

* Date of teaching: 5/9/2024

* Week : 1

* Period : 1

Period 1 : **INTRODUCTION**

INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS

I. OBJECTIVES: By the end of the lesson students will be able to gain the following things:

1. Knowledge:

- To introduce new Tieng Anh 8 textbooks. Student's book and Workbook
- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

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

* Grammar : to be; present simple tense; verbs of liking, comparative of adv, indirect speech.....

2. Competence: Students will be able to know how to study English effectively and how to use new Tieng Anh 8 textbooks and know the methods to study new Tieng Anh 8 textbooks.

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

3. Qualities: To teach Ss the love of English; The awareness about importance of learning English. Developing self-study skills.

II. TEACHING AIDS:

- Teacher: Grade 8 text book, laptop, projector / TV/ pictures and cards.....
- Students : Text books, studying equipment....
- Computer connected to the Internet.
- Sach mem.vn

III. PROCEDURE:

1. WARM UP & INTRODUCTION (3'- 5')

Aims:

- To create a friendly and atmosphere in the class before the lesson;
- To give T and Ss a chance to introduce themselves;
- To lead into the unit

* **Content:** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.

* **Outcome:** Having a chance to speak English and focus on the topic of the lesson..

* **Organisation:** Teacher's instructions...

Teacher's & Student's activities

Content

+ Greeting + Chatting - Teacher (T) introduces himself/ herself - T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class... - Have Ss to introduce themselves. - T encourages Ss to talk in English as much as possible + Lead to the first unit of the new school year. - Write the unit title on the board and ask Ss guess what they are going to learn this unit ... - Ask Ss to open their book and introduce what they are going to study....	+ Greeting + Chatting. T_Ss - Students (Ss) listen and learn how to introduce themselves. - Introduce themselves (name; age; address; likes; dislikesfriends...) + Students (Ss) listen and learn how to do the tasks. - Answer the teacher's questions - Open their book and write .
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2. NEW LESSON (12'-15')

ACTIVITY 1+ 2: Aims: - To set the context for the introductory; - To introduce the topic of the unit, the vocabulary, and the grammar points to be learned. * Content: Some brief notes; Something about England, English . Introduce New Tieng Anh 8 * Outcome: Ss learn something about England, English; Learn how to use New Tieng Anh 8 * Organisation: Teacher's instructions....	
Teacher's & Student's activities	Content
1. T. asks sts some questions about England. - What do you know about England? - T. gives sts something about England and English. - It located in North-west coast of Europe with very mild weather not too hot but not too cold. - It consists of four parts: England, Wales, Scotland and Ireland. - It's official name is the UK - Each part has its own flag of UK. 2. English: - How many people speak English as their mother tongue? - How many people speak English as their first language? - How many people speak English as their second language or first foreign language? - Why do you learn English? - Is it important? Difficult? Useful? Interesting? => It's very important, useful, interesting. It is the means of communication to one another. 3/ New English 8 text book:	- T_Ss - Listen carefully and read aloud. - Fulfill teacher's requirements - Give the answers - Ss answer if possible - Listen carefully and read aloud. - Find out the words related to the topic. - There are many interesting things of England and you'll gradually know about them in the progress of learning English. 2/ Introduction: English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million

- How many units are there in English 8 text book?
- What are they about?

There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each...At the beginning of each unit, there are explicit learning objectives that clearly state the main language points and skills to be taught in the unit.

- Section 1 : GETTING STARTED.

It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.

- Section 2 : A CLOSER LOOK 1 .

This section presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress pattern of two-syllable words, three-syllable words, and rising and falling intonation for questions are also dealt with in the last units of the book. There are different exercises focusing on intensive practice of vocabulary and pronunciation.

- Section 3 : A CLOSER LOOK 2 .

This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is / are already introduced in Getting Started. The exercises are well illustrated to help students remember and use the grammar items effectively. The Remember! boxes appear wherever necessary to give the rules or explanations and help students avoid common errors.

- Section 4: COMMUNICATION.

This section is designed to help students use functional language in real life contexts and consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives and provides cultural information about Viet Nam and other countries.

Everyday English in this section gives students the skills to communicate effectively in various everyday situations...

people speak English as their second language or first foreign language. 4/5 of the world's computers use program in English. ¾ of all international correspondence is in English.

3/ English 8 has 12 Units.

- T_Ss

- Each unit has 7 lessons.

- Section 5 : SKILL 1 . READING AND SPEAKING.

Reading
This section aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable..

Speaking

This section aims to provide further practice to support students in their spoken English....

- Section 6 : SKILL 2: LISTENING AND WRITING.

Listening

The listening activity follows the oral practice in the Speaking section. It provides students with an opportunity to listen to the language that they have practised orally, and trains them to

	<p>listen for general and specific information.</p> <p>Writing</p> <p>This section focuses on developing students' writing skills. It normally involves one of the text types required for students' skill development.</p> <p>- Section 7: LOOKING BACK & PROJECT.</p> <p>Looking Back recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary.</p> <p>The Project activity helps students improve their ability to work independently and in a team. It extends their imagination in a field related to the unit topic.</p> <p><i>* English is not too difficult but it requires you hard working.</i></p> <ul style="list-style-type: none"> - Ss need learn by heart all vocabulary and their usage. - Review the lesson everyday. - Learn English everyday.
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3. PRACTICE (15')

ACTIVITY 3:

Aims: To help Ss understand the lesson. Class room language

* **Content:** Some brief notes; Something about England, English . Classroom language...

* **Outcome:** Ss learn something about England, English; Classroom languages...

* **Organisation:** Teacher's instructions....

Teacher's & Student's activities	Content
<p>3. How to learn English best?</p> <ul style="list-style-type: none"> - Tell us how you learn best? - Tell us how you can learn English best? <p>* Some useful classroom languages:</p> <ul style="list-style-type: none"> - Who is the monitor? 	<ul style="list-style-type: none"> - T_Ss - Listen carefully - Practice saying classroom languages.

<ul style="list-style-type: none"> - Who is absent today? - Who is on duty today? - May I go out? - May I come in?..... - How to improve your English : - Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. ... - Ss should work hard everyday to improve their English. “ Hard work is the key to success” 	<ul style="list-style-type: none"> - Work in groups; in pairs; present the projects....
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4. PRODUCTION/ FURTHER PRACTICE (8')

ACTIVITY 4:

Aims: To revise / teach classroom languages.

- * Content: Some brief notes; Something about England, English . Classroom languages...
- * Outcome: Ss know something about England, English; Classroom languages...
- * Organisation: Teacher's instructions.....

Teacher's & Student's activities	Content
<ul style="list-style-type: none"> - T_Ss - T gives some questions to introduce the class expressions. - Have Ss listen and repeat. - Teacher says “ go out, please” → Go out - Teacher says “No” → Don't go out - Call on some pairs to practice in front of the class. 	<ul style="list-style-type: none"> - The greetings : - Goodmorning - Good afternoon - Good morning - Good bye - We can say “ May I go out” - You can say “Stand up, please. - Listen, please - Read after me - Repeat please.....

5. WRAP-UP & HOME WORK (2')

- * Instruct/ guide students to do their homework.
- Prepare textbook, workbook, exercise book,

* HOME WORK

- Learn classroom languages.
- Prepare new lesson Unit one

* Date of teaching: 5/9/2024

* Week : 1

* Period : 2

Lesson 1: UNIT 1: LEISURE TIME

Lesson 1: Getting started – I’m keen on DIY (do-it-yourself).

I. Objectives

1.Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill*

Speaking: tell everyone about their leisure activities

- *Sub- skills:*

Reading: read for specific information about leisure activities

Listening: listen for specific information about leisure activities

Writing: outline some vocabulary and grammar items related to the topic

b. Language:

Vocabulary: name some vocabulary about *Leisure time*

Grammar: Use verbs of liking / disliking + gerunds

Verbs of liking / disliking + to-infinitives

to talk to their family and friends about their leisure activities

2. Competence

Students can tell everyone about their leisure activities and outline some vocabulary and grammar items related to the topic

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 8, ppt file, pictures of leisure activities

III. Procedure




Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	"LEISURE ACTIVITIES"
Procedure	Before Ss open their books, T asks Ss <u>what they like doing for pleasure in their free time</u> . Summarize Ss' answers and ask them what these activities are called. Elicit the word 'leisure activities. Write the unit title on the board – I'm keen on DIY. Let Ss open their books and start the lesson.
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: - Cooking, playing sports, collecting stamps, listening to music...

Activity 2: Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks.
Input	1. DIY (n) (do-it-yourself): hoạt động tự làm ra, sửa chữa hoặc trang trí đồ vật tại nhà 2. hang out (v): đi chơi 3. dollhouse (n): nhà búp bê 4. make paper flowers (v.phr): làm hoa giấy 5. knitting kit (n): bộ dụng cụ đan len 6. comedy(n): hài kịch 7. mental exercise(n): luyện trí óc 8. physical health(n): sức khỏe thể chất 9. keep in touch(v) giữ liên lạc 10. creativity(n): sự sáng tạo
Procedure	- follow steps of teaching new vocabulary - use "WHAT AND WHERE" to check vocabulary
Outcome	1. Ss have certain vocabulary for the listening and reading tasks. 2. ten new words

Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)

Goal	The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
Input	  
Procedure	Ask Ss to look at the pictures and answer the questions 1. What are they talking about? 2. What activities can you see in the small pictures? - Introduce the two characters: Tom and Trang. Explain that they are friends, and they meet each other by chance in a shopping mall. - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading.

	- Invite some pairs of Ss to read the conversation aloud.
Outcome	1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. 2. Expected answer: things they like doing in their free time. Go cycling, play sports, go to the cinema...

Activity 4 : Reading the dialogue(5 minutes)

Goal	The activity aims at helping Ss understand the conversation..
Input	<div> <div> 2 Read the conversation again and complete the sentences. </div> <div> 1. Trang is looking for a _____. 2. She likes doing DIY in her _____. 3. Tom loves spending his free time with _____. </div> <div> 4. Tom and his friends usually _____ together. 5. Tom, Mark, Trang, and Mai are going to see a comedy this _____. </div> </div>
Procedure	<ul style="list-style-type: none"> - First, ask Ss to read the sentences and fill in the blanks without reading the conversation again. - Elicit the answers from Ss. Quickly write these answers on the board. - Now have them read the conversation again to check their answers. - Allow them to share answers with a partner before discussing as a class. - Ask Ss for their answers again, referring to the answers that have been written on the board before. - Confirm the correct answers.
Outcome	1. Ss understand the conversation 2. Key: 1. knitting kit 2. leisure time 3. other people 4. hang out 5. Sunday

Activity 5 : Introducing vocabulary (5 minutes)

Goal	The activity aims at introducing some vocabulary items related to leisure activities.
Input	<div> 3 Work in pairs. Write the activities from the box under the correct pictures. </div>
Procedure	<ul style="list-style-type: none"> _ Ask Ss to name the activities shown in the pictures. - Have Ss work individually to write the word and phrases in the box under the pictures. Have them compare their answers with a partner. - Invite some Ss to go to the board and write their answers. - Confirm the correct answers. - Have Ss practise saying the word and phrases again
Outcome	1. Ss master some vocabulary items related to hobbies 2. – Key 1. messaging friends 2. cooking 3. playing sport 4. doing puzzles 5. doing DIY 6. surfing the net

Activity 6 : Guessing the leisure activities (5 minutes)

Goal	The activity aims at revising the leisure activities they have learnt in 3.
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Input	4 Work in pairs. Read the word and phrases, and guess which activities in 3 are described.
Procedure	<ul style="list-style-type: none"> – Have Ss work in pairs and read the key words and phrases given, then guess the leisure activities. – Ask for Ss' answers and confirm the correct ones. – For a more able class, have 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.
Outcome	1. doing puzzles 2. doing DIY 3. playing sport 4. messaging friends 5. surfing the net

Activity 7 : Practising using the vocabulary (5 minutes)

Goal	The activity aims at practising using the vocabulary items related to leisure activities.
Input	5 Work in groups. Ask one another the question below. Then report your friends' answers to the class.
Procedure	<ul style="list-style-type: none"> – Set time (3 – 5 minutes) for Ss to do this activity. – Have Ss work in groups to ask one another the question in the book. Invite some Ss to share the answers of their groups with the class - For a more able class, ask Ss to work in their groups again and brainstorm all the leisure activities they know. After three minutes, the group with the most answers wins, and they are invited to share their answers with the whole class.
Outcome	1. Ss use vocabulary items related to hobbies in speaking 2. Expected answer: - If I have some free time this weekend, I will play soccer with my friends - If I have some free time this weekend, I will

Wrap-up: (5 minutes)

– Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

– Ask Ss to say aloud some words they remember from the lesson.

– If there is a projector in the classroom, then T should show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the expressions about

likes and dislikes, verbs of liking / disliking + gerunds, verbs of liking / disliking + to-infinitives, and

the words with the sounds /ʊ/ and /u:/. Tells Ss that they will learn these language points in the

upcoming lessons.

* Date of teaching: 8/9/2024

* Week : 1

* Period : 3

Lesson 2 : UNIT 1: LEISURE TIME - A CLOSER LOOK 1 + LANGUAGE FOCUS 1,2

Timing: 1 period (45 minutes)

I. Objectives

1.Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill:*

Speaking: pronounce the sounds /ʊ/ and /u:/ correctly in sentences

- *Sub- skill:*

Listening: listen for the sounds /ʊ/ and /u:/

b. Language:

Vocabulary: name some expressions about likes and dislikes.

Grammar: use correct form of verbs after expressions about likes and dislikes

2. Competence

Students can pronounce the sounds /ʊ/ and /u:/correctly in sentences and tell everyone about their classmate's likes and dislikes

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities


II. Teaching aids (& materials)

Student book TA 7, p.p.t file, pictures of hobbies

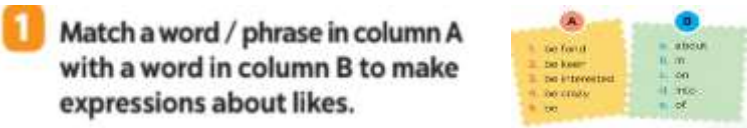
III. Procedure

Activity 1: Setting the scene (5 minutes)


Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
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Input	
Procedure	- Show some pictures of the hobbies Ss learnt in the previous lesson. Have some say the hobbies. Lead to this lesson which focuses on the activities
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: - 1. messaging friends 2. cooking 3. playing sport 4. doing puzzles 5. doing DIY 6. surfing the net

Activity 2 : Presenting some expressions about likes and dislikes (10 minutes)

Goal	The activity aims at presenting some expressions about likes and dislikes
Input	
Procedure	<ul style="list-style-type: none"> Have Ss read the words / phrases in column A and B and match them to make expressions about likes. Remind them that a word / phrase in column A can only go with one preposition in column B. Have Ss work in pairs to compare their answers before giving T the answers. Check and confirm the correct answers. Ask them to change the expressions they have got so that the expressions can be about dislikes. Elicit answers from Ss. Confirm that when we want to change the expressions into those about dislikes, we can put not after the forms of the verb be. Give them the example: is fond of, which is changed into is not fond of. Invite some Ss to do the same with other expressions. Ask Ss about the form of the verbs placed after these expressions. Tell them that the verbs need to be in -ing form. Give them one example: I'm fond of making paper flowers
Outcome	Key: 1. e 2. c 3. b 4. a 5. d

Activity 3 : Practising the expressions about likes and dislikes. (5 minutes)

Goal	The activity aims at helping Ss practise the expressions about likes and dislikes.
Input	
Procedure	- Have 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.

	<ul style="list-style-type: none"> – Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones. – Ask Ss to make sentences with some of the expressions they have learnt. Invite Ss to share their sentences. This activity can be carried out as a competitive game. Ask Ss to work in groups and make as many sentences as possible with the expressions about likes and dislikes. The group with the most sentences wins and will be asked to say their sentences aloud
Outcome	1. Key: 1. fond 2. interested 3. keen 4. into 5. about

Activity 4 : Practising more on likes and dislikes. (5 minutes)


Goal	The activity aims at giving Ss further practice with expressions about likes and dislikes.
Input	<div> <div>3 Complete the sentences about what you like or dislike doing. Use the word or phrases from the box or your own ideas.</div> <div> <p>Example: I'm interested in doing DIY.</p> <p>1. I'm crazy about _____.</p> <p>2. I'm keen on _____.</p> </div> <div> <div>cooking doing DIY surfing the net</div> <div>playing sport doing puzzles messaging friends</div> </div> </div>
Procedure	<ul style="list-style-type: none"> -Ask Ss to look at the example to make sure they understand what to do. – Have them complete the sentences about themselves, using the given word and phrases. – Invite Ss to share their sentences orally or in the written form. – The activity can be done another way: After Ss complete the sentences, ask them to work with a classmate to share their answers. Then invite Ss to share information with their classmates.
Outcome	1. Ss practise more on the verbs of likes and dislikes. 2. - Key 1. I am crazy about plying sport. 2. I am not keen on messaging friends....

Activity 5 : Pronouncing the sounds (5 minutes)

Goal	The activity aims at helping Ss identify how to pronounce the sounds /ʊ/ and /u:/ and practise pronouncing these sounds in words.
Input	<div> <div>Pronunciation</div> <div>/ʊ/ and /u:/</div> </div>
Procedure	<ul style="list-style-type: none"> -Have some Ss read out the words first. Click on the link “ https://www.youtube.com/watch?v=IWIWXYsrJo&list=PL8_ETpRL2xNZS5A2pZ5LE7Vbrk1jzDA6k&index=1&t=55s” to help students know how to pronounce these sounds correctly -Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary -Explain to Ss that these words have the sounds /ʊ/ and /u:/. Tell them the difference between the two sounds if needed. Tell Ss that /ʊ/ is a short vowel sound while /u:/ is a long vowel sound. -Ask Ss to work in pairs to practise saying the words and put the words into the correct columns. Check the answers with the class and confirm the correct ones - Invite some Ss to say some other words they know that include the two sound

Outcome	1. Ss can identify how to pronounce the sounds /ʊ/ and /u:/.	
	2. Expected answer: Key:	
	/ʊ/	/u:/
	cook, push, would, woman	group, June, school, move

Activity 6 : Pronouncing the sounds /ʊ/ and /u:/ (10 minutes)

Goal	The activity aims at helping Ss pronounce the sounds /ʊ/ and /u:/ correctly in sentences.		
Input	5 Listen and practise the sentences. Underline the bold words with /ʊ/, and circle the bold words with /u:/. 		
Procedure	<ul style="list-style-type: none"> - Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. Ask them to pay attention to the bold words and underline the bold words with /ʊ/ and circle the bold words with /u:/ - 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. 		
Outcome	1. Ss pronounce the sounds /ʊ/ and /u:/ correctly in sentences. 2. Key <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> 1. I'm <u>full</u>, but I can't stop eating this <u>food</u>. It's great. 2. Don't be a <u>fool</u>. You can't go there on <u>foot</u>. 3. Please <u>put</u> your phone away. It's a class <u>rule</u> not to use phones in class. </td><td style="vertical-align: top;"> 4. My bag is in this <u>room</u>, but I can't <u>pull</u> the door open. It's stuck. 5. My brother loves watching the <u>cartoon</u> about a clever <u>wolf</u>. </td></tr> </table>	1. I'm <u>full</u> , but I can't stop eating this <u>food</u> . It's great. 2. Don't be a <u>fool</u> . You can't go there on <u>foot</u> . 3. Please <u>put</u> your phone away. It's a class <u>rule</u> not to use phones in class.	4. My bag is in this <u>room</u> , but I can't <u>pull</u> the door open. It's stuck. 5. My brother loves watching the <u>cartoon</u> about a clever <u>wolf</u> .
1. I'm <u>full</u> , but I can't stop eating this <u>food</u> . It's great. 2. Don't be a <u>fool</u> . You can't go there on <u>foot</u> . 3. Please <u>put</u> your phone away. It's a class <u>rule</u> not to use phones in class.	4. My bag is in this <u>room</u> , but I can't <u>pull</u> the door open. It's stuck. 5. My brother loves watching the <u>cartoon</u> about a clever <u>wolf</u> .		

Wrap-up: (5 minutes)

- Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

- Ask ss to do Language focus 1 and 2 at home

LOOKING BACK

Vocabulary

1 Complete the sentences with appropriate leisure activities.

2 Write complete sentences from the given cues.

DUYỆT CỦA TỔ TRƯỞNG



Phạm Thị Tuyết Hoa

NGƯỜI SOẠN



Đỗ Thị Thu Hằng