|  |  |  |
| --- | --- | --- |
| ***Period: 49***  TA8**REVIEW 2**  **Lesson 1: LANGUAGE** **P70** | | |
| **Class** | **Date of teaching** | **Date of teaching** |
| 8A | 07/12/2023 | 03/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

***+ Vocabulary:*** Review

***+ Language:*** articles, types of questions, countable and uncountable nouns, simple future tense and first conditional.

***+ Pronunciation:*** sounds /k/, /g/, /n/, /ŋ/, /br/ and /pr/.

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** Love talking about different lifestyles. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson.  - To lead into the new lesson.  **b. Content:** - Game: Finding keywords  **c. Product:** - Ss can guess the topic through pictures.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **FINDING KEYWORDS**  **Step 1: Task delivering**  - Teacher shows 3 pictures (about Unit 4-5-6).  - Students find a keyword for each picture.  **Step 2: Task performance**  - Ss’ observation  - Students work individually.  - Ss look at the pictures and guess the topic.  **Step 3: Report and discussion**  - Students raise hands to answer.  - Student’s talk  **Step 4: Judgement**  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. | Pic1: Ethnic groups of Viet Nam    Pic 2: Our customs and traditions.    Pic 3: Lifestyles |
| **2. PRONUNCIATION (5’-IW, GW)**  **a. Objectives:**  - To help Ss revise the sounds /k/, /g/, /n/, /ŋ/, /br/ and /pr/.  **b. Content:**  **-** Task 1: Circle the word which has the underlined part pronounced differently in each group. Then listen and repeat.  **c. Product:**  **-** Ss can distinguish the sounds they have learnt.  **d. Implementation:** | |
| **Task 1**. Circle the word which has the underlined part pronounced differently in each group. then listen and repeat.  **Step 1: Task delivering**  - Teacher writes some words containing the sounds:  /k/, /g/, /n/, /ŋ/, /br/ and /pr/ .  - Teacher underlines the letter(s) containing the sounds.  **Step 2: Task performance**  - Ss’ observation  - Teacher asks Ss to read the words on the board aloud and corrects them if needed.  - Teacher allows Ss some time to do the exercise.  - Ss work individually and circle the words.  **Step 3: Report and discussion**  - Teacher plays the recording for Ss to listen and check their answers.  - Teacher calls on some Ss to share their answers.  - Student’s talk  **Step 4: Judgement**  - Teacher confirms the correct answers as a class.  - Teacher plays the recording again for Ss to listen and repeat in chorus and then individually. | **1**. Circle the word which has the underlined part pronounced differently in each group. then listen and repeat.  ***Answer key:***  1. C  2. B  3. D  4. A  5. D |
| **3. VOCABULARY (15’-IW, PW, GW)**  **a. Objectives:**  **-** To help Ss focus on the combination of verbs and nouns.  - To provide Ss with more practice on the use of some key words and phrases in a new context.  **b. Content:**  **-** Task 2: Match a verb or verb phrase in A witha noun or noun phrase in B.  **-** Task 3: Complete the sentences with thewords and phrases from the box.  **c. Product:**  - Students can match the verbs with correct nouns and use suitable words to fill in the gaps.  **d. Implementation:** | |
| **Task 2.** Match a verb or verb phrase in A with a noun or noun phrase in B.  **Step 1: Task delivering**  - Teacher asks Ss to work individually.  **Step 2: Task performance**  - Ss’ observation  - Ss read the verbs/ verb phrases and the nouns carefully.  **Step 3: Report and discussion**  - Teacher asks Ss to do the exercise individually.  - Ss match a verb or verb phrase in A witha noun or noun phrase in B.  - Student’s answers  **Step 4: Judgement**  - Teacher confirms the correct answers as a class.  **Task 3.** Complete the sentences with the words and phrases from the box.  **Step 1: Task delivering**  - Teacher asks Ss to work in pairs.  - Ss read the words in the box first and see if they remember their meanings.  - Ss read each sentence and decide which word or phrase from the box best fits in.  **Step 2: Task performance**  - Ss’ observation  - Complete the sentences with the words and phrases from the box.  **Step 3: Report and discussion**  - Student’s answers; Student’s talk  **Step 4: Judgement**  - Teacher confirms the answers as a class.  - Teacher highlights the key words in each sentence which helps Ss do the task. | **2.** Match a verb or verb phrase in A with a noun or noun phrase in B.  ***Answer key:***   1. d 2. e 3. b 4. a   5. c  **3.** Complete the sentences with the words and phrases from the box.***Answer key:***  1. decorative items  2. festivals  3. lifestyle  4. habit  5. minority group |
| **GRAMMAR (15’-IW, PW, GW)**  **a. Objectives:**  - To help Ss revise the use of articles, types of questions, countable and uncountable nouns.  - To provide Ss with more practice on the use of the simple future tense.  **b. Content:**  - Task 4: Choose the correct answer A, B, or C to complete each sentence.  - Task 5: Use the correct forms of the verbs in brackets to complete the sentences.  **c. Product:** - Ss can use what they have just revised to do the exercises well.  **d. Implementation:** | |
| **Task 4: Choose the correct answer A, B, or C to complete each sentence.**  **Step 1: Task delivering**  - Teacher asks Ss to work in pairs.  - Ss read each sentence and decide which answer (A, B, or C) best completes the sentence.  **Step 2: Task performance**  - Ss’ observation  **-** Ss work individually.  - Choose the correct answer A, B, or C to complete each sentence.  **Step 3: Report and discussion**  - Teacher calls on some Ss to share their answers with the class.  - Student’s talk; Student’s answers  **Step 4: Judgement**  - Teacher confirms the correct answers as a class.  - Teacher explains if necessary  **Task 5.** **Use the correct forms of the verbs in brackets to complete the sentences**  **Step 1: Task delivering**  - Teacher helps Ss revise the use of ***will*** for the simple future by writing two sentences on board, in which ***will*** is used in the situations Ss have learnt. For example, “I’ll do the painting tomorrow.’ and “If you agree, we will research about the Everest.”  **Step 2: Task performance**  - Ss’ observation  - Teacher asks Ss to work individually.  - Teacher asks Ss to read the sentences and underline the signals that require the use of the future before they do the exercise.  **Step 3: Report and discussion**  - Teacher calls on some Ss to share their answers with the class.  **Step 4: Judgement**  - Teacher confirms the correct answers as a class.  - Teacher explains if necessary. Teacher may then call on some Ss to read aloud the correct | **4: Choose the correct answer A, B, or C to complete each sentence.**  ***Answer key:***  1. C  2. B  3. A  4. B  5. A  **5.** **Use the correct forms of the verbs in brackets to complete the sentences**  Students’ notes  Observation  ***Answer key:***  1. will build  2. will celebrate  3. will never forget  4. am  5. will never know |
| **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* Home assignment**  - Do exercises in the workbook.  - Prepare for Review 2 - Skills. |

|  |  |  |
| --- | --- | --- |
| ***Period:50***  TA8**REVIEW 2**  **Lesson 2: SKILLS** **P71** | | |
| **Class** | **Date of teaching** | **Date of teaching** |
| 8A | 07/12/2023 | 04/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

- practice reading for specific information about an event schedule.

- practice talking about the reasons for people moving from the countryside to the city.

- practice listening for specific information about life in the countryside.

- practice writing correct sentences from clues.

***+ Vocabulary:*** Review

***+ Language:*** articles, types of questions, countable and uncountable nouns, simple future tense and first conditional.

***+ Pronunciation:*** sounds /k/, /g/, /n/, /ŋ/, /br/ and /pr/.

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** Love talking about different lifestyles. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson.  - To lead into the new lesson.  **b. Content:**  - Chatting  **c. Product:**  - Ss can talk about the customs and traditions in their neighbourhood that they know.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting: CUSTOMS AND TRADITIONS**  **Step 1: Task delivering**  - Teacher asks Ss to work individually.  **Step 2: Task performance**  - Ss’ observation  - Ss think of the customs and traditions that they know in their neighborhood.  **Step 3: Report and discussion**  - Teacher calls on some Ss to give their ideas.  - Student’s talk  **Step 4: Judgement**  - Teacher gives comments and leads Ss to the new lesson. | Observation  Customs and traditions  Questions & answers  Student’s talk |
| **2. READING (10’-IW)**  - To provide Ss with practice on reading an event schedule for specific information.  **b. Content:**  - Task 1:Read the schedule of the Spring Fairand select the event that eachperson wants to attend. Write theevent names in the table.  **c. Product:**  **-** Ss can find suitable events that each person wants to attend.  **d. Implementation:** Teacher’s instruction | |
| **Task 1**. Read the schedule of the Spring Fair and select the event that each person wants to attend. Write the event names in the table.  **Step 1: Task delivering**  - Teacher familiarise Ss with quite a new genre, event schedule, by asking them to look quickly at the text and answer “What’s the name of the event?”, “When is it?”, Where is it?”, “What events are there at the fair?”. The answer to the last question would help guide Ss where to look for the information to answer the questions in the exercise.  **Step 2: Task performance**  - Ss’ observation  - Teacher asks Ss to do the exercise individually.  - Guide them to read the information in the table about each people first, then decide the event for them.  **Step 3: Report and discussion**  - Teacher calls on some Ss to share their answers with the class.  - Student’s talk  **Step 4: Judgement**  - Teacher confirms the correct answers as a class and explains if needed | **1**. Read the schedule of the Spring Fair and select the event that each person wants to attend. Write the event names in the table.  ***Answer key:***  **1.** Childhood Fun  **2.** A Pottery Village  **3.** Performances **4.** Ethnic Markets  **5.** Photo Exhibition |
| **3. SPEAKING (10’- PW, GW)**  **a. Objectives:**  **-** To provide Ss an opportunity to talk about why they think people are moving to the city  **b. Content:**  - Task 2: Work in pairs. Read the list below and tick the main reason(s) for people moving from the countryside to the city. Explain your choice.  **c. Product:**  - Students can talk about the main reason(s) for people moving from the countryside to the city and explain their choice.  **d. Implementation:**  - Teacher’s instruction | |
| **Task 2.** **Work in pairs. Read the list below and tick (√) the main reason(s) for people moving from the countryside to the city. Explain your choice.**    **Step 1: Task delivering**  - Teacher has Ss work in pairs or groups.  - Teacher asks Ss to read the list.  **Step 2: Task performance**  - Ss’ observation  - Discuss and tick the reason(s) they all agree with. - Teacher allows Ss some time to talk, and maybe take notes of their explanations.  **Step 3: Report and discussion**  - Teacher calls on some pairs or groups to report their answers to the class.  - Each pair or group may answer just one question to allow time for more pairs and groups.  **Step 4: Judgement**  - Teacher listens and comments, especially on the explanations. | **2.** **Work in pairs. Read the list below and tick (√) the main reason(s) for people moving from the countryside to the city. Explain your choice.** |
| **3. LISTENING (10’-IW)**  **a. Objectives:**  - To provide Ss with more practice on listening for specific information.  **b. Content:**  - Task 3:Listen to Phong talking about life inthe countryside and complete eachsentence with one word.  **c. Product:**  - Ss can listen for specific information and fill in the gaps with correct words.  **d. Implementation:** | |
| **Task 3.** Listen to Phong talking about life in the countryside and complete each sentence with one word.  **Step 1: Task delivering**  - Teacher asks Ss to read the sentences first to get an overall idea of what they are going to listen and to decide what information they need to answer the questions.  **Step 2: Task performance**  - Ss’ observation  - Teacher plays the recording and allows Ss some time afterwards to complete their answers.  **Step 3: Report and discussion.**  - Teacher checks the answers as a class. If needed, plays the recording again and pauses when an answer comes.  - Student’s talk  **Step 4: Judgement**  - Teacher confirms the correct answers as a class. | **3.** Listen to Phong talking about life in the countryside and complete each sentence with one word.***Answer key:***  1. vacation  2. traditional  3. products  4. necessary  5. meet |
| 4. WRITING (10’-IW, PW, GW)  **a. Objectives:**  - To provide Ss with practice in writing correct sentences from clues.  **b. Content:**  **-** Task 4: Write complete sentences from theclues below.You may have to make some changes.  **c. Product:**  - Ss can write complete sentences from thegiven clues.  **d. Implementation:** | |
| Task 4. **Write complete sentences from the** **clues below**.  **Step 1: Task delivering**  - Teacher asks Ss to read the clues of the whole text to have a general idea of what the text is about and what tense is most suitable for each sentence.  Step 2: Task performance  - Ss’ observation  - Teacher asks Ss to work individually.  - Ss complete the sentences. (in given time)  **Step 3: Report and discussion**  - Teacher calls on some Ss to read aloud their sentences.  - Student’s answers  **Step 4: Judgement**  - Teacher gives comments.  - Teacher provides correct sentences. Explains if needed.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | 4. **Write complete sentences from the** **clues below**.  ***Answer key:***  **1.** Many Vietnamese families often teach their children to respect the / their elders. **2.** There are many ways to show respect. **3.** You can give up a seat or offer to carry heavy things for the elders. **4.** Listen and don’t talk back when the elders speak.  **5.** At mealtimes, children should not start eating before the / their elders do.  **\* Home assignment**  - Do exercises in the workbook.  - Prepare for Unit 7 - Getting started |

**V. FEEDBACK:**

With 8A …………………………..………………………………………………………………..…

|  |  |  |
| --- | --- | --- |
| ***Period:51***  TA8**REVISION FOR THE 1­­st ­TEST** | | |
| **Class** | **Date of teaching** | **Date of teaching** |
| 8A | 07/12/2023 | 04/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

- practice reading for specific information about an event schedule.

- practice talking about the reasons for people moving from the countryside to the city.

- practice listening for specific information about life in the countryside.

- practice writing correct sentences from clues.

***+ Vocabulary:*** Review

***+ Language:*** articles, types of questions, countable and uncountable nouns, simple future tense and first conditional.

***+ Pronunciation:*** sounds /k/, /g/, /n/, /ŋ/, /br/ and /pr/.

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** Love talking about different lifestyles. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson.  - To lead into the new lesson.  **b. Content:**  - Chatting  **c. Product:**  - Ss can talk about the customs and traditions in their neighbourhood that they know.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **1. READING (10’-IW)**  - To provide Ss with practice on reading an event schedule for specific information.  **b. Content:**  - Task 1:Read the schedule of the Spring Fairand select the event that eachperson wants to attend. Write theevent names in the table.  **c. Product:**  **-** Ss can find suitable events that each person wants to attend.  **d. Implementation:** Teacher’s instruction | |
| **Task 1**. Read the schedule of the Spring Fair and select the event that each person wants to attend. Write the event names in the table.  **Step 1: Task delivering**  - Teacher familiarise Ss with quite a new genre, event schedule, by asking them to look quickly at the text and answer “What’s the name of the event?”, “When is it?”, Where is it?”, “What events are there at the fair?”. The answer to the last question would help guide Ss where to look for the information to answer the questions in the exercise.  **Step 2: Task performance**  - Ss’ observation  - Teacher asks Ss to do the exercise individually.  - Guide them to read the information in the table about each people first, then decide the event for them.  **Step 3: Report and discussion**  - Teacher calls on some Ss to share their answers with the class.  - Student’s talk  **Step 4: Judgement**  - Teacher confirms the correct answers as a class and explains if needed | **I. Read the passage and choose the best answers( 1,0 pt)**   |  |  |  |  | | --- | --- | --- | --- | | 1.A. habits | B. fashions | C. styles | D. practices | | 2.A. where | B. after | C. when | D. Why | | 3.A. symbol | B. icon | C. warning | D. sign | | 4.A. nothing | B. everything | C. anything | D. something | | 5.A. clear | B. empty | C. vacant | D. blank |   Each country has its own special traditions and customs just as individuals have their own ( 1)…………and daily routines. Many people find it difficult to get used to the customs of another country(2) ...................they go abroad. For example, in some Asian countries, people do not usually finish everything on their plates because is a (3)……….. that they have not had enough to eat. Visitors from the West find it difficult to get used to this, because they used to eat (4)...............up to show that they liked it. When an Asian host sees their (5)..............plates, he usually assumes that they want more  **II. Read the following passage and answer the questions ( 1.0pt)**  Spring is a time when there are many festivals in our country. Among them, Hoa Ban Festival is the most beautiful and interesting and it takes place in Lai Chau. It is typical of the cultural life of the Thai people. In the second lunar month of the year, when it gets warmer and *hoa ban* - a kind of beautiful flower in the northwest mountainous area - blossoms, Hoa Ban Festival is celebrated. This is a great time for everyone, especially for boys and girls. The boy picks the most beautiful flower and gives it to his girlfriend. This is not only a time for love but also for the Thai people to pray for good crops, for happiness, and express their special thanks to the Gods and ancestors. The festival is always full of songs and prayers.  1.Which festival is mentioned in the passage?  2.Which province is mentioned as the place Hoa Ban festival is celebrated in the passage?  3.Is Hoa Ban festival typical of the cultural life of the Nung people ?  4.What do Thai people pray for on Hoa Ban festival?  5.Which sentence says Hoa Ban festival is time for love? |
| **2. SPEAKING (10’- PW, GW)**  **a. Objectives:**  **-** To provide Ss an opportunity to talk about why they think people are moving to the city  **b. Content:**  - Task 2: Work in pairs. Read the list below and tick the main reason(s) for people moving from the countryside to the city. Explain your choice.  **c. Product:**  - Students can talk about the main reason(s) for people moving from the countryside to the city and explain their choice.  **d. Implementation:**  - Teacher’s instruction | |
| **Task 2.** **Work in pairs. Read the list below and tick (√) the main reason(s) for people moving from the countryside to the city. Explain your choice.**  **Step 1: Task delivering**  - Teacher has Ss work in pairs or groups.  - Teacher asks Ss to read the quest.  **Step 2: Task performance**  - Ss’ observation  - Discuss and choose the answer (s) they all agree with. - Teacher allows Ss some time to talk, and maybe take notes of their explanations.  **Step 3: Report and discussion**  - Teacher calls on some pairs or groups to report their answers to the class.  - Each pair or group may answer just one question to allow time for more pairs and groups.  **Step 4: Judgement**  - Teacher listens and comments, especially on the explanations. | **2.** **Choose the best answer A, B or C to complete the following sentences**  1. A: “Thank you for the enjoyable party tonight!” - B: “\_\_\_\_\_\_\_\_\_\_\_”  A. It’s my pleasure. B. I’m sorry. C. I don’t mind. D. That’s a great idea!  2. Lan: “There will be a live broardcast of spring Festival Gala” Hoa: ………………………...  A. I’ll be there B. Yes, I can C. It’s my pleasure D. Is it urgent?  3. Can you help me with my Maths homework, please?  A.Yes, I can B.No, I can't C.Sure D.No, of course.  4. Mary: “That’s a very nice skirt you are wearing.” - Julia: “\_\_\_\_\_\_\_\_\_.”  A. I’m glad you like it- B. I like it- C. That’s all right- D.That’s nice  5. A: “Mountain girls help their mothers with housework when they are five or six.” *B:* “\_\_\_\_\_\_\_\_”  A. Do they? B. Are they? C. I agree. D. Should they?  6. Tom: “Would you like to join our Greener Club?” - Nam: “\_\_\_\_\_\_\_\_\_\_\_\_\_”  A. You’re welcome. B. Yes, I’d love to. C. No, I won’t. D. Yes, I do to.  7. 1. "What would you like to drink?" - "\_\_\_\_\_\_\_\_\_".  A. Yes, please B. Milk, please C. No, thanks D. OK |
| 3. WRITING (10’-IW, PW, GW)  **a. Objectives:**  - To provide Ss with practice in writing correct sentences from clues.  **b. Content:**  **-** Task 4: Write complete sentences from theclues below.You may have to make some changes.  **c. Product:**  - Ss can write complete sentences from thegiven clues.  **d. Implementation:** | |
| Task 4. **Write complete sentences from the** **clues below**.  **Step 1: Task delivering**  - Teacher asks Ss to read the clues of the whole text to have a general idea of what the text is about and what tense is most suitable for each sentence.  Step 2: Task performance  - Ss’ observation  - Teacher asks Ss to work individually.  - Ss complete the sentences. (in given time)  **Step 3: Report and discussion**  - Teacher calls on some Ss to read aloud their sentences.  - Student’s answers  **Step 4: Judgement**  - Teacher gives comments.  - Teacher provides correct sentences. Explains if needed.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | 4. Rearrange the words to make meaningful sentences(0.6pt)   1. **I**/ out/ friends/ love/ with/ weekend/at/ hanging/ my/ the 2. test/ **The**/ at/ starts/ 10:30. You/ late/ be/ mustn't. 3. Living in the countryside/ peaceful / is more/ than / living in the city. 4. great way/ Story telling/ a/ is/ local tradition/ the/ alive/to keep 5. popular/ is/ among/ the most/ What food in Vietnam/ foreign visitors?   **Rewrite the sentences that the original meaning does not change. (0.4pt)**   1. She likes to hang out with friends on Saturday evening.   =>She enjoys ……………………….   1. Tam was working hard. Cam was sleeping. (WHILE)=>…………………………………… 2. It’s a good idea for student to study carefully before term test.   =>Students shoul…………………………………   1. We won’t go to visit Huong Pagoda is it is crowded   => Unless Huong Pagoda ..........................   1. It’s a good idea to hand bowls with both hands.   You should………..…………………………..  **Use the given words to make meaningful sentences (0,6pt)**   1. Life/ in the countryside/ peaceful/ than/ the city. 2. We/ have/take/ shoes/ when/ we/ inside/pagoda. 3. Tomorrow/ Sunday./ So/ I/ not have/ go/ school./ 4. Who/ be/ most respected person/ Xo Dang community? 5. She/ save/ alot of money/ if/ she/ work/ harder   **\* Home assignment**  - Do exercises in the workbook.  - Prepare for Unit 7 - Getting started |

|  |  |  |
| --- | --- | --- |
| ***Period:52***  TA8**REVISION FOR TEST** | | |
| **Class** | **Date of teaching** | **Date of teaching** |
| 8A | 07/12/2023 | 04/01/2024 |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

**1. Knowledge:**

- practice reading for specific information about an event schedule.

- practice talking about the reasons for people moving from the countryside to the city.

- practice listening for specific information about life in the countryside.

- practice writing correct sentences from clues.

***+ Vocabulary:*** Review

***+ Language:*** articles, types of questions, countable and uncountable nouns, simple future tense and first conditional.

***+ Pronunciation:*** sounds /k/, /g/, /n/, /ŋ/, /br/ and /pr/.

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** Love talking about different lifestyles. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

SAMPLE TEST

**A. LISTENING (2,0pts)**

**I. Listen to a talk and choose the correct answer. (1,0 pt)**

1.Ethnic minority ………………….children might live a life different from that of most

Ken's Children

A. children B.students C.people D.farmers

2. They learn to work from an early age, usually at ……………………………..

A.twelve B.six C.seven D.ten

3. Boys learn to do what their…………………………………do

A.mothers B.brothers C.fathers D.sisters

4. In the ………………………, the family often gathers around the open fire

A.morning B.afternoon C. evening D.midday

5. Nowadays, more and more minority children are going to………........................

A.the field B.the farm C.book fair D. school

**II. Listen to the talk and decide which statement is True (T) or False (F). (1.0pt))**

|  |  |  |
| --- | --- | --- |
| 1. Oc Om Bok is the Festival of the Khmer people | T | F |
| 2. Oc Om Bok occurs in mid October, according to the lunar calendar | T | F |
| 3. Only the elders offer young rice and fruits to the moon God | T | F |
| 4. Visitors can not participate in games | T | F |
| 1. Tourists should not wear shorts or sleeveless shirts when attending the religious ceremony | T | F |

**B. LANGUAGE (2,0pts)**

**I. Mark letter A,B , C or D to indicate the word whose underlined part is pronounced differently from that of the others in each group. (0,4pt)**

1 A.gong B.longevity C.group D. grow

2. A.minority B.land C.monk D.tradition

**II. Mark letter A,B , C or D to indicate the word whose main stress position is placed differently from that of the others in each group (0,4pt)**

1. A. admire B. lantern C.manner D.lifestyle

2. A. ceremony B. independent C. interaction D. expectation

**III. Choose the best answer A, B or C to complete the following sentences. (1,2pt)**

1. If you stay awake all night, you....................be very tired tomorrow.

A. Are B. were C. will D. would

1. **Lan**: Can we try the street food in Ho Chi Minh City?

**Hoa**: ………………………...

1. Thank you B. Certainly C. Why so D. Can we?

3.Stilt houses are made.......................natural materials like bamboo,wood and leaves.

A.of B.in C.from D. at

4.Traditionally, the..............................in a village is a place for villagers to meet or worship.

1. festival B. market C. communal house D.park

5.I lost my wallet on...............................last day of my stay in Paris

1. a B. an C. the D.zero article

**Mark letter A, B, C, or D to indicate the word SIMILAR in meaning to the underlined word**

6.I like **taking part in** birthday parties of all my family members

A. holding B. continuing C.joining D.releasing

**C. READING (2,0pts)**

I. Read the passage and choose the best answers( 1,0 pt)

Each country has its own special traditions and customs just as individuals have their own ( 1)…………………and daily routines. Many people find it difficult to get used to the customs of another country(2) ...........................they go abroad. For example, in some Asian countries, people do not usually finish everything on their plates because is a (3)……………………….. that they have not had enough to eat. Visitors from the West find it difficult to get used to this, because they used to eat (4)..................up to show that they liked it. When an Asian host sees their (5)..................plates, he usually assumes that they want more

|  |  |  |  |
| --- | --- | --- | --- |
| 1.A. habits | B. fashions | C. styles | D. practices |
| 2.A. where | B. after | C. when | D. Why |
| 3.A. symbol | B. icon | C. warning | D. sign |
| 4.A. nothing | B. everything | C. anything | D. something |
| 5.A. clear | B. empty | C. vacant | D. blank |

**II. Read the following passage and answer the questions ( 1.0pt)**

Spring is a time when there are many festivals in our country. Among them, Hoa Ban Festival is the most beautiful and interesting and it takes place in Lai Chau. It is typical of the cultural life of the Thai people. In the second lunar month of the year, when it gets warmer and *hoa ban* - a kind of beautiful flower in the northwest mountainous area - blossoms, Hoa Ban Festival is celebrated. This is a great time for everyone, especially for boys and girls. The boy picks the most beautiful flower and gives it to his girlfriend. This is not only a time for love but also for the Thai people to pray for good crops, for happiness, and express their special thanks to the Gods and ancestors. The festival is always full of songs and prayers.

1.Which festival is mentioned in the passage?

.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.Which province is mentioned as the place Hoa Ban festival is celebrated in the passage?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.Is Hoa Ban festival typical of the cultural life of the Nung people ?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.What do Thai people pray for on Hoa Ban festival?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5.Which sentence says Hoa Ban festival is time for love?

­­­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D. WRITING (2,0pt)**

**I.Mark letter A, B, C or D to indicate the part that needs correcting. (0, 4 pt)**

1. When do the White Dao women dress every day? - They always wear white pants.

A. When B. women C. dress D. pants

2. We don’t need too much sugars. There’s still a packet in the cupboard.

A. too much B. sugars C. a D. packet

**II. Rearrange the words to make meaningful sentences(0.6pt)**

1.with / careful /your /Be /diet, / be /you /will/ / or /overweight

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.only /Do /minority / few /groups / houses /in /live /stilt /?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. custom/a / There /morning/ exercises/ is /in /my/ doing /family/ of

.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**III. Rewrite the sentences in such a way that the meaning of the original one does not change. (0.4pt)**

1. It’s a good idea to hand bowls with both hands.

**->** You\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. If Nam doesn't hurry up, he will be late for school

🡪Unless Nam \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**IV. Use the given words to make meaningful sentences (0,6pt)**

1.He/ not get/ a good job/ if / he / not improve/ his IT skills

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. I think/ there/ be/ some / similarities/ a custom/ a tradition

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. I/ call /you/ when / I / arrive / airport.

THE END

**ĐÁP ÁN**

**- 0,2 point for each correct answer**

**A. Listening :**

**I. Listen to a talk and choose the correct answer. (1,0 pt)**

1.A 2.B 3.C 4.C 5.D

**II. Listen and tick T or F for each sentences (1,0 pt)**

1.T 2. T 3. F 4. F 5. T

**B. LANGUAGE (2,0pts)**

**I. Mark letter A,B , C or D to indicate the word whose underlined part is pronounced differently from that of the others in each group. (0,4pt)**

1.B.longevity 2. C.monk

**II. Mark letter A,B , C or D to indicate the word whose main stress position is placed differently from that of the others in each group (0,4pt)**

1. A. admire 2. A. ceremony

**III. Choose the best answer A, B or C to complete the following sentences. (1,2pt)**

1. B **2.**B 3.C 4.C 5.D 6.C

**C. READING (2,0pts)**

I. I.Read the passage and choose the best answers( 1,0 pt)

1.A 2. C 3.D 4. B 5. B

**II. Read the following passage and answer the questions ( 1.0pt)**

1.Hoa Ban festival

2. Lai Chau province

3. No, it isn't.

4. They pray for good crops and for happiness

5. The boy picks the most beautiful flower and gives it to his girlfriend

**D. WRITING (2,0pt)**

**I.Mark letter A, B, C or D to indicate the part that needs correcting. (0, 4 pt)**

1.A 2.B

**II. Rearrange the words to make meaningful sentences(0.6pt)**

1. Be careful with your diet,or you will be overweight

2. Do only a few minority groups live in stilt houses?

3. There is a custom of doing morning exercises in my family

**III. Rewrite the sentences in such a way that the meaning of the original one does not change. (0.4pt)**

1. You should hand bowls with both hands.

2. Unless Nam hurries up, he will be late for school

**IV. Use the given words to make meaningful sentences (0,6pt)**

1. He will not get a good job if he doesn't improve his IT skills

2. I think there are some similarities between a custom and a tradition

3. I will call you when I arrive at the airport.

|  |  |  |
| --- | --- | --- |
| TA8***Period:53***  **TEST** | | |
| **Class** | **Date of teaching** | **Date of teaching** |
| 8A | 07/12/2023 | 0..../01/2024 |

**MA TRẬN ĐỀ KIỂM TRA CUỐI HỌC KỲ I NĂM HỌC 2023-2024(ĐỀ 1)**

**MÔN: TIẾNG ANH LỚP 8 – THỜI GIAN LÀM BÀI: 60 PHÚT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TT** | **Kĩ năng** | **Mức độ nhận thức** | | | | | | | | | | **Tổng** | |
| **Nhận biết** | | **Thông hiểu** | | **Vận dụng** | | **Vận dụng cao** | |  | | | |
| **Tỉ lệ (%)** | **Thời gian**  **(phút)** | **Tỉ lệ (%)** | **Thời gian**  **(phút)** | **Tỉ lệ (%)** | **Thời gian**  **(phút)** | **Tỉ lệ (%)** | **Thời gian**  **(phút)** | **Tỉ lệ (%)** | | | **Thời gian**  **(phút)** |
| **1** | **Listening** | 10 | 4 | 10 | 6 | 5 | 3 |  |  | 25 | | | 13 |
| **2** | **Language** | 10 | 3 | 10 | 5 | 5 | 3 |  |  | 25 | | | 11 |
| **3** | **Reading** | 15 | 8 | 5 | 5 | 5 | 5 |  |  | 25 | | | 18 |
| **4** | **Writing** | 5 | 5 | 5 | 4 | 5 | 4 | 10 | 5 | 25 | | | 18 |
| **Tổng** | | **40** | **20** | **30** | **20** | **20** | **15** | **10** | **5** | **100** | | | **60** |
| **Tỉ lệ (%)** | | **40** | | **30** | | **20** | | **10** | |  | | |  |
| **Tỉ lệ chung (%)** | | **70** | | | | **30** | | | | |  | | |

**BẢNG MÔ TẢ KĨ THUẬT CUỐI HỌC KỲ I NĂM HỌC 2023-2024**

**MÔN: TIẾNG ANH 8 – THỜI GIAN LÀM BÀI: 60 PHÚT**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TT** | **Kĩ năng** | **Đơn vị kiến thức/kỹ năng** | **Mức độ kiến thức, kĩ năng**  **cần kiểm tra, đánh giá** | **Số câu hỏi theo mức độ nhận thức** | | | | | | | | **Tổng Số CH** | |
| **Nhận biết** | | **Thông hiểu** | | **Vận dụng** | | **Vận dụng cao** | |
| **TN** | **TL** | **TN** | **TL** | **TN** | **TL** | **TN** | **TL** | **TN** | **TL** |
| **I.** | **LISTENING** | 1. Nghe một độc thoại trong 1.5 phút (khoảng 80 – 100 từ) để chọn câu trả lời đúng về chủ đề:   ETHNIC GROUPS OF VIET NAM | **Nhận biết:**  Nghe lấy thông tin chi tiết về một trong các chủ đề đã học. | 3 |  |  |  |  |  |  |  | 3 |  |
| **Thông hiểu:**  Hiểu nội dung chính của đoạn độc thoại/ hội thoại để tìm câu trả lời đúng. |  |  | 2 |  |  |  |  |  | 2 |  |
| **Vận dụng:**  - Nắm được ý chính của bài nghe để đưa ra câu trả lời phù hợp. |  |  |  |  |  |  |  |  |  |  |
|  | 2. Nghe một đoạn độc thoại khoảng 1.5 phút (khoảng 80 – 100 từ) để chọn đáp án đúng /sai liên quan đến chủ đề:  OUR CUSTOMS AND TRADITIONS | **Nhận biết:**  - Nghe lấy thông tin chi tiết. | 2 |  |  |  |  |  |  |  | **2** |  |
| **Thông hiểu:**  - Hiểu nội dung chính của đoạn độc thoại/ hội thoại để tìm câu trả lời đúng. |  |  | 2 |  |  |  |  |  | 2 |  |
| **Vận dụng:**  - Nắm được ý chính của bài nghe để đưa ra câu trả lời phù hợp. |  |  |  |  | 1 |  |  |  | **1** |  |
| II. | **LANGUAGE** | **Pronunciation**  **Stress of the word** | **Nhận biết:**  Nhận biết các âm thông qua các từ vựng theo chủ đề đã học:  - /k/ and /g/  - /n/ and /ŋ/ correctly  Xác định được trọng âm của từ(trọng âm thứ nhất, trọng thứ 2 ...) | 2  2 |  |  |  |  |  |  |  | 2  2 |  |
| **Thông hiểu:**  Phân biệt được các âm trong phần nghe. |  |  |  |  |  |  |  |  |  |  |
| **Vận dụng:**  Hiểu và vận dụng vào bài nghe/nói. |  |  |  |  |  |  |  |  |  |  |
| **Vocabulary**  Từ vựng đã học theo chủ đề: ETHNIC GROUPS OF VIET NAM, OUR CUSTOMS AND TRADITIONS, LIFESTYLES | **Nhận biết:**  Nhận ra, nhớ lại, liệt kê được các từ vựng theo chủ đề đã học. |  |  |  |  |  |  |  |  |  |  |
| **Thông hiểu:**  - Hiểu và phân biệt được các từ vựng theo chủ đề đã học.  - Nắm được các mối liên kết và kết hợp của từ trong bối cảnh và ngữ cảnh tương ứng. |  |  | 2 |  |  |  |  |  | 2 |  |
| **Vận dụng:**  Hiểu và vận dụng được từ vựng đã học trong văn cảnh: |  |  |  |  |  |  |  |  |  |  |
| **Grammar** | **Nhận biết:**  Nhận ra được các kiến thức ngữ pháp đã học:  - Countable and uncountable nouns  - Article  - First conditional | 3 |  |  |  |  |  |  |  | 3 |  |
| **Thông hiểu:**  Hiểu và phân biệt các chủ điểm ngữ pháp đã học,  - First conditional  - Future simple |  |  |  | 2 |  |  |  |  |  | 2 |
|  | **Vận dụng:**  - Vận dụng những điểm ngữ pháp đã học vào bài viết/ nói/ nghe/ đọc.  - Everyday English |  |  |  |  | 1 |  |  |  | 1 |  |
| **III.** | **READING** | **1. Reading comprehension**  Hiểu được nội dung chính và nội dung chi tiết đoạn văn bản có độ dài khoảng 80-100 từ về chủ đề  OUR CUSTOMS AND TRADITIONS | **Nhận biết:**  Nhận ra được các thành tố ngôn ngữ và liên kết về mặt văn bản. | **3** |  |  |  |  |  |  |  | 3 |  |
| **Thông hiểu:**  Phân biệt được các đặc trưng, đặc điểm các thành tố ngôn ngữ và liên kết về mặt văn bản. |  |  | 1 |  |  |  |  |  | 1 |  |
| **Vận dụng:**  Sử dụng các kiến thức ngôn ngữ và kỹ năng trong các tình huống mới. |  |  |  |  |  |  | 1 |  | 1 |  |
| **2.**  Hiểu được bài đọc có độ dài khoảng 80-100 từ về chủ đề  LIFESTYLES | **Nhận biết:**  Thông tin chi tiết. | 2 |  |  |  |  |  |  |  | 2 |  |
| **Thông hiểu:**  Hiểu ý chính của bài đọc. |  |  | 2 |  |  |  |  |  | 2 |  |
| **Vận dụng:**  - Đoán nghĩa của từ trong văn cảnh.  - Hiểu, phân tích, tổng hợp ý chính của bài để chọn câu trả lời phù hợp. |  |  |  |  |  |  | 1 |  | 1 |  |
| **IV.** | **WRITING** | **1. Error identification** | **Nhận biết:**  Nhận diện lỗi:  - Article  - Countable and uncountable nouns | 2 |  |  |  |  |  |  |  | 2 |  |
| 1. **Buildind sentences**   **- Make sentences, using the words and phrases.** | **Thông hiểu:**  - Present simple tense  - Future simple  - First conditional |  |  |  | 4 |  |  |  |  |  | 4 |
| **3. Sentence transformation** | **Vận dụng:**  Hiểu câu gốc và sử dụng các từ gợi ý để viết lại câu sao cho nghĩa không thay đổi.  - Present simple tense  - First conditional |  |  |  |  |  |  |  | 4 |  | 4 |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Tổng** | |  |  | **19** |  | **9** | **6** | **2** |  | **2** | **4** | **32** | **10** |