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| *Date of planning*:  *Date of teaching*: | **Period 55**  **UNIT 7: ENVIRONMENTAL PROTECTION**  **Lesson 1: GETTING STARTED**  ***At the Go Green Club*** |

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

**1. Knowledge:**

- Introduce an overview about the topic *Environmental protection*

- Learn how to use vocabulary to talk about *Environmental protection*

- Practice listening and reading skills .

*+ Vocabulary:*The lexical items related to *Environmental Protection*

- Pronunciation: Correctly pronounce words that contain the sounds: /bl/ and /kl/

*+ Grammar:*Complex sentences with adverb clauses of time

**2. Competence:**

**-** Practice listening and reading skills .

- Develop communication skills and creativity

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Raise the students’ awareness about enviromental protection.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, laptop, TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | |
| **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new unit.* | | |
| **Teacher’s Student’s activities** | | **Content** |
| **+ Greeting**  **Asking questions:**  - Teacher asks students: “What are environmental issues in our city?”  - Teacher calls 3-5 students to answer.  - Teacher shows some pictures of environmental issues in Hanoi and asks students to guess the topic of the unit/lesson.  OR : ***Do some warm up activities before Ss open their books.***  - As it is the first lesson of the 2nd semester, begin by reviewing contents covered in the first semester (e.g. teenage problems, customs and traditions, lifestyles, etc.).  - Lead Ss into the new unit. Introduce the topic Environmental Protection.  - Show Ss some photos related to the environmental problems or tell a story related to the environment in an area.  - Ask Ss to open their books to page 72. Draw their attention to the THIS UNIT INCLUDES box and introduce what they are going to learn in this unit | | **+ Greeting; T\_Ss.**  **Questions:**  *What are environmental issues in our city?*  ***Suggested answers:***  *Environmental protection*  **-** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | |
| **\* Aims:**  *To set the context for the introductory conversation.*  *- To introduce the topic of the unit,* | | |
| ACTIVITY 1: **Listen and read :/ Page 72.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  \*\*\* ***To begin, ask Ss some questions:***  *+ Is there a Go Green Club at your school? If yes, are you a member?*  *+ What's the most serious environmental problem in your neighbourhood / area?*  *+ What do you do to help protect the environment in your area?*  + Set the context for the listening and reading by asking Ss to look at the title of the conversation and the pictures.  + Ask them some questions like: *What do you think they are talking about?*  - Then ask Ss to look at the pictures and guess what the conversation between the club leader, Nam, and Ann might be about.  Play the recording for Ss to listen and read along. Then have some Ss read the conversation aloud.  + Ask Ss what the club leader, Nam, and Ann are talking about. Now confirm the correct answer. (*They are talking about the environment, environmental problems, etc.)*  + Have Ss say the words and phrases in the text that they think are related to the topic of the unit. | | **1.** **Listen and read :/ Page 72.**  **- T\_Ss**  \*Vocabulary  **1. ecosystem** (n) /ˈēkōˌsistəm/  hệ sinh thái  **2. marine life** (n) / məˈriːn laɪf/  hệ sinh thái nước  **3. absorb** (v) / əbzɔːʳb / thẩm thấu  **4. harmful substances** (n) /ˈhɑːmfl ˈsʌbstəns/ tác nhân gây hại  **5. extinction** (n) / ɪkˈstɪŋkʃn/  sự tuyệt chủng  **\* Key:**  **1.** pollution  **2.** habitat loss  **3.** air and water quality  **4.** global warming  **5.** endangered species loss |
| EXTRA ACTIVITY  - Have Ss close their books.  - List these environmental problems on the board.  *- air and water quality ; endangered species loss.*  *- Global warming.*  *- habitat loss; pollution* | | |
| - Play the recording of the conversation in 1 for Ss to listen to and have them work together to list these problems in order they hear them.  - Have Ss open their books and read the conversation to check their answers.  **3. PRACTICE ( 15’)** | | |
| **\* Aims:**  *+ To help Ss understand the text; To introduce some new vocabulary of the unit.*  *+* *To help Ss revise the new vocabulary of the unit.* | | |
| ACTIVITY 2: **Read the conversation again and match the two halves in the two columns**  - Have Ss individually read the conversation again and match the two halves in the two columns.  If Ss find it difficult to do the task, ask them to read the conversation again and find the information in it.  - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers.  - Check their answers and explain if necessary. | | **2. Read the conversation again and match the two halves in the two columns**  **- T\_Ss**  **- Work individually.**  **\* *Suggested answers:***  **1. c**  **2. d**  **3. e**  **4. a**  **5. b** |
| ACTIVITY 3: **Complete each sentence with one word or phrase from the box**  - Teacher asks Ss to read the sentences and find the words and phrases from the box to fill in the gaps.  - Have Ss share answers before discussing it as a class. Write the correct answers on the board.  - If there is time, call on some Ss to read the sentences.  - Check the answers as a class. | | **3. Complete each sentence with one word or phrase from the box**  **- T\_ Ss**  \* Key:  **1.** Pollution  **2**. reduce  **3**. single-use  **4**. Carbon footprint  **5**. environment programme |
| ACTIVITY 4: **Write a phrase from the box under each picture**  - Have Ss work in pairs. Ask them to look at the pictures carefully and study the words and phrases. Then Ss write suitable words or phrases under the right pictures.  - Invite some Ss to go to the board and write their answers. Confirm the correct answers.  - Have Ss read each phrase in chorus. Check and correct their pronunciation.  - For more able Ss, let them make sentences with these phrases.  **\* Example:**  *We should practise the 3Rs whenever we can.*  *Water pollution is a serious problem in industrial areas.* | | **4. Write a phrase from the box under each picture**  **- T\_ Ss.**  **- Work individually.**  **\* Key:**  **1.** 3Rs  **2.** water pollution  **3.** endangered species  **4.** plastic rubbish  **5.** single-use products |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | |
| **\* Aims:**  *- To help Ss check their knowledge of some some environmental problems and protection.* | | |
| **Teacher’s Student’s activities** | | **Content** |
| ACTIVITY 5: **Environment Quiz . Do the following quiz.**  - Ss work individually or in pairs.  - Give Ss some time (2 - 3 minutes) to do the task.  Tell them to answer all the questions.  - Explain to the Ss if they don’t know the answers  **1.** Which of the following is the greenest form of transport?  **2.** Which of the following is a renewable source?  **3.** What causes the most pollution?  **4.** The surroundings in which we live are our \_\_.  **5.** Which of these will reduce your carbon footprint? | | 5. **Environment Quiz . Do the following quiz.**  **+ T-Ss**  **+ Ss**  **\* Key**  **1. C**  **2. C**  **3. A**  **4. C**  **5. B** |
| **5. WRAP-UP & HOME WORK (2’)**  - Ask one or two ss to tell the class what they have learnt.  - Ask ss to say aloud some words they remember from the lesson.  - If there is a projector in the classroom, then T should show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the expressions  Tells ss that they will learn these language points in the upcoming lessons.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **\*\* Prepare for the Project of the unit:**  Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about a serious pollution problem in their areas and solutions to the problem, then make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)   |  |  | | --- | --- | | *Date of planning*:  *Date of teaching*: | **Period 56**  **UNIT 7 : ENVIRONMENTAL PROTECTION**  **Lesson 2 : A CLOSER LOOK 1** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Introduce the lexical items related to *Environmental protection*  - Pronunciation: Correctly pronounce words that contain the sounds: /**bl**/ and /**kl/**  *+ Vocabulary:*Vocabulary related to *Environmental Protection*  *+ Grammar:*Complex sentences with adverb clauses of time  **2. Competence:**  **-** Students will be able to practice listening and reading skills .  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Raise the students’ awareness about enviromental protection.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, laptop, TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION** ( 3’- 5’) | | | **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.** | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **\* Jumbled words:**  - T divides the class into 4 groups and explains the rules  - Ss look at the screen to see the jumbled words. They have to send 1 person to the board as quickly as possible to write the correct word.  - Teacher shows students the answer on the screen and announces the winning group.  - T sets the context for the lesson  -Teacher shows students the answer on the screen and announces the winning .  + Lead into this lesson which focuses on the new words/ phrases and the sounds /bl/ and /kl/.  + Share with Ss the lesson objectives. Have Ss open their books and start the lesson. | **+ Greeting ; T\_Ss.**  **\* Jumbled words:**  ***\* Suggested answers:***  AHTTABI -> HABITAT  PLTINOOLU -> POLLUTION  XEOGYN -> OXYGEN  EEERLAS -> RELEASE  BBSOAR ->ABSORB  MECYSSOET ->ECOSYSTEM  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Aims:**  *- To revise / teach some vocabulary and collocations related to the environment and environmental protection.* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Label each picture with a phrase from the list.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  - Teacher asks students to guess the meaning of the words by giving definitions/photos.  - Teacher checks the students' understanding by the *Rub out and Remember* technique.  - Teacher asks St to repeat and read the words.  **-** Teacher corrects the students as a whole class.  - Teacher Ss to look at the pictures.  - Let Ss work in pairs. Teacher tells them to name the activities, then label the pictures using the phrases given, then check their answers as a class.  - Have Ss read the phrases aloud. Correct their pronunciation if necessary.  - Tell Ss to tick the activities that help protect the environment.  - Teacher gives feedback. | **1.** **Label each picture with a phrase from the list.**  **- T\_Ss**   |  | | --- | |  |   \*Vocabulary  **1.** ecosystem (n): hệ sinh thái  **2**. marine life (n): sinh vật biển  **3.** absorb (v): thẩm thấu  **4.** harmful substances (n): tác nhân gây hại  **5.** extinction (n): sự tuyệt chủng  ***\* Answer key:***  **1**. picking up rubbish  **2**. protecting endangered species  **3**. cutting down trees  **4**. saving water  **5**. building a campfire  ***Tick*:** 1, 2, 4 | | **3. PRACTICE ( 15’)** | | | **\* Aims:**  *- To teach Ss the meaning of some new words and phrases related to the topic of the unit.*  *- To give Ss practice on how to use words and phrases related to the topic in context* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Match each word or phrase in column A with its meaning in column B**  + Have Ss read the words and phrases in column A and their meanings in column B carefully.  - Tell them to work in pairs or small groups and match each word or phrase with its meaning.  - Go around and give assistance if necessary and check their answers.  + Confirm the correct answers.  - Teacher gives feedback. | 2.**Match each word or phrase in column A with its meaning in column B**  **- T\_Ss**  **- Work individually.**  **\* Key:**  **1**. c  **2**. a  **3**. e  **4**. b  **5**. d | | ACTIVITY 3: **Complete each sentence with a word or phrase from the box**  - Have Ss read the words and phrases in the box.  - Ss read the sentences carefully and look for clues so that they can choose the correct words / phrases to complete the sentences.  - Call on some Ss to read the sentences.  **-** Teacher corrects the students as a whole class. | **3. Complete each sentence with a word or phrase from the box**  **- T\_ Ss**  - **Ss to work individually.**  \* Key:  **1**. endangered species  **2.** habitat  **3.** carbon dioxide  **4**. Cutting down trees  **5**. ecosystem | | EXTRA ACTIVITY  - Say some words / phrases for Ss to write down.  - Have Ss work in pairs to take turns to explain to each other what the words / phrases mean and try to use them in a sentence if possible.  - Elicit from the class some good definitions and examples, then go on to the next word / phrase | | | **4. PRONUNCIATION: ( 8’)**  /bl/ and /kl/ | | | **\* Aims:**  - *To teach Ss how to pronounce the sounds /bl/ and /kl/ and practise pronouncing these sounds in words correctly.*  *- To help Ss pronounce the sounds /bl/ and /kl/ correctly in context;*  *To help Ss differentiate the sounds /bl/ and /kl/.* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4: **Listen and repeat the words. Pay attention to the sounds /bl/ and /kl/.** | | | + First, give examples of the sounds /bl/ and /kl/.  Then have Ss practise the sounds /bl/ and /kl/ together.  + Play the recording and ask Ss to listen to these words and repeat. Correct their pronunciation. Play the recording as many times as necessary.  - Explain to Ss the difference between the two sounds if needed  - Invite some Ss to say some words they know that include the two sounds.  *\* Teacher gives corrections and feedbacks to students’ pronunciation* | **- T\_ Ss.**  **- Work individually.**  **\* Key:** | | ACTIVITY 5. **Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/.**  - Play the recording. Let Ss listen and repeat sentence by sentence.  - Have Ss read the sentences again and underline the words having the sound /bl/ and circle the words having the sound /kl/.  - Then play the recording again for Ss to listen and check their answers.  - Have them work in pairs to compare their answers. Check Ss’ answers.  - Teacher gives corrections and feedback to students’ pronunciation | 5. **Listen and practise the sentences. Underline the words with /bl/ and circle the words with /kl/.**  **- T \_ Ss ; Ss**  **\* *Answer key:***  1. Look! There are black clouds all over!  2. A truck blocked the way to the club.  3. The students painted the classroom blue.  4. The wind blew the clock down.  5. We cleaned up the environment after the blast. | | **5. WRAP-UP & HOME WORK (2’)**  - Ask one or two Ss to tell the class what words, phrases, and sounds they have learnt.  - Tell them the grammar points that they will learn in the following lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .  ==============================================   |  |  | | --- | --- | | *Date of planning*:  *Date of teaching*: | **Period 57**  **UNIT 7 : ENVIRONMENTAL PROTECTION**  **Lesson 3 : A CLOSER LOOK 2** | |  |  |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Introduce and teach the c*omplex sentences with adverb clauses of time*;  *+ Vocabulary:*Vocabulary related to *Environmental Protection*  *+ Grammar:*Complex sentences with adverb clauses of time  **2. Competence:**  **-** Students will be able to practice listening and reading skills .  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Love talking about environment  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 7, A closer look 2.  - Computer connected to the Internet, Projector / TV  **III. PROCEDURE:**   |  |  |  | | --- | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | | **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.** | | | | **Teacher’s Student’s activities** | | **Content** | | **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  **Leading in:**  + Ask Ss some questions, e.g. *What do you often do when you have free time? What will you do as soon as you get home today?, etc.*  - Invite some Ss to answer the questions. Quickly write some of their answers on the board. Underline the adverb clause of time in each sentence.  - Ask them if they remember the adverb clauses of time they have got to know so far. Tell them that today they are going to learn them in complex sentences.  - Introduce the objectives of the lesson. Write the objectives on the top of the board.  - Ss have already learned some kinds of complex sentences in Tiếng Anh 6 and Tiếng Anh 7. In this unit, we introduce complex sentences with adverb clauses of time.  - Have Ss study the **Remember!** box for a few minutes.  - Explain to Ss the form of a complex sentence: it contains one independent clause and at least one dependent clause. Then give them one or two examples.  - Introduce a complex sentence with an adverb clause of time: it contains one independent clause (main clause) and an adverb clause of time.  - Tell Ss that an adverb clause of time shows when something happens, introduce to them the time connectors taught in this unit: *before, after, when, while, till/until, as soon as, etc* | | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***Questions:***  **1.** I always take a bath before I go to bed.  **2.** Will you wait here until I am ready?  **3**. I was not at home when he came to see me.  **4.** Do not disturb me when I am busy with my work.  **5.** As soon as she finished that project, she started working on the next.  **6.** After I have finished my work, I will accompany you to the park.  ***\* Suggested answers:***  1. I always take a bath **before I go to bed.**  2. Will you wait here **until I am ready?**  3. I was not at home **when he came to see me.**  4. Do not disturb me **when I am busy with my work**.  5. **As soon as she finished that project**, she started working on the next.  6. **After I have finished my work**, I will accompany you to the park. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | | **\* Aim:**  *- To help Ss identify the form of complex sentences with adverb clauses of time.* | | | | **Teacher’s Student’s activities** | | **Content** | | **ACTIVITY 1. Read the sentences and write I.C if the underlined clause is an independent clause or D.C if it is a dependent clause.**  ***\*\* Complex sentences with adverb clauses of time***   |  | | --- | | **REMEMBER:**  *A complex sentence contains one independent clause and at least one dependent clause.*  ***Example:*** *The roads were slippery* ***when it rained .***  *independent clause dependent clause  - An adverb clause is a dependent clause. - An adverb clause of time shows when something happens. It is usually introduced by time connectors:* ***before, after, when, while, till/ until, as soon as,...***  *Example:****As soon as*** *they arrive, we'll have lunch.* |   + Have Ss study the example first to understand what they have to do. Share with them how to do this exercise if necessary.  + Give Ss some time to read the sentences and write down the answers. T observes and helps when and where necessary.  + Ask Ss to read their sentences and give their answers. Confirm the correct answers. | | **1. Read the sentences and write I.C if the underlined clause is an independent clause or D.C if it is a dependent clause.**  **- T\_Ss**  **\* *Answer key:***  **1**. I.C  **2**. D.C  **3.** I.C  **4**. D.C  **5**. D.C | | **3. PRACTICE ( 15’)** | | | | **\* Aims :**  *- To teach Ss the use of the time connectors (*before, after, when, while, till/until, as soon as*,...) in complex sentences*  *- To help Ss review the form and use of complex sentences with adverb clauses of time; To help them know how to match the main clause and adverb clause of time to make complex sentences.*  *- To help Ss learn how to combine main clauses and adverb clauses of time to make complex sentences.* | | | | ACTIVITY 2: **Choose A, B, or C to complete each sentence.**  - Tell Ss the meaning and use of the time connectors.  - Allow Ss some time to do the task individually and choose the correct answer to each question.  - Ask Ss to compare their answers in pairs before checking as a class. | | **2**. **Choose A, B, or C to complete each sentence.**  **- T\_Ss**  ***Answer key:***  **1**. A  **2**. A  **3.** C  **4**. C  **5**. B | | ACTIVITY 3: **Match the clauses in the two columns to form complex sentences.**  - Have Ss work individually for about five minutes to do the task.  - Ask Ss to exchange their answers in pairs.  - Have Ss read out their answers, sentence by sentence.  - Check their answers and explain if necessary. | | **3**. **Match the clauses in the two columns to form complex sentences.**  **- T\_ Ss**  - **Ss to work individually.**  ***\* Answer key:***  **1**. b  **2**. d  **3**. e  **4**. c  **5**. a | | EXTRA ACTIVITY:  - Put Ss into groups of three. Dictate to them the following dependent clauses and Ss write down what they hear. Say "blank" where the blank goes.  A. \_\_\_\_\_\_\_\_ when you get home.  B. \_\_\_\_\_\_\_\_\_\_ until 1 finish.  C. \_\_\_\_\_\_\_\_ before you have lunch.  D. \_\_\_\_\_\_\_\_ while you are driving.  E.\_\_\_\_\_\_\_\_ as soon as you call me.  + In their groups, Ss work together to create a complete sentence by adding an independent clause.  + Ask each group to write one of their sentences on the board, then go over the sentences, making corrections if necessary. | | | | ACTIVITY 4: **Combine each pair of sentences, using the conjunction in brackets.**  - Tell Ss to study the two simple sentences in each pair and the conjunction given, then decide which sentence should be the main clause and which one should be the adverb clause of time in the complex sentence.  - Have Ss do the exercise individually and then exchange their answers with a partner.  - Call on some Ss to read the sentences aloud.  - Other Ss comment.  - Confirm the correct answers. | | 4. **Combine each pair of sentences, using the conjunction in brackets.**  **- T\_ Ss.**  **- Work individually.**  ***Answer key:***  **1.** I will call you as soon as I arrive at the station.  (As soon as I arrive at the station, I will call you.)  **2.** Many Vietnamese women wear conical hats when they work in the field.  **3.** My father taught me how to use the computer before he bought one for me.  (Before my father bought me a computer, he taught me how to use it.)  **4.** Nick is reading a novel while Jack is reading a cartoon.  (While Nick is reading a novel, Jack is reading a cartoon.)  **5**. After the tornado hit, there were only a few houses left standing.  (There were only a few houses left standing after the tornado hit.) | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | | **\* Aim:**  *To give Ss fun practice on how to make complex sentences with adverb clauses of time.* | | | | ACTIVITY 5: **GAME: Matching game/**  - Divide the class into two groups, A and B.  - Ss in Group A write main clauses, and Ss from Group B write adverb clauses of time.  - Give them some time to work independently and write down their answers.  - Tell Ss to make sentences by matching their clauses from the two groups. Some clauses may make funny sentences. | | **5**. **GAME: Matching game/**  **\* Ss do the tasks**  a. You must be careful  b. **when you cross the street.** | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise the grammar point they have learnt in this lesson. Ask some Ss to give examples.  - Ask Ss to say make some sentences with words and phrases they remember from the lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.   |  |  | | --- | --- | | *Date of planning*:  *Date of teaching*: | **Period 58**  **UNIT 7 : ENVIRONMENTAL PROTECTION**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Ask for clarification  *+ Vocabulary:*Vocabulary related to *Environmental Protection*  *+ Grammar:*Complex sentences with adverb clauses of time  **2. Competence:**  **-** Practice listening and reading skills .  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Be ready and confident in real life conversations  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.** | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **\*\* Jumbled conversation:**  - Teacher gives out a jumbled conversation  - Teacher asks students to rearrange it to make a meaningful conversation.  - Teacher gives some follow-up questions to lead in the introduction of the target grammar point.  **-** Teacher corrects for students (if needed)  + Ask some Ss to make sentences about themselves, using the adverb clauses of time.  + Encourage them to talk about environmental protection.  - Introduce the objectives of the lesson: learning how to ask for clarification, learning about Earth Day, and talking about the activities people do on Earth Day and how they protect the environment.  + Lead into the new lesson. Write the unit title on the board Leisure time. | **+ Greeting . T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***\* Suggested answers:***  Mi: Hey, Linda. What does ‛endangered species̓ mean?  Linda: Endangered species are animals in the wild that face a high risk of extinction.  Mi: And what do you mean by ‘in the wild’?  Linda: That means animals that live in their natural habitats, not in zoos.  Mi: Oh, I get it now. Thanks, Linda | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **EVERYDAY ENGLISH**  **Asking for clarification**  **\* Aims:**  *- To provide Ss with the two ways of asking for clarification;*  *- To help Ss practise asking for clarification* | | | ACTIVITY 1: **Listen and read the dialogue. Pay attention to the highlighted sentences.**  + Play the recording and have Ss listen to and read the dialogue at the same time. Tell them to pay attention to the highlighted questions. Elicit the two ways of asking for clarification.  + Ask them to act out the dialogue in pairs. Go around and offer help if necessary. Call on some pairs to perform the dialogue in front of the class. Check their pronunciation. | **1. Listen and read the dialogue. Pay attention to the highlighted sentences.**  **- T- Ss** | | **3. PRACTICE ( 15’)** | | | **\* Aims:**  *- To provide Ss with the two ways of asking for clarification;*  *- To help Ss practise asking for clarification.* | | | ACTIVITY 2: **Work in pairs. Make similar conversations to ask for and give clarification for the following.**  + Ask Ss to study the instructions.  - Have Ss work in pairs to make similar conversations, one asks questions, and the other gives the answers.  - Then ask them to swap roles.  **\* Teacher’s observation and feedback** | 2.**Work in pairs. Make similar conversations to ask for and give clarification for the following.**  **- T\_Ss**  **- Work in pairs**  .***Suggested answers:***  A: What do you mean by ‘single-use products’?  B: ‘Single-use products’ are products made to be used once only.  A: And what does it mean by ‘global warming’?  B: It is the increase in the atmosphere’s temperatures caused by the rise of gases, especially carbon dioxide.  A: Oh, thank you. | | EXTRA ACTIVITY  - Call on a student and read the sentence What does... mean? while the student records it on the board. The rest of the class can help the student.  - Ask another student to come to the front of the class and repeat with this: And whatdoyou mean by...?  - Work together with the class to construct a conversation incorporating the two phrases. Elicit from Ss the ideas and language to put in the conversation and record it on the board.  - Go over it a few times with Ss repeating after you, then put Ss into groups of four to create their own conversation, using the two original phrases. | | | **Earth Day**  **\* Aims:**  *- To help Ss learn about Earth Day around the world;*  *- To help Ss develop the skill of reading for specific information.* | | | ACTIVITY 3: **Read the passage and tick the correct answers.**  + Have Ss read the passage for a few minutes.  -Make sure they understand the main ideas and offer explanations if needed.  - T may ask some comprehension questions:  *+ When is Earth Day?*  *+ How many countries celebrate Earth Day?*  *+ Why is Earth Day celebrated?*  - Then have Ss work in pairs and do the task.  - Explain if necessary.  - Check their answers as a class | **3. Read the passage and tick the correct answers.**  **- T\_ Ss**  ***\* Answer key:*** 1, 3, 4 | | ACTIVITY 4: **Work in groups. Match the activities people do on Earth Day with their results.**  - Have Ss work in groups and do the matching.  - Go round the class to monitor.  - Call on some Ss to share their answers. Comment and confirm the correct answers. | 4.**Work in groups. Match the activities people do on Earth Day with their results.**  **- T\_ Ss. Ss-Ss**  ***Suggested answers:***  1. b 2. d 3. a 4. c | | **4. PRODUCTION ( 8’)** | | | **Aims:**  *- To help Ss learn about Earth Day around the world;*  ***-*** *To give Ss more practice in asking and answering about what they do on Earth Day.* | | | ACTIVITY 5: **Work in pairs. Ask and answer about the things you and your friends do on Earth Day.** - Give Ss a few minutes to study the example first.  Then have Ss work in pairs, taking turns to ask and answer.  - T goes round giving help when and where necessary.  - Encourage them to say what they do (and like to do).  - Call on some pairs to act out in front of the class.  ***Extension:*** If time remains, have Ss talk about what people in their areas have done to protect the environment.  ***\* Teacher corrects students as going around while they’re practising.*** | ACTIVITY 5: **Work in pairs. Ask and answer about the things you and your friends do on Earth Day. + T- Ss ; Ss -Ss**  **Example:**  *A: What do you do on Earth Day?*  *B: We pick up litter and clean the streets. And you?*  *…………………….* | | **5. WRAP-UP & HOME WORK (2’)**  + Ask Ss to summarise what they have learnt and practised in this lesson. Ask Ss to recall the things they have done to protect the environment.  \* HOME WORK:  - Name a list of the activities people do on Earth Day to protect our environment.  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: SKILLS\_1.  ==============================================   |  |  | | --- | --- | | *Date of planning*:  *Date of teaching*: | **Period 59**  **UNIT 7 : ENVIRONMENTAL PROTECTION**  **Lesson 5 : SKILLS 1/ Reading and speaking** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Read about Con Dao National Park  - Talk about Vu Quang National Park  - Pactice reading and speaking skills .  *+ Vocabulary:*The lexical items related to *Environmental Protection*  - Pronunciation: Correctly pronounce words that contain the sounds: /bl/ and /kl/  *+ Grammar:*Complex sentences with adverb clauses of time  **2. Competence:**  **-** Practice reading and speaking skills .  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Raise the students’ awareness about enviromental protection.  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 7, Skills\_1.  - Computer connected to the Internet  - Projector / TV  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson*  *- To remind Ss of some activities and school clubs teens often take part in* | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible.*  \*\*\*Ask some Ss what they know about national parks in the world and in Viet Nam, how many there are in Viet Nam, their names, etc. Elicit answers from Ss.  + Lead into the new lesson: *Reading and Speaking about national parks in Viet Nam.*  + Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | **+ Greeting; T\_Ss , Ss – Ss**  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. READING**  **\* Pre-reading**  **\* Aim:** *To activate Ss' knowledge of the topic of the reading text.* | | | ACTIVITY 1: **Work in groups. Look at the picture and say what you see. Then list the names of some endangered species you know.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - Providing the pictures  - Eliciting the definition of the words  + Teacher do the checking *“Matching”*  + Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.  - Tell Ss to look at the picture first.  - Have them work in groups and give the names of the endangered species they know.  - Encourage Ss to name as many names as possible.  **-** Teacher corrects for students (if needed) | **1**. **Work in groups. Look at the picture and say what you see. Then list the names of some endangered species you know.**  **- T\_Ss**  **\*Vocabulary:**  **1**. contain (v) chứa đựng  **2**. diverse (adj) phong phú  **3**. medicinal (adj) (cây) thuốc  \****Suggested answers:***  *tigers, saolas, blue whales, sea lions, dugongs, giant pandas, etc* | | **3. WHILE READING ( 15’)** | | | **\* Aims:**  *- To help Ss learn new vocabulary in context of the reading text.*  *- To help Ss develop the skill of reading for main idea and for details.* | | | ACTIVITY 2: **Read the text and choose the words or phrases to make the following statements correct .**  - Have Ss read the text quickly and find the places where these words / phrases appear.  - Tell them to use the contexts in which these words appear to choose the right words / phrases.  - Check the answers as a class. Confirm the correct answers. | 2. **Read the text and choose the words or phrases to make the following statements correct .**  **- T\_Ss ; Work individually.**  ***Suggested answers:***  *1. national parks*  *2. ecosystem*  *3. endangered*  *4. environment* | | ACTIVITY 3: **Read the text again and choose the correct option A, B, or C**  - Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each  question, pause to identify where it appears in the text, read that part carefully and choose the correct answer.  - Ask Ss to exchange their answers with a partner.  - Explain the new words and clarify anything difficult. Ask some questions to see if they understand the  passage fully.  - Call on some Ss to read the passage aloud. Check their pronunciation and intonation.  - Check the answers as a class.  **\*\* Teacher’s observation and feedback.** | **3. Read the text again and choose the correct option A, B, or C**  **- T\_ Ss**  - **Ss to work individually.**  \* **Answer key:**  **1.** B  **2.** A  **3**. C  **4**. A  **5.** C | | **4 . SPEAKING**  **\* Aims:**  *- To provide Ss with an opportunity to revise and use vocabulary related to environmental protection;To give Ss practice in asking and answering about a national park.*  *- To help Ss practise talking about a national park, using the information in 4;To help Ss improve their speaking skill.* | | | ACTIVITY 4 *:* **Work in pairs. Ask and answer**  **about Vu Quang National Park. Look at the facts.**  - Give Ss some time to study the facts about Vu Quang National Park. Then have them read the example to understand what they have to do.  - Explain again if needed.  - Have Ss work in pairs and do the task.  - Go round to monitor and give help when necessary.  - Call on some pairs to perform the task in front of the class.  - T and other Ss listen and comment.  - Encourage Ss to share additional information they know about Vu Quang National Park. | **4**. **Work in pairs. Ask and answer about Vu Quang National Park. Look at the facts.**  **- T\_ Ss. Ss- Ss**  **\* *Suggested outcome:***  *A: Where is Vu Quang National Park?*  *B: It’s in Vu Quang District, Ha Tinh*  *Province* | | - Allow some time for Ss to think about how to give a speech, using the information they have.  - Have Ss work in groups of five or six. Ask them to use the answers in 4 and the vocabulary learnt in the  unit to talk about Vu Quang National Park.  - Give help when they have difficulty expressing their ideas.  - Call on some Ss to talk before the class. T and other Ss listen and comment.  - Teacher gives corrections and feedbacks  ***\* Teacher gives corrections and feedbacks.*** | + Look at the facts in 4 . Ss prepare and give a speech, using the information …  **\* *Suggested speaking:***  **You can begin your talk with:**  *Vu Quang National Park is in Vu Quang District, Ha Tinh Province. It opened in 2002. The area of National Park is about 55,000 hectares. It has so many kind of species. Saolas, "black deer" as the animals. And the park also has valuable plants, wood, medicinal plants.*  …. | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss what they have learnt in the lesson.  - Ss retell some school clubs they have learnt .  \* HOME WORK:  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A SKILLS \_2.  ==================================  ***\*\* Suggested speaking:***  *Vu Quang National Park (formerly Vu Quang Nature Reserve) is located in* ***Huong Son******district (Ha Tinh),******with an area******about 55, 000 hectares*** *and average altitude of over 800m above sea level, in the monsoon tropical climate zone with an average temperature of 23 degrees C, the rainfall level is 2,304.5 mm. It was opened in 2002.*  *Vu Quang is located in an important position in the Truong Son Range, alternating between Pu Mat National Park in the North and Phong Nha - Ke Bang National Park in the South.*  ***Animals here are plentiful, according*** *to statistics there are 60 mammal species, 187 bird species, 38 reptile species, and 56 fish species.* ***Especially Saolas, “ Black deers****; ” In addition, Vu Quang National Park also has 36 endemic animal species of North Truong Son forest such as brown-shanked douc langur, Ha Tinh langur, yellow-cheeked crested gibbon ... In particular, two large mammal species have been discovered there, they are long goat and the big bear There are valuable plants : woods, medical plants …*  *Because of its high biodiversity and the discovery of two new mammal species, Vu Quang has become a potential ecotourism address. There, visitors can make adventure tours to discover the unexpected mysteries of the forest or r join a sports tour to Vu Mon waterfall … .* | | |  |  |  | | --- | --- | | *Date of planning*:  *Date of teaching*: | **Period 60**  **UNIT 7 : ENVIRONMENTAL PROTECTION**  **Lesson 6 : SKILLS 2/ Listening and writing** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Listen about water pollution  - Write a notice  - Use the lexical items related to the topic of the listening text ; “ Water pollution ”  - Develop the skills of listening for specific information.  + Vocabulary: - Words related to the topic of *water pollution.* + Grammar: Complex sentences with adverb clauses of time.  **2. Competence:**  **-** Practice reading and speaking skills .  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Raise the students’ awareness about enviromental protection.  - Love reading and talking about activities to protect the environment.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 7, Skills 2.  - Computer connected to the Internet, TV  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.** | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  + Introduce the objectives of the lesson. Focus on the objectives of the lesson.  + Ask some Ss what activities they often do to contribute to environmental protection and to prevent pollution. Elicit answers from Ss.  + Lead into the new lesson: Listening about water pollution and Writing a notice.  + Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board. | **+ Greeting ; T\_Ss.**  **+ Chatting**  + Students **(Ss)** listen and learn how to do the tasks.  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. LISTENING**  **\* Pre-listening**  **\*Aim :** *To activate what Ss know about the causes of water pollution.* | | | ACTIVITY 1: **Work in groups. Make a list of some activities that cause water pollution**  - Ss work in groups. Every student names at least one activity that causes water pollution.  - Encourage Ss to give as many causes of water pollution as possible. Whether their sentences are true or not is not very important as long as they feel free to speak English. | 1.**Work in groups. Make a list of some activities that cause water pollution**  **- T\_Ss**  **Suggested answer:**  *- throwing rubbish into rivers and lakes*  *- pouring domestic wastes*  *- pouring industrial wastes*  *- using chemicals and pesticides in soil*  *- spilling fuel* | | **3. WHILE LISTENING ( 15’)** | | | **\*Aims :**  *- To help Ss develop the skill of listening for specific information.*  *- To help Ss further develop the skill of listening for general and specific information (to write down short answers while listening to the recording).* | | | ACTIVITY 2: **Listen to a talk and choose the correct word to complete each sentence**  - Ss that they are to listen to a talk about water pollution.  - Play the recording.Tell Ss to listen carefully and pay attention to keywords that help them understand the ideas of the recording.  - Have Ss choose the correct answers. Check their answers as a class. | 2.**Listen to a talk and choose the correct word to complete each sentence**  **- T\_Ss**  **\* *Suggested answers:***  *1. drinking*  *2. factories*  *3. harmful*  *4. shouldn’t* | | ACTIVITY 3: **Listen again and give short answers to the following questions. Use no more than THREE words.**  - Have Ss read the questions carefully and determine what information they need for answering the questions.  - Play the recording once or twice. Ask Ss to listen carefully and answer the questions, using no more than three words.  - Have Ss share their answers in pairs.  - Play the recording once more for Ss to check their answers. Call on some Ss to give the answers and confirm the correct ones.  *1. What is the listening text about?*  *2. How many sources of water pollution are there?*  *3. What are two common sources of drinking water?*  *4. What type of effect does water pollution have on our life?*  *5. What products can we use to reduce water pollution?*  ***\*\* T checks the answers as a class and gives feedback.*** | 3.**Listen again and give short answers to the following questions. Use no more than THREE words.**  **- T\_ Ss**  - **Ss to work in pairs**  ***\** Answer key:**  **1.** *Water pollution.*  **2***. Two.*  **3.** *Rivers and lakes.*  **4***. A harmful effect.*  **5***. Green product* | | EXTRA ACTIVITY  - Put Ss into groups of three and ask them to first listen to the talk once more then summarise it in three sentences.  - Each group exchanges summaries with another group and discusses which words or details can be emitted from their summaries as well as any major ideas that were neglected.  - Lead a class discussion about what contents should be included in the summary. | | | **4 . WRITING**  **\* Aims :**  *- To familiarise Ss with the form and purpose of a notice that they are going to write; To prepare Ss for the writing task in 5.*  *- To help Ss practise writing a notice.* | | | ACTIVITY 4 : **Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)**  - First, explain to Ss that a notice can be an announcement, a warning, or an invitation.  - Have Ss work in pairs. Tell them to read all the details in the notice, think about them, and match the headings (a - e) with the numbers (1 - 5).  - Remind them of the order of these details in a notice.  - Check the answers as a class. | 4. **Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)**  **- T\_ Ss.**  ***\** Suggested outcome:**  **1***. a*  **2***. c*  **3***. b*  **4***. e*  **5***. d* | | ACTIVITY 4 : **Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)**  - Tell Ss to study the details given.  - Set a time limit for Ss to write the notice. Tell them to refer to the sample notice in 4. Monitor Ss' work and give assistance when necessary.  - Collect some Ss'writing, mark them, and later comment on their writing in the class.  - If there is not enough time for Ss to do their task in class, have them do it as homework.  ***\*\* T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.*** | 4. **Work in pairs. Read the notice and match the headings (a – e) below with the numbers (1 – 5)**  **\* *Suggested answer:*** | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to say what skills they have developed in this lesson. Ask them about their progress and what they want to improve.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK.  ============================================== | | | | | | | | *Date of planning*: 19/1/2024  *Date of teaching*: 22/1/2024 | | **Period 61**  **UNIT 7 : ENVIRONMENTAL PROTECTION**  **Lesson 7 : LOOKING BACK & PROJECT** | | |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Review more the vocabulary and grammar of Unit 7, they have learnt in the unit in different contexts.  - Use what they have learnt from the unit to help them answer the questions. Ss need to see how far they have progressed and in which areas they need further practice.  - Apply what they have learnt (vocabulary and grammar) into practice through a project.  *+ Vocabulary:*The lexical items related to *Environmental Protection*  - Pronunciation: Correctly pronounce words that contain the sounds: **/bl/** and **/kl/ .**  *+ Grammar:*Complex sentences with adverb clauses of time  **2. Competence:**  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Raise the students’ awareness about enviromental protection.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, / TV - Computer connected to the Internet , *Hoclieu.vn*  - Students : Text books, workbook…  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson*. | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **\* Revision**  - Teacher asks Ss to think of what they have learnt already in Unit 7.  - Ss work in pairs to do the task. Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  *- T encourages Ss to talk in English as much as possible*  - T leads in the lesson. | **+ Greeting T\_Ss.**  **- Ss - Ss**  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. PRACTICE EXERCISES**  **VOCABULARY**  **\* Aims:**  *1 + 2: To help Ss review the vocabulary of Unit 7*  *- To help Ss revise the words / phrases they have learnt in the unit.*  *- To help Ss revise and use the vocabulary they have learnt in context.* | | | ACTIVITY 1**: Choose the correct answer A, B, or C to complete each sentence.**  **\*** Have Ss do this task individually to choose the correct answer for each question.  - Go round and monitor the class, giving support if necessary.  - Ask some Ss to share their answers.  - Confirm the correct answers. | ACTIVITY 1**: Choose the correct answer A, B, or C to complete each sentence.- T\_Ss**  \****Answer key:***  **1***.* **A 2***.* **C**  **3. B****4. A**  **5***.* **C** | | ACTIVITY 2**: Complete each of the sentences with a word or phrase from the box.**  - Ask Ss to read the words and phrases in the box first.  - Ask Ss to read the sentences. Tell them to pay attention to the gaps and elicit what words / phrases they need to fill in them.  - Tell Ss to write the answers in their notebooks. Ask some of them to write their answers on the board.  - Correct the mistakes if necessary | ACTIVITY 2**: Complete each of the sentences with a word or phrase from the box.** **- T\_Ss**  **Key**  **1.** *littering*  **2.** *carbon footprint*  **3***. picking up rubbish*  **4***. habitats*  **5***. endangered species* | | **B. GRAMMAR** | | | **\* Aims:**  *3. To help Ss revise complex sentences with adverb clauses of time;*  *- To help Ss practise writing about themselves, using complex sentences with adverb clauses of time.*  *4. To 4. To help Ss revise the form and uses of complex sentences with adverb clauses of time.* | | | ACTIVITY 3: **Complete the following sentences using a clause. Use your own ideas.**  - Allow Ss some time to do the task individually and write sentences in their notebooks.  - Then ask Ss to compare their answers in pairs.  - Call on some Ss to write their answers on the board, have other Ss give comments, and correct mistakes only when really necessary. | ACTIVITY 3: **Complete the following sentences using a clause. Use your own ideas.**  **- T\_ Ss**  \**Ss’ answers* | | ACTIVITY 4 : **Circle A, B, or C to identify the underlined part that needs correction .**  - T may have Ss review the form and uses of complex sentences with adverb clauses of time before they do the task.  - Have Ss work independently or in pairs to do the exercise.  - Call on some Ss to share their answers.  - Give corrections and explanations. | ACTIVITY 4 : **Circle A, B, or C to identify the underlined part that needs correction .**  **- T\_ Ss.**  **\* *Answer key:***  **1**. A **2**. B  **3**. C  **4**. C  **5**. B | | **4. PRODUCTION/ PROJECT ( 8’)** | | | **A SERIOUS POLLUTION PROBLEM IN MY AREA.**  **\* Aims:**  *- To give Ss an opportunity to practise finding solutions to a serious environmental problem in their area;*  *- To improve their speaking and presentation skills.* | | | ACTIVITY 1  - Make sure Ss understand what to do. Ask Ss to work in groups and decide on the most serious pollution problem in their area (noise pollution, air pollution, water pollution, etc). Then think of as many solutions to the problem as possible.  ACTIVITY 2  - Have Ss work in groups and make a poster to introduce the solutions they have suggested. Encourage them to use a mind map to make their poster easier to understand. Tell them they can use pictures, images, etc.  ACTIVITY 3  - Call on some groups to show their posters and make a presentation. Other groups give their comments. The class votes for the best poster.  *- If it is better to assign the project in earlier lessons, then make sure to guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to give their presentation.*  **\*\*** T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback. | **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.  + Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  *\*\* Students’ posters & presentations* | | **5. WRAP-UP & HOME WORK (2’)**  \* Ask Ss to complete the self-assessment table.  - Identify any difficulties, weak areas and provide further practice.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Unit 8 : SHOPPING.  ============================================== | |  |  |  | | --- | --- | | *Date of planning*:19/1/2024  *Date of teaching*: 23/1/2024 | **Period 62**  **UNIT 8 : SHOPPING**  **Lesson 1: GETTING STARTED**  ***My favourite shopping place*** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Introduce an overview about the topic *Shopping*  - Learn how to use the words related to *Shopping*  - Practice listening and reading skills .  *+ Vocabulary:*The lexical items related to *Shopping*  - Pronunciation: Pronounce the sounds /sp/ and /st/ correctly in words and sentences;  - Make complaints;  *+ Grammar:*Adverb of frequency; Present simple for future event  **2. Competence:**  **-** Practice listening and reading skills .  - Recognise and use adverbs of frequency and the present simple for future events;  - Develop communication skills and creativity.  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Show respect and interest in different type of shopping places  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book; Unit 8 : Getting started, Computer connected to the Internet  - *Hoclieu.vn*  - Students : Text books, workbook…  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new unit.* | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T encourages Ss to talk in English as much as possible.*  \*\*\* Review the previous unit. Organise a short vocabulary game to revise the words Ss learnt in Unit 7, Environmental Protection. *For example*, write Problems and Solutions on the board and have Ss say any words and phrases related to these topics. Make a spider web around the two keywords. Use the words and phrases provided by Ss to fill in the spiderweb.  + Lead into the new unit. Write the unit title Shopping on the board. Ask Ss to guess what they are going to learn in this unit and to say words and phrases they know related to *Shopping.* | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  **\* CHATTING**  - T asks ss some questions about the topic:  *1. Do you like shopping?*  *2. Where do you often go shopping?*  *3. Can you name some markets or supermarkets that you know?*  *4. Do you prefer shopping in an open-air market or in a supermarket?*  ………………  + Do the tasks  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | ACTIVITY 1:  **\* Aims:**  *To set the context for the introductory conversation.*  *- To introduce the topic of the unit* | | | **1. Listen and read :/ Page 82**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  - Teacher reveals that these seven words will appear in the reading text and asks students to open their textbooks to discover further.  \*\*\* **Set the context:**  - Teacher has Ss to look at the pictures in the book and answer the questions.  - T encourages ss to answer the questions, but doesn’t confirm their answers.  - Teacher plays the recording for ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - T refers to the questions previously asked and confirms the correct answer : *Mai and Alice are talking about different types of markets. The pictures are of Bac Ha Open-Air Market. The people in the picture are buying and selling things.* | **1. Listen and read :/ Page 82**  **- T\_Ss**  \*Vocabulary  **1.** open-air market (n) Chợ họp ngoài trời  **2**. home-grown (adj) Tự trồng  **3**. home-made (adj) Tự làm  **4**. bargain (v) Mặc cả  **5.** farmers’ market (n) Chợ nông sản  **6.** price tag (n) Nhãn ghi giá mặt hàng  **7.** convenience store (n) Cửa hàng tiện dụng.  **\* Audio script – Track 46:**  **Questions:**  *- What do you think Mai and Alice are talking about?*  *- What are pictures of?*  *- What are the people in the pictures doing*  **Suggested answers:**  *- Mai and Alice are talking about different types of markets. The pictures are of Bac Ha Open-Air Market. The people in the picture are buying and selling things.* | | **3. PRACTICE ( 15’)** | | | **\* Aims:**  *2. To draw Ss' attention to the names of some places for shopping and see how much they can remember.*  *3. To help Ss focus on some features of different markets.*  *4. To help Ss develop a better understanding of the new vocabulary from the conversation.* | | | ACTIVITY 2: **Mai and Alice mentioned four places where they can buy things. Complete the list.**  - Encourage Ss to do the task without reading the conversation again. If they cannot, let them refer to the conversation for the answers.  - Call on some Ss to share their answers | ACTIVITY 2: **Mai and Alice mentioned four places where they can buy things. Complete the list.**  **- T\_Ss**  **- Work individually.**  **\* *Answer key:***  **1**. open-air market **2**. farmers’ market  **3**. supermarket **4.** convenience store | | ACTIVITY 3: **Match the types of markets with the features.**  - Ask Ss to look at the two types of markets first and see if they can remember any information about them from the conversation.  - Encourage them to tell you.  - Ask Ss to do the task individually or in pairs.  - Check the answers as a class | ACTIVITY 3: **Match the types of markets with the features.**  **- T\_ Ss**  \* **Answer key:**  **1.** a, c  **2.** b, d, e | | EXTRA ACTIVITY  - Draw a Venn diagram on the board and explain to Ss how to complete it. Put Ss in pairs and have them label, one circles open-air market and the other circles supermarket.  - Using their own ideas as well as ideas from the conversation, Ss put the features of each type of market in the correct place in the Venn diagram.  - Using the information in the Venn diagram helps Ss make comparative sentences that show how the two markets are either similar or different.  - Ask a few pairs of Ss to come to the front of the class to demonstrate. | | | ACTIVITY 4: **Complete the sentences with the words and phrases from the box.**  - Call on some Ss to read the words and phrases in the box aloud. Correct their pronunciation if needed.  - Ask Ss to work independently to fill each blank with a word or phrase from the box | ACTIVITY 4: **Complete the sentences with the words and phrases from the box.**  **- T\_ Ss.**  **- Work individually.**  **\*Answer key:**  **1.** bargaining  **2**. convenience store  **3**. home-grown  **4.** price tag  **5.** home-made | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | **\* Aims:**  *- To introduce various types of speciality shops.* | | | ACTIVITY 5: **Work in groups. Quickly write down the names of some speciality shops. The group with most correct answers wins.**  - To lead in, write the phrases ‘music shop’ and ‘sports shop’ on the board. Ask Ss what they can buy from each shop. Then write the phrase ‘speciality shops’ above the two shops.  - Allow Ss some time to write down the names of as many speciality shops as possible.  - Call on some Ss to read aloud their list. Find the Ss with the most correct answers. | ACTIVITY 5: **Work in groups. Quickly write down the names of some speciality shops. The group with most correct answers wins.**  **+ T-Ss; + Ss**  **\* Key**  *clothes shop, florist’s, bakery, butcher’s, bookshop, greengrocer’s, stationer’s, dairy, candy shop, café, music shop, computer shop, barber’s, hairdresser’s, gift shop, pet shop, shoe shop, etc.* | | **5. WRAP-UP & HOME WORK (2’)**  - Ask one or two ss to tell the class what they have learnt.  - Ask ss to say aloud some words they remember from the lesson.  - If there is a projector in the classroom, then T should show the dialogue and highlight the key words related to the topic. It would be helpful if T also highlights in the dialogue the expressions  Tells ss that they will learn these language points in the upcoming lessons.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  **\*\* Prepare for the Project of the unit:**  Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about a serious pollution problem in their areas and solutions to the problem, then make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)  ============================================== | |  |  |  | | --- | --- | | *Date of planning*: 20/1/2024  *Date of teaching*: 24/1/2024 | **Period 63**  **UNIT 8 : SHOPPING**  **Lesson 2 : A CLOSER LOOK 1** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Identify some nouns related to the topic of shopping, some types of shops and their characteristics as well.  - Distinguish two sounds /sp/and */*st*/*correctly  *+ Vocabulary:*The lexical items related to *Shopping*  - Pronounce the sounds /sp/ and /st/ correctly in words and sentences;  *+ Grammar:*Adverb of frequency; Present simple for future event  **2. Competence:**  - Developcompetencies of communication, cooperation, and self-management.  - Be collaborative and supportive in pair work and teamwork  - Actively join in class activities  **3. Qualities:**  - Raise ss’ knowledge of shopping  - Have good attitude to shopping  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book ; Unit 8, Getting started, Computer connected to the Internet  - *Hoclieu.vn*  - Students : Text books, workbook…  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION** ( 3’- 5’) | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.** | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T encourages Ss to talk in English as much as possible*  **Game: Clip watching**  - Give Ss a few minutes to watch a clip and ask ss some questions about the clip.  **OR:** Show some pictures of shopping places and people related to shopping that Ss learnt in the previous lessons. Have some Ss name the people or the shopping place.  Lead into this lesson which focuses on expressions about shopping and sounds /sp/ and /st/.  - Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.    **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Aims:** *- To introduce visually some nouns related to the topic of shopping.* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Write the words and phrases under the correct pictures**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  - Teacher checks the students' understanding by the *Rub out and Remember* technique.  \*\* Ask Ss to read the words and phrases, then look at the pictures and write them under the correct pictures  - Check the answers as a class.  - Have Ss then read the words and phrases aloud.  - Correct their pronunciation if needed.  - If necessary, ask Ss for the Vietnamese equivalents of these words and phrases. | ACTIVITY 1: **Write the words and phrases under the correct pictures**  **- T\_Ss**   |  | | --- | |  |   \*Vocabulary  **1**. shopaholic (n) Người nghiện mua sắm  **2**. on sale (adv) đang (được bán) hạ giá  **3**. discount shop (n) Cửa hàng hạ giá  ***\* Answer key:***  **1.** price tag  **2**. shopaholic  **3.** on sale  **4**. browsing  **5**. Internet access | | **3. PRACTICE ( 15’)** | | | **\* Aims:**  *2.To introduce more types of shops and their characteristics.*  *3. To provide Ss with an opportunity to use some vocabulary in sentences.* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Match the shopping places with their characteristics.**  - Ask Ss to read the names of different places for shopping and see if they know any of their characteristics.  - Allow Ss some time to do the matching. | ACTIVITY 2: **Match the shopping places with their characteristics.**  **- T\_Ss**  **- Work individually.**  **\*Answer key:**  **1.** e **2**. a  **3.** d **4.** B **5.** c | | EXTRA ACTIVITY  - Lead a class discussion about the benefits of each type of shopping place in 2. Conduct a quick poll to find out which place 5s prefer to shop.  Ask Ss which of the places their mother prefers to shop. | | | ACTIVITY 3: **Complete the sentences with the words and phrases from the box.** | | | - Ask Ss to read the words and phrases provided.  - Ask Ss to work individually.  - Call on some Ss to say their answers.  - Check Ss’ answers as a class.  - T can also ask some Ss to read out their answers. Then have Ss read the sentences aloud as a class. Correct  Ss’ pronunciation if necessary. | **- T\_ Ss**  - **Ss to work individually.**  \* Key:  **Answer key:**  **1**. specialty shops **2.** browsing  **3**. bargain**4.** range of products  **5.** shopaholic | | **4. PRONUNCIATION: ( 8’)** /sp/and */*st*/* | | | **\* Aims:** *- To help Ss identify the sounds /sp/ and /st/, and practise them in words.* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4: **Listen and repeat the words. Pay attention to the sounds /sp/ and /st/.**  - Have some Ss read out the words. Correct them if needed.  - Play the recording for them to listen and repeat the words as a class, in groups, and individually. Play the recording as many times as necessary.  *\* Teacher gives corrections and feedbacks to students’ pronunciation* | ACTIVITY 4: **Listen and repeat the words. Pay attention to the sounds /sp/ and /st/.**   |  |  | | --- | --- | | **/sp/** | **/st/** | | **Sp**end | **St**all | | **Sp**eciality | **St**aff | | **Sp**ace | Out**st**and | | Re**sp**ect | Hone**st** | | Cla**sp** | Wa**ste** | | | ACTIVITY **5. Listen and repeat the sentences. Pay attention to the underlined words.**  - Have Ss read the sentences, paying attention to the underlined words with the sounds /sp/ and /st/.  - Play the recording for Ss to listen and repeat each sentence. Correct them if needed.  - Call on some Ss to read the sentences individually.  - Check the answers as a class.  - Call some Ss to read the sentences individually.  **\* Teacher checks students’ answers and their pronunciation and gives feedback.** | ACTIVITY **5. Listen and repeat the sentences. Pay attention to the underlined words.**  **\* *Answer key:***  **1**. There is a three-storey sports centre in my neighbourhood.  **2**. The assistant at her shop always gives us special attention.  **3**. The shop owner treats his customers with a lot of respect.  **4.** The food at that restaurant is too spicy for me.  **5**. Tom spent half of his savings in that music store. | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learned in the lesson.  - Ask them to list some nouns related to shopping learned in the lesson.  - Ask them to list some shopping places and characteristics  - Ask ss to give 2 sounds learned in the lessons and give examples.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 . | |  |  |  | | --- | --- | | *Date of planning*: 26/1/2024  *Date of teaching*: 29/1/2024 | **Period 64**  **UNIT 8 : SHOPPING**  **Lesson 3 : A CLOSER LOOK 2** | |  |  |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Revise and use some adverbs of frequency  - Identify how to use the present simple for future actions.  - Understand the difference in the use of present simple and future simple when talking about future activities.  *+ Vocabulary:* The lexical items related to *Shopping.* Use some adverbs of frequency  *+ Grammar:*Adverb of frequency; Present simple for future event  **2. Competence:**  - Developcompetencies of communication, cooperation, and self-management.  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Be encouraged to know more about making plans, timetables, and schedules  - Develop self-study skills  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 7: A closer look 2.  - Computer connected to the Internet, TV. *Hoclieu.vn*  **\*\* Language analysis**   |  |  |  | | --- | --- | --- | | **Types of sentences** | **Definition** | **Examples** | | **1.** Adverbs of frequency | To say how often we do things and how often things happen.  There are six main adverbs of frequency that we use in English: *always, usually (or normally), often, sometimes, rarely, and never* | *- They usually buy discount goods.* | | **2.** Present simple for future events | We use the present simple with a future meaning to talk about timetables or schedules. | *- The train leaves at 4:30, so we still have a lot of time* |   **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims :**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.** | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **Game: BRAIN-STORMING**  - Ss work in two teams.  - Give Ss 2 minutes to write as many adverbs of frequency as possible.  - The team with the most correct sentences wins.  - T leads in the lesson A CLOSER LOOK 2 on page 85.  + Show the winner.  \*\*\* T introduces \*\* Ss are already familiar with the adverbs of frequency….[ *Teacher’s book* ]  […]  + Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  *- Learn how to do their tasks and open the notebooks and write the title of the lesson.* | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Aims:**  *- To help Ss revise and use some adverbs of frequency.*  **Grammar:**  **1. Adverbs of frequency**  - T gets ss to list all the adverbs of frequency they can remember and the elicits the use of adverbs of adverbs of frequency from ss.  - T confirms the answer and gets ss to take notes  **2. Present simple**  - T asks ss to recall the forms and uses of the present simple.  - T introduces the use of the present simple for future actions. | | | **ACTIVITY 1. Complete the sentences with the adverbs of frequency from the box.**  - Ask Ss to do the activity individually.  - Have Ss read each sentence and decide which adverb in the box best describes the frequency of each action.  - Call on some Ss to read aloud their answers.  - Check the answers as a class. Explain if needed. | **ACTIVITY 1. Complete the sentences with the adverbs of frequency from the box.**  **- T\_Ss**  **\* *Answer key:***  **1.** always **2**. rarely  **3**. never **4**. often  **5**. sometimes | | *\* Here is a table which can help Ss decide which adverb of frequency to use in different situations:*   |  |  |  | | --- | --- | --- | | **Adverbs of frequency** | | | | 100% | always | She always spends her vacation with her grandparents. | | 90% | usually | They usually buy discount goods. | | 80% | normally | I normally go to the gym. | | 70% | often | They often go out for dinner. | | 40% - 50% | sometimes | I sometimes go shopping with my husband. | | 20% - 30% | occasionally | I occasionally eat junk food. | | 5% - 10% | rarely | I rarely shop online. | | 0% | never | I never go to the cinema. 1 don't like it. | | | | . **3. PRACTICE ( 15’)** | | | **\* Aims:**  *2. To introduce the use of the present simple for future actions.*  *3. To give Ss further practice to understand the difference in the use of the present simple and future simple when talking about future activities.*  *4. To give Ss more open practice with the present simple and future simple.* | | | ACTIVITY 2: **Read the schedule for the grade 8 field trip tomorrow, and underline the verbs in the sentences. Then answer the questions.**  - Ask them to read the schedule and underline the verb in each sentence.  - Allow them some time to answer the questions individually.  - Call on some Ss to give their answers.  - Confirm the correct answers as a class.  - Have Ss read the Remember! box. Explain if needed./ **Page 85** | ACTIVITY 2: **Read the schedule for the grade 8 field trip tomorrow, and underline the verbs in the sentences. Then answer the questions.**  **- T\_Ss** ; ***Answer key:*** | | ACTIVITY 3: **Write A next to a sentence if it relates to a timetable, schedule or plan, and B if it is an unplanned future action.**  - *Write scheduled future activity and unplanned future activity on the board.*  Say the sentences *The bus leaves at 11:00, and we have plenty of time, and Don't move. I'll answer the phone.*  - Ask Ss which sentence is a scheduled future activity and which one is an unplanned future activity. Then write them underneath their correct categories.  - Ask Ss to work individually or in pairs.  - Call on 2 - 3 Ss to read aloud their answers.  - Confirm the correct answers as a class. Explain if needed. | ACTIVITY 3: **Write A next to a sentence if it relates to a timetable, schedule or plan, and B if it is an unplanned future action.**  **- T\_ Ss**  - **Ss to work individually.**  ***\* Answer key:***  **1.** B  **2.** A  **3.** A  **4.** A  **5.** B | | ACTIVITY 4: **Choose the correct answer to complete each sentence**  - Have Ss do this activity individually.  - Ask Ss to read each sentence carefully and decide which option best completes the sentence.  - Call on some Ss to read out their answers.  - Confirm the correct answers as a class. | ACTIVITY 4: **Choose the correct answer to complete each sentence - T\_ Ss.**  **- Work individually.**  ***Answer key:***  **1.** opens **2.** will make  **3.** won’t buy  **4.** is  **5.** Does | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | **\* Aims:**  *5.* *To provide Ss with real-life practice with a schedule.* | | | ACTIVITY 5: **Work In pairs, ask and answer to check planning events for the community fair next month**  - Have Ss work in pairs.  - Ask Ss to read the example so that they know what they have to do.  - Allow Ss some time to read the schedule and ask and answer about the time of different events.  - Call on some pairs to say their questions and answers. Ask the whole class to follow and correct if they make a mistake.  *\* Teacher gives corrections and feedbacks.* | ACTIVITY 5: **Work In pairs, ask and answer to check planning events for the community fair next month \* Ss do the tasks** | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise the grammar point they have learnt in this lesson. Ask some Ss to give examples.  - Ask Ss to say make some sentences with words and phrases they remember from the lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION. | |  |  |  | | --- | --- | | *Date of planning*: 27/1/2024  *Date of teaching*: 30/1/2024 | **Period 65**  **UNIT 8 : SHOPPING**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:** Make complaint  - Identify how to make complaints in English  - Know about one’s favourite shopping place.  *+ Vocabulary:* The lexical items related to *Shopping.*  **Making a complaint**  - I’m calling/ writing to make a complaint about….  - I’m not happy with ….  *+ Grammar:*Adverb of frequency; Present simple for future event  **2. Competence:**  - Developcompetencies of communication, cooperation, and self-management.  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Raise ss’ awareness of favourite shopping places.  - Have good attitude to making polite complaints  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 8: Leson 4: Communication.  - Computer connected to the Internet  - Projector / TV.  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.** | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting \* Chatting:**  - T gives ss a situation:  *Supposing you ordered a hat online, but when you got it, it didn’t have the same color as you ordered. What would you do in that case?*  *-* T leads in the new lesson*: - If we aren’t satisfied with sth you ordered, we can make complaints. There are two ways of making complaint that we will learn in Lesson 4. Communication.*  - Ask Ss to look at COMMUNICATION on page 86. | **+ Greeting . T\_Ss.**  **Chatting:**  + Students **(Ss)** listen and learn how to do the tasks.  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **EVERYDAY ENGLISH**  **Making complaint**  **\* Aims:**  *- To guide Ss how to make a complaint;*  *- To allow Ss some practice in making complaints.* | | | ACTIVITY1+2: **Listen and read the dialogue. Pay attention to the highlighted sentences**  + Play the recording for Ss to listen to and read the conversation where Tom makes complaints about the SMART backpack he bought the previous week. Ask Ss to pay attention to the highlighted parts.  + Elicit the structures for making complaints.  + Have Ss practise the conversation in pairs. | ACTIVITY1+2: **Listen and read the dialogue. Pay attention to the highlighted sentences**  **- T\_Ss**  **Tom**: I'm calling to make a complaint about the SMART backpack I ordered from you last week. I got it this morning, and it's smaller than the one you advertised online  **Trang**: Well. Let me check it.  **Tom:** And I'm not happy with the colour, either, In your picture it's dark brown, and this one is yellowish brown.  **Trang:** I’m sorry about that. I’ll send you another one.  *+ To make a complaint, you can use:*  *- I’m calling/ writing to make a complaint about….*  *- I’m not happy with ….* | | ACTIVITY 2: **Work in pairs. In turns, make complaints about the situations below.**  - Ask Ss to work in pairs to make similar conversations, using the structures for making complaints.  - Comment on their performance.  **\*** Teacher listens to students’ pronunciation and gives feedback. | ACTIVITY 2: **Work in pairs. In turns, make complaints about the situations below.- T\_Ss**  **- Work in pairs**  1. The cans of fish you bought at the shop expired five days ago.  *•* ***I’m calling to make a complaint about*** *the cans of fish I bought at your shop five days ago. It was expired.*  2. An assistant at the shop was not very helpful.  ***I’m not happy with*** *an assistant at the shop. She was not very helpful.* | | **3. PRACTICE ( 15’)** | | | **My favourite shopping places**  **\* Aims:**  *3. To provide Ss with some samples to help them talk about their favourite shopping places*  *4.* *To give Ss an opportunity to reflect on what the people in 3 like about the places they shop.* | | | ACTIVITY 3: **Listen to three people talking about their favourite shopping places and tick (**✓**) the place they mention.**  - Have Ss read the instruction and the table so that they know what they have to do while listening to the recording.  - Play the recording and ask Ss to listen and tick the correct answers.  - Call on some Ss to read their answers.  - Confirm the correct answers as a class. | ACTIVITY 3: **Listen to three people talking about their favourite shopping places and tick (**✓**) the place they mention.**  **- T\_ Ss**  ***\* Answer key:*** ✓   |  |  |  |  | | --- | --- | --- | --- | | People | Open-air market | Discount shop | Convenience store | | **1**. Mai | ✓ |  |  | | **2.** Nam |  |  | ✓ | | **3**. Alice |  | ✓ |  | | | ACTIVITY 4: **Work in pairs. Take turns to ask and answer what each person in 3 likes about their shopping place**  - Have Ss work in pairs.  - Have Ss take turns to ask and answer about what each person in **3** likes about the place where they shop.  - Call on 2 - 3 pairs to share their lists. Make comments.  ***1. Suggested answers:***  ***Mai:***  **1.** A: What does Mai like about shopping at an open-air market?  B.The products are home-grown and home-made. The market goers know one another, so they can chat happily while selling and buying. | ACTIVITY 4: **Work in pairs. Take turns to ask and answer what each person in 3 likes about their shopping place**  **- T\_ Ss. Ss-Ss**  **Model dialogue:**  1.A: What does Nam like about shopping at a convenience store?  B: It saves him time.  ***2. Suggested answers:***  ***Nam:***  **2.** A: What does Nam like about shopping at a convenient store?  B.They are convenient because they are everywhere. You can save time.  ***Alice:***  **3.** A: What does Alice like about shopping at a discount shop?  B. There is a wide range of goods there. Everything is cheaper than at other places. | | **4. PRODUCTION ( 8’)** | | | **Aims:**  *5. To provide Ss with an opportunity to talk about what they like about their favourite places to shop* | | | ACTIVITY 5: **Work in groups. Share your favourite shopping place with your group.** - This task allows Ss to apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their favourite places to shop.  - Have Ss work in groups.  - Allow Ss some time to talk in their groups. Go round and give support if needed.  - Ask some Ss to share their ideas with the class.  **\* T corrects any grammar and pronunciation mistakes if necessary.** | ACTIVITY 5: **Work in groups. Share your favourite shopping place with your group.**  **+ T- Ss ; Ss -Ss**  ***You can conclude:***  ***-*** The name of the place  - The reason(s) why you like it |  |  |  | | --- | --- | | ***Date of planning***:……  ***Date of teaching*:** ………  **WEEK: …** | **Period 66: UNIT 8 : SHOPPING**  **Lesson 5 : SKILLS 1/ Reading and speaking** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to :**  **1. Knowledge:**  - To recognize reading skills for specific information and general information about the reason(s) people go shopping.  - To remember the lexical items related to the reason(s) people go shopping.  - To recognize how to make a conversation to ask and answer about a new shopping centre and  - To practice reading and speaking skills .  *+ Vocabulary:*The lexical items related to *Shopping*  - Pronounce the sounds /sp/ and /st/ correctly in words and sentences;  *+ Grammar:*Adverb of frequency; Present simple for future event  **2. Competence:**  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  - Develop presentation skill  - Actively join in class activities.  **3. Qualities:**  - Raise ss’ awareness of shopping places and the reason(s) people go shopping.  - Have a good attitude to going shopping to a shopping place.  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 7, Skills\_1.  - Computer connected to the Internet  - Projector / TV  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  **To create an active atmosphere in the class before the lesson;**  **To lead into the new lesson**. | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **\* Chatting:**  - Ask ss two questions to elicit from ss the reasons why they go shopping.  *+ Do you like shopping?*  *+ How often do you go shopping?*  *+ Why do you go to shopping centers?*  - Ask Ss to discuss the reasons why they go shopping  + Introduce the objectives of the lesson: Reading about the reasons why people go to shopping centres and Speaking about a shopping place.  - Ask Ss where they often do their shopping and why.  - Ask Ss if they have ever been to a shopping centre. If they have, ask them what they like about it.  - Share with Ss the lesson objectives.  - Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting ; T\_Ss , Ss – Ss**  **+ Expected answers:**  *- Yes/ No*  *- I go shopping twice a week/ every day….*  *- I like shopping because….*  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. READING**  **\* Pre-reading**  **\* Aims: To help Ss reflect on the reason(s) why they go shopping.** | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Read the list below and tick (**✓**) the most common reason(s) why you go shopping.** | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking *“Matching”*  + Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.  Have Ss work individually.  - Ask Ss to read the words and phrases and tick the one(s) correct for them.  - Call on some Ss to share their answers with the class | **- T\_Ss**  **\*Vocabulary:**  1. customer (n) Khách hàng  2. try on (v) Thử (quần áo)  3. decoration (n) Đồ trang trí  4. wander (v) Đi lang thang, thả bộ  \****Suggested answers:*** | | **3. WHILE READING ( 15’)** | | | **\* Aims:**  **-To help Ss develop their reading skill for specific information (scanning) through multiple-choice questions**.  **-To help Ss further develop their reading skill for specific information (scanning).** | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Read the passage and choose the correct answer A, B, or C.** | | | - Have Ss read the text in detail first. Then ask them to read each question and choose the correct answer for it.  - Call on some Ss to share their answers. Ask them where they find the information for their answers.  Confirm the correct answers as a class. Explain if needed | **- T\_Ss**  **- Work individually.**  **Answer key:**  1. C 2. A  3. B 4. B 5. A | | ACTIVITY 3: Fill in each blank with ONE word from the passage.  - Ask Ss to read each sentence carefully, then refer to the text to look for the answer. Have them complete the task.  - Have Ss compare their answers in pairs and discuss if there are any differences in their answers.  - Call on some Ss to share their answers with the class. - Ask them where they find the information for their answers.  - Confirm the correct answers as a class.  **\*\* Teacher’s observation and feedback.** | **3.Fill in each blank with ONE word from the passage.**  **- T\_ Ss**  - **Ss to work individually.**  **\* Answer key:**  **1**. sales  **2.** try  **3**. entertainment  **4**. decorations  **5**. free | | **4 . SPEAKING**  **\* Aims:**  **-To provide Ss with an opportunity to talk about a new shopping centre;**  **-To help Ss prepare ideas for the main speaking activity.**  **- To provide an open opportunity for Ss to talk about a shopping place in their own areas** | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4 *:* **Work in pairs. Ask and answer about a new shopping centre.** | | | - Ask Ss to work in pairs, each having their card (A or B). Make sure that they know how to work with the cards.  - Allow them some time to prepare the questions and to read the information for the answers. Then ask them to start asking and answering about the new shopping centre.  - Go around and monitor.  - Give help if needed.  - Call on some Ss to share their conversation with the class. Comment on their conversation | **- T\_ Ss. Ss- Ss**  **\* *Suggested questions:***  *1. Where is the new shopping centre?*  *2. How many shops are there / does it have?*  *3. What kind of entertainment does it offer / have / can we find there?*  *4. What are its opening hours?*  *5.What date does the shopping centre open?* | | ACTIVITY 5: **Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner’s answers and report them to the class .** | | | ACTIVITY 5: Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner’s answers and report them to the class .  - Have Ss work in pairs.  - Ask Ss to reflect on the conversation in **4** and read the suggestions for **5.**  - Allow Ss some time to carry out their conversation.  - Remind them to take notes of their partner’s answers. - Go round and offer help if needed.  - Call on some Ss to report to the class what they find out about their partner’s shopping place. Comment on their presentation.  ***\* T asks the class to give feedback on their questions and answers, and pronunciation.*** | **5: Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner’s answers and report them to the class .**  **\* *Suggested speaking:*** | | EXTRA ACTIVITY  - Explain to the class that they have read about different types of shopping centres and why people go to shopping centres. Keeping this information in mind, Ss are to work together in groups of three to design an ideal shopping centre for their neighbourhood.  - Explain that this ideal shopping centre should be different from existing shopping centres in their city and have different types of features.  - Encourage them to be creative.  - Ask a few groups to share some of their ideas with the class. | | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss what they have learnt in the lesson.  - Ss retell the reasons why we go to shopping centres and information about new shopping centres.  \* HOME WORK:  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Make a speech introducing a new shopping centre in your city.  - Prepare new lesson: Lesson 2: A SKILLS \_2. | |  |  |  | | --- | --- | | ***Date of planning***:………….  ***Date of teaching*:** ………. | **Period 67**  **UNIT 8 : SHOPPING**  **Lesson 6 : SKILLS 2/ Listening and writing** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to:**  **1. Knowledge:**  - Recognize listening skills for specific information about online shopping.  - Recognize how to write a paragraph about the advantages and disadvantages of a type of shopping.  - Develop the skills of listening for specific information.  *+ Vocabulary:*- Remember the lexical items related to online shopping.  - Pronounce the sounds /sp/ and /st/ correctly in words and sentences;  *+ Grammar:*Adverb of frequency; Present simple for future event  **2. Competence:**  - Improve listening comprehension and note-taking skills.  - Improve the writing skill of writing a paragraph presenting advantages and disadvantages  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:**  - Raise ss’ awareness of online shopping  - Have the right attitude toward the advantages and disadvantages of different types of online shopping.  **II. TEACHING AIDS:**  - Grade 8 textbook, Unit 8, Skills\_2 .  - Computer connected to the Internet  - Projector / TV  - *Hoclieu.vn*  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Aims:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.** | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  + Introduce the objectives of the lesson: Listening to a talk about online shopping and Writing a paragraph about the advantages and disadvantages of a type of shopping.  + Ask Ss what they know about online shopping and if they have any experience with it. Ask if they like / don't like the experience and why.  + Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting ; T\_Ss.**  **+ Chatting**  + Students **(Ss)** listen and learn how to do the tasks.  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. LISTENING**  **\* Pre-listening**  **\* Aims: To help Ss focus on the topic and prepare for the listening text.** | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Work in pairs. Discuss and tick (**✓**) the things related to online shopping.**  **\* Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures or explanation.  - Teacher reveals that these four words will appear in the listening text and asks students to open their textbooks to discover further.   * Have Ss work individually. * Ask Ss to read the word and phrases and tick the one(s) they think is / are correct. * Call on some Ss to share their answers.   + Ask Ss to read the word and phrases and tick things related to online shopping.   * Call on some Ss to share their answers. | 1.**Work in pairs. Discuss and tick (**✓**) the things related to online shopping.**  **- T\_Ss**  **\* Vocabulary**  **1**. access (n) Quyền truy cập vào  **2**. purchase (v) Mua sắm  **3**. shipping (n) Việc chuyển hàng, giao hàng  **4**. overshopping (v) Mua sắm quá đà  **\* Suggested answer:**  **+ Key: 1, 3, 4** | | **3. WHILE LISTENING ( 15’)** | | | \* Aims:  2. To help Ss develop their skill of listening for specific information.  3. To help Ss further develop their skill of listening for specific information. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2:  **Listen to a talk about online shopping and fill in each blank with a suitable word.**  - Have Ss read the sentences carefully and decide what information they need to fill in each blank.  - Play the recording for Ss to listen and do the task.  - Have Ss share their answers in pairs.  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed, stopping at the places where Ss have difficulties. | 2. **Listen to a talk about online shopping and fill in each blank with a suitable word. - T\_Ss**  **\* *Suggested answers:***  **1**. service **2** . seller's **3**. money  **4**. shipping **5**. shopaholic | | ACTIVITY 3: **Listen again and choose the correct answer A, B, or C.**  - Play the recording again if needed. Have Ss do the task individually.  - Invite some Ss to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed, stopping at the places where Ss have difficulties.  **Key : 1.** B **2.** C  **3.** C  ***\*\* T checks the answers as a class and gives feedback.*** | ACTIVITY 3: **Listen again and choose the correct answer A, B, or C.**  **- T\_ Ss**  ***\**  Suggested answers:**  **1**. When you shop online, you can pay\_\_\_\_\_\_ ways.  A. one **B. two**  C. three  **2**. The talk does NOT describe online shopping as\_\_\_\_\_\_\_.  A.convenient B. easy **C. interesting**  **3**. The talk is mainly about \_\_\_\_\_\_\_ of online shopping.  A. always B. sometimes **C. rarely** | | **4 . WRITING**  \* Aims:  **4. To help Ss focus on the advantages and disadvantages of different types of shopping.**  **5. To provide Ss with an opportunity to write a paragraph presenting the advantages and disadvantages of a type of shopping.** | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4 : **Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.**  - Have Ss work in pairs.  - Ask Ss to read the list and choose the one they would like to talk about.  - Allow Ss some time to discuss and take notes of the advantages and disadvantages of the type of shopping they have chosen.  - Remind them to use the structures and expressions. Move around to offer help if needed.  - Invite some Ss to share their answers with the class. | 4. **Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.**  **- T\_ Ss.**  ***\** Suggested answers:**  *(See below)* | | ***Suggested answers:***  **1. Shopping online**  *Advantages:* easy, convenient, save the trouble of traveling, time, and money.  *Disadvantages:* the products you receive might not exactly be what you expect, you can return an item, but you have to pay for the shipping, and you can easily become a shopaholic.  **2. Shopping at a supermarket**  *Advantages*: easy, convenient, availability of many goods under one roof, a lot of promotions, don't have to bargain, safe from heat and rain, no need to travel to multiple shops.  *Disadvantages:* unnecessary shopping because of discounts and convenience.  **3. Shopping at an open-air market**  *Advantages*: you can bargain, sellers can share advice about the things you buy, you can taste what you buy (bread, fruits...), develop close relations between sellers and buyers.  *Disadvantages*: limited operating hours, the number of sellers depends on weather, not easy to return items, affected by the weather (hot, rainy, snowy...), often lacks parking lots. | | | ACTIVITY 5: **Write a paragraph (80-100 words) about the advantages or disadvantages of a type of shopping. Use the ideas in 4.**  - Ask Ss to read the notes of their discussion in 4 and the suggestions given.  - Allow them some time to write the paragraph. Go round and offer help if needed.  - Call on some Ss to read aloud their texts to the class.  - Comment on their writing  ***\*\**** *T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.* | 5: **Write a paragraph (80-100 words) about the advantages or disadvantages of a type of shopping. Use the ideas in 4.**  **\* *Suggested answer:***  **You can use the suggestions below:**  *Shopping…….. is interesting/ convenient/ safe/ ………*  *Firstly, ……*  *Secondly, …..*  **Sample writing:**  *I often go shopping at the open-air market near my house. However, there are some things I don’t like about it. First, it is outdoor. On rainy or hot days, it is uncomfortable to shop. Secondly, the sellers usually ask for a higher price than the value of the goods and you have to bargain. It’s not easy if you don’t know the actual price of an item. Another disadvantage is hygiene. Fresh products like vegetables are often not very clean.* | | EXTRA ACTIVITY  + As either a homework assignment or a class project Ss go online to find an online shop that they like.  + Encourage them to explore the site and note the different features that it has.  + Have Ss find a partner and talk about the site that they have explored. | | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to say what skills they have developed in this lesson. Ask them about their progress and what they want to improve.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK.  ============================================== | | | | | | |
| ***Date of planning***:…………..  ***Date of teaching*:** ………..… | **Period 68**  **UNIT 8 : SHOPPING**  **Lesson 7 : LOOKING BACK & PROJECT** | |

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

**1. Knowledge:**

+ Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each activity so that they can use that information to complete the self-assessment table at the end of the unit ; Review more the vocabulary and grammar of Unit 8, they have learnt in the unit in different contexts.

- Ss use what they have learnt from the unit to help them answer the questions. Ss need to see how far they have progressed and in which areas they need further practice.

- Apply what they have learnt (vocabulary and grammar) into practice through a project.

*+ Vocabulary* ; Use words related to shopping and online shopping to do exercises.

*+ Grammar:*Adverb of frequency; Present simple for future event

**2. Competence:**

- Apply what they have learnt (vocabulary and grammar) into practice through a project

- Develop communication skills and creativity; Develop presentation skill

- Develop critical thinking skills

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- Consolidate ss’ awareness of shopping and online shopping.

- Have a positive attitude toward shopping places and dream shopping place.

**II. TEACHING AIDS:**

- Grade 8 textbook, Unit 8, Looking back & project .

- Computer connected to the Internet.

- Projector / TV

- *Hoclieu.vn*

**III. PROCEDURE:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Aims:**  ***- To create an active atmosphere in the class before the lesson;***  ***- To lead into the new lesson*.** | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting:**  **\*\*Kim’s game:**  **-** T asks students to work in groups of three or four students  - Get ss to watch a video clip and try to remember all types of shops mentioned in the clip without taking notes.  - After finishing watching the clip, ss write down as many stores/ shops as possible.  - T gets ss to swap the posters among groups and give correction after T shows the answers.  -The group with the most correct answers will win.  \*T leads in the lesson. | **+ Greeting T\_Ss. Ss - Ss**  ***\* Answers:***  *1. bakery*  *2. fruit store*  *3. butcher shop*  *4. fish market*  *5. pastry shop*  *6. flower shop*  *7. shoe shop*  *8. toy store*  *9. stationery shop*  *10. book store*  *11. hardware store*  *12. jewelry store*  *13. pharmacy*  **\*** Open the book and write the tittle of the lesson. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **A. PRACTICE EXERCISES**  **VOCABULARY**  **\* Aims:**  **+ To help Ss revise the vocabulary they have learnt in the unit.**  **+ To help Ss use the vocabulary items in a new context.** | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1**: Match the words and phrases (1-5) with the meanings (a-e).** | |
| **ACTIVITY 1: Match the words and phrases (1-5) with the meanings (a-e).**   * Have Ss do this activity individually. * Ask Ss to read the words and phrases (1 - 5) and the meanings (a - e) and match them. * Allow them to compare their answers with their partners. * Call on some Ss to share their answers with the class. * Confirm the correct answers. | **1.Match the words and phrases (1-5) with the meanings (a-e).**  **- T\_Ss**  \****Answer key:***  **1. b 2. d 3. a 4. e 5. c** |
| ACTIVITY 2: **: Complete the sentences with the words and phrases from the box.** | |
| **ACTIVITY 2: : Complete the sentences with the words and phrases from the box.**   * Have Ss do this activity individually. * Ask Ss to read the sentences carefully, then refer to the words and phrases in the box to choose the correct answers. * Allow Ss to compare their answers with their partners.   - Confirm the correct answers as a class. | **2. Complete the sentences with the words and phrases from the box.**  **- T\_Ss**  **\* Key**  **1.** on sale  **2.** bargain  **3.** Internet access  **4**. home-grown  **5**. offline |
| **B. GRAMMAR** | |
| **\* Aims:**  + To help Ss revise the use of adverbs of frequency in a new context.  + To help Ss revise the use of the present simple with future actions. | |
| **Teacher’s Students’ activities** | **Content** |
| ACTIVITY 3: **Complete each sentence with a suitable adverb of frequency.** | |
| - Have Ss do this activity individually.  - Ask Ss to read the sentences and decide which adverb of frequency to use for each sentence.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. | **- T\_ Ss**  \***Suggested answers:**  **1**. always  **2.** always – usually  **3**. never  **4.** often / usually  **5.** rarely |
| **ACTIVITY 4 : Use the correct tense and form of the verbs in brackets to complete the sentences**.  - Ask Ss to read each sentence carefully and decide which tense to use.  - Call on some Ss to read their answers and explain their choices.  - Confirm the correct answers as a class. Explain if needed. | **4 .Use the correct tense and form of the verbs in brackets to complete the sentences.**  **- T\_ Ss.**  **\* Suggested answers:**  **1.** leaves  **2**. is  **3.** can use  **4**. lasts  **5.** don’t have |
| **4. PRODUCTION/ PROJECT ( 8’)** | |
| **YOUR DREAM SHOPPING PLACE**  **\* Aims:**  **- To encourage Ss to use their imagination to design a dream shopping place and develop their presentation skill.** | |
| **Teacher’s Student’s activities** | **Content** |
| - Have Ss work individually.  - Ask Ss to read the instructions and suggestions carefully.  - Encourage Ss to use their imagination to develop a dream shopping place thatthey would like to have in their neighbourhood.  - Ask Ss to find or draw a picture to illustrate their dream shopping place.  - Provide Ss with an opportunity to present their ideas to the class.  - If time is limited, T can assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their dream shopping place.  **\*\* T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback.** | **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.  + Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  *\*\* Students’ posters & presentations* |
| **5. WRAP-UP & HOME WORK (2’)**  \* Ask Ss to complete the self-assessment table.  - Identify any difficulties, weak areas and provide further practice.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Unit 8 : SHOPPING.  ============================================== | |