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| ***Date of planning***:2/12/2024  ***Date of teaching*:** 9/12/2024  **WEEK: 14** | **Period 42: UNIT 6 : LIFESTYLES**  **Lesson 1: GETTING STARTED**  ***Lifestyle differences*** |

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

**1. Knowledge:**- an overview about the topic “*Lifestyles*”

- To practice listening and reading skills .

- Use the wrods related to the topic “*Lifestyles*”.

*+ Vocabulary:* - Use the wrods related to the topic “*Lifestyles*”.

+ Learn how to pronounce the sounds **/br/** and **/pr/;**

*+ Grammar:*Use the future simple and the fist conditional sentences.

**2. Competence:**

- Develop communication skills and creativity

**-** Students will be able to practice listening and reading skills .

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

- Be actively join in class activities.

**3. Qualities:**

- Love talking about different lifestyles

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Hoclieu.vn.

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson.*  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **Asking questions:**  - Begin the lesson by reviewing the contents covered in Unit 5 (e.g. *what they like / don't like about our customs and traditions, what should be maintained, etc.).*  - Introduce the topic Lifestyles. Show Ss some photos related to *lifestyles (traditional costumes, folk dance, strange lifestyles,...),* and write the word Lifestyles on the board, or tell a story related to lifestyles.  - Ask Ss to open their books to page 60. Draw their attention to the THIS UNIT INCLUDES box and introduce what they are going to learn in this unit.  **OR :**  - T asks Ss some questions.  - Ss answer the question individually.  - Teacher shows students a video of different ways of greetings and asks students to guess what the video is about.  - T sets the context for the listening and reading text: Write the title on the board *Lifestyle – Lifestyle differences* | **+ Greeting ; - T\_Ss.**  **Asking questions:**  - T asks Ss some questions.  - Ss answer the question individually.  ***\* Questions and suggested answers:***  - What is the video about?  => About ways of greetings around the world.  - In Viet Nam, how do two men greet each other when they meet?  =>They shake hands or say hello.  - Do people in Thailand shake hands when meeting?  => No. They greet each other with a “Wai” and say “Sawadee”. |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **\* Objectives:**  **- To set the context for the introductory dialogue;**  **- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.**  *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  *\* Expected outcomes:*Knowing more new words. Students know the topic of the unit and be ready for the conversation.Listen and read.  *\* Organisation* **:** Teacher’s instructions. | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 1: **1. Listen and read :** | |
| **\* 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 the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words.  \*\* Begin by asking Ss questions:  *How do you greet your teachers every day?*  *Do you call your teachers by their names or by their title "teacher"?*  + Set the context for the listening and reading: Ask Ss to look at the title of the conversation and the pictures. Ask them a question like: *What do you think they are talking about?*  - Then ask Ss to look at the title / the pictures and guess what the conversation between Nam and Tom might be about.  + Play the recording once or twice for Ss to listen and read along silently or aloud.  - Have some pairs of Ss read the conversation aloud.  - Ask Ss what Nam and Tom are talking about. Now confirm the correct answer. *(They are talking about lifestyles and lifestyle differences.)*  + Have Ss say the words and phrases in the text that they think are related to the topic of the unit. Have them pronounce the words and phrases containing the sounds **/br/** and **/pr/.** Quickly write the words on the board *(breakfast, practice).* | **- T\_Ss**   |  | | --- | |  |   \*Vocabulary  **1**. greet (v) chào, chào hỏi  **2.** greeting (n) lời chào  **3**. serve (v) phục vụ  **4.** common practice (n) thông lệ  **5**. in the habit of. có thói quen làm gì |
| **3. PRACTICE ( 15’)** | |
| **\* Objectives:**  **2. To help Ss understand some details of the conversation.**  **3. To help Ss further understand the context**  - **To help Ss become acquainted with the new vocabulary and collocations in the unit.**  **4. To help Ss revise and develop the vocabulary related to the topic *Lifestyles***  *\* Content:*Listen and read the conversation.Complete the sentences; Write the activities under the correct pictures.  *\* Expected outcomes:* Ss understand the content of the conversation and know the vocabulary related to the topic.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Read the conversation again and complete the table.** | |
| + Have Ss read the conversation again and complete the table individually.  - Check their answers and explain if necessary.  + Ask them how to do this kind of exercise.  *Explain the strategies, if necessary (e.g. reading the statements in the table, underlining the key words in the statements, locating the key words in the text, and then completing the table).*  - Tell them to underline parts of the dialogue that help them with the answers. Set a strict time limit to ensure Ss quickly read the text for information.  - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence  to support their answers. | **- T\_Ss**  **- Work individually.**  **\* *Answer key:***  **1.** surnames  **2.** on the street  **3.** store / restaurant |
| ACTIVITY 3: **Complete each sentence with a word or phrase from the box.** | |
| + Have Ss read the sentences and find the words and phrase in the box to fill in the gaps. If Ss find it difficult, ask them to read the conversation again and find the information in it.  - Go around and offer help, if needed.  - Allow Ss to share answers before discussing the answers as a class.  - Write the correct answers on the board. If there's time, call on some Ss to read the sentences.  - Check the answers as a class. | **- T\_ Ss**  - **Ss to work individually.**  \* Key:  **1**. lifestyle  **2**. greet  **3**. serve  **4.** practice  **5**. in the habit of |
| ACTIVITY 4: **Label each picture with a word or phrase from the box.** | |
| + Have Ss work in pairs and write the words / phrases from the box under the right pictures.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers.  - Have some Ss read each word / phrase correctly.  - Correct their pronunciation if necessary.  - Teacher gives feedback.  **\*** Teacher corrects the students as a whole class.  \*\* For more able Ss, have them make up sentences or ask and answer questions using these words / phrases from the box:  *Eg:*  *A: Do you sometimes have street food?*  *B: Yes, I do.*  *A: Do you like pizza?*  *B: No, I don't* | **- T\_ Ss.**  **- Work individually.**  **\* Key:**  **1.** street food  **2.** food in restaurants  **3.** pizza  **4.** online learning  **5.** greeting |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| **\* Objectives:**  **- To help Ss get to know about greetings around the world.**  *\* Content:* Doing the Quiz: Greetings around the world*.*  *\* Expected outcomes:* Students know about greetings around the world.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 5: **QUIZZ: Greetings around the world.** | |
| + Have Ss work individually. Tell them to give their answers to all the questions.  Set a time limit (2-3 minutes) for Ss to finish the task.  - Call on some Ss to share the answers.  - Confirm the correct answers.  - T may need to explain to Ss if they do not know the answers | **\* Ss\_Ss**  **\* Key:**  **1. A**  **2. B**  **3. B**  **4. B**  **5. A** |
| **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.  **-** Tells Ss that they will learn these language points in the following lessons.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1 .  - Name a list of 10 ways of greetings from different countries.  - Start preparing for the Project of the unit: Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about an interesting way of life around the world and 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***: 3/12/2024  ***Date of teaching*:** 10/12/2024  **WEEK: 15** | **Period 43: UNIT 6 : LIFESTYLES**  **Lesson 2 : A CLOSER LOOK 1** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Use the words related to the topic “*Lifestyles*”.  - To pronounce words that contain the sounds: /br/ and /pr/  *+ Vocabulary:* - Use the words related to the topic “*Lifestyles*”.  + Learn how to pronounce the sounds **/br/** and **/pr/ ;**  *+ Grammar:*Use the simple future and the first conditional sentences.  **2. Competence:**  - Develop communication skills and creativity  **-** Students will be able to practice listening and reading skills .  - Be cooperative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love talking about different aspects of lifestyles  - Develop self-study skills.  - Ss have the good attitude to working in groups, individual work, pairwork .  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, laptop, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Sach mem.vn ; Or hoclieu.vn .  **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***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\*Expected outcomes*: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **Matching game: (Task 1)**  - T gives out the handouts and divides the class into 10 groups and explains the rules.  - Ss match the given words to the pictures and they have to send one to stick the handout onto the board as quickly as possible.  - T shows students the answer on the screen and announces the winning group.  - T sets the context for the lesson  **OR :+** Bring to class some posters / pictures or show on the screen some images related to different lifestyles in Viet Nam or other countries.  Encourage Ss to name these things (and talk about them).  Lead into this lesson which focuses on the new words / phrases, and the sounds **/br/** and /**pr/.**  Share with Ss the lesson objectives and have them open their books and start the lesson.  + Teacher shows students the answer on the screen and announces the winning group. | **+ Greeting**  **- T\_Ss.**  ***Questions:***  Match the words with the correct pictures  ***\* Answer key:***  **1**. dogsled (n)  **2**. make crafts (v)  **3**. native art (n)  **4**. weave (v)  **5.** tribal dance (n)  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Objectives:**  **- To revise/ teach some words and collocations related to the different aspects of lifestyles.**  *\* Content:*Learn some new words . Vocabulary teaching.  *\* Expected outcomes:*Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Vocabulary teaching** | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  - Teacher asks students to guess the meaning of the words that they have matched in Warm-up activity.  - Teacher introduces the vocabulary.  - Teacher checks students’ understanding by the follow-up tasks in the student's book.  \* Tell Ss to look at the pictures and name them if possible.  - Have Ss work in pairs. Tell them to match the words and phrases on the left with the pictures on the right. Then check their answers as a class.  - Have Ss read the words and phrases aloud.  - Correct their pronunciation if necessary. | **- T\_Ss**   |  | | --- | |  |   \*Vocabulary  **1. dogsled (n)** xe trượt tuyết chó kéo  **2. make crafts (v)** làm đồ thủ công  **3. native (adj)** tự nhiên  **4. tribal dance (adj)**  điệu nhảy của bộ tộc, bộ lạc  **5. native art (n)**  tác phẩm nghệ thuật bản địa  **\* Key:**  **1-e 2- d 3- c 4- a 5- b** | | * EXTRA ACTIVITY:   + Put Ss into pairs and have them work together to describe what they see in the pictures in 1.  - Give them some time to think about it and refer to their dictionaries if needed.  - Ss try to describe each picture in at least one or two sentences. *Example: 1. dogsled. A dogsled is a form of transport. It is used in places that are very cold and have lots of snow. The dogs are very strong and can work well together in cold climates. While this is not a fast form of transport, it is a very traditional and reliable one in areas which are covered with snow and don't have roads.* | | | 3. PRACTICE ( 15’)  **\* Objectives:**  2.To give Ss practice on how to use words and phrases related to the topic Lifestyles in context.  3. To give Ss more practice on how to use words related to the topic **Lifestyles** in sentences.  *\* Content:*Complete the sentences with the words and phrases from the box. ﻿Choose the correct answer A, B, or C to complete each sentence.  *\* Expected outcomes:*Students know how to use the target vocabulary.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Complete the sentences with the words and phrases from the box.** | | | + Have Ss read the sentences and fill in the blanks with the words and phrases from the box.  Have them read the sentences carefully and look for clues so that they can choose the correct words and phrases to complete the sentences.  Have one student write the words and phrases on the board. Confirm the correct answers.  T may call some Ss to read the sentences aloud.  - T confirms the correct answers. | **- T\_Ss**  **- Work individually.**  **\* Key:**  **1**. weaving  **2.** tribal dances  **3.** native art  **4.** making crafts  **5**. dogsled | | ACTIVITY 3: **Choose the correct answer A, B, or C to complete each sentence.** | | | - Have Ss read the sentences and choose the correct options to complete the sentences.  - Go around and give assistance if necessary and check their answers.  - Confirm the correct answers as a class. | **- T\_ Ss**  \* Key:  **1. A 2. B**  **3. A 4. C**  **5. B** | | **4. PRONUNCIATION: ( 8’)**  /br/ and /pr/ | | | **\* Objectives:**  **- To teach Ss how to pronounce the sound /br/ and /pr/ and practice pronouncing these sounds in words correctly.**  **+ To help Ss pronounce the sounds /br/ and /pr/ correctly in context;**  **- To help Ss differentiate the sounds /br/ and /pr/ .**  *\* Content:*: Listen and repeat the words. Pay attention to the sounds /br/ and /pr/. Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with /pr/.  *\* Expected outcomes:*Students repeats the words correctly  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4: **Listen and repeat the words. Pay attention to the sounds /br/ and /pr/.** | | | - Teacher asks some Ss to read out the words first.  - Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds.  + Play the recording as many times as necessary.  - Explain to Ss the difference between the two sounds if needed:  + **/br/:** Put your lips together, then open them slowly to let the air out to make the sound /b/. Close your tongue up and round your lips to make the sound /r/.  **+ /pr/:** Press your lips together, then open your mouth suddenly to let the air out to make the sound **/p/.** Close your tongue up and round your lips to make the sound /pr/. The puff of air that happens with the /r/ sound is bigger for the /pr/ cluster than the puff of air for the /br/ cluster.  \* T can show Ss the pronunciation video of this Unit: [**Unit 6: Lifestyles - /br/ and /pr/**](https://youtu.be/KFRI5L74_ow)  - Invite some Ss to say some words they know that include the two sounds.  ***\* Teacher gives corrections and feedbacks to students’ pronunciation*** | **- T\_ Ss.**  **- Ss-Ss**  **\* Key:** | | ACTIVITY 5: **Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with /pr/.** | | | - Teacher aks Ss to quickly read the sentences and underline the words having the sounds **/br/,** and circle the words having the sound **/pr/.** Then play the recording for Ss to listen and check..  - Have them work in pair s to compare their answers. Check Ss answers.  - Play the recording again for Ss to repeat the sentences.  - Let Ss listen and repeat sentence by sentence, paying attention to the sounds **/br/ and /pr/.**  - If there is time, ask Ss to call out the words they know having these two sounds.  \* ***Teacher gives corrections and feedback to students’ pronunciation.*** | **\* *Answer key:***  **﻿**1. My brother says online learning improves our IT skills.  2. Santa Claus brings a lot of presents to children.  3. She briefly introduced the new programme.  4. He spent a lot of time preparing for his algebra test.  5. My mum prays at the temple before breakfast on Sundays. | | **5. WRAP-UP & HOME WORK (2’)**  - Ask one or two Ss to tell the class what they have learnt.  - Tell Ss 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***:6/12/2024  ***Date of teaching*:** 13/12/2024  **WEEK: 15** | **Period 44: UNIT 6 : LIFESTYLES**  **Lesson 3 : A CLOSER LOOK 2** | |  |  |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  -To teach and revise the use of : *The future simple* and *the first conditional sentences.*  - Use the words related to the topic “*Lifestyles*”.  *+ Vocabulary:* - Use the words related to the topic “*Lifestyles*”.  + Learn how to pronounce the sounds **/br/** and **/pr/ ;**  *+ Grammar:*Use **the simple future** and **the fist conditional sentences.**   |  |  | | --- | --- | | **1. The future simple tense** | | | **Structure** | **Examples** | | (+) S + will + V-inf + … | I will buy a boat. | | (⎯) S + won’t / will not + V-inf + … | I won’t / will not buy a watch. | | (?) Will + S + V-inf + …? | Will you buy a helicopter? |   **2. The first conditional sentence**  **2.1. Câu điều kiện loại 1**  + Diễn tả về tình huống có thể xảy ra ở hiện tại hoặc tương lai.  **If + S + V (hiện tại đơn), S + will/ won’t + V**  **Example:** If it rains, we will stay at home. (Nếu trời mưa, chúng tôi sẽ ở nhà.)  **2. Competence:**  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love talking about future possibilities and conditions  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, laptop, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn .  **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***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes* : Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **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…*  **Asking questions:**  - Teacher asks Ss “*What will you buy if you have 1,000,000 VND?*”  - Ss answer the question individually.  - Teacher leads in the introduction of the target grammar point.  - Teacher sets the context for the lesson.  \*\* Ask Ss if they remember the future simple they have learnt in Tiếng Anh 6 and TiếngAnh7. Have some of them revise this tense and give some examples.  -Introduce the objectives of the lesson: The future simple for describing future possibilities or conditions.  -Write the objectives on the top of the board. | **+ Greeting**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  **Question:**  *What will you buy if you have 1.000.000 VND?*  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **\* Objectives:**  **- To help Ss revise the future simple to complete the given dialogues.**  *\* Content:* **-** To teach grammar.Teacher asks Ss to do the exercise individually and then check their answer in pairs.  - Invite some Ss to share their answers. Confirm the correct answers.  *\* Expected outcomes:*Students know how to use the target grammar.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1:  **Use the verbs from the box with will or won’t to complete these dialogues.** | | | - Have Ss study the example first.  - Give Ss some time to work by themselves and write down the answers. Observe and help when and where necessary.  - Ask some Ss to read their sentences. Call on some - Ss to write their answers on the board. Confirm the correct answers.  - Explain to Ss another use of the future simple (to describe future possibilities or conditions), and give one or two examples before moving onto 2. | **- T\_Ss**   |  | | --- | |  |   **\* *Suggested answers:***  **1. will tell**  **2. will attend - won't join**  **3. won't have - will do** | | **3. PRACTICE ( 15’)** | | | **\* Objectives:**  **2.** **To help Ss revise and further study the future simple;**  **+ To help Ss use the future simple to build sentences.**  **3. To help Ss review the form and use of the first conditional.**  **4.** **To help Ss revise if and practise the use of unless;**  **- To help Ss distinguish if and unless in conditional sentences**  *\* Content:*Arrange these words and phrases in the correct order to form meaningful sentences. Give the correct tense of the verbs in brackets. Fill in each blank with IF or UNLESS.  *\* Expected outcomes:*Students understand how to use the target grammar.  *\* Organisation :*  **\* GRAMMAR:**  **I. The future simple: Will (Thì tương lai đơn: Will)**  **1. Công thức thì tương lai đơn: [ S + will + V-infinitive ]**  **1.1. Câu khẳng định :**  **Cấu trúc:**  **[ S + will/shall + V-inf ]**  **Chú ý:** Trợ động từ will có thể viết tắt là ”ll (He will = He’ll, She will = She’ll, I will = I’ll, They will = They’ll, You will = You’ll..)  **Example:** - We will take our first - term exams next week.  - My dad will take us to the Ethnology Museum.  **1.2. Câu phủ định: [ S + will + not + V-inf ]**  **Example:** I won’t choose online learning in the second term.  **1.3. Câu hỏi: [ Will + S + V-inf ?**  ]  Yes, S + will // No, S + will not (won’t)  **Example:** Will you have to keep to the left when you drive in England ?  => Yes, I will / No, I won’t  **2. Use:**  **3. Dấu hiệu nhận biết thì tương lai đơn**  **3.1. Trạng từ chỉ thời gian:** - Tomorrow.  - Next day/ next week/ next month/ next year; Soon:  - In + (thời gian): trong bao lâu (in 5 minutes: trong 5 phút)  3.2. Trong câu có những động từ chỉ quan điểm  Think/ believe/ suppose/ assume…: nghĩ/ tin/ cho là ; promise: hứa ; hope, expect: hi vọng/ mong đợi .......  ***\* Lưu ý*** *: Ta dùng* ***Shall*** *cho 2 ngôi* ***I*** *và* ***We*** *trong Câu đề nghị yêu cầu:*  **+ Shall I help you?** Yes, please/ No, thanks. I can manage it.  **+ Shall we go out for a walk ?** Yes, let’s/ No, let’s not.  **II. The first conditional sentence**  **2.1. Câu điều kiện loại 1**  + Diễn tả về tình huống có thể xảy ra ở hiện tại hoặc tương lai.  **If + S + V (hiện tại đơn), S + will/ won’t + V**  **Example:** If it rains, we will stay at home. (Nếu trời mưa, chúng tôi sẽ ở nhà.)  **2.2. Trong mệnh đề điều kiện,** ta có thể thay liên từ **IF** bằng **UNLESS** (nếu... không, trừ phi).  + **Unless** tương đương với **‘If ... not’.**  Ex: If you don’t study hard, you’ll fail in the exam.  *+* **Unless** you study hard, you’ll fail in the exam.  If she doesn’t water these trees, they will die.  *+* **Unless** she waters these trees, they will die.  *\* Khi đổi câu điều kiện IF sang UNLESS*, nhớ lưu ý không được đổi mệnh đề IF ở thể khẳng định sang thể phủ định mà phải đổi mệnh đề chính theo thể ngược lại. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Arrange these words and phrases in the correct order to form meaningful sentences.** | | | - Have Ss work individually for about 5 minutes.  -Tell them to put the words in the correct order to build meaningful sentences.  - Tell them to pay attention to the form of the future simple.  - Check their answers as a class.  - Have some Ss read out the sentences. Correct their pronunciation and intonation only when necessary | **- T\_Ss** :  **\* *Answer key:***  **﻿1.** We will take our first-term exams very soon.  **2.** Will they stay in an igloo when they visit Alaska?  **3.** She will work with the tribal groups to help them revive their culture.  **4.** I won’t choose online learning in the second semester.  **5**. I’ll come to see you if I go to London this summer. | | ACTIVITY 3: **: Give the correct tense of the verbs in brackets, using the first conditional** | | | ﻿- Draw Ss’ attention to the form and use of the first conditional: main clause (future simple) and *if*-clause (present simple).  - Have Ss look at the sentences and write down their answers.  - T asks Ss to check their answers in pairs . Ask for translation of some of the words to check their understanding.  - T Checks their answers as a class and explain if necessary | **- T\_ Ss**  - **Ss to work individually.**  ***Answer key:***  **﻿1. eat**  **2. goes**  **3. will have**  **4. don’t do**  **5. Will she be** | | **\* Remember:**  - We can also use unless in conditional sentences. **Unless** means “ **If… not** ” or “ **except if** …”  Eg: You will fail the test UNLESS you study harder.  \* EXTRA ACTIVITY:  - Have Ss work together to create four sentences beginning with **if** ...They only write the ***if-***clause of the sentence and leave the second half of the sentence blank.  Example: If It rains, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (*I’ll stay at home and watch TV.)*  - Tell Ss to share their four sentences with a partner who completes the second half of the sentence.  - Encourage Ss to use their imagination and create silly sentence endings.  - Have Ss read off a few of their completed sentences for the class and take a class vote on which sentence they think is the silliest.  \*\*\* *Introduce to Ss the conjunction unless in the* ***Remember!*** *box and give them some more examples before moving onto* **4.** | | | ACTIVITY 4: **Fill in each blank with IF or UNLESS.** | | | ﻿- 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.  - T confirms the correct answers. | **- T\_ Ss.**  **\* *Answer key:***  **﻿1. Unless**  **2. if**  **3. unless**  **4. If**  **5. unless** | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | **\* Objectives:**  **5. To help Ss ﻿apply the uses of the first conditional with *if* and *unless* in real contexts by making sentences about themselves with If - clauses given**  *\* Content*: **Complete the sentences**  *\* Expected outcomes:*Students **complete the sentences freely .**  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 5: **Complete the following sentences to make them true for you. Then share your answers with a partner.** | | | - Give them some time to work independently and write down their sentences.  - Then let them work in pairs to exchange their sentences.  - Go round giving help when and where necessary.  - Some Ss may write their answers on the board.  - Make corrections if necessary  ***\* Teacher gives corrections and feedbacks.*** | **\* Example:**  **1.** If it rains tomorrow , I’ll stay at home and watch TV.  **2.** Unless I get good marks, I’ll be unhappy.  **3.** If I have time this weekend, I’ll come and see you. …  **4.** If I study harder, I’ll get a lot of good marks.  **5.** Unless I go to bed early, I’ll get up late tommorow.  …….. | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise the grammar points they have learnt in this lesson.  - Ask some Ss to recall some vocabulary and collocations too.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION.  ==============================================   |  |  | | --- | --- | | ***Date of planning***:7/12/2023  ***Date of teaching*:** 14/12/2023  **WEEK: …** | **Period 45: UNIT 6 : LIFESTYLES**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Express certainty  *+ Vocabulary:* - Use the wrods related to the topic “*Lifestyles*”.  + pronounce the sounds **/ə/** and **/ɪ/** correctly in words and sentences;  *+ Grammar:*Use *the simple future and the frist conditional*  **2. Competence:**  - Develop communication skills and creativity  **-** Students will be able to practice listening and reading skills .  - Be cooperative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Be ready and confident in real life conversations  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, laptop, projector / TV.....  - Students : Text books, workbook…  - Sach mem.vn.  **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***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **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 give some follow-up questions to lead in the introduction of the target grammar point.  + Lead into the new lesson. Write the unit title on the board Leisure time. | **+ Greeting . T\_Ss.**  **+ Kim’s game**  + Students **(Ss)** listen and learn how to do the tasks.  ***\* Answer key:***  **Sample conversation.** | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **EVERYDAY ENGLISH**  **Express certainty**  **\* Objectives:**  - **To provide Ss with the two ways of expressing certainty;**  **- Ss practicing certainty**  *\* Content:*Listen and read the conversations. Pay attention to the highlighted sentences.  *\* Expected outcomes:*Students know how to use the structures to express certainty.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY1: **Listen and read the conversations. Pay attention to the highlighted sentences.** | | | **-** Play the recording for Ss to listen and read the two dialogues between Tom and Nam, Alice and Mai at the same time. Ask Ss to pay attention to the questions and answers.  - Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.  ***\* Teacher checks students’ understanding by asking some checking questions.*** | **- T\_Ss** | | **3. PRACTICE ( 15’)** | | | **Aim: *To help Ss practicing certainty***  *\* Content:* Make similar conversations to express certainty in the following situations.  *\* Expected outcomes:*Students know how to use the structures to express certainty.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Work in pairs. Make similar conversations to express certainty in the following situations.** | | | - Ask Ss to work in pairs to make similar dialogues with the given cues.  - Move around to observe and provide help. Call on some pairs to practise in front of the class.  - Comment on their performance.  **\* Teacher’s observation and feedback** | **- T\_Ss**  **- Work in pairs**  **Suggested answers:**  ***1. You ask your frind to help you with with your maths homework:***  ***A:*** Can you help me with my maths homework?  ***B:*** Yes, certainly. / Yes, sure.  ***2. You say that Vietnamese love seafood.***  ***A:*** Vietnamese people love seafood.  ***B:*** Yes, certainly. / Yes, sure. | | **Cuisines around the world**  **\* Objectives:**  **3. To help Ss learn about the cuisines of different countries around the world.**  **4. To give Ss more reading practice for specific information;**  **- To provide Ss with practice in talking about their opinions and giving reasons.**  *\* Content:* How much do you know about the cuisines of different countries? Do the quiz to find out. Read the two passages and discuss the questions.  *\* Expected outcomes:* Students know more about the cuisine of different countries around the world. Discussing : Which food do you prefer?  *\* Organisation:* | | | ACTIVITY 3: **QUIZ: How much do you know about the cuisines of different countries? Do the quiz to find out.** | | | ﻿- Ss work in pairs and do the quiz.  - Give explanations if necessary.  - Check their answers as a class. | **- T\_ Ss**  ***\* Answer key:***  ﻿**1.** B **2**. A  **3**. C **4**. A  **5**. B | | ACTIVITY 4: **Work in groups. Read the two passages and discuss the questions below** | | | - ﻿Ss read the passages for a few minutes. Make sure they understand the main ideas, and explain if  needed.  - Ss work in groups. Each gives their preference (Italian or Indian food), and gives reasons.  - T goes round the class to monitor. T corrects Ss’ mistakes only when it is really necessary.  - T calls on some Ss to perform the task in front of the class. T and other Ss listen and make comments.  \* **Discussing :** Which food do you prefer?  + Do you prefer italian or Indean food? Why/ Why not? | **- T\_ Ss. Ss-Ss** | | **4. PRODUCTION ( 8’)** | | | **\* Objectives:**  **5. To provide Ss with practice in asking and answering about typical food in their area.**  *\* Content:*Work in groups. Talk about the typical food in your area. Discussing about food.  *\* Expected outcomes:* Students can talk about their opinion and give reasons; ask and answer questions about food.  *\* Organisation:* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 5 : **Work in groups. Talk about the typical food in your area.** | | | - Have Ss work in groups, taking turns to ask and answer.  - Let Ss think and give the answers.  - Encourage them to say what they know and what they think. Their opinions may differ.  - Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments.  \* Teacher corrects students by going around while they’re practising.  - Teacher gives corrections and feedback. | **+ T- Ss ; Ss**    ***\* Suggested outcome:***  ﻿- staple food (lương thực) : rice, corn, bread, ...  - favourite food: pork, chicken, beef, fish, seafood, ...  - foods eaten on special occasions: banh chung, moon cakes, sticky rice, ... | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in this lesson. Ask them to recall the common, strange, and delicious types of food in their areas or in different countries.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: SKILLS\_1.  ==============================================   |  |  | | --- | --- | | ***Date of planning***: 11/12/2024  ***Date of teaching*:** 17/12/2024  **WEEK: 16** | **Period 46: UNIT 6 : LIFESTYLES**  **Lesson 5 : SKILLS 1/ Reading and speaking** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Read about Alaska;  - Speaking about how people maintain their own traditional *lifestyles.*  **+ Vocabulary***:* - Use the words related to the topic “*Lifestyles*”.  + Learn how to pronounce the sounds **/br/** and **/pr/ ;**  **+ Grammar***:*Use the simple future and the first conditional sentences.  **2. Competence:**  - Develop communication skills and creativity  - Be cooperative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love reading and talking about traditional lifestyles  - Develop self-study skills.  - Ss have the good attitude to working in groups, individual work, pairwork .  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn.  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  **- 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**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\*Expected outcomes*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **Discuss the pictures.**  - Ask Ss what they know about lifestyles; way of life around the world.  - T may bring the map of Alaska and show it to Ss.  - Ask Ss to work in pairs discussing what they can see in the picture.  - Ask some Ss to say their answers in front of the class. ﻿Encourage Ss to talk as much as possible. It is not important whether they give the right answers or not; it is important that they can speak in English.  + Introduce the objectives of the lesson. Focus on the objectives of the lesson. | **+ Greeting ; T\_Ss , Ss – Ss**  ***\* Suggested answers:***  ***﻿*+ Alaska**: a state of the US (49th)  **+ Location**: northwest of North America  **+ Population**: over 700,000  **+ Climate:** oceanic climate, very cold  **+ Native people**: Alaskan Natives  **+ Languages**: English 86.3%, Alaska native language.  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. READING**  **\* Pre-reading**  **\* Objectives:**  **- To help Ss learn new vocabulary in the reading text.**  **- To activate Ss’ knowledge of the topic of the reading text.**  **- To improve Ss’ skill of reading for details (scanning)**  *\* Content:*Learn some new words . Read the text and check your answers in the Warm-up part.  Match the highlighted words in the text with their meanings.  *\* Expected outcomes:* Students know more new words and how to use the target vocabulary.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Read the text and check your answers in the Warm-up part.** | | | **\* 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 checks Vocab by *“R & R” technique.*  + 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 study the picture first.  - Have Ss work in groups and discuss what they know about Alaska.  + Encourage Ss to talk as much as possible . It is not important whether they give the right answers or not; it is important that they speak English.  - Have Ss read the text and check. | **- T\_Ss**  **\* Vocabulary**  **1.** maintain (v) duy trì, gìn giữ  **2.** experience (v) trải nghiệm  **3.** style (n) phong cách  **4**. musher (n) người điều khiển xe trượt tuyết chó kéo  + ***\* Suggested answers:***  *﻿*+ Alaska: a state of the US (49th)  + Location: northwest of North America  + Population: over 700,000  + Climate: oceanic climate, very cold  + Native people: Alaskan Natives  + Languages: English 86.3%, Alaska native language. | | **3. WHILE READING ( 15’)** | | | **\* Objectives:**  **2. To help Ss develop the skills of predicting the meaning of new words using context.**  **- To help Ss learn new vocabulary in context.**  **3. To help Ss develop the skills of readingfor detail (scanning)**  *\* Content:*Do the Matching. Reading the text and answer the questions.  *\* Expected outcomes:* To improve the skill of readingfor specific information. To get more information of the text. Answer the questions correctly.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Match the highlighted words in the text with their meanings.** | | | - Ask Ss to work individually to read the passage and find the highlighted words : *maintains (v); styles (plural noun) ; experience (v); and mucsher (plural noun)*  - Have Ss read aloud the highlighted words. Correct their pronunciation if needed.  - Tell them to use context in which these words appear to predict their meaning , and the do the matching.  - Check the answers as a class. Confirm Ss’ answers  - Ask Ss to give the Viet Namese equipvalent of the words. | **- T\_Ss**  **- Work individually.**  ***Suggested answers:***  **1. d 2. a**  **3. c 4. b** | | ACTIVITY 3: **Read the text again and answer the questions.** | | | - ﻿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 give the correct  answer.  - Ask Ss to work with a partner to discuss the answers.  - Explain the new words and clarify anything difficult. T may ask more questions to see if they  understand the text fully.  - Call on some Ss to read the answers aloud before the class. Check their pronunciation and intonation.  - Check the answers as a class.  ***\*\* Teacher’s observation and feedback.*** | **- T\_ Ss**  - **Ss to work individually.**  **\* *Answer key:***  ﻿**1.** It is about 730,000 / 730 thousand.  **2.** Various native groups have their own special styles of carving or weaving.  **3.** We can find it in their villages.  **4.** It is 1,510 km (long).  **5.** Yes, it is. | | \* EXTRA ACTIVITY  Put Ss into pairs and have them talk about what they would like to visit in Alaska and provide reasons to explain their answers. Encourage them to use details from the text as well as anything else they know about Alaska to make their explanations clearer. | | | **4 . SPEAKING** | | | **\* Objectives:**  **4. To provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit;**  **- To give Ss practice in asking and answering about what people in some places do to maintain their traditional lifestyle.**  **5. Ss practise asking and answering about how people in their area maintain their traditional lifestyle;**  **- To help Ss improve their speaking skill.**  *\* Content:*: Look at the pictures and use the cues to talk about what people in some places do to maintain their traditional lifestyle. Ask and answer about how people in your area maintain their traditional lifestyle.  *\* Expected outcomes:* Students can be able to speak about the topic *Lifestyles*  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4 *:* **Work in pairs. Look at the pictures and use the cues to talk about what people in some places do to maintain their traditional lifestyle.** | | | - ﻿Give Ss time to study the example, the pictures, and the phrases given.  - Then have Ss work in pairs.  - T goes 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. | **- T\_ Ss. Ss- Ss**  **\* *Suggested outcome:***  *﻿*A: What do people in Chau An Village  do to maintain their traditional  lifestyle?  B: They perform traditional dances.  They also … | | **\* POST TASK**  ACTIVITY 5: **Work in pairs. Ask and answer about how people in your area maintain their traditional lifestyle. You can use the ideas in 4 and the reading text in 1.** | | | - ﻿Allow some time for Ss to think about how people in their area maintain the traditional lifestyle.  - Have Ss work in pairs (or groups of 4 - 5).  - Ask them to use the ideas in Activity 4, and the vocabulary learnt in the unit.  - Give help when they have difficulty expressing their ideas.  - Call on some pairs to talk in front of the class.  - T and other Ss listen and comment.  ***\*T gives feedback on their reports in terms of language, reasoning skills, and pronunciation****.* | **- T\_ Ss.**  **- Ss- Ss**  ***\* Suggested outcome:***  *I live in Bat Trang, which is a pottery village not far from Ha Noi centre. To maintain the traditional lifestyle, local people will make pottery and paint on the ceramic statues. Then they will sell those pottery products to tourists.* | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss what they have learnt in the lesson.  - Summarise the main points of the lesson.  **\* HOME WORK:**  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Prepare new lesson: Lesson 6 : A SKILLS \_2.    ==============================================   |  |  | | --- | --- | | ***Date of planning***:13/12/2023  ***Date of teaching*:** 20/12/2023  **WEEK: 16** | **Period 47: UNIT 6 : LIFESTYLES**  **Lesson 6 : SKILLS 2/ Listening and writing** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Listening to someone’s opinion about the impact of modern technology  - Writing a paragraph about the advantages or disadvantages of online learning  *+ Vocabulary:* Use the words related to the topic “*Lifestyles*”.  + Learn how to pronounce the sounds **/br/** and **/pr/ ;**  *+ Grammar:*Use the simple future and the first conditional sentences.  **2. Competence:**  - Develop communication skills and creativity  - Be co-operative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love reading and talking about activities in the countryside  - Develop self-study skills.  - Ss have the good attitude to working in groups, individual work, pairwork .  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn .  **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**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\*Expected outcomes*: Having a chance to speak English. Ss can identify and name types of pressure that teen may face  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting or play Game: Broken telephone**  - Ask some Ss what modern equipment they use every day, and whether they have online lessons.  Lead into the new lesson: Listening about modern technology and online learning, and Writing about the advantages or disadvantages of online learning.  Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  \* T leads to the new lesson: Listening and Writing about opinions on technology and online learning. | **+ T-Ss . Ss- Ss**  **Game: Broken telephone**  - T divides the class into 5 groups. Each group stands in one line.  - T shows a word to the last students of all groups. These students must quickly whisper the word to their teammates in order. The first member of each team writes the word on the board. The fastest student writes the correct word earns 1 point for the team.  - T introduces the objectives of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. LISTENING**  **\* Pre-listening**  **\* Objectives:**  **- To activate Ss' knowledge and experience of modern technology, including ways of learning.**  *\* Content:*Group work. Which of the followings is more influenced by modern technology.  *\* Expected outcomes:* Students know more new words and knowledge through the listening tasks.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Work in groups. Which of the following do you think is more influenced by modern technology? Tick your choice(s).** | | | **\* Teach vocabulary:**  + Teacher introduces the vocabulary.  + Teacher uses different techniques to teach vocab (situation, realia, translation.) (If have)  - Teacher checks students’ understanding  **﻿**\*\* Have ﻿Ss work in groups. Give them 2 - 3 minutes to think and tick the correct answer(s).  - Have them share their answers in front of the class. Ask them to explain the lesson for their choice.  - T and other Ss listen and give comments. | **- T\_Ss**  ***\* Suggested answers:***  **- ways of communicating ﻿**  **- ways of learning** | | **3. WHILE LISTENING ( 15’)** | | | **\* Objectives:**  **-To help Ss practise listening for specific information.**  *\* Content:* **Listen to the conversation and tick (✓) T (True) or F (False).**  *\* Expected outcomes:* Students know more new words and knowledge through the listening tasks.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Listen to the conversation and tick (✓) T (True) or F (False).** | | | - Tell Ss that They are going to listen to a conversation about modern technology and online learning.  - Play the recording twice for Ss to do the exercise.  - Tel Ss to,listen carefully and pay attention to keywords that help them understand the ideas of the recording.  - Have Ss write their answers as they listen.  - Check their answers as a class | **- T\_Ss**  **\* *Answer key:***  **﻿1. T**  **2. T**  **3. F**  **4. F**  **5. T** | | ACTIVITY 3: **Listen again and choose the correct answer to each question.** | | | - Have Ss read through the sentences first and determine what information they need to focus on while listening.  - Play the recording once or twice. Ask Ss to listen carefully and circle the correct answers.  - Play the recording again if needed, stopping at the places where Ss are having difficulties.  - Have Ss share their answers in pairs.  - Call on some Ss to give the answers and confirm the correct ones.  ***\*\* T checks the answers as a class and gives feedback.*** | **- T\_ Ss**  - **Ss to work in pairs**  ***\* Answer key:***  **1. A**  **2. B**  **3. C**  **4. C** | | EXTRA ACTIVITY;  - Have Ss listen to the recording again and this time take notes.  - Pair off Ss so they can compare their notes.  -Ask the class if they have any questions or are there any parts in the passage that they uncertain about . | | | **4 . WRITING**  **\* Objectives:**  **- To help Ss identify the advantages / strong points and the disadvantages / weak points of online learning to prepare for the writing task in 5.**  *\* Content:*Look at the lists. Put the ideas about online learning in the correct colunm.  *\* Expected outcomes:* Ss can put the ideas in the correct column ; Ss can write a paragraph about advantages and disadvantages of online -learning.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4 : **Look at the list below. Put the ideas about online learning in the correct column.** | | | - T may begin by asking Ss what they think of online learning, whether they like it or not, and give reasons why or why not.  - Have Ss work in pairs.Tell them to read all the ideas given, think about them and put them in the correct column.  - Check the answers as a class. | **- T\_ Ss.**  ***\* Answer key:***  **﻿- Advantages**: convenient, comfortable, more freedom, independent  **- Disadvantages**: difficult to concentrate, no real interaction, harmful to our eyes, expensive equipment. | | ACTIVITY 5: **﻿Write a paragraph (80 – 100 words) about the advantages OR disadvantages of online learning. You can refer to the listening and the ideas in 4.** | | | - Tell Ss to write a paragraph about the advantages or disadvantages of online learning. Ask them to refer to the listening and the ideas in 4.  Set a time limit for Ss to write the paragraph. Tell them to use proper connectors *(first / firstly, second / secondly, etc.),* and pay attention to *grammar, use of words, spelling, and punctuation.*  - T may collect some of Ss' papers and mark them, and later make comments on their writing in the class.  - If there is not enough time for Ss to complete the task in class, have them do it as homework.  ***\*\* T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.*** | **\* *Suggested answer:***  *Online learning is becoming more and more popular, but it has several disadvantages. Firstly, it is very difficult for students to concentrate as they lack face-to-face interaction with their teachers and friends. Secondly, looking at the screen constantly is harmful to students’ eyes, and it causes tiredness, so it is not easy for students to work for too long. Thirdly, working online needs expensive equipment, such as a computer or laptop as well as Internet connection. For these reasons, I prefer going to school and having offline lessons, so that I can meet my teachers and friends every day.* | | **5. WRAP-UP & HOME WORK (2’)**  - TeAsk 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***:16/12/2024  ***Date of teaching*:** 23/12/2024  **WEEK: 16** | **Period 48: UNIT 6 : LIFE STYLES**  **Lesson 7 : LOOKING BACK & PROJECT** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  This is the review section, so tell Ss not to refer back to the previous pages. Instead, they can use what they have learnt from the unit to help them answer the questions. Ss need to see how far they have progressed, and which areas need further practice.  - Review the vocabulary and grammar of Unit 6  - Apply what they have learnt (vocabulary and grammar) into practice through a project.  *+ Vocabulary:*Use the words related to the topic “*Lifestyles*”.  + Learn how to pronounce the sounds **/br/** and **/pr/ ;**  *+ Grammar:*Use the simple future and the first conditional sentences.  **2. Competence:**  - Develop communication skills and creativity  - Be cooperative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love talking about traditional lifestyles.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn .  **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*.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\*Expected outcomes:* Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Revision**  - Teacher asks Ss to think of what they have learnt already in Unit 6.  - 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.  to do all the exercises in books.  - T leads in the lesson. | **+ Greeting T\_Ss.**  **+ Revision**  - What have we learnt in Unit 6?  *﻿*- use the words related to the topic lifestyles;  - pronounce the sounds /br/ and /pr/ in words and sentences correctly;  - use the future simple and the first conditional;  - express certainty;  - read for specific information about an interesting lifestyle and ways to maintain a traditional lifestyle;  - talk about maintaining traditional lifestyles;  - listen for general and specific information about the impact of modern technology on lifestyles;  - write a paragraph about the advantages or disadvantages of online learning. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. PRACTICE EXERCISES**  **VOCABULARY**  **\* Objectives:**  1. To help Ss revise the words / phrases they have learnt in the unit.  **2. To help Ss revise and use the vocabulary they have learnt in context.**  *\* Content:*Match each word or phrase with its meaning. Complete each sentence  *\*Expected outcomes:* Ss do the exercises correctly.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1**: Match the words and phrases with its meaning.** | | | **\*** Have Ss do this task individually to match each word or phrase with its meaning.  - Go round, monitor the class, and give support if necessary.  - Check their answers as a class. | **- T\_Ss**  \****Answer key*:**  **﻿1. c 2. d**  **3. e 4. a**  **5. b** | | ACTIVITY 2: **Complete each sentence with a word or phrase from the box.** | | | - Ask Ss to read the words and phrases in the box first.  - Have them study the sentences. Tell them to pay attention to the gaps, and what words / phrases they need to fill them in.  - Tell Ss to write the answers in their notebooks.  - Ask some of them to write their answers on the board.  - Correct mistakes if necessary. | **- T\_Ss**  ***\* Answer key:***  **1. in the habit of**  **2. greeted**  **3. lifestyle**  **4. online lessons**  **5. maintain** | | **B. GRAMMAR** | | | **\* Objectives:**  **3. To help Ss revise the forms and uses of the future simple, and the first conditional in sentences.**  **4. To help Ss revise the future simple and the first conditional by rewriting sentences, using these grammar points.**  *\* Content:*Complete the sentences, using the correct tense of the verbs. Rewrite the sentneces sothat their meaning stays the same.  *\*Expected outcomes:* Ss can do the exercises correctly.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Students’ activities** | **Content** | | ACTIVITY 3: **Complete the sentences, using the correct tense of the verbs in brackets.** | | | - T may have Ss review the form and uses of the future simple before they do the task.  - Have Ss work independently or in pairs.  - Have Ss write their answers in their notebooks.  - T makes corrections and calls on some Ss to read the sentences aloud. | **- T\_ Ss**  \****Answer key:***  ***﻿*1. will send**  **2. won’t be**  **3. will become**  **4. win**  **5. Will we have to** | | ACTIVITY 4 : **Rewrite the following sentences, so that their meaning stays the same.** | | | - Allow Ss some time to do the task individually and write the sentences in their notebooks.  - Then ask Ss to compare their answers in pairs.  - T may call on some Ss to write their answers on the board, other Ss give comments, and T checks them as a class | **- T\_ Ss.**  **\* *Answer key:***  **1.** If you play computer games for too long, you will harm your eyes.  **2**. You will get overweight unless you are careful with what you eat.  **3.** If it doesn’t rain, we’ll go to the beach. / If it rains, we won’t go to the beach.  **4.** Unless you hurry up, you will be late.  **5.** If the teacher doesn’t explain the lesson again, we won’t understand it very well. | | **4. PRODUCTION/ PROJECT ( 8’- 10’)** | | | **INTERESTING LIFESTYLES AROUND THE WORLD**  **\* Objectives:**  **- To give Ss an opportunity to practise finding information about an interesting way of life around the world;**  **- To help Ss improve their creativity and teamwork;**  **- To improve their speaking and presentation skills.**  *\* Content:*Ss to work in groups to do the project. Present the poster to the class.  *\*Expected outcomes:* Students can present their posters about an interesting way of life around the world.  *\* Organization:* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1  + Tell Ss that they can read books or search the web to find the information they want.  + Explain that their information should include:  everyday life  ways of cooking  making crafts  folk songs and dances  festivals  + Tell Ss that they can refer to the suggestions given or choose their own.  **\*\* 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 and provide further practice.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Unit : REVIEW 2.    ============================================== | | | | | | | | | | | |