlined parts and underline and circle the appropriate sounds.

- Invite some Ss to share their answers.

Confirm the correct ones.

- Play the recording again for Ss to repeat the sentences.

- Have Ss practise the sentences in pairs.

Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.

2. The farmers here are **hard-working**.

3. They are **picking** fruits in the orchard.

4. People in my **village** usually gather at weekends.

5. Please buy some **milk** and pasta at the supermarket.

e. Assessment:

- Teacher gives corrections and feedback to students' pronunciation.

4. CONSOLIDATION

a. Wrap-up:

- Ask one or two Ss to tell the class what they have learnt.

- Ask Ss to say make some sentences with words and phrases they remember from the lesson

b. Homework:

- Students' workbook.

Week:4 Period:1 1	UNIT 2: LIFE IN THE COUNTRYSIDE Lesson 3: A closer look 2	Date of preparing: 20/ 9/ 2023
--	--	---------------------------------------

I. OBJECTIVES

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

1. Knowledge

- The *comparative forms of adverbs*

2. Competences

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

3. Personal qualities

- Love talking about activities in the countryside

II. MATERIALS

- Grade 8 textbook, Unit 2, A closer look 2
- Computer connected to the Internet
- Projector / TV/
- *hoclieu.vn*

Language analysis

Structure

1. For most adverbs (often with two or more syllables), we make comparative forms by adding *more*.
2. For adverbs that have the same forms as adjectives like fast, hard, soon, etc., we make comparative forms by adding *-er*.
3. Some irregular adverbs: well, fast, hard,...

Examples

slowly → more slowly
carefully → more carefully

fast → faster
hard → harder

well → better
hard → hard

Assumption Ss may lack experience of group / teamwork.

Solutions- Encourage Ss to work in groups so that they can help one another.

- Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (6 mins)

a. Objectives:

- To review comparative forms of adjectives before the lesson.
- To introduce the term of comparative form of adverbs.

b. Content:

- Making comparison between two pictures.

d. Organisation:

Making comparison

- Teacher shows the pictures on the screen.
- Teacher asks students to make comparative sentences to describe the difference between the 2 pictures.
- Teacher gives some follow-up questions to lead in the introduction of the target grammar point.
- Teacher sets the context for the lesson.

Questions:

1. Who lives faster than the other: people in the countryside or people in the city?
2. Who lives more peacefully than the other: people in the countryside or people in the city?

Suggested answers:

1. People in the countryside live more slowly than people in the city.

2. People in the countryside live more peacefully than people in the city.

2. ACTIVITY 1: PRESENTATION (8 mins)

a. Objectives:

- To teach Ss the comparative forms of some adverbs that Ss normally use in everyday conversations.

b. Content:

- The comparative adverbs

c. Expected outcomes:

- Students know how to use the target grammar.

d. Organisation

Grammar teaching: Comparative adverbs

1. For most adverbs (often with two or more syllables), we make comparative forms by adding *more*.

2. For adverbs that have the same forms as adjectives like fast, hard, soon, etc., we make comparative forms by adding *-er*.

3. Some irregular adverbs

Examples:

1. adding *more*:

slowly → more slowly

carefully → more carefully

2. adding *-er*:

fast → faster

hard → harder

3. irregular adverbs:

well → better

badly → worse

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help Ss practise the correct comparative forms of adverbs in sentences.

b. Content:

- Task 1: Write the comparative forms of the adverbs in the table below.

- Task 2: Complete the sentences with the comparative forms of the adverbs in brackets.

- Task 3: Complete the sentences with suitable comparative forms of the adverbs from the box.

- Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs in brackets.

c. Expected outcomes:

- Students understand how to use the target grammar.

d. Organisation:

Task 1: Write the comparative forms of the adverbs in the table below. (4 mins)

- Teacher asks Ss to do the exercise individually and then check their answers in pairs.

- Teacher invites some Ss to share their answers. Confirm the correct answers.

Answer key:

Adverbs/ ADJ	Comparative forms
long	longer
high	higher
late	later
quickly	more quickly
frequently	more frequently
early	earlier
much	more
little	less

Task 2: Complete the sentences with the comparative forms of the adverbs in brackets. (5 mins)

- Have Ss do the exercise individually and then compare their answers with their partners.

- Ask some Ss to write their answers on the board.

- Check the answers with the whole class.

Ask Ss to explain how to make the comparative form of the adverb given in each sentence. Confirm the correct answers.

Answer key:

1. more beautifully
2. more clearly
3. faster
4. harder
5. more heavily

Task 3: Complete the sentences with suitable comparative forms of the adverbs from the box. (5 mins)

- Have Ss do the exercise individually and then compare their answers with their partners.

- Ask some Ss to write their answers on the board.

- Check the answers with the whole class.

Ask Ss to explain how to make the comparative form of the

Answer key:

1. more carefully
2. faster
3. more quietly
4. more soundly
5. earlier

adverb given in each sentence. Confirm the correct answers.

Task 4: Read the situations and complete the sentences using the comparative forms of the adverbs in brackets. (6 mins)

- Teacher ask Ss to read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to complete the sentences individually and then compare their answers with their partners.
- Ask some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct answers.

Answer key:

1. The red car can run faster than the black car.
2. Nick can jump higher than Tom.
3. Mai did better on the exam than Hoa.
4. The workers arrived earlier than my dad expected.
5. The buses run more frequently than the trains.

e. Assessment:

- Teacher corrects students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss practise using comparative adverbs to make comparisons

b. Content:

- Task 5. Work in pairs. Ask and answer to find out who...

c. Expected outcomes:

- Students' conversations

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES

CONTENTS

Task 5: Work in pairs. Ask and answer to find out who:

- Model this activity with a student. Remind Ss that they should only use the phrases and the pictures in 4 to ask and answer about activities that rural people often do.
- Ask Ss to work in pairs. T goes round to help weaker Ss. Then, call on some pairs to practise in front of the class. Comment on their performance.

Who:

- can run faster
- can jump higher
- stay up late at night
- gets up earlier in the morning

Suggested outcome:

A: How fast can you run?

B: I can run 15 kilometres an hour.

A: Ok, so you can run faster than me.

I can run fast but B can run faster than I do.

e. Assessment:

- Teacher gives corrections and feedback.

5. CONSOLIDATION

a. Wrap-up:

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using comparative adverbs.

b. Homework:

- Students' workbook.

<i>Week:4</i> <i>Period:12</i>	UNIT 2 : LIFE IN THE COUNTRYSIDE Lesson 4 : Communication	Date of preparing: 20/ 9/ 2023
-----------------------------------	--	---------------------------------------

I. OBJECTIVES

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

1. Knowledge: Give and respond to

compliments

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

3. Personal qualities: Be ready and confident in real life conversations

II. TEACHING AIDS:

1. Teacher: Grade 8 textbook (Unit 2, Communication), smart TV, visual aids, sachmem.vn
2. Students: Text books, notebooks.

III. PROCEDURES

1. WARM UP : Jumbled conversation

- **Aim:** To create an active atmosphere in the class before the lesson

- Teacher gives out a jumbled conversation.

1. Thank you. Yours is, too.

2. Happy birthday. Wow, you're wearing such a beautiful dress.

3. Here is your present. I hope you like it.

4. I'm glad you like it.

5. This is the best gift I have ever had. I love it.

- Teacher asks students to rearrange it to make a meaningful conversation.

- Teacher gives some follow-up questions to lead in the introduction of the target grammar point.

Suggested answers: 2-1-3-5-4

2. PRE-STAGE:

- **Aim:** To introduce ways of giving and responding to compliments and to allow Ss some practice

Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.

- **T** Play the recording for Ss to listen and read the two dialogues between Tom and Mai, Nick and Hoa at the same time. Ask Ss to pay attention to the questions and answers.

1. Tom: What a beautiful kite you have, Mai!

Mai: Thank you, Tom. My dad made it for me last weekend.

2. Nick: You really have a nice dress, Hoa.

Hoà: I'm glad you like it, Nick. I think its colour really suits me.

- Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.
- Some students give the new structures to give and respond the compliments.
- Teacher corrects and writes on the board:

* **Structure:** to give the compliments:

- **What a/an + adj + N ...!**

- **Thank you**

I'm glad you like it

Ex : - What a beautiful kite you have!

Thank you

Act 2: Work in pairs. Make similar dialogues

- Teacher asks Ss to work in pairs to make similar dialogues with the given cues.

Cues: - a shirt - a bicycle - a school bag

- T moves around to observe and provide help.
- T calls some pairs to practise in front of the class, then give comments on their performance

Suggested answers :

1. **A:** What a nice shirt you have!

B: Thank you. My mom bought it for me last month.

2. **A:** You really have a nice bicycle!

B: I'm glad you like it.

3. **A:** What a nice school bag you have!

B: Thank you. My brother gave it to me yesterday.

3. DURING-STAGE:

Aim: - To help Ss learn about two traditional villages in Viet Nam and the Netherlands.

- To help Ss develop their reading skills for specific information (scanning).
- To provide Ss with practice in giving a presentation about the similarities and differences between two places.

Act 3: Read the adverts for the two beautiful villages. Tick the boxes to show which village the statements describe. Sometimes both boxes need to be ticked.

- Have Ss read the instructions to understand what they are going to do. Remind them that they have to read each statement in the table and then read the two adverts to scan for the necessary information to help them tick the correct boxes.
- Give Ss time to read the two adverts and tick the boxes in the table. After that, get them to swap answers in pairs. Go around and offer help, if necessary.
- Check the answers as a class.

Suggested answers:

Statements	Duong Lam	Hollum
1. It's an ancient village.	✓	✓
2. We can visit an ancient pagoda, traditional houses, and temples in this village.	✓	
3. We can get there by plane or ferry.		✓
4. We can go there by car, bus, or bike.	✓	
5. It has a lighthouse.		✓

4. POST- STAGE:

Aim: To provide Ss with practice in talking about the similarities and differences between two places.

Act 4: Work in groups. Take turns to talk about the similarities & differences between D. Lam & Hollum

- Teacher introduces some words or phrases that are often used to talk about the similarities and differences, such as: *both, also, too, like, as, unlike, but, however, etc.* and give examples to illustrate.

- Have Ss work in groups, taking turns to talk about the similarities and differences between the two

villages. T may go round to observe. T should encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking.

- Call on some Ss to give the presentation to the whole class. After each student finishes his or her presentation, invite comments on his or her clarity, language, and fluency from other Ss.

Example: *Duong Lam and Hollum are both ancient villages, ...*

Act 4: Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner. *Suggested*

outcome: A: Which village would you like to visit for a holiday?

B: Duong Lam, of course!

A: Why?

B: Because I love watching the locals making specialities and ...

- Have students work in pairs, asking and answering questions about the villages they would like to visit. T goes around and corrects mistakes or gives help when necessary. Encourage Ss to ask more questions.

- Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments

Act 5: Work in pairs. Which village in 3 would you like to visit for a holiday? Explain your choice to your partner. (10 mins)

- Have students work in pairs, asking and answering questions about the villages they would like to visit. T goes around and corrects mistakes or gives help when necessary. Encourage Ss to ask more questions.

- Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments

Suggested outcome:

A: Which village would you like to visit for a holiday?

B: Duong Lam, of course!

A: Why?

B: Because I love watching the locals making specialities and ...

WRAP-UP:

To consolidate what students have learnt in the lesson

- Teacher asks students to talk about what they have learnt in the lesson.

- Some students retell what they have learnt in the lesson.

HOMEWORK: - Learn structures by heart. - Do Ex in textbook - Prepare for new lesson: Skills 1.

FEEDBACK:.....
.....

Week:5 Period:13	UNIT 2 : LIFE IN THE COUNTRYSIDE Lesson 5 : Skills 1	Date of preparing: 26/ 9/ 2023
-----------------------------------	---	---------------------------------------

OBJECTIVES

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

1. Knowledge

- Read about different aspects of a Vietnamese village

- Talk about a village or town where one lives or which one knows

2. Competences

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Personal qualities

- Love reading and talking about activities in the countryside

III. PROCEDURES

1. WARM UP : Look at the picture and discuss the following questions (**Act 1/p24**)



Questions:

- What can you see in the picture?

- Which adjectives in the box can be used to describe the picture?

- T asks Ss to work in pairs discussing what they can see in the picture.

- Ss say their answers in front of the class.

T may ask other questions to elicit other things in the picture.

- Ss discuss which adjectives in the box can be used to describe the picture.

Suggested answers:

- *paddy fields, cattle (buffaloes), farmers, a combine harvester, a lake / pond, trees, houses, a dirt road, horizon, etc.*

- *peaceful, vast, picturesque*

2.PRE STAGE:

Aims:

- To know some vocabularies related to the lesson

- To help Ss have a general idea of what they are going to read.

*** Pre- teach vocabulary:**

- stretch (v): trải dài

- canal (n) : kênh đào

- cultivate (v): canh tác

- orchard (n): vườn cây ăn quả

- T uses different techniques to teach vocabulary (situation, realia, translation)

+ Follow the steps to teach vocabulary

- Ss repeat in chorus and individually

+ *Check vocabulary:* Slap the board

ACTIVITY 2: (page 24) Read the text about life in a village in Viet Nam. Match the highlighted words in the text with their meanings.

- Ask Ss to work individually to read the passage and find the highlighted words.

- Have Ss read aloud the highlighted words. Correct their pronunciation if needed.

- Have Ss match the highlighted words with their meanings in the table. Remind them to use the context to help them.

- Check the answers as a class.

Answer key: 1. c 2. a 3. d 4. b

3. DURING STAGE - READING:

Aims: To help Ss develop their reading skill for specific information (Life in the village in Viet Nam).

and read the text in detail to tick (✓) T/F.

ACTIVITY 3: (page 24)

: Read the text again and tick T (True) or F (False) for each sentence.

- Ask some Ss to read out loud the sentences in the table.

- Have Ss work individually for five minutes and tick T (True) or F (False).

- Ask Ss to take turns to give the answers. Ask them to show the part in the passage where they found the answers.

- Have them read aloud the sentences.

- Check the answers as a class.

Answer key:

1. T 2. T 3. F 4. F 5. T

4. POST STAGE –SPEAKING:

Aims:

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

ACTIVITY 4: (page 24)

- Tell each student to make notes. Set a time limit for Ss to do it.
- Ask Ss to think about a village or town where they live or which they know (its name, location, scenery, special features) and the people living there (how they live, what they often do, how they get along with each other).
- Have them note down these ideas quickly

Suggested outcome:

Name: Ha Noi

Location: Northern Vietnam

Scenery: ancient buildings and beautiful sights

How people live: fast, lively

Activities adults or children often do: chatting, having a coffee with friends, going shopping

The relationships among the people: friendly, helpful

Special feature: Old quarter, museums,...

ACTIVITY 5: (page 24)

Work in groups. Take turns to talk about the village or town where you live or which you know. Use the information in 4

- T asks a strong student to model this activity in front of the class. Then have Ss work in groups, taking turns to talk about the village or town where they live or which they know about. Remind Ss to use the ideas they have prepared in 4. T may go round to observe.
- Encourage Ss to say as many sentences as possible. Ask Ss not to interrupt their group members while they are speaking in order to correct their errors. Tell them to correct only common errors after their group members have finished speaking.
- If there is enough time, call on some Ss to talk before the whole class, then invite some positive comments from other Ss.

Suggested outcome:

I live in Duong Lam. It's an old village

outside Ha Noi. It has ...

WRAP-UP:

Aim: To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

HOME WORK

- Learn by heart new words
- Do exercises in workbook.
- Prepare the new lesson. **Skills 2**

FEEDBACK:

.....

.....

Week:5 Period :14	UNIT 2 : LIFE IN THE COUNTRYSIDE Lesson 5 : Skills 2	Date of preparing: 26/ 9/ 2023
------------------------------------	---	---------------------------------------

I. OBJECTIVES

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

1. Knowledge

- Listen to someone's opinion about life in the countryside
- Write a paragraph about what someone likes or dislikes about life in the countryside

2. Competences

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

3. Personal qualities

- Love reading and talking about activities in the countryside

II. TEACHING AIDS:

1. Teacher: Text book, laptop, louspeaker, projector...
2. Students: Text books, studying equipments....

III. PROCEDURES

1. WARM UP : Miming game:

Aims: To create an active atmosphere in the class before the lesson.and lead into the new lesson

- T asks some Ss to go to the board. Have them mime some activities that rural people often do. Ask other Ss to guess what the activities are.
- Lead to the new lesson: Listening and Writing opinions on life in the countryside.
- Introduce the objectives of the lesson.

Questions:

- What am I doing?

Suggested answers:

- cultivating
- harvesting

...

2. PRE STAGE:

Aims:

- To know some vocabularies related to the lesson and help Ss have a general idea of what they are going to listen

*** Pre- teach vocabulary:**

- rural (adj): thuộc nông thôn
- urban (adj): thuộc thành thị
- T uses different techniques to teach vocabulary (pictures, explanation, translation)
- + Follow the steps to teach vocabulary
- Ss repeat in chorus and individually
- + *Check vocabulary*:Slap the board

Activity 1: (page 25) Work in pairs. Discuss the following question.

- Ask Ss to work in pairs discussing questions about what they like or dislike about life in the countryside.
 - Ask some Ss to share their answers in front of the class. If necessary, T may ask them some other questions about the reasons for their answers
- ...

Questions:

What do you like or dislike about life in the countryside?

Suggested outcome:

- I like the life in the countryside because it's quiet and peaceful. We can enjoy the cool and fresh air every morning.
- I don't like the life in the countryside because it's boring to me. I don't have many options of entertainment and there is also a lack of other facilities there.

3. DURING STAGE - LISTENING:

Aim: To help Ss develop their skill of listening for specific information.

Activity 2 (page 25): Listen to three people talking about life in the countryside. Choose the opinion (A - C) that each speaker (1 - 3) expresses

- Have Ss read the questions in this activity quickly and underline the key words. This helps them have some ideas of what they are going to listen to and the information they need for answering the questions.
- Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers.
- Have Ss share their answers in pairs.
- Invite some pairs to answer and confirm the correct ones.
- Play the recording again if needed, stopping at places where Ss are having difficulties.

Answer key:

Speaker 1: B

Speaker 2: A

Speaker 3: C

Activity 3 (page 25): Ss read the questions and the options, and determine what information they need for answering the questions.

- Play the recording once or twice more for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain for their answers.
- Have Ss share their answers in pairs.
- Invite some pairs to answer and confirm the correct ones.
- Play the recording again if needed, stopping at the places where Ss are having difficulties.

Answer key: 1. C 2. A 3. C 4. A 5. B

4. POST STAGE –WRITING:

Aim:

- To help Ss prepare ideas for the next activity
- To help Ss practise writing a paragraph about what they like or dislike about life in the countryside

Activity 4 (page 25): Work in groups. discuss and write what you like or dislike about life in the countryside

- Ask Ss to discuss and write what they like or dislike about life in the countryside and reasons for them. Remind them that they can both write full sentences and make notes, and they can even use abbreviations.

- Then ask Ss to share their writings with their partners. Read out the writings of some more able

Ss to the whole class.

Suggested outcome: Students' notes

Activity 5 (page 25): Write a paragraph (80 - 100 words) about what you like or dislike about life in the countryside. (10 mins

- Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have prepared in 4. Ask Ss to brainstorm the ideas and needed language for writing. T may ask Ss to refer back to the reading for useful language and ideas and write some useful expressions and language on the board.

- Ask Ss to write the first draft individually. T may display all or some of the Ss' writings on the wall / bulletin board. T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home

Suggested answer:

There are some things I like about life in the countryside. One of the main attractions is its peacefulness. This helps people living there feel comfortable and relaxed. Additionally, I enjoy its natural beauty. The countryside often offers picturesque views of rolling hills, rolling meadows, and vast green fields. This can be a great source of inspiration. Finally, I appreciate the strong sense of community in rural areas. Rural people are very tight-knit and always willing to help their neighbours. Overall, these are just some of the many things I enjoy about rural life.

WRAP-UP:

Aim: To consolidate what students have learnt in the lesson

Teacher asks students to talk about what they have learnt in the lesson.

HOME WORK - Learn by heart new words - Do exercises in workbook.

- Prepare the new lesson. **Looking Back + Project**

FEEDBACK:.....
.....

Week :5	UNIT 2: LIFE IN THE COUNTRYSIDE	Date of preparing:26/ 9/
Period:15	Lesson 7: Looking back and Project	2023

I. OBJECTIVES:

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

1. Knowledge

- Review the vocabulary and grammar of Unit 2
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Competences

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

3. Personal qualities

- Love talking about activities in the countryside

II. MATERIALS

- Grade 8 textbook, Unit 2, Looking back and Project
- Computer connected to the Internet
- Projector / TV
- *hoclieu.v*

III. Assumption: Ss may lack experience of group / teamwork.

Solutions: - Encourage Ss to work in groups so that they can help one another.

IV. PROCEDURE:

1. WARM UP: Brainstorming

Aim: - To create an active atmosphere in the class before the lesson.

- To lead into the revision.

Expected outcomes:

- Ss can tell the teacher what they have learnt in unit 2.

d. Organisation: Revision (5 mins)

- Teacher asks Ss to think of what they have learnt already in Unit 2.
- Ss work in pairs to do the task. Teacher calls some students to retell.
- Teacher confirms and leads them to do all the exercises in books.

Activities in the countryside
--

- *Suggested answers:*

Go swimming, fly the kite, go camping, load the rice,.....

2. PRE-STAGE: VOCABULARY (10 mins)

a. Objectives:

- To help Ss review the vocabulary of Unit 2.

b. Content:

- Task 1: Write a phrase from the box under the correct picture.
- Task 2: Choose the correct answer A, B, or C.

c. Expected outcomes:

- Students remember the vocabulary learnt.

d. Organisation:

Task 1: Write a phrase from the box under the correct picture. (5 mins)

- Have Ss do Task 1 individually then compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.
- Confirm the correct answers.

Answer key:

1. ploughing fields 2. catching fish 3. drying rice 4. unloading rice 5. feeding pigs 6. milking cows

Task 2: Choose the correct answer A, B, or C. (5 mins)

- Have Ss do Task 2 individually then compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class.

- Confirm the correct answers.

Answer key:

1. B 2. C 3. A 4. C 5. A

e. Assessment:

- Teacher asks Ss some follow-up questions.

3. ACTIVITY 2: GRAMMAR (12 mins)

a. Objectives:

- To help Ss revise the forms and uses of comparative adverbs.

b. Content:

- Task 3: Complete the sentences with the comparative forms of the adverbs in brackets.
- Task 4: Underline the mistakes in the sentences and correct them.

c. Expected outcomes:

- Students' answers.

d. Organisations

Task 3: Complete the sentences with the comparative forms of the adverbs in brackets. (6 mins)

- Ask Ss to do the exercise individually. Then they can check their answers with a partner before discussing the answers as a class.
- Teacher confirms the correct answers.
- Remind Ss to keep a record of their original answers so that they can use that information in the Now I can ... section.

Answer key:

1. earlier 2. more fluently 3. more easily 4. more heavily 5. harder / better

Task 4: Underline the mistakes in the sentences and correct them. (6 mins)

- Have Ss do this activity individually then compare their answers with their partners.
- Ask for Ss' answers or ask one student to write his / her answer on the board.
- Teacher confirms the correct answers.
- Remind Ss to keep a record of their original answers so that they can use that information in the Now I can ... section.

Answer key:

1. as → than

2. quicklier → more quickly

3. more hardly → harder

4. the earlier → earlier

5. more highly → higher

- Teacher corrects for students as a whole class.

4. ACTIVITY 3: PROJECT (14 mins)

a. Objectives:

- To help Ss practise making their own poster about their favourite village and present their work.

b. Content:

- To help Ss develop the skill of working in groups to do a project.

c. Expected outcomes:

- Students' speaking

d. Organisation:

- Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.
- T has groups show their posters and present them to the class. Remember to have the "show and tell" session and vote for the best poster.
- Students vote for the best poster.
- Teacher gives feedback.

Suggested outcome:

Students' posters & presentations

5. CONSOLIDATION

a. Wrap-up:

- Summarise the main points of the lesson.

b. Homework:

- Revision all the lesson
- Prepare Unit 3 : Getting started

Week :6 Period : 16	UNIT 3: TEENAGERS Lesson 1: Getting started	Date of preparing: 03/10/2023
--------------------------------------	--	--

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

- Use the words related to teen school clubs.

- Develop communication skills about their peers and creativity.
- Be collaborative and supportive in pair work and teamwork.
- Show their sympathy with friends and responsibility for themselves talking about teenagers and their problems.






B. TEACHING AIDS:

- Grade 8 textbook, TV, pictures, *hoclieu.vn*

C. PROCEDURES:

I. Warm-up:

* **Aim:** To create an active atmosphere in the class before the lesson.

a. chess club. b. language club c. pressure d. forum. e. Arts and crafts club f. sports club	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">  <p>1. _____</p> </div> <div style="width: 50%;">  <p>2. _____</p> </div> <div style="width: 50%;">  <p>3. _____</p> </div> <div style="width: 50%;">  <p>4. _____</p> </div> <div style="width: 50%;">  <p>5. _____</p> </div> <div style="width: 50%;">  <p>6. _____</p> </div> </div>
---	--

- T checks ss' answers and gives feedback.

Key: 1.b 2. c 3. e 4. d 5. f 6. A

* Lead in: To help students get the main idea of the text.

Teacher draws students' attention to the picture in the textbook and asks them questions about the picture. Ss listen and answer T's questions.

- *Who are they?*

- *What might be they talking about?*

- ***Suggested answers:***

- They are teacher and students.

- They are in a class meeting.

- They are discussing their class forum, club activities to participate in, and their problems.

II. Pre- stage:

* **Aim:** To present Sts necessary vocabularies related to the Topic.

Vocabulary

- forum (n) diễn đàn

- stress (n) căng thẳng → stressful (adj)

- pressure (n) áp lực

- user-friendly (adj) dễ dùng

- midterm (adj) giữa kì

* ***Checking vocab: R&R***

III. During- stage:

Act 1: Listen and read.

***Aim:** To set the context for the introductory dialogue and introduce the topic of the unit.

Act 2: Read the conversation again and tick True or False for each sentence.

***Aim:** To help Ss understand the conversation.

- T tells Ss to read the conversation again and work in pairs.

-T gives feedback.

Answer key:

1. F 2. T 3. T 4. F 5. T

Act 4: Complete each of the sentences with a word or phrase in 3. There is one extra word or phrase.

***Aim:** To help Ss use the vocab in 3 in the right context.

- T asks Ss to work independently to complete each sentence with a word or phrase in 3.

Answer key:

1. arts and crafts club

2. forum

3. language club

4. pressure 5. sports club

IV. Post- stage:

***Aim:** To help Ss practise asking and answering questions for more information about their peers.

Act 5: Ask and answer the questions below. Report your friend's answers to the class.

- Ask Ss to work in pairs to ask and answer the questions, then report information about their partners.

Questions:

1. What types of social media do you have?

2. What kind of pressure do you have?
3. What clubs do you participate in?
4. Why do you choose to participate in that club?

*** Wrap-up:**

Aim: Refer to the unit title again, list the issues that the teacher and students discuss in their class meeting.

- Ask Ss to name several school clubs, pressure, and social media.

V. Homework

- Name a list of school clubs and pressures.
- Do exercises in the workbook.
- Prepare for: A closer look 1

*** Feedback:**

.....

.....

.....

Week : 6 Period : 17	UNIT 3: TEENAGERS Lesson 2: A closer look 1	Date of preparing: 03/10/2023
---------------------------------------	--	--

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

- Identify the combination of some verbs and verb phrases that are often used when teens talk about using social media.
- Distinguish two sounds /ʊə/ and /ɔɪ/ correctly
- Be collaborative and supportive in pair work and teamwork

B. TEACHING AIDS:

- Grade 8 textbook, TV, pictures, *hoclieu.vn*

C. PROCEDURES:

I. Warm-up:

***Aim:** To create an active atmosphere in the class before the lesson.

Game: Word puzzles

A	N	C	H	E	C	K	E
P	P	O	S	T	O	S	E
I	E	N	A	C	U	U	B
C	O	N	M	U	A	T	E
T	W	E	B	S	I	T	E
U	A	C	L	I	P	D	I
R	S	T	D	Y	F	K	L
E	R	P	Q	E	A	O	V

Answer key: CHECK; POST; WEBSITE; CLIP; PICTURE; CONNECT

- T leads in the new lesson

II. Pre - stage:

***Aim:** - To present Sts necessary vocabularies related to the Topic.

Vocabulary:

- upload (v) = to copy or move programs or information to a larger computer system or to the internet: tải lên
- browse (v) = to look at things / check over sth: đọc lướt, tìm (trên mạng)
- notifications (n): sự thông báo
- log on (to) (v): đăng nhập
- account (n): tài khoản

*** Checking vocab:** Act 1

Circle the correct options to complete the phrases.

Answer key: 1. A 2. A 3. B 4. B 5. B

III. During stage:

Act 2: Use the correct form of the verbs in 1 to complete the sentences.

***Aim:** To allow Ss to use the learnt words in context.

- Ask Ss to work individually to complete each of the sentences with a suitable verb from 1.

Answer key: 1. browsed 2. Uploaded 3. connects 4. checked 5. logs on

Act 3: Choose the correct answer A, B, or C.

***Aim:** To help Ss revise some learnt vocab and learn new vocab.

- T asks Ss to work individually to choose the correct answer for each sentence.

Answer key: 1. B 2. C 3. A 4. A 5. B

PRONUNCIATION: /ʊə/ and /ɔɪ/

Act 4: Listen and repeat the words. Pay attention to the sounds /ʊə/ and /ɔɪ/. Then put the words into the correct columns.

***Aim:** To help Ss identify how to pronounce the sounds and practise pronouncing the sounds /ʊə/ and /ɔɪ/ in context.

- Have Ss listen to the recording and repeat each word as a class, then as individuals.

- Check answers as a class.

Answer key:

/ʊə/: tourist, ensure, sure, tournament

/ɔɪ/: boy, toy, avoid, choice

IV. Post stage:

Act 5: Listen, practise and underline the words with /ʊə/ and circle the words with /ɔɪ/.

***Aim:** To help Ss practise pronouncing the sounds /ʊə/ and /ɔɪ/.

- Ask Ss work individually.

Answer key:

1. She is a noisy and curious girl.

2. They joined a full-day city tour.

3. I found it enjoyable to watch the tournament.

4. She'll record our voices during the interview.

5. He is not acting very mature and is starting to annoy me.

*** Wrap-up:**

- Ask Ss to summarise what they have learned in the lesson.

- Ask them to list some learned words/ phrases related to teenagers' activities or pressure, paying attention to their pronunciation.

- Ask ss to give 2 sounds learned in the lessons and give examples.

V. Homework

- Learn the lesson by heart.

- Do exercises in the workbook.

- Prepare for: A closer look 2

*** Feedback:**

.....
.....

Week : 6 Period : 18	UNIT 3: TEENAGERS Lesson 2: A closer look 2	Date of preparing: 03/10/2023
---------------------------------------	--	--

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

- Review the knowledge of simple sentences and compound sentences.
- Identify words that connect independent clauses, apply the coordinating conjunctions or conjunctive adverbs to combine two sentences.
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Have a good attitude to school pressure.

B. Teaching aids:

Textbooks, computer, projector, pictures/projector/ TV ; hoclieu.vn

C. PROCEDURES:

I. Warm up: Board race

***Aim:** To create an active atmosphere in the class before the lesson.

- Having a chance to speak English and focus on the topic of the lesson.

1. *She is a noisy and curious girl.*

2. *They joined a full-day city tour.*

3. *I found it enjoyable to watch the tournament.*

4. *She 'll record our voices during the interview.*

5. *Minh has some problems with his schoolwork.*

6. *Mark is hard-working; therefore, he usually gets high scores on exams.*

7. *Mai bought many books, for she likes reading.*

8. *He is a club member, but he never participates in any of the activities*

- Ask Ss to look at A CLOSER LOOK 2 on page 31.

II. Pre stage :

***Aim:** To help students review knowledge of the simple sentences and compound sentences.

- Tell Ss to read the **Remember!** box.

- T explains to ss what a simple sentence or a compound sentence is.

- Ask Ss to read aloud as a class the words **for, and, but, or, so, however, therefore, otherwise.**

- Explain the meanings of these words if necessary. Tell Ss that they can also call these words **connectors.**

- Remind Ss to use a semicolon (;) before **however, therefore, and otherwise**, and the other connectors are followed by a comma (,)

Eg1: *Minh has some problems with his schoolwork.*

S V

Eg2: Mark is hard-working; therefore, he usually gets high scores on exams.

S1 V1 connectors S2 V2

- + A simple sentence is made up of one independent clause.
- + A compound sentence is made up of two or more independent clauses
- + Connectors
 - coordinating conjunctions: *for, and, but, or, so*
 - conjunctive adverbs: *however, therefore, otherwise*.

III. During stage:

Act 1: Tick the simple sentences.

***Aim:** To review Ss' knowledge of simple sentences.

- Ask Ss to work individually to tick the simple sentences.

Answer key: 1, 2, 4

Act 2: Write S for simple sentences and C for compound sentences.

***Aim:** To raise Ss' awareness of simple sentences and compound sentences.

- Have Ss work in pairs to write S for simple sentences and C for compound sentences.

Answer key: 1. S 2. S 3. C 4. S 5. C

Act 3: Choose the correct answer A, B, or C.

***Aim:** To help Ss distinguish between words that connect independent clauses.

- Have Ss work individually to choose the correct answer A, B, or C.
- Check the answers as a class.

Answer key: 1. C 2. B 3. A 4. A 5. C

Act 4: Combine the two sentences to make compound sentences, using the words from the box.

***Aim:** To help Ss write complete compound sentences, using the coordinating conjunctions or conjunctive adverbs.

- Have Ss work in groups of four for five minutes to write on their posters complete compound sentences using the words in the box.

Answer key:

1. Phong has to study harder; **otherwise**, he may fail the exam.
2. She is very sensitive, **so** don't comment on her new hairstyle. / She is very sensitive; **therefore**, don't comment on her new hairstyle.
3. Mi wants to have more friends, **but** she doesn't connect well with others.
4. Students can work in groups, **or** they can work in pairs.
5. My friend likes showing off her new things; **therefore**, she often posts pictures on social media. / My friend likes showing off her new things, **so** she often posts pictures on social media.

IV. Post - stage:

Act 5 : GAME: Which group has the most sentences?

Work in groups. Each group makes as many compound sentences as possible. The group with the most correct sentence is the winner.

***Aim:** To enable Ss to make compound sentences correctly.

- Task Ss to work in group to write compound sentences using given words: *for, and, but, or, so, however, therefore, otherwise.*

- The group with the most correct sentences is the winner.

*** Wrap-up:-** Ask Ss to summarise what they have learnt in the lesson.

V. Homework:

- Learn the lesson by heart.

- Do exercises in the workbook.

- Prepare for: Communication

*** Feedback:**

.....
.....
.....

Week : 7 Period : 19	UNIT 3: TEENAGERS Lesson 4: Communication	Date of preparing: 10/10/2023
---------------------------------------	--	--

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

- Identify how to make requests in English.

- Understand some everyday English phrases and expressions about the different social media that are popular among teens, how often and what they use these media for.

- Practise reading for specific information.

- Be collaborative and supportive in pair work and group work.

- Have a good attitude when making polite requests.

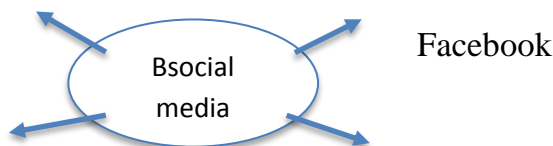
B. TEACHING AIDS:

- Grade 8 textbook, pictures, TV, *hoclieu.vn*

C. PROCEDURES:

I. Warm-up: Network

* **Aim:** To create an active atmosphere in the class before the lesson.



Suggested answers: youtube, zalo, messenger, viber,

II. Pre - stage :

Act 1: Listen and read the dialogue below. Pay attention to the highlighted sentences.

***Aim:** To introduce the ways to make requests

- Play the recording for Ss to listen and read the dialogue between a student and a school club leader. Ask Ss to pay attention to the highlighted sentences.

- Tell Ss that *Can you* and *Could you* are similar in meaning, and only different in the degree of formality. *Could you* is more formal than *Can you*.

1. *Can you tell me more about the music club, please?*

2. *Could you show me the way to the college, please?*

III/ During stage:

Act 2: Work in pairs. Make similar conversations, using the cues below.

***Aim:** Help Ss practice making requests.

- Ask Ss to work in pairs to make similar dialogues.
- Tell them to use the contexts given and the sample requests.
- Give feedback on their dialogues.
- Ask to borrow a book from your classmate.

Can you lend me your book that you finished reading, please?

- Request some advice on how to do your science project.

Could you tell me how to start a science project?

Act 3: Read some posts on a forum about different social media and match the names of the posters with their activities.

***Aim:** To help Ss have language input about the different social media that are popular among teens, how often and what they use these media for, then practise reading for specific information.

- Ask some Ss to read the posts aloud.
- Have Ss work in pairs to read the posts to match the name of the four teenagers and their activities (1 - 5).
- Ask some pairs to read out their answers. Correct if necessary.
- Check the answers as a class.
- Ask some Ss to retell information from the posts or to role-play a conversation.

Answer key: Ann: 2 Tom: 4,5 Trang: 1 Nam: 3

Act 4: Work in pairs. Ask and answer questions about what social media the teens in 3 use, why, and how often they use them.

***Aim:** To help Ss practise asking and answering questions about which social media teens often use, how often and why they use these media.

Model dialogue:

Tom: What social media does Ann use?

Nam: She uses YouTube.

Tom: What does she use it for?

Nam: She uploads her videos and watches other people's videos.

Tom: How often does she use it?

Nam: Every day.

- Have Ss work in pairs to ask and answer questions about which social media each of the four teenagers uses, what for and how often they use the media.

- Ask them to follow the example in the Student's Book.

- Invite some pairs to role-play, asking and answering questions in front of the class. Correct any grammar or pronunciation mistakes if necessary.

IV. Post-stage:

Act 5: Work in groups. Discuss the following questions and then report your group's result to the class.

***Aim:** To help Ss practise reporting about which social media teens often use, how often and why they use these media.

- Have Ss work in groups to discuss the answers to the three questions about social media.

- Tell them that they can give more than one reason to explain their choice.

- Ask them to use the information from the posts in 3 as cues.

- Invite group representatives to report their group's answers.

1. *What social media do you use?*

2. *How often do you use it?*

3. *What do you use social media for?*

*** Wrap-up**

- Ask Ss what they have learnt in the lesson.

- Ss retell 2 ways of making requests and list some popular social media among teens.

VI. Homework:

- Learn the lesson by heart.

- Do exercises in the Workbook.

- Prepare for: Skills 1

*** Feedback:**

.....
.....
.....

Week : 7 Period : 20	UNIT 3: TEENAGERS Lesson 5: Skills 1	Date of preparing: 10/10/2023
---------------------------------------	---	--

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

- Improve reading skills for specific information and general information about school clubs and make a conversation to ask and answer about school clubs.
- Develop communication skills and creativity
- Raise ss' awareness of school clubs and the benefits of joining clubs

B. TEACHING AIDS:

- Grade 8 textbook, TV, pictures, *hoclieu.vn*

C. PROCEDURE:

I/ Warm up: Brainstorming (Task 1)

***Aim:** - To create an active atmosphere in the class before the lesson and remind Ss of some activities and school clubs teens often take part in



- Badminton/ basketball club, English club, chess club, arts club, football club, ...
- 2 clubs in the pictures: Chess club, arts and craft club

II/ Pre - stage:

*Vocabulary

- concentrate (v): tập trung (vào)
- craft (n): (nghề, đồ, kỹ nghệ) thủ công
- focused (adj): chuyên tâm, tập trung
- beforehand (adv): trước, sớm hơn
- practical (adj): thực tế, thực tiễn

*Checking vocab: What and where

II/ During stage:

Act 2: Read the conversation and tick T (True) or F (False) for each sentence.

* **Aim:** To improve Ss' skill of reading a conversation for details.

- Ask Ss to work individually to read the conversation and to decide if the statements below the conversation are true or false.
- Ss read and tick T (True) or F (False).

Answer key:

1. T 2. T
3. F: when he was five => 5 years ago 4. T

Act 3: Read the conversation again and choose the correct answer A, B, or C.

* **Aim:** To improve Ss' skill of reading for general and specific information.

- Have Ss work individually to circle the correct answers.

Answer key: 1. B 2. C 3. B 4. B 5. C

IV/ Post stage: SPEAKING

***Aim:** To help Ss practise asking and answering questions for information about school clubs;

- To give Ss an opportunity to practise explaining their reasons or the benefits they gain.

Act 4: Work in pairs. Make conversations using the given information.

- Have Ss work in pairs to ask and answer questions about the guitar club and painting club.
- Ask them to practise giving some benefits / reasons.
- Ask some pairs to role-play.

Suggested questions:

- What time does the club meet?
- Where does it meet?
- How can I contact the club? / What is the contact number of the club?
- Who will coach the club?
- What are the benefits you get when you join the club? / Why do you want to join this club?

Act 5: Work in groups. Ask and answer questions about a club at your school. Report the answers to your class.

- Have Ss work in groups to ask and answer questions about a school club they would like to participate in.
- Ask them to give as many benefits and/ or reasons why they want to take part in the club. Tell them to explain the reasons based on their likes, dislikes, abilities, or personalities.

*** Wrap-up:**

- Ask Ss what they have learnt in the lesson.
- Ss retell some school clubs they have learnt after the lesson and their benefits.

VI/. Homework

- Learn the lesson by heart.
- Do exercises in the Workbook.
- Prepare for: Skills 2

*** Feedback:**

Week : 7 Period : 21	UNIT 3: TEENAGERS Lesson 6: Skills 2	Date of preparing: 10/10/2023
---------------------------------------	---	--

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

- Listen for general and specific information about teen stress, recall the lexical items related to pressures teens face and write a paragraph about the causes and solutions.
- Be collaborative and supportive in pair work and teamwork
- Have a positive attitude toward pressures and know how to deal with them

B. TEACHING AIDS:

- Grade 8 textbook, pictures, TV, *hoclieu.vn*

C. PROCEDURES

I/ Warm up: Game: Table cloth

***Aim:** To create an active atmosphere in the class before the lesson and help ss focus on the listening & writing topic.

- Ss write down on the poster as many types of pressure as possible.

Suggested answers: Pressure from parents, pressure from work, pressure from schoolwork, pressure from friends, peer pressure, exam pressure, pressure to get into gifted/ high schools, pressure of getting higher marks, ...

- Ask Ss to look at SKILLS 2 on page 35.

II/ Pre - stage:

*** Vocabulary:**

parental (adj) liên quan tới bố mẹ, thuộc bố mẹ

peer (n) người ngang hàng, bạn đồng lứa

bully (v) bắt nạt

bullying (n) sự bắt nạt

Checking vocab: Matching

Act 1: Which types of pressure below do you think teens face?

* **Aim:** To help Ss focus on some keywords and phrases for listening.

- Ask Ss to work in pairs to circle the types of pressure teens face.

- Tell Ss that they are going to listen to a conversation between some students about the pressures and causes of stress teens face.

Suggested answer: A, C, D

III/ During - stage:

Act 2: Listen to a conversation and choose the correct answer to each question

***Aim:** To improve Ss' listening skills for general information.

- Ask Ss to work individually, listen and choose the correct answer to each question

Answer key: 1. C 2. B

Act 3: Listen to the conversation again and fill each blank with ONE word.

***Aim:** To improve Ss' listening comprehension and note taking skills.

- Ask Ss listen and fill in each blank.

Answer key:

1. parents 2. abilities 3. body / weight

4. good 5. sister 6. talk

Act 4: Match the causes of teen stress with the possible solutions. There may be more than one solution to a problem.

* **Aim:** - To provide Ss with vocabulary and ideas about the causes of teens' stress and solutions

- Ask Ss to work in pairs to match causes of teens' stress with solutions.

- Ask Ss to add any more causes and solutions they can think of.

Suggested answer:

1. B 2. D 3. C 4. A, B, D

IV/ Post - stage:

Act 5: Write a paragraph (80 - 100 words) about the cause(s) of your stress and offer solutions

***Aim:** To improve Ss' writing skills.

- Ask Ss to work individually to write a paragraph.

- T asks one student to read out his / her paragraph.

Suggested answer:

I often feel stressed because of schoolwork, and here are the ways I deal with my stress. First, I often talk to my parents about how I feel and what I expect my parents to help. Second, I stopped staying up late to play games or chat with peers. I turn off my computer and smartphone at 10 p.m. Third, I also tell my parents that I am making efforts, but there are subjects that I don't really like so I can't get very high marks as they expect. I also stop going to extra classes and increase self-study.

*** Wrap-up**

- Ask Ss what they have learned in the lesson.

- Ss tell the whole class about their stress and what they often do to deal with stress.

V/. Homework

- Finish a paragraph.

Week: 8 Period: 22	UNIT 3: TEENAGERS Lesson 7: Looking back & Project	Date of preparation: Oct 18 th , 2023	- Do exercises in the Workbook. - Prepare for: Looking back * <u>Feedback:</u>
-------------------------------------	---	---	---

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

1. Knowledge:

- Repeat and distinguish the structures of simple sentences and compound sentences
- Memorise the uses of some conjunctions
- Memorise some words related to teen school clubs, teens' use of social media, and teen stress and pressure.
- Apply what they have learnt (vocabulary and grammar) into practice through a project

2. Core competences:

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

3. Personal qualities:

- Be benevolent and responsible , - Develop self-study skills

II. TEACHING AIDS:

1. Teacher: Grade 8 textbook, Unit 3, Looking back and project, Computer connected to the Internet, Projector / TV, *hoclieu.vn*
2. Students: textbooks, notebooks, color pencils, posters, ...

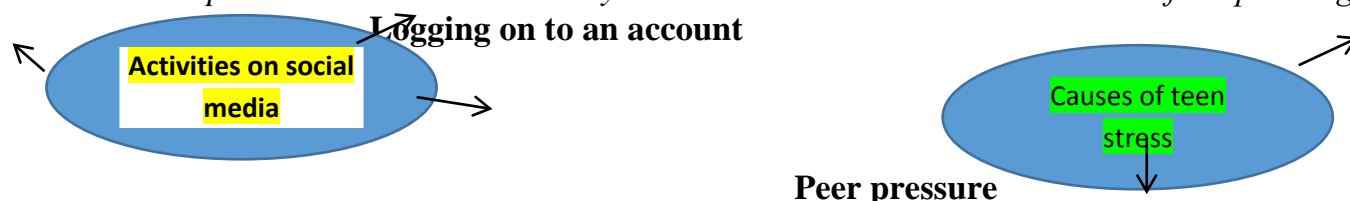
III. PROCEDURES

1. WARM -UP

***Aim:** To help students revise the vocabulary items they have learnt in the unit and enhance students' skills of cooperating with team mates.

BRAINSTORMING (Task 1/ 36)

* **Aim:** To help Ss to review the vocabulary learnt and to enhance students' skills of cooperating with team mates..



- Have Ss work in 2 teams A and B to complete the webs with words / phrases.
- Check answers as a class.
- Have Ss read out their words/phrases from their webs. Correct Ss' pronunciation if necessary.

***Suggested answers:**

- **Activities on social media:** browsing websites, uploading pictures, checking notifications, connecting with friends, discussing problems, sharing opinions, commenting on posts, sharing posts

- **Causes of teen stress:** pressure from parents, pressure from schoolwork, bullying, spending too much time on social media

2. PRE-STAGE

Aim: To help Ss revise the vocabulary items (verbs) and the grammar points they have learnt in the unit.

a) Grammar:

- * A simple sentence is made up of one independent clause.
- * A compound sentence is made up of two or more independent clauses
- * Connectors: **coordinating conjunctions:** *for, and, but, or, so*, **conjunctive adverbs:** *however, therefore, otherwise*.

2. DURING – STAGE

* **Aim:** To help Ss revise the vocabulary related to teenagers

To help Ss to practice the simple sentences and compound sentences, using conjunctions

a. Task 2: Fill each blank with the correct form of the words in the box.

- Have Ss work individually to fill in each blank with the correct form of the words from the box.
- Check answers as a class.
- Ask some Ss to read the passage aloud.

Answer key: 1. participates 2. clubs 3. connects 4. skills 5. upload 6. bullies / bullying

b. Task 3: Use the conjunctions provided to connect the sentences.

- Have Ss work individually to connect the two simple sentences to create a compound sentence using the words in bold. Remind them of the meanings and use of the connectors.
- Then ask Ss to work in pairs to swap and check their answers.
- Check answers as a class.
- Ask one student to read out the sentences. Correct his / her pronunciation if necessary.

Answer key:

1. Mai is the head of the club, so she knows the members very well.
2. Lan wanted to go to the party, but she couldn't choose a suitable dress.
3. Tom felt stressed; however, he tried to finish his homework.
4. He isn't a member of the chess club; therefore, he won't join the chess competition.
5. We will have a short holiday; otherwise, we will feel very stressed.

c. Task 4: Complete the sentences below. Then compare your sentences with your partners'.

- Ask Ss to work individually to complete the sentences as requested.
- Ask one or two Ss to go to the board and write their full sentences.
- Then ask the class to work in pairs. Tell them to swap their sentences and check their partner's answers.
- Check the sentences on the board.
- Have all Ss correct their partner's answers.
- Ask some Ss to read out their sentences.

Suggested answer:

1. Teens need to have good health, so they should do some sport(s).
2. His parents have high expectations of him, but they don't care about his abilities.
3. Teenagers should develop social skills; otherwise, they may not be able to communicate with peers and other people.

4. We sometimes feel lonely and sad; therefore, we need our families and friends.
5. He does very well at school; however, he doesn't have teamwork or communication skills.

4. POST –STAGE: PROJECT

***Aim:** To allow students to apply what they have learnt into practice through a project.

Our school club

- Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary
- Give feedback to students' presentations.
- T shows the **Rubric of Evaluation**

	★★★	★★	★
Drawing (Bản vẽ)	beautiful, harmonious, creative	beautiful, harmonious, but not creative	not beautiful, harmonious, creative
Speech Content (Nội dung bài nói)	clear layout, good use of language	clear layout, but having some mistakes in the use of language	no clear layout, having many mistakes in the use of language
Presentation (Phong cách trình bày)	fluently, clearly, self-confidently	clearly but not fluently or self- confidently	Unclearly, not fluently, not self- confidently

- T has groups show and present the invitation to the class.
- Students in other groups comment and vote for the best poster.
- Students vote for the best poster. - Teacher gives feedback.
- Teacher confirms and corrects.

* WRAP- UP:

- To consolidate what Ss have learnt in the lesson
- Ask Ss to talk about what they have learnt in the lesson.

* Now I can:

Ask Ss to complete the self- assessment table

Identify any difficulties, weak areas, and provide further practice.

5. HOMEWORK

- Review what they have learnt in this unit
- Prepare the lesson: REVIEW 1

* Feedback:

Week :8 Period:23	REVIEW 1(UNITS 1-2-3) Lesson 1: LANGUAGE	Date of preparation: Oct 18th, 2023
------------------------------------	---	---

I. OBJECTIVES

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

1. Knowledge

- Vocabulary: revise lexical items related to leisure activities, expressions about likes and dislikes, life in the countryside; teen school clubs, teens' use of social media, and teen stress;
- Pronunciation: pronounce the sounds /ʊ/ and /u:/; /ə/ and /ɪ/; /ʊə/ and /ɔɪ/ correctly in words and sentences;
- Grammar: use verbs of liking / disliking followed by gerunds and / or *to*-infinitives to talk about likes and dislikes; use the comparative forms of adverbs; use simple sentences and compound sentences;

2. Competences

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

3. Personal qualities

- Be ready and confident in the midterm test

II. MATERIALS

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

III. Assumption

Ss may lack experience of group / teamwork.

Solutions

- Encourage Ss to work in groups so that they can help one another.
- Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Teacher shows 3 sets of pictures (taken from Project lessons of Units 1-2-3) and asks students to find a keyword for each set of pictures.
- Students raise hands to answer.
- Teacher and students discuss the answers.

- Teacher checks the answers as a class.

c. Expected outcomes:

- Students remember the topic of 3 previous units.

d. Organisation Keywords game:

- Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.
- Students raise hands to answer.
- Teacher and students discuss the answers.
- Teacher checks the answers as a class.

Suggested answers:

- Leisure time
- Life in the countryside
- Teenagers

e. Assessment

- Teacher corrects students (if needed).

2. ACTIVITY 1: PRONUNCIATION (5 mins)

a. Objectives:

- To help Ss review pairs of sounds /ʊ/ and /u:/, /ə/ and /ɪ/, and /ʊə/ and /ɔɪ/ in Units 1 - 3.

b. Content:

- Task 1: Circle the word whose underlined part is pronounced differently from the others.

c. Expected outcomes:

- Students know how to identify between pairs of sounds.

d. Organisation

Task 1: Circle the word whose underlined part is pronounced differently from the others. (5 mins)

- Write some words containing the sounds taught in Units 1 - 3 on the board.
- Underline the letter(s) containing the sounds.
- Ask Ss to read the words on the board aloud. Correct them if needed.
- Allow Ss some time to do the exercise.
- Call on some Ss to share their answers.
- Confirm the correct answers as a class.

Answer key:

1. B 2. D 3. B 4. C 5. B

e. Assessment

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

3. ACTIVITY 2: VOCABULARY (11 mins)

a. Objectives:

- To help Ss review new vocabulary learnt in Units 1 - 3.
- To provide Ss with more practice with the use of some key words.

b. Content:

- Task 2: Circle the correct answer A, B, or C.
- Task 3: Complete the sentences with the words from the box.

c. Expected outcomes:

- Ss remember about the vocabulary items and their form.

d. Organisation

Task 2: Circle the correct answer A, B, or C. (5 mins)

- Have Ss work individually.
- Then ask some Ss to read out their answers.
- Confirm the correct answers.
- Correct Ss' pronunciation if necessary.

Answer key:

1. B
2. C
3. B
4. A
5. B

Task 3: Complete the sentences with the words from the box. (6 mins)

- Have Ss do this exercise individually or in pairs.
- Have Ss read the words in the box first and see if they remember their meanings.
- Ask Ss to read each sentence and decide which word from the box best fits in.
- Confirm the answers as a class. Highlight the key word(s) in each sentence which helps Ss do the task.

Answer key:

1. hospitable
2. pressure
3. focus
4. trained
5. bully

e. Assessment

- Teacher corrects students by going around while they're practising.

4. ACTIVITY 3: GRAMMAR (12 mins)

a. Objectives:

- To help Ss revise the use of verbs of liking / disliking + gerunds and comparative adverbs
- To provide Ss with more practice on the use of connectors that connect independent clauses to make compound sentences: so, but, and, otherwise, therefore.

b. Content:

- Task 4: Choose the correct answer A, B, or C.
- Task 5: Underline the correct bold word in each sentence.

c. Expected outcomes:

- Students remember the learnt grammar points in Units 1, 2, 3

d. Organisation

Task 4: Choose the correct answer A, B, or C.

- Have Ss do the task individually or in pairs.
- Ask Ss to read each sentence and decide which answer (A, B, or C) best completes the sentence.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if necessary.

Answer key:

1. B
2. A
3. C
4. B
5. A

Task 5: Underline the correct bold word in each sentence. (5 mins)

- Help Ss revise the use of connectors that connect independent clauses to make compound sentences: *so*, *but*, *and*, *otherwise*, *therefore* by writing one sentence with *so* (or *but*, *and*) and one sentence with *therefore* (or *otherwise*).
- Remind them of the use of these connectors and the punctuation that goes with them. For example, all these connectors stand at the beginning of the second clause: *so*, *but*, *and* stand behind a comma; *otherwise* and *therefore* stand between a semicolon and a comma.
- Have Ss work individually or in pairs.
- Ask Ss to read the sentences and underline the clues that show the appropriate connector to use before Ss do the exercise.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences.

Answer key:

1. so
2. but
3. otherwise
4. and
5. therefore

e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION

a. Wrap-up

- Have Ss say what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare Review 1(Skills)

Week:8 Period:24	REVIEW 1 (Skills)	Date of preparation: Oct 18th, 2023
-----------------------------------	--------------------------	---

I. OBJECTIVES

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

1. Knowledge

- Read for general and specific information about managing stress;
- Talk about living in the countryside;
- Listen for specific information about lives in the city and in the countryside;
- Write a paragraph about leisure activities.

2. Competences

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

3. Personal qualities

- Be ready and confident in the midterm test

II. TEACHING AIDS:

1. Teacher: Grade 8 textbook, Review 1, Skills, Computer connected to the Internet, Projector / TV, *hoclieu.vn*

2. Students: Text books, notebooks, posters ...

III. PROCEDURES

Aims: To revise the language that students have learnt in Units 1+2 + 3.

1. WARM – UP: Miming game:

- Teacher calls 1 student to the board and secretly shows him/ her a hobby.
- That student acts out the hobby without saying a word. The other students raise their hands to answer.
- Teacher and students discuss the answers.

Suggested answers:

Gardening, Taking photos, Horse riding

2. PRE- STAGE:

***Aims:** To help students practise reading, listening for specific information and complete a guided paragraph of 40-45 words about a student's family member.

3. DURING - STAGE

***Aims:** To help Ss use the language they have learnt and master the skills they have practiced in Units 1-2-3

+ READING

Task 1: Read the passage and choose the correct answer A, B, or C.

- Familiarise Ss with a new genre by asking them to look quickly at the text and the first paragraph then answer questions:

+ *What do you think is the purpose of the text?*

+ *How many subheadings are there?*

+ *What do you think the subheadings are about?*

- Ask Ss to do the exercise individually. Guide them to read the information in the text.

- Call on some Ss to share their answers with the class.

- Confirm the correct answers as a class. Explain if needed.

Answer key: 1. B 2. C 3. A 4. C 5. B

+ SPEAKING

***Aim:** To provide Ss with an opportunity to talk about the reasons people like / dislike living in the countryside and advantages and disadvantages of living in the city.

Task 2: Work in pairs interview each other, using the questions below. Take notes of the answers and then report the results to the class.

- Have Ss work in pairs or groups.

- Ask Ss to make notes for the three questions.

- Allow Ss some time to talk.

- Ask them to look at Unit 2 (if necessary) for vocabulary about life in the countryside and city, and advantages and disadvantages of living there.

- Call on some pairs or groups to report their answers to the class. Each pair or group answers one question to allow opportunities for other Ss.

- Listen and comment, especially on the explanations.

Questions:

- *What are some reasons why people like living in the countryside?*

- *What are some reasons why people dislike living in the countryside?*

- *What are some advantages or disadvantages of living in the city?*

+ LISTENING

*** Aim:** To provide Ss with more practice on listening for specific information.

Task 3: Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.

- Have Ss read the instructions and the table first to get an overall idea of what they are going to listen to and to guess what information they need to fill in each blank. Ask them to think of the part of speech first (adjectives, verbs or nouns) and predict the possible words.

- Play the recording and allow Ss some time afterwards to complete their answers.

- Check the answers as a class. If needed, play the recording again and pause when an answer comes.

Answer key: 1. places 2. convenient 3. public 4. spacious 5. hospitable

4. POST- STAGE: To allow students to apply what they have learnt (vocabulary and grammar) into practice reading skills and writing skills

+ WRITING

Task 4: Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues.

- Have Ss work individually. Ask Ss to read and answer the questions 1 - 3.
- Allow Ss some time to write.
- Ask them to write about 7 to 8 sentences.
- Ask some Ss to read aloud their writing and give feedback on vocabulary, grammar structures showing likes and dislikes, and connectors.

***Wrap-up**

- Have Ss tell what they have learnt in the lesson.

5. Homework.

- Review Unit 1-2-3.
- Prepare revision (Units 1-3)

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

<i>Week:9</i> <i>Period 25</i>	REVISION (UNITS 1-2-3)	Date of preparing: 25/ 10/ 2023
-----------------------------------	-------------------------------	--

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

1. Knowledge:

- Review vocabulary related to the topics: hobbies, healthy living, community service, the pronunciation, Grammar,
- Practice reading for general and specific information.
- Practice listening for specific information.
- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

II. TEACHING AIDS: Textbook, laptop, pictures, TV

III. PROCEDURES:

- Pronunciation: Indicate the word whose underlined part is pronounced differently from the others.:

/ə/, /i/, /u/, /u:/

- **Vocabulary:** Words related to the Leisure time, Life in the countryside, Teenagers

-**Grammar:** Verbs of liking / disliking, Comparative forms of adverbs, Simple and compound sentences.

- **Communication:** Inviting and accepting invitation ,making requests .
- Reading: + Read the text and fill in the blank (with suitable words from the box)
+ Read the text and choose the best answer:
- Writing: + (Error identification) Circle A, B, C or D which is not correct in standard English
+ (Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged
+ (Sentence building) Write complete sentences from the words given.
- Listening: + Listen to a dialogue about healthy habits and tick True/ False
+Listen a dialogue about hobbies and choose the best answer

A Lý thuyết và ngữ pháp:

I. Vocabulary: Ôn từ vựng Units 1, 2, 3 về các chủ đề: Leisure time, Life in the countryside, Teenagers

II. Grammar:

1.Verbs of Liking/ disliking: enjoy/ love/ like/ hate/ dislike/ be interested in + V-ing/to-infinitives

2.Comparative adverbs

Short adverbs: hard, fast, near, far, right, wrong, ...

Long adverbs: quickly, interestingly, tiredly, ...

FORM:

S1 + Adv- er + than + S2 Pronoun

EX:They work harder than I do.

S1 + more + adv + than + S2 Pronoun

EX: My friend did the test more carefully than I did.

+ Notes:

Good/ well -> better

Bad/ badly -> worse

Much/ many -> more

a little/ little -> less

far -> farther/ further

3. Simple Sentences and compound sentences

- T explains to ss what a simple sentence or a compound sentence is.

- Ask Ss to read aloud as a class the words *for, and, but, or, so, however, therefore, otherwise*.

- Explain the meanings of these words if necessary. Tell Ss that they can also call these words **connectors**.

- Remind Ss to use a semicolon (;) before *however, therefore, and otherwise*, and the other connectors are followed by a comma (,)

Eg1: Minh has some problems with his schoolwork.

S V

Eg2: Mark is hard-working; therefore, he usually gets high scores on exams.

S1 V1

connectors S2

V2

+ A simple sentence is made up of one independent clause.

+ A compound sentence is made up of two or more independent clauses

+ Connectors

- coordinating conjunctions: *for, and, but, or, so*
- conjunctive adverbs: *however, therefore, otherwise.*

B. Bài tập

Mark the letter A, B, C, or D to indicate the word whose underlined part is pronounced differently.

- | | | | |
|-----------------------|--------------------|--------------------|--------------------|
| 1. A. <u>n</u> oodles | B. <u>s</u> chool | C. <u>f</u> ood | D. <u>f</u> oot |
| 2. A. <u>s</u> oup | B. <u>c</u> ould | C. <u>w</u> ould | D. <u>w</u> ould |
| 3. A. <u>w</u> olf | B. <u>w</u> ho | C. <u>m</u> ove | D. <u>l</u> ose |
| 4. A. <u>o</u> range | B. <u>v</u> illage | C. <u>b</u> uffalo | D. <u>c</u> abbage |
| 5. A. <u>c</u> ombine | B. <u>p</u> olice | C. <u>c</u> over | D. <u>c</u> ollect |

Mark the letter A, B, C, or D to indicate the word that differs from stress.

- | | | | |
|------------------|----------------|------------|----------------|
| 1. A. frequently | B. teenagers | C. leisure | D. countryside |
| 2. A. rural | B. harvest | C. protect | D. orchard |
| 3. A. situate | B. communicate | C. pagoda | D. exciting |

Complete the sentence with a correct word:

faster - villages - account - coach -

- Horses can run _____ than buffaloes.
- Mary often logs on to an _____ to see other's posts.
- Their PE teacher _____ them after school every day.
- Duong Lam, one of the most ancient _____ in Hanoi, is situated in Son Tay.
- The area around the village is famous for its _____ landscape.

Multiple choice:

- Nam:** "*Do you fancy going out for a drink?*" - **Hoa:** " _____ "
- A. I usually drink tea. B. Sure, thanks. C. Why are you asking? D. No, I prefer coffee
- Tom:** "*What leisure activities do you usually do with your mum?*" - **Mai:** " _____ "
- A. She enjoys doing yoga B. She goes to work at 7a.m
- C. She watches TV in her leisure time. D. We cook, do DIY and cycle together.
- Ann:** "*Ohh! What a nice dress you are wearing!*" - **You:** " _____ "
- A. Don't mention it B. Yes, I like it very much C. It's very nice of you to say so D. Good luck
- The worker are _____ a truck with timber.
- A. unloading B. loading C. taking D. filling
- He often _____ holes in his garden to plant trees.
- A. ploughs B. herds C. digs D. picks
- From the hilltop, we can see row after row of orange trees _____ to the horizon.
- A. running B. expanding C. enlarging D. stretching
- It usually rains _____ in my country than in yours.
- A. heavy B. heavier C. heavily D. more heavily
- This morning, I got up _____ than usual.

A. early B. more early C. earlier D. better early

9. Many girls worry about their appearance, _____ they often look at themselves in the mirror.

A. so B. for C. or D. but

10. They spend a lot of time surfing the net; _____, they have little time to read books.

A. however B. therefore C. although D. otherwise

11. It's _____ time, so the villagers are busy cutting and gathering their crops.

A. festival B. grow C. harvest D. planting

12. How often do you _____ notifications on Facebook? - Once a day.

A. browse B. check C. unload D. connect

13. Why do you choose to **participate** in Soccer Club?

A. connect B. take part C. upload D. donate

14. Nhi was chatting with her friends, so she couldn't _____ on the lesson.

A. concentrate B. coach C. advise C. face

Writing these sentences:

Put the correct form of these adverbs:

1. I speak French _____ (**fluently**) now than I did last year.

2. If you work _____ (**hard**), you will do _____ (**well**) in your exam.

3. Every morning, Nick gets up ten minutes _____ (**early**) than his sister.

Put the correct form of these verbs:

4. I dislike _____ (**hang**) out with my friends.

5. It took them an hour _____ (**load**) all the rice onto the truck.

Combine these sentences with a conjunction (*but, so, therefore, however, and, for....*)

6. Tom felt stressed. He tried to finish his homework.

→ _____

7. I didn't know her phone number. I couldn't visit her last week.

→ _____

Choose A,B,C,D to complete the blanks:

Dear Elena,

Thanks for your email. Now I'll tell you about my summer holiday in my hometown. I live in Hanoi, (1) _____ my hometown is Ninh Binh. My grandparents live there, in a small house near a paddy field. Every morning, my grandma and I got up early and (2) _____ the pigs and chickens. When we finished, we cooked breakfast. After that, I (3) _____ fishing with my grandpa or helped my grandma with the gardening. In the afternoon, I went to the fields with some children. They taught me to (4) _____ the buffaloes. I'm sending you a photo I took (5) my grandparents' house. I hope you'll like it.

Love, Mi

- | | | | |
|-------------|---------------|--------|--------------|
| 1. A. but | B. so | C. for | D. or |
| 2. A. feed | B. is feeding | C. fed | D. will feed |
| 3. A. could | B. went | C. did | D. played |
| 4. A. run | B. get | C. go | D. herd |

5. A. for B. of C. on D. next

HOMEWORK

- Revise vocabulary, content, listening skills and grammar points in Units 1-3
- Prepare for The first mid-term Test.

* **Feedback:**

.....
.....

Week:9 Period 26	THE FIRST MID-TERM TEST	Date of preparing: 25/ 10/ 2023
-----------------------------------	--------------------------------	--

A. OBJECTIVES:

- To check what Ss have learnt in the previous units 1- 3, and the Ss' ability of requirement so that the teacher may know what to do for the best of his/ her teaching.
- To evaluate ss' levels.
- To classify ss.
- To encourage ss to study harder.

I. Language Components: Phonetics ,Vocabulary and Grammar

Pronunciation:

Indicate the word whose underlined part is pronounced differently from the others:

1. Recognize the difference between the two sounds/u/ & /u:/
2. Recognize the difference between the two sounds //ə/& /i /

Vocabulary:

MCQs: Choose the best option

a verb about leisure activities, a noun about life in the countryside, a noun about teenagers and a preposition

Grammar:

MCQs: Choose the best option:

past simple tense, like/ love/ dislike + **v-ing**, simple present tense, simple sentence, prepositions , Comparative forms of adverbs and compound sentences

II. Reading:

Read the text about social media and fill in the blank (with suitable words from the box)

Read the text about life in the countryside and circle the best answer

III. Writing

(Error identification) Write A, B, C or D which is not correct in standard English

(Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged

(Sentence building) Write complete sentences from the words given.

IV. Listening

- Listen to a talk about teen stress and tick T/F

- Listen to a talk about leisure activities and choose the best answer

B. CONTENT OF THE TEST: (enclosed)

UBND HUYỆN NÚI THÀNH
TRƯỜNG THCS CHU VĂN AN

MA TRẬN ĐỀ KIỂM TRA GIỮA KỲ MÔN TIẾNG ANH 8
Năm học: 2023-2024

PARTS	No. of Ques	Mark	Task types	Re		Com		Low App		High App	
				TN	TL	TN	TL	TN	TL	TN	TL
LANGUAGE COMPONENT (3.0)	2	0.5	Pronunciation: Indicate the word whose underlined part is pronounced differently from the others <i>/ə/, /i/, /u/, /u:/</i>	0.5							
	4	1.0	Vocabulary: MCQs: Circle the best option - Leisure time (1) - Life in the countryside (1) - Teenagers (2)	0,5		0,5					
	4	1.0	Grammar: MCQs: Circle the best option - Verbs of liking / disliking (1) - Comparative forms of adverbs. (1) - Simple and compound sentences (2)	0.5				0,5			
	2	0.5	Communication: MCQs: Circle the best option - Inviting and accepting invitation (U1) - Making requests (U3)					0,5			
READING (2.5) 1 passage	6	1.5	Read the text and fill in the blank (6 words)	1.0		0.5					
	4	1.0	Read the text again and circle the best answer (3 options) - Wh- question - Yes -No question - Synonym/ Antonym - Reference			0.5		0.5			

WRITING (2.5)	2	0.5	Error identification: Circle A, B, C or D which is not correct in standard English - Compound sentence - Verbs of liking	0.5						
	4	1.0	Sentence arrangement : (5 phrases -1 phrase ≤ 3w) - Verbs of likes and disliking - Comparative forms of adverbs - Compound sentence			0,5		0,5		
	2	1.0	Sentence transformation: - Simple sentence - Comparative forms of adverbs/adjectives							1.0
LISTENING (2.0) 2 different tasks	4	1.0	Listen and tick True/ False	1.0						
	4	1.0	Listen and choose the correct answer			1.0				
TOTAL(10.0)	38	10.0		4.0	3.0	2.0	1.0			

UBND HUYỆN NÚI THÀNH
TRƯỜNG THCS CHU VĂN AN

SPECIFICATION FOR THE MID-TERM TEST 1 (ENGLISH 8)
School year: 2023-2024

PARTS	CONTENTS	No. of Ques	Mark	Task types	Re		Com		Low App		High App	
					TN	TL	TN	TL	TN	TL	TN	TL
LANGUAGE COMPONENT (3,0)	Pronunciation: 1. Recognize the difference between the two sounds /u/ & /u:/ 2. Recognize the difference between the two sounds //ə/ & /i /	2	0.5	Indicate the word whose underlined part is pronounced differently from the others	0,5							
	Vocabulary: 3. a verb about leisure activities 4. a noun about life in the countryside	4	1,0	Circle the best option	0,5							
	Vocabulary: 5. a noun about teenagers 6. a preposition						0,5					
	Grammar points: 7. simple sentences 8. Comparative forms of	2	0,5	Cicle the best option	0,5							

	adverbs.											
	Grammar points: 9. compound sentences 10. compound sentences Communication: 11. Making requests 12. Giving and responding to compliments	4	1,0					1,0				
READING (2,5)	13. a verb/adj 14. a noun/adv 15. a conjunction 16. a noun/adv	4	1,0	(Cloze test) Read the text about and fill in the blank (with suitable words from the box)	1,0							
	17. a conjunction/ verb 18. a pronoun/ verb	2	0,5				0,5					
	19. What is the passage about?/ where does the river about? 20. Is there a pub in the village?/ Are most villages so close.....?	2	0,5	(Reading comprehension) Read the text about life in the countryside and circle the best answer:			0,5					
	21. The word "it"/ "some" in the paragraph refers to..... 22. Which of the following sentences is not true?	2	0,5					0,5				
WRITING (2,5)	23. verbs of liking and disliking 24. verbs/ adj	2	0,5	(Error identification) Circle A, B, C or D which is not correct in standard English	0,5							
	25. 1 sentence about: verb of liking 26. 1 sentence about: Comparative form of adv 27. 1 sentence about: Compound sentence 28. 1 sentence about: verbs of liking/want to do sth	4	1,0	Sentences arrangement			0,5		0,5			

	29. 1 sentence about: <i>Be interested in/ into/ fond of/ keen on</i> 30. 1 sentence about: Comparative form of adverbs	2	1,0	(Sentence transformation) <i>Rewrite the sentences so as its meaning keeps unchanged)</i>							1,0
LISTENING (2,0)	31,32,33,34 <i>T/F statements</i>	4	1.0	- Listen to a dialogue about teen stress and tick T/F	1.0						
	35,36,37,38 <i>Circle the best answer.</i>	4	1.0	- Listen to a dialogue about leisure activities and circle the best answer A,B,C or D			1,0				
TOTAL(10)		38	10		4,0	3,0	2,0	1,0			

MÃ ĐỀ: A

Họ và tên học sinh: Lớp: 8/.....

A. LANGUAGE COMPONENTS (3.0 pts)

I. Choose the word which has a different sound in the part underlined (0.5 pt).

1. A. village B. cottage C. shortage D. buffalo
2. A. school B. cook C. good D. woman

II. Choose the correct answer A, B, C, or D for each gap in the following sentences (2.5 pts).

3. How often do you _____ notifications on Facebook? – Once a day.
A. upload B. browse C. connect D. check
4. It's _____ time, so the villagers are busy cutting and gathering their crops.
A. harvest B. festival C. growing D. planting
5. Tim spends one hour on the Internet almost every day. He is keen on _____.
A. doing DIY B. cooking C. surfing the net D. doing puzzles
6. Mi is _____ gardening in her free time.
A. on B. into C. to D. in
7. We enjoy _____ board games.
A. playing B. play C. to play D. played
8. Today it is raining _____ than it was yesterday.
A. heavier B. heavily C. more heavily D. most heavily
9. Tuan tries to focus more on his studies; _____, he won't pass the exam.
A. therefore B. however C. otherwise D. but
10. Parents should give teens some freedom, _____ they should also set limits.
A. so B. but C. for D. and
11. Robert: "Would you love to have dinner with me tonight?"-Mary: "_____"
A. Yes, I will B. Yes, I'd love to C. Never mind, thanks D. No, I won't to
12. Mary: "That's a very nice skirt you are wearing." - Julia: "_____".
A. That's nice B. I like it C. That's all right D. I'm glad you like it

B. READING (2.5 pts)

I. Read the passage, and then fill in each gap with one suitable word given in the box (1.5 pts).

it	has	when	communicate	responsibly	popular
----	-----	------	-------------	-------------	---------

Social networking is a technology that is becoming more and more (13) _____ these days because of how user-friendly it is. Social media websites like Facebook, Instagram, Twitter, and others enable people to (14) _____ with one another across distances. (15) _____ we look at social media's positive aspects, there are several advantages. Despite these clear benefits, social networking is viewed as one of society's most damaging forces. If we don't use social media (16) _____, it can have detrimental effects on us. In conclusion, social networking (17) _____ both advantages and disadvantages. Social Media is harmful when used excessively, but (18) _____ is useful if used productively.

II. Reading the following passage and circle the option (A, B, C or D) that best answers each of the questions below (1.0 pt).

The country is more beautiful than a town and more pleasant to live in. Many people think so, and go to the country for the summer holidays though they cannot live there all the year round. **Some** have a cottage in a village so that they can go there whenever they can find the time.

English villages are not alike, but in some ways they are not very different from one another. Almost every village has a church, the round or square tower of which can be seen from many miles around.

The village green is a wide stretch of grass, and houses or cottages are built around it. Country life is now fairly comfortable and many villages have running water brought through pipes into each house. Most villages are so close to some small towns that people can go there to buy what they can't find in the village shops.

19. What is the passage about?

- A. The life in the country B. The life in the town C. villages

20. Are most villages so close to some small towns?

- A. Yes, it is B. Yes, they are C. No, they aren't

21. Which one does the word "Some" in line 2 refer to?

- A. Village people B. City people C. Summer holidays

22. What is NOT TRUE about the passage ?

- A. Many people go to the country for their summer holidays
B. Every English village has a church.
C. It isn't comfortable to live in the country now.

C. WRITING (2.5 pts)

I. Circle A, B, C or D which is not correct in standard English (0.5 pt).

23. Vy loves playing sports, so his brother hates it.

- A B C D

24. When you play games online, be carefully when making friends with strangers.

- A B C D

II. Rearrange the words/ phrases to make a meaningful sentence (1.0 pt)

25. listening/ I/ and drawing./ prefer reading books/ to music/ to.

→

26. more/ skillfully/ Nam / played/ than /his brother/ did/ guitar/ the.

→

27. It / heavily, / rained / but/ Tom/ still/ swimming/ with his friends /went

→

28. likes/ Laura/ her/ posting/ new/ on the Facebook./ pictures/

→

III. Rewrite the sentences so as its meaning keeps unchanged (1 pt)

29. Nga dislikes doing any sports or exercises.

→ Nga isn't.....

30. Going by taxi is faster than going by bus.

→ Going by bus.....

D. LISTENING (2,0 pts)

Part 1. Listen to the conversation and decide if the statements below are true (T) or false (F). (1pt)

31. Ms Hoa encourages students to discuss stress on the class forum.

32. Minh's parents want him to do well in many things, so they send him to various classes.

33. Ann is happy with her body and doesn't want to lose more weight.

34. Mi and her sister often argue and don't get along well.

Part 2. Listen to an interview with Mark about his leisure activities. Choose the correct answers. (1pt)

35. What does Mark usually do on Saturdays?

- A. Spend time with friends B. Go camping C. Connect with family D. Watch videos

36. How does Mark and his friends spend Sundays?

- A. Watching movies at the cinema B. Cooking their favorite food

C. Playing board games

D. Going for a bike ride

37. What outdoor activities do Mark and his friends enjoy?

A. Playing volleyball and skateboarding

B. Going to the park for picnics

C. Going to the cinema

D. Going for a bike ride

38. What does Mark mention about going for a bike ride around their city?

A. It helps them stay in shape.
places.

B. It's a good opportunity to see different

C. They do it every Sunday.

D. They go to the park for it.

-----THE END-----

UBND HUYỆN NÚI THÀNH
TRƯỜNG THCS CHU VĂN AN
ĐỀ CHÍNH THỨC

MÃ ĐỀ: B

ĐỀ KIỂM TRA GIỮA HỌC KỲ I
Môn: Tiếng Anh 8 NĂM HỌC 2023 – 2024
Thời gian: 60 phút (Không kể thời gian giao đề)

Họ và tên học sinh: Lớp: 8/.....

A. LANGUAGE COMPONENTS (3.0 pts)

I. Choose the word which has a different sound in the part underlined (0.5 pt).

- | | | | |
|------------------------|-----------------|-----------------------|---------------------|
| 1. A. <u>co</u> ok | B. <u>pu</u> sh | C. <u>Ju</u> ne | D. <u>w</u> oman |
| 2. A. abili <u>t</u> y | B. pi <u>ck</u> | C. culti <u>v</u> ate | D. vill <u>a</u> ge |

II. Choose the correct answer A, B, C, or D for each gap in the following sentences (2.5pts).

3. I'm fond of _____. In my free time, I usually knite, build dollhouses and making paper flowers.

- | | | | |
|--------------------|--------------|------------|------------------|
| A. surfing the net | B. doing DIY | C. cooking | D. taking photos |
|--------------------|--------------|------------|------------------|

4. Tom helps his family to herd _____ at weekends.

- | | | | |
|-----------|------------|---------|----------|
| A. cattle | B. poultry | C. cats | D. fruit |
|-----------|------------|---------|----------|

5. Students can discuss their problems in their class _____.

- | | | | |
|----------|----------------|---------------|------------------|
| A. forum | B. sports club | C. chess club | D. language club |
|----------|----------------|---------------|------------------|

6. Schoolwork may give teens a lot of stress, they also feel _____ from their parents.

- | | | | |
|-------------|--------------|-----------------|---------------|
| A. pressure | B. happiness | C. expectations | D. loneliness |
|-------------|--------------|-----------------|---------------|

7. When my father was young, he was into _____ early to do the gardening.

- | | | | |
|-----------|---------------|--------------|------------------|
| A. get up | B. getting up | C. to get up | D. to getting up |
|-----------|---------------|--------------|------------------|

8. Please write _____. I can't read it.
 A. clearly B. most clearly C. more clearly D. clear
9. Tuan has to focus more on his studies, _____ he won't pass the exam.
 A. therefore B. however C. otherwise D. but
10. My mum sent me to a chess club _____ she wanted me to be more focused.
 A. because B. therefore C. however D. or
11. Robert: "Would you like to have dinner with me tonight?" - Mary: " _____"
 A. Yes, I'd love to B. Yes, I will C. Never mind, thanks D. No, I won't to
12. Mary: "That's a very nice skirt you are wearing." - Julia: " _____."
 A. That's nice B. Thank you, Marry C. That's all right D. I like it

B. READING (2.5 pts)

I. Read the passage, and then fill in each gap with one suitable word given in the box (1.5 pts).

as	Others	and	spending	have	teenagers
----	--------	-----	----------	------	-----------

Teenagers often have a lot of free time, and they use it in various ways. Some teens enjoy (13)

_____ time with their friends, chatting and laughing together. They might go to the movies, play sports, or simply hang out at the park. (14) _____ like to read books or listen to music, and some are into playing video games until once they complete a challenging level. Many teenagers also enjoy trying new hobbies, such (15) _____ painting, cooking, or playing a musical instrument. Until once they become skilled, these hobbies can be a great source of joy and accomplishment. Additionally, some (16) _____ help with chores around the house, which can be both responsible (17) _____ helpful. Overall, teenagers have a wide range of activities to choose from during their free time, allowing them to explore their interests and (18) _____ fun.

II. Choose the item among A, B, C or D that best answers the question about the passage (1.0 pt).

We live in Yorkshire, on a farm in the country. The farmhouse is quite an old building. It's about 250 years old, I think. There aren't many houses near us. There's a pub in the village about three miles away, but we're over twenty miles from the nearest town. That can be difficult for shopping, but we love it here. **It's** very quiet, there's no traffic, and the view is wonderful. Our uncle's family, however, doesn't live in a house or a flat. They live on a houseboat. The boat looks small, but it's quite big inside. Apart from the bathroom, it only has one room, so they have to do everything there – eat, cook, sleep, and watch TV.

19. Where does the writer live?
 A. in the city B. in a new house C. in a farmhouse
20. Is there a pub in the village?
 A. Yes, there is B. No, there isn't C. Yes, there are
21. The word "**it**" in the paragraph refers to _____.
 A. shopping B. the house C. the village
22. Which of the following sentences is NOT TRUE?
 A. The writer's village has a pub.
 B. The writer's uncle lives in a big houseboat.
 C. The writer's uncle's family cooks and sleeps in one room.

C. WRITING (2.5 pts)

I. Circle A, B, C or D which is not correct in standard English (0.5 pt).

23. Nam loves playing soccer, and his brother hates it.

A B C D

24. Having leisure activities are truly important to the elderly.

A B C D

II. Rearrange the words/ phrases to make a meaningful sentence (1.0 pt).

25. listening/ I/ and drawing./ like reading books/ to music/

→

26. My/ speaks/ more/ my brothers/ fluently/ than / English/ sister/ do

→

27. tired/ Nam/ so/ doesn't/ is/ go/ school/ he/ to/, /

→

28. The/ us/ manager/ work/ wants/ to /hard/ more.

→

III. Rewrite the sentences so as its meaning keeps unchanged (1 pt)

29. Nga isn't crazy about messaging friends.

→ Nga doesn't.....

30. Life in the countryside seems to move more slowly than life in the city.

→ Life in the city.....

D. LISTENING (2,0 pts)

Part 1. Listen to the conversation and decide if the statements below are true (T) or false (F). (1pt)

31. Ms Hoa encourages students to discuss learning English on the class forum. _____

32. Minh's parents send him to many classes like maths, English piano and karate. _____

33. Ann is unhappy with her body and wants to lose a few more kilos. _____

34. Mi gets on with her sister.

Part 2. Listen to an interview with Mark about his leisure activities. Choose the correct answers. (1 pt)

35. What does Mark usually do on Saturdays?

A. Spend time with friends B. Go camping C. Connect with family D. Watch videos

36. How does Mark and his friends spend Sundays?

A. Watching movies at the cinema B. Cooking their favorite food
C. Playing board games D. Going for a bike ride

37. What do Mark and his friends go to the park for?

A. Seeing the animals B. Going to the park for picnics
C. Playing volleyball and skateboarding D. Going for a bike ride

38. What gives them a chance to see different places in their city?

A. Playing volleyball and skateboarding B. Going to the park for picnics
C. Going to the cinema D. Going for a bike ride

-----THE END-----

HƯỚNG DẪN CHẤM ANH 8
MÃ ĐỀ A

A. LANGUAGE COMPONENTS (3.0 points)

I. (0.5 pt): Mỗi câu đúng được 0.25 điểm.

1. D 2. A

II. (2.5pts): Mỗi câu đúng được 0.25 điểm.

3	4	5	6	7	8	9	10	11	12
D	A	C	B	A	C	B	B	B	D

B. READING (2.5 pts)

I. (1.5 pts): Mỗi câu đúng được 0.25 điểm.

13. popular 14. communicate 15. when
16. responsibly 17. has 18. it

II. (1. pts): Choose the correct answer: A, B, C or D

Mỗi câu đúng được 0.25 điểm

- 19.A 20. B 21.B 22.C

C. WRITING (2.5 pts)

I. (0.5 pts): Circle A, B, C or D which is not correct in standard English

Mỗi câu đúng được 0.25 điểm

23. C 24.B

II. (1.0 pts): Rewrite the sentences so as its meaning keeps unchanged

Mỗi câu đúng được 0.25 điểm

25. I prefer reading books and drawing to listening to music.
26. Nam played the guitar more skillfully than his brother did.
27. It rained heavily, but Tom still went swimming with his friends.
28. Laura likes posting new pictures on the Facebook

III. (1.0 pts): Write complete sentences from the words given.

Mỗi câu đúng được 0.5 điểm

29. Nga is not **font of/ interested in/ into** doing any sports or exercises.
30. Going by bus is slower than going by taxi /Going by bus isn't as (so) fast as going by taxi.

D. LISTENING: (2.0 pts)

PART 1: Mỗi câu đúng 0,25 điểm

31. T 32. T 33. F 34. T

PART 2: Mỗi câu đúng 0,25 điểm

35. C 36. B 37. A 38. B

MÃ ĐỀ B

PART I. LANGUAGE COMPONENTS (3.0 pts)

1. (0.5 pt): Mỗi câu đúng được 0.25 điểm.

1. C 2. A

2. (2.5pts): Mỗi câu đúng được 0.25 điểm.

3	4	5	6	7	8	9	10	11	12
B	A	A	A	B	C	B	A	A	B

PART II. READING (2.5 pts)

1. (1.5 pts): Mỗi câu đúng được 0.25 điểm.

- 13.spending 14. Others 15. as
16. teenagers 17. and 18.have

2. (1. pts): Choose the correct answer: A, B, C or D Mỗi câu đúng được 0.25 điểm

- 19.C 20. A 21.C 22.B

PART III. WRITING (2.5 pts)

1. (0.5 pts) Circle A, B, C or D which is not correct in standard English

Mỗi câu đúng được 0.25 điểm

23. C 24.B

2. (1.0 pts): Rewrite the sentences so as its meaning keeps unchanged

Mỗi câu đúng được 0.25 điểm

25. I like reading books, listening to music and drawing.
26. My sister speaks English more fluently than my brothers do.
27. Nam is tired, so he doesn't go to school.
28. The manager wants us to work harder

3. (1.0 pts): Write complete sentences from the words given.

Mỗi câu đúng được 0.5 điểm

29. Nga doesn't love/ like/ enjoy messaging friends.
30. Life in the city seems to move faster than that in the countryside.

PART IV. LISTENING (2.0pts)

PART 1: Mỗi câu đúng 0,25 điểm

31. F 32. T 33. T 34. F

PART 2: Mỗi câu đúng 0,25 điểm

35. C 36. B 37. C 38. D

Listening transcript:

Question 1:

Ms Hoa said we can discuss the stress we have in our lives on the class forum.

- So what stress do you have?
- I'm tired of trying to meet my parents expectations. They want me to study well good at many things. So they send me to many classes like maths, English piano and
- Why don't you tell them your interests and abilities?
- Minh, I talk to my parents about this so they no longer send me to classes I don't like I just focus on my health and try to lose some weight.
- You look fit Anne, you should feel good about your body.
- Are you kidding me? I still need to lose a few more kilos.
- How about you?
- Me? Actually, I don't get on with my sister. She is jealous of anything I have and starts arguments. So I had to talk to my mum.

Interviewer: When do you usually have free time?

Mark: I usually have free time at the weekend.

Interviewer: So how do you spend it?

Mark: I spend time to connect with my family on Saturdays. We do puzzles, play board games or go camping.

Interviewer: What about Sundays?

Mark: I usually spend Sundays with my friends. I have a group of friends and we do lots of things together.

Interviewer: For example?

Mark: Sometimes I invite them to my house. We cook our favourite food and watch a video. It's fun and better than going to the cinema.

Interviewer: Do you do outdoor activities together?

Mark: Yes, we love spending time outdoors. We go to the park to play volleyball or skateboard. It helps us stay in shape. Sometimes we go for a bike ride around our city. This gives us a chance to see different places in our city.

Interviewer: Thanks for letting us interview you.

Week 9 Period 27	UNIT 4: ETHNIC GROUPS OF VIET NAM Lesson 1: Getting started – I'm from the Tay ethnic group	Date of preparing: 25/ 10/ 2023
-----------------------------------	--	--

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

- **Knowledge:** Gain an overview about the topic and vocabulary to talk about *Ethnic groups of Viet Nam*.

- **Competences:** cover the content of the conversation about the topic *Ethnic groups of Viet Nam* by listening and reading, recognize Yes/ no – Wh. Questions.

- **Character qualities:** teach students love our country and people, respect the diversity of our culture through knowledge and understanding about *ethnic groups of Viet Nam*.

B. TEACHING AIDS: textbook, laptop, TV, extra boards, ...

C. STAGES:

I. WARM-UP: *Nextwork*

Aims: To activate students' prior knowledge related to the topic "*ethnic groups of Viet Nam*"



Suggested answers:

Tay, Nung, Dao, Kinh, Brau, Hani, Hmong, Bahnar, Bru, Muong, Koho, Giay, ...

II. PRE- STAGE:

Aims: to teach Ss some words related to the topic *Ethnic groups of Viet Nam*; to set the context for the introductory conversation and to introduce the topic of the unit.

1. Vocabulary: (Using different techniques to teach Vocab)

- ethnic (adj) (group): (nhóm) dân tộc
- post (n): cột
- overlook (v): nhìn ra
- five-colour sticky rice (n): Xôi ngũ sắc
- costume(n): trang phục
- terraced field (n): ruộng bậc thang

* **Checking vocab:** ROR

2. Listen and read: Act 1. Listen and read

- **Set the scene:**

- Have Ss look at the title and the picture, and answer some questions: *What do you think Lai and Tom are talking about?, Do you know anything about the TAY ethnic group?*
- T asks Ss to give their answers, but does not confirm whether their answers are right or wrong.
- T plays the recording twice for Ss to listen and read along.
- T invites some pairs of Ss to read the dialogue aloud.
- Refer to the questions previously asked and ask Ss if they would like to change.
- confirm the correct answer (*They are talking about the ethnic group of Viet Nam*)

III. DURING- STAGE

Aim: To help students understand the conversation and use the words in context

3. Act 2: Read the conversation again and circle the correct answers:

- T asks Ss to read the conversation again and work independently to find the answers. Remind them to underline the information.
- T has students compare their answers with their partners before checking with the whole class.
- T gives the correct answers.

Answer key:

1. C 2. B 3. A

4. Act. 3: Match the pictures with the word and phrases from the conversation

- T asks Ss to look at the pictures and read the word and phrases.
- Ss work individually to match the word and phrases with the pictures.
- Ss compare their answers with a partner.
- T checks the answers as a class and gives feedback.

Answer key:

1. c 2. a 3. d 4. b

5. Act. 4. Complete the sentences with the words and phrases from the box

- T asks Ss to read 5 sentences (with gaps) carefully.
- Ss work independently to fill in each blank with a suitable word or phrase from the box.
- T checks the answers as a class and gives feedback.

Answer key:

1. folk dance 2. Overlooks 3. musical instrument
4. traditional 5. ethnic groups

*** Language notes:** simple sentences.

- Yes/ No and Wh- questions.
- Have Ss find out the sentences from the conversation.

Ex: -Do you live in the mountains ?

- can you tell me something about your culture?

IV. POST-STAGE: Game: Whereare they?

Aim: To allow Ss to locate where some large ethnic group in Viet Nam live.

- Allow Ss one minute to discuss and label the map with the names of the ethnic groups from the box.
- Call some groups to say aloud their answers
- Confirm the correct answers.

Answer key:

1. Hmong 2. Nung 3. Ede
4. Bahnar 5. Khme 6. Cham

V. CONSOLIDATION:

a. Wrap-up

- T shows some ethnic groups on the projector.
- T asks Ss to say the words related to ethnic groups from the lesson that they can remember.

b. Homework

- Learn by heart all the words that they have just learnt
- Do exercises in the workbook.
- Start preparing for the Project of the unit:

T randomly puts Ss in groups of 4 or 5 and asks them to choose an ethnic group in Viet Nam that they are most interested in and make a poster about it (suggested information in Project lesson). Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

-Prepare for new lesson: A Closer look 1

Feedback:

.....

<i>Week 10</i> <i>Period 28</i>	UNIT 4: ETHNIC GROUPS OF VIET NAM Lesson 2: A closer look 1	Date of preparing: 01/ 11/ 2023
------------------------------------	--	--

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

- **Knowledge:**

Vocabulary: The lexical items related to the life of the ethnic people.

Pronunciation: Correctly pronounce words that contain the sounds /k/ and /g/

- **Competences:** Develop communication skills and creativity, be collaborative and supportive in pair work and teamwork

- **Character qualities:** Respect ethnic groups of Viet Nam and their culture.

B. TEACHING AIDS: textbook, laptop, TV, extra boards, ...

C. STAGES:

I. WARM-UP: Kim's game

Aim: To create an active atmosphere in the class before the lesson and lead into the new lesson.

- T asks Ss to work in 2 groups.

- T shows some pictures related to ethnic groups in 2 minutes.

- Ss look at the pictures and remember (no writing)

- As soon as teacher stops showing the pictures, Ss work in groups and write the words for the pictures they have seen

- The group with more correct answers becomes the winner.



Suggested answers:

(a) bamboo house, costume(s), five-colour sticky rice, folk dance, musical instrument(s), post(s), stilt house, terraced field(s)

II. PRE-STAGE:

Aim: To teach new words related to the life of the ethnic people and how to pronounce the sounds /k/, /g/.

1. Vocabulary:

- communal house (n): nhà rông
- minority (n): thiểu số
- livestock (n): gia súc
- raise (v): chăn nuôi
- gong(n): cái đồng/ chiêng
- flute (n): sáo
- wooden statue (n): tượng gỗ

Checking Vocabulary: Matching

2. Pronunciation

Act.4 : Listen and repeat the words

- T writes 2 words 'folk' and 'garden' on the board and asks Ss how to pronounce these sounds.

III. DURING-STAGE:

Aim:

- to help Ss understand more clearly the meaning of some words and phrases and use the words and phrases in specific contexts.
- to help Ss practice pronouncing the sounds /k/, and /g/ in words correctly

Act. 1: Write a word or phrase from the box under each picture.

- T asks Ss to look at each picture and say the word or phrase describing it if they know.
- T asks Ss to read the phrases and do the matching.
- Ss work individually, choose the suitable word/ phrase and write it under each picture.
- T checks the answers as a class.

Answer key:

- | | | |
|------------------|---------------|--------------------|
| 1. wooden statue | 2. Rong house | 3. weaving |
| 4. bamboo flute | 5. Gong | 6. terraced fields |

Act. 2: Match the words and phrases with their meanings.

- T asks Ss to read the words and phrases that have been provided.
- Ss work individually, match suitable words/ phrases with their meanings.
- T checks the answers as a class.

Answer key:

- | | | | | |
|------|------|------|------|------|
| 1. c | 2. a | 3. e | 4. d | 5. b |
|------|------|------|------|------|

Act. 3: Complete the sentences with the words and phrases from the box.

- T asks Ss to read the words/ phrases and the sentences carefully.
- T asks Ss to work in pairs, discuss and choose suitable words/ phrases to fill in the gaps.
- Ss do the task in pairs and then go to the board and write their answers.

- T checks the answers as a class.

Answer key:

- | | | |
|--------------------|-------------------|--------------|
| 1. unique features | 2. Weave | 3. raise |
| 4. communal house | 5. minority group | 6. Livestock |

Act. 4: Listen and repeat the words. Pay attention to the sounds /k/ and /g/.

- T plays the recording (Track 21).
- T asks Ss to listen and pay attention to the sounds /k/ and /g/.
- Ss repeat the words as a class, in groups and individually.

/k/	/g/
cultural	gong
communal	garden
Musical	gathering
Folk	Tiger
Overlook	pig

IV. POST- STAGE:

Aim: To help Ss practice the sounds /k/ and /g/ correctly in sentences.

- T plays the recording (Track 22).
- T asks Ss to listen and pay attention to the underlined words with the sounds /k/ and /g/.
- Ss repeat the sentences as a class, in groups and individually.

V. WRAP- UP:

* **Aim:** To consolidate what students have learnt in the lesson.

- T. asks Ss to talk about what they have learnt in the lesson.

V. HOMEWORK:

- Learn by heart all the new words.
- Do exercises in the workbook.
- Prepare for Lesson 3 - A closer look 2

Feedback:

.....

Week 10 Period 29	UNIT 4: ETHNIC GROUPS OF VIET NAM Lesson 3: A closer look 2	Date of preparing: 01/ 11/ 2023
------------------------------------	--	--

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

- **Knowledge:**

Grammar: *Yes / No* and *WH*-questions. Countable and uncountable nouns.

- **Competences:** Develop communication skills and creativity, be collaborative and supportive in pair work and teamwork

- **Character qualities:** Respect ethnic groups of Viet Nam and their culture.

B. TEACHING AIDS: textbook, laptop, TV, extra boards, ...

C. STAGES:

I. WARM-UP: - Game: **Who is faster?**

Aim: To create an active atmosphere in the class before the lesson and lead into the new lesson.

- Teacher divides Ss into 4 groups and gives each group a piece of paper.

- Teacher asks them to write as many words (nouns) related to ethnic groups of Viet Nam as possible.

- Each group chooses one secretary to write the words that other members tell him/ her. Ss play the game in 3 minutes. Teacher asks each group to hand in their papers and checks, the group with the most correct words is the winner. Teacher invites the winner to read aloud their words.

Suggested answers:

gong, communal house, wooden statue, folk dance, musical instrument, bamboo house, costume, five-colour sticky rice, stilt house, terraced field,...

II. PRE-STAGE:

Aim: to remind *Yes / No* questions and *Wh*-question words, identify countable and uncountable nouns and revise how to use a quantifier with a countable or uncountable noun.

1. T provides less advanced Ss with a simple revision on how to form *Yes / No* questions by guiding them how to change a sentence into *Yes / No*. Vary the tense of verbs.

Example: We are studying Unit 4.

-> Are we studying Unit 4?

- Many of my students attended the school's art exhibition.

-> Did many of your students attend the school's art exhibition?

2. T reminds the using of the question words.

Example: They live happily in their stilt house.

- Who lives happily in their stilt house?

- How do they live in their stilt house?

- Where do they live happily?

3. Countable and Uncountable nouns

- Has a small revision of countable and uncountable nouns (what they are and how to identify them).

- T gives some examples like cooking oil, road, ball, air, ... and asks Ss which one they can count and which one they cannot.

- Refers to the use of quantifiers that a countable or uncountable noun can go with through examples.

Eg: This is a ball.

There is a little cooking oil in the bottle.

- T explains about quantifiers: **A, many, much, a few, a little**

QUANTIFIERS	USE
1. many	countable nouns, usually in negative statements and questions
2. much	uncountable nouns, usually in negative statements and questions
3. a few	countable nouns, means 'some'
4. a little	uncountable nouns, means 'some'

5. a	They are a type of determiner and they go before a countable noun. usually in affirmative, negative or interrogative.
------	---

III. DURING-STAGE:

Aim: - To help students revise the form of *Yes / No* questions and the use of *Wh*-question words.

- To help students identify countable and uncountable nouns and revise how to use a quantifier with a countable or uncountable noun

Act 1 : Change the sentences into *Yes / No* questions.

- T asks Ss to work individually and do the exercise then compare their answers with their friends.

- T checks students' answers as a class.

Answer key:

1. Do women play an important role in a Jrai family?

2. Is *mua sap* a popular folk dance of the Thai people?

3. Did you have boarding schools for minority students in 1950?

4. Did you attend the Ban Flower Festival in Dien Bien last year?

5. Will you watch a documentary about the Khmer?

Act 2 : Choose the correct question word for each question below.

- T asks Ss to work individually.

- T asks them to read the sentences carefully and decide which question word correctly fits in.

- T calls on some Ss to give and explain their answers and checks and confirms the correct answers.

Answer key:

1. B

2. B

3. A

4. A

5. B

Act 3 : Write C (countable) or U (uncountable) for the underlined words.

- T asks Ss to work individually and do the exercise and asks Ss to compare their answers in pairs.

- Ss discuss their answers if there are any differences. T gets feedback and confirms the correct answers.

Answer key:

- Countable nouns: 1,3,4,6

- Uncountable nouns: 2,

Act 4 : Fill in each blank with *a, much, many, a little, or a few*.

- T asks Ss to work individually then compare their answers with their partner.

- T asks Ss to read their answers then confirms and checks answers.

Answer key:

1. a

2. Many

3. a few

4. a little

5. much

IV. POST- STAGE:

Aim: To help Ss practice with countable and uncountable nouns

Act 5: Work in groups. Think of six nouns related to each of the topics below, in which three nouns are countable and three nouns are uncountable.

- Tasks Ss to work in groups and choose one topic. **Leisure time or Living in the mountains**

- Tallows Ss a certain amount of time to discuss and come up with the six words as required.

- Ss think of six nouns to the topic they choose in which three nouns are countable and three nouns are uncountable. T calls on three quickest groups to read aloud their answers.

Suggest words:

* *Leisure time*:+ Countable nouns: film, game, sport,...

+ Uncountable nouns: music, gardening, reading,...

* *Living in the mountains*:+ Countable nouns: terraced field, stilt house, communal house,....

+ Uncountable noun: five-colour sticky rice, nature, ...

V. WRAP- UP:

* **Aim:** To consolidate what students have learnt in the lesson.

- T. asks Ss to talk about what they have learnt in the lesson.

V. HOMEWORK:

- Do exercises in the workbook.
- Prepare for Lesson 4 - Communication.

Feedback:

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

- **Knowledge:-** Use the lexical items related to the life of the ethnic people. Give opinions about the lifestyle of ethnic minority groups. Ask and answer about the Jrai people.

- **Competences:** Develop communication skills and creativity, be collaborative and supportive in pair work and teamwork

- **Character qualities:** Respect ethnic groups of Viet Nam and their culture.

B. TEACHING AIDS: textbook, laptop, TV, extra boards, ...

C. STAGES:

I. WARM-UP: Kim's game

Aim: To create an active atmosphere in the class before the lesson and lead into the new lesson.

- T asks Ss to work in 4 groups.

T shows some pictures related to ethnic groups in 2 minutes.

- Ss look at the pictures and remember (no writing)

- As soon as teacher stops showing the pictures, Ss work in groups and write the words for the pictures they have seen

- The group with more correct answers becomes the winner.



BrauNungHmongTay



KhmerEdeHoa

Cham

II. PRE-STAGE:

Aim: To teach new words related to the life of the ethnic people and some ways to give opinions and allow Ss to practise.

1. New words:

1. weave (v) dệt, đan, kết lại

2. hunt (v) săn

3. role (n) vai trò

4. statue (n) tượng

*** Check vocabulary: R.O.R**

2. Structures:

Act1: Listen and read the conversation. Pay attention to the highlighted parts.

- T asks students to pay attention to the highlighted sentences and elicit the structures giving opinions:

+ **I think ...**

+ **To my way of thinking ...**

III. DURING-STAGE:

Aim: - To allow Ss some practice in giving pinions.

- To provide students with more knowledge about the lifestyle of ethnic minority groups through a quiz.

- To give students some practice asking and answering about some information in the notes of Jrai people.

Act2:Work in pairs. Make a similar conversation to ask and give opinions about these topics.

- T asks Ss to work in pairs to make conversations, using structures for giving opinions.
- Ss use the structures given and make similar conversations about the following topics:
- + Playing traditional games.
- + Living close to nature.
- T asks some pairs to perform their conversations and comments on their performance.

Suggested conversation:

A: What do you think about playing traditional games?

B: I think/ To my way of thinking it's ...

Act 3 :How much do you know about ethnic groups in Viet Nam?

- T asks Ss to work individually, read the sentences carefully and choose the correct answers.
- Ss play the game in 3 minutes. (PPT slides)

Game “Who’s the millionaire?”

- T divides the class into 2 teams, explains the rules and lets them play the game.
- Each team has to answer the questions by choosing the best answer. The team with more points is the winner.

Answer key:

1. C 2. B 3. B 4. A 5. C 6. C

Act 4:Work in pairs. Read the notes below about the Jrai. Take turns to ask and answer about the information.

- T asks Ss to work in pairs.
- Ss read each piece of information carefully and decide on the question they want to ask and the answer they would give.
- T asks Ss to swap their roles of asking and answering.
- T calls on 2-3 pairs to share their questions and answers.
- T corrects them if needed.

Suggested questions and answers:

1. What is the population of the Jrai?
=> It is about 513,930.
2. Where do they live?
=> They live mainly in Gia Lai.
3. What type of house do they live in?
=> They live in stilt houses.
4. What do they do for their living?
=> They grow crops, weave, ...

IV. POST- STAGE:

Aim:- To invite Ss to give their own opinions about some information related to the lifestyle of Jrai .

Act 5:Work in groups. Share with your group the information about the Jrai people you find interesting.

- T asks Ss to work in groups.
- T allows Ss some time to refer to the notes in 4 and choose the features they are interested in.
- Ss give their opinions on certain features of the Jrai people, using the suggested structures.
- T calls on some groups to share their opinions with the class.

Students may start sharing their opinions with:

- I like ... because ...
- I think that ...

V. WRAP- UP:

- * **Aim:** To consolidate what students have learnt in the lesson.
- T. asks Ss to talk about what they have learnt in the lesson.

V. HOMEWORK:

- Do exercises in the workbook.

Week:11 Period :31	UNIT 4: ETHNIC GROUPS OF VIET NAM Lesson 5: Skills 1	Date of preparing: 07/ 11/ 2023
-------------------------------------	---	--

- Prepare for Lesson 5–Skills 1

Feedback:

.....

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

1. Knowledge:

- Use the lexical items related to a stilt house.
- Give opinions about the features of a stilt house.
- Ask and answer about the type of house they live in.

2. Core competence:

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

3. Personal qualities

- Love talking about ethnic groups of Viet Nam.
- Develop self-study skills

II. TEACHING AIDS: Grade 8 Textbook, laptop, TV, pictures

III. PROCEDURE:

1. WARM-UP:

a. Aims

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

- To review words related to type of houses.

b. Content: Game: (Who is faster)

- T has Ss tell some types of houses they know. Ss answer the question individually.

- T shows a picture hidden behind squares and opens some squares by some squares.

- Teacher asks students to look at the picture, guess and answer the question: "What type of house is it?" individually. The student who is faster will have the right to answer and if the answer is right, she/ he will have two points.

- Teacher shows the answer.

Suggested answers: stilt house.

- T leads in the lesson.

2. PRE- STAGE:

Aim: - To introduce Ss to some keywords related to the topic of stilt houses that they are going to read.

a) Pre- teach vocabulary

***Vocabulary:**

+ staircase (n) /'steəks/ : cầu thang bộ

+ material (n) /mə'tiəriəl/ : Vật liệu

+ open fire (n) /,əʊpən 'faɪəɪm/ : lò sưởi/ bếp lửa

+ owner (n) /'əʊnə/ : Người sở hữu/ chủ

- Teacher uses different techniques to teach vocabulary (situation, realia, translation)

- Ss repeat in chorus and individually

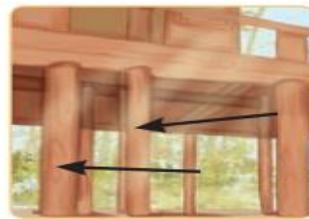
*** Checking vocabulary:** matching

T asks Ss copy vocab to their paper

b) Task 1: Write the words and phrase from the box under the correct pictures. (P. 45)

- Ask Ss to look at these pictures and matching

- Call on some Ss to share their answers, T corrects



1. _____ 2. _____ 3. _____

• Key: 1. Staircase 2. Open fire 3. Posts

C) Prediction:

- T runs through the statements and has Ss guess the statements true or false.

- Ss work in individual- T collects Ss' answers

3. DURING -STAGE:

*** Aims:** To help Ss develop their reading skill for specific information through

a) Task 2: Read the passage and tick T (True) or F (False). (P.45)

- Teacher asks Ss to read through the text individually and check their answers..

- Ss read each statement in the table, locate it in the text and decide if it is true (T) or false (F).

- Teacher asks Ss to double-check their answers with their partners.

- Teacher confirms the answers as a class and explains if needed.

Answer key: 1. F 2. F 3. T 4. T

b) Task 3: Read the passage again and fill in each blank with one word. (P45)

- T asks Ss to read each incomplete sentence, locate where it appears in the text, and choose the correct word from the text to complete the sentence.

- T uses the game " Lucky numbers" to check their answers.

- The team who gets more points will be the winner.



- T corrects the answers.

* **Answer key:** Lucky numbers: 4, 5

Number 1: Question 4: *Rong* .

Number 2: Question 2: Field

Number 3: Question 3: forest – mountains

Number 6: Question 1: traditional

4. POST-STAGE:

* **Aims:** *To help Ss share opinions about a stilt houses, using the idea and vocabulary to describe the house they live in*

a) **Task 4:** Work in groups of four. Discuss and tick the features of a stilt house from the list below. Share your opinions with the class.

- Ask Ss to work in groups.
- Ss discuss the features provided and decide if they are about stilt houses or not.
- Teacher encourages them to give further information to support their answers.
- Calls on some Ss to share their answers with the class.

Suggested answer:

A stilt house is stands on big posts., is made from natural materials, is close to nature.

b) **Task 5:** Work in pairs. Ask and answer about the type of home each of you lives in. Take notes of your partner's answer and report what you find to the class.

- Teacher asks Ss to read the questions provided so that they know what to include in their description.
- Teacher asks Ss to work in pairs, taking turns to ask and answer about their house.
- Teacher asks them to take notes of their partner's answers.
- Teacher goes around and listens. Teacher gives help if needed.
- Teacher calls on some pairs to share their answers with the class.

* **Suggested questions:**

- *What type of house do you live in?*
(a flat, a house, a detached house, a stilt house, a farmhouse, a cottage, a tree house,...)
- *What materials is it made from?* (brick, natural material,.....)
- *What is the most popular part of your house?* (living room, kitchen,.....)
- *What do you do there?* (gather, receive guest,....)

5. WRAP-UP

* **Aim:** -To consolidate what students have learnt in the lesson.

- T. asks Ss to talk about what they have learnt in the lesson.

6. HOMEWORK

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 6: Skills 2.- Use the lexical items related to the topic of the listening text and write a paragraph about the things they do to help their family.
- . gather (v) . pass on (v) . legend (n)

* **Feedback:**

.....

.....

Week:11 Period :32	UNIT 4: ETHNIC GROUPS OF VIET NAM Lesson 6: Skills 2	Date of preparing: 07/ 11/ 2023
-------------------------------------	---	--

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

- Use the lexical items related to the topic of the listening text and develop the skill of listening, write a paragraph about the things they do to help their family.
- Respect ethnic groups of Viet Nam and their culture
- Develop self-study skills

II. Teaching aids: Grade 8 textbook, Pictures, smart TV, laptop

III. Procedure:

1. Warm up:

Aims: - To create an active atmosphere and to lead into the new lesson in the class.

Chatting: - Teacher asks Ss some questions:

- + What do you usually do in the house to help their family?
- + Do you think it is helpful?

2. PRE- STAGE :

Aims: - To introduce new words related to the life of the ethnic people.

- To help Ss focus on some key words related to the topic of the listening text

a) Pre- teach vocabulary:

*** Vocabulary**

- . gather (v) : tập trung, tụ tập
- legend (n) : truyền thuyết
- (to) pass on (v) : để lại, truyền lại

- Teacher uses different techniques to teach vocabulary(*situation, realia, translation*)

- Ss repeat in chorus and individually

*** Vocabulary checking: Matching**

b) Task 1: Match the phrases with the correct pictures.

- Ask Ss to look at the pictures and work in pair.

<p>1. catching fish</p>	
<p>2. weaving clothing</p>	
<p>3. growing crops</p>	

- Ask Ss to match the phrases with suitable pictures.
 - Teacher gives feed back.
- Key: 1c, 2a, 3b

3. DURING - STAGE:

**Aims: To prepare Ss for the topic of the listening and help Ss develop the skill of listening for specific information*

a) Task 2: Listen and tick the activities that minority children do to help their families.

- Asks Ss to read the phrases quickly to have some ideas of what information they need to answer the question.
- Teacher plays the recording.
- Ask Ss to listen and tick the phrases.
- Teacher gives feedback.

Answer key: 1 - 2 - 3 - 5 - 6

b) Task 3: Listen again and circle the correct answer A, B, or C.

- Asks Ss to read the questions so that they know what information they should focus on for the answers.
- Ask Ss to listen the tape again and correct the best answer
- Teacher replays the recording for Ss to do exercise 3.

Key: 1.C 2. A 3.B 4.C 5.A

4. POST- STAGE:

**Aims: To help Ss learn the vocabulary about helping their families and help Ss practice writing a paragraph*

a) Task 4: Note five things you do to help your family.

- Teacher asks Ss to note five things they do to help their family in individual
- Teacher moves around to offer help and give feedback

Suggested answer:

- Cook meals, Clean the floor, Sweep the floor, Feed the animals, Water the flowers.
- Wash the dishes

b) Task 5: Write a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4.

- Asks Ss to look at the notes they have made in task 4.
- Use the notes to write out a paragraph.
- Teacher corrects if they make any mistakes.

Suggested answer:

I learnt to share housework with other members of the family when I was seven or eight. I always start the day by tidying up my bed. Then I prepare breakfast for me and my brother. I usually help prepare dinner or do the washing afterwards. At the weekend, I usually spend an hour cleaning and tidying up my room and collecting dirty clothes of the whole family for washing,

5. WRAP-UP

* **Aim:** To consolidate what students have learnt in the lesson.

- T. asks Ss to talk about what they have learnt in the lesson.

6. HOMEWORK

- Learn by heart all the words that they have just learnt.

- Do exercises in the workbook.

- Prepare for Lesson 7: Looking back & Project.

* **Feedback:**

.....

 =====

Week:11 Period :33	UNIT 4: ETHNIC GROUPS OF VIET NAM Lesson 7: Looking back & Project	Date of preparing: 07/ 11/ 2023
-------------------------------------	---	--

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

- Revise more vocabulary items they have learnt in the unit .

- Revise *Yes/ No* questions and *Wh*-questions.

- Revise the use of countable and uncountable nouns.

II.TEACHING AIDS: Grade 7 textbook, projector/ TV/ pictures and cards, sachmem.vn

III. PROCEDURES

1. Warm up - Matching/ ACTIVITY 1

* **Aim:** To help Ss revise the vocabulary items they have learnt in the unit through pictures.

1: Match the words and phrases with the pictures.

- T. shows pictures and ask Ss to work individually and match the words and phrases with the pictures, Then share there answers with their partner.

- T gives feedback : 1. C 2. A 3. E 4. B 5. D

2. Pre-stage: VOCABULARY

Aim: To help Ss revise the vocabulary items they have learnt in the unit.

ACTIVITY2: Complete the sentences with the word and phrases from the box.

- Teacher asks Ss to read the word and phrases in the box and see if they still remember their meanings.

- Ss read each sentence and choose the correct answer from the box to complete it.

- Teacher asks Ss to double-check their answers with their partners.

- Teacher confirms the correct answers as a class.

Answer key:

1. musical instruments 2. sticky rice 3. communal house 4. folk songs 5. staircase

3. While-stage: GRAMMAR

Aim: To help - Students can make *Yes / No* and *Wh*-questions using the clues.

- Students can identify mistakes when using countable and uncountable noun and correct them.

ACTIVITY 3: Write questions from the clues.

- Teacher asks Ss to work individually and read the clues carefully.

- Ss use the clues given to make *Yes / No* and *Wh*-questions.

- Teacher asks them to compare their answers with a partner.

- Teacher confirms the correct answers as a class.

Answer key:

1. Did you attend the Khmer's Moon Worship Festival last year?
2. How many ethnic minority groups are there in Viet Nam?
3. Where do the Hmong live?
4. What did you do at the Ede's Harvest Festival last October?
5. How old are the minority children when they start helping the family?

ACTIVITY 4: There is one incorrect underlined word in each sentence. Circle and correct it.

- Teacher asks Ss to read each sentence and decide which underlined word is incorrect.
- Teacher asks Ss to do this exercise individually.
- Teacher calls on 2-3 Ss to give their answers and asks them to explain their answers.
- Teacher confirms the correct answers as a class.

Answer key:

1. houses → house 2. leave → leaves 3. Much → Many
4. houseworks → housework 5. many → much

4. Post-stage: PROJECT

* **Aim:** To provide Ss with an opportunity to research more deeply into an ethnic group they are interested in.

- Present the poster to the class.



- Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson).
- Let students have some time to check their posters for the final time and make any adjustments if necessary.
- T has groups show their posters and present them to the class.

* **WRAP-UP**

Aim: To help students to recall information they've learned during class.

- Have Ss summarise what they have learnt in this unit.

* **HOMEWORK**

- Review unit 4.
- Prepare for: unit 5: Getting started

* **Feedback:**

.....
.....
.....

=====

Week:12 Period:34	UNIT 5: OUR CUSTOMS AND TRADITIONS Lesson 1: GETTING STARTED	Date of preparing: 14/ 11/ 2023
----------------------	---	------------------------------------

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

- gain an overview about the topic Customs and traditions and vocabulary to talk about Customs and traditions.
- develop communication skills and creativity through pair work and teamwork.
- be interested in talking about their Customs and traditions.

B. TEACHING AIDS: Text book, laptop, TV, sub-board, ...

C. STAGES:

I. WARM – UP: CHATTING (T -Ss)

Aim: *to activate Ss' knowledge on the topic of the unit.*

- Ask Ss some questions about festivals in Viet Nam and lead to the new lesson.

+ Questions:

1. Can you name some festivals in Viet Nam?
2. Do you like the Mid-Autumn Festival?
3. Do you like Tet holiday?
4. What do you do before Tet holiday?
5. What do you do during Tet holiday?

II. PRE – STAGE:

Aims: *To provide Ss with vocabulary and help Ss well-prepared for the listening and reading*

1. Pre teach vocabulary:

- T uses different techniques to teach vocabularies.
 - + admire (v) => (trans): khâm phục, ngưỡng mộ
 - + chase away (v) => (pict): xua đuổi
 - + pray (v) => (pict): cầu nguyện
 - + offering (n) => (pict): đồ thờ cúng
 - + ornamental tree (n) => (pict): cây cảnh

* Checking vocab: R.O.R

III. DURING STAGE:

Aims: *To help students understand the main idea of the conversation and develop vocabularies related to the topic.*

2. Activity 1: Listen and read. (Ex 1, p.50)

- Ask Ss to look at the pictures in the book and answer the questions:
 - + *What can you see in each picture?*
 - + *Which festival is this?*
- T plays the recording twice, asks students to underline the words related to the topic Our Customs and traditions.
- Ss listen and read.

3. Activity 2: Read the conversation again and write true(t) or false (F). (Ex 2, p.51)

- Tell Ss to read the conversation again and work independently to find the answers.
- Remind Ss to underline the information and correct the false statements.
- Have Ss compare the answers in pairs, check the answers as a class and give feedback.

*** Answer key:**

1. F (Trang's cousin is at Sa Dec Flower Village.)
2. T
3. T
4. F (plants and flowers are an important part of Tet)
5. T

4. Activity 3: Match the phrase with the correct pictures. (Ex 3, p.51)

- T asks Ss to work individually to read the phrases, look at the pictures and match the phrases with the correct pictures
- T calls Ss to check.
- T confirms the right answers and writes on the board.

*** Answer key:** 1. d 2. a 3. e 4. b 5. c

5. Activity 4: Complete the sentences with the verbs from the box. (Ex4, p.51)

- Have Ss look at the verbs in the box. Check if they know these verbs.
- Have Ss work in pairs and complete each sentence with a verb from the box.
- Allow students to share answers before discussing as a class.
- Asks for Ss' answers and confirms the correct ones.
- Have some Ss read aloud the sentences.

*** Answer key:**

1. place 2. admire 3. chase 4. pray

*** Language notes:**

- Use the articles (*a / an, the, zero article*) correctly.
- Have Ss find out the sentences from the conversation.

Ex: -It is actually a bamboo pole

-They are an important part of our Tet tradition .

-And what is that tall tree in the photo?

IV. POST – STAGE:

Aim: *to help Ss practise using the vocabulary items related to hobbies.*

6. Activity 5: Quiz: New Years around the world (EX 5, P.51)

People around the world celebrate New Years differently. Choose the country with each tradition below.

- Have Ss work in pairs and compete with each other.
- Set time (3 minutes) for Ss to do this activity. The first student to finish calls out “Bingo!”
- Check answers with the whole class. Compliment those with all correct answers.

Answer key:

1. B 2. A 3. A 4. B 5. B

WRAP-UP:

Aim: *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

V. HOMEWORK:

- Practise talking about the Tet holiday.
- Do exercises in the workbook.
- Prepare for Unit 5- Lesson 2: A CLOSER LOOK 1

Feedback:

.....
.....
.....

Week:12 Period:35	UNIT 5: OUR CUSTOMS AND TRADITIONS Lesson 2: A CLOSER LOOK 1	Date of preparing: 14/ 11/ 2023
------------------------------------	---	--

A. OBJECTIVES: By the end of this lesson, students will be able to:

- use the the lexical items related to the topic “Our customs and traditions” and pronounce the sounds /n/ and /ŋ/ correctly.
- talk about our customs and traditions and be collaborative and supportive in pair work and teamwork.
- be interested in talking about values of Vietnamese culture and having love for family.

B. TEACHING AIDS: Text book, laptop, TV, sub- board,...

C. STAGES:

I. WARM UP: Hidden pictures game:

- **Aim:** *To create an active atmosphere in the class before the lesson and lead into the new unit.*

- + Divide the class into 8 groups and gives instructions.
- + Slowly remove the squares while the groups write the answers on their mini boards.
- + The groups that guesses the right word will have the points.

* Suggested answers:

1. family reunion
2. wedding ceremony
3. food offerings
4. Tet holiday
5. lucky money

II. PRE- STAGE:

Aims: *to introduce visually some verbs related to the topic*

1. Pre teach vocabulary:

- T uses different techniques to teach vocabularies.

- + wedding ceremony (n) : lễ cưới
- + whale worship (n): tục thờ cá Ông
- + food offerings (n) đồ ăn cúng
- + family reunion (n): đoàn tụ gia đình
- + martial arts (n): võ thuật
- + festival goer: người tham gia lễ hội
- + acrobat (n): vận động viên nhào lộn
- + maintain (v): duy trì
- + longevity (n): sự sống lâu, tuổi thọ

* **Checking vocab:** Matching (*Activity 1. P. 52*).

Answer key:

1. family reunion
2. wedding ceremony
3. food offerings
4. whale worship
5. martial arts
6. festival goers

III. DURING- STAGE :

Aims: *to practise more how to use the words related to the topic and practise pronouncing sounds /n/ and /ŋ/ in words and sentences correctly.*

2. Activity 2: Complete each sentence with the correct option A, B, or C. (Ex 2, p. 52)

- Have Ss do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct options.
- Have them share their answers in pairs.
- Invite some Ss to give their answers and confirm the correct ones. Explain the options that

challenge Ss.

- With a more able class, T challenges Ss to list new phrases.

For example, T writes “family...”, “...ceremony”; “worshipping...” on the board, and has Ss think of appropriate words to fill in the blank.

*** Answer key:**

1. A 2. C 3. B 4. B 5. A

Note: hold a family reunion but have a family meal

3. Activity 3: Complete the sentences with the words from the box. (Ex 3, p.52)

- Go over the words in the box with Ss. Make sure Ss understand them before moving on. For example, draw Ss’ attention to “break with tradition” and have them guess its meanings. Also, tell them that the verb “practise” can go with “customs” or “traditions”.

- Have Ss read the sentences in pairs and choose the appropriate words to complete the sentences.

- Invite Ss to share their sentences orally or in writing. Confirm the correct answers as a class.

- Have Ss choose one or two expressions and make sentences with them.

***Answer key:**

1. break 2. traditionally 3. practise 4. keep 5. custom

IV. POST-STAGE:

Aims: *to help students practise the sounds /n/ and /ŋ/ correctly in words and sentences*

*** PRONUNCIATION:**

4. Activity 4: Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/. (Ex 4, p. 52)

- Play the recording for students to listen to the sentences. Ask them to pay attention to the sounds /n/ and /ŋ/.

5. Activity 5: Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/. (Ex 5, p. 53)

- Have Ss quickly read the sentences. T plays the recording for Ss to listen to the sentences and ask them to pay attention and underline the words with /n/ and circle the words with /ŋ/.

- Invite some Ss to share their answers. T confirms the correct ones.

- Play the recording again for Ss to repeat the sentences.

- Have Ss practise the sentences in pairs.

***Answer key:**

1. Mary wore a pink dress last night.

2. I think we should buy this ornamental tree.

3. He thanked the host for the enjoyable party.

4. My mum made the spring rolls for the longevity party.

5. I will bring some food to the party on Saturday..

WRAP-UP:

Aim: *To consolidate what students have learnt in the lesson.*

Teacher asks students to talk about what they have learnt in the lesson.

V. HOMEWORK

- Learn the new words by heart and practice pronouncing the sounds /n/ and /ŋ/

- Prepare the lesson: Unit 5 – Lesson 3: A CLOSER LOOK 2

Feedback:

.....
.....
.....

A. OBJECTIVES: By the end of the lesson, SS will be able to:

- Use the articles (*a / an, the, zero article*) correctly.
- Be collaborative and supportive in pair work and teamwork.
- Respect and love Vietnamese customs and traditions, develop self-study skills

B. TEACHING AIDS: Text book, laptop, TV, sub-board,

C. STAGES:

I. WARM-UP: Watch a video

Aim: *To activate students' prior knowledge and vocabulary related to the targeted grammar.*

- Let students watch a video: www.youtube.com/watch?v=uqNugAvxXXo
- Ask Ss when we use *a / an / the*.

* Lead in: "In this lesson today we're going to learn the articles (*a / an, the, zero article*) correctly.

II. PRE STAGE:

Aim: *review articles: a, an, the and teach how to use the zero article.*

1. The article *a / an, the*: Review

- Write two sentences on the board:
 1. She is an engineer.
 2. We held a family reunion last week. The party was enjoyable.
- Elicit from Ss the use of *a, an, the* and when to use them.
 - + *the*: definite article
 - + *a/an*: indefinite article :
 - *a* + singular noun beginning with a consonant
 - *an* + singular noun beginning with a vowel

2. Introduction of zero article:

- Explain that sometimes, we can use nouns without *a / an* or *the*. We call this case *zero article*.
- Go through the **Remember!** box with Ss. Draw their attention to the example sentence for each case.
- Have them identify the uncountable noun, the general statement and the general form of transport in each example sentence.
- Encourage Ss to give their own examples.

III. DURING STAGE:

Aim: *To help Ss identify the use of articles at the sentence level, recognise and use the articles correctly*

1. Activity 1: Choose the correct option in each sentence below. (Ex 1/P.53)

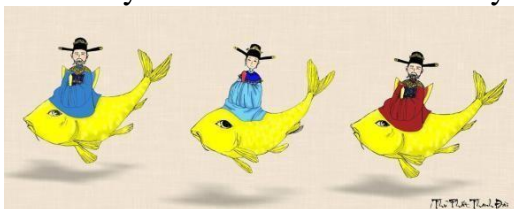
- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to share their answers and has them explain their choices.
- Confirms the correct answers.

* **Answer key:** 1. *an* 2. *a* 3. \emptyset 4. \emptyset 5. *the*

2. Activity 2: Which of the underlined parts in each question is incorrect? Find and correct it. (Ex 2/P. 53)

- Teacher shows a picture of the Kitchen Gods Worshipping Ceremony. Encourage Ss to say loud

what they know about the ceremony (when it is, what happens, etc.)



- Have Ss read sentences about this ceremony and tell them that one of the articles in each sentence is not used correctly.
- Demonstrate the activity with the first sentence (find the mistake and correct it).

- Have Ss do this exercise individually and then compare the answers with another classmate.
- Invite some Ss to write their answers on the board.
- Check the answers with the whole class and have some Ss explain their answers.
- Confirm the correct answers.

* **Answer key:** 1. A (The → Ø) 2. C (a → the) 3. B (the → Ø) 4. C (a → Ø) 5. A (The → Ø)

3. Activity 3: Complete the sentences with a, an, the, or Ø (zero article). (Ex 2/P. 54)

- Have Ss do this exercise individually and then compare their answers with a partner.
- Ask some Ss to share their answers and have them explain their choice. Confirm the correct answers.

* **Answer key:** 1. Ø 2. a 3. Ø 4. the 5. An

4. Activity 4: Complete the text with the or Ø (zero article).

- Teacher writes on the board (or shows pictures on the slide) the following activities: playing cards, watching TV, singing karaoke.
- Teacher asks Ss if their family often does these activities together. Teacher tells Ss that we call activities that a family often do together family time traditions.
- Teacher tells Ss that the text is about the benefits of family time traditions, and they have to read and complete the blanks with the or Ø (zero article).
- Teacher has Ss work individually to complete the text.
- Teacher invites some Ss to write their answers on the board. Have Ss explain their answers.
- Teacher confirms the answers.
- For a stronger class, T asks them to talk about the benefits of family time traditions.

* **Answer key:** 1. the 2. Ø 3. Ø 4. Ø 5. the

IV. POST STAGE:

- **Aims:** To give further practice with articles at sentence and text level.

5. Activity 5: Game: Bingo!

- Have Ss work in groups of four or five.
- Give each group a list of five sentences. T tells them that there is one mistake in each sentence, and they have to find and correct it.
- Have Ss work in their groups, find and correct the mistakes. They say "Bingo!" as soon as their group finishes.
- Teacher confirms the correct answers. The first group to come up with all the correct answers wins.
- For stronger classes, T lets groups write two sentences with article mistakes. T collects the sentences and picks out some sentences randomly for the whole class to find and correct the mistakes.

Answer key: 1. I usually meet my cousin at the weekends. (the → Ø)

2. My uncle moved to United States three years ago. (United States → the United States)

3. Our teachers assigned us a homework for our history and science classes. (a → Ø)

4. I turn off the light and go to the bed at 11 p.m. (the → Ø)

5. Mark often wears red sweater to match his red hair. (red sweater → a red sweater)

WRAP-UP:

Aim: To consolidate what students have learnt in the lesson.

- Teacher asks students to talk about what they have learnt in the lesson.

V. HOMEWORK:

- Review Articles. Make 5 sentences using articles
- Do exercise in workbook.
- Be ready for Lesson 4: Communication

FEEDBACK:

Week:13 Period :37	Unit 5: OUR CUSTOMS AND TRADITIONS LESSON 4: COMMUNICATION	Date of preparing: 22/ 11/ 2023
-------------------------------------	---	--

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

- Give advice and get some information about the Japanese lion dance and compare to the Vietnamese unicorn dance
- Develop creativity and communication skills, be collaborative and supportive in pair work, team work
- Be willing to give advice and be interested more in local festivals.

B. TEACHING AIDS: Grade 8 textbook, projector / TV, *hoclieu.vn*...

C. PROCEDURES

I/ WARM-UP (5 mins)

- **Aims :** - *To create an active atmosphere in the class before the lesson*

***.Chatting :** Using picture



- T shows a picture of a child having dinner with family. Ask Ss what the child is doing and whether she is behaving well at the table.
- Tell Ss that “table manners” means the polite ways of behaving when eating. These behaviours differ from one culture to another.
- Ask Ss to give some examples of table manners that they know.

*Lead in to the lesson.

***. Suggested answers:**

- Wait for the table arrangement before sitting down - Wait for the oldest people to start first
- Pass your bowl with two hands
- Do not point the chopsticks to anyone
- Do not eat directly from shared dishes
- Say *Thanks* to the host after the meal
- Do not stick the chopstick against the bowl
- Do not dig into the dish
- Stay until other people finish

II/ PRE- STAGE

Aims : - *To introduce ways of giving advice and help Ss practice giving advice.*

1.ACTIVITY 1: EVERYDAY ENGLISH

Task 1: Listen and read the conversation below. Pay attention to the highlighted parts.

- Teacher plays the recording for Ss to listen and read the dialogue between Tom and Mai.
- T asks Ss to pay attention to the highlighted language.
- T elicits from Ss that the first two highlighted phrases are ways to advise what one should do, and the last highlighted word is for saying what one should NOT do.
- Teacher has Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class.

-> Structure to give advice :

- Perhaps you should + V₀
- It's a good idea to + V₀
- Don't + V₀**

Task 2: Work in pairs. Make similar conversations with the following situations.

- Teacher asks Ss to work in pairs (5 minutes) to make similar dialogues with the given situations, using the expressions they have learnt.

- Teacher moves around to observe and provide help. T calls on some pairs to practise in front of the class. T comments on their performance.

*** Suggested answers:**

1. Perhaps you should bring warm clothes, a scarf, coat, jacket,...
2. It's a good idea to bring a gift such as a birthday cake, pen, pencil, clothes...

III/ DURING – STAGE

ACTIVITY 2: THE JAPANESE LION DANCE AND VIETNAMESE UNICORN DANCE

Aims :- To provide Ss with information about lion dance in Japan.

Task 3: Read the text about the lion dance in Japan and complete the table with the information from the text. (10 mins)

- Teacher writes "Lion Dance" on the board or shows a picture of a lion dance. T tells Ss that this is called the lion dance and it is popular in many Asian countries. T elicits from Ss the occasion(s) when they may see a lion dance performance.
- Teacher tells Ss that they are going to read about lion dance in Japan.
- Teacher has Ss look at the table of information and think of the type of information they need for each blank.
- Teacher asks Ss to work in pairs to do this activity. They can draw this table on a sheet of paper. After pairs finish their work, T asks them to share their table with the whole class.
- Teacher comments on their answers.

If time allows, have some pairs use the information in the table to talk about the Japanese lion dance without looking again at the text.

*** Answer key:**

1. *shishi-mai*
2. New Year celebrations
3. acrobatics
4. Flutes
4. bad spirits

IV/ POST- STAGE

Aims : To help Ss compare the Vietnamese unicorn dance with the Japanese lion dance

Task 4: Work in groups. Read Mai's notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance.

- Teacher shows two pictures, one of the Vietnamese unicorn dance and one of the Japanese lion dance next to each other.
- Teacher has Ss look at the pictures and point out some similarities and differences between the two pictures.
- Teacher tells Ss to look at Mai's notes on Vietnamese unicorn dance. T asks them if there is any information they didn't know.
- Teacher has Ss work in groups to compare the Vietnamese unicorn dance and the Japanese lion dance, using the tables in 3 and 4. Tell the groups that they need to write at least 5 sentences using 5 pieces of information from the tables.
- Teacher asks some Ss to report their group's answers to the class.

*** Suggested answers:**

- *There are one or more performers in both Vietnamese unicorn dance and Japanese lion dance.*
- *Both Vietnamese unicorn dance and Japanese lion dance perform in the New Year Festivals.*
- *Vietnamese unicorn dance needs song Dia but Japanese lion dance doesn't need it....*

V/ WRAP – UP (5 mins)

*** Aim: To remind Ss of what they have learned.**

- T asks Ss to summarise what they have learnt in the lesson.

VI/ HOMEWORK

- Do exercises in the workbook
- Compare Vietnamese Tet Holiday and Chinese Tet Holiday.

FEEDBACK:

-

Week:13 Period:38	Unit 5: OUR CUSTOMS AND TRADITIONS LESSON 5: SKILLS 1	Date of preparing: 22/ 11/ 2023
------------------------------------	--	--

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

- Read for specific information about a village festival day and talk about family event
- Develop creativity and communication skills
- Be collaborative and supportive in pair work and teamwork and actively join in class activities
- Be benevolent and responsible

B.TEACHING AIDS : - Grade 8 textbook, Unit 5, Skills 1, Projector / TV, hoclieu.vn

C. PROCEDURES

I/ WARM-UP (7 mins)

***Aims :** - *To create an active atmosphere in the class before the lesson*

*** Asking questions:**

- T asks Ss some questions about festivals in Viet Nam.

Questions:

1. Have you ever been to a Festival?
2. Do you like it? (Do you know any festivals?)
3. Can you describe it? (When and where is the festival celebrated? What activities there are? What do you and your family do during the festival?)

***Suggested answers:**

1. Yes, I have been to the Full Moon festival, ... / No, I haven't
 2. Yes, I do / No, I don't
 3. I celebrated the Full Moon festival on the 15th day of the 8th Lunar Month in our country.
We can eat moon cake during this Festival. We can give gifts to others. We can appreciate the Moon, ...
- Lead to the new lesson

II/ PRE - STAGE

Aims : - *To introduce some vocabulary*

- *To activate Ss' knowledge of the topic of the reading text.*

1.Vocabulary

- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new vocabulary by pictures and definitions.
 - (to) release (v) : thả
 - contestant (n) : thí sinh , người dự thi
 - family bonding : sự gắn kết tình cảm gia đình

*** Checking vocab:** R.O.R

2. Activity 1: Work in pairs. Look at the picture and answer the following questions.



- Teacher has Ss look at the picture in the book or show the picture in the book on a slide. Ask Ss two questions in the book:

1. What are the men doing?
2. When do you think this event occurs?

Suggested answers:

1. They are rowing a boat. They are cooking rice on an open fire.
2. This event may occur in a festival in the North of Viet Nam.

III/ DURING – STAGE

Aims: - *To help Ss develop the skill of reading for the main idea (skimming), specific*

information(scanning) and guessing word meaning in context.

Task 2: Read the text. Choose the correct answer A, B, or C.

- Teacher asks Ss to read the first paragraph and find the time that the festival happens (*the third day of Tet*).
- Teacher asks Ss to look at Question 1 and choose the correct option.
- Teacher tells Ss that Questions 2 and 4 ask about specific information. Question 3 asks them to guess the meaning of words in context.
- T elicits from Ss the steps: Read the questions, underline the key words in each question, locate the key words in the text and find the information to answer the question.
- T has Ss do the exercise individually and checks their answers in pairs.

*** Answer key:** 1.A 2.B 3.A 4.C

Task 3: Read the text again. Complete the mind map about a family party.

- Teacher asks Ss to look at the mind map and identify the paragraph with the information for each question in the mind map.
- Then T has Ss do the exercise in pairs.
- Teacher invites some pairs to share their answers. Have them explain their answers. T confirms the correct answers.

Teacher tells Ss that when they describe a family event, they should mention categories of information like in the mind map

*** Answer key:** 1. third day 2. Home 3. Dishes 4. food

IV/ POST- READING (ACTIVITY 3: SPEAKING)

Aims : -To help Ss predict the content of a dialogue about a family event.

- To help Ss practise talking about a family event.

Task 4: Work in pairs. Put the questions (A - E) in the correct blanks (1 - 5) to make a completed dialogue. Then role-play it.

- Teacher draws a mind map with “a family event” in the middle and “when, where, who, what” as the categories.
- Teacher tells Ss to look at the questions in the box and match the questions with the appropriate categories.
- Teacher tells Ss to read the dialogue and complete the dialogue with the given questions.

*** Answer key:** 1.B 2.D 3.E 4.A 5.C

Task 5: Make notes about a normal family event that you take part in. Use the questions below as cues.(Qs in students ‘book) After that, work in pairs. Make a dialogue asking and answering about the event. You can use your notes.

- Teacher asks Ss to think of a family event and make notes about it in the form of a mind map.
- Teacher has Ss work in pairs. Ss take turns to ask and answer about the family event.

V/ WRAP-UP

***Aim: To remind Ss of what they have learned**

T asks Ss to summarise what they have learnt in the lesson.

VI/ HOMEWORK

- Do exercise in the workbook.
- Prepare for the next lesson Skills 2.

FEEDBACK:

.....
.....

Week:13 Period:39	Unit 5: OUR CUSTOMS AND TRADITIONS LESSON 6: SKILLS 2	Date of preparing: 22/ 11/ 2023
------------------------------------	--	--

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

- Listen and get general and specific about a festival;

- Write an email to give advice on participating in a traditional festival.
- Develop creativity and communication skills
- Be collaborative, supportive in pair work and teamwork
- Be benevolent and responsible

B. TEACHING AIDS:

- Grade 8 textbook, Unit 5, Skills 2, Projector / TV, *hoclieu.vn*

C. PROCEDURE:

I/ WARM-UP (5 mins)

Aims: - *To create an active atmosphere in the class before the lesson*

*** Guessing game**

- Teacher shows a set of pictures and have Ss callout the name of the festivals. T should arrange the festivals from the most popular to least popular ones, but show the picture of Ok Om Bok festival at last.

*** Answer key:**

- | | |
|---------------------------------|---|
| 1. Lunar New Year / Tet holiday | 2. Mid-Autumn Festival / Full Moon Festival |
| 3. Hung King Temple Festival | 4. Buddha's Birthday |
| 5. Giong Festival | 6. Ok Om Bok festival |

- Lead to the new lesson: Listening and writing lesson about a traditional festival.

II/ PRE- Stage

Aims : - *To prepare Ss for the listening text*

Task 1: Work in pairs. Look at the picture and answer the following questions. (5 mins)

- Teacher has Ss look at the picture and answer the questions in the book.
- Teacher elicits answers from Ss. This is an open activity, so accept all answers provided that they make sense.

*** Questions:**

1. What can you see in the photos?
2. In which part of Viet Nam might the festival occur?

III/ DURING- STAGE

Aims : - *To help Ss develop the skill of listening for specific information.*

- *To help Ss further develop the skill of listening for specific information.*

Task 2: Listen to part of the programme "Charming Viet Nam". Fill in each blank with no more than TWO words. (7 mins)

- Teacher tells Ss that they are going to listen to part of the programme called "Charming Viet Nam". In the programme, MC is introducing the Ok Om Bok Festival, a festival of the Khmer people.
- T has Ss read the sentences first and guess the type of information and the part of speech for each blank. T encourages Ss to make as detailed guesses as possible. T writes their guesses on the board.
- T plays the recording and asks Ss to listen and complete each blank with no more than two words. Ss work in pairs to compare their answers.
- T has some Ss go to the board and write their answers. T confirms the correct answers. T has Ss listen again when needed.

*** Answer key:** 1. end 2. young rice 3. fashion shows 4. Race

Task 3: Listen again and tick T (True) or F (False). (3 mins)

- Teacher asks Ss to look at the sentences and guess whether they are true or false. T writes their guesses on the board.
 - Teacher tells Ss that they are going to listen to part of the programme again and check their guesses.
 - Teacher plays the recording and asks Ss to listen again and complete the task.
- Teacher asks for Ss' answers to exercise 3. T confirms and ticks the correct answers. T plays the recording again when needed.

*** Answer key:** 1. T 2. F 3. T 4. F

IV/ POST- LISTENING : (WRITING (20 mins))

Aim: *To write an email to give advice on taking part in a traditional festival.*

Task 4: Work in groups. Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column. (5 mins)

- Teacher goes over the pieces of advice with the Ss. T makes sure Ss understand each piece of advice before moving on.
- Teacher has Ss work in groups to put the pieces of advice in the correct column. T comments on Ss' answers.

* **Answer key:** Dos: a, b, d
 Don'ts: c, e, f

Task 5. Write an email (80 - 100 words) to advise Tom about participating in the Ok Om Bok Festival. (15 mins)

- Teacher reminds Ss about the structure of an email.
- Teacher has Ss write their email individually based on their answers in Activity 4. T tells them that they don't need to use all ideas in Activity 4.
- Teacher asks one student to write his or her email on the board. Other Ss and T comment on the email on the board.
- Then T collects some writings to correct at home.

* **Suggested answers:**

Dear Tom,

Glad to hear you are coming to Soc Trang. You can't miss the Ok Om Bok Festival. Here are a few things for you to remember when joining the festival.

First, you should wear polite clothes when attending the Moon God offering ceremony. Always show respect to monks and elderly people. Remember to keep quiet when the monks and the elders are talking.

Besides, there are many animal statues in the temple ground. Don't climb on them. The young rice represents the hope for luck in the new year. Don't refuse when the elders give you some.

Send me an email if you need more information. Warm regards,

IV/ WRAP-UP

* **Aim:** *To remind Ss of what they have learned.*

- Ask Ss to summarise what they have learnt in the lesson.

V/ HOMEWORK

- Rewrite the email on the notebook.
- Prepare for Lesson 7 – Looking back & Project.

FEEDBACK:

.....

Week 14 Period 40	Unit 5: OUR CUSTOMS AND TRADITIONS LESSON 7: LOOKING BACK & PROJECT	Date of preparing: 28/ 11/ 2023
------------------------------------	--	--

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

- Review the vocabulary and grammar of Unit 5
- Apply what they have learnt (vocabulary and grammar) into practice through a project.
- Use words and expressions related to customs and traditions
- Actively join in class activities
- Be benevolent and responsible and develop self-study skills

B. TEACHING AIDS:

- Grade 8 textbook, Unit 5, Looking back & Project, Projector / TV, *hoclieu.vn*

C. PROCEDURES

I/ WARM-UP (3 mins)

Aims: *To help students recall what they have learnt in the unit (topic, vocabulary, grammar points , skills)*

* BRAINSTORMING

- Teacher asks Ss to think of what they have learnt already in Unit 5.
- Ss work in pairs to list what they can remember.
- Teacher calls some students to retell.
- Teacher confirms and leads them to do all the exercises in books.

* *Suggested answers:*

- About festivals, customs, traditions, table manners, how to write an email, how to give advice....

II. REVIEW

1/ Vocabulary

Aim: - *To help Ss revise the vocabulary items they have learnt in the unit.*

Task 1: Choose the correct option to complete each sentence below. (3 mins)

- Teacher has Ss do this activity individually then compare their answers with their partners.
- Teacher asks for Ss' answers or asks one student to write his / her answer on the board.
- Teacher confirms the correct answers

* **Answer key:** 1. B 2.A 3.A 4.B 5.B

Task 2: Fill in each blank with the suitable form of the word given. (5 mins)

- Teacher has Ss read the sentences and identify the part of speech needed in each blank.
- Teacher has Ss do this exercise in pairs or individually. T tells Ss to pay attention to spelling of the words, too.
- Teacher invites some Ss to write their answers on the board. T and other Ss comment. T confirms the correct answers.

* **Answer key:** 1.reunion 2.offerings 3.goers 4.traditional 5.worshipping

2. Grammar : Articles : a/an/the / and zero article

Aim: *To help Ss revise the use of articles at sentence and text level.*

- Teacher has Ss recall the use of *a, an, the* and *zero article* that they have learnt in the unit.

Task 3: Complete the sentences with *a, an, the* or \emptyset (zero article). (5 mins)

- Teacher has Ss do this exercise individually then compare their answers with a partner. T calls on some Ss to give the answers. T confirms the correct answers and writes them on the board.

* **Answer key:** 1. \emptyset 2.an 3.The 4.A 5. \emptyset

Task 4: Complete the text with *a, an, the* or \emptyset (zero article). (5 mins)

- Teacher tells Ss that they are going to complete a text about how to make children aware of customs and traditions. T tells Ss that they need to read the text carefully and fill in each blank with an appropriate article.
- Teacher has Ss do this exercise individually then compare their sentences with a partner. Teacher invites some Ss to read their answers aloud. T gives feedback.

* **Answer key:** 1. \emptyset 2.a 3. \emptyset 4.the 5.an

III/ PROJECT

Aims : - *To give Ss an opportunity to practise finding information about a local custom or tradition*

- *To help Ss improve their creativity and teamwork*
- *To improve their speaking and presentation skills*

* **Local customs and traditions**

LOCAL CUSTOMS AND TRADITIONS



- Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.
- T has groups show their posters and present them to the class.
- T gives feedback for each presentation.

IV / WRAP-UP

***Aim:** *To remind Ss of what they have learned.*

- Teacher asks students to talk about what they have learnt in the lesson.

V/ HOMEWORK

- Do exercises in the workbook.
- Prepare for the next unit.

FEEDBACK:[

Week 14 Period: 41	UNIT 6: LIFESTYLES Lesson 1: Getting started (Lifestyle differences)	Date of preparing: 28/ 11/ 2023
-----------------------	--	--

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Lifestyle*
- Gain vocabulary to talk about *Lifestyle*

2. Competences

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

3. Personal qualities

- Love talking about different lifestyles

II. TEACHING AIDS

- Grade 8 textbook, Unit 6, Getting started
- Computer connected to the Internet
- Posters / TV , - *hoclieu.vn*

III. PROCEDURES

1. WARM-UP :

*** Aims :**

- +To set the context for the introductory dialogue about the topic “ Lifestyles”
- + Students know the topic of the unit and be ready for the conversation.

- Ask questions to lead in the lesson.

Ex: - How do you greet your teachers everyday in Viet Nam?

(*We say Hello. Mr/Mrs... and bow the head / stand up*)

- In Viet Nam, what do they usually do in their free time ?

(*They drink coffee and talk/ watch TV....*)

- Do you think almost people in America talking together in their freetime ?

(*No, They often sleep or watch TV, surf the net*)

- T leads to the lesson: When you want to talk about the way in which a person or a group of people lives and works that mean you are talking about “lifestyle”. T writes the title on the board *Lifestyle – Lifestyle differences*

2. PRE- STAGE

*Objectives:

- To prepare vocabulary for students to understand the conversation.
- Students know how to use the target vocabulary.
- T elicits the vocabulary items and collocations related to lifestyles.

a/ Vocabulary:

- + **common practice** (n) /'kɒmən 'præktɪs/ : thông lệ (Explaining: something that is done a lot and is considered normal)
- + **in the habit of + Ving / N** : có thói quen làm gì (Example: My father is in habit of having light breakfast outside)
- + **pizza** (n) /'pi:tʃə/ (picture + explaining: an Italian dish, a flat round bread base with cheese, tomatoes, vegetables, meat, etc. on top) bánh mỳ piza
- + refer to SO ... as : gọi/ xưng hô ... là (Example: My sister refer me as Uncle. ..)
- + **lifestyle** (n) lối sống, phong cách sống
- Teacher checks students' pronunciation and gives feedback.
- ***Check the vocabulary**.by matching (words with meaning or explaining)

b/ Set the sences: T-Ss

- We are going to listen and read a dialogue bewteen Nam and Tom about Lifestyle differences.
- Teacher asks Ss to look at the title and the picture in the book and choose the words to complete the table given. T elicits the multiple words on the board.

* In Nam's country:

1. In Nam's country, students greet teachers by (**their tittle**/ surname)
2. People here eat breakfast (in the restaurant/ **on the street**)
3. People buy and sell food (**on the roadside**/ in the restaurant.)

* In Tom's country

1. Students refer to their teachers as Mr, Mrs, or Miss and their teachers' *surnames/full name*.
2. People eat breakfast **at home**/ at a store.
3. People often buy food in *a store or restaurant / a store or a supermarket*.

c/ Task 1: Listen and read

- T plays the recording twice. Ss listen and read.T asks some pairs of students to read the conversation aloud.
- T asks Ss if they would like to change or add anything to their previous answers.T gives feedback. (The bold words bove)

3. DURING STAGE

* Objectives:

- To help Ss read for specific information about lifestyles.
- To help Ss learn words and phrases related to topic, understand the conversation and know the vocabulary related to the topic.

- Task 2: Read the conversation again and complete the table.

Teacher asks Ss to read the dialogue in detail to complete the table quickly by a game.

(Ex: One by one in two teams take turn to stand up and say the information about Nam' and Tom's country)

- Task 3: Complete each sentence with a word or phrase from the box.

Teacher tells Ss to read the conversation again and ask them to share their answers with one or more partners. T can ask for translation of some of the words and phrase in the box to check their understanding.

- T asks 2 students to write their answers on the board.

- Check the answers as a class

Answer key:

1. lifestyle
2. greet
3. Serve
4. practice
5. in the habit of

- Task 4: Label each picture with a word or phrase from the box.

- T has Ss work individually to label the pictures with the words and phrases in the box. Have them compare their answers with a partner. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers.
- T has Ss listen to the recording, check their answers, and repeat the words / phrases. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers.
- Teacher checks the answers as a class and gives feedback.

Answer key:

1. street food 2. food in restaurants 3. pizza 4. online learning 5. Greeting

4. POST STAGE

a. Objectives:

- To introduce greetings around the world.

b. Content:

- Task 5: QUIZZ: Greetings around the world.

c. Expected outcomes:

Task 5: QUIZZ: Greetings around the world.

To help students know about greetings around the world.

- Model this activity with a strong student.
- Ask Ss to work in pairs. Set a time limit (2 - 3 minutes) for Ss to finish the task. T goes round to help weaker Ss.
- Call on some Ss to share the answers.
- Confirm the correct answers. T may need to explain to Ss if they do not know the answers

Answer key:

1. A 2. B 3. B 4. B 5. A

5. CONSOLIDATION (3 mins)

a. Wrap-up

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

b. Homework

- Name a list of 10 ways of greetings from different countries.
- Do exercises in the workbook.
- Start preparing for the lesson 2: Acloser look 1
- Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about an interesting way of life around the world and make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

FEEDBACK:[

.....

Week:14 Period:42	UNIT 6: LIFESTYLES Lesson 2: Acloser look 1	Date of preparing: 28/ 11/ 2023
----------------------	--	--

--	--	--

I. OBJECTIVES

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

1. Knowledge

- Vocabulary: The lexical items related to Lifestyles
- Pronunciation: Correctly pronounce words that contain the sounds: /br/ and /pr/

2. Competences

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

3. Personal qualities

- Want to find more information about different aspects of lifestyles

II. TEACHING AIDS

- Grade 8 textbook, Unit 6, Getting started
- Computer connected to the Internet
- Posters / TV - hoclieu.vn

III. PROCEDURES

1. WARM-UP :

* Aims :

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

Guessing game/ words:

One student in this team give the clues, other team guess the words. Take turn to do the game. The winner has more correct answers.(both questions and answers)

Ex: Team1: Say: What is the word has the meaning : The ways in which a person or a group of people lives and works that mean you are talking about ?

Team 2: Lifestyle(s) -> **correct**

2. PRE- STAGE

Objectives:

- Help Ss revise and understand some words and collocations related to the different aspects of lifestyles.

Matching game (Task 1)

- Ss write any words they want in the list words given in text book./ mini boards
- T shows the pictures one by one, Ss rise the words they have.
- T gives the answers, Ss correct.
- T observes and gives marks for each team (Which team has more correct answers is the winner)

* Answer key:

1. dogsled (n) 2. make crafts (v) 3. native art (n) 4. weave (v) 5. tribal dance (n)

* Explaining some words:

dogsled (n) /'dɒɡsled/ xe trượt tuyết chó kéo

tribal dance (n) điệu nhảy của bộ tộc, bộ lạc/'traɪbl dɑːns /

. native art (n) /'neɪtɪv ɑːt / the artwork created by the original native people

3. DURING STAGE:

Task 2:

Aim: - To give Ss practice on how to use words and phrases related to the topic Lifestyles in context.

- T has Ss read the sentences and choose the correct word given to fill each blank in the sentences.
- T tells Ss to read the sentences carefully and look for clues so that they can choose the correct words.
- T asks Ss to check their answers with their partners. Ask for translation of some of the words to check their understanding.
- T confirms the correct answers.

Answer key: 1. weaving 2. tribal dances 3. native art 4. making crafts 5. Dogsled

Task 3: Choose the correct answer A, B, or C to complete each sentence.

Aim: To give Ss more practice on how to use words related to the topic Lifestyles in sentences.

- Have Ss read the sentences and choose the correct options to complete the sentences.
- Go around and give assistance if necessary and check their answers ?(Ss do “ Dingdong” game for the task)
- Confirm the correct answers as a class.

Answer key: 1. A 2. B 3. A 4. C 5. B

4. POST – STAGE:

Aim: - To help Ss identify how to pronounce the sounds /br/ and /pr/;

- To help Ss practise pronouncing the sounds /br/ and /pr/ correctly in words and sentences.

Task 4: Listen and repeat the words. Pay attention to the sounds /br/ and /pr/.

- Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary.

- Explain to Ss the difference between the two sounds if needed:

+ /br/: Put your lips together, then open them slowly to let the air out to make the sound /b/. Close your tongue up and round your lips to make the sound /r/.

+ /pr/: Press your lips together, then open your mouth suddenly to let the air out to make the sound /p/. Close your tongue up and round your lips to make the sound /pr/. The puff of air that happens with the /r/ sound is bigger for the /pr/ cluster than the puff of air for the /br/ cluster.

* T can show Ss the pronunciation video of this Unit:

[Unit 6: Lifestyles - /br/ and /pr/](#)

- Invite some Ss to say some words they know that include the two sounds.

Task 5: Listen and practise the sentences. Underline the words with the sound /br/ and - Teacher asks Ss to quickly read the sentences and underline the words having the sounds /br/, and circle the words having the sound /pr/. Then play the recording for Ss to listen and check..

- Invite some Ss to share their answers. Confirm the correct ones.

- Play the recording again for Ss to repeat the sentences.

- Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds. **circle the words with /pr/**

Answer key:

1. My brother says online learning improves our IT skills.
2. Santa Claus brings a lot of presents to children.
3. She briefly introduced the new programme.
4. He spent a lot of time preparing for his algebra test.
5. My mum prays at the temple before breakfast on Sundays.

4. Wrap-up

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

5. Homework

- Learn by heart all the words and sounds that they have just learnt.
- Do exercises in the workbook. (Part A& B1,2 ,3)
- Prepare for Lesson 3 - A closer look 2 (P 63,64)

FEEDBACK:[

.....

Period: 15 Week: 43	UNIT 6: LIFESTYLES Lesson 2: A closer look 2	Date of preparing: 5/ 12/ 2023
--------------------------------------	---	---

I. OBJECTIVES

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

1. Knowledge

- use the *future simple* and *first conditional*

2. Competences

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

3. Personal qualities

- Love talking about future possibilities and conditions

II. MATERIALS

- Grade 8 textbook, Unit 6, A closer look 2
- Computer connected to the Internet
- Poster/ Sub- boards / TV
- *hoclieu.vn*

III. PROCEDURES

1. WARM-UP

a. Aim:

- To introduce the first conditional

b. Game: Whisher the sentence

- Divide the class into two teams standing in two lines , T says the sentences and gives the sentences to the first student. The students in team whisher to transmit the information. The winner has the correct sentences or correct parts more.

(ex: *If I have a car, I will visit DN every weekend*)

I think it will rain tomorrow afternoon.

- Teacher leads in the introduction of the target grammar point.

2. PRE- STAGE.

Task 1: To teach Ss the forms of future simple. Students know how to use the target grammar.

- Teacher explains again the form and use of future simple. (In Remember box)

FUTURE SIMPLE	
Structure	Examples
(+) S + will + V-inf + ...	I will buy a boat.
(-) S + won't / will not + V-inf + ...	I won't / will not buy a watch.
(?) Will + S + V-inf + ...?	Will you buy a helicopter?

- To help Ss practise future simple and first conditional in sentences
- T elicits the form and the usage of the grammar point by the Example from Wisher game.

FIRST CONDITIONAL	
Structure: If + Present Simple,	Future Simple
Example: If she has 30 000VND,	she will buy a big glass of green milk.

* Note Ss read Remember Box / P63

- Teacher checks students' understanding by asking them complete the dialogues E1/63
- Teacher asks Ss to do the exercise individually and then check their answer in pairs.
- Confirm the correct answers.

1. will tell	2. will attend – won't join	3. won't have – will do
--------------	-----------------------------	-------------------------

3. DURING STAGE

- To help Ss practise future simple and first conditional in sentences

Task 2: Arrange these words and phrases in the correct order to form meaningful sentences.

Have Ss work individually. Tell them to put the words in correct order to build meaningful sentences. Tell them to pay attention to the form of the future simple.

- T lets Ss work in pairs to compare their answers before sharing their answers.
- T checks and confirms the correct answers.

Answer key:

1. We will take our first-term exams very soon.
2. Will they stay in an igloo when they visit Alaska?
3. She will work with the tribal groups to help them revive their culture.
4. I won't choose online learning in the second semester.
5. I'll come to see you if I go to London this summer.

Task 3: Give the correct tense of the verbs in brackets, using the first conditional.

- Draw Ss' attention to the form and use of the first conditional: main clause (future simple) and *if*-clause (present simple).
- Have Ss look at the sentences and write down their answers.
- T asks Ss to check their answers with their partners. Ask for translation of some of the words to check their understanding.
- T confirms the correct answers.

Answer key:

1. eat
2. goes
3. will have
4. don't do
5. Will she be

Task 4: Fill in each blank with IF or UNLESS

- T asks Ss note how to use "UNLESS" in "Remember!" Box
- Have Ss do the exercise individually and then exchange their answers with a partner.
- Call on some Ss to read the sentences aloud. Other Ss comment.
- T confirms the correct answers.

Answer key:

1. Unless
2. if
3. Unless
4. If
5. unless

4. POST – STAGE

- To help Ss apply the uses of the first conditional with *if* and *unless* in real contexts by making sentences about themselves

Task 5: Complete the following sentences to make them true for you. Then share your answers with a partner.

- Give Ss some time to work independently and write down their sentences.
- Then let them work in pairs to exchange their sentences.
- T goes round giving help when and where necessary.
- Some Ss may write their answers on the board. Other Ss comment and T makes corrections.

Suggested answers:

1. If it rains tomorrow, I will stay at home.
2. Unless I get good marks, I will be upset.
3. If I have free time this weekend, I will visit my grandparents
4. If I study harder, I will get good marks.
5. Unless I go to bed early, I will be tired tomorrow.

5. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.(The Future simple and The first conditional)
- Ask Ss to make sentences about themselves, using first conditional

b. Homework

- Learn the grammar points
- Re do Exercises and Do Exercises in workbook (E4/45, E5,6/46)
- Write the ideas on the posters " an interesting way of life around the world"
- Be ready Unit 6- Looking back

FEEDBACK:[

.....

Week 15 Period 44	UNIT 6: LIFE STYLES Lesson 4: Communication	Date of preparing: 5/ 12/ 2023
----------------------	--	---

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

- Knowledge: express certainty and develop communication skills and cultural awareness.

-Competence: be collaborative and supportive in pair work, teamwork and confident in real life conversations

-Character qualities: Love and respect the lifestyles of Viet Nam and other countries around the world

B. TEACHING AIDS: Text book, laptop, TV, sub- board,...

C. STAGES:

I. WARM UP: ORDER OF PREFERENCE

I. Aim: *To activate students' knowledge and interest, to lead into the new lesson*

Jumbled conversation:

- Teacher gives out a jumbled conversation
- Teacher asks students to rearrange it to make a meaningful conversation.

1. Sure. What do you want to drink?
2. Mum, could you make me a sandwich for breakfast tomorrow?
3. I'm thinking, Mum.
4. Yes, certainly. I'll have some milk.
5. How about a glass of milk? It's your favourite drink, right?

- **Suggested answers:**

2. Mum, could you make me a sandwich for breakfast tomorrow?
1. Sure. What do you want to drink?
3. I'm thinking, Mum.
5. How about a glass of milk? It's your favourite drink, right?
4. Yes, certainly. I'll have some milk.

II. PRE-STAGE: EVERYDAY ENGLISH

Aims: To help students get to know the ways to express certainty .

Activity 1: Listen and read the conversation. Pay attention to the highlighted sentences.(p64)

- Play the recording for Ss to listen and read the two dialogues between Tom and Nam, Alice and Mai at the same time. Ask Ss to pay attention to the questions and answers.
 - **Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.**

III. DURING STAGE:

-Aims: To help students practise the ways to express certainty , and to help Ss learn about the cuisines of different countries around the world.

Activity 2: Work in groups. Make a similar conversation for each situation below.(p96)

- T has Ss work in groups to discuss and make similar conversation for each situation.
- T asks Ss to exchange their answer among class.
- T calls some groups to perform in front of the class.

Suggested answers:

<p>*Situation 1</p> <p>A: Can you help me with my maths homework?</p> <p>B: Yes, certainly. / Yes, sure.</p>

**Situation 2:* A: Vietnamese people love seafood.

B: Yes, certainly. / Yes, sure.

Activity 3: How much do you know about the cuisines of different countries? Do the quiz to find out.(p 64)

- Ss work in pairs and do the quiz.
- Give explanations if necessary.

Check their answers as a class.

Answer key:

1B	2A	3C	4A	5B
-----------	-----------	-----------	-----------	-----------

Activity 4 : Work in groups. Read the two passages and discuss the questions below. (p 65)

- Ss read the passages for a few minutes. Make sure they understand the main ideas, and explain if needed.
- Ss work in groups. Each gives their preference (Italian or Indian food), and gives reasons.
- T gives feedback.

IV. POST- STAGE

Aims: To let Ss practise talking about the typical food in their area .

Activity 5: Work in groups. Talk about the typical food in your area. (p 65)

- Have Ss work in groups, taking turns to ask and answer.
- Let Ss think and give the answers.
- Encourage them to say what they know and what they think. Their opinions may differ.

Suggested :

- staple food: rice, corn, bread, ...

- favourite food: pork, chicken, beef, fish,seafood, ...
- foods eaten on special occasions: banh chung,moon cakes, sticky rice, ...

WRAP-UP:

Aim: To consolidate what students have learnt in the lesson.

Teacher asks students to talk about what they have learnt in the lesson.

V. HOMEWORK

- Learn Vocabulary
- Prepare for Unit6: SKILLS1

Feedback:
.....

Week 15 Period 45	UNIT 6: LIFESTYLES Lesson 5: Skills 1	Date of preparing: 5/ 12/ 2023
------------------------------------	--	---

A. OBJECTIVES: By the end of the lesson, Ss will be able to:

- **Knowledge:** read for general and specific information about Alaska and talk about how people in their area maintain traditional lifestyles.
- **Competence:** Be collaborative and supportive in pair work and team work.
- **Character qualities:** love and respect the lifestyles of Viet Nam and other countries around the world.

B. TEACHING AIDS: Text book, laptop, TV, sub-board, hoclieu.vn,...

C. PROCEDURE:

I. WARM-UP:

Aims: *to create an active atmosphere in the class before the lesson; and lead in the new lesson*

Discuss the pictures

- Ask Ss to work in pairs discussing what they can see in the picture.

- Ask some Ss to say their answers in front of the

class. Encourage Ss to talk as much as possible. It is not important whether they give the right answers or not; it is important that they can speak in English

Suggested answers:

- + Alaska: a state of the US (49th)
- + location: northwest of North America
- + population: over 700,000
- + climate: oceanic climate, very cold
- + native people: Alaskan Natives
- + languages: English 86.3%, Alaska native language

II. PRE- STAGE:

Aims: *To provide students with some lexical items before reading the text, to activate Ss' knowledge of the topic of the reading text.*

1. Pre- teach vocabulary:

T elicits some new words, using different techniques:

- **maintain (v):** duy trì, gìn giữ
- **experience (v):** trải nghiệm
- **style (n):** phong cách, lối sống
- **musher(n):** người điều khiển xe trượt tuyết chó kéo

Checking vocab: R.O.R

III. DURING STAGE:

Aims: *To help Ss develop the skill of finding the main idea and specific information (scanning), and help them form the ideas for their speaking.*

Activity 1: Read the text and check your answers in the Warm-up part (p.65)

- T have Ss read the text carefully and ask them to find the information in the text to check their answers in the Warm-up part.

T helps Ss to confirm correct information about Alaska

Activity 2: Match the highlighted words in the text with their meanings (p.66)

- Ask Ss to work individually to read the passage and find the highlighted words.
- Have Ss read aloud the highlighted words. Correct their pronunciation if needed.

Have Ss match the highlighted words with their meaning in the table. Remind them to use the context to help them.

Answer key: 1. d

2. a

3. c

4. b

Activity 3: Read the text again and answer the questions(p 66)

- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and give the correct answer.
- Ask Ss to work with a partner to discuss the answers.
- Explain the new words and clarify anything difficult. T may ask more questions to see if they understand the text fully.
- Call on some Ss to read the answers aloud before the class. Check their pronunciation and intonation.

Check the answers as a class.

Answer key:.

1. It is about 730,000 / 730 thousand.
2. Various native groups have their own special styles of carving or weaving.
3. We can find it in their villages.
4. It is 1,510 km (long).
5. Yes, it is.

IV. POST STAGE:

Aims: To help Ss practise asking and answering about what people in some places do to maintain their traditional lifestyle.

Activity 4: Work in pairs. Look at the pictures and use the cues to talk about what people in some places do to maintain their traditional lifestyle (p.66).

- Give Ss time to study the example, the pictures, and the phrases given.
- Then have Ss work in pairs.
- T goes round to monitor and give help when necessary.

Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.

Suggested :

A: What do people in Chau An Village do to maintain their traditional lifestyle?

B: They perform traditional dances. They also ...

Task 5: Work in pairs. Ask and answer about how people in your area maintain their traditional lifestyle. You can use the ideas in 4 and the reading text in 1 (p66)

- Allow some time for Ss to think about how people in their area maintain the traditional lifestyle.
- Have Ss work in pairs (or groups of 4 - 5).
- Ask them to use the ideas in Activity 4, and the vocabulary learnt in the unit.
- Give help when they have difficulty expressing their ideas.

Call on some pairs to talk in front of the class. T and other Ss listen and comment.

Suggested answers:

I live in Bat Trang, which is a pottery village not far from Ha Noi centre. To maintain the traditional lifestyle, local people will make pottery and paint on the ceramic statues. Then they will sell those pottery products to tourists.

WRAP-UP:

Aim: *To consolidate what students have learnt in the lesson.*

- Ask Ss to summarise what they have learnt in the lesson.

V. HOME WORK

- Learn the vocabulary by heart.
- Prepare for Unit 6: Skills 2

Feedback:

.....

.....

.....

Week 16	UNIT 6: LIFESTYLES	Date of preparing:
Period 46	Lesson 6: Skills 2	12/ 12/ 2023

I. OBJECTIVES: By the end of the lesson, Ss will be able to:**1. Knowledge**

- Listening to someone's opinion about the impact of modern technology
- Writing a paragraph about the advantages or disadvantages of online learning

2. Competences

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

3. Personal qualities

- Love reading and talking about activities in the countryside

II. TEACHING AIDS:

- Grade 8 textbook, Unit 6, Skills 2
- Computer connected to the Internet
- Projector / TV/
- Phần mềm tương tác hoclieu.vn

III. PROCEDURE:**1. WARM-UP: Broken telephone game:**

- T divides the class into 5 groups. Each group stands in one line.
- T shows a word to the last students of all groups. These students must quickly whisper the word to their teammates in order. The first member of each team writes the word on the board. The fastest student writes the correct word earns 1 point for the team.

Words: - *lifestyle* - *communication* - *online learning* - *technology*

- Teacher corrects for students (if needed)
- T leads to the new lesson: Listening and Writing about opinions on technology and online learning.

- T introduces the objectives of the lesson.

2.PRE- LISTENING:

+**Aims:** - To help Ss understand and activate their knowledge of the topic

Task 1: Work in groups. Which of the following do you think is more influenced by modern technology? Tick (✓) your choice(s).

- Let Ss work in groups. Give them 2 – 3 minutes. to think and tick the correct answer(s)
- Ask some Ss to share their answers in front of the class. If necessary, T may ask them some other questions about the reasons for their answers.

Questions:

Which of the following do you think is more influenced by modern technology? Tick (✓) your choice(s).

Suggested answers:

- *ways of communicating ✓*
- *traditional food and drink*
- *ways of learning ✓*

+ Teacher asks Ss some follow up questions.

3. WHILE - LISTENING:

+Aims:

To help Ss develop their skill of listening for specific information

Task 2. Listen to the conversation and tick (✓) T (True) or F (False).

- Have Ss read the questions in this activity quickly and underline the key words. This helps them have some idea of what they are going to listen to and the information they need for answering the questions.
- Tell Ss that they are going to listen to a conversation about modern technology and online learning.
- Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers.
- Have Ss share their answers in pairs.
- Invite some pairs to answer and confirm the correct ones.
- Play the recording again if needed, stopping at places where Ss are having difficulties

Answer key:

1. T 2. T 3. F 4. F 5. T

Task 3. Listen again and choose the correct answer to each question.

- Have Ss read the questions and the options, and quickly underline the key words.
- Have Ss read through the sentences first.
- Play the recording once or twice. Ask Ss to listen carefully and circle the correct answers.
- Have Ss share their answers in pairs.
- Invite some pairs to answer and confirm the correct ones.
- Play the recording again if needed, stopping at the places where Ss are having difficulties.

- Teacher corrects for students as a whole class.

Answer key:

1. A 2. B 3. C 4. C

4. POST - LISTENING:

+ WRITING

* **Aims:** - To help Ss practise writing a paragraph about the advantages OR disadvantages of online learning.

Task 4: Look at the list below. Put the ideas about online learning in the correct columns.

- Have Ss work in pairs. Tell them to read all the ideas given, think about them and put them in the correct columns.

Answer key:

Advantages: convenient, comfortable, more freedom, independent

Disadvantages: difficult to concentrate, no real interaction, harmful to our eyes, expensive equipment

Task 5: Write a paragraph (80 – 100 words) about the advantages OR disadvantages of online learning. You can refer to the listening and the ideas in 4.

- Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have prepared in 4. Ask Ss to brainstorm the ideas and needed language for writing.
- Set a time limit for Ss to write the paragraph. Tell them to use proper connectors (first/ firstly, second/ secondly, etc.), and pay attention to grammar, use of words, spelling and punctuation.
- Ask Ss to write the first draft individually. T may display all or some of the Ss' writings on the wall / bulletin board. T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.

Suggested outcome:

Students' first draft

.....

.....

.....

.....

Suggested answer (Teacher's book)

6. CONSOLIDATION :

Wrap-up

- Summarise the main points of the lesson.

7. Homework

- SS can write the paragraph at home
- Prepare for **looking Back + Pro**

Week : 16 Period : 47	UNIT 6: LIFESTYLES Lesson 7: LOOKING BACK + PROJECT	Date of preparing: 12/ 12/ 2023
--	--	--

I. OBJECTIVES

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

1. Knowledge

- review the vocabulary and grammar of Unit 6
- apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Competences

- Develop communication skills and creativity
- Autonomy & self-study
- Develop critical thinking skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- work hard to prepare for the project
- Love and respect the lifestyles of Viet Nam and other countries around the world

II. Teaching aids:

- 1. Teacher:** Grade 8 textbook , smart TV, visual aids, hoclieu.vn
- Computer connected to the Internet
- 2. Students:** Textbooks, notebooks.

III. Procedure

1. WARM-UP

a. Objectives:

- To create an active atmosphere in the class before the lesson;

b. Content:Revision

- Teacher asks Ss to think of what they have learnt already in Unit 6.
- Ss work in pairs to do the task. Teacher calls some students to retell.
- Teacher confirms and leads them to do all the exercises in books.

c. Expected outcomes: - Ss can tell the teacher what they have learnt in unit 6.

2. Pre stage:

Aim: - To help Ss understand more clearly the meaning of some words and phrases and review the vocabulary and grammar learnt

- To help students apply words related to the topic ‘ lifestyles.

- Task 1: Match the words and phrases (1-5) with the meanings (a-e).

- Have Ss do this activity individually.
- Ask Ss to read the words and phrases (1 - 5) and the meanings (a - e) and match them.

- Allow them to compare their answers with their partners.
- Call on some Ss to share their answers with the class.
 - Confirm the correct answers.

Answer key: 1. c 2. d 3. e 4. a 5. b

Task 2: Complete the sentences with the words and phrases from the box. (5 mins)

- Have Ss do this activity individually.
- Ask Ss to read the sentences carefully, then refer to the words and phrases in the box to choose the correct answers.
- Allow Ss to compare their answers with their partners.
- Confirm the correct answers as a class.

Answer key: 1. in the habit of 2. greeted 3. lifestyle 4. online lessons 5. maintain

3. During stage:

Aim:- To help Ss revise the forms and uses of future simple and first conditional

Task 3: Complete the sentences, using the correct tense of the verbs in brackets. (6 mins)

- T may have Ss review the form and uses of the future simple before they do the task.
- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.
- Remind Ss to keep a record of their original answers so that they can use that information in the Now I can ... section.

Answer key: 1. will send 2. won't be 3. will become 4. win 5. Will we have to

-Task 4: Rewrite the following sentences, so that their meaning stays the same. (6 mins)

- Allow Ss some time to do the task individually and write the sentences in their notebooks.
- Then ask Ss to compare their answers in pairs.
- T may call on some Ss to write their answers on the board, other Ss give comments, and T checks them as a class.

Answer key:

1. If you play computer games for too long, you will harm your eyes.
2. You will get overweight unless you are careful with what you eat.
3. If it doesn't rain, we'll go to the beach. / If it rains, we won't go to the beach.

4. Post stage

Aim: - To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project. - **PROJECT**

- To give Ss an opportunity to research more about the lifestyles around the world.
- To help Ss improve their creativity and teamwork
- To improve their speaking and presentation skills

Interesting lifestyle around the world

- Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.
- T has groups show their posters and present them to the class.

***Wrap up: Aim:** To consolidate what students have learnt in the lesson.

- Teacher asks Ss to retell the main points of the lesson (vocabularies and grammar)

IV. Homework:

- Revise all the words and grammar that they have just learnt in unit 6
- Do exercises in the workbook.
- Prepare for revision for the first term.

V. Feedback:

.....
.....
.....

Week 16 Period 48	REVISION FOR THE FIRST TERM	Date of preparing: 12/ 12/ 2023
------------------------------------	------------------------------------	--

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

1.Knowledge:

- Review vocabulary related to the topics(unit 1 - 5): Hobbies, Healthy living, Community service, Music and Art, Food and Drink
- The pronunciation, Grammar
- Practice reading for general and specific information.
- Practice listening for specific information.
- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

B. TEACHING AIDS: Textbook, laptop, pictures, TV

C. PROCEDURES:

*** Lý thuyết và ngữ pháp:**

I. VOCABULARY: From Unit 1 to Unit 6

1. Leisure time.
2. Life in the countryside.
3. Teenagers.
4. Ethnic groups of Viet Nam.
5. Our customs and traditions.
6. Lifestyles.

II. GRAMMAR POINTS: From Unit 1 to Unit 6

1. Verbs of liking / disliking + gerunds.
2. Verbs of liking / disliking + to-infinitives.
3. Comparative forms of adverbs.
4. Simple sentences and compound sentences.
5. Yes / No and Wh-questions.
6. Countable and uncountable nouns.
7. Zero article.
8. Future simple.
9. First conditional.

PRACTICE

I. PHONETICS

Choose the word whose underlined part is pronounced differently from the others.

1. A. lantern B. invader C. nation D. race
2. A. carnival B. command C. ceremony D. encourage
3. A. rest B. different C. ethnic D. question

4. A. breakfast B. brief C. bright D. climb
 5. A. leisure B. picturesque C. business D. focus
 6. A. knock B. key C. pocket D. milk
 7. A. carrot B. city C. cake D. class 8. A. age B. give C.

II. Grammar & Vocabulary.

* Choose the best answer

- My uncle works in _____ coffee plantation in Dak Lak.
A. a B. an C. some D. much
- How _____ ethnic groups in Viet Nam do you know?
A. much B. often C. many D. tall
- _____ stilt houses stand on wood, bamboo, and _____.?
A. Do-leaf B. Does - leaves C. Does – leaf D. Do – leaves
- _____ your grandmother like folk _____?
A. Do-music B. Do-musics C. Does – music D. Is – music
- _____ there 54 ethnic groups in Viet Nam?
A. Are B. Is C. Do D. Does
- Among mountainous regions in Viet Nam, _____ one will you want to travel to?
A. why B. when C. how D. which
- _____ does it cost to visit this bamboo village?
A. How many B. How much C. How often D. How
- There are billions of stars in _____ space.
A. a B. an C. x D. the
- Why are you interested _____ doing DIY projects?
A. at B. on C. in D. with
- You should drive carefully; _____, you may cause accidents.
A. however B. but C. therefore D. otherwise
- My mother enjoys _____ traditional food for our family, especially at Tet holiday.
A. cook B. to cook C. cooking D. cooked
- Our class has a(n) _____, and we often post questions there to discuss.
A. office B. forum C. club D. garden
- Ba:** Will online learning improve our IT skills? **Nam:** _____.
A. Yes, it will. B. Yes, it won't C. Yes, it does D. Yes, it is
- He will have sore eyes if he _____ too much time on the computer.
A. spend B. spends C. spent D. spending
- A:** _____ do you play tennis? **B:** For exercise.
A. Why B. When C. How D. What
- _____ picture do you prefer, this one or that one?
A. Which B. Where C. Why D. How
- How many people were there at the family _____ last weekend?
A. unit B. united C. union D. reunion
- Joe broke with _____ when he went to an art college.
A. culture B. habit C. tradition D. custom
- A: "Thank you for the enjoyable party tonight!" - B: "_____"
A. It's my pleasure. B. I'm sorry. C. I don't mind.
- If he (eat) _____ this cake, he (be) _____ sick. D. That's a great idea!
A. eats/is B. eat/will be C. eats/will be
- What (you/do) _____ if she refuses your invitation? D. eat/be
A. will you do B. do you do C. are you do
- If we meet at 9:00, we _____ plenty of time to talk. D. did you do
A. have B. is having C. will have D. had
- What do people do to _____ traditional lifestyles?
A. maintain B. stay C. carry D. serve
- Many people like _____ the Internet with their mobile phones.
A. surfing B. blogging C. emailing D. communicating
- We have _____ from our exams, peers and parents. This makes us feel very stressed.
A. interests B. pressure C. friends D. forum
- People in my village are really _____; They are always generous and friendly to visitors.
A. well-trained B. funny C. hospitable D. unsociable
- The wind is blowing _____ than it did last night.

- A. stronger B. stronglier C. more stronger D. more strongly
28. Would you like to drink a cup of tea _____ coffee?
A. and B. or C. although D. but
29. My sister plays volleyball well _____ I do not.
A. but B. and C. or D. although
30. My friends _____ I went to the museum last Sunday.
A. so B. and C. for D. yet
31. My son was crazy _____ football when he was young.
A. about B. of C. at
32. My aunt has _____ interesting novel. D. with
A. the B. a C. an D. x
33. It was _____ best film I had ever read.
A. an B. a C. x D. the
34. If I get up early, I _____ to school on time.
A. went B. am going C. will go D. go
35. How do people _____ New Years in your country, Jack?
A. practise B. celebrate C. keep D. do
36. In many cultures, knocking on wood is a way to chase _____ bad spirits.
A. away B. of C. to D. at
- * Choose the letter A, B, C or D to indicate the underlined part that needs correction.**
37. How many cheese do you need to make three pizzas? A
B C D
38. If we travel to London, we visit the museums.
A B C D
39. We went to Ha Noi by the plane.
A B C D
40. You will fail the test unless you don't study harder.
A B C D
41. A tractor can plough weller than a buffalo or a horse.
A B C D

III. READING

A. Read the following passage and choose the correct word for each gap.

Tet holiday is celebrated on (1) _____ first day of the Lunar New Year in Viet Nam. Several weeks before the New Year, the Vietnamese clean their houses and paint the walls. New clothes are bought for the occasion. One or two days before the festival, people make Banh Chung, (2) _____ is the traditional cake, and kinds of jam. On New Year's Eve, the whole family gets together for a (3) _____ dinner. On New Year morning, the young members of the family pay their respects (4) _____ the elders. And the children receive lucky money wrapped in red tiny envelopes. Then people go (5) _____ their neighbours, friends and relatives.

- A. a B. an C. x D. the
- A. which B. when C. where D. why
- A. reunited B. union C. reunite D. reunion
- A. at B. to C. about D. in
- A. visited B. visiting C. to visit D. visit

B. Read the text and answer the questions below.

Last week Nick and some of his classmates went to visit a farm of Nick's uncle in the countryside. They left early in the morning and went there by bus. Nick's uncle, Mr. Brown met them at the bus stop and took them to his farm. On the way, uncle Brown showed them the field of wheat and vegetables where some tractors were running up and down, ploughing and breaking soil, distributing manure and planting potatoes.

After lunch, they all went for a walk. In the large yard of the farm, they saw some farm machines. Among them is the biggest machine which is called a combine harvester. In the afternoon, they went to the place where cattle such as horses, sheep and cows were raised. They were very excited to see how cows were milked by the workers there. Uncle Brown also spoke about many interesting things in the countryside. After having some fruits and cakes, they said goodbye and went home.

- How did Nick and his classmates go to uncle Brown's farm?
A. by bus B. by car C. by taxi D. on foot
- Where did Nick and his classmates meet uncle Brown?
A. at an office B. at the market C. at the bus stop D. at a coffee shop
- What does his uncle grow on his farm?
A. wheat B. vegetables C. potatoes D. All are correct

4. What can a tractor do?
 A. plough and break soil
 B. distribute manure, plant potatoes.
 C. cut and thrash corn
 D. A and B are correct
5. What did they do after lunch?
 A. went swimming
 B. went climbing
 C. went for a walk
 D. went cycling

C. Read the following passage and choose the correct word for each gap.

Viet Nam is a multi-nationality country with 54 ethnic (1) _____. The Viet (Kinh) people account (2) _____ 87% of the country's population and mainly inhabit the Red River delta, the central coastal delta, the Mekong delta and major cities.

A number of ethnic minorities had mastered some farming techniques. (3) _____ grew rice plants in swamped paddy fields and carried out irrigation. Others (4) _____ hunting, fishing, collecting and lived a semi-nomadic life. Each group has its own (5) _____, diverse and special. Beliefs and religions of the Vietnamese ethnic minority groups were also disparate from each other.

1. A. groups
 2. A. in
 3. A. They
 4. A. did
 B. team
 B. for
 B. We
 B. made
 C. minorities
 C. of
 C. I
 C. went
 D. majorities
 D. at
 D. You
 D. used
 5. A. belief
 B. style
 C. costume
 D. culture

D. Read the text and answer the questions below.

In Viet Nam, a market is a trading place, but many markets are not only about buying and selling things. They reflect the life of the community. A traditional market is a social gathering point for people of all ages and it is a new and exciting experience for children, a trading place for local craftsmen, and a chance for young people to meet. People go to the traditional market not only to buy and sell things but also to eat, drink, play games, and socialize. For example, if you go to Sa Pa Market, which is the highlands in the north of Viet Nam, you can see people wearing their nicest clothes and spending all day long at the market. They buy things, play the flute, dance, and sing. This is also a time to meet, make friends or look for lovers. That is why this kind of gathering is also called "Love Market". Some other countryside markets in the Mekong Delta are held on boats. Most of the goods are sold at a floating market. The most exciting time is in the early morning when boats arrive loaded up with agricultural products.

1. In Viet Nam, all markets are _____.
 A. only trading places
 B. only about buying things
 C. only about selling things
 D. not only about buying and selling things
2. A traditional market is a social gathering point for _____.
 A. young people
 B. people of all ages
 C. local craftsmen
 D. children
3. What can people do at the traditional market?
 A. Sell and buy things only.
 B. Buy and sell things, eat, drink and play games.
 C. Buy things and eat.
 D. Buy and sell things, eat, drink, play games and socialize.
4. What do the ethnic people who go to Sa Pa Market do?
 A. They wear their nicest clothes, buy things, play the flute, dance and sing.
 B. They ride on a horse and sing.
 C. They drink a lot of wine and dance.
 D. They buy the nicest clothes at the market and look for lovers.
5. Some of the markets in the Mekong Delta are held _____ are called floating markets.
 A. along the roads
 B. on the paddy fields
 C. on boats
 D. in the morning

E. Read the passage, and then decide whether the statements that follow are True (T) or False (F).

Teenagers today live in a very competitive world. It is more important than ever to succeed at school if you hope to have a chance in the job market afterwards. It's no wonder that many young people worry about letting down their parents, their peers and themselves. To try to please everyone, they take on too many tasks until it becomes harder and harder to balance homework assignments, parties, sports activities and friends. The result is that young people suffer from stress.

There are different ways of dealing with stress. Everyone knows that caffeine, in the form of coffee or soft drinks, keeps you awake and alert. But caffeine is a drug which can become addictive. In the end, like other drugs, caffeine only leads to more stress. There are better ways to deal with stress: physical exercise is a good release for stress, because it increases certain chemicals in the brain which calm you down. You have to get enough sleep to avoid stress and to stay healthy and full of energy.

1. Nowadays, it is important to succeed at school.
 2. Many young people take on only some tasks to please everyone.
 3. Young people may not suffer from stress because of homework assignments.
 4. Caffeine can keep you awake and alert.
 5. Physical exercise is a better way to deal with stress.

IV. DO AS DIRECTED

1. The children swam in the lake. (Make a question for the underlined part)
☐ _____
2. It took us about half an hour to get to work. (Make a question for the underlined part)
☐ _____
3. He travelled to Mexico by train. (Make a question for the underlined part)
☐ _____
4. He plays volleyball three times a week. (Make a question for the underlined part)
☐ _____
5. The children went to the cinema after school. (Make a question for the underlined part)
☐ _____
6. about/ other/ cultures./I am/ interested/ in learning/ (Reorder the words to make a correct sentence).
☐ _____
7. My friends / crazy / play / computer / games. (Complete sentences from the given cues).
☐ _____
8. colourful flowers./ the festival/ people/ Before/ with/ prepare/ their houses/ to decorate/ (Reorder the words to make a correct sentence).
☐ _____
9. You should bring a compass; otherwise, you will be lost in the forest. (Rewrite the sentence with **IF**)
☐ _____
10. A camel runs more slowly than a horse. (Rewrite the sentence, use **FASTER**)
☐ _____
11. Tom doesn't finish his homework so his mother won't let him watch TV. (Rewrite the sentence, using future condition with **IF**)
☐ _____
12. village / is / March / Our / held / on / of / festival / 10th. (Reorder the words to make a correct sentence).
☐ _____
13. Would you like a cake? Would you like an apple? (Rewrite the sentence with **OR**)
☐ _____
14. I'm tired. I'm going to bed early tonight. (Rewrite the sentence with **SO**)
☐ _____
15. It's a good idea to hand bowls with both hands. (Rewrite the sentence with **SHOULD**)
☐ _____
16. We will cancel the picnic. The weather will be really bad. (Rewrite the sentence with **IF**)
☐ _____
17. Your bike runs faster than mine. (Rewrite the sentence with **SLOWLY**) ☐ _____
18. We won't celebrate the festival. It will cost too much money. (Rewrite the sentence with **IF**) ☐ _____

Week 17 Period 49	REVISION FOR THE FIRST TERM(CONT'D)	Date of preparing: 20/ 12/ 2023
----------------------	--	------------------------------------

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

1. Knowledge:

- Review vocabulary related to the topics(unit 1 - 5): Hobbies, Healthy living, Community service, Music and Art, Food and Drink
- The pronunciation, Grammar
- Practice reading for general and specific information.
- Practice listening for specific information.
- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

B. TEACHING AIDS: Textbook, laptop, pictures, TV

C. PROCEDURES:

***.Vocabulary: Unit 1-5**

-Leisure activities : playing sports, doing origami,doing DIY,surfing the net,messaging friends,doing puzzles, making paper flowers,hanging out

-Life in the countryside: milking cows, ploughing a field, unloading rice, catching fish, drying rice, herd cattle, flying kites

-Teens' use of social media: browsing websites, uploading pictures, checking notifications, connecting with friends, discussing problems, sharing posts...

-Causes of teen stress: pressure from parents, pressure from schoolwork, bullying, spending too much time on social media

-Teen school clubs: Chess club,Language club,Sport club,Arts and crafts club, ...

-The lifestyle of ethnic groups: terraced fields, wooden statue, folk dance, Gong, bamboo house, weaving, five-colour sticky rice, musical instrument ...

-Customs and traditions: family reunion,wedding ceremony,whale worship,family reunion, wedding ceremony, food offerings, longevity celebration

***.Phonetics : Phân biệt các âm:**

-/u/ : would, push, woman, cook, book, pudding, wolf, look, ...

- /u:/ : group, June, school, move, cool, pool , drew, cartoon,blue, ...

-/ə/ : activity, hospitable, garden, picturesque, collect, orchard, gather, open,suggest, ...

- /i / : pick, village, harvest, busy, cottage, milk, return,review,rabbit, ...

***.Grammar:**

1. Verbs of liking/ disliking (Các động từ chỉ sự yêu/ ghét)

a. Verbs + V-ing : LOVE, LIKE/ENJOY/FANCY, DISLIKE, HATE, DETEST, ..

b. Verbs + V-ing/ Vto infi: LOVE, LIKE, PREFER, HATE, ...

c. Expressions used with hobbies

Be crazy about, Be keen on, Be fond of, Be interested in , Be into ...

2.Comparative adverbs (So sánh hơn của trạng từ)

a) Short Adverbs (trạng từ ngắn) là những trạng từ chỉ có một âm tiết. (fast, hard, high, late,...)

- Short Adv-**ER** + (**THAN**) .

b) Long Adverbs (trạng từ dài) là những trạng từ có từ hai âm tiết trở lên, thường kết thúc bằng -LY. (slowly,quickly, carefully,frequently, strangely,...)

- **MORE** + Long Adv + (**THAN**)

*Các trạng từ dài thường được hình thành bằng cách thêm đuôi -LY vào sau tính từ:

EX:slow → slowly, fluent → fluently, ...

c)Irregular comparative adverbs (Trạng từ bất quy tắc)

well - better (tốt hơn)

badly- worse (tệ, dở hơn)

far - farther/further (xa hơn)

3.Simple sentences and compound sentences (Câu đơn và câu ghép)

a)Simple sentences(câu đơn): Là câu chỉ 1 chủ ngữ và 1 động từ.

EX: Mary and Tom are playing tennis.

b)Compound sentences (câu ghép)

- Là câu có 2 hay nhiều mệnh đề độc lập (independent clauses) được nối với nhau bởi một liên từ kết hợp (coordinating conjunction) HOẶC trạng từ liên kết(conjunctive adverb)

1. Coordinating conjunction (liên từ kết hợp): and (và), or (hoặc là), for (vì), but (nhưng), so (vì vậy):

Clause 1, AND/OR/FOR/BUT/SO + Clause 2

EX: He drinks much water, for he is thirsty.

2. Conjunctive adverb (trạng từ liên kết): however(Tuy nhiên), therefore(Vì vậy), otherwise (Nếu không thì):

Clause 1 ; HOWEVER/THEREFORE/OTHERWISE, Clause 2

EX: Tom tried hard; however, he couldn't win.

4. Yes/No questions

- BE + S + ?
- Aux. V + S + Vinfi..... ?
- Modal.V + S + Vinfi?

Be:	<i>Is she working very hard?</i> <i>Were they waiting for the bus?</i>
Aux. V :	<i>Does she live near here?</i> <i>Did you watch TV last night?</i>
Modal. V:	<i>Will you help me open this box?</i> <i>Should they come to her party?</i>

5. WH questions:

- WH + **BE + S + ?**
Aux. V + S + Vinfi ?
Modal.V + S + Vinfi?

***WH :**

When?: Khi nào (thời gian)

Who?: Ai (con người - chủ ngữ)

What?: Cái gì / gì (vật, ý kiến, hành động)

How?: Như thế nào (cách thức)

How far ? : bao xa(khoảng cách)

How many ? : bao nhiêu (số lượng đếm được)

How much ? : bao nhiêu (hỏi số lượng không đếm được, giá cả)

Whose?: Của ai (sự sở hữu)

Where?: Ở đâu (nơi chốn)

Why?: Tại sao (lý do)

Which?: Cái nào (sự chọn lựa)

How often – thường xuyên như thế nào (tần suất)

How long ? : bao lâu (khoảng thời gian)

Whom? Ai (người - tân ngữ)..

6. Countable nouns/ Uncountable nouns

- Countable nouns: *car, city, cousin*

- Uncountable nouns: *advice, information, furniture, traffic, ...*

7. Some, any, a few, a little, many, much

-a little/much/some/any + Uncountable noun (Danh từ không đếm được)

-a few /many/some/any + Plural countable noun (Danh từ đếm được số nhiều)

8. Articles

a. Mạo từ bất định (Indefinite articles): a, an

+ **An** đứng trước danh từ đếm được số ít, bắt đầu bằng một nguyên âm. (u, e, o, a, i)

+ **A** đứng trước danh từ đếm được số ít, bắt đầu bằng một phụ âm.

***A, an** được sử dụng trong lời nói chung chung hoặc để giới thiệu một điều gì chưa được đề cập đến trước đó.

b. Mạo từ xác định (Definite articles)

The + đứng trước cả danh từ **đếm được** và **không đếm được** (countable noun/uncountable noun).

The gọi là mạo từ xác định vì nó **danh từ đã xác định mà cả người nói và người nghe đều biết.**

Các trường hợp dùng “the” khác:

- “The” dùng với so sánh nhất.
- Dùng để nói về một đối tượng, một địa điểm đặc biệt, chỉ tồn tại duy nhất
- Dùng trước danh từ riêng chỉ núi, sông, biển, đảo, sa mạc, miền ...
- Dùng để chỉ một nhóm người, giai cấp trong xã hội.
- Dùng với một số tên quốc gia thuộc tổ hợp hoặc liên bang.

c. Zero article (Không dùng mạo từ)

+ Dùng với danh từ không đếm được hoặc trừu tượng : *Sugar is not good for your teeth.*

+ Dùng khi đưa ra những nhận định chung : *I don't like snakes.*

+ Dùng khi mô tả các hình thức vận tải chung : We went there by *boat*.

Các trường hợp dùng “Zero article” khác:

+ Trước tên quốc gia, châu lục, tên núi, hồ, đường phố (Trừ những nước theo chế độ Liên bang):
I'm from China. She lives in the US.

+ Ngôn ngữ, môn học, môn thể thao : We play football every day.

+ Dùng với Next, last : Let's go skiing next week.

+ Bữa ăn : I have egg and bread for breakfast.

+ Ti Vi : I like watching TV

+ Tên các ngày lễ, tết: Christmas, Thanksgiving (*Lễ Tạ Ôn*)

+ Năm, tháng, ngày ; She was born in 2010

D. LISTENING :

- Leisure time

- Our customs and traditions

(Task types: *Listen to the information and tick T/F; listen to the information and choose the correct answer.*)

PRACTICE

II. Grammar & Vocabulary.

*** Choose the best answer**

1. My uncle works in _____ coffee plantation in Dak Lak.

A. a B. an C. some D. much

2. How _____ ethnic groups in Viet Nam do you know?

A. much B. often C. many D. tall

3. _____ stilt houses stand on wood, bamboo, and _____.

A. Do-leaf B. Does - leaves C. Does – leaf D. Do – leaves

4. _____ your grandmother like folk _____?

A. Do-music B. Do-musics C. Does – music D. Is – music

5. _____ there 54 ethnic groups in Viet Nam?

A. Are B. Is C. Do D. Does

6. Among mountainous regions in Viet Nam, _____ one will you want to travel to?

A. why B. when C. how D. which

7. _____ does it cost to visit this bamboo village?

A. How many B. How much C. How often D. How

8. There are billions of stars in _____ space.

A. a B. an C. x D. the

9. Why are you interested _____ doing DIY projects?

A. at B. on C. in D. with

10. You should drive carefully; _____, you may cause accidents.

A. however B. but C. therefore D. otherwise

11. My mother enjoys _____ traditional food for our family, especially at Tet holiday.

A. cook B. to cook C. cooking D. cooked

12. Our class has a(n) _____, and we often post questions there to discuss.

A. office B. forum C. club D. garden

13. **Ba:** Will online learning improve our IT skills? **Nam:** _____.

A. Yes, it will. B. Yes, it won't C. Yes, it does D. Yes, it is

14. He will have sore eyes if he _____ too much time on the computer.

A. spend B. spends C. spent D. spending

15. **A:** _____ do you play tennis? **B:** For exercise.

A. Why B. When C. How D. What

16. _____ picture do you prefer, this one or that one?

A. Which B. Where C. Why D. How

17. How many people were there at the family _____ last weekend?

A. unit B. united C. union D. reunion

18. Joe broke with _____ when he went to an art college.

A. culture B. habit C. tradition D. custom

19. A: "Thank you for the enjoyable party tonight!" - B: " _____ "

A. It's my pleasure. B. I'm sorry. C. I don't mind.

20. If he (eat) _____ this cake, he (be) _____ sick. D. That's a great idea!

A. eats/is B. eat/will be C. eats/will be

21. What (you/do) _____ if she refuses your invitation? D. eat/be

A. will you do B. do you do C. are you do

22. If we meet at 9:00, we _____ plenty of time to talk. D. did you do

A. have B. is having C. will have D. had

23. What do people do to _____ traditional lifestyles?

A. maintain B. stay C. carry D. serve

24. Many people like _____ the Internet with their mobile phones.

A. surfing B. blogging C. emailing D. communicating

25. We have _____ from our exams, peers and parents. This makes us feel very stressed.

A. interests B. pressure C. friends D. forum

26. People in my village are really _____; They are always generous and friendly to visitors.

A. well-trained B. funny C. hospitable D. unsociable

27. The wind is blowing _____ than it did last night.

A. stronger B. stronglier C. more stronger D. more strongly

28. Would you like to drink a cup of tea _____ coffee?

A. and B. or C. although D. but

29. My sister plays volleyball well _____ I do not.

A. but B. and C. or D. although

30. My friends _____ I went to the museum last Sunday.

A. so B. and C. for D. yet

31. My son was crazy _____ football when he was young.

- A. about B. of C. at
32. My aunt has _____ interesting novel. D. with
A. the B. a C. an D. x
33. It was _____ best film I had ever read.
A. an B. a C. x D. the
34. If I get up early, I _____ to school on time.
A. went B. am going C. will go D. go
35. How do people _____ New Years in your country, Jack?
A. practise B. celebrate C. keep D. do
36. In many cultures, knocking on wood is a way to chase _____ bad spirits.
A. away B. of C. to D. at

*** Choose the letter A, B, C or D to indicate the underlined part that needs correction.**

37. How many cheese do you need to make three pizzas? A
 B C D
38. If we travel to London, we visit the museums.
 A B C D
39. We went to Ha Noi by the plane.
A B C D
40. You will fail the test unless you don't study harder.
A B C D
41. A tractor can plough weller than a buffalo or a horse.
 A B C D

III. READING

A. Read the following passage and choose the correct word for each gap.

Tet holiday is celebrated on (1) _____ first day of the Lunar New Year in Viet Nam. Several weeks before the New Year, the Vietnamese clean their houses and paint the walls. New clothes are bought for the occasion. One or two days before the festival, people make Banh Chung, (2) _____ is the traditional cake, and kinds of jam. On New Year's Eve, the whole family gets together for a (3) _____ dinner. On New Year morning, the young members of the family pay their respects (4) _____ the elders. And the children receive lucky money wrapped in red tiny envelopes. Then people go (5) _____ their neighbours, friends and relatives.

1. A. a B. an C. x D. the
2. A. which B. when C. where D. why
3. A. reunited B. union C. reunite D. reunion
4. A. at B. to C. about D. in
5. A. visited B. visiting C. to visit D. visit

B. Read the text and answer the questions below.

Last week Nick and some of his classmates went to visit a farm of Nick's uncle in the countryside. They left early in the morning and went there by bus. Nick's uncle, Mr. Brown met them at the bus stop and took them to his farm. On the way, uncle Brown showed them the field of wheat and

vegetables where some tractors were running up and down, ploughing and breaking soil, distributing manure and planting potatoes.

After lunch, they all went for a walk. In the large yard of the farm, they saw some farm machines. Among them is the biggest machine which is called a combine harvester. In the afternoon, they went to the place where cattle such as horses, sheep and cows were raised. They were very excited to see how cows were milked by the workers there. Uncle Brown also spoke about many interesting things in the countryside. After having some fruits and cakes, they said goodbye and went home.

1. How did Nick and his classmates go to uncle Brown's farm?

- A. by bus B. by car C. by taxi D. on foot

2. Where did Nick and his classmates meet uncle Brown?

- A. at an office B. at the market C. at the bus stop D. at a coffee shop

3. What does his uncle grow on his farm?

- A. wheat B. vegetables C. potatoes D. All are correct

4. What can a tractor do?

- A. plough and break soil B. distribute manure, plant potatoes.
C. cut and thrash corn D. A and B are correct

5. What did they do after lunch?

- A. went swimming B. went climbing C. went for a walk D. went cycling

C. Read the following passage and choose the correct word for each gap.

Viet Nam is a multi-nationality country with 54 ethnic (1) _____. The Viet (Kinh) people account (2) _____ 87% of the country's population and mainly inhabit the Red River delta, the central coastal delta, the Mekong delta and major cities.

A number of ethnic minorities had mastered some farming techniques. (3) _____ grew rice plants in swamped paddy fields and carried out irrigation. Others (4) _____ hunting, fishing, collecting and lived a semi-nomadic life. Each group has its own (5) _____, diverse and special. Beliefs and religions of the Vietnamese ethnic minority groups were also disparate from each other.

1. A. groups B. team C. minorities D. majorities
2. A. in B. for C. of D. at
3. A. They B. We C. I D. You
4. A. did B. made C. went D. used 5. A. belief B. style
 C. costume D. culture

D. Read the text and answer the questions below.

In Viet Nam, a market is a trading place, but many markets are not only about buying and selling things. They reflect the life of the community. A traditional market is a social gathering point for people of all ages and it is a new and exciting experience for children, a trading place for local craftsmen, and a chance for young people to meet. People go to the traditional market not only to buy and sell things but also to eat, drink, play games, and socialize. For example, if you go to Sa Pa Market, which is the highlands in the north of Viet Nam, you can see people wearing their nicest clothes and spending all day

long at the market. They buy things, play the flute, dance, and sing. This is also a time to meet, make friends or look for lovers. That is why this kind of gathering is also called "Love Market". Some other countryside markets in the Mekong Delta are held on boats. Most of the goods are sold at a floating market. The most exciting time is in the early morning when boats arrive loaded up with agricultural products.

1. In Viet Nam, all markets are _____.

- A. only trading places B. only about buying things
C. only about selling things D. not only about buying and selling things

2. A traditional market is a social gathering point for _____.

- A. young people B. people of all ages C. local craftsmen D. children

3. What can people do at the traditional market?

- A. Sell and buy things only. B. Buy and sell things, eat, drink and play games.
C. Buy things and eat. D. Buy and sell things, eat, drink, play games and socialize.

4. What do the ethnic people who go to Sa Pa Market do?

- A. They wear their nicest clothes, buy things, play the flute, dance and sing.
B. They ride on a horse and sing.
C. They drink a lot of wine and dance.
D. They buy the nicest clothes at the market and look for lovers.

5. Some of the markets in the Mekong Delta are held _____are called floating markets.

- A. along the roads B. on the paddy fields C. on boats D. in the morning

E. Read the passage, and then decide whether the statements that follow are True (T) or False (F).

Teenagers today live in a very competitive world. It is more important than ever to succeed at school if you hope to have a chance in the job market afterwards. It's no wonder that many young people worry about letting down their parents, their peers and themselves. To try to please everyone, they take on too many tasks until it becomes harder and harder to balance homework assignments, parties, sports activities and friends. The result is that young people suffer from stress.

There are different ways of dealing with stress. Everyone knows that caffeine, in the form of coffee or soft drinks, keeps you awake and alert. But caffeine is a drug which can become addictive. In the end, like other drugs, caffeine only leads to more stress. There are better ways to deal with stress: physical exercise is a good release for stress, because it increases certain chemicals in the brain which calm you down. You have to get enough sleep to avoid stress and to stay healthy and full of energy.

1. Nowadays, it is important to succeed at school.
2. Many young people take on only some tasks to please everyone.
3. Young people may not suffer from stress because of homework assignments.
4. Caffeine can keep you awake and alert.

5. Physical exercise is a better way to deal with stress.

IV. DO AS DIRECTED

1. The children swam in the lake. (Make a question for the underlined part)

→ _____

2. It took us about half an hour to get to work. (Make a question for the underlined part)

→ _____

3. He travelled to Mexico by train. (Make a question for the underlined part)

→ _____

4. He plays volleyball three times a week. (Make a question for the underlined part)

→ _____

5. The children went to the cinema after school. (Make a question for the underlined part)

→ _____

6. about/ other/ cultures./I am/ interested/ in learning/ (Reorder the words to make a correct sentence).

→ _____

7. My friends / crazy / play / computer / games. (Complete sentences from the given cues).

→ _____

8. colourful flowers./ the festival/ people/ Before/ with/ prepare/ their houses/ to decorate/ (Reorder the words to make a correct sentence).

→ _____

9. A camel runs more slowly than a horse. (Rewrite the sentence, use **FASTER**)

→ _____

10. village / is / March / Our / held / on / of / festival / 10th. (Reorder the words to make a correct sentence).

→ _____

11. Would you like a cake? Would you like an apple? (Rewrite the sentence with **OR**)

→ _____

12. I'm tired. I'm going to bed early tonight. (Rewrite the sentence with **SO**)

→ _____

13. It's a good idea to hand bowls with both hands. (Rewrite the sentence with **SHOULD**)

→ _____

14. Your bike runs faster than mine. (Rewrite the sentence with **SLOWLY**) →

*** Rearrange the following words to make meaningful sentences**

1. listening / likes / free time / in / She / to / K-pop music / her

2. customs / We / our / preserve / traditional / should

3. changed / in / has / a lot / ten years / over / Life / the / countryside / the past

*** Make questions for the underlined words**

1. He was tired yesterday because he worked very hard.

2. The Perfume Pagoda is about 70 kilometers from Hanoi.

IV. Homework:

- Prepare for Review 2 (Language)

V. Feedback:

.....
.....
.....

Week :17 Period :50	Lesson 1: REVIEW 2 (Language)	Date of preparing: 20/ 12/ 2023
--------------------------------------	--------------------------------------	--

I. **OBJECTIVES**

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

1. Knowledge

- Revise words related to ethnic groups, customs and traditions and lifestyles.
- Revise the sounds /k/, /g/, /n/, /ŋ/, /br/ and /pr/.
- Revise the use of articles, types of questions, countable and uncountable nouns, future simple tense and first conditional.

2. Competences

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

3. Personal qualities

- Develop self-study skills

II. **TEACHING AIDS**

- Grade 8 textbook, Review 2, Language- Computer connected to the Internet
- Projector / TV/ - hoclieu.vn

III. **PROCEDURES**

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Teacher shows 3 sets of pictures (taken from Project lessons of Unit 4, 5,6) and asks students to find a keyword for each set of pictures.
- Students raise hands to answer.
- Teacher and students discuss the answers.
- Teacher checks the answers as a class.

Keywords game:

- Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.
- Students raise hands to answer.
- Teacher and students discuss the answers.
- Teacher checks the answers as a class.

Suggested answers:

- Ethnic groups of Viet Nam - Our customs and traditions - Lifestyles.

2. ACTIVITY 1: Task 1: Circle the word which has the underlined part pronounced differently in each group. Then listen and repeat. (7 mins)

- Teacher writes some words containing the sounds:

/k/, /g/, /n/, /ŋ/, /br/ and /pr/ .

- Teacher underlines the letter(s) containing the sounds.
- Teacher asks Ss to read the words on the board aloud and then corrects them if needed.
- Teacher allows Ss some time to do the exercise.
- Ss work individually and circle the words.
- Teacher plays the recording for Ss to listen and check their answers.
- Teacher calls on some Ss to share their answers.
- Teacher confirms the correct answers as a class.
- Teacher plays the recording again for Ss to listen and repeat in chorus and then individually.

Answer key:

1. C
2. B
3. D
4. A
5. D

3. ACTIVITY 2 a. Objectives:

- To help Ss focus on the combination of verbs and nouns.
- To provide Ss with more practice on the use of some key words and phrases in a new context.

Match a verb or verb phrase in A with a noun or noun phrase in B. (5 mins)

- Teacher asks Ss to work individually to read the verbs/ verb phrases and the nouns carefully.
- Teacher asks Ss to do the exercise individually.
- Ss match a verb or verb phrase in A with a noun or noun phrase in B.
- Teacher confirms the correct answers as a class.

Answer key:

1. d
2. e
3. b
4. a
5. c

Task 3: Complete the sentences with the words and phrases from the box. (8 mins)

- Teacher asks Ss to work in pairs.
- Teacher asks Ss to read the words in the box first and see if they remember their meanings.
- Ss read each sentence and decide which word or phrase from the box best fits in.
- Teacher confirms the answers as a class.
- Teacher highlights the key words in each sentence which helps Ss do the task.

Answer key:

1. decorative items
2. festivals
3. lifestyle
4. habit
5. minority group

4. ACTIVITY 3: GRAMMAR (15 mins)

a. Objectives:

- To help Ss revise the use of articles, types of questions, countable and uncountable nouns.
- To provide Ss with more practice on the use of the simple future tense.

Task 4: Choose the correct answer A, B, or C to complete each sentence. (7 mins)

- Teacher asks Ss to work in pairs.
- Ss read each sentence and decide which answer (A, B, or C) best completes the sentence.
- Teacher calls on some Ss to share their answers with the class.
- Teacher confirms the correct answers as a class.
- Teacher explains if necessary.

Answer key:

1. C
2. B
3. A
4. B

5. A

Task 5: Use the correct forms of the verbs in brackets to complete the sentences. (8 mins)

Teacher helps Ss revise the use of **will** for the simple future by writing two sentences on board, in which **will** is used in the situations Ss have learnt. For example, *"I'll do the painting tomorrow."* and *"If you agree, we will research about Mount Everest."*

- Teacher asks Ss to work individually.
- Teacher asks Ss to read the sentences and underline the signals that require the use of the future before they do the exercise.
- Teacher calls on some Ss to share their answers with the class.
- Teacher confirms the correct answers as a class.
- Teacher explains if necessary. Teacher may then call on some Ss to read aloud the correct sentences.

Answer key:

1. will build
2. will celebrate
3. will never forget
4. am
5. will never know

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks Ss to summarise the main points of the lesson.

b. Homework

- Prepare for the first term test

V. Feedback:

.....

.....

.....

Week 17 Period 51	THE END OF THE FIRST TERM TEST (WRITTEN TEST)	Date of preparing: 25/ 12/ 2023
------------------------------------	--	--

A. Aims:

- To consolidate the grammatical points learnt from unit 1 to unit 5
- To evaluate ss' levels.
- To classify ss.
- To encourage ss to study harder.

*** Knowledge: (Vocabulary, Grammar and Language Functions...)**

*** Skills:**

- Reading
- Writing
- Listening

B. Content: (enclosed):

Week 18 Period 52	THE END OF THE FIRST TERM TEST (ORAL TEST)	Date of preparing: 25/ 12/ 2023
------------------------------------	---	--

A. Aims:

- To test Ss' speaking skill.
- To classify ss.
- To encourage ss to study harder.

B. Content:

Week 18 Period 53	CORRECTION OF THE END OF THE FIRST TERM TEST	Date of preparing: 25/ 12/ 2023
------------------------------------	---	--

- A/ Aims:**
- To help Ss evaluate their task.
 - To help Ss know what they have studied and what mistakes they have made.
 - To help Ss know what they need to practice more.
 - To give Ss further practice.

B/ Objective: By the end of the lesson Ss will be able to identify their mistakes and correct them.

C/ Teacher's preparations:

- Make sure that all Ss' paper tests have been marked.
- Classify Ss' mistakes from the most common to the least common.
- Write further exercises for Ss to do

D/ Procedure:

- Hand out Ss' paper tests that have been marked.
- Give general remarks on the results of Ss' tests.
- Ask Ss in the whole class to give answer key to each question and explain their choice (if necessary).
- Ask Ss: Which are the most common mistakes?
- Explain the answer to the questions
- Give Ss some more examples to illustrate the rules or situation.
- Give Ss further practice:

ANSWER KEY:

MÃ ĐỀ A

A. LANGUAGE COMPONENT. (2.0 pts)

Part 1,2: Mỗi câu chọn đúng được 0,2 điểm:

Câu	1	2	3	4	5	6	7	8	9	10
Đáp án	A	B	C	D	D	C	B	A	B	D

B. READING: (2.0 pts)

Part 1: (1 pt) Mỗi từ điền đúng được 0,2 điểm:

Câu	11	12	13	14	15
Đáp án	is	groups	or	in	large

Part 2: (1 pt) Mỗi câu chọn đúng được 0,2 điểm

Câu	16	17	18	19	20
Đáp án	D	A	B	D	A

C. WRITING: (2,0 pts)

Part 1. (0,4pts): Mỗi câu chọn đúng được 0,2 điểm

Câu	21	22
Đáp án	A	B

Part 2. (0,8pts): Mỗi câu viết đúng được 0,2 điểm

23. => **The red car can run** more slowly than the blue car/ one (can).

24. => **Is Tom** keen on// interested in// crazy about// fond of// into cycling in the park with his friends?

25. => **Because** Mai likes reading, she bought a lot of books.

26. => **How** many Katu people are there in Viet Nam?

Part 3. (0,8pts): Mỗi câu viết đúng được 0,4 điểm

27. => Mi **is** fond of **playing** sports, but her brother **hates** it.

28. => Every morning, Nick **gets** up 10 **minutes earlier** than his sister **does**.

**Chú ý: Tùy theo mức độ đạt được của bài làm, giáo viên quyết định điểm cho phù hợp ở part 2,3*

D. LISTENING. (2 pts)

Part 1: (1pt) Mỗi câu đánh dấu (v) đúng hoặc ghi T cho câu đúng và F cho câu sai được 0,2 điểm

Câu	29	30	31	32	33
Đáp án	T	T	F	F	T

Part 2. (1 pt) Mỗi câu chọn đúng được 0,2 điểm:

Câu	34	35	36	37	38
Đáp án	D	C	B	A	A

MÃ ĐỀ B

A. LANGUAGE COMPONENT. (2.0 pts)

Part 1,2: Mỗi câu chọn đúng được 0,2 điểm:

Câu	1	2	3	4	5	6	7	8	9	10
Đáp án	A	B	C	D	D	C	B	A	B	D

B. READING: (2.0 pts)

Part 1: (1 pt) Mỗi từ điền đúng được 0,2 điểm:

Câu	11	12	13	14	15
Đáp án	earn	temple	and	in	traditional

Part 2: (1 pt) Mỗi câu chọn đúng được 0,2 điểm

Câu	16	17	18	19	20
Đáp án	D	A	B	D	A

C. WRITING: (2,0 pts)

Part 1. (0,4pts): Mỗi câu chọn đúng được 0,2 điểm

Câu	21	22
Đáp án	B	C

Part 2. (0,8pts): Mỗi câu viết đúng được 0,2 điểm

23. => **The red taxi can run** faster than the blue taxi/ one (can).

24. => **Is Bill** keen on// interested in// crazy about// fond of// into chatting in his free time?

25. => **For** Lan's tired, she has to stay in bed.

26. => **How** many ethnic groups are there in Viet Nam?

Part 3. (0,8pts): Mỗi câu viết đúng được 0,4 điểm

27. => Trung **is** crazy **about doing** puzzles, but his sister **dislikes** it.

28. => Every evening, Nick **goes** to bed 10 **minutes later** than his sister **does**.

**Chú ý: Tùy theo mức độ đạt được của bài làm, giáo viên quyết định điểm cho phù hợp ở part 2,3*

D. LISTENING. (2 pts)

Part 1: (1pt) Mỗi câu đánh dấu (v) đúng hoặc ghi T cho câu đúng và F cho câu sai được 0,2 điểm

Câu	29	30	31	32	33
Đáp án	T	T	F	F	T

Part 2. (1 pt) Mỗi câu chọn đúng được 0,2 điểm:

Câu	34	35	36	37	38
Đáp án	D	C	B	A	A

Tape transcripts:

Part 1:

Let's go to the Mekong Delta enjoying the Ooc-om-bok Festival of the Khmer people. It is also called the moon worshipping festival. Traditionally, the Khmer use the festival to thank the Moon God for giving them a good harvest. It also marks the end of the year of the Khmer calendar. Ooc-om-bok occurs in mid October, according to the lunar calendar. When the Moon is at its highest position, the monks and the elders offer young rice and fruits to the moon God. Then they take some young rice to feed children and ask them about their wishes. People sing and dance in the moonlight. Visitors can participate in games, watch traditional fashion shows, and see flying lantern contests. The next day, villagers organize the race. This is a boat race that attracts many tourists. Here is some advice to tourists at the Ooc-om-bok Festival. They should not wear shorts or sleeveless shirts when attending the religious ceremony. And don't litter the temple grounds. And now, let's ...

Part 2:

Tom: Hi, Trang. Surprised to see you. What brings you here?

Trang: Oh, hello Tom. I'm looking for a knitting kit.

Tom: A knitting kit? I didn't know you like knitting.

Trang: Actually, I'm keen on many DIY activities. In my leisure time, I love knitting, building dollhouses, and making paper flowers.

Tom: I see. So, you like spending time on your own.

Trang: Yeah. What do you do in your free time?

Tom: I'm a bit different. I usually hang out with my friends. We go to the cinema, go cycling, or play sport in the park.

Trang: You love spending free time with other people, don't you?

Tom: That's right. By the way, would you like to go to the cinema with me and Mark this Sunday? There's a new comedy at New World Cinema.

Trang: Yes, I'd love to. Can I ask Mai to join us?

Tom: Sure. Let's meet outside the cinema at 9 a.m.

..... *Hết*

Week : 18 Period : 54	REVIEW 2 Lesson 2: SKILLS	Date of preparing: 25/ 12/ 2023
--	--	--

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

1. Knowledge:

- Practice reading for specific information about an event schedule.
- Practice talking about the reasons for people moving from the countryside to the city.
- Practice listening for specific information about life in the countryside.
- Practice writing correct sentences from clues.

2. Competence:

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

3. Character qualities:

- Ss will develop self-study skills

II. TEACHING AIDS

1. Teacher:

- Grade 8 textbook, Review 2 – Skills
- Computer connected to the internet/ Projector/ TV/ Pictures/hoclieu.vn

2. Students:

Textbooks, coloured chalk

III. PROCEDURE:

1. WARM- UP

*** Aim: To help students revise the vocabulary items they have learnt in the unit**

“Chatting”

Talk about the customs and traditions in your neighbourhood that you know.

-Teacher asks the question

-Teacher asks students to answer the question

- To lead into the new lesson.

2. ACTIVITY 1: READING

***Aim: To provide Ss with practice on reading an event schedule for specific information.**

***Task 1: Read the schedule of the Spring Fair and select the event that each person wants to attend.**

Write the event names in the table

- T familiarises Ss with quite a new genre, event schedule, by asking them to look quickly at the text and answer “What’s the name of the event?”, “When is it?”, “Where is it?”, “What events are there at the fair?”.

The answer to the last question would help guide Ss where to look for the information to answer the questions in the exercise.

- T asks Ss to do the exercise individually. Guide them to read the information in the table about each person first, then decide the event for them.

Answer key:

1. Childhood Fun 2. A Pottery Village 3. Performances 4. Ethnic Markets 5. Photo Exhibition

3. ACTIVITY 2: SPEAKING:

***Aim: To provide Ss an opportunity to talk about why they think people are moving to the city**

***Task 2: Work in pairs. Read the list below and tick the main reason(s) for people moving from the countryside to the city. Explain your choice**

- T has Ss work in pairs or groups.

- T asks Ss to read the list, discuss and tick the reason(s) they all agree with.

- T allows Ss some time to talk, and maybe take notes of their explanations.

- T calls on some pairs or groups to report their answers to the class. Each pair or group may answer just one question to allow time for more pairs and groups.

- T listens and comments, especially on the explanations.

Answer key:

- | | |
|---|--------------------------|
| 1. To look for well-paid jobs | <input type="checkbox"/> |
| 2. To look for better services | <input type="checkbox"/> |
| 3. To enjoy crowded and noisy areas | <input type="checkbox"/> |
| 4. To have better educational opportunities | <input type="checkbox"/> |
| 5. To experience different types of food
and entertainment | <input type="checkbox"/> |

4. ACTIVITY 3: LISTENING

***Aim: - To provide Ss with more practice on listening for specific information.**

Task 3: Listen to Phong talking about life in the countryside and complete each sentence with one word.

- T asks Ss to read the sentences first to get an overall idea of what they are going to listen and to decide what information they need to answer the questions.

- T plays the recording and allows Ss some time afterwards to complete their answers.

- Teacher checks the answers as a class. If needed, play the recording again and pauses when an answer comes.

- T confirms the correct answers as a class

Answer key:

1. vacation 2. traditional 3. products 4. necessary 5. meet

5. ACTIVITY 4: WRITING

***Aim:- To provide Ss with practice in writing correct sentences from clues**

Task 4: Write complete sentences from the clues below. You may have to make some changes.

- Teacher asks Ss to read the clues of the whole text to have a general idea of what the text is about and what tense is most suitable for each sentence.
- Teacher asks Ss to work individually.
- Teacher allows Ss some time to complete the sentences.
- Teacher calls on some Ss to read aloud their sentences.
- Teacher gives comments.
- Teacher provides correct sentences. Explains if needed.

Answer key:

1. Many Vietnamese families often teach their children to respect the elders.
2. There are many ways to show respect.
3. You can give up a seat or offer to carry something heavy for the elders.
4. You should listen and don't talk back when the elders speak.
5. At mealtimes, children should not start eating before the elders do

V. Wrap-up:

***Aims:** To consolidate what students have learnt in the lesson.

- Teacher asks Ss to summarise the main points of the lesson.

VI. HOME WORK

- Do exercises in the workbook.
- Prepare for **Unit 7 – Getting started**

***FEEDBACK:**

.....

.....

Week : 19	UNIT 7: ENVIRONMENTAL PROTECTION	Date of preparing:
Period : 55	Lesson 1: GETTING STARTED	09/ 01/ 2024

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

1. Knowledge:

- Gain an overview about the topic *Environmental protection*
- Gain vocabulary to talk about *Environmental protection*

2. Competences:

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

3. Character qualities:

- Love talking about the environment

II. TEACHING AIDS:

1. Teacher:

- Grade 8 textbook, Unit 7, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students:

Text books, notebooks, posters

III. PROCEDURE :

1. WARM - UP : Chatting (T – Ss)

*** Aim:**

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

* Teacher asks students: “Is there a Go Green club at your school?/ If yes, Are you a member?/ What’s the most serious environmental problem in your neighborhood/ area?/ What do you do to help protect the environment in your area?”

- Teacher calls 3-5 students to answer.

- Teacher shows some pictures of environmental issues in Ha Noi and asks students to guess the topic of the unit/ lesson.

- T sets the context for the listening and reading text: Write the title on the board *Environmental protection – At the Go Green Club*

2. PRE – STAGE

*** Aim: To prepare vocabulary for students to understand the conversation**

Pre teach vocabulary

- Teacher use different techniques to teach vocab (pictures, situation, realia)

- Repeat in chorus and individually

*

Vocabulary

- habitat (n) /'hæbɪtæt/: môi trường sống

- endangered species (n) /ɪn'deɪndʒəd 'spi:ʃi:z/: các loài động thực vật có nguy cơ bị tuyệt chủng

- carbon footprint (n) /ˌkɑ:bən 'fʊtprɪnt: dấu chân các bon

- release (v) /rɪ'li:s/: thải ra, làm thoát ra

- single-use (adj) /ˌsɪŋɡl 'ju:s/: để dùng một lần

*** Checking vocab: Matching**

*** Set the sences: T-Ss**

We are going to listen and read a dialogue club leader, Nam and Ann about *Environmental protection*

- Ask Ss Ss to look at the pictures in the book and answer the questions:

Who are they?, Where are they?, What are they doing?

3. DURING STAGE:

***ACTIVITY 1: Listen and read. (Ex1, P. 72)**

*** Aims: To help Ss read and listen to the dialogue related to environmental protection.**

- Have Ss individually read the conversation and listen to the recording twice

If Ss find it difficult to pronounce some words, let them practise in pairs and the teacher walks around the class to help and correct if needed.

- Tell them to practise in pairs before practising in front of the class.

***ACTIVITY 2: Read the conversation again and match the two halves in the two columns. (Ex2, P.73)**

*** Aims:**

- To help Ss use words and phrases related to environmental protection.

- To help Ss further understand the text.

* T has Ss individually read the conversation again and match the two halves in the two columns. If Ss find it difficult to do the task, ask them to read the conversation again and find the information in it.

- Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.

- Check their answers and explain if necessary.

Answer key: 1. c 2. d 3. e 4. a 5. b

***ACTIVITY 3: Complete each sentence with one word or phrase from the box.**

*** Aims: To help students revise the new vocabulary of the Unit**

* Teacher asks Ss to read the sentences and find the words and phrases from the box to fill in the gaps.

- Have Ss share answers before discussing it as a class. Write the correct answers on the board. Then, call on some Ss to read the sentences

- Check the answers as a class.

Answer key: 1. pollution 2. reduce 3. single-use 4. Carbon footprint 5. environment programme

***ACTIVITY 4: Write a phrase from the box under each picture. (5 mins)**

*** Aims: To help students revise the new vocabulary about environmental problem and protection.**

* T has Ss work in pairs. Ask them to look at the pictures carefully and study the words and phrases. Then Ss write suitable words or phrases under the right pictures.

- Have Ss read each word or phrase in the chorus. Check and correct their pronunciation.

- For more able Ss, let them make sentences with these words and phrases.

- Teacher checks the answers as a class and gives feedback.

Answer key: 1. 3Rs 2. water pollution 3. endangered species 4. plastic rubbish 5. single-use products

4. POST – STAGE

***ACTIVITY 5: Environment Quiz.**

***Aim:**

To help Ss check their knowledge of some environmental problems and environmental

* Ss work individually or in pairs.

- Give Ss some time (2 - 3 minutes) to do the task.
- Tell them to answer all the questions.
- Explain to the Ss if they don't know the answers.

Answer key: 1. C 2. C 3. A 4. C 5. B

V. WRAP UP:

***Aim: To consolidate what students have learnt in the lesson.**

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

VI. HOMEWORK

- Learn by heart all the new words. - Do exercises in the workbook.
- Prepare **Unit 7- lesson 2 A closer look 1**

***Feedback:**

.....
.....

Week : 19 Period: 56	UNIT 7: ENVIRONMENTAL PROTECTION Lesson 2: A CLOSER LOOK 1	Date of preparing: 09/ 01/ 2024
---------------------------------------	---	--

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

1. Knowledge:

- Vocabulary: The lexical items related to *Environmental Protection*
- Pronunciation: Correctly pronounce words that contain the sounds: /b/ and /k/

2. Competences:

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

3. Character quality:

- Raise the students' awareness about environmental protection.

II. TEACHING AIDS:

1. Teacher:

- Grade 8 textbook, Unit 7, A closer look 1
- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

2. Students: Text books, notebooks, posters

III. PROCEDURES:

1. WARM UP:

*** Aim:**

- **To create an active atmosphere in the class before the lesson.**

- **To lead into the new lesson.**

***JUMBLED WORDS**

- T divides the class into 4 groups and explains the rules

- Ss look at the screen to see the jumbled words. They have to send 1 person to the board as quickly as possible to write the correct word.

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

- T sets the context for the lesson

Answers:

Suggested answers:

AHTTABI -> HABITAT

PLTINOOLU -> POLLUTION

XEOGYN -> OXYGEN

EEERLAS -> RELEASE

BBSOAR -> ABSORB

MECYSSOET -> ECOSYSTEM

-Teacher checks and corrects if Ss write the words incorrectly.

2. PRE- STAGE:

***Aim:**

- **To prepare vocabulary for students to do the tasks.**

- **To help Ss pronounce the sounds /bl/ and /kl/ correctly;**

*** Vocabulary:**

- **ecosystem (n)** /'i:kəʊsɪstəm/: hệ sinh thái

- **marine life (n)** / mə'ri:n laɪf/: hệ sinh thái nước

- **absorb (v)** /əb'zɔ:b/: thấm thấu

- **harmful substances (n)** /'hɑ:mfl 'sʌbstəns/: tác nhân gây hại

- **extinction (n)** / ɪk'stɪŋkʃn/: sự tuyệt chủng

- Teacher asks students to guess the meaning of the words by giving definitions/photos.

***Check voca:** Rub out and remember

*** Pronunciations**

***ACTIVITY 4: Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/.**

- Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds.

- Play the recording as many times as necessary.
- Explain to Ss the difference between the two sounds if needed
- Invite some Ss to say some words they know that include the two sounds.

/b/	/k/
block	clean
blast	clown
blanket	club
black	class
problem	clear

3. DURING- STAGE

*** Aim: To give Ss practice on how to use words / phrases related to the topic in context.**

***ACTIVITY 1: Label each picture with a phrase from the list.**

- Teacher Ss to look at the pictures.
- Let Ss work in pairs. Teacher tells them to name the activities, then label the pictures using the phrases given, then check their answers as a class.
- Have Ss read the phrases aloud. Correct their pronunciation if necessary.
- Tell Ss to tick the activities that help protect the environment.

Answer key:

1. picking up rubbish
2. protecting endangered species
3. cutting down trees
4. saving water
5. building a campfire

Tick: 1, 2, 4

***ACTIVITY 2: Match each word or phrase in column A with its meaning in column B.**

- Teacher tells Ss to read the words / phrases in column A and their meaning in column B carefully.
- Tell them to work in pairs or small groups and match each word or phrase with its meaning.
- T goes around and gives assistance if necessary and checks their answers.
- Confirm the correct answers

Answer key: 1. c 2. a 3. e 4. b 5. d

***ACTIVITY 3: Complete each sentence with a word or phrase from the box.**

- Ss read the sentences carefully and look for clues so that they can choose the correct words /phrases to complete the sentences.

- Teacher asks one student to write the answers on the board. Confirm the correct answers.

- Call on some Ss to read the sentences.

Answer key:

1. endangered species 2. habitat 3. carbon dioxide

4. Cutting down trees 5. ecosystem

4. POST-STAGE:

***Aim:**

To help Ss differentiate the sounds /bl/ and /kl/.

To help students pronounce and practice the sounds /bl/ and /kl/ correctly in sentences

***ACTIVITY 5: Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/.**

- Play the recording. Let Ss listen and repeat sentence by sentence.

- Have Ss read the sentences again and underline the words having the sound /bl/ and circle the words having the sound /kl/.

- Then play the recording for Ss to listen and check what they have done.

- Have them work in pairs to compare their answers. Check Ss' answers.

Answer key:

1. Look! There are black clouds all over!

2. A truck blocked the way to the club

3. The students painted the classroom blue.

4. The wind blew the clock down.

5. We cleaned up the environment after the blast.

***Wrap up:**

***Aim: To consolidate what students have learnt in the lesson**

- Ask one or two Ss to tell the class: Vocabulary of *Environmental Protection*

- Ask Ss to say make some sentences with words and phrases they remember from the lesson

- Pronunciation: : /bl/ and /kl/

5. HOME WORK

- Learn the new words by heart and practice pronouncing again the sounds /bl/ and /kl/

- Prepare the lesson: **Unit 7: A closer look 2**

*** Feedback:**

.....
.....
.....
.....

Week : 19 Period: 57	UNIT 7: ENVIRONMENTAL PROTECTION Lesson 3: A CLOSER LOOK 2	Date of preparing: 09/ 01/ 2024
---------------------------------------	---	--

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

1. Knowledge: Know how to use the **Complex sentences with adverb clauses of time**;

2. Competences:

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

3. Character qualities:

- Love talking about environment

II. TEACHING AIDS:

1. Teacher:

- Grade 8 textbook, Unit 7, A closer look 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students:

Text books, notebooks, posters

IV. PROCEDURES:

1. WARM-UP: Game: **SLAP THE BOARD**

*** Aim:**

- **To create an asmosphere in the class before the lesson**
- **To introduce the term of adverb clauses of time**

*** Teacher shows some sentences on the screen**

- Teacher asks students to identify *the time* in each sentence.
- Teacher give some follow-up questions to lead in the introduction of the target grammar point.
- T sets the context for the lesson.

Questions:

1. I always take a bath before I go to bed.
2. Will you wait here until I am ready?
3. I was not at home when he came to see me.
4. Do not disturb me when I am busy with my work.
5. As soon as she finished that project, she started working on the next.
6. After I have finished my work, I will accompany you to the park.

Suggested answers:

1. I always take a bath **before I go to bed.**

2. Will you wait here **until I am ready?**
3. I was not at home **when he came to see me.**
4. Do not disturb me **when I am busy with my work.**
5. **As soon as she finished that project,** she started working on the next.
6. **After I have finished my work,** I will accompany you to the park.

2. PRE- STAGE:

*** Aim: To help Ss identify the form of complex sentences with adverb clauses of time.**

*** Complex sentences with adverb clauses of time**

- Have Ss study the **Remember!** box for a few minutes.
- Explain to Ss the form of a complex sentence: it contains one independent clause and at least one dependent clause. Then give them one or two examples.
- Introduce a complex sentence with an adverb clause of time: it contains one independent clause (main clause) and an adverb clause of time.
- Tell Ss that an adverb clause of time shows when something happens. Introduce to them the time connectors taught in this unit: *before, after, when, while, till / until, as soon as*, etc.

3. WHILE- STAGE:

*** Aims:**

- **To help Ss identify the form of complex sentences with adverbs clause of time**
- **To teach Ss the use of the time connectors (before, after, when, while, till / until, as soon as, ...) in complex sentences.**
- **To help Ss review the form and use of complex sentences with adverb clauses of time;**
- **To help them know how to match the main clause and adverb clause of time to make complex sentences**

***ACTIVITY 1: Read the sentences and write I.C if the underlined clause is an independent clause or D.C if it is a dependent clause.**

- Have Ss study the example first.
- Give Ss some time to read the sentences and write down the answers. T observes and helps when and where necessary.
- Ask Ss to read their sentences and give their answers. T corrects Ss' mistakes.

Answer key: 1. I.C 2. D.C 3. I.C 4. D.C 5. D.C

***ACTIVITY 2: Choose A, B, or C to complete each sentence.**

- Have Ss do these exercises individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board.

- Check the answers with the whole class.
- Confirm the correct answers.

Answer key: 1. A 2. A 3. C 4. C 5. B

***ACTIVITY 3: Match the clauses in the two columns to form complex sentences.**

- Have Ss do these exercises individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board.
- Check the answers with the whole class.
- Confirm the correct answers.

Answer key: 1. b 2. d 3. e 4. c 5. a

***ACTIVITY 4: Combine each pair of sentences, using the conjunction in brackets.**

- Teacher ask Ss to read the situations carefully. If necessary, T may explain each situation to Ss. Ask Ss to complete the sentences individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct answers.

Answer key:

1. I will call you as soon as I arrive at the station.

(As soon as I arrive at the station, I will call you.)

2. Many Vietnamese women wear conical hats when they work in the field.

3. My father taught me how to use the computer before he bought one for me.

(Before my father bought me a computer, he taught me how to use it.)

4. Nick is reading a novel while Jack is reading a cartoon.

(While Nick is reading a novel, Jack is reading a cartoon.)

5. After the tornado hit, there were only a few houses left standing.

(There were only a few houses left standing after the tornado hit.)

4. POST- STAGE

*** Aims: To give Ss fun practice on how to make sentences with adverb clauses of time.**

***ACTIVITY 5: Matching game: Work in two groups, A and B. Group A write main clauses. Group B write adverb clauses of time.**

- Have each student from group A write a main clause, and each student from group B write an adverb clause of time.
- Give them some time to work independently and write down their answers.
- Tell Ss to make sentences by matching their clauses from the two groups. Some clauses may make funny sentences.

Suggested outcome:

A: You must be careful

B: When you cross the street
→ You must be careful when you cross the street.

V. Wrap up:

***Aim: To help Ss summarise the main points of the lesson.**

- T asks Ss to make 6 sentences about themselves, using comparative adverbs.

VI. Homework

- Learn by heart grammar notes.
- Make 6 sentences with adverb clauses of time
- Prepare for **Unit 7: lesson 4 : Communication**

*** Feedback:**

.....
.....

WEEK: 20 PERIOD: 58	UNIT 7: ENVIRONMENT PROTECTION Lesson 4: COMMUNICATION	Date of preparing: 16/ 01/ 2024
--------------------------------------	---	--

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

1. Knowledge

- Asking for clarification

2. Competences

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

3. Personal qualities

- Be ready and confident in real life conversations

II. TEACHING AIDS:

1. Teacher:

- Grade 8 textbook, Unit 7, Communication
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students: Text books, notebooks, posters...

II. PROCEDURES:

1. WARM UP: Matching game:

***Aim:** - To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

*** Students can arrange the sentence in the correct order to form a conversation**

- Teacher gives out a jumbled conversation
- Teacher asks students to rearrange it to make a meaningful conversation.

- Teacher gives some follow-up questions to lead in the introduction of the target grammar point.

Suggested answers:

Mi: Hey, Linda. What does 'endangered species' mean?

Linda: Endangered species are animals in the wild that face a high risk of extinction.

Mi: And what do you mean by 'in the wild'?

Linda: That means animals that live in their natural habitats, not in zoos.

Mi: Oh, I get it now. Thanks, Linda.

2. PRE-STAGE:

***Aim: Students know how to use the structures to respond to compliments**

***ACTIVITY 1: Listen and read. Pay attention to the highlighted sentences.**

- Teacher plays the record for Ss to listen and read the conversation about means of transport.
- Ss listen and practise saying with their partners.
- Teacher calls some pairs to read aloud.
- Teacher corrects pronunciation if needed.

Mi: Hey, Linda. What does 'endangered species' mean?

Linda: Endangered species are animals in the wild that face a high risk of extinction.

Mi: And what do you mean by 'in the wild'?

Linda: That means animals that live in their natural habitats, not in zoos.

Mi: Oh, I get it now. Thanks, Linda.

3. DURING- STAGE:

***Aim:**

- To help -Students know about Earth Day, when and how it began, and how it is celebrated around the world.

- Students can talk to each other about the activities on Earth Day.

***ACTIVITY 2: Work in pairs. Make similar conversations to ask for and give clarification for the following.**

- Ask Ss to work in pairs to make similar dialogues with the given cues.
- Move around to observe and provide help. Call on some pairs to practise in front of the class. Comment on their performance.

Suggested answers:

A: What does it mean / what do you mean by 'single-use products'?

B: 'Single-use products' are products made to be used once only.

A: And what does it mean / what do you mean by 'global warming'?

B: It is the increase in the atmosphere's temperatures caused by the rise of gases, especially carbon dioxide.

A: Oh, thank you.

***ACTIVITY 3: Which countries below keep to the left?**

- Ss read the passage for a few minutes. Make sure they understand the main ideas and offer explanations if needed.

- T may ask some comprehension questions:

• **When is Earth Day?**

• **How many countries celebrate Earth Day?**

• **What for?**

- Then Ss work in pairs and do the task. Explain if necessary.

- Check their answers as a class.

Answer key: 1,3,4

***ACTIVITY 4: Work in groups. Match the activities people do on Earth Day with their results**

- Ss work in groups and do the matching.

- T goes round the class to monitor.

- Correct Ss' mistakes.

Answer key: 1.b 2.d 3.a 4.c

4. POST-STAGE:

***Aim: To help Students can talk to each other about the activities on Earth Day.**

***ACTIVITY 5: Work in pairs. Ask and answer about the things you and your friends do on Earth Day.**

- Give Ss a few minutes to study the example first.

- Then Ss work in pairs, taking turns to ask and answer.

- T goes round giving help when and where necessary.

- Encourage them to say what they do (and like to do).

V. WRAP-UP:

***Aim: To consolidate what students have learnt in the lesson**

- Teacher asks students to talk about what they have learnt in the lesson.

VI. HOMEWORK:

- Prepare for the next lesson **Unit 7: Skills 1.**

- Do exercises in the workbook.

*** Feedback:**

.....
.....
.....

WEEK: 20	UNIT 7: ENVIRONMENT PROTECTION	Date of preparing:
PERIOD: 59	Lesson 5: SKILLS 1	16/ 01/ 2024

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

1. Knowledge

- Reading about Con Dao National Park
- Talking about Vu Quang

2. Competences

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

3. Personal qualities

- Love reading and talking about activities to protect the environment

II. TEACHING AIDS:

1. Teacher:

- Grade 8 textbook, Unit 7, Skills 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students: Text books, notebooks, posters

III. PROCEDURES:

1. WARM – UP: Game: Hangman

***Aim:** To help Students can name some endangered species.

***ACTIVITY 1: Work in groups. Look at the picture and say what you see.**

Then list the names of some endangered species you know

- Tell Ss to look at the picture first.
- Have them work in groups and give the names of the endangered species they know.
- Encourage Ss to name as many names as possible.

Suggested answers:

saolas, blue whales, sea lions, dugongs, giant pandas, etc...

2. PRE-STAGE:

***Aim:** To help Ss learn new vocabulary in context of the reading text

1. Vocabulary:

- **contain** (v) /kən'teɪn/ chứa đựng
- **diverse** (adj) /daɪ'vɜ:s/ phong phú

- **medicinal** (adj) /mə'dɪsɪnl/ (cây) thuốc

* **Concept check: Rub out and Remember**

2. Prediction:

T asks Ss to close their books

T shows the sentences in exercise 2 and asks them to choose the words or phrases to make the following statements correct.

T collects their answers

3. DURING –STAGE:

***Aims:** - To help Ss develop their reading skill for main idea and for details and develop their reading skills for specific information (scanning)

***ACTIVITY 2: Read the text and choose the words or phrases to make the following statements correct.**

- Have Ss read the text quickly and find the places where these words / phrases appear.

- Tell them to use the contexts in which these words appear to choose the right words / phrases.

- Check the prediction as a class. Confirm the correct answers.

Answer key: 1. national parks 2. ecosystem 3. endangered 4. environment

***ACTIVITY3: Read the text again and choose the correct option A, B, or C.**

- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each

question, pause to identify where it appears in the text, read that part carefully and choose the correct answer.

- Ask Ss to exchange their answers with a partner.

- Explain the new words and clarify anything difficult. Ask some questions to see if they understand the passage fully.

- Call on some Ss to read the passage aloud. Check their pronunciation and intonation.

- Check the answers as a class.

Answer key: 1.B 2.A 3.C 4.A 5.C

4. POST- STAGE: SPEAKING

***Aim:** - To provide Ss with an opportunity to revise and use vocabulary related to environmental protection;

- To help Ss practise talking about a national park.

***ACTIVITY 4: Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.**

- Give Ss some time to study the facts about Vu Quang National Park.

- Have Ss work in pairs and do the task.

- Go round to monitor and give help when necessary.

- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.
- Encourage Ss to talk about other information that they know about Vu Quang National Park.

Suggested outcome:

A: Where is Vu Quang National Park?

B: It's in Vu Quang District, Ha Tinh Province

***ACTIVITY 5: Work in groups. Talk about Vu Quang National Park, using the answers in 4.**

- Allow some time for Ss to think about how to give a speech, using the information they have.
- Have Ss work in groups of five or six. Ask them to use the answers in 4 and the vocabulary learnt in the unit to talk about Vu Quang National Park.
- Give help when they have difficulty expressing their ideas.
- Call on some Ss to talk before the class. T and other Ss listen and comment.

You can begin your talk with:

Vu Quang National Park is in ...

V. WRAP- UP:

***Aim: To consolidate what students have learnt in the lesson**

- T asks Ss to talk about what they have learnt in the lesson.

VI HOMEWORK:

- Read the text again
- Do exercises in the workbook.
- Prepare for the next lesson **Unit 7: Skills 2**

*** Feedback:**

.....

WEEK:20 PERIOD: 60	UNIT 7: ENVIRONMENTAL PROTECTION Lesson 6: SKILLS 2	Date of preparing: 16/ 01/ 2024
-------------------------------------	--	--

A. OBJECTIVES: By the end of this lesson, students will be able to:

1. Knowledge

- Listening: Listening about water pollution
- Writing: Writing a notice

2. Competence

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

3. Personal qualities

- Love reading and talking about activities to protect the environment

B. TEACHING AIDS

1. Teacher:

- Grade 8 textbook, Unit 7, Skills 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students:

Textbooks, notebooks, posters,

C. PROCEDURES: (STAGES)

I. WARM –UP: BRAIN STORMING (Activities that cause water pollution)

***Aim:**

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

* Ss work in groups. Every student gives at least one activity that causes water pollution.

- Encourage Ss to give as many causes of water pollution as possible. Whether their sentences are true or not is not very important as long as they speak English.

Suggested answer:

- **throwing rubbish into rivers and lakes**
- **pouring domestic wastes**
- **pouring industrial wastes**
- **using chemicals and pesticides in soil**
- **spilling fuel**

II. PRE- STAGE

***Aim:** To have Ss get some vocabulary items related to water pollution and prepare for the listening text.

1.Vocabulary

- toxic substance /'tɒksɪk 'sʌb.stəns/: chất thải độc

- rainwater(n) /'reɪn,wɔː.tər/: nước mưa
- institution (n) /,ɪn.stɪ'tjuː.ʃən/: sự thành lập

*** Checking vocab: R&R**

2. Prediction

Tell Ss that they are going to listen to a conversation about water pollution. (Task2)

Tell Ss to predict keywords before listening.

III. DURING- STAGE

***Aim: To help Ss practise listening for general and specific information.**

***ACTIVITY 2: Listen to a talk and choose the correct word to complete each sentence.**

- Tell Ss that they are going to listen to a conversation about water pollution.
- Play the recording. Tell Ss to listen carefully and pay attention to keywords that help them understand the ideas of the recording.
- Ss choose the correct answers and check their prediction

T corrects their answers.

Answer key: 1. drinking 2. factories 3. harmful 4. shouldn't

***ACTIVITY 3. Listen again and give short answers to the following questions.**

Use no more than ThREe words.

- Have Ss read the questions carefully.
- Play the recording once or twice. Ask Ss to listen carefully and answer the questions using no more than three words.
- Play the recording once more for Ss to check their answers. Correct their mistakes.

Answer key:

1. Water pollution 2. Two 3. Rivers and lakes 4. A harmful effect 5. Green products

IV. POST- STAGE: WRITING

***Aim:**

- To familiarise Ss with the form and purpose of a notice that they are going to write;

- To help Ss write a notice

***ACTIVITY 4: Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5).**

- Have Ss work in pairs.
- Tell them to read all the details in the notice, think about them and match the headings (a – e) with the numbers (1 – 5). Remind them of the order of these details in a notice.

Answer key: 1. a 2. c 3. b 4. e 5. d

***ACTIVITY 5: Write a notice for the Go Green Club leader to invite students to attend a lecture on water pollution. Use the following details.**

- Tell Ss to study the details given.
- Ask Ss to read the Writing tip in Task 4.
- Set a time limit for Ss to write the notice. Tell them to refer to the sample notice in 4. Monitor Ss' work and give assistance when necessary.
- Collect some Ss' papers and mark them, and later comment to the class.
- If there is not enough time for Ss to do their task in class, have them do it as homework.

***Suggested answer:**

Go-Green Club
NOTICE
12 January, 2023
Lecture on Water Pollution

All students of our school are invited to attend a lecture on water pollution next week. Interested students should contact the club by 17 February, 2023.

Details:

Time: 2 p.m. – 4 p.m., 6 March

Place: School Grand Hall

Topic: Water pollution

If you have any questions, please contact us at 012-3476-789 or email gogreen@fmail.com.

Club Leader
Nguyen Hong Mai

V. WRAP-UP:

***Aim: To consolidate what students have learnt in the lesson**

Have Ss summarise the main points of the lesson. (water pollution and how to write a notice)

VI. HOME WORK:

- Prepare for the next lesson: Unit 7: Looking back & Project.
- Rewrite a notice on the notebook.
- Do exercise in the workbook.

*** Feedback:**

Week : 21 Period : 61	UNIT 7: ENVIRONMENTAL PROTECTION Lesson 7: LOOKING BACK AND PROJECT	Date of preparing: 23/ 01/ 2024
--	--	--

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

1. Knowledge:

- Consolidate and apply what students have learnt in unit 7: Vocabulary, Grammar, Communication.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Competence:

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

3. Character qualities:

- Ss will be more aware of talking about activities to protect the environment

II. TEACHING AIDS

1. Teacher:

- Grade 8 textbook, Unit 7, Looking back & Project
- Computer connected to the internet/ Projector/ TV/ Pictures/hoclieu.vn

2. Students: Textbooks, coloured chalk...

III. PROCEDURE:

1. WARM- UP

*** Aim: To help students revise the vocabulary items they have learnt in the unit**

“Chatting”

What should we do to protect our environment?

- Teacher asks the question
- Teacher asks students to answer the question
- To lead into the new lesson.

2. PRE- STAGE:

*** Aim: - To help Ss review the vocabulary of Unit 7**

*** Vocabulary**

*** ACTIVITY 1: Choose the correct answer A, B, or C to complete each sentence.**

- Have Ss do these activities individually then compare their answers with their partners.
- Go round and monitor the class, giving support if necessary
- Ask for Ss’ answers or ask some Ss to read out their answers in front of the class.

- Confirm the correct answers.

Answer key: 1.A 2.C 3.B 4.A 5.C

***ACTIVITY 2: Complete each of the sentences with a word or phrase from the box.**

- Have Ss do these activities individually then compare their answers with their partners.
- Go round and monitor the class, giving support if necessary
- Ask for Ss' answers or ask some Ss to read out their answers in front of the class.
- Confirm the correct answers.

Answer key:

- 1. littering**
- 2. carbon footprint**
- 3. picking up rubbish**
- 4. habitats**
- 5. endangered species**

3. DURING- STAGE:

*** Aims: - To help Ss revise complex sentences with adverb clauses of time**

***ACTIVITY 3: Complete the following sentences using a clause. Use your own ideas**

- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.
- Call on some Ss to write their answers on the board, other Ss give comments, and correct mistakes only when really necessary.

***ACTIVITY 4: Circle A, B, or C to identify the underlined part that needs correction**

- T may have Ss review the form and uses of complex sentences with adverb clauses of time before they do the task.
- Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class.
- Call on some Ss to write their answers on the board, other Ss give comments, and correct mistakes only when really necessary

Answer key: 1.A 2.B 3.C 4.C 5.B

4. POST-STAGE:

***Aims: To give Ss an opportunity to practise finding solutions to a serious environmental problem in their area;**

A serious pollution problem in my area

- Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson).
- Let students have some time to check their posters for the final time and make any adjustments if necessary.

- T has groups show their posters and present them to the class.

v. Wrap-up:

***Aims: To consolidate what students have learnt in the lesson.**

Teacher asks students to talk about what they have learnt in the lesson.

VI. HOME WORK

- Do exercises in the workbook.
- Prepare for the next lesson: **Unit 8: getting started.**

*FEEDBACK:

.....

Week:21 Period:62	UNIT 8: SHOPPING Lesson 1: Getting started	Date of preparing: 23/ 01/ 2024
----------------------	---	--

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

1. Knowledge

- Gain an overview about the topic *Shopping*
- Gain vocabulary to talk about shopping

2. Competences

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

3. Personal qualities

- Show interest in and respect for different types of shopping places

II. TEACHING AIDS:

- Grade 8 textbook, Unit 8, Getting started/- Computer connected to the Internet/ - Projector / TV

III. PROCEDURES

1. WARM – UP: (Chatting)

Aims: To create an active atmosphere in the class before the lesson;

- T asks ss some questions about the topic:
- Students can answer some questions of the teacher about shopping
- T listen to Ss' answers and give feedback

1. *Do you like shopping?*

2. *Where do you often go shopping?*

3. *Can you name some markets or supermarkets that you know?*

4. Do you prefer shopping in an open-air market or in a supermarket?

- T leads to the new unit. Write the unit title SHOPPING on the board. Ask Ss to guess what they are going to learn about in this unit and say words and phrases they know related to shopping

2. PRE – STAGE:

***Aims:** - To prepare students with vocabulary related to the topic *Shopping*

***VOCABULARY**

- open-air market (n)	/,əʊpən 'eə 'mɑ:kɪt/	a market happening or existing outside rather than inside a building	chợ họp ngoài trời
- home-grown (adj)	/,həʊm 'grəʊn/	(of plants, fruit and vegetables) grown in a person's garden	tự trồng
- home-made (adj)	/,həʊm 'meɪd/	made at home, rather than produced in a factory and bought in a shop	tự làm
- bargain (v)	/'bɑ:gən/	to discuss prices, conditions, etc. with somebody in order to reach an agreement that is acceptable	mặc cả
- farmers' market (n)	/'fɑ:məz mɑ:kɪt//	a place where farmers and growers sell food directly to the public	chợ nông sản
- price tag (n)	/'praɪs tæg/	a label on something that shows how much you must pay	nhãn ghi giá mặt hàng
- convenience store (n)	/kən'vi:niəns stɔ:/	a small local shop that sells food, newspapers, etc. and has long opening hours	cửa hàng tiện lợi

Checking vocab: R and R

Set the sences: T-Ss

- We are going to listen and read a dialogue between Mai and Alice talking about shopping place.

- Teacher asks Ss to look at the title and the picture in the book then answer the questions.

Questions: - What do you think Mai and Alice are talking about?

- What are the picture of?

- What are the people in pictures doing?

Suggested answers: - They are talking about different type of markets. The pictures are of Bac Ha Open- Air Market. The people in the picture are buying and selling things.

Task 1: Listen and read

- T plays the recording twice. Ss listen and read. T asks some pairs of students to read the conversation aloud.
- T asks Ss if they would like to change or add anything to their previous answers. T gives feedback.

3. DURING STAGE:

* **Aims-** To help Ss read for specific information about markets. / - To help Ss learn words and phrases related to different markets and their features / - To help Ss further understand the text.

Task 2: Mai and Alice mentioned four places where they can buy things.

Complete the list.

- Encourage ss to do the task without reading the conversation again. If they can't, let them refer to the conversation for the answers.
- Teacher checks the answers as a class and gives feedback.

Answer key:

1. open-air market
2. farmers' market
3. supermarket
4. convenience store

Task 3: Match the types of markets with the features.

- Ask Ss to look at the two types of markets first and see if they can remember any information about them from the conversation. Encourage them to say it.
- Ask ss to do the task individually or in pairs.
- Ask Ss to say the words / phrases aloud. Make sure they pronounce the words and phrases correctly.
- Teacher checks the answers as a class and gives feedback..

Answer key: 1. a, c 2. b, d, e

Task 4. Complete the sentences with the words and phrases from the box.

- Call on some ss to read the words and phrases in the box aloud. Correct their pronunciation if needed.
- Ask ss to work independently to fill each blank with a word or phrase from the box.
- Check the answers as a class.

Answer key:

1. bargain
2. convenience store

3. home-grown
4. price tag
5. home-made

4. POST – STAGE:

***Aims:** - To introduce various types of speciality shops./ - To create a fun atmosphere in the class.

Task 5: Listing

Work in groups. Quickly write down the names of some speciality shops. The group with the most correct answers wins.

- To lead in, write the words “music shop” and “sports shop” on the board. Ask Ss what they can buy from each shop. Then write the word “speciality shops” above the two shops.
- Allow Ss some time to write down the names of as many speciality shops as possible.
- Call on some Ss to read aloud their list. Find the Ss with the most correct answers.

Suggested answer:

clothes shop, florist’s, bakery, butcher’s, bookshop, greengrocer’s, stationer’s, dairy, candy shop, café, music shop, computer shop, barber’s, hairdresser’s, gift shop, pet shop, shoe shop, etc.

*** Wrap-up**

- Ask Ss to name some shops they have learnt in the lesson.
- If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic.

*** Homework**

- Learn by heart all the words that they have just learnt. - Do exercises in the workbook.

***Feedback:**

.....
.....
.....
.....

Week :21 Period :63	UNIT 8: SHOPPING A CLOSER LOOK 1	Date of preparing: 23/ 01/ 2024
--------------------------------------	---	--

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

1. Knowledge

- Identify some nouns related to the topic of shopping, some types of shops and their characteristics as well.
- Distinguish two consonant blends /sp/and /st/

2. Competence

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Raise ss' awareness of responsible shopping and have good attitude to shopping

II. TEACHING AIDS:

1. Teacher: Grade 8 textbook , smart TV, visual aids, sachmem.vn

2. Students: Textbooks, notebooks.

III. PROCEDURES

1. WARM – UP:

Aim- To create an active atmosphere in the class before the lesson;

*** Game: Video watching**

- Give Ss a few minutes to watch a video and ask ss some questions about the clip.

Video link: <https://www.youtube.com/watch?v=d-jE5WJ7J28>

Suggested questions:

- Do you know the film? What is its name? (Confession of a shopaholic)
- What is the film about? (It's about a girl who is addicted to shopping)

2. PRE – STAGE:

Aim: - To visually introduce some nouns related to the topic of shopping.

*** Vocabulary pre-teach**

- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new vocabulary, using pictures and translation.

1. shopaholic (n)	/ ʃɒpə'hɒlɪk /	a person who enjoys shopping very much and spends too much time or money doing it	người nghiện mua sắm
-------------------	----------------	---	----------------------

2. on sale	/ɒn seɪl/	being offered at a reduced price	đang (được bán) hạ giá
3. discount shop (n)	/'dɪskaʊnt /ʃɒp/	a shop that sells things very cheaply, often in large quantities or from a limited range of goods	cửa hàng hạ giá

- T asks Ss to listen and repeat the words.

* checking vocab: - Teacher checks students' understanding with the “**What and where?**” technique.

***Task 1: Write the words and phrases under the correct pictures.**

- Ask Ss to read the words and phrases, then look at the pictures and do the task.
- Check the answers as a class.
- Have Ss then read the words and phrases aloud. Correct their pronunciation if needed.
- If necessary, ask Ss for the Vietnamese equivalents of these words and phrases.

Answer key:

1. price tag 2. shopaholic 3. on sale 4. browsing 5. Internet access

3. DURING STAGE:

Aim: - To introduce more types of shops and their characteristics.

- To provide ss with an opportunity to use some vocabulary in sentences

***Task 2: Match the shopping places with their characteristics.**

- Ask Ss to read the names of different places for shopping and see if they know any of their characteristics.
- Allow Ss some time to do the matching.
- Call on some Ss to give their answers.
- Check the answers as a class.

Answer key: 1. e 2. a 3. d 4. b 5. C

***Task 3: Complete the sentences with the words and phrases from the box.**

- Ask Ss to read the words and phrases provided.
- Ask Ss to work individually.
- Call on some Ss to say their answers.
- Check Ss' answers as a class.
- T can also ask some Ss to read out their answers. Then have Ss read the sentences aloud as a class. Correct Ss' pronunciation if necessary. .

Answer key: 1. speciality shops 2. browsing 3. Bargain 4. range of products 5. shopaholic

4. POST – STAGE:

Aim: - To help Ss identify how to pronounce the sounds /sp/ and /st/;
- To help Ss practise pronouncing the sounds /sp/ and /st/ correctly in words and sentences

***Task 4: Listen and repeat the words. Pay attention to the sounds /sp/ and /st/.**

- Have some Ss read out the words. Correct them if needed.
- Play the recording for them to listen and repeat the words as a class, in groups, and individually. Play the recording as many times as necessary.

/sp/	/st/
spend	stall
speciality	staff
space	outstand
respect	honest
clasp	waste

***Task 5: Listen and repeat the sentences. Pay attention to the underlined words.**

- Have Ss read the sentences, paying attention to the underlined words with the sounds /sp/ and /st/.
- Play the recording for Ss to listen and repeat each sentence. Correct them if needed
- Call some Ss to read the sentences individually. Correct them if needed

1. There is a three-storey sports centre in my neighbourhood.
2. The assistant at her shop always gives us special attention.
3. The shop owner treats his customers with a lot of respect.
4. The food at that restaurant is too spicy for me.
5. Tom spent half of his savings in that music store.

*** Game: Whispering**

Aim: - To test students' quick reaction to the targeted sounds
- Teacher explains the rule:

RULE:

- + Work in 2 teams
- + Players stand in a line.
- + The teacher whispers 5 words one by one from one person to the next until it gets to the end of the line. The last person in the line repeats the words.
- + The team with more correct words will win.

***Wrap up: Aim:** To consolidate what students have learnt in the lesson.

- Teacher asks Ss to retell the main points of the lesson.

* Homework:

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 3 - A closer look 2

*Feedback:

.....
.....
.....

Week : 21+	UNIT 8: SHOPPING	Date of preparing:
Period : 64	Lesson 3: A CLOSER LOOK2	09/ 02/ 2024

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

1. Knowledge:

- Revise and use some adverbs of frequency
- Identify how to use the present simple for future events
- Understand the difference in the use of present simple and future simple when talking about future activities.

2. Competences:

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Character qualities: - Raise ss' awareness of responsible shopping and have good attitude to shopping

II. TEACHING AIDS:

Textbook, planning, sets of word cards, laptop, projector Grade 8 textbook, *hoclieu.vn*

IV. PROCEDURES:

1. WARM-UP: Game: Brainstorming

- * **Aim:** - To create an active atmosphere in the class before the lesson;
- Ss work in two teams.
- Give Ss 2 minutes to write as many adverbs of frequency as possible.
- The team with the most correct sentences wins.

. Adverbs of frequency:

always, usually, normally, often, sometimes, rarely, never, seldom, frequently, occasionally

2. PRE-STAGE:

* **Aim:** - To review ss' knowledge of adverbs of frequency

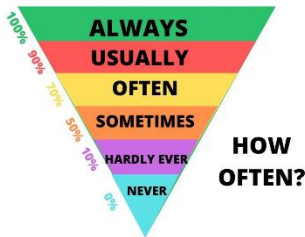
- To revise ss' knowledge of the present simple for future actions.

* Grammar:

1. Adverbs of frequency

- T gets ss to list all the adverbs of frequency they can remember and the elicits the use of adverbs of frequency from ss.

- T confirms the answer and gets ss to take notes



Ex: My sister **always** shops at the supermarket. But I don't go there often.

2. Present simple for future events

- T asks ss to recall the forms and uses of the present simple.

- T introduces the use of the present simple for future actions. We use the present simple with a future meaning to talk about timetables or schedules.

Ex:

1. I have to go now. My art lesson **starts** at one o'clock.

2. The train **leaves** at 4.30, so we still have a lot of time.

- T reminds Form of present simple for future events

(+) S + V (s/es)

(-) S + don't/ doesn't + V

(?) Do/ Does + V ?

- Teacher asks Ss do the exercise.

Task1: Complete the sentences with the adverbs of frequency from the box.

- Ask Ss to do the activity individually.

- Have Ss read the sentences and decide which adverb in the box best describes the frequency of the action.

- Call on some Ss to read aloud their answers.

- Check the answers as a class. Explain if needed.

Answer key: 1. always 2. rarely 3. never 4. often 5. sometimes

Task 2: Read the schedule of the field trip for the grade 8 students tomorrow and underline the verbs in the sentences. Then answer the questions.

- Have Ss do this activity individually or in pairs.

- Ask them to read the schedule and underline the verb in each sentence.

- Allow them some time to answer the questions.

- Call on some Ss to give their answers.

- Confirm the correct answers as a class.

Answer key:

Verbs: leaves, arrive, watch, starts, return

1. The present simple.
2. Future activities. (Refer to the word “tomorrow” in the task instructions.)

3.DURING -STAGE:

* **Aims:** - to understand the difference in the use of present simple and future simple when talking about future activities.

Task3: Write A next to a sentence if it refers to a timetable, schedule, or plan, and B if it is an unplanned future action.

Ex: 1. The bus leaves at 11:00 and we have plenty of time. → A

2. Don't move. I'll answer the phone. → B

- Ask Ss to work individually or in pairs.
- Call on 2 - 3 Ss to read aloud their answers.
- Confirm the correct answers as a class. Explain if needed.

Answer key: 1. B 2. A 3. A 4. A 5. B

Task 4: Choose the correct answer to complete each sentence.

- Have Ss do this activity individually.
- Ask Ss to read each sentence carefully and decide which option best completes the sentence.
- Call on some Ss to read out their answers.
- Confirm the correct answers as a class.

Answer key: 1. opens 2. will make 3. won't buy 4. is 5. Does

4. POST- STAGE:

* **Aims:** - To provide Ss with a real-life practice to use the present simple to talk about events.

Task 5: Work in pairs. Ask and answer to check planned events for the community fair next month.

- Have Ss work in pairs.
- Ask Ss to read the example so that they know what they have to do.
- Allow Ss some time to read the schedule and ask and answer about the time of different events.
- Call on some pairs to say aloud their questions and answers. Ask the whole class to follow and correct if they make a mistake.

Ex: A: When do we start preparing for the fair?

B: We start on the first of March.

***Wrap up:**

Teacher asks Ss to summarise the main points of the lesson.

***Homework:** Learn by heart all the words that they have just learnt.

- Do exercises in the workbook.
- Prepare for Lesson 4 - Communication.

***Feedback:**

.....
.....

Week 21+ Period 65	UNIT 8: SHOPPING Lesson 4: Communication	Date of preparing: 09/ 02/ 2024
-------------------------------	---	--

I. OBJECTIVES:

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

1. Knowledge:

- Making complaints in English
- Listen and talk about favourite shopping places.

2. Competences:

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and group work.

3. Character qualities:

- Raise ss' awareness of responsible shopping
- Have good attitude towards others by making polite complaints

II. TEACHING AIDS:

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

III. PROCEDURES

1. WARM-UP (5 mins): Chatting

*** Aim:** - To create an active atmosphere in the class before the lesson;.

- T gives ss a situation:

Suppose that you ordered a hat online, but when you got it, it didn't have the same colour as you ordered. What would you do in that case?

- T leads in the new lesson: *If we aren't satisfied with something you ordered, we can make complaints. There are two ways of making complaints that we will learn in Lesson 4. Communication.*

- Ask Ss to look at COMMUNICATION on page 86.

2. PRE-STAGE

*** Aim:**

- To introduce how to make a complaint;
- To help Ss practise making a complaint.

a. Vocabulary

discount shop (n)
convenience store (n)
complaint (n)

- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new vocabulary, using pictures and translation.

Check vocabs: What and where

b. Listen and read the dialogue. Pay attention to the highlighted parts.

- Teacher asks Ss to listen and read along with the conversation. Teacher asks Ss to pay attention to the highlighted parts.
- Ss work individually, listen to the audio file and read along with the conversation.
- Teacher elicits the structures giving opinions.
- Teacher asks Ss to practise the conversation in pairs.

Structures to give opinions:

- I think ...
- To my way of thinking ...

3. DURING-STAGE

- * *Aims:* - To allow students some practice in making complaint.
- To help Ss practise listening for general and specific information.

a. Work in pairs. In turn, make complaints about the situations below.

- Ask Ss to work in pairs to make similar dialogues.
- Tell them to use the contexts given and the sample requests.
- Give feedback on their dialogues.

Suggested conversation:

1. The cans of fish you bought at the shop expired five days ago.

• *I'm calling to make a complaint about the cans of fish I bought at your shop five days ago. It was expired.*

2. An assistant at the shop was not very helpful.

I'm not happy with an assistant at the shop. She was not very helpful.

b. Listen to three people talking about their favourite shopping places and tick the place they mention.

- Have Ss read the instructions and the table so that they know what they have to do while listening to the recording.
- Play the recording and ask Ss to listen and tick the correct answers.
- Call on some Ss to read their answers.
- Confirm the correct answers as a class.

Answer key:

People	Open-air market	Discount shop	Convenience store
1. Mai	✓		
2. Nam			✓
3. Alice		✓	

4. POST-STAGE

- * *Aims:* - To provide Ss with some samples to help them talk about their favourite shopping places.
- To give Ss an opportunity to reflect on what the people in 3 like about the places the shop.

a. Work in pairs. Take turns to ask and answer what each person in 3 likes about their shopping place.

- T asks Ss work in pairs.
- T asks Ss take turns to ask and answer about what each person in 3 likes about the place where they shop.
- T calls on 2 - 3 pairs to share their lists. Make comments.

Suggested answers:

1.

A: What does Mai like about shopping at an open-air market?

B: The products are home-grown and home-made. And the market goers know one another, so they

can chat happily while selling and buying.

2.

A: What does Nam like about shopping at a convenience store?

B: They are convenient because they are everywhere. It saves him time.

3.

A: What does Alice like about shopping at a discount shop?

B: There is a wide range of goods there. Everything is cheaper than at other places.

b. Work in groups. Share your favourite shopping place with your group.

- Have Ss work in groups.
- T gets Ss to apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their favourite places to shop.
- Allow Ss some time to talk in their groups. Go round and give support if needed.
- Ask some Ss to share their ideas with the class.

You can include:

- The name of the place
- The reason(s) why you like it

5. CONSOLIDATION (4 mins)

a. Wrap-up

- Teacher asks Ss to summarise the main points of the lesson.

b. Homework

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 5 – Skills 1.

Week: 22 Period:66	UNIT 8: SHOPPING Lesson 5: SKILLS 1	Date of preparing: 13/ 02/ 2024
-------------------------------------	--	--

I. OBJECTIVES

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

1. Knowledge:

- use the lexical items related to the reason(s) people go shopping.
- make a conversation to ask and answer about a new shopping centre and

2. Core competence:

- develop communication skills and creativity
- be collaborative and supportive in pair work and teamwork
- develop presentation skill
- actively join in class activities

3. Personal qualities

- raise ss' awareness of responsible shopping

II. TEACHING AIDS

1. Teacher: - Grade 8 textbook, Unit 8, Skills 1

- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students: Textbooks, notebooks.

III. PROCEDURE

1. Warm up

a. Aims

- To create an active atmosphere in the class before the lesson;
- To elicit from Ss some reasons why they go shopping

b. Content: Game: (Brainstorming)

Chatting:

- Ask ss questions to elicit from ss the reasons why they go shopping.

+ *Do you like shopping?*

+ *How often do you go shopping?*

+ *Why do you go to shopping centres?*

- Ask Ss to discuss the reasons why they go shopping

- Ask Ss to look at SKILLS 1 on page 87-88.

Expected answers:

- *Yes/ No*

- *I go shopping twice a week/ every day....*

- *I like shopping because....*

2. Pre-stage

***Aim:** - To help Ss develop their reading skill for general and specific information.

Vocabulary pre-teaching

- Teacher asks ss to look through the text.

- Teacher gets ss to guess the meaning of the new vocabulary through context

- Teacher confirms the answers then gets ss to read orally and take notes of all the four words in their notebooks.

customer (n)

try on (v)

decoration (n)

wander (v)

3. While- stage

Aim: - To help Ss reflect on the reason(s) why they go shopping.

- To help Ss develop their reading skill for general and specific information.

Task 1: Read the list below and tick the most common reason(s) why you go shopping.

- Have Ss work individually.

- Ask Ss to read the words and phrases and tick the one(s) that is / are correct for them.

- Call on some Ss to share their answers with the class.

1 Read the list below and tick the most common reason(s) why you go shopping.

- Hanging out with friends	<input type="checkbox"/>
- Reducing stress	<input type="checkbox"/>
- Buying goods	<input type="checkbox"/>
- Exercising	<input type="checkbox"/>
- Browsing	<input type="checkbox"/>



Task 2: Read the passage and choose the correct answer A, B, or C.

- Have Ss read the text in detail first. Then ask them to read each question and choose the correct answer for it.

- Ask ss to find the information in the reading text.

- Call on some Ss to share their answers. Ask them where they find the information for their answers.

- Confirm the correct answers as a class. Explain if needed.

Answer key:

1. C

2. A

3. B

4. B

5. A

Task 3: Fill in each blank with ONE word from the passage..

- Ask Ss to read each sentence carefully, then refer to the text to look for the answer. Have them complete the task.

- Have Ss compare their answers in pairs and discuss if there are any differences in their answers.

- Call on some Ss to share their answers with the class. Ask them where they find the information for their answers.

- Confirm the correct answers as a class.

Answer key:

1. sales

2. try

3. entertainment

4. decorations

5. free

4. Post stage

Aims: - To help Ss practise asking and answering questions for information about a new shopping centre

- To provide an open opportunity for Ss to talk about a shopping place in their own area

Task 4: Work in pairs. Ask and answer about a new shopping centre.

- Ask Ss to work in pairs, each having their card (A or B). Make sure that they know how to work with the cards.

- Allow them some time to prepare the questions and to read the information for the answers. Then ask them to start asking and answering about the new shopping centre. Go around and monitor. Give help if needed.

- Call on some Ss to share their conversation with the class. Comment on their conversation.

- This activity helps prepare Ss for 5.

Suggested questions:

1. *Where is the new shopping centre?*

2. *How many shops are there / does it have?*

3. *What kind of entertainment does it offer / have / can we find there?*

4. *What are its opening hours?*

5. *What date does the shopping centre open?*

Task 5: Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner's answers and report them to the class.

- Have Ss work in pairs.

- Ask Ss to reflect on the conversation in 4 and read the suggestions for 5.

- Allow Ss some time to carry out their conversation. Remind them to take notes of their partner's answers. Go round and offer help if needed.

- Call on some Ss to report to the class what they find out about their partner's shopping place. Comment on their presentation.

***Wrap-up:** Teacher asks Ss to summarise the main points of the lesson.

IV. HOME WORK

- Learn by heart all the words that they have just learnt.

- Do exercises in the workbook.

- Prepare for Lesson 6: Skills 2.

V. FEEDBACK

.....
.....
.....

Week: 22 Period: 67	UNIT 8: SHOPPING Lesson 6: Skills 2	Date of preparing: 13/ 02/ 2024
--------------------------------------	--	--

I. OBJECTIVES

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

1. Knowledge:

- listen for specific information about online shopping.

- write a paragraph about the advantages and disadvantages of a type of shopping.

2. Core competence:

- develop communication skills and creativity
- be collaborative and supportive in pair work and group work
- actively join in class activities

3. Personal qualities

- raise their awareness of online shopping
- have the appropriate attitude toward the different types of online shopping.

II. Teaching aids:

1. Teacher: - Grade 8 textbook, Unit 8, Skills 2

- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students: Textbooks, notebooks.

III. Procedures :

1. Warm up:

Aim:

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

*** Chatting: Chatting:**

- Ask ss two questions to elicit from ss the reasons why they go shopping.

Have you ever shopped online?

What do you need to shop online?

- Ask Ss to discuss the reasons why they go shopping
- Ask Ss to look at SKILLS 2 on page 89.

Suggested answers:

- *Yes/ No*
- *To shop online, we need...*

2. Pre-stage:

Aim: - To introduce new words related to online shopping.

- To improve Ss' skill of listening for general and specific information.
- To improve Ss' listening comprehension and note-taking skills.

*** Vocabulary pre-teach**

- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new words through pictures or explanations.
- Teacher reveals that these four words will appear in the talk and asks students to open their textbooks to discover further.

1. access (n)
2. purchase (v)
3. shipping (n)
4. over shopping (v)

Task 1: Work in pairs. Discuss and tick (v) the things related to online shopping.

- Have Ss work individually.
- Ask Ss to read the word and phrases and tick the one(s) they think is / are correct.
- Call on some Ss to share their answers.

Answer key: 1, 3, 4

3. While- stage:

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

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

Task 2: Listen to a talk about online shopping and fill in each blank with a suitable word.

- Have Ss read the sentences carefully and decide what information they need to fill in each blank.

- Play the recording for Ss to do the task.

- Have Ss share their answers in pairs.

- Invite some Ss to share their answers with the class.

- Confirm the correct answers as a class.

- Play the recording again if needed, stop at places where Ss are having difficulties.

Answer key:

1. service

2. seller's

3. money

4. shipping

5. shopaholic

Task 3: Listen again and choose the correct answer A, B, or C.

- Play the recording. Have Ss do the task individually.

- Invite some pairs to share their answers with the class.

- Confirm the correct answers as a class.

- Play the recording again if needed, stop at the place where Ss are having difficulties

Answer key:

1. B

2. C

3. C

- Teacher's observation and feedback

4. Post stage:

***Aim:**

- To provide Ss with vocabulary and ideas about the advantages and disadvantages of different types of shopping.

- To improve ss' writing skill with a paragraph about the advantages and disadvantages of a type of shopping.

Task 4: Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.

- Have Ss work in pairs.

- Ask Ss to read the list and choose the one they would like to talk about.

- Allow Ss some time to discuss and take notes of the advantages and disadvantages of the type of shopping they have chosen. Remind them to listen for the structures and expressions. Move around to offer help if needed.

- Invite some Ss to share their answers to the class.

Suggested answers:

1. Shopping online

Advantages: easy, convenient, save the trouble of travelling, time, and money.

Disadvantages: the products you receive might not exactly be what you expect, you can return an item, but you have to pay for the shipping, and you can easily become a shopaholic.

2. Shopping at a supermarket

Advantages: easy, convenient, availability of many goods under one roof, a lot of promotions, don't have to bargain, safe from heat and rain, no need to travel to multiple shops.

Disadvantages: unnecessary shopping because of discounts and convenience.

3. Shopping at an open-air market

Advantages: you can bargain, sellers can share advice about the things you buy, you can taste what you buy (bread, fruits...), develop close relations between sellers and buyers.

Disadvantages: limited operating hours, the number of sellers depends on weather, not easy to return items, affected by the weather (hot, rainy, snowy...), often lacks parking lots.

Task 5: Write a paragraph (80-100 words) about the advantages or disadvantages of a type of shopping. Use the ideas in 4.

- Ask Ss to read the notes of their discussion in 4.
- Allow them some time to write out the paragraph. Go round and offer help if needed.
- Call on some Ss to read aloud their writings to the class. Comment on their writing.

Suggested answer:

I often go shopping at the open-air market near my house. However, there are some things I do not like about it. Firstly, it is outdoor. On rainy or hot days, it is uncomfortable to shop.

Secondly, the sellers usually ask for a higher price than the value of the goods, so you have to bargain. It is not easy if you do not know the actual price of an item. Another disadvantage is hygiene. Fresh products like vegetables are often not very clean.

*** Wrap up:**

Aim: - Teacher asks Ss to summarise the main points of the lesson.

IV. Home work:

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 7: Looking back & Project.

V. Feedback:

.....
.....
...

Week : 22 Period : 68	UNIT 8: SHOPPING Lesson 7: LOOKING BACK + PROJECT	Date of preparing: 13/ 02/ 2024
--	--	--

I. OBJECTIVES

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

1. Knowledge

- review the vocabulary (shopping and online shopping) and grammar (adverbs of frequency and present simple for future events) of Unit 8
- apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Competences

- Develop communication skills and creativity
- Autonomy & self-study

- Develop critical thinking skills
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- work hard to prepare for the project
- have a positive attitude toward shopping places and dream shopping places.

II. Teaching aids:

2. Teacher: Grade 8 textbook , smart TV, visual aids, hoclieu.vn

- Computer connected to the Internet

2. Students: Textbooks, notebooks.

III. Procedure

1. WARM-UP

a. Objectives:

- To create an active atmosphere in the class before the lesson;

b. Content: Kim's game:

- T asks students to work in groups of three or four students.
- Get ss to watch a video and try to remember all types of shops mentioned in the clip without taking notes.

Video link: [Types of STORES for Kids - Going Shopping Around the City - Vocabulary for Kids](#)

- After finishing watching the clip, ss write down as many stores/ shops as possible.
- T gets ss to swap the posters among groups and give corrections after T shows the answers.
- The group with the most correct answers will win.

Answers:

1. bakery
2. fruit store
3. butcher shop
4. fish market
5. pastry shop
6. flower shop
7. shoe shop
8. toy store
9. stationery shop
10. book store
11. hardware store
12. jewellery store
13. pharmacy

- T leads in the lesson.

c. Expected outcomes: - Students can list as many types of shops as they can remember from the video.

d. Organisation

2. Pre stage:

Aim: - To help Ss understand more clearly the meaning of some words and phrases and review the vocabulary and grammar learnt

- To help students apply words related to the topic 'shopping'.

- Task 1: Match the words and phrases (1-5) with the meanings (a-e).

- Have Ss do this activity individually.
- Ask Ss to read the words and phrases (1 - 5) and the meanings (a - e) and match them.
- Allow them to compare their answers with their partners.
- Call on some Ss to share their answers with the class.
 - Confirm the correct answers.

Answer key: 1. b 2. d 3. a 4. e 5. c

Task 2: Complete the sentences with the words and phrases from the box. (5 mins)

- Have Ss do this activity individually.
- Ask Ss to read the sentences carefully, then refer to the words and phrases in the box to choose the correct answers.

- Allow Ss to compare their answers with their partners.
- Confirm the correct answers as a class.

Answer key: 1. on sale 2. Bargain 3. Internet access 4. home-grown 5. offline

3. During stage:

- To help Ss revise adverbs of frequency and how to use them to complete each sentence

Task 3: Complete each sentence with a suitable adverb of frequency. (6 mins)

- Have Ss do this activity individually.
- Ask Ss to read the sentences and decide which adverb of frequency to use for each sentence.
- Call on some Ss to share their answers with the class.
- Confirm the correct answers as a class.

Answer key: 1. always 2. always / often / usually 3. never 4. often / usually 5. rarely

-Task 4: Use the correct tense and form of the verbs in brackets to complete the sentences. (6 mins)

- Ask Ss to read each sentence carefully and decide which tense to use.
- Call on some Ss to read their answers and explain their choices.
- Confirm the correct answers as a class. Explain if needed

Answer key: 1. leaves 2. is 3. can use 4. lasts 5. don't have

4. Post stage

Aim: - To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project. - **PROJECT**

- To encourage Ss to use their imagination to design a dream shopping place.
- To improve Ss' teamwork and public speaking skills.
- Picture presentation: Your dream shopping place
- Students can present their posters about dream shopping places.

Your dream shopping place

- Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.
- T has groups show their posters and present them to the class.
- T listens to their presentation, and gives feedback.

***Wrap up: Aim:** To consolidate what students have learnt in the lesson.

- Teacher asks Ss to retell the main points of the lesson (vocabularies and grammar)

IV. Homework:

- Revise all the words and grammar that they have just learnt in unit 8
- Do exercises in the workbook.
- Prepare for Unit 9 – lesson 1 : Getting started

V. Feedback:

Week : 23 Period : 69	UNIT 9: NATURAL DISASTERS Lesson 1: Getting started – We are all safe!	Date of preparing: 20/ 02/ 2024
--	---	--

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Natural disasters*
- Gain vocabulary to talk about *Natural disasters*

2. Competences

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Feel sympathy for people who are affected by natural disasters and be willing to help them
- Actively join in class activities

II. MATERIALS

- Grade 8 textbook, Unit 9 - Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

Asking questions:

- T asks Ss some questions about natural disasters in Viet Nam.
- Ss answer the question individually.
- T draws a mind map on the board to summarise Ss' ideas. Write the title on the board *Natural disasters*.
- T asks Ss to guess what the conversation might be about.

Questions:

1. *Can you name some natural disasters in Viet Nam?*
2. *Are there often natural disasters in Viet Nam?*
3. *How can you know when there is an incoming natural disaster?*
4. *What would you do if you were notified of an incoming earthquake?*

2. PRE – STAGE

***Aims:** - To prepare students with vocabulary related to the topic *Natural disasters*

Vocabulary:

Form	Pronunciation	Meaning	Vietnamese equivalent
damage (n,v)	/ˈdæmɪdʒ/	to harm or spoil something	thiệt hại, gây tồn hại
funnel (n)	/ˈfʌnl/	an object that has a wide round opening at the top	cái phễu
tornado (n)	/tɔːˈneɪdəʊ/	a dangerous storm which is a spinning cone of wind that destroys anything in its path as it moves across the ground	lốc xoáy
eruption (n)	/ɪˈrʌpʃn/	an occasion when a volcano explodes, and flames and rocks come out of it	sự phun trào
pull up	/pʊl ʌp/	to move something towards yourself	kéo lên, nhổ lên, lôi lên
landslide (n)	/ˈlændslaɪd/	a mass of rock and earth moving suddenly and quickly down a steep slope	vụ sạt lở

Set the sences: T-Ss

- We are going to listen and read a dialogue between Tom and Mi.
- Teacher asks Ss to look at the title and the picture in the book then answer the questions.

Question:

- 1.What can you see in the picture?
2. What is it about?

Task 1: Listen and read

- T plays the recording twice. Ss listen and read. T asks some pairs of students to read the conversation aloud.
- T asks Ss if they would like to change or add anything to their previous answers. T gives feedback.

3. DURING STAGE:

* **Aims:** - To have Ss get specific information from the text, develop Ss' vocabulary related to the topic.

Task 2: Read the conversation again. Complete each sentence with no more than TWO words from it.

- Teacher tells Ss to read the conversation again and work independently to find the answers.
- Ss work independently to find the best answers.
- Teacher has Ss compare the answers in pairs before checking with the whole class.

- Teacher checks the answers as a class and gives feedback.

Answer key:

1. flood 2. second floor 3. natural disaster 4. was having 5. pulled

Task 3: Write the- natural disasters from the box under the pictures. Then listen, check, and repeat.

- Teacher asks Ss to look at the pictures and say if they know the natural disaster shown in each picture.
- Ss work individually to write the natural disasters in the box under the pictures.
- Ss compare their answers with a partner.
- Teacher invites some Ss to go to the board and write their answers.
- Teacher confirms the correct answer.
- Teacher has some Ss practice saying the natural disasters words again.

Answer key:

1. flood 2. Tornado 3. volcanic eruption 4. Storm 5. Landslide 6. earthquake

Task 4: Choose the correct option to complete each sentence.

- Teacher asks Ss to work in pairs, read the sentences and choose the correct answers.
- Teacher asks for Ss' answers and confirms the correct ones.
- For a more able class, teacher has Ss work in pairs to do the activity and explain why the other word is not the correct answer.

Answer key:

1. volcanic eruption 2. Earthquake 3. Landslide 4. Storms 5. tornado

4. POST – STAGE:

- Aim: Ss can revise the words and phrases indicating natural disasters.

Task 5: Word web: Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.

Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.

- Teacher asks Ss to work in groups.
- Teacher asks Ss to include the words and phrases learnt in this lesson or other words.
- Teacher invites some Ss to share their groups' answers with the class.

*** Wrap-up**

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

*** Homework**

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Be ready for Unit 9 - A closer look 1

Feedback:

Week : 23 Period :70	UNIT 9: NATURAL DISASTERS Lesson 2: A closer look 1	Date of preparing: 20/ 02/ 2024
---------------------------------------	--	--

I. OBJECTIVES

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

1. Knowledge:

- Vocabulary: The lexical items related to natural disasters.
- Pronunciation: Stress in words ending in *-al* and *-ous*

2. Core competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Feel sympathy for people who are affected by natural disasters and be willing to help them
- Actively join in class activities

II. MATERIALS

- Grade 8 textbook, Unit 9 - A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

III. Procedure

1. Warm up

Aim: - To create an active atmosphere in the class before the lesson.







- To review words about *Natural disasters*
- To lead into the new lesson.

Kim's game.

T shows a poster with the words to describe natural disasters:

flood, forest fire, tsunami, tornado, mudslide, volcanic eruption, drought, earthquake.

- Teacher asks Ss to work in 2 groups.
- Teacher shows some pictures related to natural disasters in 2 minutes.
- Ss look at the pictures and remember (no writing).
- As soon as teacher stops showing the pictures, Ss work in groups and write the words for the pictures they have seen.
- The group with more correct words becomes the winner..

	
earthquake	tornado
	
volcanic eruption	tidal wave/ tsunami
	
flood	drought

2. Pre stage:

Aim: To present some words and phrases related to natural disasters.

- To give Ss further practice with words and phrases related to natural disasters.

Vocabulary pre-teaching

- Teacher introduces the words.

- Teacher explains the meaning of the new vocabulary, using pictures and translation.

- Teacher checks students' understanding with the “***Rub out and remember***” technique.

New words:

Form	Pronunciation	Meaning	Vietnamese equivalent
destroy (v)	/di'strɔɪ/	to damage something so badly that it cannot be used	phá hủy
erupt (v)	/ɪ'rʌpt/	(of a volcano) become active and eject lava, ash, and gases.	phun trào
predict (v)	/prɪ'dɪkt/	to say that an event or action will happen in the future	dự đoán
emergency kit	/ɪ'mɜːdʒənsɪki/	a set of items for your essential needs in the event of an emergency or natural disaster	bộ dụng cụ dùng trong trường hợp khẩn cấp
property (n)	/'prɒpəti/	a building or area of land, or both together	của cải, nhà cửa

rescue worker	/ˈreskjuːˈwɜːkə/	a person who helps someone or something out of a dangerous, harmful, or unpleasant situation	nhân viên cứu hộ
victim (n)	/ˈvɪktɪm/	a person who has suffered the effects of violence or illness or bad luck	nạn nhân

Task 1: In column B, write the noun forms of the verbs in column A.

- Teacher asks Ss to read the verbs in column A and try to give the noun forms of these verbs.
- Teacher asks Ss to work in pairs to compare their answers.
- Teacher has some Ss write their answers on the board.
- Teacher checks and confirms the correct answers.

Answer key:

1. destruction 2. Eruption 3. Warning 4. Prediction 5. Damage

Task 2: Write a word or phrase from the box under the correct picture

- Teacher asks Ss to work individually.
- Ss look at the pictures and choose a suitable word/ phrase for each picture.
- Ss compare answers in pairs.
- Teacher invites some Ss to give their answers.
- Teacher confirms the correct answers.

Answer key:

1. whistle 2. Property 3. emergency kit 4. Victim 5. rescue worker

3. During stage:

Aim: - To help Ss understand more clearly the meaning of some words and phrases and use the words in specific contexts.

Task 3: Fill in each blank with a word or phrase from the box.

- Teacher asks Ss to work individually.
- Ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words and phrases in the box.
- Teacher lets Ss share their answers in pairs.
- Teacher invites some Ss to give the answers.
- Teacher confirms the correct answers.

Answer key:

1. damage 2. Warning 3. emergency kit 4. Predict 5. Property

4. Post stage

Aim: - To help students identify the stress in words ending in *-al* and *-ous*

- To help students stress the words ending in *-al* and *-ous* correctly in words and in sentences

Task 4: Listen and repeat the words. Pay attention to the word stress

- Teacher asks Ss to read out the words.
- Teacher plays the recording for them to listen and repeat the words they hear. Teacher plays the recording as many times as necessary.
- Teacher explains that these words have the stress on the first syllable and tells them that the endings *-al* and *-ous* do not change the stress pattern of the original words.
- Teacher asks Ss to work in pairs to practise saying the words.

- Teacher invites some Ss to say the words aloud.

musical	dangerous	humorous
national	practical	poisonous
personal	marvellous	

Task 5: Listen and repeat the sentences. Mark the stress in the underlined words.

- Teacher has Ss read the sentences quickly.
- Teacher plays the recording for Ss to listen to the sentences.
- Teacher asks Ss to pay attention to the underlined words and put stress on the correct syllable in each word.
- Teacher invites some Ss to share their answers, teacher confirms the correct ones.
- Teacher plays the recording again for Ss to repeat the sentences.

Answer key:

1. The flood victims are collecting their 'personal property.
2. Avoid 'dangerous places, such as windows or bookcases, during an earthquake.
3. There are 'numerous 'tropical storms in this area every year.
4. Some 'natural disasters, such as landslides, usually happen in 'mountainous areas.

Wrap-up

- Teacher asks Ss to retell the main points of the lesson.

III . Homework

- Learn the new words by heart
- Do exercises in the workbook.
- Prepare for Lesson 3 - A closer look 2

V. Feedback:

.....

.....

.....

.....

Week : 23 Period :71	UNIT 9: NATURAL DISASTERS Lesson 3: A closer look 2	Date of preparing: 20/ 02/ 2024
-------------------------	--	--

I. OBJECTIVES

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

1. Knowledge:

- Grammar: "The past continuous"

2. Core competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork

3. Personal qualities

- Feel sympathy for people who are affected by natural disasters and be willing to help them
- Actively join in class activities

II. MATERIALS

- Grade 8 textbook, Unit 9 - A closer look 2

- Computer connected to the Internet
- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

III. PROCEDURES

1. WARM-UP (5 mins)

Objectives:

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

Teacher says one sentence about himself/herself, using the past continuous.

- Teacher invites some Ss to answer the question.

(T writes the question and Ss' answers on the board. If Ss don't use the past continuous, still accept their answers).

- Teacher underlines the form of the past continuous in the sentence, and then corrects Ss's answers if they don't include the past continuous in their answers.

- Teacher tells them that they are going to learn the past continuous and leads to the lesson.

Question:

What were you doing at 8 p.m. yesterday?

2. PRE-STAGE:

a. Objectives:

- To introduce the form and use of the past continuous.

*GRAMMAR

- Teacher draws Ss's attention to the sentences on the board and asks "What is the form of the past continuous?"

- Teacher invites some Ss to answer the questions, then writes their answers on the board.

- Teacher confirms the correct answer.

- Form of the past continuous:

(+): S + was/ were + V-ing.

(-): S + was/ were not + V-ing.

(?): Was/ were + S + V-ing?

- The use of the past continuous:

We use the past continuous to describe:

+ an action that was happening at a particular time in the past.

+ a past action that was happening when another action interrupted it. We use the past simple for the action that interrupted it.

- Notes:

+ We can use *when* or *while* before the past continuous.

+ We can only use *when* before the past simple.

Structure	Examples
(+) S + was/ were + V-ing	She was doing her homework at 8 o'clock last night.
(-) S + was/ were not + V-ing	She was not doing her homework at 8 o'clock last night.
(?) Was/ were + S + V-ing?	Was she doing her homework at 8 o'clock last night?

Task 1: Complete the sentences by putting the verbs in brackets into the past continuous.

- Teacher asks Ss to work in pairs and do the exercise.
- Ss do the exercise, then compare their answers with other pairs.
- Teacher invites some Ss to share their answers.
- Teacher confirms the correct answers.

Answer key:

1. were helping
2. was not / wasn't snowing
3. was working
4. were ... doing; was watching
5. Were ... crying

Task 2: Circle the correct answer to complete each sentence

- Teacher asks Ss to work individually and do the exercise.
- Teacher asks Ss to compare their answers with a partner.
- Ss discuss with their friends if there are any differences between their answers.
- Teacher checks students' answers as a class.
- Teacher confirms the correct answers.

Answer key:

1. donated
2. were you doing; was sleeping
3. were camping; came
4. ran; moved
5. wasn't reading; was watching

3.DURING -STAGE:

Aim: To help Ss practise the form of the past continuous.

- To help Ss distinguish the past simple and the past continuous.
- To give further practice with the past continuous.

Task 3: Look at the picture and write what each person in Lan's family was doing when the earthquake happened. Use the given word and phrases from the box.

- Teacher asks Ss who they can see in the picture and what they are doing.
- Teacher describes the situation to Ss and asks them to describe the actions of the people in the picture, using the past continuous and the words/ phrases given in the box.
- Teacher has Ss do this exercise individually and then compare their answers with another classmate's.
- Teacher invites some Ss to write their answers on the board.
- Teacher checks the answers with the whole class and confirms the correct answers.

Answer key:

1. Lan's grandparents were watching TV.
2. Lan's/ Her mother was reading a book.
3. Lan's/ Her father was drinking tea.
4. Lan was talking on the phone.
5. Lan's/ Her brother was drawing

Task 4: Form questions using the past continuous. Then in pairs, ask and answer the questions

- Teacher asks Ss to read the example carefully and explains what they have to do.

- Teacher asks Ss to work in pairs to do this activity. They make questions and then practise asking and answering.
- Teacher invites some pairs to ask and answer the question in front of the class.
- Teacher comments on their answers and accepts different answers provided that they are correct and logical.

Answer key:

1. Were you having dinner at 7 o'clock yesterday evening?
2. Were you doing your homework at 8 o'clock yesterday evening?
3. Were you watching a film at 9 o'clock yesterday evening?

4. POST- STAGE:

Aim: - To help students practise using the past continuous through a game.

Task 5: Work in groups. Take turns to say a sentence that describes what each person in the picture was doing

- Teacher divides Ss into groups and assigns a group leader to keep watch of the game.
- Teacher explains the rule of the game:
The picture shows a class at break time. Now work in groups. Look at the picture for one minute. Take turns to say a sentence that describes what each person in the picture was doing. You score one point for every correct sentence. The student with the highest score in each group wins.
- Teacher has groups play the game in about 3-5 minutes.

Suggested answers:

- Mai was reading.
- Phong and Nick were playing chess.
- Lan and Ann were singing.
- Nam was cleaning the board.
- Mi and Ha were talking.

Wrap-up

- Teacher asks Ss to summarise the main points of the lesson.

Homework

- Review the form and use of the past continuous.
- Do exercises in the workbook.
- Prepare for Lesson 4 - Communication

***Feedback:**

.....

.....

.....

.....

WEEK: 24 PERIOD:72	UNIT 9: NATURAL DISASTERS Lesson 4: COMMUNICATION	Date of preparing: 29/ 02/ 2024
-------------------------------------	--	--

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

1. Knowledge:

- Use lexical items related to natural disasters.
- Practise giving and responding to bad news.
- Get some information about natural disasters.

2. Competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities

- Feel sympathy for people who are affected by natural disasters and be willing to help them
- Actively join in class activities

II. TEACHING AIDS:

1. Teacher:

- Grade 8 textbook, Unit 9, Communication
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students: Text books, notebooks, posters...

III. PROCEDURES:

1. WARM UP

* **Objectives:** - To create an active atmosphere in the class before the lesson, lead into the new lesson.

* **ACTIVITY 1**

- 1:** - Teacher shows a picture about one natural disaster.
- Teacher asks Ss to work individually and answer the questions.
 - Teacher invites some Ss to talk in front of the class.
 - Teacher comments on their answers and leads to the new lesson.

2. PRE-STAGE: EVERYDAY ENGLISH (20 mins)

***Aim:** - To introduce ways of giving and responding to bad news, help Ss practise giving and responding to bad news.

* **ACTIVITY 2**

* **Vocabulary:**

- shake /ʃeɪk/ (v) : rung, lắc
- Fahrenheit /'færənhaɪt/ (n) : độ F (đo nhiệt độ)
- Richter scale/'rɪktə skeɪl/(n): độ rích te (đo độ mạnh của động đất)

*Checking vocabulary: W & W

- **Task 1: Listen and read the dialogue below. Pay attention to the highlighted sentences.**
- **Task 2: Work in pairs. Practise giving and responding to bad news in the following situations.**

c. Expected outcomes:

- Ss identify structures used to give and respond to bad news.
- Students can make dialogues giving and responding to bad news.

d. Organisation

Mark: Phong, why are you so sad?
Phong: My grandparents called this morning. **A flood destroyed their house.**
Mark: **I'm sorry to hear that.**
Phong: **It also damaged all of their crops.**
Mark: **That's awful.** I hope your grandparents are safe.

3. DURING- STAGE: KNOWLEDGE OF NATURAL DISASTERS (18 mins)

***Aim:**

- To provide Ss with knowledge of different natural disasters.
- To provide Ss with a chance to communicate with each other and confirm their knowledge of natural disasters.

*** ACTIVITY 3**

Task 3: Read the short passages below. Decide which natural disaster each person below is talking about.

- Teacher asks Ss to work in pairs to read the three short texts and decide what natural disaster each person is talking about.
- Teacher asks Ss to prepare an explanation for their answers.
- Teacher elicits answers from Ss.
- Teacher confirms the correct answers.

Answer key: **Nam:** landslide
 Ann: tornado
 Tom: earthquake

Task 4: Choose the correct answer to each question to see how much you know about natural disasters. (7 mins)

- Teacher tells Ss that they are going to answer a questionnaire to see how much they know about natural disasters.
- Teacher has Ss read through the questionnaire quickly and explain any new words.
- Teacher asks Ss to answer the questions individually.

Answer key:

1. A 2. B 3. C 4. B 5. C 6. A

4. POST-STAGE:

***Aim: To help Students can talk to each other about the activities on Earth Day.**

Task 5: Work in pairs. Compare your answers. Then check your answers with the key on page 101. How many points did each of you get? (5 mins)

- Teacher asks Ss to work in pairs to compare their answers.

- Teacher asks Ss to note down the answers and then check them with the key on page 101.
 - Teacher has Ss calculate the points each of them earns.
 - Teacher asks some Ss to report their answers and points to the class.
- (Student's own answers)

IV. WRAP-UP:

***Aim: To consolidate what students have learnt in the lesson**

- Teacher asks Ss to summarise the main points of the lesson.

V. HOMEWORK:

- Prepare for the next lesson **Unit 9: Skills 1.**
- Do exercises in the workbook.

*** Feedback:**

.....

.....

.....

.....

WEEK: 24	UNIT 9 : NATURAL DISASTERS	Date of preparing:
PERIOD:73	Lesson 5: SKILLS 1	29/ 02/ 2024

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

1. Knowledge:

- Read for specific information about natural disasters
- Talk about a natural disaster.

2. Core competence:

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work and teamwork.

3. Personal qualities:

- Feel sympathy for people who are affected by natural disasters and be willing to help them
- Actively join in class activities

II. TEACHING AIDS:

1. Teacher:

- Grade 8 textbook, Unit 9, Skills 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students: Text books, notebooks, posters

III. PROCEDURES:

1. WARM-UP (5 mins)

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

* ACTIVITY 1

- Teacher divides Ss into groups.
- Teacher gives each group a piece of paper.
- Teacher asks them to list all the words about natural disasters they have learnt.
- Ss work in their group and list all the words about natural disasters in 2 minutes.
- Teacher asks 4 groups to tick their posters on the board.
- Teacher checks and gives comments.
- The group with the most correct words is the winner.

2. PRE-STAGE: ACTIVITY 1: READING (24 mins)

***.Aim:**

- To introduce some vocabulary about natural disasters
- To activate Ss' knowledge of the topic of the reading text.
- To help Ss develop the skill of reading for the main idea (skimming), specific information (scanning) and guessing word meaning in context about natural disasters.

*** ACTIVITY 2**

*** Vocabulary**

- ash /æʃ/ (n): tro
- tsunami /tsu:'nɑ:mi/ (n) : trận sóng thần
- tremble /'trembl/ (v) : rung lắc

*** Concept check: Rub out and Remember**

Task 1: Match the headlines (1 – 2) with the natural disasters (A – B). (5 mins)

Answer key: 1. B 2. A

Task 2: Read the two news articles. Match the highlighted words with their meanings. (7 mins)

Answer key:

1. d 2. e 3. a 4. b 5. c

Task 3: Read the articles again and answer the questions. (7 mins)

Answer key:

1. In the South Pacific last Saturday.
2. A tsunami.
3. It destroyed hundreds of homes on some small islands, and more than twenty people on these islands are missing.
4. For about 30 seconds.
5. A strong earthquake in China.

c. Expected outcomes:

- Ss identify the new words about natural disasters
- Students can get the main ideas and specific information from the text and choose the right answers.

d. Organisation

3. DURING –STAGE: SPEAKING (13 mins)

- * **Aims:** - To help Ss generate ideas to talk about a natural disaster.
- To give Ss a chance to give a short piece of news about a natural disaster.

*** ACTIVITY 3**

Task 4: Work in pairs. Match the questions with the answers. (6 mins)

Answer key:

1. c 2. e 3. a 4. b 5. d

Task 5: Work in groups. Prepare a short piece of news about the natural disaster in 4 or one you know of. Report the news to the class. (7 mins)

- Teacher divides Ss into groups.
- Ss prepare a short piece of news about natural disasters.
- Teacher asks them to read the news in the reading part again to imitate the way it is written.
- Teacher asks them to read the example. Teacher tells them that they only need to organise the answers to the questions in 4 in a logical order to create a piece of news.
- Teacher moves around to give support if needed.
- Teacher invites some groups to report the news to the class.
- Teacher asks other groups to listen and give comments.
- Teacher comments on Ss' answers.

Example:

Five days of heavy rain caused a serious flood in a village in Phu Yen. The flood happened last week. ...

IV. WRAP- UP:

***Aim: To consolidate what students have learnt in the lesson**

- Teacher asks Ss to summarise the main points of the lesson.

V HOMEWORK:

- Read the text again
- Do exercises in the workbook.
- Prepare for the next lesson **Unit 9: Skills 2**

*** Feedback:**

WEEK: 24 PERIOD: 74	UNIT 9 : NATURAL DISASTERS Lesson 6: SKILLS 2	Date of preparing: 29/ 02/ 2024
--------------------------------------	--	--

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

1. Knowledge:

- Listen and get general and specific about things to do before, during, and after a natural disaster;
- Write instructions about things to do before, during, and after a natural disaster.

2. Competence:

- Develop communication skills and creativity.
- Be collaborative and supportive in pairwork.

3. Personal qualities

- Feel sympathy for people who are affected by natural disasters and be willing to help them
- Actively join in class activities

II. TEACHING AIDS

1. Teacher:

- Grade 8 textbook, Unit 9, Skills 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

2. Students:

Textbooks, notebooks, posters,

III. PROCEDURES: (STAGES)

1. WARM-UP (5 mins)

* **Aims:** - To create an active atmosphere in the class before the lesson, lead into the new lesson.

* ACTIVITY 1

- Teacher shows a picture of a storm and asks Ss what people should do before, during and after a storm.
 - Teacher asks Ss to work individually and think of the answers.
 - Teacher invites some Ss to share their ideas.
 - Teacher gives comments and leads to the new lesson.
- c. Expected outcomes:**
- Ss can talk about what people should do before, during and after a storm.

2. PRE- STAGE : (PRE- LISTENING)

* **Aims:** - To introduce new words related to natural disasters.

* Vocabulary

- authority /ɔ: 'θɒrəti/ (n): chính quyền
- warn /wɔ:n/ (v): cảnh báo
- avoid /ə 'vɔɪd/ (v): tránh, tránh xa

* **Checking vocab:** R&R

* ACTIVITY 2

Task 1: Work in pairs. Look at the picture and answer the questions. (4 mins)

Suggested answer:

A torch, a mask, a lamp, a whistle, a bottle of water, some medicine, matches, a radio, some plasters, a candle, a multi-purpose knife, some batteries, a blanket.

3. DURING- STAGE: (WHILE- LISTENING)

* **Aims:** - To help Ss develop the skill of listening for specific information.

* ACTIVITY 3

Task 2: Listen to a broadcast. Put the activities (1 – 6) in the correct column. (7 mins)

- Teacher tells Ss that they are going to listen to a broadcast in which instructions to prepare for a natural disaster are given.
- Teacher has them read the activities 1-6 and try to guess which activities go into which column.
- Teacher invites some Ss to share their answers and write them on the board.
- Teacher has Ss read the activities again and underline the key words.
- Teacher plays the recording and asks Ss to listen and put the activities in the correct columns.
- Ss work in pairs to compare their answers.

- Teacher asks Ss to compare their answers with the ones on the board.
- Teacher confirms whether they are right or wrong, playing the audio again if necessary.

Answer key:

- Before a storm: 2,6
- During a storm: 3,5
- After a storm: 1,4

Task 3. Listen again and tick T (True) or F (False) for each sentence. (7 mins)

Answer key:

1. F 2. T 3. F 4. T

4. POST- STAGE: WRITING (15 mins)

- * Aims:**
- To brainstorm ideas and make an outline for Ss' writing.
 - To help Ss practise writing instructions about things to do before, during and after a flood.

*** ACTIVITY 4**

Task 4: Work in pairs. Discuss what you should do before, during, and after a flood.

Write your ideas in the columns. (5 mins)

- Teacher asks Ss to work in pairs.
- Ss discuss what they should do before, during and after a flood.
- Ss write their ideas in the columns.
- Teacher has some Ss present their ideas.
- Teacher comments on their answers.

Before a flood	During a flood	After a flood
- Prepare an emergency kit.	- Stay inside a safe and high place.	- Avoid moving water.
...

Task 5: Write instructions (80 - 100 words) about things to do before, during, and after a flood. (10 mins)

Suggested answer:

Here are the things you should do before, during, and after a flood.

Before:

- Prepare an emergency kit with necessary things.
- Build barriers to stop floodwater from entering the house.
- Move to a higher place if necessary.

During:

- Listen to the radio or television for warnings and information.
- Be careful with flash flooding.

After:

- Avoid moving water.
- Stay away from damaged areas unless the local authority needs your help.
- Listen for local warnings of flash floods.

IV. WRAP-UP:

***Aim: To consolidate what students have learnt in the lesson**

Have Ss summarise the main points of the lesson.

V. HOME WORK:

- Prepare for the next lesson: Unit 9: Looking back & Project.
- Rewrite a notice on the notebook.
- Do exercise in the workbook.

* **Feedback:**

Week: 25	UNIT 9: NATURAL DISASTERS	Date of preparing:
Period: 75	Lesson 7: LOOKING BACK + PROJECT	05/ 03/ 2024

I. OBJECTIVES

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

1. Knowledge

- Revise vocabulary items they have learnt in the unit.
- Revise the past continuous and how it's different from the past simple
- Research a natural disaster and present about it.

2. Competences

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work.

3. Personal qualities

- Feel sympathy for people who are affected by natural disasters and be willing to help them
- Actively join in class activities

II. TEACHING AIDS

1. Teacher: - Grade 8 textbook- Unit 9- Looking back & Project

- smart TV
- Computer connected to the Internet
- hoclieu.vn

2. Students: Textbooks, notebooks.

III. PROCEDURE

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Mind map
- T leads in the lesson.

c. Expected outcomes:

- Ss can tell the teacher what they have learnt in Unit 9.

d. Organisation

2. PRE STAGE: VOCABULARY (10 mins)

Aim: To help Ss revise the vocabulary they have learnt in the unit through pictures and contexts.

Task 1: Write the name of a natural disaster in each blank. (5 mins)

- Teacher asks Ss to work individually, read the sentences and look at the pictures.
- Ss write the name of a natural disaster in each blank.
- Teacher asks Ss to compare their answers with a partner.
- Teacher calls some Ss to share their answers.
- Teacher confirms the correct answers as a class.

Answer key:

1. flood	2. storm	3. earthquake	4. volcanic eruption	5. landslide
----------	----------	---------------	----------------------	--------------

Task 2. Fill in each blank with the correct form of the word in brackets. (5 mins)

- Teacher asks Ss to work individually and read 5 sentences carefully.
- Ss complete the sentences using the correct form of the words given.
- Teacher asks Ss to share their answers with a partner.
- Teacher invites some Ss to write their answers on the board.
- Teacher confirms the correct answers.

Answer key:

1. destruction	2. predictions	3. victims	4. warned	5. workers
----------------	----------------	------------	-----------	------------

- Teacher's observation and feedback

3. DURING STAGE: GRAMMAR (10 mins)

Aim: - To help Ss revise the differences between the past simple and past continuous.

- To help Ss revise the past continuous by completing the sentences about them and their family members.

Task 3: Put the verbs into the correct tense: the past simple or past continuous. (5 mins)

- Teacher asks Ss to work individually and read the sentences carefully.
- Teacher asks them to compare their answers with a partner.
- Teacher confirms the correct answers as a class.

Answer key:

1. were ... doing 2. Destroyed 3. was watering; came

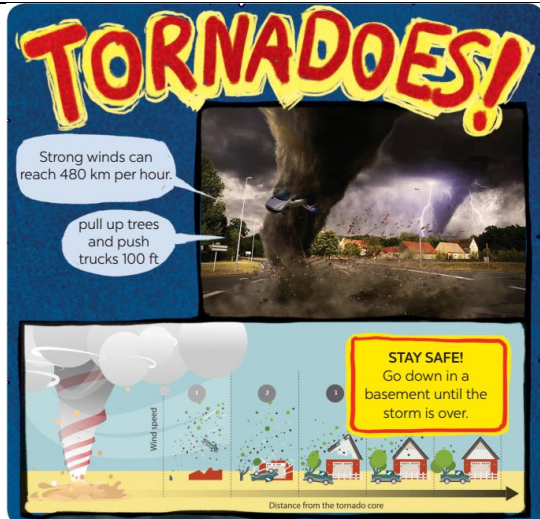
4. were calling; appeared 5. Were ... listening

Task 4: Complete the sentences about you and your family members. (5 mins)

- Teacher asks Ss to work individually and write sentences about their family members, using the past continuous.
- Teacher asks Ss to compare their sentences with a partner.
- Teacher invites some Ss to write their sentences on the board.
- Teacher comments on their answers.

4. POST STAGE: PROJECT (15 mins)

***Aim:** To provide Ss with an opportunity to research more deeply into a natural disaster, make a poster about it and present it to the class.*

<p>What do we know about it?</p> <ul style="list-style-type: none">- Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson).- Let students have some time to check their posters for the final time and make any adjustments if necessary.- T has groups show their posters and present them to the class.	
---	---

*** Wrap-up**

- Teacher asks Ss to summarise the main points of the lesson.

IV. HOMEWORK

- Revise all the words and grammar that they have just learnt in unit 8
- Do exercises in the workbook.
- Prepare for Review 3

V. FEEDBACK:

.....

.....

Week: 25 Period:76	REVIEW 3 (UNIT 7-8-9) Lesson 1 : LANGUAGE	Date of preparing: 05/ 03/ 2024
-----------------------	--	------------------------------------

I. OBJECTIVES

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

1. Knowledge

- Vocabulary: revise lexical items related to environmental protection; shopping; types of natural disasters; natural disasters
- Pronunciation: pronounce the sounds /b/ and /k/; /sp/ and /st/; stress in words ending in *-al* and *-ous*
- Grammar: complex sentences with adverb clauses of time; adverbs of frequency; present simple for future events; past continuous

2. Competences

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

3. Personal qualities

- Be ready and confident in the midterm test

II. TEACHING AIDS

- Grade 8 textbook, Review 3, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

III. PROCEDURE

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Keywords game.
- Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.

- Students raise hands to answer.
- Teacher and students discuss the answers.
- Teacher checks the answers as a class.

Suggested answers:

- Shopping
- Natural disasters
- Environmental protection

c. Expected outcomes:

- Students are able to recall the topic of 3 previous units.

d. Organisation

2. ACTIVITY 1: PRONUNCIATION (6 mins)

Aim: To help Ss review the pronunciation of the sounds /b/, /k/, /sp/, /st/ learnt in Units 7 – 8, and word stress with -al and -ous learnt in Unit 9

Task 1a: Listen and repeat, paying attention to the underlined words. (3 mins)

- Play the recording. Have Ss listen and repeat the sentences aloud in chorus, paying attention to the underlined words.
- Call on some Ss to read the sentences.
- Correct their pronunciation as a class.

1. The sky today is clear and blue.
2. The speaker talked a lot about honesty.
3. The store on that corner sells local specialities.

Task 1b: Choose A, B, C, or D to show the word in each group with a different stress pattern. (3 mins)

- Ss work individually and choose the word in each line with a different stress pattern.
- T checks as a class.

Answer key:

1. B 2. C 3. D

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

3. ACTIVITY 2: VOCABULARY (11 mins)

Aims: - *To help Ss review new vocabulary learnt in Units 7 - 9.*

- *To provide Ss with more practice with the use of some key words.*

Task 2: Complete the sentences with the words and phrase from the box. (5 mins)

- Ask Ss to read the sentences and find the words / phrase to fill in the blanks. Have them read the sentences carefully and look for clues so that they can choose the right words / phrase to complete the sentences.

- Then Ss share their answers with a partner.

- Check Ss' answers

Answer key:

1. single-use	2. customers	3. habitats	4. natural disasters	5. Bargain
---------------	--------------	-------------	----------------------	------------

Task 3: Use the correct forms of the words in brackets to complete the sentences. (6 mins)

- Ss do this exercise individually.

- Have Ss read the sentences for 2 - 3 minutes. Ask them what part of speech (noun, adjective, adverb, antonym with prefix, etc.) can be used to fill in each blank. Elicit their answers.

- Ask some Ss to write their answers on the board.

- T corrects as a class.

Answer key:

1. destructive	2. disadvantage	3. extinction	4. Addictive	5. Instructions
----------------	-----------------	---------------	--------------	-----------------

- Teacher corrects students by going around while they're practising.

4. GRAMMAR (12 mins)

Aims: - To help Ss revise the forms and uses of the tenses they have learnt in Units 7 – 9 (the pastcontinuous, past simple, present simple for future events) in context.

- To help Ss apply the use of the grammar points they have learnt in Units 7 – 9 in real contexts.

Task 4: Use the correct tense of the verbs in brackets to complete the sentences.

- Ss do the task individually or in pairs.
- Tell them to study the meaning and context of each sentence carefully and use the correct tense of the verbs given.
- Check Ss' answers as a class.

Answer key:

1. was cleaning	2. has	3. starts	4. Were ... waiting	5. was just falling; heard
--------------------	--------	-----------	------------------------	----------------------------

Task 5: Complete the sentences so that they are true for you. (5 mins)

- Give them some time to work independently and write down their sentences.
- Then have them work in pairs to exchange their sentences.
- Call on some Ss to write their answers on the board. Other Ss comment.
- T corrects as a class

Students' answers

- Teacher gives corrections and feedback.

5. CONSOLIDATION

a. Wrap-up

- Have Ss say what they have learnt in the lesson.

b. Homework

- Do exercise in the workbook.
- Prepare for Review 3: Skills

V. FEEDBACK:

.....
.....
.....

Week : 25 Period :77	REVIEW 3 (UNIT 7-8-9) Lesson 2: Skills	Date of preparing: 05/ 03/ 2024
---------------------------------------	---	--

I. Objectives: By the end of this lesson students will be able to:

1. Knowledge

- read for general and specific information about landslides;
- talk about the damage that the disaster(s) may cause;
- listen for specific information about air pollution;
- write a paragraph about where your family shops.

2. Competence

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

3. Personal qualities

- Be ready and confident in the midterm test
- Develop self-study skills.

II. Teaching aids:

1. Teacher: Grade 8 textbook , smart TV, visual aids, sachmem.vn

2. Students: Textbooks, notebooks.

III. Procedure

1. Warm up

Aim: - To create an active atmosphere in the class before the lesson.

- To review words about communication in the future.
- To lead into the new lesson.

Guessing game

- Teacher show some places to go shopping in Ha Noi and asks Ss to say the name of the places
- Students raise hands to answer.
- Teacher and students discuss the answers.

- Teacher confirms the answers and gives feedback.

Suggested answers: - Aeon - Vincom - Lotte

2. Pre-stage

***Aim:** - To provide Ss with practice in reading for main ideas and specific information

Task 1: Read the passage and tick T (True) or F (False) for each sentence. (6 mins)

- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each statement, identify where it appears in the text, and decide if it is true (T) or false (F).
- Ask Ss to work with a partner to discuss the answers.
- Explain the new words and clarify anything difficult. Ask more questions to see if they understand the passage fully.
- Call on some Ss to read the passage aloud before the class. Check their pronunciation and intonation.
- Check the answers as a class

Answer key: 1. F 2. T 3. F 4. T 5. T

3. While- stage

Aim: - To provide Ss with an opportunity to practise their speaking skills

- To provide Ss with more practice on listening for specific information.

Task 2: Work in pairs. Take turns to ask your classmate the following question.

- First ask Ss to think of disaster(s) that sometimes happen in their area.
- Ss work in pairs, asking and answering questions about that / those disaster(s). Tell them to use *Wh-* questions.
- Then have Ss talk about the damage that the disaster(s) may cause.
- Go round to monitor and give help when necessary.
- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment

Answers key: *Students' answer*

Task 3: Listen to the passage and fill in each blank with no more than TWO words.

- Tell Ss that they are going to listen to a passage about air pollution in big cities.- no more than two words in each blank while listening.
- Ask Ss to read the sentences carefully and predict what word(s) should be filled in each blank.
- Play the recording. Tell Ss to listen carefully and pay attention to keywords.
- Ss write their answers as they listen. Check their answers.

Answer key: 1. pollution 2. dangerous 3. air pollution 4. coal 5. other sources

4. Post stage

Aims: - - To provide Ss with practice in writing a paragraph.

Task 4: Write a paragraph (80 – 100 words) about where your family shops and give reasons for your choice

- Before writing, brainstorm Ss' ideas about the reasons why they go shopping at a particular place: convenience, price, freshness of food, friendliness of sellers, etc. Also brainstorm words and phrases they may need for their writing.

- Give them time to do the writing task.

- T may have them swap their writing with their partner to check before handing it in.

- Collect their papers to check at home.

***Wrap-up:** Teacher asks Ss to summarize the main points of the lesson.

IV. HOME WORK

- Learn by heart all the words that they have just learnt.

- Do exercises in the workbook.

V. FEEDBACK

.....
.....
.....

Week:26 Period 78	REVISION (UNITS 7-8-9)	Date of preparing: 12/ 03/ 2024
------------------------------------	-------------------------------	--

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

1. Knowledge:

- Review vocabulary related to the topics:, ENVIRONMENTAL PROTECTION , SHOPPING , NATURAL DISASTERS, the pronunciation, Grammar,

- Practice reading for general and specific information.

- Practice listening for specific information.

- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

2. Core Competence:

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities
- Develop self-study and self-do test skills.

3. *Personal qualities:*

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

II. TEACHING AIDS: Textbook, laptop, pictures, TV

III. PROCEDURES:

- Phonetics : Phân biệt các âm:

1. /sp/ : speaker, spend, special, space, spirit, clasp.....
2. /st/ : guest, honest, plaster, coast, forest, station, substance.....
3. /bl/ : blank, problem, blonde, blossom, black, blanket.....
4. /kl/ : close, circle, cloud, clown, include, clock, climb.....

- Vocabulary: Words related to the ENVIRONMENTAL PROTECTION , SHOPPING , NATURAL DISASTERS

-Grammar: Adverbs of frequency, present simple for future events, first conditional, past continuous, complex sentences with adverb clauses of time and making complaints

- Communication: Inviting and accepting invitation ,making requests .

- Reading: + Read the text and fill in the blank (with suitable words from the box)
+ Read the text and choose the best answer:

- Writing: + (Error identification) Circle A, B, C or D which is not correct in standard English

+ (Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged

+ (Sentence building) Write complete sentences from the words given.

- Listening: + Listen to a dialogue about shopping and tick True/ False

+ Listen a dialogue about environment and choose the best answer

A Lý thuyết và ngữ pháp:

I. Vocabulary: Ôn từ vựng Units 7, 8, 9 về các chủ đề: ENVIRONMENTAL PROTECTION , SHOPPING , NATURAL DISASTERS.

II. Grammar:

1. Adverbs of frequency (Trạng từ chỉ tần suất): *Always, usually, often, sometimes, frequently, seldom= rarely , never*

Trạng từ chỉ tần suất thường xuất hiện ở 3 vị trí: **trước động từ thường, sau trợ động từ, và sau động từ TO BE.**

- Đứng sau động từ TO BE Ex: He is sometimes late for school.

- Đứng trước động từ thường: Ex: I often go to the movie with my friends.

2. Present simple for future events (Thì hiện tại đơn diễn tả tương lai)

a. *Thì hiện tại đơn nói về một sự thật hiển nhiên, một chân lý đúng.*

Ex: The Sun rises in the East and sets in the West.

b. Thì hiện tại đơn diễn tả một hành động lặp đi lặp lại như một thói quen ở hiện tại.

Ex: I get up early every morning.

c. Thì hiện tại đơn diễn tả một việc sẽ xảy ra trong tương lai có lịch trình cụ thể (lịch chiếu phim, tàu xe, thời gian biểu, sự kiện...)

Ex: The football match starts at 8 o'clock.

3. First conditional (Câu điều kiện loại 1)

+ Diễn tả về tình huống có thể xảy ra ở hiện tại hoặc tương lai.

If + S + V(hiện tại đơn), S + will/ won't + Vinf

Example: If it rains, we will stay at home.

Chú ý: Unless = 'If ... not'.

Ex: If you don't study hard, you'll fail in the exam.

+ **Unless** you study hard, you'll fail in the exam.

Ex: If I have time, I'll help you.

+ Unless I have time, I won't help you.

4. Past continuous (Thì quá khứ tiếp diễn)

Form: (+) S + was/ were + V-ING

(-) S + wasn't / weren't + V-ING

(?) Was/ Were + S + V-ING?

Use:

a. Thì QKTD diễn tả hành động đang xảy ra tại một thời điểm cụ thể trong quá khứ:

At + giờ/ this/that time + mốc thời gian trong quá khứ. Ex: At 8 p.m last night

b. Diễn tả một hành động đang xảy ra (HĐ dài: QKTD), thì có một hành động khác xảy ra cắt ngang (HĐ ngắn: QKĐ)
Ex: When he arrived, I was having dinner

Chú ý:

- Chúng ta có thể sử dụng **when** hoặc **while** trước thì quá khứ tiếp diễn.

- Chúng ta chỉ sử dụng **when** trước thì quá khứ đơn

5. Complex sentences with adverb clauses of time (Câu phức với mệnh đề trạng ngữ chỉ thời gian)

- Là những mệnh đề bắt đầu bởi các liên từ chỉ thời gian như: **while** (trong khi, trong lúc), **when** (vào lúc, khi), **as soon as** (ngay khi mà), **till, until** (cho đến khi), **before** (trước khi), **after** (sau khi),...

Ex: I will phone you as soon as I finish my work.

- **Vị trí của mệnh đề trạng ngữ chỉ thời gian.**

- Mệnh đề trạng ngữ chỉ thời gian có thể được đặt ở **đầu câu** hoặc **cuối câu**.
Mệnh đề trạng ngữ chỉ thời gian đặt đầu câu sẽ được ngăn cách với mệnh đề chính bằng **dấu phẩy**.

Ex: He'll wait here until she comes back.

6. Making complaints

- I'm calling to make a complaint about ...
- I'm not happy with

EXERCISE :

A. LANGUAGE COMPONENT:

I. Choose the word whose underlined part is pronounced differently.

Choose the word whose underlined part is pronounced differently

1. A. block B. black C. clean D. problem
2. A. spend B. special C. honest D. species
3. A. spend B. spirit C. honest D. special
4. A. blonde B. cloud C. clown D. circle
5. A. display B. stall C. respect D. clasp

II. Choose the correct answer:

1. Linh _____ lunch with her best friend.
A. always have B. always has C. has always
D. have always
2. We _____ shuttlecock at break time.
A. often plays B. play often C. often play
D. plays often
3. Don't be late! The train _____ the station at 8 a.m. tomorrow
A. left B. leave C. leaves D. will leave
4. Our semester _____ on June 15th this year.
A. ending B. end C. ends D. will end
5. They _____ a discussion about natural disasters at 9 a.m. yesterday.
A. was having B. were having C. had D. have
6. We saw many beautiful birds while we _____ in the lake.
A. fished B. would fish C. are fishing D. were fishing
7. My brother _____ computer games at 8 p.m. yesterday.
A. was playing B. played C. were playing D. plays
8. Don't forget to turn off the lights _____ you go out.
A. but B. because C. after D. before
9. I will call you _____ I come over.
A. until B. before C. while D. when
10. I will call you _____ I arrive at the gym.
A. as soon as B. but C. while D. because
11. If you _____ computer games for too long, you will harm your eyes.
A. played B. will play C. play D. plays

12. If you _____ an apple every day, you will stay healthy.
A. ate B. will eat C. eats D. eat
13. _____ trees and burning forests destroy a lot of wildlife habitats.
A. Watering B. Cleaning up C. Cutting down D. Burning
14. Please put rubbish into dust bins instead of _____ the streets.
A. cleaning B. dirty C. dropping D. littering
15. Do you think we are doing enough to _____ wild animals?
A. prevent B. protect C. promote D. predict
16. The discount shops offer _____ prices on all products.
A. lower B. taller C. bigger D. higher
17. There are a lot of _____ fruit and vegetables at a farmer's market.
A. home-made B. outdoor C. home-grown D. offline
18. Sarah proudly displayed her home-grown fruit at the local farmers' _____.
A. market B. shop C. town D. city
19. Some people go to the _____ for entertainment.
A. shopping centres B. fixed price C. shopping list D. convenience store
20. A _____ is a person who really likes going shopping.
A. farmer B. customer C. worker D. shopaholic
21. Look! These cups of milktea are _____. They are 50% off.
A. on sale B. in sale C. at sale D. to sale
22. When a _____ occurs, the hot gases and liquid rocks pours downhill.
A. landslide B. volcanic eruption C. tornado D. earthquake
23. A tornado looks like a huge funnel and causes a lot of damage.
A. tornado B. flood C. volcano D. landslide
24. A lot of water covers an area when there is a _____.
A. flood B. drought C. landslide D. vocalno

B. READING :

I. Read the text and fill in the blank with suitable words from the box.

off eat making goods the should

A water footprint is the amount of water a person consumes each day. Your water footprint is the amount of water you consume by your way of life. It includes the water that is used to make your clothes, the food you (1) _____, and any other products you consume.

So what can you do to reduce your water footprint? First, try changing some bad (2) _____ you have. Take a shower instead of a bath and turn (3) _____ the tap while brushing your teeth. Another important way to recycle water waste is not to waste food. By eating all the food you buy, you help make (4) _____ most of

the water used to produce it. The less food you waste, the less water you waste. Finally, you (5) _____ be aware of what foods and other products require a lot of water, to produce and make wrong consumer choices. Knowing your water footprint and (6) _____ an effort to reduce it can really make a difference.

II. Read the following passages and answer the questions by choosing the best answer A, B, C or D.

My name is Sara, and I love shopping online. I prefer mobile phone apps, but sometimes I use my computer. The phone is more convenient for me, and I can even do my shopping from bed.

I love shopping so much that I buy everything I need at home. I get food, electronics, books, and even large pieces of furniture like my sofa and bookshelves all online! But I still prefer getting clothes from a store so I can try them on to be sure they fit me fine.

Yesterday, I bought a birthday present for my mother, and it arrived today! That saves me a lot of time. I am a very busy person, and I am a little forgetful too. If I think of something I need, then it is wonderful that I can buy it that moment.

My friends aren't as comfortable with buying things online as I am because they think that **it** can be dangerous. Of course, bad things sometimes happen, but I am very careful with all of my personal details. I think the biggest fear that people have with using their credit cards online is that someone will steal their number. It is important to be sure that the web page is secure. You can see this if the address has got an "s" in it, like http://. That "s" means it is safe.

People should not be afraid of shopping online. I think it will be the only way we will do our shopping in the future!

1. What is NOT TRUE about the passage ?

- A. Sara's favourite way of shopping is on her computer.
- B. Sara can buy everything I need at home
- C. Sara thinks that shopping online is safe if you are careful
- D. Sara likes shopping on her phone.

2. What doesn't Sara buy online?

- A. Books
- B. Clothes
- C. Furniture
- D. Electronics

3. Why does Sara think online shopping is very convenient?

- A. It's cheap.
- B. It's slow.
- C. It's fast.
- D. It's beautiful.

4. What does "**it**" in line 9 refer to ?

- A. Buying things online.
- B. Buying a birthday present .
- C. using credit cards
- D. Saving time.

5. What is the passage mainly about?

- A. Why I love online shopping
 B. Nobody will shop online.
 C. Shopping online is often dangerous
 D. A lot of people will shop online.

C. WRITING:

I. Find out the underlined word or phrase (A,B,C or D) that needs correcting and correct it.

- When I was going to school, I was seeing an old friend.
 A B C D
- Natural disasters cause usually serious damage to our property.
 A B C D
- He was play outside when the earthquake happened.
 A B C D
- They watched TV last night when the earthquake began.
 A B C D
- What time will the bus arrive in Seattle?
 A B C D
- You can't go out before you will finish your homework?
 A B C D

II. Rewrite the sentences so as its meaning keeps unchanged

- The flood came suddenly while we were camping near the river.
 → When
- He phoned Mary at the time that she was doing her homework.
 → While
 Mary.....
- The tornado came while she was working in the field.
 → When
- Before Lan went to bed , she read her favourite book .
 → After
- The choir practised for half an hour. After that, they went on stage. (before)
 → Before
- I will call my mom. I get the result.
 → As soon as.....
- Unless the teacher explains the lesson again, we won't understand it very well.
 → If
- If you don't hurry, you will be late.
 → Unless
- Don't go out alone. It will be dangerous for you.
 -> If you

10. My mother goes to the grocery store four times a week. (**often**)

11. I am in a habit of going jogging in the morning. (**usually**)

III. Make the sentences with cued words

1. they/ ride/ bike/ school/ 7.00 yesterday

2. My father/ wash/ car/ / five /six/ yesterday morning?

3. What/you/ do /when/ I/ call/ yesterday ?

4. A fire started / soon as the boys / leave / campsite.

5. Jane /usually /go/ buy /some local food/ the market?

6. We/rarely /buy/ things /online/ because / we/ not / know/how/ use /e-commerce platforms.

D. LISTENING :

Part 1/Listen to a conversation about teenagers and write True (T) or False (F) (1 pt)

	Statements	T/ F
1	They are discussing about environmental problems and environmental protection.	
2	The air and water quality are getting better and better.	
3	We can reduce our carbon footprint even in our homes.	
4	Don't avoid using single products.	

Part 2/Listen to three people talking about life in the countryside and choose the best answer A, B, C or D:

1. You can buy a _____ or service online.

A. things

B. products.

C. clothes.

2. You can _____ online or when you get the product.

A. pay

B. borrow

C. give money

3. Online shopping is _____ . .

A. difficult

B. convenient

C. inconvenient

4. If you _____ a product, you still must pay for the shipping.

A. buy

B. get

C. return

UNIT 8:SKILLS

Online shopping is buying a product or service over the Internet. Online shopping is easy. You visit a seller's website, select the product you want to buy, and order

it. You can pay online or when you get the product. Online shopping is convenient with Internet access. You can purchase anything at any time, from anywhere. It could be a meal, a gift for a friend, or even an English course. You can save the trouble of traveling time and money. However, shopping online has disadvantages too. Firstly, the products you receive are sometimes not exactly what you expect. Secondly, when you are not happy with the product, you can return it but you have to pay for the shipping. Thirdly, you can easily become a shopaholic because it is easy and there are many products to choose from, you may find it hard to stop yourself from over shopping. You may even buy things you don't really need.

*** Homework**

- Revise vocabulary, content, reading, writing, listening skills and grammar points in Units 7-8-9
- Prepare for **UNIT 10: Lesson 1: Getting started**

Feedback:

.....

.....

.....

Week:26 Period 79	UNIT 10: COMMUNICATION IN THE FUTURE Lesson 1: Getting started	Date of preparing: 12/ 03/ 2024
----------------------	---	--

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

1. Knowledge

- Gain an overview about the topic *Communication*
- Gain vocabulary to talk about *Communication*

2. Competences

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

3. Personal qualities

- Be aware of the importance of technology in communication
- Love to learn more about technology and apply it in daily life

II. TEACHING AIDS:

- Grade 8 textbook, Unit10 : Getting started - Computer connected to the Internet
- Projector / TV

III. PROCEDURES

1. WARM – UP: (network)

Aims: To mget students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

Who knows more?

- Teacher asks ss to work in2 groups groups and list as many **Social networks** as possible.
- Ss (one by one) go to the board and write the names of social network that they know.
- Teacher checks Ss' results. The group with more correct answer is the winner.

Suggested answers: Instagram, YouTube, Facebook, TikTok, Pinterest, Twitter, Snapchat,...

2. PRE – STAGE

***Aims:** - To prepare students with vocabulary related to the topic
Communication

***VOCABULARY**

video conference (n)	/'vɪdiəʊ ,kɒnfərəns/	a meeting or gathering between people who are in different locations and using video and audio technology to communicate with each other	họp trực tuyến
webcam (n)	/'webkæm/	a camera that is connected to a computer or the internet and is used for video communication or for broadcasting live video footage	thiết bị ghi hình kĩ thuật số
. zoom in (v)	/zu:m in/	to make an image or a part of an image larger or closer in a digital image or on a computer screen	phóng to
. tablet (n)	/'tæblət/	a small portable computer that has a touch screen and can be used as a mobile device or as a substitute for a laptop.	máy tính bảng
. internet connection (n)	/'ɪntənət kə'nekʃn/	a connection to the internet, typically through a modem or a local area network	kết nối mạng

Set the sences: T-Ss

- We are going to listen and read a dialogue between Trang and Mark preparing for an online meeting.
- Teacher asks Ss to look at the title and the picture in the book then answer the questions.

Questions: - Questions:

- Who are the people?
- What might they be doing?

Suggested answers:

- They are students: Trang and Mark.
- They are preparing for an online meeting

Task 1: Listen and read

- T plays the recording twice. Ss listen and read. T asks some pairs of students to read the conversation aloud.
- T asks Ss if they would like to change or add anything to their previous answers. T gives feedback.

3. DURING STAGE:

*** Aims:** - To have Ss get specific information from the text, develop Ss' vocabulary related to the topic.

Task 2: Read the conversation again and circle the correct answers.

- T tells Ss to read the conversation again and work independently to find the answers.
- T has Ss compare the answers in pairs, then T checks the answers as a class and gives feedback.

Answer key: 1. A 2. C 3. A

Task 3: Match the pictures with the word and phrases from the conversation

- T asks Ss to look at the pictures, read the word and phrases, match the word and phrases with the pictures
- Ss compare their answers with a partner. - T checks the answers as a class and gives feedback.

Answer key: 1. d 2. A 3. b 4. e 5 c

Task 4. : Circle the words / phrases which are CLOSEST in meaning to the underlined words / phrases..

Have Ss work in pairs and find the underlined words / phrases of Activity 4 in the GETTING STARTED conversation, then guess the meaning of these words / phrases using the clues in the conversation.

- Teacher checks the answers as a class and gives feedback.

Answer key:

1. A 2. B 3. A 4. A 5. B

4. POST – STAGE:

***Aims:** To help ss locate the living places of some large ethnic groups in Viet Nam

Task 5: Complete the diagram of the history of communication technology with the words and phrases from the box..

Work in groups

Discuss and. Complete the diagram of the history of communication technology
The first team to get all the correct answers win.

- Teacher asks Ss to work individually, look at the diagram and read the words carefully.

Answer key:

1. carrier pigeon 2. telephone 3. mobile phone 4. social network

Ask Ss to work in their groups again and prepare a short talk about the history of communication technology.

*** Wrap-up**

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

*** Homework**

- Learn by heart all the words that they have just learnt. - Do exercises in the workbook.
- Prepare for The second mid-term Test

Feedback:

.....

Week 27 Period 80	THE SECOND MID-TERM TEST	Date of preparing: 19/ 3/ 2024
------------------------------------	---------------------------------	---

A. OBJECTIVES:

- To check what Ss have learnt in the previous units 7- 9, and the Ss' ability of requirement so that the teacher may know what to do for the best of his/ her teaching.
- To evaluate ss' levels.
- To classify ss.
- To encourage ss to study harder.

B. Contents.

I. Language Components: Phonetics ,Vocabulary and Grammar

Pronunciation:

Indicate the word whose underlined part is pronounced differently from the others:

Pronunciation:

1. Recognize the difference between the two sounds/sp/ & /st/
2. Recognize the difference between the two sounds //b/ & /k/

Vocabulary:

MCQs: Choose the best option

1. A noun about types of natural disasters
2. An adjective about shopping
3. a noun about shopping places
4. a verb about environmental protection

Grammar:

MCQs: Choose the best option:

1. Adverbs of frequency

2. *Present simple for future events*
3. *Complex sentences with adverb clauses of time*
4. *past continuous*
5. *First conditional*
6. *Making complaints*

II. Reading:

(Cloze test) Read the text about environmental protection and fill in the blank (with suitable words from the box)

(Reading comprehension) Read the text about shopping and circle the best answer

III. Writing

(Error identification) Write A, B, C or D which is not correct in standard English

(Sentence transformation) Rewrite the sentences so as its meaning keeps unchanged

(Sentence building) Write complete sentences from the words given.

IV. Listening

- Listen to a talk about shopping and tick T/F

- Listen to a dialogue about environment and circle the best answer A,B,C or D

C. CONTENT OF THE TEST: (enclosed)

Week : 28 Period : 81	UNIT10 COMMUNICATION IN THE FUTURE A CLOSER LOOK 1	Date of preparing: 25/ 3/ 2024
--	---	---

I. Objectives: By the end of this lesson students will be able to:

1. Knowledge

- Vocabulary: The lexical items related to *Communication*
- Pronunciation: Correctly stress words that ending with -ese and -ee

2. Competence

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

3. Personal qualities

- Be aware of the importance of technology in communication
- Love to learn more about technology and apply it in daily life

II. Teaching aids:

1. Teacher: Grade 8 textbook , smart TV, visual aids, sachmem.vn

2. Students: Textbooks, notebooks.

III. Procedure

1. Warm up

Aim: - To create an active atmosphere in the class before the lesson.

- To review words about *Communication*
- To lead into the new lesson.

Jumbled words:

- T shows the words with the letters mixed
- Ss rearrange the words
- Teacher elicits answers from students and announces the winning pair.

Communication

1 devio receonnfc →

2 atlbt →

3

tinerent neitoncon →

4 oomz ni →

5 cebwam →

Suggested answers:

1. video conference 2. Tablet 3. internet connection 4. zoom in 5. webcam

2. Pre stage:

Aim: -- To present some phrases to talk about communication technology.

- To help Ss understand more clearly the meaning of some words and phrases.

*** Vocabulary pre-teach**

- Teacher introduces the vocabulary.

- Teacher explains the meaning of the new vocabulary, using pictures and translation.

New words:

. social network	/ˌsəʊʃl 'netwɜ:k/	a platform or website where people can create a public profile, connect with others, and share information and content, such as photos and messages	mạng xã hội
. voice message	/ˈvɔɪs mesɪdʒ/	a recorded message that is sent or received using voice technology	tin nhắn thoại
. group call	/gru:p kɔ:l/	a telephone call or video call that involves multiple participants, typically used for group discussions or meetings	cuộc gọi nhóm
. smartphone	/ˈsmɑ:tfəʊn/	a mobile phone that combines the features of a computer, including the ability to run software applications and access the internet	điện thoại thông minh
. emoji	/ɪ'məʊdʒi/	a small digital image or icon used to express emotions, ideas, or concepts in electronic communication	biểu tượng cảm xúc
. holography	/hɒl'ɒgrəfi/	three-dimensional images created by the interference of light beams from a laser or other light source	hình chiếu 3 chiều

* checking vocab: - Teacher checks students' understanding with the “**What and where?**” technique.

***Task 1: Write a word or phrase from the box under each picture.(Exercise 1, p. 106)**

- Teacher asks Ss to look at each picture and say the word or phrase describing it if they know.

- Teacher asks Ss to read the phrases and do the matching.

- Ss work individually, choose the suitable word/ phrase and write it under each picture.

- Teacher checks the answers as a class.

Answer key:

1. smartphone 2. emojis 3. voice message 4. holography 5. social network 6. group call

3. During stage:

Aim: - To help Ss understand more clearly the meaning of some words and phrases and use the words in specific contexts.

***Task 2: Choose the correct answer A, B, or C.**

- Have Ss do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct option.
- Let them share their answers in pairs.

. **Answer key:** 1. A 2. C 3. B 4. B 5. A

***Task 3: Complete the sentences with the words and phrases from the box (Exercise 3, p. 106)**

- Teacher asks Ss to read the words/ phrases and the sentences carefully.
- Teacher asks Ss to work in pairs, discuss and choose suitable words/ phrases to fill in the gaps.
- Ss do the task in pairs.
- Ss go to the board and write their answers.
- Teacher checks the answers as a class.

Answer key:

1. private 2. language 3. real 4. translation 5. instantly

4. Post stage

Aim: -- To help Ss identify how to stress the words ending with *-ese* and *-ee*

- To help Ss practise pronouncing these sounds in words.

***Task 4: Task 4: Listen and repeat the words. Pay attention to the word stress. (Exercise 4, p. 106)**

- Teacher plays the recording (Track 63).
- Teacher asks Ss to listen and pay attention to the word stress in word ending with *-ese* and *-ee*
- Ss repeat the words as a class, in groups and individually.
- Teacher plays the recording as many times as necessary.

-ese	-ee
Chin <u>ese</u>	agre <u>ee</u>
Bhutan <u>ese</u>	train <u>ee</u>
Japan <u>ese</u>	award <u>ee</u>
Taiwan <u>ese</u>	interview <u>ee</u>
Vietnam <u>ese</u>	guarant <u>ee</u>

***Task 5: Task 5: Mark the stress in the underlined words. Then listen and repeat the sentences. (Exercise 5, p. 107)**

- Teacher plays the recording (Track 64).
- Have Ss quickly read the sentences. Ask them to pay attention to the underlined words.
- Elicit from Ss the syllables that they should stress on in each word. Confirm the correct ones.
- Have some Ss read aloud the sentences with correct stress.
- Play the recording for Ss to repeat the sentences.

- Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds..

Answer key:

1. The interview'ees said that they were Taiwa'nese.
2. Joe a'grees with me that learning Chi'nese is difficult.
3. She obtained a bachelor's de'gree in Japa'nese.
4. The Taiwa'nese company gave each awar'dee a smartphone.
5. The Japa'nese teacher sent a video to the absen'tees on Monday.

***Wrap up: Aim:** To consolidate what students have learnt in the lesson.

- Teacher asks Ss to retell the main points of the lesson.

IV. Homework:

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 3 - A closer look 2

V. Feedback:

.....

Week : 28 Period :82	UNIT 10 COMMUNICATION IN THE FUTURE Lesson 3: A CLOSER LOOK 2	Date of preparing: 25/ 3/ 2024
-------------------------	--	---

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

1. Knowledge:

- use the *prepositions of time and place, possessive pronouns*

2. Competences: Practice using the *prepositions of time and place, possessive pronouns*

3. Character qualities: - Be aware of the importance of technology in communication

- Love to learn more about technology and apply it in daily life

II. TEACHING AIDS:

Textbook, planning, sets of word cards, laptop, projector Grade 8 textbook, *hoclieu.vn*

IV. PROCEDURES:

1. WARM-UP: chatting

*** Aim:** - To review vocab related to communication technology

- To introduce prepositions of time and place, possessive pronouns.

Show Ss teacher's mobile phone. Then put it on the table. Say:

Look. This is my mobile phone. Where is it?

- Have Ss answer the question. Quickly move your phone to different places while asking *Where's it now?* to elicit Ss' answers with prepositions of places (on, in, under, opposite, etc.). Write one or two sentences of their answers on the board. Underline the prepositions in Ss' answers.

Questions:

1. Where is the teacher's smartphone?
2. What will smartphones be like at the end of 2023?
3. What will smartphones be like in 10 years?

- Lead to the lesson.

2. PRE-STAGE:

* **Aim:** - To review ss' knowledge of Prepositions of place and time & Possessive pronouns

* Grammar:

a)Prepositions of place.

- Show the pictures of prepositions of places and ask ss to guess the meaning based on the pictures.

In: bên trong

On: bên trên

Under: bên dưới

Opposite: đối diện

In front of: phía trước

At: ở

b)Prepositions of time

- “**in + a length of time**” can express future meaning.

Example: *Robots will replace human shop assistants in ten years.*

- “**for + a length of time**” says how long something goes on for.

Example: *It rained for three hours yesterday.*

- “**by + a specific time**” means “not later than that time”.

Example: *We'll be there by 6 p.m.*

c) Possessive pronouns

We can use possessive pronouns after *of*

Task 1: Complete the sentences with *at, in, in front of, on, opposite, or under.*

- Have Ss do these exercises individually and then compare their answers with a partner.

- Ask some Ss to write their answers on the board.

- Check the answers with the whole class.

Answer key:

1. at
2. opposite
3. Under
4. in; on
5. in front of

Task 2 Circle the correct preposition in each sentence:

- Have Ss do these exercises individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board.
- Check the answers with the whole class

Answer key:

1. by 2. in 3. for 4. on 5. in

3.DURING -STAGE:

* **Aims:** - To help Ss practise using prepositions of time and place, possessive pronouns.

- Task 3: Complete the text with the prepositions from the box. Use each preposition only ONCE.

Have Ss do the exercise individually and then compare the answers with another classmate.

- Invite some Ss to write their answers on the board.
- Check the answers with the whole class. Confirm the correct

Answer key:

1. in 2. By 3. at 4. on 5. for

Task 5: : Complete the second sentence so that it has the same meaning as the first sentence

- Have Ss do these exercises individually and then compare their answers with a partner.
- Ask some Ss to write their answers on the board.

Answer key:

1. Jack is a cousin of hers.
2. Is this a tablet of his?
3. Can I borrow one of your pencils?
4. You look like Nick and Peter. Are you a relative of theirs?

5. Last year, two classmates of ours won scholarships to the US.

4. POST- STAGE:

* **Aims: Work in groups.** - To help Ss practise using prepositions of time and place, possessive pronouns

Task 4: Work in pairs. Tell each other whether you agree or disagree with the following ideas

- Have Ss work in pairs and say whether they agree or disagree with the given ideas. They can take notes if they wish to., T can ask further questions to help them
- What are some bad points of using smartphones too much?
- In the future, will people meet each other face to face like now? etc.
- Invite some pairs to stand up and give their opinions.

Ideas to discuss:

1. We should not use our smartphones for more than a few hours every day.
2. By 2050, the way people communicate with each other will be different from now

Wrap up:

- Teacher asks Ss to summaries the main points of the lesson.

Homework

Learn by heart all the words that they have just learnt.

- Do exercises in the workbook.
- Prepare for Lesson 4 - Communication.

***Feedback:**

.....

.....

.....

Week 28 Period 83	UNIT10 COMMUNICATION IN THE FUTURE Lesson 4: Communication	Date of preparing: 25/ 3/ 2024
----------------------	---	---

I. OBJECTIVES:

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

- 1. Knowledge:** - - interrupt politely
- 2. Competences:** - Develop communication skills and creativity
 - Be collaborative and supportive in pair work and teamwork
 - Actively join in class activities
- 3. Personal qualities**
 - Be aware of the importance of technology in communication
 - Love to learn more about technology and apply it in daily life
 - Develop self-study skills

II. TEACHING AIDS:

- Grade 8 textbook, Unit 4: Communication - Computer connected to the Internet- Projector / TV- *hoclieu.vn*

III. PROCEDURES

1. WARM-UP (5 mins): question and answer

** Aim: create an active atmosphere in the class before the lesson.*

- Teacher asks students the question “How do you see yourself in 10 years?”
- Write on the board “I will _____ in 10 years.” Have Ss complete the sentence with their own ideas. Encourage them to provide more detail by adding one more sentence.
- Invite some Ss to share their sentences. Listen attentively and try interrupting one student by saying “Hold on. Can you repeat that, please?”.
- Have students repeat the information. Thank him/ her.

- Write “Hold on. Can you repeat that, please?” on the board. Explain to Ss that this structure is for interrupting the other speaker politely.
- Lead into the lesson.

2. PRE-STAGE

- * *Aim:* - To introduce ways interrupting politely
- To help Ss practise interrupting politely

Task 1:. Listen and read the conversation. Pay attention to the highlighted parts.

- Teacher asks Ss to listen and read along with the conversation. Teacher asks Ss to pay attention to the highlighted parts.
- Ss work individually, listen to the audio file and read along with the conversation.
- Teacher elicits the structures giving opinions.
- Teacher asks Ss to practise the conversation in pairs.

Structures to give opinions:

Hold on.

Sorry for interrupting, but...

3. DURING-STAGE

* *Aims:*

Ss practise interrupting politely

Ss learn about the prediction about the future of communication.

a. Work in pairs. Make a similar conversation to ask and give opinions about these topics.

- Ask Ss to work in pairs to make similar dialogues, using the language they have learnt.

Suggested conversation:

A: First you open Facetime application on your laptop. And then you select from your contactor or you type their phone number ...

B: I'm sorry, I didn't catch that. Can you repeat, please?

A: Well, the meeting is 9 a.m tomorrow morning. We will hold a meeting in Communication room which is in floor ...

B: Sorry for interrupting, but that room this occupied by the other class. We can hold a meeting in Room.....

Task 3 Work in pairs. Read Mark's prediction about a popular means of communication in the near future. Then ask and answer the questions

Have Ss work in pairs, read Mark's prediction about emojis and answer the questions that follow ***Suggested answers:***

1. Jack is a cousin of hers.
2. Is this a tablet of his?
3. Can I borrow one of your pencils?
4. You look like Nick and Peter. Are you a relative of theirs?

5. Last year, two classmates of ours won scholarships to the US., ...

Task 4: Work in pairs. Choose one means of communication below. Ask and answer questions about it

- Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends' answers.
- Ask some Ss to report their group's answers to the class.

Suggested answers:

1. When will automatic translation function become more commonly used
Automatic translation function will become more commonly used in 10 years.
2. Who will be using them? social network users will be using them.
3. How will they help in communication?
They will translate comments and private messages in all languages.
4. Why will they become more popular?
Because they will remove language barriers.

.4. POST-STAGE

* *Aims:* - Practice in giving a presentation about their friends' answers

Task 5: Report your pair's conversation to the class by making a similar talk to Mark's prediction in 3

- Have Ss work in groups to ask and answer the two questions in the book. Have Ss in each group note down their friends' answers.
- Ask some Ss to report their group's answers to the class.

5. CONSOLIDATION (4 mins)

a. Wrap-up

- Teacher asks Ss to summaries the main points of the lesson.

b. Homework

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 5 – Skills 1.

<u>Week: 29</u> <u>Period: 84</u>	<u>UNIT 10:</u> COMMUNICATION IN THE FUTURE <u>Lesson 5:</u> SKILLS 1	Date of preparing: 2/ 4/ 2024
--	--	--

I. OBJECTIVES

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

1. Knowledge:

- read about ways of communication;
- talk about ways of communication;

2. Core competence:

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

3. Personal qualities

- Be aware of the importance of technology in communication
- Love to learn more about technology and apply it in daily life

II. TEACHING AIDS

1. Teacher: Grade 8 textbook , smart TV, visual aids, sachmem.vn

2. Students: Textbooks, notebooks.

III. PROCEDURE

1. Warm up

a. Aims

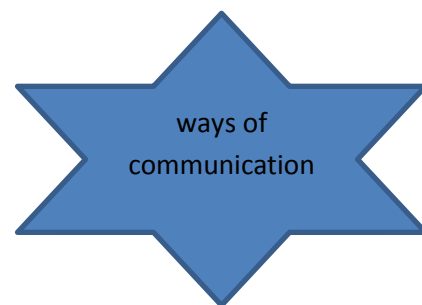
- To create an active atmosphere in the class before the lesson.
- To lead into the new lesson.
- To help Ss understand and activate their knowledge of the topic;
- To help Ss remember some words related to telepathy

b. Content: Game: (Brainstorming)

- Teacher divides Ss into 4 groups.
- Teacher gives each group a piece of paper.
- Teacher asks them to write the names of ways of communication they know in 2 minutes.
- Teacher shows the answers and asks them to check.
- The group with the most correct words is the winner.

Suggested ideas: meeting face-to-face, sending letters, sending emails, texting, chatting online, sending voice messages, making phone calls, making group calls, having video calls, etc.

2. Pre-stage



***Aim:** - To introduce new words related to the text about “ways of communication”.

- To help sts understand and activate their knowledge of the topic.

*** Vocabulary pre-teach**

- Teacher introduces the vocabulary.

- Teacher explains the meaning of the new vocabulary, using pictures and translation.

- Teacher checks students’ understanding with the “R & R” technique.

New words	Pronunciation	Meaning	Meaning
1. telepathy (n)	/tə'lepəθi/	the supposed ability to communicate mentally with another person without using the usual senses	thần giao cách cảm
2. keep in contact (v)	/ki:p ɪn kən'tækt/	to maintain communication or a relationship with someone	giữ liên lạc
3. thought (n)	/θɔ:t/	an idea, opinion, or belief, especially one that is considered to be formed as a result of mental activity	suy nghĩ
4. tiny (a)	/'taɪni/	very small in size or amount; little	nhỏ bé

3. While- stage

Aim: - To help Ss develop their reading skill for general and specific information.

Task 2: Read an interview with two students, Minh and Tom. Then tick the speaker of each sentence. (5 mins)

- Draw Ss’ attention to the word “telepathy”. Tell them that this is a way of communication. Challenge Ss to quickly find the word telepathy in the conversation and guess its meaning. Confirm their answer.

- Briefly tell Ss the steps to complete the exercise: Read the statements, underline the keywords in each statement, locate the keywords in the text, find the information and decide if Minh or Tom is saying that information.

- Ask Ss to do the exercise individually and then check their answers in pairs.

- Invite some Ss to share their answers. Confirm the correct answers.

Answers key:

1. Minh 2. Tom 3. Minh 4. Minh 5. Tom

Task 3: Read the interview again. Choose the correct answer A, B, or C.

- Ask Ss to repeat the steps if necessary.

- Ask Ss to do the exercise individually and then check their answers in pairs.

- Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers.
- To connect the reading and the speaking parts, T can draw a table and ask Ss to fill in the table about the advantages and disadvantages of telepathy.

Answer key: 1. A 2. B 3. C 4. B 5. C

5. Post stage

Aims: - To help Ss talk about way of communication, using the ideas and vocabulary they have learnt in the reading.

Task 4: Task 4: Work in pairs. Read the following ideas about online calls. Put the ideas in the correct column.

- Ask Ss to work in pairs and complete the table about the advantages and disadvantages of online calls.
- Have Ss share their answers. Confirm the correct answers.
- Teacher encourages them to give further information to support their answers.
- Teacher calls on some Ss to share their answers with the class.

Answer key: Advantages: a, c, e - Disadvantages: b, d, f

Task 5: Work in groups. Choose a way of communication and discuss its advantages and disadvantages. Then report your answers to the class

- Elicit from Ss some useful structures to start a talk, and to introduce the advantages and disadvantages.
 - Encourage Ss to try using the structures to make sentences about online calls.
 - Have Ss work in groups.
 - Set a time limit for group work. Go around, monitor and support when necessary.
- Invite some Ss to share their group's discussion to the class.
- Ask other groups to listen and give comments.
 - Comment on Ss' answers.
 - To start a talk about advantages and disadvantages:
 - + *I think there are both advantages and disadvantages of online calls.*
 - To introduce the advantages:
 - + *In terms of the advantages / good points, ...*
 - + *... can be beneficial in many ways. First, ...*
 - To introduce the disadvantages:
 - + *However, ... has some drawbacks. For example, ...*

Suggested outcome:

I think there are both advantages and disadvantages of online calls. ...

***Wrap-up:** Teacher asks Ss to summaries the main points of the lesson.

IV. HOME WORK

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.

- Prepare for Lesson 6: Skills 2.

V. FEEDBACK

.....

.....

.....

Week: 29 Period: 85	UNIT 10: COMMUNICATION IN THE FUTURE Skills 2	Date of preparing: 2/ 4/ 2024
--------------------------------------	--	--

I. OBJECTIVES

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

1. Knowledge:

- Use the lexical items related to the topic of the listening text.
- Develop the skill of listening for specific information.
 - Writing a paragraph about modern ways of communication

2. Core competence:

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

3. Personal qualities

- Be aware of the importance of technology in communication
- Love to learn more about technology and apply it in daily life

II. Teaching aids:

1. Teacher: Grade 8 textbook , smart TV, visual aids, sachmem.vn

2. Students: Textbooks, notebooks.

III. Procedures :

1. Warm up:

Aim:

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

- **Game: Hot seat**

- Invite some Ss to go to the board. Give him/ her one way of communication that they learnt in the previous lesson. Ask them to describe the words without saying anything. The rest of the class guess the words.

Questions:

- *What am I doing?*

Suggested answers:

- *voice message* - *video call* - *face-to-face talk* - *telephone*

2. Pre-stage:

Aim: - To help Ss develop the skill of listening for specific information.

- To help Ss further develop the skill of listening for specific information.

*** Vocabulary pre-teach**

- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new vocabulary, using pictures and translation.

Task 1: Look at the pictures. Complete the word / phrase for each picture.

- Teacher asks Ss to work individually and read the phrases carefully.
- Have Ss look at the pictures and complete the words.
- Teacher calls some Ss to share their answers and read the phrases aloud.
- Teacher confirms their answers as a class.

Answer key:

1. carrier pigeon 2. Smartwatch 3. translation machine 4. holography

3. While- stage:

Aim: - To help Ss focus on some key words related to the topic of the listening text.

- To prepare Ss with the topic of the listening and focus on some phrases describing the activities.

Task 2: Listen to an announcement about an exhibition. Complete each gap in the agenda with ONE word or a number.

- Tell Ss that they are going to listen to an announcement about an exhibition.
- Elicit from them the type of information they need to fill in each blank.
- Play the recording and ask Ss to listen and complete each gap with one word or a number.
- Ask one or two Ss to go to the board and write their answers. Have other Ss work in pairs to compare their answers.

Answer key: 1. 8:20 2. First 3. Modern 4. 10:15 5. Cinema

Task 3: Listen again. Circle the correct answer A, B, or C.

- Tell Ss that they are going to listen to the announcement again and choose the correct answers.
- Have Ss read the questions and underline the keywords in each question.
- Play the recording and ask Ss to listen again and choose the correct answers. Then ask Ss to work in pairs to compare their answers with each other.
- Check the answers to Activity 3 with the whole class. Ask Ss to explain their choices. Confirm the correct answers.

Answer key: 1. A 2. C 3. A 4. B 5. C

6. Post stage:

Aim: - To help Ss prepare ideas for the next activity

- To help Ss practise writing an email about ways of communication.

Task 4: Work in pairs. Match the ideas (a - h) with parts of an outline (1 - 4) for a paragraph about a video call.

- Have Ss work in pairs to match the ideas to their appropriate parts of a paragraph outline.
- Have some Ss present their answers or write their answers on the board.
- Confirm the correct answers.

Answer key: 1 – a, d 2 – c, f, h 3 – b, e 4 – g

Task 5: Write a paragraph (80 – 100 words) to describe a way of modern communication. You can use the ideas in 4 or your own ideas.

- Review the outline in Activity 4 with Ss.
- Tell them that their paragraph should start by introducing the name of the way of communication, then describe one or two advantages and disadvantages of it and conclude by making a prediction about its future.
- Ask Ss to write their paragraphs individually. Remind them that they do not need to use all suggested ideas, and that they can add ideas of their own.
- For a more able class, Ss can choose to write about other ways of modern communication.

***Wrap up:**

Aim: - Teacher asks Ss to summarise the main points of the lesson.

IV. Home work:

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 7: Looking back & Project.

V. Feedback:

.....
.....
.....

Week : 29 Period : 86	UNIT 10: COMMUNICATION IN THE FUTURE LOOKING BACK + PROJECT	Date of preparing: 2/ 4/ 2024
--	--	--

I. Objectives: By the end of this lesson students will be able to:

1. Knowledge

- Consolidate and apply all what students have learnt in unit 10:

Vocabulary, Grammar.

- Present their posters about communication in the future

2. Competence

- Master some points of grammar and develop speaking skill and creativity
- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Personal qualities

- Love learning about communication in the future.
- Develop self-study skills.

II. Teaching aids:

1. Teacher: Grade 8 textbook , smart TV, visual aids, sachmem.vn

2. Students: Textbooks, notebooks.

III. Procedure

1. Warm up

- Aim:**
- To create an active atmosphere in the class before the lesson.
 - To review words about communication in the future.
 - To lead into the new lesson.

*** Kim's game:**

- Teacher asks Ss to work in 2 groups.
- Teacher shows some pictures related to communication in the future in 2 minutes.
- Ss look at the pictures and remember (no writing)
- As soon as teacher stops showing the pictures, Ss work in groups and write the words for the pictures they have seen
- The group with more correct answers becomes the winner.
- Teacher and students discuss the answers.
- Teacher confirms the answers and gives feedback.

2. Pre stage:

Aim:

- To help Ss understand more clearly the meaning of some words and phrases.
- To help students apply words related to the communication in the future.

Task 1: Circle the correct option to complete each sentence below.

- Have Ss do this activity individually, then compare their answers with their partners.
- Ask for Ss' answers or ask one student to write his / her answers on the board.
- Confirm the correct answers.

Answer key: 1. social network 2. Telepathy 3. voice messages
4. translation machine 5. making a group call

3. During stage:

Aim: To help Ss review the vocabulary of Unit 10

Task 2: Fill in each gap with a word from the box to complete the passage.

- Have Ss do these activities individually then compare their answers with their partners.
- Ask for Ss' answers or ask some Ss to read out their answers in front of the class.
- Confirm the correct answers.

Answer key: 1. text 2. social 3. real 4. language
5. instantly

Task 3: Complete the sentences with the prepositions from the box. Tick the sentences which have prepositions of time

- Ask Ss to list some phrases with prepositions of place and time they have learnt in the unit.

- Have Ss do this exercise individually, then compare their answers with a partner. Call on some Ss to give the answers.

- Confirm the correct answers and write them on the board

Answer key: 1. on 2. in 3. for 4. opposite 5. by

Sentences with prepositions of time: 2, 3, 5

4. Post stage

Aim: - To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.

Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.

- Tell them that they need to identify the incorrect part in each sentence and correct it.

- Have Ss do this exercise individually then compare their answers with a partner.

- Invite some Ss to read their answers aloud. Confirm the correct answers.

- Remind Ss to keep a record of their original answers so that they can use that information in the Now I can ... section.

Answer key: 1. B (*my* → *mine*) 2. A (*at* → *on*) 3. A (*ours* → *our*)
4. C (*on* → *in*) 5. C (*in* → *by / on*)

***Wrap up:**

Aim: - To consolidate what students have learnt in the lesson.

- Teacher asks Ss to retell the main points of the lesson (vocabularies and grammar)

IV. Homework:

- Revise all the words and grammar that they have just learnt in unit 10

- Do exercises in the workbook.

- Prepare for Unit 11 – lesson 1 : Getting started

V. Feedback:

.....
.....
.....

Week 30 Period 87	Unit 11: SCIENCE AND TECHNOLOGY Lesson 1: Getting started	Date of preparing: 10/ 4/ 2024
------------------------------------	--	---

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Science technology*
- Gain vocabulary to talk about *Science technology*

2. Competences

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

3. Personal qualities

- Love talking about themselves and their problems

II. MATERIALS

- textbook, - Computer connected to the Internet- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

III. PROCEDURES

* WARM-UP: GAME: HIDDEN WORD

- T introduces the rule of the game:

+ Read the questions or situation

WARM-UP

1. What is this? → 

SMARTPHONE

The hidden word:
SEIENCC

2. My favourite bird is PIGEON.



3. I don't have a Facebook ACCOUNT.



-SS write the correct word.

WARM-UP

The hidden words: **SEIENCC** **EOTLHYGNCO**

↓

SCIENCE

↓

TECHNOLOGY

- T leads to the new unit. Write the unit title: Science and Technology on the board.

1.Vocabulary

T: use techniques to teach VOCAB

- technology (n): Công nghệ
- face- to face : (adj) Trực tiếp, mặt đối mặt
- epidemics (n) :Đại dịch
- contact lens (n) :Kính áp tròng
- breakout room (n): Phòng học chia nhỏ, chia nhóm

- Teacher checks students' pronunciation and gives feedback.
- T check vocabulary by ROR

2. ACTIVITY 1: PRESENTATION

a. Objectives:

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

b. Content:

- Learn some new words. Read the conversation and find out new words.

c. Expected outcomes:

- Know more new words
- Understanding the conversation; topic of the lesson,...

d. Organisation

Task 1. Listen and read

Set the context:

- Teacher has Ss to look at the pictures in the book and answer the questions.
- T encourages ss to answer the questions, but doesn't confirm their answers.
- Teacher plays the recording for ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.
- T refers to the questions previously asked and confirms the correct answer.

Questions:

- *Who are the girl and the boy?*
- *Where do you think they are?*
- *What might they be talking about?*
- *What can you see in the bubble?*

Suggested answers:

They are Minh and Ann. They are at school.

They are discussing their online class / robot teacher.

- Ask Ss to work in pairs to read the conversation.
- Ask them to underline the key words and phrases in the statements. Then have pairs work for one or two minutes to check if the statements are true or false.
- Have Ss read out the statements and say if the statements are true or false.

- Make sure they pronounce the words correctly.
- Check the answers as a class.

Answer key:

1. F 2. T 3. F 4. T 5. T

Task 3. Label each picture with a phrase from the box

- Ask Ss to say the phrases aloud. Make sure they pronounce the phrases correctly.
- Ask Ss to work in pairs to label the pictures with the appropriate words or phrases.
- Check the answers as a class.

1. computer screen 2. 3D contact lens 3. online class 4. robot teacher
5. breakout rooms 6. Internet connection

Task 4. Complete the sentences, using the phrases in 3

- Ask Ss to work independently to complete each sentence with a phrase from the box in 3.
- Allow Ss to refer to the pictures and phrases in Activity 3 or the conversation if needed.
- Check the answers as a class.
- Ask several Ss to read aloud the full sentences. Correct Ss' pronunciation if needed

Answer key:

1. computer screen 2. breakout rooms 3. robot teacher 4. online class 5. 3D contact lenses

- Teacher checks students' exercise individually and give feedback.

3. ACTIVITY 3: PRODUCTION

a. Objectives:

- To introduce some inventions
- To create a fun atmosphere in the class.

b. Content:

- Find out the things that were invented in the given years

c. Expected outcomes:

- Ss can find out the things that were invented in the given years

d. Organisation

Task 5: Quiz: Do you know what things were invented in these years? Work in pairs and find out.

- Ask Ss to work in pairs to read the information and to make guesses.
- Encourage Ss to guess as many things as possible.
- Ask some Ss to report things they have thought of / work out.
- T and other Ss listen and comment.

4. Wrap-up

- Ask Ss to use lexical items related to science and technology
- If there is an overhead projector in the classroom, show the dialogue, highlight the key words related to the topic.

5. Homework

- Name technologies and inventions they have learnt about in the lesson.
- Learn the new words and phrases by heart.
- Do ExercisepageUnit 11/Workbook

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

Week 30 Period 88	Unit 11: SCIENCE AND TECHNOLOGY Lesson 2: A Closer Look 1	Date of preparing: 10/ 4/ 2024
------------------------------------	--	---

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

1. Knowledge

- Identify some nouns related to the topic of science and technology and some new technologies.
- Identify some new verb phrases that used to talk about inventions, discoveries, creations and development
- Identify sentence stress.

2. Competences

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Raise ss' knowledge of science and technology
- Have good attitude to science and technology

II. MATERIALS

1. Teacher: Grade 8 textbook , smart TV, visual aids, sachmem.vn

2. Students: Textbooks, notebooks.

III. PROCEDURES

1. WARM – UP:

Game: Labelling the pictures

- Give Ss a few minutes to play a game. Have Ss play in two groups.
- Give Ss pictures of things and strips of paper with phrases including *computer screen, breakout rooms, robot teacher, online class, 3D contact lenses, connection.*
- Ask teams to stick the phrases to the right pictures.
- The team with the most correct answers wins.
- Ask Ss to open their books to page 116.



2. **PRE – STAGE:**

Aim: - *To introduce visually some nouns related to the topic of science and technology*

* **Vocabulary pre-teach**

- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new vocabulary, using pictures and translation.

Form	Pronunciation	Meaning	Vietnamese equivalent
1. face recognition (n)	/feɪsˌrekəɡˈnɪʃn/	technology that allows a computer to identify a person by their face	Công nghệ nhận biết/ diện gương mặt
2. experiment (n)	/kɪˈspɛrɪmənt/	a scientific test that is done in order to study what happens and	Thí nghiệm
		to gain new knowledge	
3. eye-tracking (n)	/ˈaɪˌtrækɪŋ/	technology that follows the movements of eyes, especially by using special electronic equipment	Công nghệ dõi (cử động) mắt
4. fingerprint scanner(n)	/ˈfɪŋɡəprɪntˈskæənə(r)/	a type of technology that identifies and authenticates the fingerprints of an individual in order to grant or deny access to a computer system or a physical facility.	Máy quét vân tay
5. digital communication (n)	/ˈdɪdʒɪtl /kəˌmjuːnɪˈkeɪʃn/	the use of online tools like email, social media messaging and texting to reach other individuals or a specific audience in order to share a message.	Giao tiếp kỹ thuật số

- T asks Ss to listen and repeat the words.

* **checking vocab:** - Teacher checks students' understanding with the “**What and where?**” technique.

***Task 1: Write the words and phrases under the correct pictures.**

- Ask Ss to read the words and phrases, then look at the pictures and do the task.
- Check the answers as a class.
- Have Ss then read the words and phrases aloud. Correct their pronunciation if needed.
- If necessary, ask Ss for the Vietnamese equivalents of these words and phrases.

Answer key: 1. digital communication

- 2. face recognition
- 3. eye-tracking
- 4. experiment
- 5. fingerprint scanner
- 6. video conferencing

3. DURING STAGE:

Aim: - *To introduce some new verb phrases that are used to talk about inventions, discoveries, creation and development*

- To allow Ss to use the learnt words / phrases in different contexts.
- To help Ss be aware of which words in a sentence should be stressed, and which are not;
- To help Ss say sentences with the correct stress.
- To help Ss be aware of the words to stress in a sentence;
- To help Ss practise saying sentences with the correct stress.

*** Task 2. Choose the option that best completes each phrase.**

- Ask Ss to read aloud the given verbs and nouns.
- Explain the verbs and if possible, give some examples. Also explain the verbs in Vietnamese.
- Ask Ss to work in pairs to choose the correct options to complete the phrases.
- Check the answers as a class.
- Have some Ss read aloud the phrases.
- Correct Ss' pronunciation if necessary.

Also ask Ss to add more words/phrases to the verbs to make up other phrases. This way, T can broaden Ss' vocabulary if they are ready.

Answer key: 1. A

- 2. A
- 3. B
- 4. B

*** Task 3. Complete the sentences with the words and phrases from the box.**

- Ask Ss to work individually to choose the correct answer for each sentence.
- Have Ss swap their answers with partners. Then check the answers as a class.
- Also ask some Ss to read out their answers. Then have some Ss read the sentences aloud as a class. Correct Ss' pronunciation if

necessary..

Answer key:

1. discovered
2. invented
3. created
4. experiments
5. fingerprint scanner

4. POST – STAGE:

Aim: - To help Ss identify how to pronounce the sounds /sp/ and /st/;

- To help Ss practise pronouncing the sounds /sp/ and /st/ correctly in words and sentences

***Task 4: Listen and repeat the words.**

- Ask Ss to work individually to choose the correct answer for each sentence.
- Have Ss swap their answers with partners. Then check the answers as a class.
- Also ask some Ss to read out their answers. Then have some Ss read the sentences aloud as a class. Correct Ss' pronunciation if necessary.

***Task 5: Listen and repeat the sentences. How many stressed words are there in each sentence.**

- Play the recording for Ss to listen and repeat each sentence after the recording. Correct Ss' pronunciation if necessary.
- Ask Ss to count the number of stressed words in each sentence. Check if Ss have counted enough stressed words in each of the sentences.

Call on some Ss to read the sentences. Play the recording multiple times if necessary

1. He is an inventor.
2. We won't have a robot teacher next year.
3. She likes learning online.
4. Was she checking attendance when you came? - No, she wasn't.
5. What did he invent?

Key: 1. 1 2. 5 3. 3 4. 6 5. 2

*** Game: GAME: BROKEN TELEPHONE-GW**

Aim: - To test students' imitation and memorizing ability of stress sentence.

- Teacher explains the rule:
- Teacher explains the rule:

RULE:

- Gather 3 or more players.

- The person starting the game thinks of SENTENCE and whispers it into the next player's ear only once, with no repeats allowed.
 - That listener tries to correctly repeat that SENTENCE into the next player's ear (Paying attention to the sentence's stress). The last person in the line or at the end of the circle repeats the SENTENCE
 - Allow a moment for giggles if the message is "broken" or changed. The player who started announces the correct SENTENCE
- Players take turns thinking of the next SENTENCE to pass through a whisper.***

5. Wrap up:

Aim: - Ask Ss to summarise what they have learned in the lesson.

- ✓ Ask them to list words and phrases related to new technologies.
- ✓ Ask them to list new verb phrases that are used to talk about inventions, discoveries, creation, and development.
- ✓ Ask them to retell the knowledge of sentences stress

6. Homework:

1. Learn by heart all the words that they have just learnt.
2. Do exercises in the workbook.
3. Prepare for Lesson 3 - A closer look 2

***Feedback:**

.....

Week 30 Period 89	Unit 11: SCIENCE AND TECHNOLOGY Lesson 3: A Closer Look 2	Date of preparing: 10/ 4/ 2024
------------------------------------	--	---

I. OBJECTIVES

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

1. Knowledge

- identify what direct speech and reported speech are.
- realize some differences between a direct speech and a reported speech (statements).
- be aware of changes in tenses, pronouns, time, and place expressions.

2. Competences

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and teamwork
- Develop self-study skills
- Actively join in class activities

3. Personal qualities

- Have a positive attitude to using reported speech in daily life.

II. MATERIALS

- textbook, - Computer connected to the Internet\ - Projector / TV/ pictures and cards;
- phần mềm tương tác hoclieu.vn

III. PROCEDURES

*WARM-UP: *Pelmanism*

Line1: IS/ HAVE/ WILL/ CAN/ ARE/ GO

Line2: WENT/ WAS/WERE/ COULD/ WOULD/HAD

- T explains to Ss the differences between direct speech and indirect speech . Using the VERBS INLINE 1 for Direct speech and line 2 for Reported speech.

1. ACTIVITY 1: PRESENTATION :Grammar: Reported speech (Statements)

a. Objectives:

- To realize some differences between direct speech and reported speech (Statements)
- To be aware of the changes in verb tenses, pronouns, time and place expressions.

b. Content:

- Match direct speech with its reported speech.
- Know the changes in verb tenses, pronouns, time and place expressions.

c. Expected outcomes:

- Know what direct speech and reported speech are.
- Understand the changes in verb tenses, pronouns, time and place expressions.

d. Organisation.

Grammar: Reported speech (Statements)

Task 1. Look at part of the conversation in GETTING STARTED again. Then match Minh's uncle's direct speech with his reported speech.

- Ask Ss to work individually to look at the part of the conversation from GETTING STARTED
- Ask Ss to underline the sentences in GETTING STARTED
- Have Ss work in pairs to look at direct speech and reported speech boxes to match.
- Check the answers as a class.
- Ask some Ss to underline the differences in the pairs of sentences they have just matched.
- Emphasize **will** in direct speech is turned into **would** in the reported speech.
- Ask several Ss to read aloud full sentences. Correct their pronunciation if necessary.

Key: 1. B 2. A

***TEACHING POINT**

- Have Ss work individually to read the Remember! box.
 - Write examples of direct speech and reported speech on the board.
 - Ask some Ss to point out the differences between pairs of sentences (direct and reported speech sentences)
 - Remark on the differences in (1) verb form, (2) time expressions, (3) time and place expression, and (4) pronouns.
- T Asks Ss to read the changes when we change direct speech into reported speech

PRESENTATION REPORTED SPEECH (STATEMENTS)

REMEMBER

Reported speech is used to report what someone said.

1. Change the verb form	Present simple	Past simple
	Present continuous	Past continuous
	Will	would
2. Change time and place expressions	now	Then
	Today/ this week	That day/ that week
	tomorrow	The following day
	here	There
3. Change pronouns	I	He/ She
	we	They
	me	Him/her

- Teacher listens to students' answers and gives feedback.

2. ACTIVITY 2: PRACTICE

a. Objectives:

- to be aware of how to change verb forms when they report information.
- to apply rules of changes in time and place expressions when they report information
- to practise changing direct sentences into reported sentences.

b. Content:

- Apply the changes in verb tenses, time and place expressions to complete the sentences.
- Apply the changes in verb tenses, time and place expressions, and pronouns to transform the direct sentences into reported speech.

c. Expected outcomes:

- Remember the rules of changes in verb tenses, time and place expressions, and pronouns when reporting information.

d. Organisation

Task 2. Complete the second sentences using the correct verb form.

- Remind Ss that they should put the verb one tense back when they report something.

- Have Ss work in pairs to finish the sentences with the correct verb forms.
- Ask some Ss to write their answers on the board.
- Check Ss' answers. Correct any mistakes and re-explain the rule if necessary.
- Have Ss read out loud sentences again and correct pronunciation if necessary.

Key: 1. was 2. would take 3. was talking 4. were going 5. didn't have

Task 3. Complete the second sentences with the words and phrases from the box.

- Have Ss work individually to underline the expressions denoting time and place in the direct sentences.
- Ask Ss to choose the correct word / phrase from the box to fill each of the reported sentence. Remind them of the expressions they have just underlined in each of the direct speech sentences.
- Ask some Ss to read out the direct and reported speech sentences. Correct pronunciation if necessary.

Key: 1. the next day 2. then 3. that day 4. that year 5. there

T-Check the answers as a class.

Task 4. Complete the second sentence in each pair so that it means the same as the first one.

T-Have Ss work individually for five minutes to complete the reported sentences. Then ask them to work in pairs to swap their answers.

T-Ask some Ss to write their reported sentences on the board.

T-Check the answers as a class.

T-Have the class read out the sentences. Correct pronunciation when necessary

Key:

1. The scientist said that we would live much longer in the future.
2. Our teacher said that our school was going to have a new laboratory there.
3. My dad said that they were developing technology to monitor students better.
4. Tom said that there were no classes the next day because their teacher was ill.
5. The teacher said that they wanted some students to join the science club the next semester.

- Ss do peer correction
- T checks students' answers as a class and give feedback.

3. ACTIVITY 3: PRODUCTION

a. Objectives:

- To enable Ss to practise reporting speech;
- To create an atmosphere of playing and learning.

b. Content:

- To report the information

c. Expected outcomes:

- Reporting direct sentences correctly.

d. Organisation

Task 5. Work in pairs. One student says a sentence and the other changes that sentence into reported speech

GAME: He/ She said that...

- Divide the class into groups.
- Instruct Ss to play the game in groups.
- Give groups two minutes to prepare. Tell them that groups can write down their group's sentences.
- Invite one group to read out or say aloud a direct speech sentence and the other to say out the sentence in reported speech, starting with She / He said...
- Remind them that the group that has the correct reported speech sentence has the right to read out their direct sentence for the other to turn into a reported one.
- Correct any grammar and pronunciation mistakes if necessary.

The group with the most correct reported sentences wins.

- T corrects any grammar and pronunciation mistakes if necessary.

4. Wrap-up

T- Ask Ss to summarise what they have learnt in the lesson.

- Retell what direct speech and reported speech are
- Retell the rules of changing direct speech to reported speech.

5. Homework

- Learn the rules of changing direct speech into reported speech by heart.
- Do Exercise in Unit 11/Workbook'
- Prepare for Lesson 4 - Communication

*Feedback:

.....

.....

.....

Week 31 Period 90	Unit 11: SCIENCE AND TECHNOLOGY Lesson 4: COMMUNICATION	Date of preparing: 16/ 4/ 2024
------------------------------------	--	---

I. OBJECTIVES

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

1. Knowledge

- identify how to give and respond to good news.
- know about the beanefits and problems of online learning.

2. Skills:

- Give and respond to good news.
- Read and talk about the benefits and problems of online learning.

3. Competences

- Develop competencies of communication, cooperation, and self-management.
- Be collaborative and supportive in pair work and group work.

4. Personal qualities

- Raise ss' awareness of the benefits and problems of online learning.
- Have good attitude to giving and responding to good news.

II. MATERIALS

- textbook, Computer connected to the Internet, Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn.

III . PROCEDURES

I. Warm up: SHARK ATTACK : _ _ _ _ _ > GREAT

T :give ss the instruction.

- T : Asks Ss to tell the letter .one letter for one step.
- Ss tells the letter . if the ss tell the right letter the girl will stand in the same step.if ss the the wrong letter the girl will move down the step and to the last step ,the girl will be attacked by skark.

1. ACTIVITY 1: PRESENTATION

a. Objectives:

- To introduce how to give and respond to good news
- To help Ss practise giving and responding to good news

b. Content:

- Use everyday expressions to develop language skills (Giving and responding good news)

c. Expected outcomes:

- Learning how to give and respond to good news

d. Organisation

I. Everyday English: Giving and responding to good news

Task 1: Listen and read the conversation, paying attention to the highlighted parts.

- Play the recording for Ss to listen and read the conversation between Nick and Mi. Ask Ss to pay attention to the highlighted parts. Emphasise the ways to give good news and respond to good news:
- Tell Ss that *Great!* and *Congratulations!* are different ways to respond to good news in different contexts. Tell them that if good news is general and good for

everyone, we can say *Great!*; if the news is good for the speaker only, the responder may say *Congratulations!*

- Have Ss practise the conversation.

To give and respond to good news, you can use:

- *Great news for us* - *Great!* - *Congratulations!*

*T : asks some ss if they think of any other expression to show giving and responding to good news*possible examples are : That's wonderful. I'mhappy to hear that. Wonderful, Welldone.*

Task 2: Work in pairs. Give news respond to the news in the following situations.
--

- Ask Ss to work in pairs to make similar conversation. - - Tell them to use the contexts given and the sample expressions.

- Give feedback on their conversation.
--

EX: A:My father gave me a new laptop yesterday.

B :Great!

2.ACTIVITY 2: PRACTICE

a. Objectives:

– To help Ss learn the language to describe the benefits and problems of online learning;

– To help Ss practise reading for specific information.

b. Content:

- Read the posts from some students about the benefits and problems of online learning.

- Talk about a platform ss use for online classes or one ss know about.

c. Expected outcomes:

- Knowing the benefits and problems of online learning.

- Practising reading for specific information and practising speaking about a platform ss use for online classes or one ss know about.

d. Organisation

Task 3. Work in pairs. Read the posts from some students about online learning and complete the table

- Ask some Ss to read the posts aloud.

- Have Ss work in pairs to read the posts to get information from the post and to fill in the table below.

- Ask some pairs to read out their answers. Make corrections if necessary.

- Check the answers as a class.

- If time allows, ask some students to retell information from the posts or to role play the four friends to tell class about the platform their teacher uses for their classes.

Benefits	Problems
1. It's convenient.	1. Some students don't have computers or smart phones.
2. Students don't have to get up early.	2. The Internet connection is poor.
3. It helps students become more independent.	3. It makes some students feel more stressed when learning online.
4. It helps students avoid traffic jams.	4. Students can't meet their classmates.
	5. Some students get tired eyes and can't concentrate well.

Task 4. Work in groups. Talk about a platform you use for your online classes or one you know about. What are the benefits and problems of using it?

– Have Ss work in groups to talk about the benefits and problems of their online learning platform.

- Ask them to think of the platform they use and use the table in Activity 3 to make notes. Tell them to use adjectives or phrases as in Activity 3.

- Invite some Ss to tell about their online learning platforms. Correct any grammar or pronunciation mistakes if necessary.

- T listens to ss' reports and gives feedback on their pronunciation and content.

3. ACTIVITY 3: PRODUCTION

a. Objectives:

- To provide Ss with an opportunity to talk about the platform his / her friends use for online learning, the benefits and problems of that online learning platform;

– To help Ss practise reported speech

b. Content:

- Talk about the platform his / her friends use for online learning, the benefits and problems of that online learning platform.

c. Expected outcomes:

- Apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their the platform his / her friends use for online learning, the benefits and problems of that online learning platform

d. Organization

Task 5. Report the answers of one of your group members to the class

- Have Ss work in groups to discuss their online learning platforms.
- Tell them that they can make notes about what their friends like and dislike about the platform their classes /teachers use.
- Ask them to use ideas from the posts and the table in Activity 3.
- Invite group representatives to report one of their group member's answers. Give feedback on Ss' reports
- T corrects any grammar and pronunciation mistakes if necessary.
- T gives feedback on their reports.

4 . Wrap-up

- Ask Ss what they have learnt in the lesson.
- Ss retell ways of giving and responding to good news
- Ss retell some benefits and problems of online learning.

5. Homework

- Learn the ways of giving and responding to good news.
- Write a paragraph of 50-70 words about the benefits and problems of a platform you use for your online classes.
- Prepare skills1.

*Feedback:

.....

Week 31 Period 91	Unit 11: SCIENCE AND TECHNOLOGY Lesson 5: SKILLS 1	Date of preparing: 16/ 4/ 2024
------------------------------------	---	---

I. OBJECTIVES

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

1. Knowledge

- improve the skill of reading advertisements for details.
- remember the lexical items related to some new technologies that are applied at schools

- recognize how to make a conversation to ask and answer information about an invention or a technology

2. Skills:

- develop their reading skill for specific and general information through ticking exercise and multiple choice questions.
- practise asking and answering questions for information about an invention or a technology

3. Competences

- develop communication skills and creativity
- be collaborative and supportive in pair work and teamwork
- develop presentation skill
- actively join in class activities

4. Personal qualities

- raise ss' awareness of some new technologies that are applied at schools
- have a good attitude to applying and using new technology or inventions at schools

II. MATERIALS

- textbook, Computer connected to the Internet, Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

III. PROCEDURES

1. WARM-UP :Activity 1 /p120

***Matching: Match the pictures to the names of technological applications (weak students)**

- | | |
|---------------------|------------------------------|
| 1. Picture 1 | a.fingerprint scanner |
| 2. Picture 2 | b.face reconigtion |
| 3. Picture 3 | c. eye-tracking |

*** Kim's GAMES : SS look at some pictures about technological applications in one minute and go to the board to write them. (strong Students)**

T : asks ss the question. Can they be used inschool?

SS: give the answers

T : asks ss to discuss if these technologies can be used at school.

A. Reading

*** Vocabulary:**

- biometrics (n) Khoa học sinh trắc
- truancy (n) Trốn học, nghỉ học không phép
- Nanolearning (n) Dạy học với bài dạy kích thước nhỏ
- effortless(adj) Không cần nhiều nỗ lực
- platform(v) Nền tảng
- cheating (n) Gian lận

*** Checking vocabulary: ROR**

2. ACTIVITY 2: WHILE-READING

a. Objectives:

- to improve Ss' skill of reading advertisements for details
- to improve Ss' skill of reading for general information and details.

b. Content:

- Read the reading passage about new technologies that are applied at schools and tick B (Biometrics) or N (Nanolearning) and choose the best answer to the questions.

c. Expected outcomes:

- Understanding the text about the benefits of the two new technological applications.

d. Organisation

Task 2. Read the passage and tick (v) B (Biometrics) or N (Nanolearning)

- Ask Ss to work individually to read the texts and to decide if the statements from text are about biometrics or nanolearning. Ask them to write B (Biometrics) or N (Nanolearning).
- Ask Ss to underline the key words in each of the statements then search for the information in the two texts.
- Have Ss to work in pairs to swap answers or to check answers together.
- Ask some Ss to read out loud the statements and say B or N. Ask them to show the parts in the reading where they find the answers.
- Check the answers as a class **Answer key:**

1. N 2. B 3. B 4. N 5.

Task 3. Read the passage and choose the correct answer A, B, or C

- Have Ss work individually for five minutes and choose the correct answers. Remind them to underline the key words in the questions and the evidence for the answers.
- Ask Ss to take turns to give the answers. Ask them to show the parts in the reading texts where they find the answers.
- Check the answers as a class.
- T can also ask one or two Ss to say which technology they prefer and why or ask them to orally summarise each of the texts.

Suggested answers:

- 3 Read the passage and choose the correct answer A, B, or C.
1. What does checking students' attendance mean?
- ☒ A. Checking their presence B. Scanning their faces C. Checking their fingerprints
2. With Nanolearning students can ____.
- A. access large amounts of information
- ☒ B. improve their learning quality
- C. Concentrate longer
3. What DOESN'T Nanolearning do?
- A. Provide platform B. Report students' results ☒ C. entertain students
4. The texts are from ____.
- A. Science books ☒ B. advertisements C. manuals

- T checks the answers as a class and give feedback

3. ACTIVITY 3: SPEAKING

a. Objectives:

- To have Ss practise asking and answering questions for information about an invention or a technology;
- To give Ss an opportunity to practise explaining how the technology can help us;
- To improve Ss' confidence in speaking in front of the class.

b. Content:

- Practise asking and answering questions for information about an invention or a technology;
- Practise explaining how the technology can help us.

c. Expected outcomes:

- Speak about information about an invention or a technology and its benefits.

d. Organisation

Task 4. Work in pairs. Discuss and match the questions in A with the answers in B, and then make a conversation about an invention.

- Have Ss work in pairs to match the questions in A with the answers in B.
- Have them practise asking and answering questions about biometrics in the example.
- Assist Ss to make full questions when necessary.
- Ask them to ask and answer questions about an invention or a technology they like or know.
- Ask some pairs to role-play it.
- Ask the class to offer feedback on their questions, answers, and pronunciation.
- Prepare cue cards about different inventions / technologies and ask Ss to practise asking and answering questions about those inventions / technologies.
- This activity helps prepare Ss for 5.

Task 5. Work in groups. Ask and answer questions about a technology or an invention. Use the example in 4 as a cue. Then report your answers to the class

- Have Ss work in groups to ask and answer questions about a invention or a technology;
- Ask them to explain what they can use the technology or invention for.
- Invite one representative of each group to report their group's answers to the class.
- Give feedback on their reports in terms of language, reported verb forms, and pronunciation.

Example: *Mi likes biometrics. Alphonse Bertillon invented it in 1800s. It is a very important technology. We use it to*

- T asks the class to give feedback on their questions and answers, and pronunciation.
- T gives feedback on their reports in terms of language, reasoning skills, and pronunciation.

4. Wrap-up

- Ask Ss what they have learnt in the lesson.
- Ss retell some information about the two new technologies in the reading text.

5. Homework

- Learn the new words by heart. - Practice listening and writing skills
- Prepare Skills 2

*Feedback:

.....

Week 31 Period 92	Unit 11: SCIENCE AND TECHNOLOGY Lesson 6: SKILLS 2	Date of preparing: 16/ 4/ 2024
------------------------------	---	---

I. OBJECTIVES

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

1. Knowledge

- recognize listening skills for specific information about what a robot teacher can do and can't do.
- remember the lexical items related to
- recognize how to write a paragraph expressing opinions about whether a robot teacher will replace human teachers at school.

2. Skills:

- improve the skill of listening for details.
- improve listening comprehension and note-taking skills.
- improve the writing skill of writing a paragraph expressing opinions.

3. Competences

- develop communication skills and creativity
- be collaborative and supportive in pair work and group work
- actively join in class activities

4. Personal qualities

- raise ss' awareness of what a robot teacher can do and can't do.
- have the right attitude toward whether a robot teacher will replace human teachers at school.

II. MATERIALS

- textbook, - Computer connected to the Internet- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

III. PROCEDURES

***. WARM-UP:**

*-*Have Naming the pictures activity to elicit from students some types of robots in which there is a teacher robot*

T - Ask ss to look at the five pictures on the screen and name 5 types of robots.

- Lead in the lesson: *There are many types of robots nowadays. Today we are going to learn about teacher robots and what a teacher robot can do and what it can't do in Lesson 6. SKILLS 2 on page 89.*

- T check ss' answers and gives feedback

Suggested answers: 1. doctor robot 2. space robot 3. worker robot 4. home robot 5. teacher robot

1. ACTIVITY 1: PRE-LISTENING

a. Objectives:

- To help Ss focus on the topic and prepare for the listening text.
- To help Ss brainstorm keywords/phrases for listening.
- To set the context for the listening;

b. Content:

- Learn some new words.

c. Expected outcomes:

- Know more new words

d. Organisation

*** Vocabulary:**

- emotional (adj): thuộc tình cảm
- interact with (v): tương tác
- Teacher introduces the vocabulary.
- Teacher explains the meaning of the new vocabulary by pictures or explanation
- Teacher reveals that these two words will appear in the listening text and asks students to open their textbooks to discover further.

Task 1. Listen and tick (v) the things that you think a robot teacher can do

- Ask Ss to work in pairs to tick the things that a robot teacher can do. Ask Ss to add more things a robot teacher can do.
- Tell Ss that they are going to listen to a conversation about a robot teacher and fill in each of the blanks with ONE word.

Also ask Ss to list things robots in general can do (for example: doing boring housework, hard work in factories, delivering letters at workplaces, etc.)

- Teacher listens to students' pronunciation and gives feedback.

Suggested answers:

- 1, 2
- A robot teacher can dance, teach subjects, play with students...

- 2. ACTIVITY 2: WHILE- LISTENING

- a. Objectives:

- - To improve Ss' skill of listening for specific information.
- - To improve Ss' listening comprehension and note-taking skills.

- b. Content:

- - Listen to a conversation and fill in each blank.
- - Listen to the conversation and tick T or F

- c. Expected outcomes:

- - Understanding the conversation about what a robot teacher can do and can't do.

- d. Organisation

Task 2. Listen to the conversation and fill in each blank with ONE word

T :Ask Ss to work individually to read the table and guess the possible words to fill in each of the blanks.

- Remind them to think of the part of speech of that word (noun, verb, adjective, adverb or number). and forms of nouns (singular, plural).

- Play the recording once for Ss to fill in the blanks. Remind Ss that they should write only ONE word for each blank.

Check Ss' answers and play the recording again for them to better understand the conversation between Tom and Lan. Stop or rewind the recording where necessary.

Answer key:

1. languages 2. maths 3. interact 4. behave 5. problems

Task 3. Listen again and tick (v) T (True) or F(False).

- Ask Ss to work in pairs to read the statements and underline the key words in the statements.
- Play the recording once. Give them two minutes to decide if the sentences are T (True) or F (False).

Play the recording again and check their answers as a class

- T checks the answers as a class and gives feedback

Suggested answers:

1. T 2. T 3. F 4. F 5. F

3. ACTIVITY 3: (WRITING)

a. Objectives:

- To provide Ss with vocabulary and ideas about whether a robot teacher will replace human teachers at schools
- To improve ss' skill of writing a paragraph expressing opinions about whether robots will replace teachers at schools.

b. Content:

- Discuss if ss agree or disagree that robots will soon replace teachers at school and give the reasons.
- Write a paragraph to express opinions about whether robots will replace teachers at schools.

c. Expected outcomes:

- Give at least 3 reasons why you agree or disagree on whether robots will replace teachers at schools.
- Have a paragraph to express opinions about whether robots will replace teachers at schools.

d. Organization

Task 4. Work in pairs. Discuss if you agree or disagree that robots will soon replace teachers at schools. Write the reasons in the table

- Ask Ss to work in pairs to brainstorm ideas and fill in the blanks.
- Ask Ss to get ideas from the listening and add any more ideas they have.
- Ask some Ss to read out loud ideas for each column.

Correct their pronunciation where necessary.

Task 5. Now write a paragraph (80-100 words) to express your opinion

- T records the ideas Ss have brainstormed in Activity 4 on the board.
- Ask Ss to work individually to write for 15 minutes. Tell them to use the information in Activity 4 and any other ideas they may think of. Remind Ss to choose only three ideas for their paragraph.
- T asks one student to read out his / her paragraph.

If time allows, also ask Ss to work in groups to write on an A1 / A0 size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on peers' writing

- T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.

4. Wrap-up

- Ask Ss what they have learned in the lesson.
- Ss tell the whole class:
 - What a robot teacher can do and what it can't do.
 - The reasons robot teachers can or can't replace teachers at school.
 - How to write a paragraph expressing opinions.

5. Homework

- Learn the new words by heart.
- Rewrite the paragraph expressing opinions about whether a robot teacher can(not) replace teachers at school.
- Prepare Looking back and project

****Feedback:**

Week 32 Period 93	Unit 11: SCIENCE AND TECHNOLOGY Lesson 7: LOOKING BACK & PROJECT	Date of preparing: 22/ 4/ 2024
------------------------------------	---	---

I. OBJECTIVES

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

1. Knowledge

- Memorize the vocabulary about new technologies and words and phrases that are used to talk about inventions, discoveries, inventions, and creations.
- Review reported speech (statements)
- Brainstorm ideas about problems they have at home or at school
- Be creative to deal with problems by imagining an invention.

2. Skills:

- Use the vocabulary about new technologies and words and phrases that are used to talk about inventions, discoveries, inventions, and creations to do exercises.
- Apply the knowledge of reported speech (statements) to do exercises.
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

3. Competences

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

4. Personal qualities

- consolidate ss' awareness of science and technology.
- have a positive attitude toward problems that they have at home or at school and think creatively to find solutions to those problems.

II. MATERIALS

- textbook,- Computer connected to the Internet- Projector / TV/ pictures and cards
- Phần mềm tương tác hoclieu.vn

III. PROCEDURES

1. WARM-UP : Kim's game:

- T asks students to work in groups of three or four students
- Get ss to watch a video clip and try to remember all the inventions mentioned in the clip without taking notes.
- After finishing watching the clip, ss write down as inventions as possible.
- T gets ss to swap the posters and give correction after T shows the answers.
- The group with the most correct answers will win.
- T leads in the lesson.

Answers:

*10. The paper 9. The compass 8. The refrigeration 7. The printing press
6. Plumbing 5. Medicine 4. Engines 3. The wheel 2. Communication 1. Electricity*

T check ss' answers and gives feedback

2. ACTIVITY 1:

I. VOCABULARY

Task 1. Circle the option that goes with each verb.

- Have Ss work individually to circle the option that can combine with each verb.
- Have Ss read out their phrases.
- Correct Ss' pronunciation if necessary.
- Check answers as a class.

Key: 1A 2 B 3B 4 A

Task 2. Fill in each gap with a word or phrase from the box. You may have to change the form of the word or phrase.

- Have Ss work individually to fill in each blank with the correct form of the words /phrases from the box. Check answers as a class.

Ask some Ss to read aloud the sentences. Correct Ss' pronunciation if necessary.

Key: 1. robot teacher 2. Application 3. face recognition 4. eye-tracking 5. check attendance

II. GRAMMAR

Task 3. Which of the underlined parts in each question is incorrect? Find and correct it.

- Have Ss work individually to circle a mistake in each of the sentences. Remind them that only the underlined words will have mistakes.
- Then ask Ss to work in pairs to swap and check their answers.
- Check answers as a class.

- Ask one student to read out his/her sentences. Correct his / her pronunciation if necessary.

- **Suggested answers:**

- **1.** B (discovers -> discovered) **2.** B (is -> was) **3.** B (will make ->) would make

- **4.** C (a day ago ->a day before) **5.** C (next year -> the next/following year)

Task 4. Rewrite the following sentences, using the words in BOLD.

- Ask Ss to work individually to complete the sentences as requested in the book.

- Ask one or two Ss to go to the board and write their full sentences.

- Then ask the class to work in pairs. Tell them to swap their writings and check their partner's answers.

- Check the sentences written on the board.

- Have all Ss correct their partner's answers.

Ask some Ss to read out their sentences. Correct Ss' language and pronunciation if necessary.

- Teacher checks students' answers and corrects Ss' language and pronunciation if necessary.

3. ACTIVITY 2: PRODUCTION- PROJECT

a. Objectives:

- To help Ss to brainstorm ideas about problems they have at home or at school;

- To raise Ss' awareness of their ability to be creative to deal with the problems;

- To improve Ss' teamwork and public speaking skills.

b. Content:

- Think about a problem you have at home or at school.

- Imagine an invention (a tool, a machine, an application...) that helps you deal with your problem.

- Prepare a poster presentation with pictures or a paper model of the invention and present it to your class

c. Expected outcomes:

- Present a poster with pictures or a paper model of the invention.

d. Organisation

Task 1. Think about a problem you have at home or at school. Imagine an invention (a tool, a machine, an application...) that helps you deal with your problem

- Have Ss work in groups of 3-4 students

- Ask Ss to read the instructions and suggestions carefully.

- Encourage Ss to think about a problem they have at home or at school and imagine an invention (a tool, a machine, an application...) that helps them deal with your problem.

Task 2. Discuss and answer the following questions

- Have Ss work in groups to discuss a problem they have at home or at school. Ask them to think of an invention that can help them deal with their problem.

- Ask them to answer the suggested questions .What is the name of the invention?

- What is it look like?

- How can it help you solve the problem?

Task 3. Prepare a poster presentation with pictures or a paper model of the invention and present it to your class

T-Tell Ss that they can draw pictures, create models or take photos to illustrate their invention. Ask groups of Ss to pin / tape / glue the pictures / photos / models and write how it can help them on a large piece of paper and present it to the class.

- If time is limited, T can assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide Ss in detail and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster- T checks ss' grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback

4. Wrap-up

- Reviewing vocabulary in Unit 11
- Reviewing reported speech (Statements)

5. Homework

- Do Exercise Unit 11 in Workbook
- Prepare **Unit 12: getting started**

*Feedback:

Week 32 Period 94	UNIT 12: LIFE ON OTHER PLANETS Lesson 1: Getting started	Date of preparing: 22/ 4/ 2024
------------------------------------	---	---

I. OBJECTIVES:

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

1. Knowledge: to talk what might happen to earth in the future; and interact a conversation about life on earth and other planets.

- Vocabulary: vocabulary related to life on earth and other planets.
- Grammar: may and might: review and Reported speech: questions

2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

3. Character qualities: Ss will be more responsible for and be more aware of protecting and discovering about life on other planets.

II. TEACHING AIDS:

1. Teacher: Text book, pictures, planning.....

- Grade 8 textbook, Unit 12, Getting started
- smart TV and cards, visual aids - sachmem.vn

2. Students: Text books, notebooks, posters

III. PROCEDURE : (STAGES)

1. WARM - UP

* **Aim:** To help Ss to pay attention in the lesson.

Ss work in groups to list the future technologies they expect to see in the fields of transportation, communication, housing and energy.

Ss can list many future technologies related to the field given well.

* **Groupwork**

Write the words transportation, communication, housing and energy and ask two groups of four Ss to list the future technologies they expect to see in these fields.

- Set a time limit and the game stops when the time is up.
- The team with more items wins.
- Ask Ss where and how fast they think we can travel with new technology. Ask them if we could travel to other planets with those means of transport that they have listed.

2. PRE – STAGE

* Aim: Help students listen, read and do some exercises about the conversation.

Pre teach vocabulary

- Teacher use different techniques to teach vocab (pictures, situation, realia)
- Follow the seven steps of teaching vocab.
- Repeat in chorus and individually

*** Vocabulary**

- ‘alien (n): người ngoài hành tinh (Picture)
- ‘danger (n): hiểm họa (Situation)
- ‘weightless (n): không trọng lực (Picture)
- space ‘buggy (n): xe vũ trụ (Picture)
- ‘galaxy (n): dải ngân hà (Picture)
- ‘terrorist (n): kẻ khủng bố (Example)

* Checking vocab: Rub out and Remember.

3. DURING STAGE:

* **Aims:** To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.

ACTIVITY 1:

* **Set the scenes: T-Ss**

Look at the picture on page 125

- a) What are Nick and Mai talking about? b) Who do you think the men in black are?
- c) Where do you think the men in black are from?
- d) What do you think the object above the men is?

- *We are going to listen and read a dialogue about Mai and Nick.*

Answer the questions:

- a) They are talking about aliens. b) They are aliens.

c) He is from Earth. d) It is a spaceship

- Teacher plays the recording twice. - Students listen and read.

- Teacher checks students' prediction. Teacher calls 3 students to read the conversation aloud.

ACTIVITY 2:

- Teacher tells students to read the conversation again and work independently to find the answers. Remind students to underline the information and correct the false statements.

- Teacher has students pair compare before checking with the whole class.

Teacher calls some students to give the answers.

Read the conversation again and tick (✓) T (True) or F (False).

Answer key:

1. F 2. T 3. F 4. F 5. T

ACTIVITY 3:

- Teacher has students read the conversation again, work independently to match the word in the left column with their definitions in the right column

- Teacher asks students to look at the board, check their mate's answer.

Match the words(1-5) with their definitions (a-e).

- 1.c 2. a 3.e 4.b 5.d

ACTIVITY 4:

- Teacher ask Ss to do exercise individually and then check with the whole class

- When checking ask Ss to refer to 3 to make the meanings of the words clearer to them

1.possibility 2.aliens 3. Creatures 4. Commander

5.oppose

4. POST – STAGE

* **Aim:** To provide Ss with practice in giving their opinions about the possibility of life on other planets

ACTIVITY 5:

- Students work in groups, discussing whether they believe that there is life on other planets or not. Remind Ss to explain the reasons for their belief

- Students share with the whole class.

*** HOMEWORK**

- Learn by heart all the new words. - Do exercises in the workbook.

- Think of activities students can do at school

- Prepare revision for the second term text.

*- **Feedback:**

.....
.....

<i>Week 32</i> <i>Period 95</i>	REVISION OF THE END OF THE SECOND TERM TEST	Date of preparing: 22/ 4/ 2024
------------------------------------	--	---------------------------------------

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

1. Knowledge:

- Review vocabulary related to the topics(unit 7 - 11)
- The pronunciation, Grammar
- Practice reading for general and specific information.
- Practice listening for specific information.
- Rewrite the sentences so as its meaning keeps unchanged, Write complete sentences from the words given, Circle A, B, C or D which is not correct in standard English.

2. Core Competence:

- Develop communication skills and cultural awareness
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities
- Develop self-study and self-do test skills.

3. Personal qualities:

- Be benevolent and responsible.
- Obey teachers and share the study with their friends.

B. TEACHING AIDS: Textbook, laptop, pictures, TV

C. PROCEDURES:

Vocabulary:

1. **ENVIRONMENTAL PROTECTION:** single-use, endangered species, environmental problem, habitat
2. **SHOPPING:** customer, shopaholic, home-grown, price tag, discount, on sale, convenient, ...
3. **NATURAL DISASTERS:** tornado, flood, landslide, volcano, drought, earthquake, ...
4. **COMMUNICATION IN THE FUTURE:** voice message, social network, holography, emojis ...

Grammar

1. Adverbs of frequency (Trạng từ chỉ tần suất): *Always, usually, often, sometimes, frequently, seldom = rarely, never*

Trạng từ chỉ tần suất thường xuất hiện ở 3 vị trí: **trước động từ thường, sau trợ động từ, và sau động từ TO BE.**

- **Đứng sau động từ TO BE** Ex: He is sometimes late for school.

- **Đứng trước động từ thường:** Ex: I often go to the movie with my friends.

2. Present simple for future events (Thì hiện tại đơn diễn tả tương lai)

a. *Thì hiện tại đơn nói về một sự thật hiển nhiên, một chân lý đúng.*

Ex: The Sun rises in the East and sets in the West.

b. *Thì hiện tại đơn diễn tả một hành động lặp đi lặp lại như một thói quen ở hiện tại.*

Ex: I get up early every morning.

c. *Thì hiện tại đơn diễn tả một việc sẽ xảy ra trong tương lai có lịch trình cụ thể (lịch chiếu phim, tàu xe, thời gian biểu, sự kiện...)*

Ex: The football match starts at 8 o'clock.

3. Past continuous (Thì quá khứ tiếp diễn)

Form: (+) S + was/ were + V-ING

(-) S + wasn't / weren't + V-ING

(?) Was/ Were + S + V-ING?

Use:

a. *Thì QKTD diễn tả hành động đang xảy ra tại một thời điểm cụ thể trong quá khứ:*

At + giờ/ this/ that time + mốc thời gian trong quá khứ. Ex: At 8 p.m last night

b. *Diễn tả một hành động đang xảy ra (HĐ dài: QKTD), thì có một hành động khác xảy ra cắt ngang (HĐ ngắn: QKĐ)*

Ex: *When he arrived, I was having dinner*

Chú ý:

- Chúng ta có thể sử dụng **when** hoặc **while** trước **thì quá khứ tiếp diễn**.

- Chúng ta chỉ sử dụng **when** trước **thì quá khứ đơn**

4. Complex sentences with adverb clauses of time (Câu phức với mệnh đề trạng ngữ chỉ thời gian)

- Là những mệnh đề bắt đầu bởi các liên từ chỉ thời gian như: **while** (*trong khi, trong lúc*), **when** (*vào lúc, khi*), **as soon as** (*ngay khi mà*), **till, until** (*cho đến khi*), **before** (*trước khi*), **after** (*sau khi*), ...

Ex: I will phone you as soon as I finish my work.

- **Vị trí của mệnh đề trạng ngữ chỉ thời gian.**

- Mệnh đề trạng ngữ chỉ thời gian có thể được đặt ở **đầu câu** hoặc **cuối câu**. Mệnh đề trạng ngữ chỉ thời gian đặt đầu câu sẽ được ngăn cách với mệnh đề chính bằng **dấu phẩy**.

Ex: He'll wait here until she comes back.

5. Prepositions (Giới từ)

a. Giới từ chỉ nơi chốn (Prepositions of place)

- **At** (ở, tại) được dùng để chỉ vị trí tại một điểm.

Eg: **at** home, **at** school, **at** the bus stop, **at** the airport, ...

- **In** (trong, ở trong) được dùng để chỉ vị trí trong một diện tích, một không gian; dùng trước tên thị trấn, thành phố, quốc gia, miền, phương hướng hoặc dùng với phương tiện đi lại bằng xe hơi (car).

Eg: **in** a box, **in** a small room, **in** the countryside, **in** a car / taxi ...

- **On** (trên, ở trên) được dùng để chỉ vị trí trên bề mặt, số tầng (trong một tòa nhà), dùng với một số phương tiện đi lại.

Eg: **on** the table, **on** the wall, **on** the ground, **on** the first floor, on a bus ...

- **Under** (ở dưới), **In front of** (ở phía trước) **behind** (ở phía sau), **in the middle of** (ở giữa), **Opposite** (đối diện)

b. Giới từ chỉ thời gian (Prepositions of time)

- **In** (trong, vào) được dùng để chỉ các buổi trong ngày (ngoại trừ *at night*), tháng, năm, mùa, ..., **khoảng thời gian ở tương lai**.

Eg: **in** the morning, **in** January, **in** 1990, **in** the summer, **in** ten minutes

- **At** (vào lúc) được dùng để chỉ thời điểm hoặc các kỳ nghỉ (toàn bộ những ngày trong kỳ nghỉ)

Eg: **at** 6 o'clock, **at** night, **at** midnight, **at** Christmas,

- **On** (vào) được dùng để chỉ ngày trong tuần, ngày tháng trong năm, ngày trong kỳ nghỉ hoặc các buổi trong ngày cụ thể.

Eg: **on** Monday, **on** 5th January, **on** Christmas Day, **on** Monday morning,

- **For** (trong) + khoảng thời gian: thể hiện sự việc kéo dài trong bao lâu

Eg: **for** two months, **for** a long time

- **By** (vào lúc) + **thời gian cụ thể**: trước thời điểm đó.

Eg: **by** the end of May

- **From... to** (từ... đến): **from** morning **to** noon

6. Possessive pronouns (Đại từ sở hữu): *mine, yours, his, hers, ours, theirs*

- Đại từ sở hữu không đứng trước danh từ. Đại từ sở hữu được dùng để thay thế cho tính từ sở hữu và danh từ đứng sau.

Eg: Can I borrow your cell phone? I have left **mine** (= my cell phone) at home.

- Đại từ sở hữu theo sau *of* trong sở hữu kép (double possessive)

Eg: This is a picture **of theirs**. [= This is one of their pictures.]

7. Reported speech (Lời nói tường thuật)

S + **said** (that) + S + V(lùi 1 thì)

a. Đổi thì của động từ thành thì quá khứ tương ứng.

Direct speech / Câu trực tiếp	Reported speech/ Câu tường thuật
Simple Present (<i>Hiện tại đơn</i>)	Simple Past (<i>Quá khứ đơn</i>)
Present Continuous (<i>Hiện tại tiếp diễn</i>)	Past Continuous (<i>Quá khứ tiếp diễn</i>)
Will / can / may	Would / could / might
Must / have to	had to

b. Đổi một số tính từ chỉ định, trạng từ hoặc trạng ngữ chỉ thời gian, nơi chốn.

here	there
this / these	that / those
now	then
ago	before
today / tonight	that day / that night
tomorrow	the next day / the following day
yesterday	the day before ; the previous day
next week/ month	the following week/ month.

c. Pronouns according to situations. (Đại từ tùy theo tình huống.):

I → he / she ; we → they ; me → him / her...

C. Phonetics :

1.Stress in words ending in -al and -ous (trọng âm của các từ chứa đuôi –al và –ous)

- 'poisonous , 'dangerous , 'humorous , 'marvelous , inter'national , ...

2.Stress in words ending in -ese and –ee (trọng âm của các từ chứa đuôi -ese and –ee)

- Japa'nese , Chi'nese ,Portu'guese , trai'nee , interview'ee , exami'nee ...

EXERCISE :

A. LANGUAGE COMPONENT:

I. Choose the word having a different stress pattern from the others in each sentence.

- | | | | |
|----------------|-------------|---------------|---------------|
| 1.A. trainee | B. between | C. Chinese | D. seafood |
| 2.A. disagree | B. referee | C. Vietnamese | D. degree |
| 3.A. guarantee | B. employee | C. refugee | D. Chinese |
| 4.A.guarantee | B.Japanese | C.committee | D.absentee |
| 5.A.social | B. special | C. humorous | D. suspicious |
| 6.A.central | B.poisonous | C. dangerous | D. survival |

II. Choose the correct answer:

- She lives next door but we _____ see her.
A. always B. often C. rarely D. usually
- We can _____ bargain at a supermarket.
A. always B. never C. sometimes D. rarely
- Don't be late! The train _____ the station at 8 a.m. tomorrow
A. left B. leave C. leaves D. will leave
- Our semester _____ on June 15th this year.
A. ending B. end C. ends D. will end
- My brother _____ computer games at 8 p.m. yesterday.
A. was playing B. played C. were playing D. plays
- He saw many beautiful birds while he _____ the gardening .
A. did B. was doing C. do D. is doing
- They_____ in the river when it started to rain.
A. fish B. fished C. fishing D. were fishing

8. I will call you _____ I arrive at the gym.
A.as soon as B.but C.while D.because
9. Don't forget to turn off the lights _____ you go out.
A. but B. because C. after D. before
10. It rained heavily _____ two hours last night.
A.for B.at C.by D.in
11. You can complete the report _____ 5 pm. At 5 pm it will be finished.
A.at B.in C. by D. for
12. Our car is bigger than _____.
A. A. your B. yours C. our D. her
13. We gave them our telephone number, and they gave us _____.
A. they B. theirs C. them D. their
14. Minh Anh said she was having an English test _____.
A. now B. next week C. here D.then
15. Nam said that he often _____robot teachers in his school.
A. loves B.love C.loving D.loved
16. He said that he _____ at home chatting on facebook the following Sunday .
A. would stay B. will stay C. can stay D. stayed
17. Yesterday Tom told me that he uploaded his homework to the link two days _____.
A. ago B. before C. ahead D. after
18. It has a _____ of more than \$2,000.
A. price control B. price tag C. price war D. priceless
19. She spends too much time and money shopping. She is a _____.
A. shopaholic B. dollar store C. overshopping D. price tag
20. Some people go to the _____ for entertainment.
A. shopping centres B. fixed price C. shopping list D. convenience store
21. _____ moved in a circle like a big funnel and hit the town last night
A. drought B. earthquake C. tornado D. typhoon
22. When a _____ occurs, the hot gases and liquid rocks pours downhill.
A. landslide B. volcanic eruption C. tornado D. flood
23. Parents should pay due attention to their children's use of _____.
A. social networking sites B. real time C. telepathy D. holography
24. She sent me a(n) _____ message to ask about the homework.
A. warning B. social C. instant D. strong

B. READING :

I. Read the text and fill in the blank with suitable words from the box.

Moreover lights gaze into harm wasteful

Light pollution is not as serious as water or air pollution. (1) _____, it is the type of pollution that occurs more in cities than in rural areas. In the past, we could sit out at night and (2) _____ at glittering stars in the sky and light from objects in the out space. Nowadays, cities are covered with (3) _____ from buildings, streets, advertising displays, many of which direct the lights up into the sky and (4) _____ many unwanted places. The real problem is that it is very (5) _____ to apply light to almost everything at night. Millions of tons of oil and coal are used to produce the power to light the sky. Eye strain, loss of vision and stress are what people may get from light pollution. Too much light at night can (6) _____ our eyes and also harm the hormones that help us to see things properly.

II/ Read the short story and choose the correct answer A, B, C, or D.

It was the rainy season and there was a severe **downpour** for a whole week. At first, we thought that it was normal. However, the rain got heavier and heavier and, soon, our neighbourhood was flooded.

We were totally unprepared. The water level in the river rose very fast and submerged the whole village in one metre. The flood swept away livestock and furniture. Everyone was frightened. Some people climbed to the rooftops and waited for rescue boats. While it was still raining heavily, rescue workers were searching all places to evacuate the villagers to a flood relief centre. The men in the village, after being rescued, helped with the work. At the centre, we were given hot drinks, porridge and milk for the babies as well as dry clothes and blankets.

When there was less rain and flood water declined, we left the centre for home and started to clean up our village. It was such a relief to see the sun again. We decided to follow the authority's warning system and prepare ourselves for floods during the rainy season ever since.

- The word **downpour** in paragraph 1 is closest in meaning to _____.
A. water B. flood C. rain D. wave
- It can be inferred that there was a _____ near the writer's village.
A. mountain B. river C. hill D. beach
- Who evacuated the flood victims to the relief centre?
A. The rescue team. C. The villagers
B. The men in the village. D. The rescue workers and the male villagers
- What did the relief centre provide the flood victims with?
A. Food B. Wifi C. Dried nuts D. Beds
- After the flood, the villagers understood the importance of _____.
A. being well-prepared for the flood season
B. evacuating before a flood came
C. building a flood relief centre
D. cleaning their village

C. WRITING:

I. Find out the underlined word or phrase (A,B,C or D) that needs correcting and correct it.

- I will wait for you here after you come back.
A B C D
- Lan's house is next to mine, just across the street.
A B C D
- As soon as it rains, we go to school by bus.
A B C D

4. There is a coffee table on the middle of the living room.
A B C D
5. When we finished our picnic, we clean up the campsite
A B C D
6. He was play outside when the earthquake happened.
A B C D
7. They watched TV last night when the earthquake began.
A B C D

II. Rewrite the sentences so as its meaning keeps unchanged

1. I don't often buy things at the dollar store.
-I rarely
2. She goes to the supermarket to buy food. She goes there five times a week.
-She usually
3. My mother go to an open-air market to buy home-grown tomatoes.They go there every day
-My mother always
4. Trang is one of my best friends.
-Trang is a
5. Lan is talking to one of her classmates at present
-Lan is talking to a
6. The flood came suddenly while we were camping near the river.
-When
7. When the train arrived, Lan was having lunch. (while)
-While
8. "I am hungry."
→ Tom said that
9. "We need to leave now."
→ Mark said that
10. "I need to study for my exam."
→ Hoa said that
11. He phoned Mary at the time that she was doing her homework.
-While Mary.....
12. The tornado came while she was working in the field.
-When

III. Make the sentences with cued words

1. Our semester / end / June 15th /this year.
.....
2. Your laptop /new / but /mine/ old.
.....

3. the train / Hue / leave / 3 o'clock?

4. my computer/ run/ more slowly / theirs?

5. She /always /spend/ too much time / shopping.

D. LISTENING :

Part 1 (UNIT 8-GETTING STARTED)

Part 2 (UNIT 10-SKILLS 2)

Hi students! Here's our plan for the exhibition tomorrow morning.

First, the opening ceremony is at the Main Hall. We'll listen to Dr. Lam introduce the exhibition.

The ceremony starts at 8:30 am, so remember to meet me at the Main Hall by 8:20.

Next, we'll visit the "History" section. It's on the first floor. You'll see pictures of different ways people communicated in the past, such as smoke signals and carrier pigeons. We'll be there from 9:15 to 10:00.

Then, we'll move to the "Modern Time" section. It's in the Tech Room. You will see devices with internet connections, like smartphones and smartwatches. I'm sure you'll like it very much but we can only spend an hour there from 10:15 to 11:15.

Finally, we'll watch an animated film in the Cinema Room. The film is about communication devices in the future, like personal translation machines and holography. We must be at the Cinema Room by 11:30 am

Week 33 Period 96	THE END OF THE SECOND TERM TEST (WRITTEN TEST)	Date of preparing: 22/ 4/ 2024
------------------------------------	---	---

A. Aims:

- To consolidate the grammatical points learnt from unit 7 to unit 10
- To evaluate ss' levels.
- To classify ss.
- To encourage ss to study harder.

*** Knowledge: (Vocabulary, Grammar and Language Functions...)**

*** Skills:**

- Reading
- Writing
- Listening

B. Content: (enclosed):

Week 33 Period 97	THE END OF THE SECOND TERM TEST (ORAL TEST)	Date 2
----------------------	--	-----------

A. Aims:

- To test Ss' speaking skill.
- To classify ss.
- To encourage ss to study harder.

B. Content:

NỘI DUNG ÔN KỸ NĂNG NÓI CUỐI KỲ II- NĂM HỌC 2023-20234
MÔN: TIẾNG ANH LỚP 8 - CHƯƠNG TRÌNH 10 NĂM

TOPIC 1- UNIT 7: ENVIRONMENTAL PROTECTION

A. Introduction - 0.4 pts

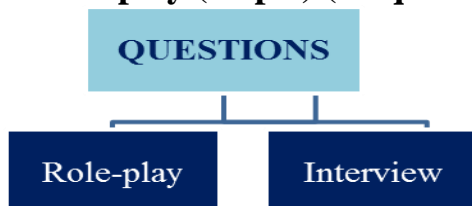
Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies...

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)



	<p>12</p> <ol style="list-style-type: none"> 1. What activity is in the picture? (1,4,6,7,11) 2. What are these? (3/10) 3. What do we do to help protect our environment?(6, 9) 4. The amount of carbon dioxide we release into the environment (2)
	<p>11</p> <ol style="list-style-type: none"> 5. This is a noun which has 2 words about. It is released by cars or produced by burning carbon (5) 6. An activity that causes water pollution. (7,8) - (Animals facing a high risk of extinction in the wild.(12)
	<p>10</p> <p>9</p> <p>8</p>

C. Interview/ Role-play (0.6pts) (~3 questions/ 1 student)



Student A - B/ / Student - Teacher
1.How many national parks are there in Viet Nam now? (Skills1 - Reading)
2. Where is Vu Quang National Park? (Skills 1 - Speaking)
3. What do you do on Earth Day? (Communication)
4. What should you do to help protect our environment? (Getting started)
5. Tell some ways to reduce air pollution in your country ? (Project)
6. Tell some ways to reduce water pollution in your country ? (Project)

SUGGESTED KEY for SPEAKING:

A. Introduction - 0.4 pt (~3 ideas):

B. Answer key (for pictures part 2)

1. building a campfire
2. carbon footprint
3. single-use products
4. cutting down trees
5. carbon dioxide
6. picking up / collecting rubbish
7. throwing rubbish
- 8.spilling fuel
9. saving water
10. 3Rs

11. environmental protection 12. endangered species

C-Interview/ Role-play – 0.6 pt (~3 questions/ 1 student) Student A - B/ / Student - Teacher

1. There are 34 national parks./ There are 34 national parks in Vietnam now. (Skills1- Reading)
2. It's in Vu Quang District, Ha Tinh Province./ It's in Ha Tinh Province. (Skills 1- Speaking)
3. I pick up litter and clean the street/ I turn off the lights in the evening/..... (Communication)
4. I can turn off devices when I'm not using them/ plant more trees in my neighbourhood/ pick up rubbish and clean the street/.....(Getting started)
5. Raise awareness of people about air pollution, plant more trees, clean the streets, use public transport instead of using private ones/(Project)
6. Raise awareness of people about water pollution, not throw rubbish/ not pour industrial wastes into rivers, lakes and seas/....(Project)





****Teachers depend on Ss' answers to mark their speaking test flexibly*


TOPIC 2- UNIT 8: SHOPPING

A.Introduction - 0.4 pts

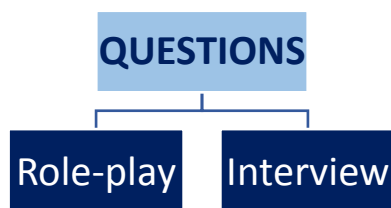
Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)

		
	<ol style="list-style-type: none"> 1.What is this? 1/2/3/5/7/9/11/12 2. A person who is addicted to shopping? 4 3. Who buy goods at stores? 8 4. It's a kind of good? 1/7 5.This is an activity to try to reduce the price of goods. 6 	

 <div>11</div>	6.This is activity of sending goods from one place to another. 10
 <div>10</div>	<div>9</div>  <div>8</div> 

C-Interview/ Role-play – 0.6 pt (~3 questions/ 1 student)



Student A - B/ / Student - Teacher	
1. Do you like shopping?	
2. Where do you often go shopping?	
3. Who do you often go shopping with ?	
4. What do you shop for ?	
5. What are the advantages of shopping online?	
6. What are the disadvantages of shopping online?	

SUGGESTED KEY for SPEAKING:

A. Introduction - 0.4 pt (~3 ideas):

B. Cue pictures (Vocabulary) – 1.0 pt (~5 questions):

- | | | | |
|--------------------|--------------------|----------------------|---------------|
| 1. home made | 2. open-air market | 3. convenience store | 4. |
| shopaholic | | | |
| 5. price tag | 6. bargain | 7. home-grown | 8. customers |
| 9. online shopping | 10. shipping | 11. shopping center | 12. florist's |

C-Interview/ Role-play – 0.6 pt (~3 questions/ 1 student)

Student A - B/ / Student - Teacher

1. Yes. I think it's a leisure activity./ No. I think it's waste of money.
2. at a supermartket/ open-air market/ online
3. Normally, I go with my friends/ my sisters.....
4. Most of the time, I buy clothes, shoes and school things.
5. (I think it's very convenient, you just stay at home and order, and they will bring you everthing. You can save time and money also.
6. (depend on Ss' answers) It's false advertisement and personal information leaking.

I don't think it's safe. I'm concerned about the quality of online products, and sometimes you can lose your money without reveiving anything.

****Teachers depend on Ss' answers to mark their speaking test flexibly*









TOPIC 3- UNIT 9: NATURAL DISASTERS

A. Introduction - 0.4 pts

Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the

students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)

 <div data-bbox="511 378 544 420">1</div>	 <div data-bbox="1039 378 1071 420">2</div>	 <div data-bbox="1526 378 1559 420">3</div>
 <div data-bbox="487 615 535 657">12</div>	<p>1. What natural disaster is this? 1/2/3/4/5/9/12</p> <p>2. What do they do? 6/11</p> <p>3. What should we make to prepare for natural disasters? 7</p> <p>4. What natural disaster often happens in Hawaii? 12</p> <p>5. Thing is damaged in natural disasters?. 8</p> <p>6. A person injured in a natural disaster. 10</p>	
 <div data-bbox="487 840 535 882">11</div>		
 <div data-bbox="487 1102 535 1144">10</div>	 <div data-bbox="1039 1102 1071 1144">9</div>	 <div data-bbox="1526 1102 1559 1144">8</div>

C-Interview/ Role-play – 0.6 pt (~3 questions/ 1 student)

QUESTIONS

Role-play

Interview

Student A - B / Student - Teacher

1. Name two natural disasters you know.
2. What is the most common natural disaster in your area?
3. What should you do before/ during/ after flood?
4. What may cause landslides?
5. What items should an **emergency supply kit** include?
6. How did rescue workers help the victim?

SUGGESTED KEY for SPEAKING:

A. Introduction - 0.4 pt (~3 ideas):

B. Cue pictures (Vocabulary) – 1.0 pt (~5 questions):

1. *Storm/ hurricane*
2. *Forest fire*
3. *flood*
4. *landslide*
5. *tornado*
- 6/11. *Rescue workers*
7. *emergengy kit*
8. *property*
9. *drought*
10. *victim*
12. *volcano*

C-Interview/ Role-play – 0.6 pt (~3 questions/ 1 student)

Student A - B/ / Student - Teacher	
1. Storm/ forest fire/ flood/ landslide/ tornado/ drought/ volcano(<i>depend on Ss' answers</i>)- Getting Started U9	
2. (<i>depend on Ss' answers</i>) <i>The most common natural disaster in my area is flood</i> - Getting Started U9	
3. We should move high area/ prepare an emergency kit../ Stay inside a safe and high place/ avoid moving water (<i>depend on Ss' answers</i>) (Writing Unit 9)	
4. Heavy rain and cutting down the trees- communication- U9	
5. A torch, a mask, a lamp, a whistle, a bottle of water, some medicine, matches, plasters, ...- Skill 2 Unit 9	
6. (<i>depend on Ss' answers</i>) <i>They looked for the missing people, gave food and drinks to the victim.</i> - Skill 1 Unit 9	

***Teachers depend on Ss' answers to mark their speaking test flexibly

TOPIC 4- UNIT 10: COMMUNICATION IN THE

FUTURE

A.Introduction - 0.4 pts

Students introduce about themselves (name/ age/ job/ grade) and about their school (name of the school/ its position/ its school facilities/ the numbers of the students and teachers/ the outdoor activities they take part in at their school)/ hobbies

B. Cue pictures (Vocabulary): 1.0 pt (~5 questions/ 1 student)

 <div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold;">1</div>	 <div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold;">2</div>	 <div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold;">3</div>
 <div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold;">12</div>	<ol style="list-style-type: none"> 1. What is this? 2/4/5 2. What are they? 6/7 3. What do you do when you want to see something clearly on your phone or computer? 3 4. What way of communication is this? 1/9/10/11/ 12 5. This word is closest in meaning to “fast” about Internet connection? 8 6. People used to contact others by this way in 5th century. What way of communication is this? 11 	
 <div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold;">11</div>		
 <div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold;">10</div>	 <div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold;">9</div>	<div style="background-color: yellow; color: black; padding: 5px; font-weight: bold; font-size: 1.2em;">high-speed</div> <div style="background-color: white; color: red; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center; font-weight: bold;">8</div>

C. Part 3. Interview/Role-play – 0.6 pt (~3 questions/ 1 student)



Student A - B/ / Student - Teacher
1. Tell me some advantages of online calls.
2. Tell me some disadvantages of online calls.
3. Tell me some ways of modern communication.
4. How do you contact your friends?
5. What way of communication do you like best? Why?
6. Do you like writing letters? Why/ Why not?

SUGGESTED KEY for SPEAKING:

Part 1.Introduction - 0.4 pt (~3 ideas):

Part 2.Cue pictures (Vocabulary) – 1.0 pt (~5 questions):

- | | |
|----------------------------|---------------------------|
| 1. <i>video conference</i> | 7. <i>emojis</i> |
| 2. <i>webcam</i> | 8. <i>high-speech</i> |
| 3. <i>zoom-in</i> | 9. <i>Telepathy</i> |
| 4. <i>tablet</i> | 10. <i>Holography</i> |
| 5. <i>smartphone</i> | 11. <i>carrier pigeon</i> |
| 6. <i>social network</i> | 12. <i>voice message</i> |

Part 3.Interview/ Role-play – 0.6 pt (~3 questions/ 1 student)

Student A - B/ / Student - Teacher
1. They're cheap or even free and you can talk to people from distant places. – Skills 1
2. You must use an Internet connection and you may receive unwanted calls. – Skills 1
3. Telepathy, holography...- A closer look 1
4. Student answer by themselves(by using video calls/writing emails/meeting face to face...)-
5. I like video call best. Because it helps me save time and see, hear each other in real time- Skills 1/Skills 2
6. Yes. <i>I love writing letters because they take time and thought to produce. And handwriting interesting.....</i> Students answer by themselves – Skills 1/Skills 2

***Teachers depend on Ss' answers to mark their speaking test flexibly

Week 33 Period 98	UNIT 12: LIFE ON OTHER PLANETS Lesson 2: A Closer Look 1	Date of preparing 22/ 4/ 2024
----------------------	---	----------------------------------

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

1. Knowledge:

- learn about planets that around the sun.
- pronounce the intonation for making lists.

2. Competences:

- to create an active atmosphere in the class before the lesson.

3. Character quality:

Ss will be more responsible for and be more aware of protecting and discovering about life on other planets.

II. TEACHING AIDS:

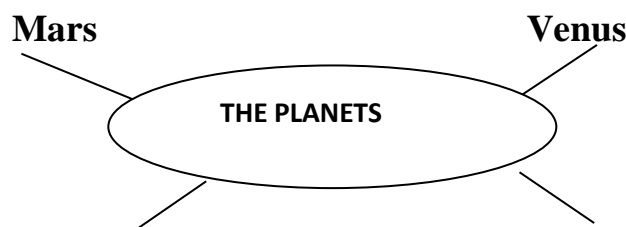
Text book, laptop, pictures, TV, (“sachmem.com”)

III. PROCEDURES:

. 1. WARM UP:

* Aim: To lead into the new lesson

***Network.**



- T checks and informs the winner, then leads-in to the lesson.

. 2. PRE- STAGE:

*Aim: to teach English names of the eight planets that go around the sun

- T introduces the vocabulary by explanation and using pictures:
 - Mercury : Thủy tinh
 - Jupiter : mộc tinh
 - Uranus : Thiên vương tinh

- Venus : kim tinh
- Saturn : thổ tinh
- Neptune : hải vương tinh
- Checking: Writing some sentences containing words.

Act.1/p.126. Put them in order from the closest to the farthest from the sun

- T read out the name of each planet and ask Ss to repeat it in chorus.
- Ss work individually to put 8 planets in order from the closest to the farthest from the sun.
- T gives feedback and corrects if necessary.

Key : 1. Mercury	2. Venus
3. Earth	4. Mars
5. Jupiter	6. Saturn
7. Uranus	8. Neptune

Act.2/p.126. Match the words (1-5) with the pictures (a-e)

- Ask Ss to work individually match the words given with the pictures in the right column
- Asks students to check their answers with their partners.
- T corrects.

3. DURING- STAGE

* **Aim:** - to teach Ss new vocabulary related to outer space

- to help Ss use the word related to outer space that they have learnt.
- to teach Ss the use of intonation to make lists of people or things

Act.2/p.126. Match the words (1-5) with the pictures (a-e)

- Ask Ss to work individually match the words given with the pictures in the right column
- Asks students to check their answers with their partners.
- T corrects.

1.e 2.d 3.a 4.b 5.c

Act.3/p.126. Complete the following sentences with the words from the box.

- T asks students to do the exercise individually and then check with the whole class.
- When checking, ask Ss to refer to 2 to make the meanings of the words clearer to them

- | | | |
|-------------|-----------|--------------|
| 1. Creators | 2. Rocket | 3. Telescope |
| 4. venus | 5. galaxy | |

Act.4/p.127. Pronunciation

- Explain to Ss how to make a list by playing part of the conversation in getting started that includes a sentence in which a list .
- Ask Ss to read through the 5 sentences first . Then play the recording for them to listen to and repeat the sentence

4. POST-STAGE:

*Aim: To give Ss practice in identifying tones in sentences that include lists of people or things

- T gives Ss practice in using intonation for making lists
- Ss read 4 conversations. Then play the recording for Ss to listen and draw appropriate arrows to indicate the rising and falling intonations of the underlined words .
- invite some Ss to share their answers
- T gives feedback and correct their mistakes if necessary.

*** HOME WORK**

- Learn the new words by heart
- Prepare the lesson: Unit 12: A closer look 2

*** FEEDBACK:**

Week 34 Period 99	UNIT 12: LIFE ON OTHER PLANETS Lesson 3: A Closer Look 2	Date of preparing: 7/ 5/ 2024
------------------------------------	---	--

I. OBJECTIVES:

1. Knowledge: By the end of the lesson, SS will be able to write reported speech with questions.

- Grammar: - reported speech (questions)
- Vocabulary: vocabulary related to life on earth and other planets.

2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

3. Character qualities: good behaviors to their school and their activities.

II. TEACHING AIDS:

Textbook, planning, sets of word cards, laptop, projector

IV. PROCEDURES:

1.Warm-up: chatting

T : How often do you do exercise in the morning ?

Ss : I asked how often he did exercise in the morning

2. Pre- stage:

Reported speech: questions

What are you doing now?

She asked me what I am doing then

* Wh – questions

S1 + asked (O) + wh + S2 + V – one tense back.

S1 + asked (O) + if/ whether S2 + V – one tense back

3.While- stage:

* **Aim:** To help Ss use the appropriate adverbs, verb tenses, word order in reported questions.

Ss to make reported questions with given words, phrases, or direct questions

Act.1 /p127. Underline the correct word or phrase for each sentence

- T ask Ss do the exercise individually and then check their answers in pairs.

- invite some Ss to share their answers . Confirm the correct answers

Key : 1. Then 2. Grew 3. There 4. Could

5. There were

Act.2/128 .put the words and phrases in the correct order to make reported questions

Key : 1.My little brother asked me how many moons Venus had

2. She wanted to know which planet was the closest to the sun
3. The journalist asked the scientists what they were using telescopes in space for
4. The scientists wanted to know when humans would be able to travel to Mars
5. He asked the professor what the conditions for a planet to have life on it were

Act.3/128. change the following questions into reported questions

Key : 1. Mary asked the scientist who would be the first to step on Mars

2. I asked my father how fast a UFO could travel
3. The student asked his friend how many craters the moon had
4. The pupils asked the teacher where they could find information about the solar system
5. I asked my teacher what the weather on Mars was like

4. Post- stage

* **Aims:** To help students practise reported speech in situations.

To give Ss further practice with reported speech in real situations

Act.4/128 report the conversation between An and Mai

Asks Ss to read the instruction . Use example to make it clear to Ss what they are supposed to do

Act.5/128 :

Ss work in pairs , asking and answering about their daily routine

* **Homework**

- Learn by heart grammar notes.
- Prepare lesson 4 (communication)

* **Feedback:**

Week: 34	<u>Unit 12:</u> LIFE ON OTHER PLANETS	Date of preparing:
Period:100	<u>LESSON 4:</u> COMMUNICATION/ P.129	7/ 5/ 2024

I. Objectives: By the end of this lesson, Ss will be able to learn how to introduce & practice expressing uncertainty.

1. Knowledge:

- Vocabularies: learn some new words and phrases about the planets in the solar system.

- Grammar: Revision Reported speech – questions (if possible).

2. Competences: Ss will be able to practise using some grammar points & vocab related to the topic.

3. Character qualities: Ss are aware of expressing uncertainty.

II. Teaching aids:

Teacher: textbook, lesson plan, projector, audio file, gift.....

Students: textbook, workbook, notebook, pen

III. Procedure

1. Warm-up:

***Aim:** *To create an active atmosphere in the class before the lesson & lead into the new lesson.*

- Teacher asks Ss to remember what someone has asked the & report his or her questions to the class.

- Teacher introduces the objective of the lesson: learning how to express uncertainty

2. Pre – stage Aim: **To introduce ways of expressing uncertainty in everyday conversations.**

a. Vocabulary:

- (to) doubt

- Mars (n)

- Mercury (n)

- I'm not sure about it

- Venus (n)

- Jupiter (n)

b. Task 1: (Ex. 1, p.129)

***Aim:** *to introduce ways of expressing uncertainty in everyday conversations.*

- Teacher plays the recording for students to listen and read the conversations between Nick & Mark (conversation 1) and Mary & Tommy (conversation 2) at the same time.

- Teacher asks students to pay attention to the highlighted sentences.
- Teacher elicits the structures to give ways of expressing uncertainty from students

- Structure: *I'm not sure about it*
I doubt it.

- Teacher has students practise the dialogue in pairs. Call some pairs to practise the dialogue in front of the class.

3. During - stage:

***Aim:** *To help students practise expressing uncertainty.*

a. Task 2: (Ex. 2, p.129)

- Teacher asks students to work in pairs to make similar conversations with the given situations.
- Teacher moves around to observe and provide help.
- Teacher calls some pairs to practise in front of the class, then comment on their performance.

Suggested answers:

- (1) A: Do you think there is water on Mars?
B: I'm not sure about it. Scientists are trying to answer this question.
- (2) A: Do you think Loan will get a good mark on the English test?
B: I doubt it. She was absent from class during last week.
- (3) A: Do you think the weather will be fine tomorrow?
B: I'm not sure about this. The weather forecast programme on TV said that there would be
rainy tomorrow.

4. Post – stage:

***Aim:** *To help students learn about 3 planets in the solar system & the appearances of them in the solar system, then help Ss further develop their reading skill for specific information (scanning).*

a. Task 3 + 4

a. Read the information below & answer the questions that follow. (Ex. 3, p.129)

*** Set the scene:**

- Teacher asks Ss to read the instruction to understand what they are going to do.
- Ss read the questions & underline the keywords first, then read the text to scan for the necessary information to help them answer the questions.
- Teacher sets a time limit for Ss to read the text & answer the questions, then T gets SS to wrap answers in pairs.

- *Key:** 1. They are Mercury & Venus. 4. It is Venus.
2. It is Venus. 5. It is Jupiter.
3. It is Mercury.

****Aim: To help Ss learn about the appearances of them in the solar system.***

- Have students work in pairs: discuss how to match the 3 planets in Act 3/p.129 with the pictures given.
- Ask them to work in pairs to compare their answer before they share the answer with the class.
- Teacher checks & confirms the correct answers.

***Key:** 1. *Venus* 2. *Mercury* 3. *Jupiter*

****Aim: To help Ss practice giving a presentation about one of the 3 planets in Act 3/p.129.***

- T asks Ss to work in groups, taking turn to talk about one of the 3 planets in Act 3/p.129.
- T goes around to observe, encourage Ss to say as many sentences as possible. (Ss shouldn't stop their group members while they are speaking in order to correct their errors)
- T calls on some Ss to give the presentation about one of the 3 planets in front of the whole class. After each S finishes his/ her presentation, invite comments on his/ her clarity language, & fluency from other Ss.

- Learn by heart the new words
- Practice the dialogue and structure
- Prepare for U12 - Lesson 5: Skill 1.

.....

...

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

- Understand & activate their knowledge of the topic, then help Ss improve their reading skill for specific information.
- Prepare ideas for the next activity & provide an opportunity for them to practise presenting the conditions they think a planet needs to support human life.

1. Knowledge:

2. Competences: Read for specific information about the topic of the conditions they think a planet needs to support human life.

3. Character qualities: Care about the conditions Ss think a planet needs to support human life.

II. Teaching aids:

1. Teacher: Textbook, laptop, loud speaker, projector, pictures.

2. Students: Text books, ...

III. Procedure:

1. Warm-up: Brainstorming.

***Aim:** *To create an active atmosphere in the class before the lesson & lead into the new lesson.*

+ T writes "Life on Other Planets" on the BB.

- Ss write as many words & phrases as they can.

2. Pre-stage:

a. Task 1: Discussion. (Act 1/p.130)

*** Aim:** *To help Ss understand & activate their knowledge of the topic.*

- Tasks Ss to work in pairs, discussing what they know about other planets, whether they would like to live on other planets or not, and Why

- T asks some Ss to give their answer in front of the class. Ask some other questions about what science fiction movies they have seen lately.

b. Task 2: Read & Match (Act 2/p.130)

*** Aim:** *To develop Ss' reading skill of guessing the meaning of new vocab using context, then improve Ss' reading skill for specific information.*

- Teacher tells Ss to work individually to read the passage & find the highlighted words.

- Ss read aloud the highlighted words. T corrects their pronunciation.

- Ss match the highlighted words with their meaning. T corrects.

***Key:** 1. c 2. d 3. a 4. e 5. b

***Vocabulary (in context)**

- liquid (n)

- gravity

- habitable (adj)

- promising

- trace (n)

3. During stage:

*** Aim:** *To improve Ss' reading skill for specific information.*

a. Task 3: Answer the questions. (Act 3/p.130)

- T has SS read the text in details to answer the questions., then tells them to underline the parts of passage that help them with the answers.

- SS work in pairs to compare their answers before they share their answer with the class.

***Key:** 1. Human are still wondering what planets in outer space might support life.

2. *It needs to have the correct amount of air to hold an atmosphere around it.*
3. *Its gravity is not strong enough to hold an enough amount of air.*
4. *A day on Mars lasts for 24.5 hours.*
5. *Because it is too cold & lack oxygen to support life.*

4. Post stage: SPEAKING

a. Task 4: Read & tick (✓) the boxes . (Act 4/p.130)

*** Aim:** *To help Ss prepare ideas for the next activity.*

- First, T asks Ss to work individually, ticking the boxes to show what conditions they think a planet needs to support human life. Then T asks Ss to share their answers with their partner.
- T asks Ss to add other conditions that they think a planet needs to support life. Ss work in groups to discuss & make a list of other conditions that they think a planet needs to support life.
- T calls some Ss to read out their answers, T corrects if necessary.
- With the weaker classes, T elicits the answers from Ss, provides Ss with the following suggested ideas:
 - + *The planet must experience at least 2 reasons.*
 - + *The planets; temperature must be suitable for humans to live on it.*
 - + *There must be enough sources of energy on the planet.*
 - + *The planet must be a comfortable distance away from a star.*
 - + *The planet must rotate on its axis and revolve.*
 - + *The planet must hold an atmosphere.*
 - + *The star around the planet must be stable.*
 - + *The planet must have carbon that is found in all living things.*

b. Task 5: Talking (Act 5/p.130)

*** Aim:** *To provide an opportunity for SS to practise presenting the conditions they think a planet needs to support human life.*

- T asks a strong S to model this activity in front of the class.
- Ss work in groups taking turn to talk about conditions they think a planet needs to support human life.
- T should encourage Ss to say as many sentences as possible. Ss shouldn't stop their group members while they are speaking.
- If there is enough time, T asks some Ss to talk in front of the class.

HOMEWORK:

- Learn by heart all the new words
- Do more exercises in workbook.
- Prepare for Unit 12- Lesson 6: Skills 2.

*** Feedback:**

.....
.....
.....

Week: 34 Period: 102	UNIT 12: LIFE ON OTHER PLANETS LESSON 6: SKILL 2/p.131	Date of preparing: 8/ 5/ 2024
---------------------------------------	---	--

I. OBJECTIVES: By the end of the lesson, students will be able to practice listening to get specific information about life on the other planets.

1. Knowledge:

- Listen to get specific information about life on the other planets.
- Using the imagination to Write a paragraph about life on the other planets.

2. Competence:

Students will imagine about Life on Other Planets.

3. Character qualities: Students will imagine how aliens living on another planet.

II. TEACHING AIDS:

1. Teacher: Text books, pictures, planning , ...

- Grade 8 textbook, Unit 12, Skills 2
- Pictures.

2. Students: Text books, notebooks, posters,

III. PROCEDURES: (STAGES)

1. WARM UP: GUESSING GAME

**Aim: To create an active atmosphere in the class before the lesson & lead into the new lesson.*

- T asks some Ss to describe one of the eight planets without saying the name of the planet.
- The other Ss guess what the planet is.

2. PRE- STAGE:

a. Vocabulary:

- (a) alien
- creature
- (to) attack

b. Task 1: Answer the questions (Act 1/p.131)

** Aim: To help Ss understand & activate their knowledge about the aliens & life on other planet.*

- T asks Ss to work in pairs, discussing the questions about the creatures in the picture.
- Ss say their answers in front of the class.
- T might ask some other questions about what planets in the solar system we could live on.

3. DURING- STAGE:

a. Task 2: Listen & choose the correct answer A, B or C (Act 2/p.131)

***Aims: To help students develop their skill of listening for specific information.**

- T asks Ss to read the questions in this activity quickly & underline the keywords, reminds them to pay attention to keywords while listening.

T plays the record twice, asks Ss to take notes of the information to explain their answer.

- Ss compare their answer with the partner and check with the class.

- T plays the record again if needed, stopping at places where Ss are having difficulties.

Answer key: 1. A 2. C 3. A 4. A 5. B

b. Task 3: Read the following information about Hopeans. Listen again & fill in the blank with ONE word/ number that you hear (Act 3/p.131)

***Aims: To help students further develop their skill of listening for specific information.**

- T asks Ss to read the information & determine the part of speech of the word they are use to fill in each blank & the needed information to listen for.

- Ss listen to the tape & fill in the blanks with ONE word/ number they hear. Then share their answer in pairs.

- T corrects.

Answer key: 1. 4 (four) 2. 4 (four) 3.
hospitable

 4. dangerous 5. planets 6. rockets

4. POST- STAGE: WRITING

a. Task 4: Making notes in the table (Act 4/p.131)

*** Aims: To help students prepare ideas for their writing**

- T asks Ss to discuss & make notes about imaginary aliens living on another planet.

- Ss share their writing with their partners. T may read out writing from some more able SS to the whole class.

b. Task 5: Making notes about what aliens living on another planet would be like, using the imagination (Act 5/p.131)

- Set up the writing activity:

+ Ss think about what they are going to write.

+ T asks Ss to brainstorm the ideas & language needed for writing.

- Ss must write the first draft individually, then write the final version.

- Ss display their writing

- T & other Ss correct & comment.

*** Wrap up:** To consolidate what students have learnt in the lesson.

- Vocabulary of life on other planet.

- Listening for specific information and details

-Write a short paragraph about life on other planet..

*** HOMEWORK**

Rewrite the paragraph in the notebooks.

- Prepare for the looking back and project.

*

FEEDBACK:.....

.....

Week : 35 Period : 103	UNIT 12: LIFE ON OTHER PLANETS LOOKING BACK + PROJECT	Date of preparing: 15/ 5/ 2024
---	--	---

I. Objectives: By the end of this lesson students will be able to:

1. Knowledge

- Consolidate and apply all what students have learnt in unit 12:

Vocabulary, Grammar.

- Present their posters about life on other planets.

2. Competence

- Master some points of grammar and develop speaking skill and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Personal qualities

- Love learning about life on other planets .

- Develop self-study skills.

II. Teaching aids:

1. Teacher: Grade 8 textbook , smart TV, visual aids, sachmem.vn

2. Students: Textbooks, notebooks.

III. Procedure

1. Warm up

Aim: - To create an active atmosphere in the class before the lesson.

- To review words about life on other planets .

- To lead into the new lesson.

*** Kim's game:**

- Teacher asks Ss to work in 2 groups.

- Teacher shows some pictures related to life on other planets in 2 minutes.

- Ss look at the pictures and remember (no writing)

- As soon as teacher stops showing the pictures, Ss work in groups and write the words for the pictures they have seen
- The group with more correct answers becomes the winner.
- Teacher and students discuss the answers.
- Teacher confirms the answers and gives feedback.

2. Pre stage:

Aim:

- To help Ss understand more clearly the meaning of some words and phrases.
- To help students apply words related to the life on other planets.

Task 1: Write a word under each picture

- Have Ss do this activity individually, then compare their answers with their partners.
- Ask for Ss' answers or ask one student to write his / her answers on the board.
- Confirm the correct answers.

Answer key: 1. alien 2. rocket 3. telescope
4. galaxy 5. crater 6. satellite

3. During stage:

Aim: To help Ss review the vocabulary of Unit 12

Task 2: Circle the correct words to complete the sentences .

- Have Ss do these activities individually then compare their answers with their partners.
- Ask for Ss' answers or ask some Ss to read out their answers in front of the class.
- Confirm the correct answers.

Answer key: 1. UFOs 2. possibility 3. creatures 4. habitable 5. gravity

Task 3: Rewrite each sentence so that it is closest in meaning to the original one.

- Ask Ss to do the the exercise individually first . Then they can check their answers with a partner before teacher discuss the answers as a class.
- Confirm the correct answers and write them on the board

Answer key:

1. Mary wanted to know what that novel was about .
2. I asked Nick who his favourite actor was .
3. Mai asked me what time the next train was .
4. The students wondered how the scientists observed the other planets.
5. Mai wondered why humans couldn't live on Mars.

Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.

- Tell them that they need to identify the incorrect part in each sentence and correct it.

- Have Ss do this exercise individually then compare their answers with a partner.
- Invite some Ss to read their answers aloud. Confirm the correct answers.

Answer key: 1. C (*are* → *were*) 2. A (*wondered* → *asked*) 3. B(*who*→
how/why)

4. B (*eat*→ *ate*) 5. C (*are there*→ *there are*)

***Wrap up:**

Aim: - To consolidate what students have learnt in the lesson.

- Teacher asks Ss to retell the main points of the lesson (vocabularies and grammar)

IV. Homework:

- Revise all the words and grammar that they have just learnt in unit 12
- Do exercises in the workbook.
- Prepare for Unit Review 4

V. Feedback:

.....
.....
.....

Week 35 Period 104	REVIEW 4 (UNITS 10 - 11 -12) Lesson 1: Language	Date of preparing: 15/ 5/ 2024
-------------------------------------	--	---

I. OBJECTIVES

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

1. Knowledge

- Revise words related to communication in the future, science and technology and life on other planets.
- Revise the stress in words ending in -ese and -ee, sentence stress and intonation for making list
- Revise the use of prepositions of place and time, possessive pronouns, reported speech (statements and questions)

2. Competences

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

3. Personal qualities

- Be benevolent and responsible
- Develop self-study skills

II. MATERIALS

- Grade 8 textbook, Review 4, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

*** Assumption**

Anticipated difficulties

1. Students may not understand pronunciation, vocabulary and grammar clearly.

Solutions

- Review before doing exercise.
- Provide feedback and help if necessary.

2. Students may find the lesson boring due to a large number of language exercises.

Solutions

- Encourage students to work in pairs, in groups so that they can help each other.
- Design as many exercises as games as possible.
- Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Game: Whisper

c. Expected outcomes:

- To remind students the knowledge that they have learnt in Units 10-11-12

TEACHER'S AND STUDENTS' ACTIVITIES

Whisper

- Divide the class into four teams. One representative from each team comes to the board. Teacher gives them a sentence. That person will then whisper what she/he heard to the next person. Each person can only say, "*Can you please repeat that?*" one time. When the message reaches the end of the chain that person must speak out loud.

Sentences:

1. We can't connect to the Internet in this room.
2. There are eight planets in our solar system.
3. I have one TV, one radio and two tables.

2. ACTIVITY 1: PRONUNCIATION (10 mins)

a. Objectives:

- To help students revise the pronunciation they have learnt in the unit

b. Content:

- Task 1a: Choose the word which has a different stress pattern from that of the others.

- Task 1b: Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat.

- Task 1c: Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat.

c. Expected outcomes:

- Ss can say words and sentences with correct stress and intonation

d. Organisation

Task 1a: Choose the word which has a different stress pattern from that of the others. (3 mins)

- Have Ss do this exercise individually then share their answers with a partner before sharing their answers. Confirm the correct answers. Have some Ss read out the words.

Answer key:

1. A

2. C

Task 1b: Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat. (3 mins)

- Elicit the rules for using stress in sentences. Have Ss do this exercise individually then share their answers with their partners before sharing their answers with the class. Confirm the correct answers.

- Invite some Ss to read the sentences aloud with the correct stress.

Answer key:

3. **How** will **people** **travel** to **work** in the **future**?

-> 5 stressed words

4. A: Will **technology** **replace** **humans** in the **future**?

-> 4 stressed words

B: **No**, it **won't**.

-> 2 stressed words

Task 1c: Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat. (4 mins)

- Elicit the rules of intonation in sentences showing a list. Ss do this exercise individually then share their answers with their partners before sharing them with the class. Confirm the correct answers.

- Invite some Ss to read the sentences aloud with correct intonation.

Answer key:

Up tone: words in blue

Down tone: words in red

5. I can remember the names of some planets, such as Venus, Neptune, and Mars.

6. They have a TV, a fridge, a table, and four chairs.

e. Assessment

- Teacher checks students' answers and gives feedback.

3. ACTIVITY 2: VOCABULARY (10 mins)

a. Objectives:

- To help Ss revise the vocabulary items they have learnt in the unit.

b. Content:

- Task 2: Choose the correct answer A, B, or C.

- Task 3: Fill in each blank with the suitable form of the word given.

c. Expected outcomes:

- Ss are able to recall the vocabulary items and their form.

d. Organisation

Task 2: Choose the correct answer A, B, or C. (4 mins)

- Have Ss do this exercise individually and then share their answers with their partners.

- Check and confirm the correct answers.

Answer key:

1. B
2. A
3. C
4. B
5. C

Task 3: Fill in each blank with the suitable form of the word given. (6 mins)

- Ask Ss what kind of word (i.e., noun, verb, etc.) can be used to fill in the blanks. Elicit their answers.
- Ss do this exercise individually.
- Call on two Ss to write their answers on the board.
- Confirm the correct answers.

Answer key:

1. possibility
2. recognition
3. communication
4. connection
5. translation

e. Assessment

- Teacher checks students' answers and gives feedback.

4. ACTIVITY 3: GRAMMAR (12 mins)

a. Objectives:

- To help Ss revise the grammar they have learnt in the unit.

b. Content:

- Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.
- Task 5: Change these sentences into reported speech.

c. Expected outcomes:

- Students are able to recall the learnt grammar points in Units 10, 11, 12

d. Organisation

Task 4: Which of the underlined parts in each question is incorrect? Find and correct it. (5 mins)

- Have Ss do this exercise on their own first.
- Have Ss compare their answers with a classmate.
- Invite Ss to share their answers. Ask them to explain their answers and correct the mistakes.
- Confirm the correct answers.

Answer key:

1. B (on → for)

2. C (by → in)
3. C (your → yours)
4. B (in → of)
5. B (for → by / at)

Task 5: Change these sentences into reported speech. (7 mins)

- Ss do this individually and compare their answers with a partner.
- Call some Ss to go to the board to write their sentences. Other Ss comment.
- Confirm the correct sentences. Revise the structures if needed.

Answer key:

1. My friend asked me what planet I wanted to visit.
2. She told me (that) she was reading a book about future ways of communication then.
3. Lan asked Nam how teachers would check attendance in the future.
4. Our club president said (that) we were having a video conference with other clubs the next / following week.
5. I asked my mum when there would be a full moon.

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercise in the workbook.

c. Feedback

Week 35 Period 105	REVIEW 4 (UNITS 10 - 11 -12) Lesson 2: Skills	Date of preparing: 15/ 5/ 2024
-------------------------------------	--	---

I. OBJECTIVES

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

1. Knowledge

- reading for general and specific information about notices related to the learned topics;

- talking about study apps and devices;
- listening for specific information about the solar system;
- writing a paragraph about means of communication;

2. Competences

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

3. Personal qualities

- Be benevolent and responsible
- Develop self-study skills

II. MATERIALS

- Grade 8 textbook, Review 4, Skills
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

*** Assumption**

Anticipated difficulties

1, Students may find the lesson boring due to a large number of language exercises.

Solutions

- Encourage students to work in pairs, in groups so that they can help each other.
- Design as many exercises as games as possible.
- Provide feedback and help if necessary.

2. Some students might excessively talk in the class.

Solutions

- Define expectations in explicit detail.
- Have excessive talking-students practise.
- Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Games: Race at the board

c. Expected outcomes:

- To remind students the knowledge that they have learnt in Units 10-11-12

d. Organisation

Race at the board

- Divide the class into two or three teams. One representative from each team comes to the board.
- Teacher asks a question or gives a problem, and the first person to write the correct answer on the board wins a point for their team.
- The catch: the students at the board only get one try. If they all miss the question, T takes the answer from the first person in the audience who raises their hand.

Questions:

1. This is an object or machine that has been invented for a particular purpose. What is it?
2. What do you call a computer programme?
3. The sun and the group of planets that move around it. What is it?
4. Can you name some means of communication?

Answers:

1. Device
2. Application
3. Solar system
4. Post card, phone, TV, radio, newspaper, internet...

2. ACTIVITY 1: READING (7 mins)

a. Objectives:

- To improve reading for general and specific information

b. Content:

- Task 1: Read the notices. Tick the appropriate box(es).

c. Expected outcomes:

- Sts can tick the right answers.

d. Organisation

Task 1: Read the notices. Tick the appropriate box(es).

- Teacher gives Ss some time to read all the passages carefully, then asks them to do the exercise individually.
- Teacher asks SS to compare their answers with a partner before giving the answers.
- Teacher confirms the correct answers.

Answer key:

1. A
2. B
3. C
4. A
5. A, C

e. Assessment

- Teacher checks students' answers and gives feedback.

3. ACTIVITY 2: SPEAKING (7 mins)

a. Objectives:

- To talk about studying apps and devices freely and correctly.

b. Content:

- Task 2: Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner's answers to the class.

c. Expected outcomes:

- Students are able to use the learnt structures and vocabulary to talk about the given topic.

d. Organisation

Task 2: Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner's answers to the class.

- Have Ss work in pairs to ask and answer about a device or an app they use for studying. Ask them to report their partner's answers to the class.

Suggested answers:

Raz plus is an amazing app. It helps me study English more effectively. I use it almost everyday. I can read a lot of books in both fiction and non-fiction. It also helps me improve my pronunciation by listening and recording. But I need to buy its account so as to use it.

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

4. ACTIVITY 3: LISTENING (8 mins)

a. Objectives:

- To provide Ss with more practice on listening for specific information.

b. Content:

- Task 3: Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.

c. Expected outcomes:

- Students can listen for specific information to fill in the blanks.

d. Organisation

Task 3: Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.

- Teacher asks Ss to read all the sentences first, then try to guess the needed information to fill in the blanks.
- After that, teacher plays the recording for the first time. Ask Ss to listen and complete the sentences. Ask for their answers and write them on the board.
- Play the recording the second time for Ss to check their answers. Check Ss' answers.
- Play the recording the last time if necessary, stopping at different places where Ss get the wrong answers.

Answer key:

1. moons
2. rocky surfaces
3. objects
4. huge
5. rings

e. Assessment

- Teacher's observation and feedback.

5. ACTIVITY 4: WRITING (10 mins)

a. Objectives:

- To provide Ss with practice in writing a paragraph about a means of communication.

b. Content:

- Task 5: Write a paragraph (80 - 100 words) about your favourite means of communication.

c. Expected outcomes:

- Ss can write a paragraph using suggested questions as cues.

d. Organisation

Task 5: Write a paragraph (80 - 100 words) about your favourite means of communication. You may use the following questions as cues.

- Ask Ss to discuss and answer the questions in pairs. Then have them write their paragraphs individually.

- Ask two students to write their paragraph on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to give feedback at home.

Suggested answers:

My favourite means of communication is the mobile phone. I use it every day to talk with almost anyone, from my family members to friends. It is a very convenient way of communicating with people because it is small and portable. In addition, I can send them messages and even make video calls. If my phone is connected to the Internet, it will be much better. The reason is that I can send and receive emails through it or access various websites to update news and information. In the future, I will continue using my mobile phone to communicate.

e. Assessment

- Teacher's observation and feedback.

6. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

c. Feedback

.....
.....
.....