**Period 61**

**UNIT 4: CULTURE & ETHNIC GROUPS**

**Lesson 4e – Grammar (Page 60)**

**I. Objectives**

By the end of this lesson, students will be able to…

**1. Language knowledge & skills**

- Revise/ learn and practise *Comparative and Superlative*

**2. Competences**

- Improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Attributes**

- Build their motivation for study.

- Develop their patriotism, kindness, honesty, and accountability.

**II. Teaching aids and materials**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**III. Procedures**

**A. Warm-up: (5’)**

**a. Objectives:** To check Ss’ vocabularies about cultural events and get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b. Content:** Find someone who …

**c. Expected outcomes:** Ss can ask and respond to questions about the cultural events that they have been to.

**d. Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Find someone who …**  - Ask Ss to go around the class to ask their partners questions about the cultural events that they have been to.  - Monitor the class.  - Check Ss’ answers.   |  |  | | --- | --- | | **Have you ever been to …?** | **Name** | | a *book fair* |  | | *a street performance* |  | | *an art exhibition* |  | | *a concert* |  | | *a food festival* |  | | *a theatre performance* |  | | - Listen to T.  - Do the task.  - Give their answer when invited. |

**B. New lessons (35 minutes)**

**1. Comparative (14 minutes)**

**1.1. Presentation: 6 minutes**

**a. Objectives**: to present the comparative

**b. Content**:Language box.

**c. Expected outcomes:** Ss can revise and use the comparative to compare one person/thing with another.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Comparative**    - Ask Ss to read out the theory box and analyse the example for illustration.  - Explain any points Ss are unsure of.  - Check Ss’ understanding. | - Work in pairs, read and discuss the theory in the language box to revise the Comparative.  - Listen to T’s explanation and take notes.  - Give ideas when invited. |

**1.2. Practice: 8 minutes**

**a. Objectives:** to help Ss practise the Comparative

**b. Content**: Exercise 1

**c. Expected outcomes**: Ss can put the adjectives/adverbs into correct comparative form.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Put the adjectives/adverbs into the comparative.**  - Explain the task and give Ss time to  complete it on their own.  - Elicit and check Ss’ answers. | - Listen to T, then do Exercise 1 individually.  - Give their answers when invited.  ***Suggested Answer Key***  *1. more expensive*  *2. later*  *3. better – more excited*  *4. more interesting* |

**2. Superlative (14 minutes)**

**2.1. Presentation: 6 minutes**

**a. Objectives:** to present the superlative

**b. Content:** Language box.

**c. Expected outcomes:** Ss can revise and use the superlative to compare one person/thing with another.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Superlative**    - Ask Ss to read out the theory box and analyse the example for illustration.  - Explain any points Ss are unsure of.  - Check Ss’ understanding. | - Work in groups, read and discuss the theory in the language box to revise the superlative.  - Listen to T’s explanation and take notes.  - Give ideas when invited. |

**2.2. Practice: 8 minutes**

**a. Objectives:** to help Ss practise the Superlative

**b. Content:** Exercise 2

**c. Expected outcomes:** Ss can put the adjectives/adverbs into correct superlative form.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Put the adjectives/adverbs into the superlative.**  - Explain the task and give Ss time to  complete it on their own.  - Elicit and check Ss’ answers. | - Listen to T, then do Exercise 2 individually.  - Give their answers when invited.  ***Suggested Answer Key***  *1. the most popular*  *2. the nicest*  *3. the most beautifully*  *4. the best* |

**3. Production: 7 minutes**

**a. Objectives**: To help Ss reinforce the target language.

**b. Content**: Exercise 3

**c. Expected outcomes**: Ss can complete the table and make their own comparisons.

**d. Organisation:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Look at the table. Put the ticks (✓) and compare the cultural events as in the example.**  - Explain the task and read out the examples.  *Example 1: A theatre performance lasts longer than a concert.*  *Example 2: A food festival lasts longer than a theatre performance.*  *Example 3: A food festival lasts the longest of all.*  - Give Ss time to complete the table and  make their own comparisons following  the examples.  - Ask some Ss to share their answers with  the class and check Ss’ answers. | - Listen to T.  - Work in pairs to complete the task.  - Speak in front of the class when invited.  ***Suggested Answer Key*** *A theatre performance ticket is more*  *expensive than a food festival ticket.*  *A concert ticket is more expensive than*  *a theatre performance ticket.*  *A concert ticket is the most expensive of all.*  *A concert is more interesting than a food*  *festival.*  *A theatre performance is more interesting than a concert.*  *A theatre performance is the most interesting of all.*  *A concert is more popular than a theatre*  *performance.*  *A food festival is more popular than a concert.*  *A food festival is the most popular of all.* |

**C. Consolidation and homework assignment: 5 minutes**

- Grammar point: *the comparative and the superlative*

- Do exercises 1 & 3 on page 34, WB.

- Complete the table of Comparative and Superlative in *Tiếng Anh 8 Right on! Notebook* (page 39)

- Prepare for the next lesson: *Lesson 4e – Grammar (Page 61)*

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**Period 62**

**UNIT 4: CULTURE & ETHNIC GROUPS**

**Lesson 4e – Grammar (cont.) (Page 61)**

**I. Objectives**

By the end of this lesson, students will be able to…

**1. Language knowledge & skills**

- Revise/ learn and practise *as ….as – not as/so …as – much + comparative*

**2. Competences**

- Improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Attributes**

- Build their motivation for study.

- Develop their patriotism, kindness, honesty, and accountability.

**II. Teaching aids and materials**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**II. Procedures**

**A. Warm-up: (5’)**

**a. Objectives:** to check Ss’ old lesson; get students' attention at the beginning of the class with enjoyable and short activities and engage them in the follow-up steps.

**b. Content:** Exercise 3, page 34, WB.

**c. Expected outcomes:** Ss can use the comparative and superlative properly.

**d. Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Choose the correct options.**   |  |  | | --- | --- | | *1. This year’s food festival is \_\_\_\_\_ than*  *last year’s.* | | | *A. bigger* | *C. biggest* | | *B. more big* | *D. the biggest* | | *2. The first singer sang the \_\_\_\_\_ of all*  *singers at the concert.* | | | *A. more good* | *C. good* | | *B. best* | *D. better* | | *3. Theatre performances usually last*  *than street performances.* | | | *A. longer* | *C. the most long* | | *B. more long* | *D. the longest* | | *4. I think the street performer danced*  *\_\_\_\_\_ than he did last week.* | | | *A. more bad* | *C. so bad* | | *B. as bad* | *D. worse* | | *5. Paul liked all the paintings in the art*  *exhibition, but his favourite was*  *\_\_\_\_\_ one.* | | | *A. larger* | *C. the largest* | | *B. more large* | *D. largest* |     - Ask Ss to do the exercise individually.  - Check Ss’ answers. | - Do the exercise.  - Give their answer when invited.  ***Answer Key***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | *1. A* | *2. B* | *3. A* | *4. D* | *5. C* | |

**B. New lessons (35 minutes)**

**1. Presentation: 8 minutes**

**a. Objectives:** to present *as … as – not as/so … as – much + comparative*

**b. Content**:Language box.

**c. Expected outcomes**: Ss can understand how to use *as ... as, not as/so ... as, much + comparative* correctly.

**d. Organisation**:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***as … as – not as/so … as – much + comparative***   * *We use as + adjective/adverb + as to say two people/things that are similar in some way.*   *e.g. The theatre ticket is as expensive as the concert ticket.*   * *We use not as/so + adjective/adverb + as to say two people/things that are different in some way.*   *e.g. I can sing as beautifully as Ken, but I can’t dance as well as him.*   * *We use much + comparative to emphasise the big difference between two people/things.*   *e.g. The band’s new songs are much better than their old ones.*  - Ask Ss to read out the theory box and analyse the example for illustration.  - Explain any points Ss are unsure of. | - Work with a partner, read and discuss the theory in the language box*.*  - Listen to T’s explanation and take notes. |

**2. Practice (20 minutes)**

**a. Objectives**: to help Ss practise *as ….as – not as/so …as – much + comparative*

**b. Content**: Exercise 4, 5

**c. Expected outcomes**: Ss can complete sentences and rewrite sentences using *as ... as, not as/so ... as, much + comparative*.

**d. Organisation**:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Exercise 4 (10 minutes):** **Choose the correct options.**  - Explain the task and give Ss time to  complete it on their own.  - Elicit and check Ss’ answers. | - Listen to T, then do Exercise 1 individually.  - Give their answers when invited.  ***Suggested Answer Key***  *1. much*  *2. so*  *3. as*  *4. much*  *5. as* |
| **Exercise 5 (10 minutes): Rewrite the sentences without changing their meanings.**  - Explain the task and give Ss time to  complete it on their own.  - Elicit and check Ss’ answers. | - Listen to T, then do Exercise 1 individually.  - Give their answers when invited.  ***Suggested Answer Key***  *2. ... more crowded than the street performance.*  *3. ... more expensive than the food festival ticket.*  *4. ... so/as excited about the band as Carrie (was).*  *5. ... longer than the art exhibition.* |

**3. Production: 7 minutes**

**a. Objectives**: To help Ss reinforce the target language.

**b. Content**: Exercise 6

**c. Expected outcomes**: Ss can talk about events using *as … as – not as/so … as – much + comparative*.

**d. Organisation**:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Imagine you and your partner attended two concerts. Talk about them using as ... as, not as/so ... as or much + comparative.**  - Explain the task and read out the example  exchange.  - Give Ss time to complete it in pairs using  the prompts in the list and the example.  - Monitor the activity around the class and  then ask some Ss to share their answers  with the class. | - Listen to T.  - Work in pairs to complete the exercise.  - Speak in front of the class when invited.  ***Suggested Answer Key***  *A: The ticket price for the rock concert wasn’t as high as the ticket price for the pop concert.*  *B: Yes, but the pop singer’s voice was much*  *better than the rock singer’s voice.*  *A: You’re right, but the pop singer’s costumes were nicer than the rock singer’s costumes.*  *B: That’s true, but the pop singer didn’t sing*  *so many songs as the rock singer.*  *A: Yes, but the rock concert didn’t last as long as the pop concert.* |

**C. Consolidation and homework assignment: 5 minutes**

- Grammar point: *as … as – not as/so … as – much + comparative*.

- Do the exercises 2 and 4 on page 34, WB.

- Complete the table of *as … as – not as/so … as – much + comparative* and do the exercise in *Tiếng Anh 8 Right on! Notebook* (page 39)

- Prepare for the next lesson: *Lesson 4f – Skills: Reading (Page 62)*

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**Period 63**

**UNIT 4: CULTURE & ETHNIC GROUPS**

**Lesson 4f – Skills: Reading (Page 62)**

**I. Objectives**

By the end of this lesson, students will be able to…

**1. Language knowledge & skills**

- Practise reading for specific information

- Learn and practise vocabulary related to the topic: *competition, cosplay, costume, dress up, face-to-face, highlight, parade*

**2. Competences**

- Improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**3. Attributes**

- Build their motivation for exploring cultures around the world.

- Develop Ss’ patriotism and accountability.

**II. Teaching aids and materials**

**- Teacher’s aids:** Student’s Book and Teacher’s Book, Class CDs, projector / interactive whiteboard / TV (if any), IWB (Phần mềm tương tác trực quan), PowerPoint slides

**- Students’ aids:** Student’s Book, notebook

**II. Procedures**

**A. Warm-up: (5 minutes)**

**a. Objectives:** to prepare and engage students in the topic of the lesson.

**b. Content:** Dragon Con

**c. Expected outcomes:** Ss can say at least three things they would like to know about Dragon Con.

**d. Organisation of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Brainstorming: Think of three things you would like to know about Dragon Con.**  - Ask Ss to read the first sentence in each  paragraph to get an idea of what the text  is about and then think of questions they  would like to know about Dragon Con.  - Elicit questions from Ss in the class and note at least three on the board for follow-up activity. | - Do the task.  - Tell the questions to the class when invited. |

**B. New lessons (35 minutes)**

**1. Pre-reading: 10 minutes**

**a. Objectives**: to introduce the topic and present some keywords in the reading text.

**b. Content**:Exercise 1.

**c. Expected outcomes:** Ss can check whether the text answers the things they have listed out; understand and remember keywords in the text.

**d. Organisation**:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***Listen and read to check whether the text answers them.***  - Play the recording for Ss to listen and read the text to find out if the text answers their  three questions.  - Check Ss’ answers. | - Listen to the recording and read to check whether the text answers their questions.  - Give their answers when invited.  **Suggested Answer Key**  *- What is Dragon Con about? An event where video gamers, comic book fans, and sci-fi fans can meet and talk about their hobbies.*  *- Where is Dragon Con? Atlanta, USA*  *- How long does Dragon Con last? 5 days* |
| **Pre-teaching vocabulary**  *+ competition /*kɒmpəˈtɪʃ.ən/ *(n): cuộc thi*  *+ cosplay* /ˈkɒzpleɪ/ *(n): trang phục hóa trang (cho lễ hội hoặc một dịp đặc biệt)*  *+ costume /*ˈkɒs.tʃuːm/ *(n): trang phục*  *+ dress up* /dres ʌp/ *(phr v): mặc đồ hóa trang*  *+ face-to-face* /feɪs tə ˈfeɪs/ *(adv): trực tiếp (gặp gỡ, nói chuyện)*  *+ highlight* /ˈhaɪlaɪt/ *(n): điểm nhấn*  *+ parade* /pəˈreɪd/ *(n): buổi diễu hành*  - Ask Ss to read the text and try to guess their meanings in the context.  - Explain the meanings of the words.  - Ask Ss to listen and repeat chorally and individually.  - Check if Ss remember the words. | - Read the text and guess their meanings in the context.  - Listen to the T and take notes on the meanings of those words.  - Listen and repeat chorally and individually.  - Answer the T. |

**2. While-reading (15 minutes)**

**a. Objectives:** To help Ss read for specific information; consolidate new vocabulary through synonyms

**b. Content**: Exercises 2, 3

**c. Expected outcomes**: Ss can understand the text and decide if the statements are Right, Wrong or Doesn’t say; practise new vocabulary through finding synonyms task.

**d. Organisation**:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task 2 (10 minutes):** **Read the text and decide if the statements (1-5) are R (right), W (wrong) or DS (doesn’t say).**  - Ask Ss to read the statements 1-5 and underline keywords.  - Give Ss time to read the text again and decide if the statements are Right, Wrong or Doesn’t say. - Check Ss’ answers. | - Read the questions and underline the keywords in the questions.  - Scan the text to do the task.  - Give answers when invited.  ***Answer Keys***  *1. W 2. W 3. W 4. R 5. DS* |
| **Task 3 (5 minutes): Match the words in bold in the text to their synonyms.**  - Have Ss read the list of synonyms and  then give them time to match them to the  words in bold in the text.  - Elicit answers from Ss around the class. | - Do the task individually then compare the answer with a partner.  - Give their answers when invited.  ***Answer Key***  *+ best part: highlight*  *+ directly: face-to-face*  *+ effects: results*  *+ took part in: attended* |

**3. Production: 10 minutes**

**a. Objectives**: To help Ss present Dragon Con; watch the video to consolidate the information about Dragon Con.

**b. Content**: Exercise 4, video

**c. Expected outcomes**: Ss can make a presentation about Dragon Con and remember the information about Dragon Con, one of the largest cultural events in the world.

**d. Organisation**:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Collect information about the cultural event in the text and present the event to the class.** - Ask Ss to write the headings in their notebooks and then make notes under them using the information in the text.  **The headings**  *+ name*  *+ when and where*  *+ how long*  *+ what to see and do*  - Give Ss time to use their notes to prepare  a presentation.  - Ask some Ss to present Dragon Con to the  class. | - Do the task.  - Prepare a presentation about Dragon Con.  - Present in front of the class when invited.  ***Suggested Answer Key***  *Dragon Con takes place every year in Atlanta, USA. It lasts for 5 days. At Dragon Con, you can take part in exciting competitions, attend art exhibitions, dress up in costumes and watch a parade.* |
| **Watch video**  - Play the video for Ss to watch. Then ask Ss to complete the summary of Dragon Con.   |  | | --- | | *face-to-face highlight in 1987*  *cultural events Atlanta, USA* |   *Dragon Con is one of the largest (1)\_\_\_\_\_\_ in the world. It is the occasion for video gamers, comic book fans, and sci-fi fans to celebrate their hobbies. Dragon Con started (2)\_\_\_\_\_\_ with 1,200 fans attending. The festival takes place every September in (3)\_\_\_\_\_\_ and lasts for five days. There are a variety of exciting activities in the event such as (4)\_\_\_\_\_\_ meetings with idols, competitions, art exhibitions .... Fans dressing up as their heroes take part in the cosplay parade which is considered as the (5)\_\_\_\_\_\_ of the festival.* | - Watch the video and complete the summary of Dragon Con.  ***Suggested Answer Key***  *Dragon Con is one of the largest* ***(1)******cultural events*** *in the world. It is the occasion for video gamers, comic book fans, and sci-fi fans to celebrate their hobbies. Dragon Con started* ***(2) in 1987*** *with 1,200 fans attending. The festival takes place every September in* ***(3) Atlanta, USA*** *and lasts for five days. There are a variety of exciting activities in the event such as* ***(4) face-to-face*** *meetings with idols, competitions, and art exhibitions .... Fans dressing up as their heroes take part in the cosplay parade which is considered as the* ***(5) highlight*** *of the festival.* |

**C. Consolidation and homework assignment: 5 minutes**

- Vocabulary: *competition, cosplay, costume, dress up, face-to-face, highlight, parade*

- Guessing the meaning of the words in context and finding their synonyms: *highlight (the best part), face-to-face (directly), results (effects), attended (took part in)*

- Do exercises on page 35, WB.

- Do the exercises in *Tiếng Anh 8 Right on! Notebook* (page 40)

- Prepare for the next lesson: *Lesson 4f – Skills: Vocabulary (Page 63)*

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