**Week : 23 Date of planning:25/2/2025**

**Period : 67 Date of teaching: 26/2/2025**

**UNIT 8: SHOPPING**

**Lesson 6: Skills 2**

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

**1. Knowledge**

- listen for specific information about online shopping.

- recall the lexical items related to online shopping.

- write a paragraph about the advantages and disadvantages of a type of shopping.

**2. Skills:**

- improve the skill of listening for specific information.

- improve listening comprehension and note-taking skills.

- improve the writing skill of writing a paragraph presenting advantages and disadvantages

**3. Competences**

- develop communication skills and creativity

- be collaborative and supportive in pair work and group work

- actively join in class activities

**4. Personal qualities**

- raise ss’ awareness of online shopping

- have the right attitude toward the advantages and disadvantages of different types of online shopping.

**II. MATERIALS**

- Grade 8 textbook, Unit 8, Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. access (n) | /ˈækses/ | the opportunity or right to use something or to see somebody/something | quyền truy cập vào |
| 2. purchase (v) | /ˈpɜːtʃəs/ | to buy something | mua sắm |
| 3. shipping (n) | /ˈʃɪpɪŋ/ | the activity of carrying people or goods from one place to another by ship or by some other means | việc chuyển hàng,  giao hàng |
| 4. overshopping (v) | /ˈəʊvə(r) ˈʃɒpɪŋ/ | the activity of going to shops and buying too many things or ordering too many things online | mua sắm quá đà |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 1. Ss may lack knowledge about some lexical items. | Provide Ss with the meaning and pronunciation of words. |
| 2. Ss may not have sufficient listening, writing and co-operating skills. | - Let Ss listen to the text again (if needed).  - Encourage Ss to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (3 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To help ss focus on the listening and writing topic

**b. Content:**

**-** Chatting activity.

**c. Expected outcomes:**

**-** Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting:**  - Ask ss two questions to elicit from ss the reasons why they go shopping.  *Have you ever shopped online?*  *What do you need to shop online?*  - Ask Ss to discuss the reasons why they go shopping  - Ask Ss to look at SKILLS 2 on page 89. | **Suggested answers:**  *- Yes/ No*  *- To shop online, we need…* |

**e. Assessment**

**-** T check ss’ answers and gives feedback

**2. ACTIVITY 1: LISTENING** (25 mins)

**a. Objectives:**

- To improve Ss’ skill of listening for general and specific information.

- To improve Ss’ listening comprehension and note-taking skills.

**b. Content:**

**-** Vocabulary pre-teaching

- Task 1: Work in pairs. Discuss and tick (v) the things related to online shopping.

- Task 2: Listen to a talk about online shopping and fill in each blank with a suitable word.

- Task 3: Listen again and choose the correct answer A, B, or C.

**c. Expected outcomes:**

Know more new words about online shopping

- Get specific information about online shopping through listening

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (6 mins) | |
| - 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. | **Vocabulary:**  1. access (n)  2. purchase (v)  3. shipping (n)  4. over shopping (v) |
| **Task 1: Work in pairs. Discuss and tick (v) the things related to online shopping.** (5 mins) | |
| - 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. | ***Answer key:*** 1, 3, 4 |
| **Task 2: Listen to a talk about online shopping and fill in each blank with a suitable word.** (7 mins) | |
| - Have Ss read the sentences carefully and decide what information they need to fill in each blank.  - Play the recording for Ss to 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, stop at places where Ss are having difficulties. | ***Answer key:***  1. service  2. seller’s  3. money  4. shipping  5. shopaholic |
| **Task 3: Listen again and choose the correct answer A, B, or C.** (7 mins) | |
| - Play the recording. Have Ss do the task individually.  - Invite some pairs to share their answers with the class.  - Confirm the correct answers as a class.  - Play the recording again if needed, stop at the place where Ss are having difficulties. | ***Answer key:***  1. B  2. C  3. C |

**e. Assessment**

- Teacher listens to students’ pronunciation and gives feedback.

**-** T checks the answers as a class and gives feedback.

**3. ACTIVITY 2: WRITING** (15 mins)

**a. Objectives:**

- To provide Ss with vocabulary and ideas about the advantages and disadvantages of different types of shopping.

- To improve ss’ skill of writing a paragraph about the advantages and disadvantages of a type of shopping.

**b. Content:**

-

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**c. Expected outcomes:**

- Students can understand the advantages and disadvantages of different types of shopping.

- Write a paragraph about the advantages or disadvantages of a type of shopping.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.** (5 mins) | |
| - 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 listen for the structures and expressions. Move around to oﬀer help if needed.  - Invite some Ss to share their answers to the class. | ***Suggested answers:***  **1. Shopping online**  Advantages: easy, convenient, save the trouble of travelling, 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. |
| **Task 5: Write a paragraph (80-100 words) about the advantages or disadvantages of a type of shopping. Use the ideas in 4.** (10 mins) | |
| - Ask Ss to read the notes of their discussion in **4**.  - Allow them some time to write out the paragraph. Go round and offer help if needed.  - Call on some Ss to read aloud their writings to the class. Comment on their writing. | ***Suggested answer:***  I often go shopping at the open-air market near my house. However, there are some things I do not like about it. Firstly, 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, so you have to bargain. It is not easy if you do not know the actual price of an item. Another disadvantage is hygiene. Fresh products like vegetables are often not very clean. |

**e. Assessment**

- T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Ask Ss what they have learned in the lesson.

- Ss tell the whole class about the advantages or disadvantages of a kind of shopping.

**b. Homework**

- Do exercise in the Workbook.

- Rewrite the paragraph in the notebook.

**Week : 23 Date of planning:25/2/2025**

**Period : 68 Date of teaching: 26/2/2025**

**UNIT 8: SHOPPING**

**Lesson 7: Looking back and project**

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

**1. Knowledge**

- Repeat and distinguish the uses of adverbs of frequency

- Memorise the use of the present simple with future actions

- Memorise some words related to shopping and online shopping.

**2. Skills:**

- Use adverbs of frequency to do exercises.

- Distinguish the uses of the present simple to do exercises

- Use words related to shopping and online shopping to do exercises.

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

**3. Competences**

- Develop communication skills and creativity

- Develop presentation skill

- Develop critical thinking skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**4. Personal qualities**

- consolidate ss’ awareness of shopping and online shopping.

- have a positive attitude toward shopping places and dream shopping places.

**II. MATERIALS**

- Grade 8 textbook, Unit 8, Looking back and project

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| 1. Ss may not have sufficient speaking, writing and co-operating skills when doing the project. | - Encourage Ss to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To help ss focus on the listening and writing topic

**b. Content:**

**-** Kim’s game

**c. Expected outcomes:**

**-** Having a chance to speak English and focus on the topic of the lesson.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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 corrections after T shows the answers.  -The group with the most correct answers will win.  - T leads in the lesson. | ***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. jewellery store  13. pharmacy |

**e. Assessment**

**-** T checks ss’ answers and gives feedback.

**2. ACTIVITY 1: LOOKING BACK** (22 mins)

**a. Objectives:**

- To help Ss review the vocabulary learnt

- To help Ss review adverbs of frequency

- To help Ss use the present tense correctly

**b. Content:**

**-** Task 1: Match the words and phrases (1-5) with the meanings (a-e).

- Task 2: Complete the sentences with the words and phrases from the box.

- Task 3: Complete each sentence with a suitable adverb of frequency.

- Task 4: Use the correct tense and form of the verbs in brackets to complete the sentences.

**c. Expected outcomes:**

**-** Remember the vocabulary learnt

- Remember adverbs of frequency and present simple with future meaning

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Match the words and phrases (1-5) with the meanings (a-e).** (4 mins) | |
| **-** 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. | ***Answer key:***  1. b  2. d  3. a  4. e  5. c |
| **Task 2: Complete the sentences with the words and phrases from the box.** (5 mins) | |
| - 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. | ***Answer key:***  1. on sale  2. bargain  3. Internet access  4. home-grown  5. offline |
| **Task 3: Complete each sentence with a suitable adverb of frequency.** (6 mins) | |
| - 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. | ***Answer key:***  1. always  2. always / often / usually  3. never  4. often / usually  5. rarely |
| **Task 4: Use the correct tense and form of the verbs in brackets to complete the sentences.** (6 mins) | |
| - 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. | ***Answer key:***  1. leaves  2. is  3. can use  4. lasts  5. don’t have |

**e. Assessment**

- Teacher checks students’ answers and corrects Ss’ language and pronunciation if necessary.

**3. ACTIVITY 2: PROJECT** (15 mins)

**a. Objectives:**

- To encourage Ss to use their imagination to design a dream shopping place.

- To improve Ss’ teamwork and public speaking skills.

**b. Content:**

**-** Imagine a shopping place ss would like to have in their neighbourhood;

- Draw a picture or find a picture similar to that shopping place.

- Present the picture to the class

**c. Expected outcomes:**

**-** Present the picture of a shopping place ss would like to have in their neighbourhood.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **YOUR DREAM SHOPPING PLACE**  - Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.  - T has groups show their posters and present them to the class. | *Students’ posters & presentations* |

**e. Assessment**

- T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback.

**4. CONSOLIDATION** (2 mins)

**a. Wrap-up**

- Ask Ss to complete the self-assessment table.

- Identify any difficulties and provide further practice.

**b. Homework**

- Do exercise in the Workbook

**Week : 23 Date of planning:25/2/2024**

**Period : 69 Date of teaching: 26/2/2024**

**UNIT 9: NATURAL DISASTERS**

**Lesson 1: Getting started – We are all safe!**

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

**1. Knowledge**

- Gain an overview about the topic *Natural disasters.*

- Gain vocabulary to talk about *Natural disasters.*

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop awareness of natural disasters*.*

- Be concerned and know what to prepare when natural disasters happen.

**II. MATERIALS**

- Grade 8 textbook, Unit 9 - Getting started

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| 1. damage (n,v) | /ˈdæmɪdʒ/ | to harm or spoil something | thiệt hại, gây tổn hại |
| 2. funnel (n) | /ˈfʌnl/ | an object that has a wide  round opening at the top | cái phễu |
| 3. tornado (n) | /tɔːˈneɪdəʊ/ | a dangerous storm which is a spinning cone of wind that destroys anything in its path as it moves across the  ground | lốc xoáy |
| 4. eruption (n) | /ɪˈrʌpʃn/ | an occasion when a volcano  explodes, and flames and  rocks come out of it | sự phun trào |
| 5. pull up | /pʊl ʌp/ | to move something towards yourself | kéo lên, nhổ lên, lôi lên |
| 6. landslide (n) | /ˈlændslaɪd/ | a mass of rock and earth  moving suddenly and  quickly down a steep slope | vụ sạt lở |

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group work. | - Encourage Ss to work in groups so that they can help one another.  - Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson

- To lead into the new unit.

**b. Content:**

- Questions & answers about natural disasters

**c. Expected outcomes:**

- Ss have general ideas about the topic: *Natural disasters.*

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Asking questions:**  - T asks Ss some questions about natural disasters in Viet Nam.  - Ss answer the question individually. - T draws a mind map on the board to summarise Ss’ ideas. Write the title on the board *Natural disasters*.  - T asks Ss to guess what the conversation might be about. | ***Questions:***  *1. Can you name some natural disasters in Viet Nam?*  *2. Are there often natural disasters in Viet Nam?*  *3. How can you know when there is an incoming natural disaster?*  *4. What would you do if you were notified of an incoming earthquake?* |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: PRESENTATION** (8 mins)

**a. Objectives:**

- To introduce some vocabulary related to the topic.

- To get Ss ready for the dialogue of the lesson.

**b. Content:**

- Vocabulary pre-teaching

**c. Expected outcomes:**

- Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary, using pictures, explanation and translation.  - Teacher checks students’ understanding with the “***Matching***” technique.  - Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further. | ***New words:***  1. damage (v,n)  2. funnel (n)  3. tornado (n)  4. eruption (n)  5. pull up  6. landslide (n) |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: PRACTICE** (22 mins)

**a. Objectives:**

- To set the context for the introductory dialogue

- To develop students’ reading skills.

**b. Content:**

- Task 1: Listen and read.

- Task 2: Read the conversation again. Complete each sentence with no more than TWO words from it.

- Task 3: Write the natural disasters from the box under the pictures. Then listen, check, and repeat.

- Task 4: Choose the correct option to complete each sentence.

**c. Expected outcomes:**

- Students can read and understand general and specific information about Natural disasters.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and read.** (7 mins) | |
| - Teacher asks Ss to look at the picture on pages 92, 93 and answer the questions  - Teacher elicits answers from Ss.  - Teacher introduces the two characters: Tom and Mi and explains that they are friends and they are talking about natural disasters.  - Teacher plays the recording twice for Ss to listen and read along.  - Teacher asks some pairs of students to read the conversation aloud. | ***Questions:***  1. What can you see in the picture?  2. What natural disaster is it? |
| **Task 2: Read the conversation again. Complete each sentence with no more than TWO words from it.** (5 mins) | |
| - Teacher tells Ss to read the conversation again and work independently to find the answers.  - Ss work independently to find the best answers.  - Teacher has Ss compare the answers in pairs before checking with the whole class.  - Teacher checks the answers as a class and gives feedback. | ***Answer key:***  1. flood  2. second floor  3. natural disaster  4. was having  5. pulled |
| **Task 3: Write the natural disasters from the box under the pictures. Then listen, check, and repeat.** (5 mins) | |
| - Teacher asks Ss to look at the pictures and say if they know the natural disaster shown in each picture.  - Ss work individually to write the natural disasters in the box under the pictures.  - Ss compare their answers with a partner.  - Teacher invites some Ss to go to the board and write their answers.  - Teacher confirms the correct answer.  - Teacher has some Ss practice saying the natural disasters words again. | ***Answer key:***  1. flood  2. tornado  3. volcanic eruption  4. storm  5. landslide  6. earthquake |
| **Task 4: Choose the correct option to complete each sentence.** (5 mins) | |
| - Teacher asks Ss to work in pairs, read the sentences and choose the correct answers.  - Teacher asks for Ss’ answers and confirms the correct ones.  - For a more able class, teacher has Ss work in pairs to do the activity and explain why the other word is not the correct answer. | ***Answer key:***  1. volcanic eruption  2. earthquake  3. landslide  4. storms  5. tornado |

**e. Assessment**

- T’s observation and feedback

**4. ACTIVITY 3: PRODUCTION** (7 mins)

**a. Objectives:**

- Ss can revise the words and phrases indicating natural disasters.

**b. Content:**

**-** Task 5: Word web

**c. Expected outcomes:**

- Ss can write the names of natural disasters they know.

**d. Organisation**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Word web: Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.** (7 mins) | |
| - Work in groups. Complete the web with all of the words and phrases related to natural disasters you know.  - Teacher asks Ss to work in groups.  - Teacher asks Ss to include the words and phrases learnt in this lesson or other words.  - Teacher invites some Ss to share their groups’s answers with the class. |  |

**e. Assessment**

- T’s feedback.

**4. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks one or two Ss to tell the class what they have learnt. Teacher shows them the slide with the objectives. Teacher ticks the objectives that have been learnt.

- Teacher asks Ss to say aloud some words and phrases they remember from the lesson.

**b. Homework**

- Learn by heart all the words that they have just learnt.

- Do exercises in the workbook.

- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a natural disaster they want to learn more about and make a poster about it (suggested information in Project lesson). 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.)

TTCM Teacher

Đinh Thị Dung