Week: 6

Period: 1

Designed on: 12/10 – 17/10/2020

Class: 8.1/8.2/8.3/8.4

Teacher’s name: Nguyen Tuan Lesson plan

Unit 5

Section

* Listen
* Read

I/ Aim:

Practising speaking and listening.

II/ Objectives:

By the end of the lesson, students will be able to talk about their study habits and to listen for specific information to fill in a report card.

III/ Language content

* Vocabulary

Behavior, participant, satisfactory, cooperation

* Grammar

Spend + time + v-ing

IV/ Techniques

Brainstorming, gap filling, questions and answers

V/ Teaching aids

Textbook, cassette, tape, projector

VI/ Procedure

|  |  |  |
| --- | --- | --- |
| Interaction/  Stage | Teacher’s and students’ activities | Content |
| T STS  Warm up  Pre – listening  Pair work  While –listening  Pair work  Post listening  Group work  Homework | * Teacher brainstorms students’ background knowledge by asking them some questions. * Listen and give the meaning. * Read aloud after the teacher.   ( chorally – individually)   * Write new words on the board , each word is in a circle. * Point at the new words and call them to read aloud. * Rub out the words but leave the circles. * Point to the emptied circle and ask them to read again. * Call them write the word into the correct circles. * Ask them to look at Sarah’s report card and answer the questions.   “*How many gaps do you need to fill?”*   * Call them to listen carefully and fill in the blanks. * Give feedback. * Have them work in pairs and choose which is true and which is false. * Get feedback. * Ask them to work in groups to answer some questions. * Give feedback. * Peer correction. * Ask sts to write something about their partner’s study habits | * Brainstorming  1. Which subject do you need to improve? 2. What do you do to improve your English?   Do grammar exercise  How to  Improve  English  Listen to Eh news   * Pre Teach Vocabulary   *Behavior* ( translation)  *Participant (* translation)  *Satisfactory* ≠ unsatisfactory  *Cooperation* translation  *Attendance*  *Signature* ( realia)   * Checking vocabulary : using technique “ What and Where”   + Gap filling  1. 5 days absent 2. 87 days present 3. participation S 4. listening C 5. speaking A 6. reading A 7. writing B    * True / False Statements 8. Mrs Chen is her mother. 9. Her participant and cooperation are satisfactory. 10. If she works a bit harder on her writing skills, she should get an A for writing next term. 11. She shouldn’t watch English radio programs if possible.     * Answer key 12. T 13. T 14. T 15. F     * Comprehension Questions 16. When do you do your homework?     * I do my homework after school / after dinner / at 9 p.m. 17. Who helps you with your homework?     * My mother does./ My father does./ My brother does./ Nobody does . 18. How much time do you spend on Match? English? Literature? Physics?     * I spend one hour /two hours / half an hour. |

Drawing experience:

- Hs nghe chưa tốt.

- Gv cho các em nghe nhiều lần.

Week: 6

Period: 2

Designed on: 12/10 – 17/10/2020

Class: 8.1/8.2/8.3/8.4

Teacher’s name: Nguyen Tuan Lesson plan

Unit 5

SECTION

\* Read

I/ Aim

Helping students to read the text for details.

II/ Objectives

By the end of the lesson. students will be able to understand the text and get specific information.

III/ Language content

* Vocabulary

Mother tongue, underline, highlight, come across, stick

IV/Techniques

Brainstorming, true/ false, questions and answers

V/ Teaching aids

Textbook, projector

VI/ Procedure

|  |  |  |
| --- | --- | --- |
| Interaction/  Stage | Teacher’s and students’ activities | Content |
| T STS  Warm up  Pre reading  Pair work  While reading  Group work  Pair work  Post reading  Homework | * Ask students to answer some questions. * Listen and give the meaning. * Read aloud after the teacher. * Write new words on the board. * Call on two teams ( 3 sts a team) to stand in front of the board. * Call out a new word in Vietnamese and 2 sts must run towards and slap the word on the board. * The one who slaps the correct word will win the team. * Call them to guess and decide which is true and which is false. * Ask sts to read the text carefully and check their prediction. * Peer correction. * Get them to work in groups to answer the questions. * Give feedback. * Ask them to work in pairs to make a list of the ways to learn new words. * Work in pairs and write a list of the ways to learn new words. * Ask sts the questions   *How do you study English?*  *Which way of learning English is the best?*   * Ask students to write the ways of learning words. | * Chatting  1. Do you like to study English? 2. How many new words do you try to learn a day? 3. How do you learn new words?    * Pre teach vocabulary   Mother tongue (translation)  Underline example  Highlight  To come across ( translation)  Stick ( mine)   * + Checking vocabulary   Using technique “ Slap the Board”   * + True / False Statements Prediction  1. All language learners write the meaning of the new words in their mother tongue. 2. Some learners write examples of words they want to learn. 3. Every learner tries to learn all new words they come across. 4. Many learners only learn new words that are important.  |  |  |  | | --- | --- | --- | |  | Guess | Answer | | a/ |  | F | | b/ |  | T | | c/ |  | F | | d/ |  | T |  * + Comprehension Questions  1. Do learners learn words in the same ways?   No, they learn words in different ways.   1. Why do some learners write example sentences with new words?   Because they help them to remember the use of the new words.   1. What do some learners do in order to remember words better?   They write example , put the words and their meaning on stickers, underline or highlight them.   1. Why don’t some learners learn all the new words they come across?   Because they may think they can’t do so. Instead they learn only important words.   1. What is necessary in learning words?   Revision is necessary in learning words.   * + Make a list * Make a list of words their meanings and learn by heart. * Write sample sentences with new words. * Stick new words somewhere in the house. * Underline or highlight the words. * Read stories in English. * Learn words through songs. * *Discussion*   + How do you study English?   + Which way of learning English is the best? |

Drawing experience:

- Hs đọc chưa tốt.

- Gv cho các em đọc lại nhiều lần.

Week: 6

Period: 3

Designed on: 12/10 – 17/10/2020

Class: 8.1/8.2/8.3/8.4

Teacher’s name: Nguyen Tuan Lesson plan

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Unit 5

section

Language focus 1 &2

I/Aim:

Further practice adverbs of manner and the modal should.

II/ Objectives:

By the end of the lesson, students will be able to use adverbs of manner and modal should as an advice.

III/ Language content:

* + - Vocabulary

Throat, to behave

* + - Grammar
* Adverbs of manner
* Modal verb “ should”

IV/ Techniques:

Matching, questions and answers, gap filling

V/ Teaching aids

Textbook, projector

VI/ Procedure:

|  |  |  |
| --- | --- | --- |
| Interaction/  Stage | Teacher’s and students’ activities | Content |
| T STS  Warm up  Presentation  Pair work  Pair work  Practice  Pair work  Pair work  Production  Homework | * + - Ask students to match adjectives in column A with adverbs in column B.     - Get feedback.     - Peer correction.     - Help students distinguish the use of adjectives and adverbs.     - Ask sts to work in pairs and complete the dialogue using the words in the box.     - Give feedback.     - Call sts practice the dialogue in pairs.     - Set the scene.     - Ask sts some questions.     - Give the explanation of the modal should.     - Get sts to answer the questions.   What should he do with his house?   * + - Ask sts to work in pairs. One is a doctor and the other is a patient.     - The doctor gives the patient some advice.     - Ask sts to write 5 sentences using “ should”. | * Matching  |  |  | | --- | --- | | A | B | | Good | Badly | | Bad | Quickly | | Loud | Warmly | | Warm | Well | | Quick | loudly |  * Answer   Good Well  Bad Badly  Loud Loudly  Warm Warmly  Quick Quickly  *Set the scene:*  *Lan always gets good marks. Yesterday she got the mark 10 on math.*   1. Does she always get good marks? 2. Is she a good student? 3. How does she study?   Form   * S + BE +ADJ+N * S + BE +ADJ * S +V + ADV   Use  \* Adjectives modifies the noun after it or the subject.  \* Adverb modifies the verb of the sentence.  Exercise 1   1. Hoa: Ba always gets excellent grades.   Lan: that’s because he studies hard.   1. Hoa: that’s our bus.   Lan: run fast and we might catch it.   1. Hoa: I’m very sorry. I know I behave badly.   Lan: It’s all right.   1. Hoa: I can’t hear you ,Lan. Lan: sorry, but I’m speaking softly because I have a sore throat.   Exercise 2   * 1. Is this Mr Hao’s house? Yes.   2. Is it new or old?   It’s old   * 1. Is the wall discolor?   Yes.   * 1. Is there a lot of grass in the garden?   Yes, there is a lot of grass.   * 1. Should he repair the house? Yes, he should.   Form:  Should + bare infinitive  Use:  Giving an advice  Meaning: neân   1. He should repair the roof. 2. He should paint the house. 3. He should cut the grass. 4. He should replant the trees. 5. He should mend the door.  * Role play   + You should take the tablets regularly.   + You shouldn’t stay up late.   + You should get up early and do your morning exercises.   + You should keep your body warm. |

Drawing experience:

- Hs áp dụng công thức và làm bài tốt.