Week: 4

Date: 28/9 – 3/10/2020

Teacher’s name: Nguyen Tuan

Class: 8/1, 8/2, 8/3, 8/4

Period: 1

Lesson Plan 8

Designed on **Unit:At home**

Section

* Read

I/ Aim:

Reading for details about the safety precautions in the house.

II/ Objectives:

By the end of the lesson, sts will be able to understand the safety precautions in the house and how to use why – because.

III/ Language content:

* Vocabulary

Precaution, socket, match, to destroy

* Structure

Why + Aux.V +S + V?

Because + clause.

IV/ Techniques:

True/ false, brainstorming, questions and answers

V/ Teaching aids:

Textbook, projector

VI/ Procedure:

|  |  |  |
| --- | --- | --- |
| Interaction/  Stage | Teacher’s and students’ activities | Content |
| T STS  Warm up  Whole class  Pre- reading  Pair work  While- reading  Group work  Post –reading  Group work  Group work  Home work | * Ask sts to tell names some objects which are dangerous in their houses. * Sts gives some ideas. * Listen and give the meaning. * Read aloud .(chorally- individually) * Ask sts to read the statements and guess which is true and which is false. * Sts close the books and guess. * Ask them to read the posters and check their prediction. * Get feedback. * Peer correction. * Call them to work in groups and answer the questions ( 2 page 32 ) * Peer correction. * Call them to do exercise 4 on page 36.   Work in groups.   * Modal. * Peer correction. * Ask sts to work in groups, discussing about “ safety precaution in the street” * Ask sts to write exercise 4 on their notebooks. | *Brainstorming*  knife  Dangerous  objects  match  scissors   * Pre teaching vocabulary   A precaution ( translation)  How do you say ” in English?  A socket ( realia)  An object (translation)  Safety  To destroy  To injure ( picture)   * Checking vocabulary   Using technique “ Slap The Board”   * True/ false statements prediction  1. It is safe to leave medicine around the house. 2. Drugs can look like candy. 3. A kitchen is suitable place to play. 4. Playing with one match cannot start a fire. 5. Putting a knife into an electrical socket is dangerous. 6. Young children do not understand that many household objects are dangerous.  |  |  | | --- | --- | | Guess | Answer key | | 1/  2/  3/  4/  5/  6/ | 1/F( to keep medicine in looked cupboard)  2/ T  3/F ( dangerous place)  4/ F ( can start a fire )  5/ T  6/T |  * Comprehension questions  1. Because children often try to eat and drink them. 2. Because the kitchen is a dangerous place. 3. Because playing with a match can cause a fire. 4. Because children often try to put something into electrical sockets and electricity can kill. 5. Because the dangerous objects can injure or kill children.    * Language focus 4    * *Answer the questions* 6. What did Nam do? He cooked dinner. 7. Why did he cook dinner?   Because his mother was home late.   * Discussion   *Safety precaution in the street*. |

Drawing experience:

* Học sinh chưa đọc tốt.
* Gv cho hs đọc lại nhiều lần.

Week: 4

Date: 28/9 – 3/10/2020

Teacher’s name: Nguyen Tuan

Class: 8/1, 8/2, 8/3, 8/4

Period: 2

**Unit 3**

LANGUAGE FOCUS

SECTION:

I/Aim:

Practice in the reflexive pronoun.

II/Objectives:

By the end of the lesson, students will be able to use the reflexive pronouns.

III/Language Content:

vocabulary

To kill, to cry. repairman

Grammar

Reflexive pronouns

IV/ Techniques:

Brainstorming, chatting

V/Teaching aids:

Textbook, projector

VI/Procedure:

|  |  |  |
| --- | --- | --- |
| Interaction/  Stage | Teacher’s and students’ activities | Content |
| T STS  Warm up  Whole class  Presentation  Pair work  Practice  Pair work  Production  Homework | * Ask students to answer some questions. * Teacher sets up a context * Use the third question to set up a context.   “ You do your homework, but nobody helps you. What do you say?  I do my homework myself.”   * Give some cues. * Ask sts to work in pairs. * Call them to practice in open pairs, then in closed pairs. * Have sts finish the dialogues using reflexive pronouns * Call them to pratice speaking. * Correct their pronunciation. * Ask them to write 5 sentences using reflexive pronouns. | * Chatting  1. Which subject do you like best? 2. Do you always get good marks in English? 3. Who helps you do your homework?    * *Set up a context*    * Form:   Myself  Yourself  Himself  Herself  Itself  Ourselves  Yourselves  Themselves   * Use:   To emphasize pronoun.  *Ex:*   1. I cut myself. 2. Lan herself opened the door.   *Drill*  ( Transformation drill)   1. You / do / homework    * Did you do your homework?      + Yes, I did it myself. 2. He / fix / washing machine    * Did he fix the washing machine?      + Yes, he fixed it himself. 3. Mary / cook / dinner    * Did Mary cook dinner?      + Yes, she cooked it herself.   Complete the dialogue  Miss Lieân: Did someone help Ba draw that picture?  Bao: No, he did it *himself*.  Nga: The repairman can’t fix the washing machine until tomorrow. Mrs Linh: Come on , we’ll have to try and do it *ourselves.*  Aunt Thanh: What’s the matter, Hoa?  Hoa: I cut *myself*.  Aunt Thanh: Let me see, oh, it’s all right. You didn’t cut *yourself* badly.  Lan: Why are you crying , Nga?  Nga: I have just watched the movie Romeo and Juliet. The boy killed *himself* and then the girl killed *herself* as well.  Lan: Why did they killed *themselves?* Nga: It’s a long story.  Mr Nhaät: Boys and girls ,you’ll do the experiment this afternoon.  Students: Will you come to help us? Mr Nhaät: Yes, I will . but you’ll have to do it *yourself.* |

Drawing experience:

* Học sinh làm bài tốt.
* Một số em chưa hiểu bài và GV hướng dẫn HS..

Week: 4

Date: 28/9 – 3/10/2020

Teacher’s name: Nguyen Tuan

Class: 8/1, 8/2, 8/3, 8/4

Period: 3

Unit 4: Our Past

Section:

\* Getting Started

\* Listen and read

I/Aim:

Reading for information about the life of many years ago.

II/ Objectives:

By the end of the lesson, students will be able to tell the activities people used to do in the past.

II/ Language content:

* + Vocabulary

Look for, folk tale, traditional, equipment

* + Structure

Used to + bare infinitive

IV/ Techniques:

True/ false , question and answer, survey

V/ Teaching aids:

Textbook, cassette, tape, projector

VI/ Procedure:

|  |  |  |
| --- | --- | --- |
| Interaction/  Stage | Teacher’s and students’ activities | Content |
| T STS  Whole class  Warm up  Pre- reading  Pair work  While – reading  Group work  Group work  T STS  Group work  Post reading  Homework | * Ask sts to look at the picture on page 38 and take out the things that do not belong to the past. * Listen and give Vietnamese translation. * Read aloud after the teacher. * Write the words on the board. * Ask two teams (3 sts a team) stand in front of the class. * Make sure two teams stand at an equal distance from the board. * Read aloud vietnamese translation. * Two sts must go toward and slap the English word on the board. * The team who slaps the more words is the winner. * Ask sts to read some statements and predict which are true and which are false. * Ask sts to read the dialogue and then check their prediction. * Get feedback. * Peer correction. * Call them to work in groups to answer the questions * Read in silence and answer the questions * Have them read the statements part 3 on page 39 and choose which is a pact and which is an opinion. * Give feedback. * Have them work in groups and make a survey. * Call them to write the result of their survey. * Write it out. * Ask them to write these exercises into their notebooks. | * + Getting started   The television  The radio  The mobile phone  The lighting fixture  Modern clothes   * + Pre teach vocabulary     - To look for( synonym) to take care of     - Equipment(n) (example) TV, radio, telephone, truck     - Folk tale( example) Tấm cám, Cây Tre Trăm Đốt     - Traditional ( translation)     - Great grandmother( explanation)   Mother of your mother or your father.   * + - * Checking vocabulary   *True/ false statements prediction*   1. Nga used to live on a farm. 2. Nga’s grandma didn’t go to school. 3. She helped her Mon look for her brothers and sisters. 4. There was some modern equipment at that time.  |  |  | | --- | --- | | Guess | Answer key | | 1  2  3  4 | 1 F  2 T  3 T  4 F |  * *Comprehension questions*  1. Where did Nga’s grandmother use to live?  * She used to live on a farm.   2)Why didn’t she go to school?   * Because she had to stay at home and help her Mom to look after her younger brothers and sisters.   3)What did Nga’s great grandma do?   * She used to cook the meals, clean the house and wash the clothes.   4)What did Nga’s great grandma and great grandfather do after dinner?   * She used to lit the lamp and he used to tell stories.   5)What did Nga ask her grandmother to do at the end of the conversation?   * She asked her grandma to tell her the tale “ The Lost Shoe”   + - * *Fact or Opinion*   Answer   1. I used to live on a farm.(F) 2. There wasn’t any electricity.(F) 3. Mom had to do everything without the help of modern equipment.(F) 4. My father used to tell us stories.(F) 5. The best one was The Lost Shoe.(O) 6. traditional stories are great.(O)    * Survey  |  |  |  |  | | --- | --- | --- | --- | | Name | Did you use to | Yes | No | | 1/ lan | \* get up late  \*eat much vegetables  \* forget to do your homework  make noisy in class | × |  |  * Did you use to get up late, Lan?   Yes, I did.   * How many people used to get up late?   Who used to forget to do their homework? |

Drawing experience:

* Học sinh chưa nghe tốt lắm.
* Gv cho hs nghe lại nhiều lần.
* Hs học thuộc lòng những động từ bất quy tắc.