**Unit 1: my friends**

**I.Objectives**: Teacher helps students how to introduce people, respond to introductions, describe people, write about themselves and other people

- By the end of the unit, students will be introduce people, respond to introductions, describe people, write about themselves and other people

**\* Language focus:**

1. present simple to talk about general truths
2. (not) adjectives + enough + to infinitive
3. Simple past tense( Review)

**\*Vocabulary:**

- attributive and predicative adjectives.

- It’s a pleasure to meet you.

- I’d like to meet you.

**\* Skills:**

**-** Practise asking and replying the information to describe a person.

- Reading comprehension about the character of a person

- Listen to the short information …

- Writing about personal information and classmates.

**II. Teaching aids:** Text book , cards, cues, picture, tape

**III. Method:**

Pelmanism, pre question, question and answer, brainstorming, word cues, picture discribing gap fill, What and where, T/F statements, comprehension questions, kim’s game.

**IV .Procedure:**

|  |  |
| --- | --- |
| Lesson 1 | Getting started +Listen and read |
| Lesson 2 | Speak + Listen |
| Lesson 3 | Read |
| Lesson 4 | Write |
| Lesson 5 | Language focus |

**Unit 1: MY FRIENDS**

**GETTING STARTED & LISTEN AND READ**

***I. Objectives:***

By the end of the lesson, students will be able to know more about Hoa - Lan - Nien and to review present and past tenses.

Aim: Reading the dialogue for details

***II. Language contents:***

*1. Grammar*

- What do / does + S + look like?

S + is / looks + adj (ngoại hình )

- S + be (not) + adj + enough +to inf + O

*2. Vocabulary:*(to) seem, enough (adv), next-door neighbor (n) , look like .

***III. Techniques:*** True/ False statements, Asking and Answering

***IV. Teaching aids:*** Textbook English 8, colored chalks, pictures

***V. Procedures:***

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*1. Review of the previous lesson:*

*2. New lesson:*

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| **1. Warm up**: (8’)  - T asks: What did you do during the summer vacation? Did you review your English lesson? Did you have any new friends?  - Ss answer  - T asks Ss to look at 4 pictures on page 10 and asks: How many people are there in each picture?  What are they doing?  - Ss answer ( pictures a, b, c, d)  - T asks Ss to work in pairs (ask and answer), describe these groups of friends and their favorite activities  - Ss practice in closed pairs and opened pairs (ask and answer about 4 pictures on page 10)  - T corrects the mistakes if necessary  - T asks Ss to write the question and the answers in their notebooks  - Ss write  **2. Presentation**: (15’)  - T asks: What do you often do in your free time?  Do you play soccer? What are your favorite activities after school?  - Ss answer  - T asks: Do you remember Hoa ?  Where is she from?  Who does she live with now?  Which grade is she in?  - Ss answer  - T introduces: Hoa is from Hue. Now she lives in Hanoi with her uncle and aunt. She is talking to Lan about one of her friend in Hue.  You listen to the tape and answer this question: What does Hoa talk about her friend?  - T plays the tape “**Listen and read**”  - Ss listen  - After Ss listen, T introduces some structures  - Ss listen carefully and write notes  **3. Practice**: (14’)  🟅 Practice with a partner :  Ss work in pairs the dialogue  - Ss play the roles to present ( 2-3 pairs)  - Ss read again and answer the questions in pairs  - Ss ask and answer together  (closed pairs and opened pairs)  - T corrects the mistakes  🟅 Checking:  - Ss answer the question  - Ss remark and correct  🟅 Keys:  1 - F ( Hoa’s friend)  2 - T  3 - T  4-F (at Christmas)  *4. Consolidation:*  *T asks ss Yes-No questions using the content above* | **I.** **Getting started**:  What are these students doing?  a) They are playing soccer  b) They are reading books  c) They are playing chess  d) They are playing volleyball  **II .Listen and read**  **\*Vocabulary :**   * seem (v) dường như * seem +Adj Ex : She seems happy * Look like : có vẻ , trông như * Enough (adv ) : đủ * Next- door neighbor (n)   🟅 Structures:  - **What do/ does + S + look like?**  **S + is/ looks + adj**  Ex: What does she look like?  She is beautiful  S + be(not) + adj + enough + to inf  Ex: She wasn’t old enough to be in my class  🟅 Ask and answer the questions:  a) Nien lives in Hue  b) No, she doesn’t know Nien  c) She wasn’t old enough to be in my class  d) Nien is going to visit Hoa at Christmas  *🟅 True/ False statements :*  \_\_\_ 1. Nien is Lan’s friend  \_\_\_ 2. Hoa and Lan are old enough to be in class  \_\_\_ 3. Nien was 11 last year  \_\_\_ 4. Hoa said: “Nien is going to visit her at the new school year” |

*5. Homework:*

- Write a paragraph about Nien (5-8 sentences)

- Do exercises : 1, 2 page 5

- Learn by heart structures

- Prepare : U1-L2: Speak - Listen page 11, 12

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Date of preparing:

**Period 2 UNIT: 1 MY FRIENDS**

**SPEAK + LISTEN**

***I. Objectives:***

- By the end of the lesson, Ss will be able to describe someone and complete the dialogue by listening

- Aim: Listening for details to complete the dialogue and speak to describe someone

***II. Language contents:***

*1. Grammar:* Verb: (to) have / has

*2. Vocabulary:* blond, slim, straight, curly, bold, fair

***III. Techniques:***

Networks, Work Cue Drill

***IV. Teaching aids:***

Textbook, board, colored chalks, pictures

***V. Procedures:***

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*\*. Review of the previous lesson*

Ss read the dialogue page 10 and answer the questions:

- Where does Nien live? ( Hue)

- Does Lan know Nien? (No, she doesn’t)

*3. New lesson*

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | Content |
| **I Speak**  **\*Pre-speaking (3’)**  T uses the picture on page 10, asks Ss: How many people are there in the picture? Who are they? What do you know about Nien? Could you tell me more about Nien?  - Ss answer  - T can give Ss marks if Ss answer correctly  - T introduces: Nien is 12 and small. Now you look at the picture and listen ( picture of Mary)  - T reads the dialogue on page 11  -Ss listen  🟅 Pre-teach:(8’)  - T gives new-words, writes on the board, guides Ss to read, asks the meaning  - Ss read after the teacher (chorus, individually), give the meaning  - T corrects if necessary  🟅 Checking:  - Ss write again the adjectives about build, hair on the board  - T shows the picture of Mary and describes her build, hair  - Ss listen and guess  - T guides Ss to describe people  - Ss listen  **\*Practice(14’)**  -T prepares 6 cards so that Ss can drill easily  - Ss complete the cues  🟅 ***Listen***  \* **Pre** - **listening**: (5’)  - T asks Ss to do exercise “listen a, b, c, d” on page 12, 13  - T gives Ss some expressions and make sure the know their meanings  \* **Predictions**:  - Ss guess and complete 4 dialogues on page 12, 13, using the given expressions  \* **While** - **listening**: (5’)  Sts listen to the tape then complete the dilogues (twice )  - T gives feedback  \* **Post** – **listening (5’)**  - T calls Ss to play the roles of 4 dialogues (opened pairs)  - T corrects their pronunciation  - Ss work in pairs (closed pairs)*. Consolidations:* **(5’)**  T reminds Ss how to describe people and the expressions | **I Speak**  🟅 New-words:  - blond (a) : tóc vàng hoe  - slim (a) : (dáng người) thanh mảnh  - straight (a) : tóc thẳng  - curly (a) : tóc quăn, xoăn  - bald (a) : đầu hói  - fair (a) : da vàng nhạt, tóc vàng hoe  🟅 Networks / Marks :  🟅 Models :  - **This person is + ( build)**  **- He/ She has + (hair)**  **\*Practice**  🟅 Word Cue Drill :  a. he / tall / thin  He is tall and thin  b. She / short / slim  She is short and slim  c. He / short / fat  He is short and fat  d. long / black  She has long black hair  e. curly / blond  She has curly blond hair  f. straight / brown  She has straight brown hair  **II Listen**  a. (1) I’d like you to meet  (2) Nice to meet you  b. (3) I’d like you to meet  (4) It’s a pleasure to meet you  c. (5) Come and meet  d. (6) How do you do |

*5. Homework:*

- Describe your friends

- Do exercises 3, 4 page 7,8

- Learn by heart new words, models

- Prepare : Unit 1- Read page 13, 14

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Date of preparing: P eriod:

**UNIT 1: MY FRIENDS**

**READ**

***I. Objectives:***

Reading for specific information

By the end of the lesson, students will be able to know more Ba's friend.

**II. *Language contents:***

*1. Grammar:*present simple tense (review)

*2. Vocabulary:* Character, orphanage, reserved, sociable, jokes, outgoing, (to) annoy, sense of humor.

**III. *Techniques:***

What and Where, True or False statements, Multiple Choice

**IV. *Teaching aids:***

Textbook E8, board, colored chalks, projector

**V. *Procedure:***

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*. Review of the previous lesson*

Ss go to the board and describe these people:

- Hoa: tall and slim/ long straight dark hair

- Nam: fat and short/ short curly brown hair

*3. New lesson*

|  |  |
| --- | --- |
| **Teacher’s and student’s activities** | **Content** |
| **\* Warm up**  Chatting:  - Ask students to look at four pictures on page 10 and talk about the activities they want to do after school or in their free time.  - Give them some questions.  **\* Pre reading**  **Pre - teach**  - Checking vocabulary: what and where  - Write the word on the board, put one word in each circle  - Have students repeat the words in chorus then rub out word by word but leave the circles.  - Go on until all the words are rubbed out.  - Point to each circle and ask students to  Repeat chorally the English words. T asks students to go to the board and write the words again in the correct circles.  **\*While reading**  **1. T** /F **statements prediction**  - T sticks the poster of T / F statements on the board and sets the scene:  *These statements are about Ba and his friends, read them and guess Which statements are true, which are false?*  - Gets students to work in pairs  - T asks students to correct false statements.  \*Correction:  - T gives feedback.  - T asks students to open their books and read the text on page 13.  - T lets students check their prediction.  - T asks students to correct false statements.  - Correction:  **. Multiple choice**  - T gets students to do exercise 1 on page 14.  - T asks them to work in pairs *to* choose the best answers.  - T explains the meanings of the phrases:  - T asks students to work in pairs to do exercise 2 on page14.  - T lets students read the text again and answer the questions.  - T calls on some pairs of students to ask and answer the questions.  - Teacher corrects their pronunciation.  **\* Post reading**  - T asks all students to work in closed pairs.  - T asks students to work in groups and talk to one another about their friends, using the adjectives they have just learnt to describe  *4. Consolidation:*  Ss describe Ba and his friends (briefly) | - What are these students doing?  (play soccer / play chess / read books / play  volley ball)  - What time of the day do you think it is? (in the morning / evening, after school)  - Do you like soccer / reading books...?  - Whom do you like playing with?  **vocabulary:**  - a character: (translation)  - an orphanage: (explanation: a place where children without parents live)  (Translation)  - reserved (adj.)  - sociable: (adj.)  - (to) tell jokes: (explanation: tell a story which makes people laugh)  - sense of humor (translation)  a. Ba only has three friends - Bao, Song, Khai  b. Ba and his friends have the same  characters . c. Bao - Song - Khai are quite reserved in  public,  d. They all enjoy school and study hard.   |  |  | | --- | --- | | ***Guess*** | ***Correct*** | |  | F | |  | F | |  | F | |  | T |   Answers:  a. Ba talks about three of his friends.  b. Bao's volunteer work does not affect  school work.  c. Khai and Song don’t talk much in public.  d. Ba's friends sometimes get tired of his jokes.  *\*doesn't affect his school work*  *\*rather shy*  *\*get tired of*  **Comprehension questions**  \* Questions and answers:  a. How does Ba feel having a lot of friends?  *He feels lucky having a lot of friends.*  b. Who is the most sociable?  *Bao is the most sociable.*  c. Who likes reading?  *Khai likes reading.*  d. What is the bad thing about Ba's jokes?  *His jokes sometimes annoy his friends.*  e. Where does Bao spend his free time?  *Bao spends his free time doing volunteer work at a local orphanage*  f. Do you and your close friends have the same or different characters?  *students' answer* |

*5. Homework:*

T ask each student to write a paragraph (about 50 words) about one close friend.

+ Prepare Unit 1: Write – page 15

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………

Date of preparing: P eriod:

**UNIT 1: MY FRIENDS**

**WRITE**

**I. *Objectives:***

By the end of the lesson ,Ss will be able to write about themselves and other people.

***II. Language contents:***

*1. Grammar:* Review present simple tense

*2.Vocabulary:* (n) appearance, character

(a) humorous

***III. Techniques:***

Pair work, group work, ask and answer

***IV. Teaching aids:***

Pictures

***V. Procedures:***

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*. Review of the previous lesson*

Ss read the text about Ba and his friends (p. 13)

Ss answer these questions:

+ How does Ba feel having a lot of friends? (*He feels lucky having a lot of friends).*

+ Who is the most sociable? (*Bao is the most sociable).*

+ Who likes reading? (*Khai likes reading).*

+ What is the bad thing about Ba's jokes? (*His jokes sometimes annoy his friends).*

+ Where does Bao spend his free time? (*Bao spends his free time doing volunteer work at a local orphanage)*

*. New lesson*

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Content** |
| \* **Warm up**  \_T asks Ss to play game  - Ss play game  \* **Pre-writing**  - T introduces the new word  - Ss listen and repeat  - T explains how to do the exercise  - T has Ss read the information about Tam  - Ss read the information about Tam  - T lets Ss read the paragraph about Tam  - Ss read the paragraph about Tam  - T asks Ss some questions  - Ss answer  - T explains How to do the exercise  - Ss listen  - T has Ss remind the words about appearance, character  - Ss remind  - T lets Ss practice (ask and answer about personal information)  - Ss practice, then write the information  \***While-writing**  - T asks Ss to write a paragraph about their partner  - Ss write  Group work/Pair work  - T asks some Ss to write their paragraphs on the board  - Ss write  - T corrects Ss’ mistakes  \* **Post-writing:**write a short paragraph about your classmate  - T asks Ss to describe their close friend. Then T asks each student to write a short paragraph about him/her  *4. Consolidation:*  Ss read their task before class | \*Matching:  A B  Name Tall  Age Humorous  Description 14  Character Nam  Address 12 Le Loi street  **New word**:  -Humorous (a)  1. Read the information about Tam and answer some questions  Ex: What’s his name?  How old is Tam?  Where does he live?  What does he look like?  Who does he live with?  2. Fill in a similar form for your partner. Use the following questions as prompts.  Ex: short (a)  Slim (a)  Sociable (a)  Revered (a)  Ex:  Name: Ho Nhat My Age:14  Appearance: tall, long black hair  Characters: sociable, kind  Address: 30 Tran Phi street.  Family: Father, mother, younger sister, Lan  Friends: Mai, Tam  : Now write a paragraph about your partner ( Marks )  **Ss’writing:**  His name’s Ho Nhat My, he’s 14 years old. He lives at 30 Tran Phu street with his mother, father and younger sister. He’s tall and …  write a short paragraph about your classmate |

*5. Homework:*

- Learn by heart the new word.

- Do exercise 7/11

- Write another paragraph about one of their family members

- Prepare language focus (page 16)

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Date of preparing: P eriod:

**UNIT 1: MY FRIENDS**

**LANGUAGE FOCUS**

***I. Objectives:***

By the end of the lesson, Ss will be able to:

- review the usage of simple tense: present, past, future

- describe someone’s appearance

- talk about the truths

*II****. Language contents****:*

*1. Grammar:* Review: Simple tenses; Present simple to talk about general truths

(not) adjective + enough + to infinitive

*2. Vocabulary:* (n) Mars, mercury

***III. Techniques:***

Reading comprehension

***IV. Teaching aids:***

Pictures

***V. Procedures:***

|  |  |  |
| --- | --- | --- |
| *Class* | *Date of teaching* | *SS’s absence* |
| *8C1* |  |  |
| *8C2* |  |  |

*3. New lesson*

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Content** |
| \* **Warm up**  - T asks some questions: Have you got any close friends? Tell me about them?  - Ss answer  - T reminds the rules of past and present tenses.  - Ss notice and do exercises  - T has Ss complete the paragraphs  - Ss complete the paragraphs (pair work)  - T asks Ss to compare their answers with their partners  - Ss compare their answers with their partners.  - T asks Ss to give the answers  - Ss give the answers  - T corrects Ss’ mistakes.  - T reminds students note the adverbs that are used in present simple, past simple  - T has Ss practice the dialogue (pair work)  - Ss practice the dialogue  - T asks Ss to compare their answer with their partners  - Ss compare their answers  - T lets some pairs practice the dialogue before the class.  - Ss practice  - T corrects Ss’ mistakes  - T asks Ss to look at the picture carefully. Then Ss close their books and practice.  - Ss practice (pair work)  - T has some pairs practice  - Ss practice in pairs.  - T corrects Ss’ mistakes  - T helps Ss remind the structure **(not) adj + enough + to inf.** Then T. gives an example  - Ss review the structure  - T has Ss the practice the dialogue  - Ss practice the dialogue (pair work)  - T lets some pairs practice the dialogue before the class.  - Some pairs practice the dialogues  - T corrects Ss mistakes. | Present: S + V(es/s) + O  Past : S + V(ed/2) + O  1.Complete the paragraphs. Use the correct form of the verbs in brackets   1. 1. lives   2. sent  3. was  4. is    b. 1. are  2. came  3. showed  4. introduced  2.Complete the dialogue using the correct form of the verbs in box. You will have to use some verbs more than one  **Answer keys**:   1. sets 2. goes 3. moves 4. is 5. is 6. is   3. Look and describe  *Look at the picture. Answer the questions*  a) There are four people in the picture.  b) There is a tall heavy set man, there is a tall, thin woman with short hair there is a boy sitting on the ground holding his head and there is a short man standing across the street.  c) The man standing next to the taxi is wearing a yellow shirt and black trousers; the woman is carrying a shoulder bag and is wearing a green skirt and red blouse. The boy sitting on the ground and holding his head is wearing blue shorts and a white shirt, the man across the street is wearing blue trousers and a pink shirt.  4.Complete the dialogue use (not) adjective + enough + to infinitive  (b) Hoa: ………………………  Lan: …………Ba is not old enough ………  (c) Hoa: ……………………  Lan: ……………… I’m strong enough …………  (d) Hoa: …………………………  Lan: …………………… good enough ………… |

*4. Homework:*

- Do exercise 5 in exercise book (at p.9)

- T explains the way to do the exercises

- Ss listen

- Prepare: Unit 2 (Getting Started + Listen and read )

**EVALUATION**:…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………