

GIÁO ÁN MÔN TIẾNG ANH 8 – THCS ĐÔNG QUANG

Teaching date:

Period:76

REVIEW 3- LANGUAGE

I./ Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- Recycle the language from the previous sections and links with the topics.
- Practice doing some exercises to consolidate and apply what they have learnt in Unit 7- 9

2. Qualities:

Skills: Speaking, listening, reading, writing.

Attitude:

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./ PREPARATION:

1.Teacher: book, planning, picture, laptop, projector

2.Students: books, notebooks

III./ TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practicing, discussion group, technical present....

IV./PROCEDURE

Teacher's and students' activities	Content
ACTIVITY 1: WARM-UP (5')	
<u>Aims:</u> review unit 7-9. <u>Contents:</u> - Conditional sentences type 1 - Present Tenses, Past Perfect tense - passive voice - ask sts some old vocabulary <u>Products:</u> - game - grammar <u>Organization:</u> The aim of this review the language Ss have learnt and the skills they have practiced in Units 7, 8 and 9. T may ask Ss what they have learnt so far in terms of language and skills. Summarise their answers	

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and add some more information if necessary. Encourage Ss to recall and speak out as much as possible.	
ACTIVITY 2 : KNOWLEDGE FORMATION (20’)	
Aims: improve skills of working individually and doing teamwork Contents: - old vocabulary - Practices Products: Key to Pronunciation and vocabulary Organization: Pronunciation: 1. Activity 1 P36 Review the rules of stress in words ending in –ic, -al, -ee, -ese, and –graphy with Ss as a class. Have Ss then mark the stress independently. Play the recording. Ss listen and correct their answers. Confirm their answers. Ss listen again and repeat, in chorus and individually. 2 . Activity 2 P36 Ask Ss to read the sentences and decide what kind of word is needed for each sentence (a noun? a verb? an adjective? ...). Elicit their answers. Let Ss do the exercise independently. Ss can then share their answers with a partner. Check and write the answers on the board. 3. Activity 3 P36 Ask Ss to do this exercise individually. Check Ss’ answers and write the correct ones on the board.	A. Pronunciation: * Activity 1 Key: Nepa’lese ath’letic eco’nomic ge’ography ‘musical tech’nology bi’ology ‘physical pho’tography refe’rece Japa’nese exami’nee Key: 1. predict 2. iconic 3. Natural 4. culture 5. flooded 6. Polluted Key: 1. c 2. a 3. f 4. a 5. c 6. e
ACTIVITY 3: PRACTICE (15’)	
Aims: improve skills of working individually and doing teamwork Contents: - old grammar - Practices	

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<u>Products:</u> - Key to grammar <u>Organization:</u> 4. Activity 4 P36 This exercise revises the use of present tenses, conditionals, and passive voice. Have a brief revision if necessary. Then have Ss do it individually. Ss change their answers and discuss if there is any difference in their answers. Check and explain each answer. 5. Activity 5 P36 Have Ss read and decide which type of conditional is used in each sentence. Elicit their answers. Then let Ss do this exercise independently. Check and write the correct answers on the board. 6. Activity 6 P36 Ask Ss to look at the subjects and the verbs to decide if an active or a passive is needed. Have them do the exercise in pairs. Check and write the correct on the board. <u>Everyday English</u> 7. Activity 7 P36 Ss do the task individually. Then they practice in pairs. After checking their answers, ask one or two pairs to act out the dialogues.	Key: 1. A 2. B 3. C 4. A 5. C 6. B Key: 1. get; will grow 2. was/were; would not have to work 3. could choose; would go 4. don't act; will lose 5. was/were; would be 6. used; would be Key: 1. have been sent 2. organized 3. is made up 4. is caused 5. was chosen 6. have replaced Key: 1.b 2.e 3.a 4.c 5.d
<u>ACTIVITY 4: PRODUCTION (5')</u>	
<u>Aims:</u> - ask questions for information with the correct intonation <u>Contents:</u> - old vocabulary - Practices - Worksheet <u>Products:</u>	

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- Ask and answer about some grammar and vocabulary they have learnt. <u>Organization:</u> - Teacher gets students to retell what they have learnt. <u>Homework:</u> - ? Do Test yourself 3 (1,2,3,4) P25- 26 ? Prepare: Review 3: Lesson 2: Skills	
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REVIEW 3 (UNITS 7 - 8- 9)

LESSON 2: SKILLS

I./. Objectives

1. Knowledge: By the end of the lesson, ss will be able to:

- + Revise the language Ss they have practised in Units 7 - 8. - 9
- + Practice doing some exercises in Skills

2. Qualities:

Skills: Speaking, listening, reading, writing.

Attitude: - Positive about natural disasters.

- Students know how to learn English in right way.

3. Competence: Communication, self-learning capability, creative capacity, ability to use of language.....

II./. PREPARATION:

1. Teacher: book, planning, picture, laptop, projector

2. Students: books, notebooks

III./. TEACHING METHODS: Communicative approach, group Ss and T's activities, play as a character, teaching methods with game, teaching methods by visual, teaching methods by practising, discussion group, technical present....

IV./.PROCEDURE

Teacher's and students' activities	Content
ACTIVITY 1: WARM-UP (5')	
<u>Aims:</u> review old grammar and vocabulary <u>Contents:</u> - review all grammar, 4 skills - ask sts some old vocabulary <u>Products:</u> - grammar <u>Organization:</u> * Chatting	- work individually

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? Talk about one of the natural disasters you know.	
ACTIVITY 2 : KNOWLEDGE FORMATION (20')	
<u>Aims:</u> improve skills of working individually and doing teamwork <u>Contents:</u> - old vocabulary - Practices <u>Products:</u> Key to reading, speaking <u>Organization:</u> <i>Activity 1 P37</i> Ss read the text the questions independently. Ss compare their answers with a partner before giving them to T. Have Ss explain where they got the answers from in the passage. <u>2.2. Speaking- 10' Activity 2 P37</u> The focus of this speaking exercise is on fluency. Let Ss work in pairs to choose their topic and think about their questions and answers. Remind them to use expressions they have learnt from the conversations in GETTING STARTED to respond in a natural way to what they hear. They then practice between themselves. Ss in pairs act out their conversations in front of the class.	Key: 1. B 2. D 3. A 4. B 5. C Example: - My dad likes to play chess with his neighbours. - My mum likes making special food and cakes for us. She hates sitting around.
ACTIVITY 3: PRACTICE (15')	
<u>Aims:</u> improve skills of working individually and doing teamwork <u>Contents:</u> - old vocabulary and grammar - Practices <u>Products:</u> - Key to writing and listening <u>Organization:</u> <u>2.3. Listening - 10' Activity 3 P37</u> Ask Ss to read the questions carefully first. T then plays the recording. Ss listen and decide if the statements are true or false. Write Ss' answers on the board. Don't confirm their answers at this stage. Have Ss listen again and check their own answers. Correct their answers. <u>2.4. Writing - 7' Activity 4P37</u> - First, have Ss read the schedule of the Fight Pollution Day to understand the context. They then choose the activity they would like their friend to participate in and write to him/her to introduce it. Remind Ss that they can use the present	Key: 1. T 2. T 3. F 4. F 5. F 6. T Sample writing: <i>The event takes place on Saturday, 4 April.</i> <i>The event starts at 8:30 and finishes at 12:00.</i> <i>We pick up trash and sort it for recycling.</i>

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simple to talk about practical aspects of an event in the future. For example: T can call on a student to write his/her letter on the board. Other Ss and T comment on it. Ss then refer back to their own work and see if they want to make any changes. Collect some work to correct at home.	
<u>ACTIVITY 4: PRODUCTION (5')</u>	
<u>Aims:</u> - ask questions for information with the correct intonation <u>Contents:</u> - old vocabulary- Practices - Worksheet <u>Products:</u> - Ask and answer about some grammar and vocabulary they have learnt. <u>Organization:</u> ? Sum up the main content of the lesson. <u>Homework:</u> ? Do Test yourself 3 (5->8 P26-27) ? Review for the test	

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THE MID - SECOND TERM TEST

A. Objectives

1. Knowledge:

- To check ss' understanding of vocabulary, grammar and skills from unit 7,8, 9.
- After the test, ss will be able to estimate how much knowledge they have got through the three units above.

2. Competence: Recall and master the skills systematically.

3. Behavior: Having serious attitude while doing the test.

B. Teaching aids:

1. Teacher: Loud speakers, paper tests.

2. Students: pens.

C. Matrix:

Topics	Knowing	Understanding	Application	Total
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					Low		High		
	TNKQ	TL	TNKQ	TL	TNKQ	TL	TNKQ	TL	
A. Listening	- Listen and Fill each of the gaps		- Listen and Decide if the statements are true (T) or false (F)						
Số câu hỏi	5		5						10
Số điểm	1		1						2
B. Pronunciation Stress, Vocabulary, Grammar	Phân biệt : a /ə/ - a / æ/ Phân biệt :u /e/ u /ʌ/		Trọng âm từ có đuôi:-ic/ - logy/ - graphy rơi vào âm tiết trước nó - ee/ - oo / rơi vào chính nó						
	Choose the best answer to complete each following sentence.								
	Word form, present tenses, passive voice, conditional sentences, the past perfect		Language cause, effect, ..						
Số câu hỏi	8		8						16
Số điểm	2		2						4
C. Reading	1. Read a passage and choose the best answer								
Số câu hỏi			4						4
Số điểm			1						1
	2. Read the passage and fill in the blanks with the given words.								
Số câu hỏi						4			4
Số điểm						1			1
D. Writing	1. Rewrite the sentences								
Số câu hỏi				4					4
Số điểm				1					1
	2. Write a paragraph about your favorite leisure activities.								
số câu								2	2

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số điểm							1	1
TS câu hỏi	13	21	4	2	40			
TS điểm	3 pts	5 pts	1 pt	1pt	10 pts			
Tỉ lệ %	30%	50%	15%	15%				

D. Procedures:

- T distribute paper test to Ss and asks Ss to do the test seriously.

ĐỀ KIỂM TRA GIỮA HK2 - ANH 8

I. LISTENING: 2pts

1. Listen to a conversation about Canada. Fill each of the gaps with no more than TWO words. You will listen TWICE.

CANADA

Number of provinces: (1)_____

Capital city: (2)_____

Canada has (3)_____ president

Population: (4) > _____

Canada Day: (5)_____

2. Listen to a conversation between two friends. Decide if the statements are true (T) or false (F). Circle T or F. You will listen TWICE.

6. Mike wants to go to Canada for holiday. T F

7. Toronto is a multi-cultural city. T F

8. Mike has been to all three cities. T F

9. Toronto people are slow paced. T F

10. Montreal has a light French-Canadian influence. T F

II. PHONETICS: 1pt

Choose the word whose underlined part differs from the other three in pronunciation in each of the following questions.

11. A. affect B. cholera C. aquatic D. dramatic

12. A. bury B. erupt C. country D. puzzle

Choose the word that differs from the other three in the position of primary stress in each of the following questions

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13. A. Chinese B. coffee C. trainee D. trustee
14. A. geography B. apology C. employee D. artistic

III. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION: 3pts

Choose the correct answer to complete the following sentences.

15. If the air wasn't dirty, I _____ so much.
A. wouldn't sneeze B. sneeze C. would sneeze D. to sneeze
16. If people travel to work by bus, there _____ fewer car fumes.
A. is B. are C. will be D. won't be
17. It can't be denied that English has become an _____ language of the world.
A. national B. international C. cultural D. multicultural
18. The train _____ the railway station at 8:00 a.m. every morning.
A. leave B. leaving C. will leave D. leaves
19. Since 1965, the maple tree with red leaves _____ the most well-known Canadian symbol.
A. has become B. become C. became D. becoming
20. This is one of the worst volcanic _____ in this year.
A. eruption B. erupt C. erupting D. eruptive
21. The roof of the building _____ in a storm a few days ago.
A. damaged B. was damaged C. has damaged D. has been damaged
22. In some English speaking countries, turkey is _____ food at Christmas.
A. national B. historical C. traditional D. possible
23. If the factory _____ dumping poison into the lake, all the aquatic animals will die.
A. continues B. continued C. will continue D. continue
24. When the policeman came to the scene, the driver of the car _____.
A. have left B. had left C. leaves D. was left

Give the correct form of the words given to complete the sentences.

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25. Thunderstorms can be _____ while tornadoes, and lightning can be life threatening. (destroy)

26. The tents will be used for medical camps and temporary _____ after the earthquake in Nepal. (accommodate)

IV. READING: 2ps

Choose the item among A, B, C or D that best answer the question about the passage.

Scotland: The Land of Legends

If we travel all over Scotland, we can see that it consists of three main parts: Lowlands, Uplands and Highlands with their Grampian Mountains, where the tallest mountain peak, Ben Nevis, is located.

You are sure to enjoy the beauty of the Scottish varied landscape: the hills covered with purple heather, its beautiful lakes (here they are called lochs), its green and narrow valleys.

The biggest and the most beautiful lake in Scotland is Loch Lomond, but the most famous one is Loch Ness with its mysterious monster Nessie. Nessie sometimes appears to scare the tourist but only in fine weather!

But what can be more curious and attractive for tourist than a man in the kilt, playing the bagpipes? The Celts of Scotland made the chequered pattern of tartan - the national dress of the country. The earliest Scots formed themselves into clans (family groups) and the tartan became a symbol of the sense of kinship. There are about 300 different clans in Scotland, and each has its own colour and pattern of tartan together with the motto.

Scotland is a land of many famous people: writer and poets, scientist and philosophers, such as Robert Burns, Arthur Conan Doyle, Alexander Graham Bell, or Alexander Fleming.

27. The tallest mountain peak, Ben Nevis, is located in_____.

A. Lowlands B. Uplands C. Highlands D. England

28. Scotland has beautiful landscape with all of the following except_____.

A. the hills B. the lakes C. the valleys D. the beaches

29. All of the following are true about Loch Ness **except**_____.

A. it is the most famous lake in Scotland

B. it is the biggest and the most beautiful lake in Scotland

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C. its mysterious monster Nessie makes the lake famous

D. Nessie sometimes appears to scare the tourists

30. The word "kinship" in paragraph 4 is closest in meaning to_____.

A. the family group and its symbol
tartan

B. the own colour and pattern of

C. the relationship between clan members

D. the national dress of the country

Read the passage and fill in the blanks with the given words.

environment	diseases	pollution	emission
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If you wander on the streets of Ha Noi, the capital of Viet Nam, you may be surprised that most people are wearing masks, hiding their faces. This is because of serious air (31). _____ in this city. Between March 1 and 4, 2016, the air quality index of Ha Noi, as measured by the US Embassy in Ha Noi was over 350. At this level, air pollution can cause lots of respiratory (32). _____, especially to children and the elderly. The major cause of air pollution in Ha Noi is traffic. Due to the increasing number of motorcycles and cars in the last decade, the (33). _____ of chemical exhausts has been on a constant rise. Another reason is urban construction, including road upgrading projects and residential buildings. People have to live with the dust and dirt throughout the city. Environmental experts have warned that if the city continues to develop its economy with little regard to the (34)._____, the consequence will be tragic.

V. WRITING: 2ps

Rewrite the following sentences, using the suggested words:

35. People get more diseases. The water is contaminated.

=> If.....

36. My father had watered all the plants in the garden by the time my mother came home.

=> Before

37. The students have discussed the pollution problems since last week.

=> The pollution problems.....

38. I'll call the police if you don't leave me alone

=> Unless.....

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Complete each of the following sentences using the cues given. You can change the cues and use other words in addition to the cues to complete the sentences.

39. Noise pollution/ big cities/ lead/ hearing/ problems.

40. Lots/ aquatic animals/ die/ because/ oil spills.

THE END



Teaching date:

Period 79 SPEAKING TEST

A. Objectives

1. Knowledge:

- To check ss' understanding of vocabulary, grammar and skills from unit 1 to unit 3.
- After the test, ss will be able to estimate how much knowledge they have got through the three units above.

2. Competence: Recall and master the skills systematically.

3. Behavior: Having serious attitude while doing the test.

B. Teaching aids:

1. Teacher: Loud speakers, paper tests.

2. Students: pens.

Part A: Personal Information

Talk a little bit about yourself. (Học sinh tự nói ít nhất 4 câu về bản thân mình)

- Name / middle name / family name.
- Age./ Job./ Class / grade./ School/Home address.

Ví dụ một số câu hỏi cơ bản dưới đây:

1. What's your full name?
2. Which class are you in?
3. Where do you live?
4. What do you do in your free time?
5. What do you think about the environmental problems now?
6. Have you ever visited any English - speaking countries?
7. Do you usually use mobile phone?
8. What will happen if you spend much time using mobile phone?
9. What should you do to protect environment?
10. What appliances might you have in your future house?

TOPIC 1 : POLLUTION

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Talking about causes and effect of water pollution as well as solutions to this problem.

There are many causes that lead to water pollution in Viet Nam. One of the main causes is waste water coming from many factories and then being directly pulled out into the rivers, lakes or seas without any treatment because this is the most convenient way of dumping waste water. Industrial waste consists of some kind of chemical substance which is harmful for our life.

.....

Topic 2: How to protect the environment?

.....

Topic 3: Talk about a natural disaster

Typhoon is one of the natural phenomenon. The scientists can predict when it happens. However, it sometimes happens suddenly so preparing well before the typhoon comes is very necessary and practical. For me the things we need to do before typhoon comes are.

Firstly, we should buy some canned food and some candles and matches because when typhoon comes the market will be closed and no food will be available and there may be a power cut.

.....

Topic 4: How to reduce pollution at your school?

There are many ways of protecting the environment at your school

.....

Firstly, we should reduce and reuse the bottles, cans and plastic bags because they are hard to dissolve and we can save energy.

Secondly, we should not throw trash on the water because the polluted water is harmful to people's health and make fish die.

Finally, we should go to school or go to work by bike or public transport to reduce exhaust fumes and save energy.

In conclusion, protecting the environment means that we are improving the quality of our life.

Topic 5: The importance of learning a new foreign language

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Topic 6: Talk about a country/ city speaking English that you like

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Many famous places in the world I would like to visit, but the USA is favourite place to visit. Because following the reasons :



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CORRECTING THE MID - TERM TEST

A. Objectives

- 1. Knowledge:** By the end of the lesson, ss will be able to realize what they have done, what they haven't done.
- 2. Competence:** They can self-evaluate their studying and have good plans to improve.
- 3. Behavior:** Students are hard-working and attentive. They will try their best to get better results.

B. Teaching aids

- 1. Teacher:** Textbooks, teaching plan, paper tests, loud speaker.
- 2. Students:** Textbooks, notebooks, paper tests.

C. Procedures

- 1. Checking:** During the lesson.
- 2. The Mid-term 45-minute Test correction:** (43')

Teacher's and students' activities	Contents
<u>I. Correct the second end-term test</u>	
I. LISTENING: 2pts	
1. Listen to a conversation about Canada. Fill each of the gaps with no more than TWO words. You will listen TWICE. 1pt (0,2 pt for each <i>correct answer</i>)	1. Listen to a conversation about Canada. Fill each of the gaps with no more than TWO words.
- Asks ss to answer again each question and explain. - Gets feedback.	1. 10
2. Listen to a conversation between two friends. Decide if the statements are true (T) or false (F). Circle T or F. You will listen TWICE. 1pt (0,2 pt for each <i>correct answer</i>)	2. Ottawa
- Asks ss to answer again each question and explain. - Gets feedback.	3. no
II. PHONETICS: 1p	4. 30 million
	5. July 1st
	2. Listen and Decide if the statements are true (T) or false (F). Circle T or F
	6. F 7. T 8. T
	9. F 10. F

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Choose the word whose underlined part differs from the other three in pronunciation in each of the following questions: 0,5pt (0,25 pt for each *correct answer*)

- Asks ss to answer again each question and explain.
- Gets feedback.

Choose the word that differs from the other three in the position of primary stress in each of the following questions:0.5pt (0,25 pt for each *correct answer*)

III. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION: 3ps

Choose the correct answer to complete the following sentences. 2,5pts (0,25 pt for each *correct answer*)

- Asks ss to answer again each question and explain.
- Gets feedback.

Give the correct form of the words given to complete the sentences. 0,5pts (0,25 pt for each *correct answer*)

- Asks ss to answer again each question and explain.
- Gets feedback.

IV. READING: 2ps

Choose the item among A, B, C or D that best answer the question about the passage. 1pt (0,25 pt for each *correct answer*)

- Asks ss to read the text again then answer the questions.
- Gets feedback.

Read the passage and fill in the blanks with the given words. 1pt (0,25 pt for each item)

- Asks Ss to answer again each question and explain.
- Gets feedback.

II. 1. 57 2. rice 3. Village
4. climbing 5. husband

Choose the word whose underlined part differs from the other three in pronunciation
11. C 12. A

Choose the word that differs from the other three in the position of primary stress
13. B 14. C

Choose the correct answer to complete the following sentences.

15. A	16. C	17. B
18. D	20. A	21. B
22. C	23. A	24. B

Give the correct form of the words given to complete the sentences.

25. destructive
26. accomodation

Choose the item among A, B, C or D that best answer the question about the passage.
27. C 28. D 29. B 30. C

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V. WRITING: 2ps

Rewrite the following sentences, using the suggested words: 1pt (0,25 pt for each correct answer)

- Asks Ss to answer again each question and explain.
- Gets feedback.

Complete each of the following sentences using the cues given. You can change the cues and use other words in addition to the cues to complete the sentences. 1pt (0,5 pt for each correct answer)

- Asks Ss to answer again each question and explain.
- Gets feedback.

II. Let Ss know their common mistakes: (10')

Listening: Most Ss do well.

Grammar – Vocabulary – Language function:

- Many Ss do incorrectly question 3,4,6,8,10.

Reading:

- Part I: Most Ss do well.

Read the passage and fill in the blanks with the given words.

31. Pollution -Tù loại : danh từ

32. diseases ô nhiễm không khí gây ra bệnh tật

33. emission - Từ loại : cần danh từ sự phát ra/ tỏa ra

34. environment - Từ loại : cần danh từ môi trường

Rewrite the following sentences, using the suggested words:

35. If the water wasn't/ weren't contaminated, people wouldn't get more diseases

Câu điều kiện loại 2. If + S + V(past) , S + would/wouldn't + V(nt)

36. Before my mother came home, my father had watered all the plants in the garden

Thì QKHT : 1 HĐ xảy ra trước 1 HĐ khác trogn quá khứ.

37. The pollution problems have been discussed by the students since last week

Câu bị động ở HTHT : have/ has
+ been + VpII.

38. Unless you leave me alone,
I'll call the police

Complete each of the following sentences using the cues given

39. Noise pollution in big cities leads (has led) to hearing problems.

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- Part II: Many students couldn't answer question 1, 3 correctly. Writing: - Part I: Many Ss couldn't do questions 2, 3 well. - Part II: Many SS make spelling mistakes in their writing. Their words are not clear enough for reading. The grammar and structure are quite good. * Solution - Gives compliment to good students and gives the criticism to lazy students. - Encourages students to study harder. - Reminds students to avoid making the common mistakes.	Cấu trúc nguyên nhân dẫn đến : ... lead to + sth/ V-ing sth 40. Lots of aquatic animals die (have died) because of oil spills. Cấu trúc : Because of + N/ V-ing ... = Because + clause - Correct form: 0,25pt - Fulfill task: 0,5pt - Correct grammar: 0,25pt - Good punctuation: 0,25pt - Organization: 0,25pt - Listen, take notes and remember. - Recall and remember.
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• **Result:**

Class	0 - 2	%	2,5 – 4,5	%	5 - 6,5	%	7 - 8,5	%	9 - 10	%
8B	2		10		18		7		1	
Grade 8										

3. Guides for homework (2')

- Asks Ss to review all the knowledge they have studied so far at home.