

* Date of teaching: 22/10/2024

* Week : 8

* Period : 22

Lesson 7: UNIT3: PROJECT

Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

Speaking: talk about their school club

b. Language:

Vocabulary: Use words related to teen school clubs, teens' use of social media, and teen stress and pressure to do exercises.

Grammar:

- Repeat and distinguish the structures of simple sentences and compound sentences
- Memorise the uses of some conjunctions

2. Competence

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

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

III. Procedure

Project presentation (40 minutes)

Goal	The activity aims at presenting a project
Input	

	<div> <div>1 Think about a club you would like to have at your school. Brainstorm details about the club by answering these questions.</div> <div>2 Create a poster about the club.</div> <div>3 Present your poster to the class.</div> </div> <ul style="list-style-type: none"> - What club is it? - What specific activities will the club have? - How often will the club meet? When? - What will you contribute to the club?
Procedure	<p>Script 1</p> <ul style="list-style-type: none"> - Organise an interview in the class and present the project - Remember to have the ‘show and tell’ session and vote for the best performance. <p>-(If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class.)</p> <p>Script 2</p> <ul style="list-style-type: none"> - Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. - Remember to have the ‘show and tell’ session and vote for the best performance.
Outcome	<p>Suggested answer(Script 1)</p> <ol style="list-style-type: none"> 1. It’s a chess club. 2. We will play chess and learn advanced lesson about playing chess. Also, you can make new friends. 3. We will meet on Wednesday, from 2.00 – 4.00 in the afternoon. 4. I will invite my friends to play chess there. I think I can win the prize for the club. <p>Suggested answer(Script 2)</p> <p>Hello everyone, today I will introduce about the school chess club. At chess club, you can play chess as well as learning intensive lesson about playing chess. We will learn and discuss together about the move in playing chess. Also, you can make a lot of new friends there. We will meet on Wednesday, from 2 to 4 in the afternoon at the school library. We don’t have classes at that time so it really suits you. For more information, you can contact Ms. Phuong, the librarian. Her phone number is 0084 235698.</p>

Wrap-up: (5 minutes)

- Ask Ss to summarize what they have learnt in the lesson.
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.
- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.

* Date of teaching: 22/10/2024

* Week : 8

* Period : 23

TEACHING PLAN
Lesson 1: REVIEW 1 – LANGUAGE (Unit 1-2-3)
Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

- Sub- skills:

+ Speaking: practice saying the sounds /ʊ/ & /u/, /ə/ & /i/, /ʊə/ & /ɔɪ/

b. Language:

Vocabulary: revise vocabulary unit 1, 2, 3

Grammar: - revise the use of connectors that connect independent clauses

- the verbs liking/disliking + gerunds and comparative adverbs

2. Competence

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

3. Attitude

Students can develop self-study skills and know the importance of revision and need to study harder.

II. Teaching aids (& materials)

- Grade 8 textbook, Review 1 – Language.




- Computer connected to the Internet

- Projector / TV

- ppt file,

III. Procedure

Activity 1: Warming-up (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new lesson
Input	<p>* Brainstorming:</p> <div style="display: flex; justify-content: space-around;"></div>
	<ul style="list-style-type: none">- Teacher shows 3 pictures (about Unit 1-2-3) and asks students to find a keyword for each picture.- Students work individually, look at the pictures and guess the topic.- Students raise hands to answer.- Teacher and students discuss the answers.- Teacher checks the answers as a class.
Outcome	Answer key: 1. Life in the countryside 2. Teenagers 3. Leisure time

Activity 2: Pronunciation (7 minutes)

Goal	The activity aims at helping students revise the sounds /ʊ/ & /u/, /ə/ & /i/, /ʊə/ & /ɔɪ/
Input	

1

Circle the word whose underlined part is pronounced differently from the others.

1. A. good B. cool C. foot D. cook
2. A. June B. rude C. truth D. put
3. A. village B. buffalo C. cottage D. shortage
4. A. ensure B. insure C. picture D. surely
5. A. avoid B. doing C. choice D. join

Procedure	<ul style="list-style-type: none"> - 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 their pronunciation 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.
Outcome	Answer key: 1.B 2.D 3.B 4.C 5.B

Activity 3 : Vocabulary (5 minutes)

Goal	The activity aims at reviewing new vocabulary learnt in Units 1-3
Input	<p>2 Circle the correct answer A, B, or C to complete each sentence.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1. Mi is _____ gardening in her free time. A. in B. into C. to</p> <p>2. Mai is interested _____ building websites for her friends. A. of B. with C. in</p> </div> <div style="width: 45%;"> <p>3. Minh is not fond of _____ puzzles because he thinks it takes a lot of time. A. making B. doing C. building</p> <p>4. I'm not keen on _____ our class photos to the forum. A. uploading B. surfing C. messaging</p> <p>5. While I was _____ some websites, I saw an advertisement about a resort. A. creating B. browsing C. uploading</p> </div> </div>
Procedure	<ul style="list-style-type: none"> - Have Ss work individually. - Then ask some Ss to read out their answers. - Confirm the correct answers. - Correct Ss' pronunciation If necessary.
Outcome	Answer key: 1.B 2.C 3.B 4.A 5.B

Activity 4 : Vocabulary (8 minutes)

Goal	The activity aims at providing Ss with more practice on the use of some keywords
Input	<p>3 Complete the sentences with the words from the box.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1. People in my village are very _____ to all visitors.</p> <p>2. Parents in our village don't put much _____ on their children to do well at school.</p> <p>3. In my school, we can _____ on study and play, and do not have to worry about bullies.</p> </div> <div style="width: 45%;"> <p>4. The best _____ player in our chess club will not be able to join the competition.</p> <p>5. If a boy uses his strength to frighten weaker peers, he is a _____.</p> </div> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> bully trained hospitable pressure focus </div>
Procedure	<ul style="list-style-type: none"> - 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. - Check the answers as a class. - Ask Ss to show the keyword(s) in each sentence which help(s) them do the task.
Outcome	Answer key: 1. hospitable 2. pressure 3. focus 4. trained 5. bully

Activity 5 : Grammar (8 minutes)

Goal	The activity aims at helping Ss revise the use of the verbs liking/disliking + gerunds and comparative adverbs
Input	<p>4 Choose the correct answer A, B, or C.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>1. Mai dislikes _____ her pictures to Facebook. She prefers not to show them to others. A. to upload B. uploading C. upload</p> <p>2. We enjoy _____ photos of different types of scenery, so we took a camera with us. A. taking B. to take C. take</p> </div> <div style="width: 45%;"> <p>3. She did the puzzles _____ than I did, so I won the competition. A. slowly B. slower C. more slowly</p> <p>4. Tom worked _____ than Mi; therefore, he got better results in the exams. A. hardly B. harder C. more hard</p> <p>5. Now they all chat with each other _____ than before because they have smartphones. A. more frequently B. frequent C. frequently</p> </div> </div>

Procedure	<ul style="list-style-type: none"> - 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.
Outcome	Answer key: 1.B 2.A 3.C 4.B 5.A

Activity 6 : Grammar (8 minutes)

Goal	The activity aims at providing Ss with more practice on the use of connectors that connect independent clauses to make compound sentences: so, but, and, otherwise, therefore.
Input	<p>5 Underline the correct bold word in each sentence.</p> <div> <p>1. Minh is interested in painting, so / but yesterday he decided to join the arts and crafts club.</p> <p>2. Life in the city seems to be more comfortable, otherwise / but I prefer life in the countryside.</p> <p>3. She tries to focus more on her studies; therefore / otherwise, she won't pass her exams.</p> <p>4. During harvest time, farmers have to get up earlier, and / so they have to work harder.</p> <p>5. Parents now have higher expectations of their children; therefore / so, children are under more pressure than before.</p> </div>
Procedure	<ul style="list-style-type: none"> - 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 each sentence 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.
Outcome	Answer key: 1.so 2.but 3.otherwise 4.and 5.therefore

Wrap-up: (4 minutes)

- Ask Ss to say some vocabulary and what grammar points they remember from unit 1 to unit 3 aloud.
- Ask one or two Ss to say some connectors that connect independent clauses aloud .
- Prepare for Review 1 – Skills.

* Date of teaching: 25/10/2024

* Week : 8

* Period : 24

TEACHING PLAN

Lesson 2: REVIEW 1 – SKILLS (Unit 1-2-3)

Timing: 1 period (45 minutes)

I. Objectives

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

a. Skills:

- Main skill : reading for specific information.
- Sub- skills:
 - + Speaking: speak about the topic related to stress and pressure.
 - + Listening: listen about the topic related to living in the city and countryside.
 - + Writing: write a paragraph about the topic related to leisure activities

b. Language:

Vocabulary: revise vocabulary unit 1,2,3

Grammar : revise verbs of liking

2. Competence:

Students can do tasks include: reading, speaking, listening and writing tasks related to unit 1,2,3

3. Attitude:


Students will be able to use scanning in reading, reporting in speaking, comprehensive listening and writing a paragraph to talk about their family member's leisure time.

II. Teaching aids (& materials)

Student book TA 8, power point file, smart Tv.

III. Procedure

Activity 1: Warm-up (5 minutes)

Goal	The activity aims at helping Ss review interest and lead them into the lesson.
Input	
Procedure	<ul style="list-style-type: none">- Shows 3 pictures (about Unit 1-2-3) and asks students to find a keyword for each picture.- Asks Students some questions "1. What can cause teens' stress?" "2. List some common activities that people do in free time" 3. What do you think about life in the city/ countryside?- Asks students work individually, look at the pictures and guess the topic.- Checks the answers as a class.
Outcome	<p>Expected answer:</p> <p>1. Academic Pressure, Time Management, Peer Competition, Parental Expectations, Test Anxiety, Transition Periods, Financial Concerns, Social Pressures, Lack of Support, Personal Expectations....</p> <p>2. Listening to Music, Watching Movies and TV Shows, Playing Video Games, Reading, Sports and Physical Activities, Creative Hobbies, Hanging Out with Friends, Participating in Clubs and Organizations</p> <p>Volunteering, Cooking or Baking, Exploring Nature, Learning New Skills, DIY and</p>

	<p>Crafts, Attending Events</p> <p>3. - I believe that living <u>in the countryside</u> has both its advantages and disadvantages. On the positive side, it offers a closer connection with nature. The peaceful surroundings, fresh air, and open spaces can be quite refreshing. However, there might be challenges related to accessibility to services and social activities. Living far from urban centers could sometimes lead to a sense of isolation.</p> <p>- In my opinion, living in the city has its own set of advantages and drawbacks. On the positive side, cities offer convenience and a wide range of opportunities. Like educational institutions, and job prospects and so on. However, cities can be noisy and overcrowded, which might lead to stress and a fast-paced lifestyle.</p>
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Activity 2: Reading. (7 minutes)

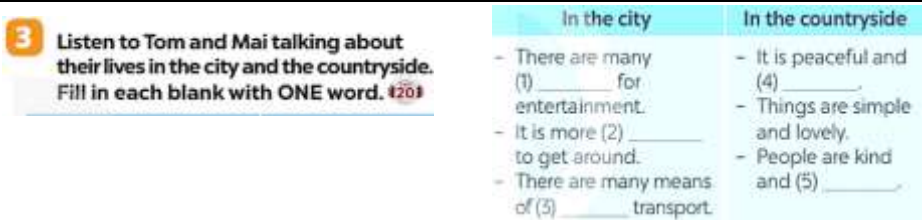
Goal	The activity aims at providing Ss with practice in reading for main ideas and specific information.
Input	<p>Reading</p> <p>1 Read the passage and choose the correct answer A, B, or C.</p> <p>1. The passage is about _____. A. the causes of stress B. strategies to deal with stress C. the dangers of stress</p> <p>2. How many hours of sleep a day do teens need? A. 6 to 8. B. 7 to 9. C. 8 to 10.</p> <p>3. How much time should teens spend on daily exercise? A. At least an hour. B. Exactly 60 minutes. C. No more than 60 minutes.</p> <p>4. Teens may talk about their problems to _____. A. a friend in their class B. a young person they like C. someone they trust</p> <p>5. Teens can feel better when they _____. A. are at home with their parents B. get closer to nature C. write to a friend</p>
Procedure	<ul style="list-style-type: none"> - 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.
Outcome	Answer Key: 1. B 2. C 3. A 4. C 5. B

Activity 3: Speaking (10 minutes)

Goal	The activity aims at providing Ss with an opportunity to talk about the pressure they may face in life and how to deal with it.								
Input	<p>Speaking</p> <p>2 Work in pairs. Interview each other, using the questions below. Take notes of the answers and then report the results to the class.</p> <table border="1"> <thead> <tr> <th>Questions</th><th>Answers</th></tr> </thead> <tbody> <tr> <td>1. What pressure do you have?</td><td></td></tr> <tr> <td>2. What happens to you when you feel stressed?</td><td></td></tr> <tr> <td>3. How do you deal with your stress?</td><td></td></tr> </tbody> </table>	Questions	Answers	1. What pressure do you have?		2. What happens to you when you feel stressed?		3. How do you deal with your stress?	
Questions	Answers								
1. What pressure do you have?									
2. What happens to you when you feel stressed?									
3. How do you deal with your stress?									
Procedure	<ul style="list-style-type: none"> - Have Ss work in pairs. - Ask Ss to make notes for the three questions. - Allow Ss some time to interview each other and take notes of their partners' answers. - Call on some pairs to report their answers to the class. Each pair answers one question to allow opportunities for other pairs. - Listen and comment, especially on the explanations. 								
Outcome	1. In my daily life, I do experience certain pressures. Test Anxiety is the most								

	<p>serious one. Fear of exams and the pressure to perform well is my most problems.</p> <p>- Bullying and Peer Conflict: create emotional pressure and affect overall well-being.</p> <p>- Parental Expectations: High expectations from parents can put students under pressure.</p> <p>2. When I experience stress, several things tend to happen to me. My heart rate increasing is the first thing that I notice. I might feel tense in my muscles. Sometimes, I even get headaches due to the stress. Additionally, I become more irritable and anxious, so I find it harder to stay calm even small things happen.</p> <p>3. When I encounter stress, I have developed a few strategies to manage it effectively. Firstly, I find that engaging in regular exercise, such as jogging or yoga, helps me release tension. Secondly, I like to turn to creative activities like painting or playing a musical instrument. These hobbies allow me to redirect my focus and unwind. Finally, I practise taking deep breath and it is very effective in reducing anxiety.</p>
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Activity 4: Listening (10 minutes)

Goal	The activity aims at giving Ss practise listening for specific information.
Input	<div>  </div>
Procedure	<ul style="list-style-type: none"> - 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.
Outcome	<p>Answer key: 1. places 2. Convenient 3. Public 4. Spacious 5. hospitable</p> <p>Audio script – Track 20: Mai: How's life in the city, Tom? Tom: It's quite convenient. There are places for entertainment like cinemas, theatres, and amusement parks. There are also good schools and universities. Mai: Sounds great! I guess it is very convenient to get around in big cities. Tom: Right. There are various means of public transport like buses, trams, and undergrounds. Mai: So, I don't think you would like living here in the countryside! Tom: Why not? It's peaceful and spacious. I love nature, green fields, and orchards. I also like riding a bike to school like the children here do. Mai: Yes, things here are simple and lovely. The people in my village are kind and hospitable. Tom: Yes, I have noticed that, Mai.</p>

Activity 5: Writing (10 minutes)

Goal	The activity aims at providing Ss with practice in writing a paragraph about leisure activities that a member of their family does.
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Input	<p>Writing</p> <p>4 Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You may use the following questions as cues.</p> <ol style="list-style-type: none"> 1. What does he / she like doing in his / her free time? 2. Who does he / she like doing these with? 3. Why does he / she like doing these?
Procedure	<ul style="list-style-type: none"> - 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.
Outcome	<p><i>Suggested answers:</i></p> <p>In my father's free time, he likes watching television, especially watching sports programmes. He rarely misses any football match or tennis match. He often asks me to watch tennis and football with him. He likes watching sports on television because he really likes sports, and he also likes following his favourite sports players. He also feels relaxed when lying on the sofa watching television. Moreover, he also watches other television programmes to update himself.</p>

Wrap-up: (3 minutes)

- Ask Ss to talk about what they have practiced in the lesson.
- Prepare for the mid-term test.

DUYỆT CỦA TỔ TRƯỞNG



Phạm Thị Tuyết Hoa

NGƯỜI SOẠN



Đỗ Thị Thu Hằng