

GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

THE FIRST SEMESTER



Week 1 -

INTRODUCTION + STUDY GUIDANCE

Date of teaching:/...../.....

REVISION

Period 1

A. Objectives

- 1. Knowledge:** By the end of the lesson, SS will be able to know about the English 8 - student's book and the workbook, and know how to learn English 8 effectively.
- 2. Competence:** Teamwork and individual work, pair work, linguistic competence, cooperative learning and communicative competence. Students can get an overview of the textbook.
- 3. Behavior:** Students are hard-working and attentive. They know how to study English 8.

B. Teaching aids:

- 1. Teacher:** Textbooks, teaching plan, teacher's book...
- 2. Students:** Textbooks, notebooks...

C. Procedures:

- 1. Checking:** During the lesson.
- 2. New lesson:**

Teacher's and students' activities	The main contents
1. Warm up (7') <i>a, Aim:</i> To warm up the class and lead in the lesson. <i>b, Contents:</i> Ss work in groups to find the names of 6 units in English 8 in term 1 and write them on the board. <i>c, Outcome:</i> Ss can tell and write all names of 6 units and write them well. <i>d, Organization:</i>	
- Teacher divides the class into two teams. Then T asks Ss to look through all the names of the 6 Units in the Student's book in 10 seconds and try to remember as many names as possible. - T asks Ss to go to the board and write the words. - Teacher gets feedback.	Kim's game
2. Presentation (20') <i>a, Aim:</i> + Ss can know the themes, topics of textbook in term 1. + Ss can know the design of workbook and how to use it effectively. <i>b, Contents:</i>	

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- + Ss work individually to answer the questions.
- + Ss work in pairs to answer the questions.

c, **Outcome:** Ss can know some new words about noise pollution.

d, Organization:

Introduce the new textbook English 8

- T asks Ss to answer the questions individually.

? How many weeks are there in a school year?

? How many weeks are there in the first terms?

+ English 8 Student's book is the third of four levels English language textbooks for Vietnamese students in lower secondary school learning English as a foreign language. It focuses on the use of language (pronunciation, vocabulary and grammar) to develop the four language skills (listening, speaking, reading and writing).

? How many units are there in the first terms?

- There are two main themes: Our Communities and Our Heritage.
- After each theme is a review.
- There are two 45-minute tests: one after unit 3 and another after unit 5.

Introducing the workbook (10')

- T asks Ss to work in pairs to answer the questions:

? What is the Workbook about?

? Study the Workbook quickly then answer the question

- Ss work in pairs to answer the questions.
Then T gives feedback.

6 topic-based units in term 1:

- + Unit 1: Leisure activities
- + Unit 2: Life in the countryside
- + Unit 3: Peoples of Viet Nam
- + Unit 4: Our Customs and Traditions
- + Unit 5: Festivals in Viet Nam
- + Unit 6: Folk Tales

- The Workbook mirror and reinforces the content of the Student's book. It offers:
 - + *Further practice of the language and skills taught in class.*
 - + *Four additional tests for students' self-assessment.*

3. Practice (10')

a, Aim: Ss can know how to learn English 8 effectively.

b, Contents: Ss work in groups to discuss the ways to learn English 8 effectively.

c, **Outcome:** Ss can know how to learn English 8 effectively.

d, Organization:

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- T asks Ss to work in groups of 3 or 4 to discuss the questions "How to learn English 8 effectively?". Ss do it. - T calls some groups presentative to present the ideas in front of the class. Ss do it. - T gives comments and feedback.	Discussion: How to learn English 8 effectively? - Prepare the lesson carefully before each period. - Learn by heart all the new words and structures. - Do exercises regularly. - Practice the four skills.
4. Application (6') a, Aim: Ss can retell the coursebook structure and the ways to study the book effectively. b, Contents: Ss work individually to retell the coursebook structure and the ways to study the book effectively. c, Outcome: Ss can do the task well. d, Organization:	
- T asks the retell the coursebook structure and the ways to study the book effectively. - Ss do it individually.	Consolidation

3. Guides for homework (2')

- Prepare **Unit 1: Getting started**.
- Prepare some pictures about some popular leisure activities.

Week 1 -

Date of teaching: / /

Period 2

UNIT 1: LEISURE ACTIVITIES

Lesson 1: Getting started

A. Objectives

1. Knowledge: By the end of the lesson, ss will be able to listen and read for specific information about Nick's, Phuc's and Mai's leisure activities.

- Vocabulary: leisure activity items, feeling adjectives: trick, craft kit, beads, stickers...

- The context about leisure activities.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: => Qualities: Students are hard-working and attentive. They can describe their leisure activities well.

B. Teaching aids: => II/.PREPARATION:

1. Teacher: Textbooks, teaching plan, teacher's book...

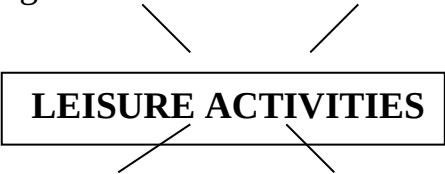
2. Students: Textbooks, notebooks...

C.III Procedures:

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1. **Checking:** During the lesson.

2. **New lesson:**

Teacher's and students' activities	The main contents
1. Warm up (4') a, Aim: To attract Ss's attention to the lesson and to lead in the new lesson. b, Contents: Ss work in groups to write different leisure activities. c, Outcome: Ss can write as many leisure activities as they can. d, Organization:	
ACTIVITY 1 - T divides ss into two teams. Then T sets a limited time (about 3 mins) for ss from each team to come to the bb and write as many as activities as they can. Ss do it. - T checks Ss' work as a class and praises the winner. - T leads ss to the new lesson. “<i>What (activities) do you often do in your free time?</i>”. Ss answer the questions.	Brainstorming cycling 
ACTIVITY 2 2. Presentation (16') a, Aim: Help Ss study some vocabularies related to the topic. Then Ss can listen and read for information about the topic “leisure activities”. b, Contents: + Ss work individually to study new words. + Ss work in pairs to listen and read the conversation. c, Outcome: Ss can study some vocabularies about leisure activities and listen and read the conversation well. d, Organization:	
- Teacher uses different techniques to teach vocabulary (situation, realia). T follows the seven steps of teaching vocabulary. - Ss listen to the teacher's model twice. Then Ss repeat in chorus and then individually. After that, Ss copy all the words in their notebooks. => Checking: <i>Rub out and remember</i>	I. Vocabulary + leisure activity (n): hoạt động thư giãn nghỉ ngơi + trick (n): trò lừa gạt, hoạt động khéo tay + craft kit (n): bộ đồ dùng làm thủ công + beads (n): hạt chuỗi + sticker (n): nhãn dính + savings (n): tiền tiết kiệm II. Listen and Read

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- T asks Ss some questions related to the lesson. Ss answer the questions individually. ? <i>What can you see in the picture? Where is the place?</i> ? <i>Why do you think Mai, Phuc and Nick are there?</i> ? <i>What are they holding in their hands?</i> ? <i>What are they talking about?</i> ? <i>Can you guess what Mai, Phuc and Nick like doing in their free time?</i> - T sets the scene: <i>We are going to listen and read a dialogue about Nick's, Phuc's and Mai's leisure activities.</i> - T plays the recording twice: the first for ss to listen only, then listen and repeat each sentence so that they can repeat as close to the recording as possible. Ss listen and repeat. - T calls on one pair to role-play the dialogue in the front again.	
ACTIVITY 3 3. Practice (18') a, Aim: Help students understand more about the dialogue and know how to use some words and adjectives to describe some leisure activities. b, Contents: + Ss work individually to circle the correct answers. + Ss work in pairs to tick the boxes the leisure activities Mai, Nick and Phuc have. + Ss work individually to answer the questions. + Ss work in pairs to find words or phrases in the box to describe the photos. + Ss work individually to complete the sentences. c, Outcome: Ss can write as many leisure activities as they can. d, Organization:	
- T reviews Verbs of liking + gerund/ to-infi. - T asks Ss to work individually to circle the correct answer; compare their answer	* Grammar. - I love to watch him. - I love watching him. 1a. Circle the correct answer 1. <i>bookstore</i> 2. <i>book</i>

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with a partner and then explain their choice.
 - T gives the correct answers on the screen.
 - T asks Ss to work in pairs to match the words/ phrases in the box to the photos, then listen to check their answers.

- Draws Ss' attention to the contexts when Mai said '*Check out this book*' and Phuc said '*It's right up your street!*'. Together with Ss elicits the meaning of these two expressions.

+ To check out something means to examine something or get more information about it in order to be certain that it is suitable (or true, or false).

+ If something is right up your street, it is the type of thing that you are interested in or that you enjoy doing.

- T asks Ss to work in pairs to look at the picture and describe the photos.

Eg: 1. He is playing computer games.

- Ss look at the picture and describe the photos.

- T asks Ss to work individually to do the task then compare their answers with a partner. Tell Ss they need to look for the surrounding key words in order to complete the task. Note that 'good' and 'satisfied' fit both items 1 and 5.

3. dog 4. craft kit
 5. folk music 6. Vietnamese

1b. Tick the boxes the leisure activities Mai, Phuc & Nick have

	Phuc	Mai	Nick
Pet training	x		
Making crafts		x	
Reading	x		x
Listening to music			x
Playing sports	x		x
Helping parents with DIY projects	x	x	
Learning languages			x

1c. Answer the questions

=> **Possible answer:**

(1) She wants Phuc to look over the book.

(2) It means that's really what Mai wants.

2. Find words or phrases in the box to describe the photos. Then listen to check the answers.

Key:

1. playing computer games

2. playing beach games

3. doing DIY

4. texting

5. visiting museum

6. making crafts

3. Complete the sentences ...

1. satisfied

2. relaxing/ exciting

3. fun

4. boring

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		5. <i>good</i>
ACTIVITY 4 4. Application (5') a, Aim: Ss can talk about leisure activities and share feelings about them. b, Contents: + Ss work individually to describe the leisure activity and give the reason why they like them. + Ss work in groups to talk about one activity. c, Outcome: Ss can talk about leisure activities fluently. d, Organization:		
+ Work individually - T asks Ss to describe the leisure activity and give the reason why they like them + Work in groups (6 groups) - Time: 1minute - Ask each member will talk about one activity. - The group which describe more activity is the winner.		Game: Changing partner. Eg: I like reading book in my free time. Because reading book helps me improve my knowledge and know what happening in our country or over the world. ...

3. Consolidation and guides for homework (2')

* Consolidation:

* Homework: - Asks ss to recall the main knowledge they have learn in this period. - Consolidates and asks ss to remember + <i>Vocabulary related to leisure activities.</i> + <i>Interacting about one's leisure activities (names & describing them)</i> Asks Ss to: - Learn by heart all the new words. Do Ex B1,2,3, 4 P4 (Workbook) - Prepare: Unit 1 - A Closer Look 1
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Week 1 - Period 3

Date of teaching: / /

UNIT 1: LEISURE ACTIVITIES

Lesson 2: A Closer Look 1

A. Objectives

1. Knowledge: By the end of the lesson, ss will be able to study more vocabulary about leisure activities and distinguish name of activity and verb.

- Vocabulary: relating to leisure activities: socialize, bracelet, broccoli, origami, ...
- Pronunciation: the clusters /br/ and /pr/.

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2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students are hard-working and attentive. They can know how to read and understand information from a pie chart.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5') a, Aim: To attract Ss's attention to the lesson and to lead in the new lesson. b, Contents: Ss work in groups to look at the pie chat and write the words they remember on the board. c, Outcome: Ss can write as many words about leisure activities they remember as they can. d, Organization:	
- Teacher divides the class into two teams. Then T asks Ss to look at the pie chart on page 8 in 20 seconds and try to remember as many words as possible. - T asks Ss to <i>go to the board and write the words. Ss do it</i> - Teacher gets feedback. - T leads in new lesson: <i>Today we are going to learn some more leisure activities on an average day in the US.</i>	Kim's game
2. Presentation (4') a, Aim: Ss can know some new words related to the topic "Leisure activities" b, Contents: Ss work individually to study new words. c, Outcome: Ss can know some vocabularies related to the topic. d, Organization:	
- T uses different techniques to teach vocabulary (situation, realia). Follows the seven steps of teaching vocabulary - Ss listen to the teacher's model twice, repeat in chorus and then individually.	Vocabulary: + socialize (v): <i>xã hội hóa, tổ chức theo phương thức XHCN</i> + bracelet (n): <i>vòng đeo tay</i> + broccoli (n): <i>bông cải, xúp lơ</i>

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Then copy all the words in their notebooks. - Checking: What and Where.	+ <i>origami</i> (n): nghệ thuật xếp giấy Nhật Bản		
3. Practice (27') a, Aim: Ss can understand the pie chat and know some leisure activities in the US. They can also pronounce the clusters /br/ and /pr/ correctly. b, Contents: + Ss work in pairs to look at the pie chat and answer the questions. + Ss work individually to complete the table. + Ss work in pairs to match the words with activities. + Ss work individually to complete the words. + Ss work individually to listen and repeat. c, Outcome: Ss can understand the pie chat, know some leisure activities in the US and pronounce the clusters /br/ and /pr/ correctly. d, Organization:			
- Before starting the lesson, T explains what a '<i>pie chart</i>' is and how each slice can be calculated as a percentage of the whole. - T gives Ss some simple statistics and makes a pie chart with them as a class. - Then T lets ss to work in pairs to examine the pie chart closely in order to understand its contents, including the heading, subheadings, figures, color codes, source and notes. Ss do it. If necessary, T may elicit information by asking question such as: + <i>What is the pie chart about? Where can you find the information?</i> + <i>What do the different colored sections of the chart refer to?</i> + <i>How are these sections calculated?</i> + <i>What does the '<u>Note</u>' tell you?</i> + <i>What does the '<u>Source</u>' tell you?</i> - T has Ss work individually to complete the task.	I. Vocabulary 1. Look at the following pie chart and answer the questions. Key: (1). <i>In 2014, people in the USA spent 5.1 hours a day on sport and leisure activities.</i> (2). <i>The main activities they did include watching TV, socializing and communicating, reading, participating in sports, exercise and recreation, using computers for leisure, relaxing and thinking.</i> (3). <i>The three most common activities were watching TV, socializing and communicating and using computers for leisure.</i> 2. Complete the table. Key: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Name of activity</td><td style="width: 50%; padding: 5px;">Verb</td></tr> </table>	Name of activity	Verb
Name of activity	Verb		

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e.g. relaxing comes from the verb relax with –ing added, and it refers to the activity. a noun made from a verb by adding –ing. - Ss complete the table. - T corrects. - T asks Ss to work in pairs to match words with each activity. Ss do it. - T gives the feedback, encourage them to add more words in each category. - T has Ss work individually to complete this task. Once they have finished, T asks Ss to work in pairs to compare their answers. - T plays the recording for Ss to check and then repeat. Pause the recording to drill difficult items. - T asks Ss to add more words which contain these cluster. Call Ss to make sentences with these words and practice saying them. - T has Ss practice the words with the clusters first. Then asks Ss to repeat the whole sentences. - If time allows, T asks students to cover their books and listen to the recording. ? Raises up your left hand, if it is cluster /pr/ they raise their right hand. ? Raises up your right hand, if it is cluster /br/ they raise their right hand.	<table> <tr> <td><i>relaxing</i></td><td><i>relax</i></td></tr> <tr> <td><i>thinking</i></td><td><i>think</i></td></tr> <tr> <td><i>using</i></td><td><i>use</i></td></tr> <tr> <td><i>doing</i></td><td><i>do</i></td></tr> <tr> <td><i>watching</i></td><td><i>watch</i></td></tr> <tr> <td><i>reading</i></td><td><i>read</i></td></tr> <tr> <td><i>socializing</i></td><td><i>socialize</i></td></tr> <tr> <td><i>communicating</i></td><td><i>communicate</i></td></tr> </table>	<i>relaxing</i>	<i>relax</i>	<i>thinking</i>	<i>think</i>	<i>using</i>	<i>use</i>	<i>doing</i>	<i>do</i>	<i>watching</i>	<i>watch</i>	<i>reading</i>	<i>read</i>	<i>socializing</i>	<i>socialize</i>	<i>communicating</i>	<i>communicate</i>
<i>relaxing</i>	<i>relax</i>																
<i>thinking</i>	<i>think</i>																
<i>using</i>	<i>use</i>																
<i>doing</i>	<i>do</i>																
<i>watching</i>	<i>watch</i>																
<i>reading</i>	<i>read</i>																
<i>socializing</i>	<i>socialize</i>																
<i>communicating</i>	<i>communicate</i>																
4. Application (7') a, Aim: Ss can talk about their leisure activities. b, Contents: Ss work in groups to talk about their leisure activities. c, Outcome: Ss can talk about their leisure activities well. d, Organization:																	

3. Matching.
Key: 1.e 2.b 3.f 4.a
 5.d 6.h 7.c 8.g

II. Pronunciation: /br / and / pr/
5. Complete the words. Listen to check and repeat.
Auto script:
 1. Apricot
 2. Bridge
 3. Bracelet
 4. Bread
 5. princess
 6. President
 7. President
 8. broccoli

6. Listen and repeat.

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- T asks Ss to work in small groups to think about what their average day may look like (including study and work) and how much time is spent on leisure activities. Ss do it. - If there is plenty of time, encourages them to calculate these times as percentages and put them in a simple pie chart similar to 1. - T calls some Ss to perform in front of the class. Ss do it. - T gives feedback and comments.	4. How much time do you spend a day on leisure activities? => Suggested answers: + <i>I usually spent about 4 hours on leisure activities.</i> + <i>Playing games, watching TV and socializing with friends are the activities I love the most.</i>
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3. Consolidation and guides for homework (2')

*** Consolidation:**

- Asks ss to recall the main knowledge they have learn in this period.

*** Homework:** Asks Ss to:

- Learn by heart all the new words.
- Do Ex A1, 2,3 P3 (workbook)
- Prepare: ***Unit 1 - A Closer Look 2.***

Week 2 - Period 4

Date of teaching: / /

UNIT 1: LEISURE ACTIVITIES

Lesson 3: A Closer Look 2

A. Objectives

1. Knowledge: By the end of the lesson, ss will be able to know how to use verbs of linking + gerund and verbs of linking + to-infinitives, and find out grammar mistakes in Minh Duc's email.

- Vocabulary: Leisure activities lexical items: (to) mind, (to) adore, (to) detest, (to) fancy, gerund.

- Grammar: verbs of linking + gerund // verbs of linking + to-infinitives.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students are hard-working and attentive. They can know how to use verbs of liking to talk about their hobbies/ leisure activities.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

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C. Procedures:

1. **Checking:** Talk about your leisure activity. (3')

2. **New lesson:**

Teacher's and students' activities	The main contents
1. Warm up (3') a, Aim: To warm up the class and lead in the new lesson. b, Contents: Ss work in groups to talk about their leisure activities. c, Outcome: Ss can talk about their leisure activities well. d, Organization:	
- T asks ss to read the text in Getting started again and find out all the sentences with: like, enjoy, love. Ss do it. - T asks Ss to look back the gerunds from A closer look 1. Ss do it. - T leads in new lesson: <i>Today we are going to learn more about how the gerund is formed and how it functions grammatically.</i>	I love to watch him I think I'll enjoy listening to the melodies. Yes, I liked reading Doraemon while I was learning Japanese.
2. Presentation (10') a, Aim: Help Ss know some verbs of liking and how to use verbs of liking that are followed by gerunds/ to –infinitives. b, Contents: Ss work individually to study verbs of liking and their uses. c, Outcome: Ss can know some verbs of liking and how to use them correctly. d, Organization:	
- T focuses students on reviewing how the gerund is form & its functions grammatically. - T lets students make sentences with Verbs of liking + gerunds/ to V. - Ss make sentences with Verbs of liking + gerunds/ to V. - T presents some words. Ss copy and read.	Grammar: Verbs of liking Ex. She <u>loves going</u> out with her friends. = She <u>loves to go</u> out with her friends. => Verbs of liking + gerunds/ to V Vocabulary. - adore (v) thích, yêu thích - detest (v) ghét cay ghét đắng - fancy (v) mến, thích 1. Underline verbs that are followed by a gerund (in getting started):

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- T asks them to read in GETTING STARTED and underline the verbs of liking followed by gerunds or to-infinitives that they find in the text. - T asks Ss to work individually and then compare the answers with their partners. - T plays the recording for Ss to check their answers.	Key: - <i>love to watch;</i> - <i>enjoy listening;</i> - <i>liked reading</i> 2. Tick the box. Then listen and check. Key: <table><tr><th></th><th>Followed by gerund only</th><th>Followed by both gerund and to-infi</th></tr><tr><td>1. love</td><td></td><td>✓</td></tr><tr><td>2. enjoy</td><td>✓</td><td></td></tr><tr><td>3. detest</td><td>✓</td><td></td></tr><tr><td>4. prefer</td><td></td><td>✓</td></tr><tr><td>5. fancy</td><td>✓</td><td></td></tr></table>		Followed by gerund only	Followed by both gerund and to-infi	1. love		✓	2. enjoy	✓		3. detest	✓		4. prefer		✓	5. fancy	✓	
	Followed by gerund only	Followed by both gerund and to-infi																	
1. love		✓																	
2. enjoy	✓																		
3. detest	✓																		
4. prefer		✓																	
5. fancy	✓																		
3. Practice (20') a, Aim: Help Ss understand and do exercises with verbs of liking. b, Contents: + Ss work individually to write the correct form of the verbs. + Ss work in pairs to write sentences. + Ss work individually to find and correct mistakes. Then answer the questions. c, Outcome: Ss can understand and do exercises with verbs of liking correctly. d, Organization:																			
- T asks students to work individually to complete this task, then T gives feedback to Ss as a class. - T asks Ss to work in pairs. Gives Ss time to work individually at first to write each sentence on a strip of paper. Ss do it. - Then T asks Ss to work in pairs to exchange their papers and read out their partner's sentences.	3. Write the correct form of the verbs Key: 1. <i>making</i> 2. <i>to watch/ watching</i> 3. <i>skateboarding</i> 4. <i>to learn/ learning</i> 5. <i>sitting</i> 4. Write sentences 5a. Find 6 mistakes – correct																		

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- T has Ss quickly familiarize themselves with the e-mail by asking: - <i>Who wrote this e-mail?</i> - <i>To whom?</i> - <i>What is it about?</i> - Ss scan the email to find the answers. - T asks Ss to work individually to find and correct the mistakes and compare their answers with classmate. - T asks Ss to read the e-mail again and answer the questions. Ss do it. - T check the answers.	Key: 1. <i>like do => like to do/ like doing</i> 2. <i>enjoy do=>enjoy doing</i> 3. <i>like have=> like to have/ having</i> 4. <i>mind to do=> mind doing</i> 5. <i>hate spend=> hate to spend/ spending</i> 6. <i>love eat=> love eating/ love to eat</i> 5b. Answer the questions Key: 1. <i>The activities Duc mentions in his e-mail are: playing video games, playing football, helping ...</i> 2. <i>The 2 activities he enjoys the most are playing football with his friends & eating out with his family.</i>
4. Application (7') a, Aim: Help Ss write an email to talk about their leisure activity. b, Contents: Ss work individually to write an email. c, Outcome: Ss can write an email to talk about their leisure activity well. d, Organization:	
- T asks ss work individually to write an e-mail to talk about his/ her free time then exchange it with their partners and check for mistakes (using verbs of liking + gerunds/ to-infinitives). - T gives comments and feedback.	6. Write an email <i>Dear...,</i> <i>How are you? I am writing to tell you about what I like to do in my free time.</i> ...

3. Consolidation and guides for homework (2')

* **Consolidation:** Retell verbs of liking that are followed by gerunds/ to –infinitives

* **Homework:** Asks Ss to:

- Make sentences with verbs of liking that are followed by gerunds/ to –infinitives.
- Write the e-mail in the notebook.
- Prepare: **Unit 1 - Communication.**

Week 2 - Period 5

Date of teaching: / /

UNIT 1: LEISURE ACTIVITIES

Lesson 4: Communication

A. Objectives

GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

1. Knowledge: By the end of the lesson, Ss will be able to read some articles on the 4 Teen website for general and specific information about their leisure activities, and understand some abbreviations and talk how they spend their free time.

- Vocabulary: Extra vocabulary related to leisure activities.

- Grammar: verbs of linking + gerund and verbs of linking + to-infinitives.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students are hard-working and attentive. They can use the teenagers' abbreviations in writing.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5') a, Aim: To warm up the class and lead in the new lesson. b, Contents: Ss work individually to answer some questions. c, Outcome: Ss can answer questions well. d, Organization:	
T asks some questions: + What do you do in your free time? + Why do you like doing it? + How much time do you spend on leisure activities? Ss answer the questions.	
2. Presentation (13') a, Aim: Help Ss know some extra vocabularies related to the topic and understand the abbreviations in the text. b, Contents: + Ss work individually to study extra vocabularies. + Ss work in pairs to study the abbreviation. c, Outcome: Ss can know some extra vocabularies related to the topic and understand the abbreviations in the text well. d, Organization:	
- T presents the vocabularies.	Extra Vocabulary. - window shopping = hang out

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- Ss listen to the teacher twice. Repeat chorally, then individually. Then copy down in their notebooks. - T sets the scene: <i>You are going to read about some activities teenagers do in their spare time. Cover the text and just look at the photos (with name and country).</i> - T encourages Ss to guess what these students in the photos like doing as leisure activities. Ss do it. - Then sets a reading time limit: <i>? Close books and play a memory game in competing groups.</i> <i>? Tell how much information you can remember from the text.</i> - Motivates Ss by counting every detail they remember without any checking comprehension. - T asks Ss if they notice any other particular features of the text. T draws their attention to the form of the text (e.g. its layout and the abbreviation). - T explains that this is from a webpage and that these abbreviations are informal language that is used online and in texting messages. - T introduces the first abbreviation. Then asks Ss work in pairs to add more abbreviation.	- to be hooked on sth: bị mắc vào..., ham mê vào.. - to be addicted to sth: bị nghiện làm ... - to sound + adj (weird / strange / challenging...) 1. Read the article on the magazine 4teen website 2. Study the abbreviations.
3. Practice (15') a, Aim: Help understand the abbreviations in the text and do exercises well. b, Contents: Ss work in groups to complete the table. c, Outcome: Ss can understand the abbreviations in the text and do exercises well. d, Organization:	

GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

- T has Ss work in small groups to complete the table. T allows Ss to read the text more closely to fill in the table. - Ss do it. Then give the answers. - T checks the answers and gives feedback.	3. Find the information from the text to complete the table. Key: <table><tr><th>Who?</th><th>What activity is mentioned?</th><th>What he/she think it?</th></tr><tr><td><i>Emily</i></td><td>- hanging out with friend (window shopping) - working as a volunteer</td><td>She loves it.</td></tr><tr><td><i>Hang</i></td><td>Cloud watching</td><td>She adores it. It's easy</td></tr><tr><td><i>Linn</i></td><td>Going to community center, painting, dancing, doing drama</td><td>She loves it</td></tr><tr><td><i>Minh</i></td><td>- playing football - helping his aunt in running cooking class</td><td>He likes it. He's fun.</td></tr><tr><td><i>Manuel</i></td><td>- Playing computer games. - doing judo</td><td>He's addicted it. It's Ok.</td></tr></table>	Who?	What activity is mentioned?	What he/she think it?	<i>Emily</i>	- hanging out with friend (window shopping) - working as a volunteer	She loves it.	<i>Hang</i>	Cloud watching	She adores it. It's easy	<i>Linn</i>	Going to community center, painting, dancing, doing drama	She loves it	<i>Minh</i>	- playing football - helping his aunt in running cooking class	He likes it. He's fun.	<i>Manuel</i>	- Playing computer games. - doing judo	He's addicted it. It's Ok.
Who?	What activity is mentioned?	What he/she think it?																	
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<i>Manuel</i>	- Playing computer games. - doing judo	He's addicted it. It's Ok.																	
4. Application (10') a, Aim: Help Ss give their opinions about leisure activities of some students in the text. b, Contents: Ss work in pairs to ask and give opinions about leisure activities. c, Outcome: Ss can give their opinions about leisure activities of some students in the text well. d, Organization:																			
- T asks students to practice in pairs asking and giving their opinion about leisure activities. - Ss practice in pairs.	Eg: A: What do you think of hanging out with best friends? B: I think it is good because it can help to improve the relationship																		

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	among us. And what do you think of playing computer games? A: In my opinion, it is an entertainment activity but we shouldn't spend a lot of time on this activity because it can be addicted...
--	---

3. Consolidation and guides for homework (2')

* **Consolidation:** Asks Ss to sum up the main content of the lesson.

* **Homework:** Asks Ss to:

- Learn by heart the new words. Do C1, 2, D1 in workbook.
- Prepare **Unit 1 - Skills 1**.

Week 2 - Period 6

Date of teaching: / /

UNIT 1: LEISURE ACTIVITIES

Lesson 5: Skills 1

A. Objectives

1. Knowledge: By the end of the lesson, Ss will be able to read for general and specific information about the positive and negative effects of using computer, then understand the text to do the reading tasks and talk about the impacts of using the computer and find out the solution.

- Vocabulary: virtual, effect, impact, exist, technology, ...
- The reading text.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students are hard-working and attentive. They can use language to talk about leisure activities.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: (3') Ask students to give their opinion about leisure activities

- What do you think of hanging out with best friends?
- What do you think of playing computer games?
- what do you think of playing football?

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5')	
a, Aim: To warm up the class and lead in the new lesson.	
b, Contents: Ss work in pairs to answer the questions.	

GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

c, Outcome: Ss can give benefits and bad effects of using computers and mobile phone well. d, Organization:															
T asks Ss to work in pairs to answer some questions about using the computer and the mobile phone. - <i>Do you have a computer at home?</i> - <i>What do you use the computer for?</i> - <i>What do you use the mobile phone for?</i> - <i>What are the benefits of using computer or mobile phone?</i> - <i>What are the harmful things it may bring us?</i> - Ss answer the questions - T writes the benefits and bad effects of using the computer and the mobile phone on the board. - T introduces the new lesson.	1. Discuss <table border="1"> <thead> <tr> <th>Benefits</th><th>Bad affects</th></tr> </thead> <tbody> <tr> <td>- a fast and convenient way to get and send information</td><td>- harmful to eyes</td></tr> <tr> <td>- For entertainment, communication, education</td><td>- feel tired and dizzy</td></tr> <tr> <td>...</td><td>- Waste of time and money</td></tr> <tr> <td></td><td>...</td></tr> </tbody> </table>	Benefits	Bad affects	- a fast and convenient way to get and send information	- harmful to eyes	- For entertainment, communication, education	- feel tired and dizzy	...	- Waste of time and money		...				
Benefits	Bad affects														
- a fast and convenient way to get and send information	- harmful to eyes														
- For entertainment, communication, education	- feel tired and dizzy														
...	- Waste of time and money														
	...														
2. Presentation (5') a, Aim: Help Ss know some vocabularies related to the topic. b, Contents: Ss work individually to study new words. c, Outcome: Ss can know some new words related to the topic to understand the reading text. d, Organization:															
- T uses different techniques to teach vocabulary (situation, realia, situation, explanation/translation....). - T follows the seven steps of teaching vocabulary. - Ss listen to the teacher twice, repeat chorally, then individually. Then copy down in their notebooks. → Checking: Matching.	Vocabulary <table> <tbody> <tr> <td>+ <i>virtual (adj):</i></td> <td><i>ảo, không thực</i></td> </tr> <tr> <td>+ <i>effect/ impact (n)</i></td> <td><i>sự ảnh hưởng</i></td> </tr> <tr> <td>+ <i>mind (n):</i></td> <td><i>tâm trí, trí tuệ</i></td> </tr> <tr> <td>+ <i>exist (v):</i></td> <td><i>tồn tại, hiện có</i></td> </tr> <tr> <td>+ <i>rely on (v):</i></td> <td><i>lệ thuộc vào</i></td> </tr> <tr> <td>+ <i>technology (n)</i></td> <td><i>công nghệ</i></td> </tr> <tr> <td>+ <i>ban... from...</i></td> <td><i>cảm đoán</i></td> </tr> </tbody> </table>	+ <i>virtual (adj):</i>	<i>ảo, không thực</i>	+ <i>effect/ impact (n)</i>	<i>sự ảnh hưởng</i>	+ <i>mind (n):</i>	<i>tâm trí, trí tuệ</i>	+ <i>exist (v):</i>	<i>tồn tại, hiện có</i>	+ <i>rely on (v):</i>	<i>lệ thuộc vào</i>	+ <i>technology (n)</i>	<i>công nghệ</i>	+ <i>ban... from...</i>	<i>cảm đoán</i>
+ <i>virtual (adj):</i>	<i>ảo, không thực</i>														
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+ <i>technology (n)</i>	<i>công nghệ</i>														
+ <i>ban... from...</i>	<i>cảm đoán</i>														
3. Practice (25') a, Aim: + Help Ss understand the reading text and do reading exercises well.															

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+ Help Ss speak and give fact or opinion about using computers and mobile phone for leisure activities. b, Contents: + Ss work individually to choose the best answer. + Ss work individually to write the questions for the answers. + Ss work individually to study the Language note box. + Ss work in pairs to give opinions. c, Outcome: Ss can know some new words related to the topic to understand the reading text. d, Organization:	
- T asks Ss to work individually to choose the best answer. They need to be able to explain their choice as well. - T tells Ss for this exercise they will need to look at the keywords in the responses in order to find out the questions. - Ss work individually then compare their answers with a partner. - T corrects their answers - T asks Ss to read the notes and answer the questions individually: <i>? Study the language in the Language notes box. How do you give an opinion?</i> <i>? How do you ask for an opinion?</i> => Suggestion: A: In my opinion, computer games train your mind and your memory. B: That's so true. / I'm afraid I don't agree. - T explains to Ss that these speech bubbles are from Quang and his	I. Reading 2. Read the text and choose the correct answers. Key: 1.B 2.C 3. Write the questions for the answers based on information from the text. Key: 1. <i>Is Quang's garden real?</i> 2. <i>What is the problem with using technology in your free time?</i> 3. <i>What leisure activities do teenagers do these days?</i> 4. <i>What are the benefits of using the computer?</i> II. Speaking * Language notes: => + <i>I think that.....</i> + <i>In my opinion.....</i> => + <i>What do you think?</i> + <i>How do you feel about that?</i> => <u>Agreeing:</u> <i>I agree with you./ That's so true./ Exactly</i> => <u>Disagreeing:</u> <i>I'm afraid I don't agree./ I don't think so.</i> 4. Quang and his parents are talking about how he should spend his free time. Decide which statement are from Quang and which are from his parents

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parents and then asks Ss to work in pairs to give an opinion. T gives example - Ss work in pairs, and say why they think who says what, based on the information from the passage. - T calls Ss to give the answers. Ss do it. - T checks and corrects as a class.	=> Answer key: Quang's parents: <i>Go out and play a sport. It's good for you!</i> Quang's parents: <i>Sitting for too long in front of the computer makes your eyes tired.</i> Quang's parents: <i>You see your real friends less and less.</i> Quang: <i>I think computer games train my mind and my memory.</i> Quang: <i>I've made lots of friends from the game network.</i> Quang: <i>My English is much better because I surf the net.</i>
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4. Application (5')

a, Aim: Help Ss talk about the solution to make Quang and his parents happy.

b, Contents: Ss work in groups to role-play.

c, Outcome: Ss can role play to find the solution to make Quang and his parents happy.

d, Organization:

- Arrange Ss into three groups (the group that plays Quang, the group that plays Quang's parents, and the group that plays his teacher.)
- Ask each group to brainstorm how they are going to express their opinions.
- When they are ready, put Ss into new groups which contain Quang, Quang's parents, and Quang's teacher.
- Call on two or three groups to repeat their role-play for the class.

5. Role- play: What's the solution?

Ex:

Quang: I believe that my E is much better because I surf the Internet.

Quang's parents: I don't agree with you. Go out and play with your friends is much better.

Teacher: I agree with you Q. However, you shouldn't spend much time on surfing the Net. It's not good for your eyes.

3. Consolidation and guides for homework (2')

*** Consolidation:** Asks Ss to review what they've learnt by answering the questions:
? How do you give and ask for an opinion? Recall the respond.

***Homework:** Asks Ss to:

- Learn by heart all the new words and structures. Do D2 in workbook.
- Prepare: **Unit 1 - Skill 2.**

Week 3 - Period 7

Date of teaching: / /

UNIT 1: LEISURE ACTIVITIES

Lesson 6: Skills 2

A. Objectives

1. Knowledge: By the end of the lesson students will be able to listen to get specific information about way of spending time with friends and write a paragraph to discuss an opinion about leisure activities.

- Vocabulary: Leisure activities lexical items

- The listening text.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students are hard-working and attentive. They can give opinions and persuade others.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: (3') Ask students to Talk about the benefits and bad effects of using computer or mobile phone

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5')	
<i>a, Aim:</i> To warm up the class and lead in the new lesson.	
<i>b, Contents:</i> Ss work in pairs to ask and answer the questions.	
<i>c, Outcome:</i> Ss can answer the questions well.	
<i>d, Organization:</i>	
- T asks Ss to work in pairs to share some of the things they often enjoy doing with friends in their free time with their friends. Ask some pairs to volunteer to tell the class if they find each other's answers interesting.	1. What do you usually do with your friends in your free time? <i>- We play badminton/ football/ listen to music...</i> <i>- I hang out/ go window shopping/ eat out with friends...</i>
2. Presentation (7')	
<i>a, Aim:</i> Help Ss listen for general information of the text.	
<i>b, Contents:</i> Ss work individually to listen and answer the questions.	
<i>c, Outcome:</i> Ss can answer the questions well.	
<i>d, Organization:</i>	
- T tells Ss that they are going to a radio programme. T asks Ss to look at the	I. Speaking

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questions and underline the key words before T plays the recording. - T asks Ss to do the task individually. Ss do it. - T calls Ss to answer the questions. Ss do it. - T checks and corrects as a class.	2. Listen to the radio programme and answer the questions. *Key: 1. <i>The topic of this week's program is hanging out with your friends.</i> 2. <i>There are 2 main ways: hanging out indoors or outdoors.</i>
3. Practice (18') a, Aim: - Help Ss listen to get specific information about way of spending time with friends. - Help Ss know how to write a paragraph to discuss an opinion and organize the idea. b, Contents: + Ss work individually to listen and complete the table. + Ss work individually to complete the paragraph with the words in the box. c, Outcome: Ss can do listening exercises well and know how to write a paragraph to give an opinion and organize the ideas. d, Organization:	
- T plays the recording as many times as needed. Ss work individually then compare answers with their partner. T corrects their answers - T introduces how to write a paragraph to give an opinion and organize the ideas. - Ss listen to the teacher and take notes in their notebooks.	3. Listen again and complete the table. *Key: 1. <i>movies</i> 2. <i>cinema</i> 3. <i>crafts</i> 4. <i>sports</i> 5. <i>physical health</i> 6. <i>people</i> 7. <i>cultural centers</i> II. Writing: Writing to give an opinion/ Organizing your ideas 1. Introducing your opinion: <i>In my opinion,</i> <i>I believe</i> 2. Explaining your opinion: <i>Firstly, secondly, thirdly, finally</i> <i>besides, also, in addition</i> 3. Concluding/ summarizing your opinion <i>For these reasons,</i> <i>In short,</i> <i>As I have noted,</i> 4. Complete following paragraph with the words in purple box.

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- T has Ss cover the box and write some of these words/phrases on the board. Ask Ss where in a paragraph they often see these words and what could be the purpose for using them.	Key: 1. <i>In my opinion,/ I believe</i> 2. <i>Firstly</i> 3. <i>Secondly</i> 4. <i>Besides/ Also / In addition</i> 5. <i>For these reasons/ In short / As I have noted</i>
4. Application (10') a, Aim: Help Ss write a short passage about giving an opinion. b, Contents: Ss work individually to write a short passage about giving an opinion. c, Outcome: Ss can write a short passage about giving an opinion well. d, Organization:	
- T asks Ss to work individually to complete the task, and discuss their answers with a partner. Remind Ss that for some gaps there is more than one correct answer. - Ss work individually to do the task.	5. Write a short passage about giving an opinion Suggested writing: <i>I believe the best leisure activity for teenagers is any group activity. This could be a hobby group or even volunteering. Firstly, teenagers like to feel that they belong t a group. Secondly, being part of a group helps teenagers make friends. Friendships are very important to teenagers. In addition to, they will make friends with people who have the same interests as them. For these reasons, I think group activity is the best for teenagers.</i>

3. Consolidation and guides for homework (2')

* Consolidation:

- Asks ss to recalls what they have learnt.
- Consolidates more about the main contents of the lesson.

* Homework: Asks Ss to:

- Asks ss to choose one of the ideas in Part 6(communication- Looking back) (Page 14) and write about it.
- Do E1,2, 3 P 8 (Workbook)
- Prepare: **Unit 1 - Looking back and Project.**

Week 3 - Period 8

Date of teaching: / /

UNIT 1: LEISURE ACTIVITIES

Lesson 7: Looking back and Project

A. Objectives

GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

1. Knowledge: By the end of the lesson, students will be able to recycle the language from the previous sections and links with the topics.

- Vocabulary: leisure activities lexical items, gerunds, verbs of liking.

- Grammar: Verbs of liking + Gerunds/ Infinitives.

2. Competence: Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students are hard-working and attentive. They can practice doing some exercises to consolidate and apply what they have learnt in Unit 1.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (4')	
a, Aim: To warm up the class and lead in the new lesson. b, Contents: Ss work in groups to play a game. c, Outcome: Ss can talk about their leisure activities well. d, Organization:	
T lets them play game: fluency lines - Divide the class into two lines - T asks Ss to talk about how they spend their free time at home. -Time: 3 minutes	*Game: fluency lines Eg: A: What do you do in your free time? B: I go out with my friends.
2. Practice (32')	
a, Aim: Help Ss review vocabulary related to leisure activities, grammar about gerund or infinitive and talk about leisure activities. b, Contents: + Ss work individually to find the odd one out. + Ss work individually to rearrange the letters to find the names of the activities. + Ss work individually to fill in the gaps with the correct form of the verbs. + Ss work individually to complete the following sentences with their own ideas. + Ss work individually to choose the most suitable words / phrases to fill the gaps. + Ss work individually to choose the leisure activity in this unit. c, Outcome: Ss can review vocabulary, grammar in unit 1 and do related exercises well. They can also talk about leisure activities well. d, Organization:	
	I. Vocabulary

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- T asks Ss to complete this exercise individually. Ss do it. - T asks Ss to give the answers and explain their answers. - Ss complete this task individually. - T checks and corrects. - T asks Ss to complete this exercise individually. - T asks Ss to give the answers and explain their answers. - Ss complete this task individually. - T checks and corrects. - T asks Ss to work individually to complete the exercise. - Ss work individually to complete the exercise. Then Ss share the answers with partners. - T calls Ss to write the answers on board. - T checks and corrects. - T has Ss complete the sentences using their own ideas. Remind them to use gerunds or to-infinitives. Ss do it individually. - T has some Ss read out their sentences. Accept all answers as long as they make sense. - Ss work individually to complete the exercise and read the answers - T asks Ss to do the task. - Ss work individually then compare with a partner. - After Ss have finished T may explain to them that they can register as a user on the	1. Which one is the odd one out? Key: 1. <i>DIY</i> 2. <i>hanging out</i> 3. <i>hospital</i> 4. <i>detest</i> 5. <i>boring</i> 6. <i>computer</i> 2. Rearrange the letters to find the name of the activities. 1. <i>socializing with friends</i> 2. <i>relaxing</i> 3. <i>communicating with friends</i> 4. <i>doing DIY</i> 5. <i>meeting</i> 6. <i>making crafts.</i> II. Grammar 3. Fill in the gaps with the correct form of the verbs Key: 1. <i>working</i> 2. <i>to learn / learning</i> 3. <i>seeing</i> 4. <i>doing</i> 5. <i>meeting</i> 6. <i>play</i> 4. Complete the following sentences with your own ideas. 1. <i>My best friend doesn't mind cooking and doing the housework.</i> 2. <i>Do you fancy making crafts in your free time?</i> 3. <i>My father used to hate driving in busy street but now he likes doing it.</i> 4. <i>I love caring for trees and flowers in the garden.</i> 5. <i>My cousin detests going out on cold days.</i> 5. Choose the most suitable words / phrases to fill the gaps. Key: 1. <i>Firstly</i> 2. <i>Secondly</i>
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GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

website www.thinkuknow.co.uk in order to be protected when they go online. - Allow Ss plenty of time to do this task. For each activity they choose, they should be able to give at least one reason that led them to the decision. - Ss do the task individually. - T asks Ss to complete the self-assessment. Have Ss discuss as a class what difficulties remain and what areas the Ss have mastered. - Provide further practice if necessary.	3. <i>Thirdly</i> 4. <i>In addition</i> 5. <i>In short</i> III. Communication 6. Choose from the leisure activities in this unit.
3. Application (7') PROJECT: JOIN OUR LEISURE ACTIVITY a, Aim: Help students do the project about leisure activity. b, Contents: Ss work in groups to do the project. c, Outcome: Ss can know how to do the project well. d, Organization:	
- Divide Ss into groups of six. -T explains for Ss how to do the activity at home.	Join our leisure activity.

3. Consolidation and guides for homework (2')

* Consolidation:

- Asks Ss to sum up the main content of the lesson. T consolidates more.

*Homework: Asks Ss to:

- Finish their project.

- Prepare: **Unit 2: Getting started.**
