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| ***Date of planning***: February 1st 2025  ***Date of teaching*:** February 7th 2025  **WEEK: 21**  **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 gain the following:**

**1. Knowledge:**

- To introduce an overview about the topic *Shopping*

- To learn how to use the words related to *Shopping*

- To practice listening and reading skills .

*+ Vocabulary:*The lexical items related to *Shopping*

- Pronunciation: pronounce the sounds /sp/ and /st/ correctly in words and sentences;

- Making complaints;

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

**2. Competence:**

**-** Students will be able to 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, projector ; Unit 8 : Getting started

- Students : Text books, workbook…

- Computer connected to the Internet

- *Hoclieu.vn*

**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.*  *\* 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 and focus on the topic of the lesson.  *\* Organisation :* Teacher’s instructions … | | |
| **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:  **\* Objectives:**  *To set the context for the introductory conversation.*  *- To introduce the topic of the unit,*  *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  - To learn some more words about some places for shopping and some features of diferent markets.  *\*Expected outcomes:*Know more new words about different markets and their features, understand the conversation; topic of the lesson  *\* Organisation* **:** Teacher’s instructions. | | |
| **Teacher’s Student’s activities** | | **Content** |
| **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.* | | **- 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’)** | | |
| **\* Objectives:**  **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.**  *\* Content:*Listen and read the conversation . Matching activity. Completing activity.  *\* Expected outcomes:* Ss understand the content of the conversation and know the vocabulary related to the topic. Ss do the tasks correctly.  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | | **Content** |
| 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 | | **- 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 | **- 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 | | **- 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’)** | | |
| **\* Objectives:**  **- To introduce various types of speciality shops.**  *\* Content:* **GAME: Listing.**  *\* Expected outcomes*: Students do the tasks  *\* Organisation :* | | |
| **Teacher’s Student’s activities** | | **Content** |
| 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. | | **+ 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***: January 3th, 2025  ***Date of teaching*:** February 10th , 2025  **WEEK: 21**  **Period: 63** | **UNIT 8 : SHOPPING**  **Lesson 2 : A CLOSER LOOK 1** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **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, projector ; Unit 8, Getting started  - 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. Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | | | **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’)** | | | | **\* Objectives:**  **- To introduce visually some nouns related to the topic of shopping.**  *\* Content:*Write the words and phrases under the correct pictures.  *\* Expected outcomes:*Knowing more new words. Students know how to use some collocations related to the environment and environmental protection.  *\* Organisation* **:** Teacher’s instructions. | | | | **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. | | **- 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’)** | | | | **\* Objectives:**  **2.To introduce more types of shops and their characteristics.**  **3. To provide Ss with an opportunity to use some vocabulary in sentences.**  *\* Content:* Use the nouns in 1 to match with their characteristics; Complete the sentences with the words and phrases from the box.  *\* Expected outcomes:* **-** Knowing how to use the words/phrases in context. Do exercises correctly  *\* Organisation :* | | | | **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. | | **- 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*/*** | | | | **\* Objectives:**  **- To help Ss identify the sounds /sp/ and /st/, and practise them in words.**  *\* Content:*To pronounce the sounds / sp/ and /st/ correctly; Listen and repeat.  Listen and reapeat the words. Practice the sentences. Underline the bold words..  *\* 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 /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* | | **- T\_ Ss.**  **- Work individually.**  **\* Key:**   |  |  | | --- | --- | | **/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.** | | **- T \_ Ss ; Ss**  **\* *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***: February 4th, 2025  ***Date of teaching*:** February 11th , 2025  **WEEK: 22**  **Period: 64** | **UNIT 8 : SHOPPING**  **Lesson 3 : A CLOSER LOOK 2** | |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **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  - Projector / 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’)** | | | **\* 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.  *\* Outcome*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions …  \*\*\*\* Ss are already familiar with the adverbs of frequency. Remind Ss of them by writing always, usually, often, sometimes, rarely, never on the board. Underneath them write the days of the week (Mon to Sun) in a column. Then start giving Ss some examples of your daily activities. For example, "*I brush my teeth every morning*" and tick *every day (from Monday to Sunday)* in the column.  - Ask Ss what adverb they would use to describe your activities. For this example, Ss will come up with ‘*always’*. Keep giving one or two other examples and do the same.  ++ For the present simple tense to show future activities: write two examples using the present simple tense on the board / *often help my parents with garden work*, and / *have an interview at 9 a.m. tomorrow*.  - Underline the verbs in both sentences and ask about the time of the activity. The first one is about a repeated activity and the second is about an activity in the future. | | | **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’)** | | | **\* Objectives:**  **- To help Ss revise and use some adverbs of frequency.**  *\* Content:*Introduce the grammar point of the lesson. Adverbs of frequency;the present simple for future actions.  *\* Expected outcomes:*Students know how to use the target grammar.  *\* Organisation* **:** Teacher’s instructions.  **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. | | | **Teacher’s Student’s activities** | **Content** | | **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. | **- 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’)** | | | **\* Objectives:**  **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.**  *\* Content:*Read the schedule and underline the verbs in the sentences. Then answer the questions ; Write A next to a sentence if it relates to a timetable, schedule or plan, and B if it is an unplanned future action ; Choose the corect option to complete the sentences.  *\* Expected outcomes;* Students understand how to use the target grammar. Practice using it.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | 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** | **- T\_Ss** ; ***Answer key:*** | | EXTRA ACTIVITY  Write these on the board:   * starts / will start * ends/ will end * arrives/ will arrive   + Ask Ss to choose one pair of verbs and write a sentence for each verb.  + Provide this example: (leaves/will leave) *The bus leaves here at 6:00 p.m. The children will leave the school early today and go home.*  + Elicit from the class some of their sentences and have them explain why they have chosen either present simple or future simple for each sentence. | | | 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. | **- 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. | **- T\_ Ss.**  **- Work individually.**  ***Answer key:***  **1.** opens **2.** will make  **3.** won’t buy  **4.** is  **5.** Does | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | **\* Objectives:**  **5.** **To provide Ss with real-life practice with a schedule.**  ***\**** *Content*:Ask and answer to check planned events.  *\* Expected outcomes:* Students ask and answer based on the tables.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | 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.* | **\* 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***: February 7th, 2025  ***Date of teaching*:** February 15th , 2025  **WEEK: 22**  **Period: 65** | **UNIT 8 : SHOPPING**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:** Making 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’)** | | | **\* 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. Jumbled conversation  *\*Expected outcomes*: Having a chance to speak English. Students can arrange the sentence in the correct order to form a conversation.  *\* Organisation :* Teacher’s instructions … | | | **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**  **\* Objectives:**  **- To guide Ss how to make a complaint;**  **- To allow Ss some practice in making complaints.**  *\* Content:*Listen and read the dialogue. Pay attention to the highlighted sentences.  *\* Expected outcomes:*Students know how to use the structures for clasification (*Lam cho ro rang, de hieu)*  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | 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. | **- 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 ….* | | EXTRA ACTIVITY  - Work with the class and choose a product that all of Ss are familiar with, such as a mobile phone or a pencil. Together with the class brainstorm as many possible problems that you can think of that could be associated with the product if you had bought it online.  - Write these possible problems on the board and have Ss practise making complaints using the highlighted expressions in 1. | | | 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. | **- 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**  **\* Objectives:**  **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.**  *\* Content:* Listen to three people talking about their favourite shopping places and tick the place they mention; Take turns to ask and answer what each person in 3 likes about their shopping place ;  ***\* Expected outcomes:*** Knowing some different favourite shopping places; Practising listening for general and specific information.  *\* Organisation****:*** | | | 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. | **- 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. | **- 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’)** | | | **Objectives:**  **5.** **To provide Ss with an opportunity to talk about what they like about their favourite places to shop**  *\* Content:*: Work in groups. Share the favourite shopping place with the group  *\* Expected outcomes:*Apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their favourite places to shop.  *\* Organisation:* | | | **Teacher’s Student’s activities** | **Content** | | 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.** | **+ T- Ss ; Ss -Ss**  ***You can conclude:***  ***-*** The name of the place  - The reason(s) why you like it | | **5. WRAP-UP & HOME WORK (2’)**  + Ask Ss to summarise what they have learnt and practised in this lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 5 : SKILLS\_1.  ============================================== | | | | | | |