**UNIT 6: LIFESTYLES**

**Lesson 1: GETTING STARTED**

***Lifestyle differences***

**Period**: **42**

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| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Lifestyles***:** *greet, greeting, serve, common practice, in the habit of*

**\* Pronunciation:**

- Pronounce the new words correctly: *greet, greeting, serve, common practice, in the habit of*

+ Pronounce the sounds **/br/** and **/pr/**correctly

**\* Grammar:**

Use the future simple and the fist conditional sentences

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

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

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about different lifestyles

- Asking and answering questions about different lifestyles

- pronounce the sounds **/br/** and **/pr/** correctly;

- read for general and specific information about lifestyles

- talk about lifestyles

**3. Qualities:**

- Develop awareness of culture, lifestyles

- Be concerned to the culture of different countries.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP: (5’- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new unit.  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Sts on the class activities.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ 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*  **Step 3: Report and discussion**  - Sts work in group to discuss  - Sts join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting ; T\_Ss.**  **CHATTING**  ***\* 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”. |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/GW/IW)**  **1. Aim:**  - 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.  To help Ss understand some details of the conversation  **2. Content:**  To teach some new words. Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  Listen and read the conversation.Complete the sentences  **3. Products:**  Knowing more new words. Ss know how to pronounce the new words correctly and use them in appropriate situations.Students know the topic of the unit and be ready for the conversation  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  **Step 2: Task performance**  **Task 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).*  **Task 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.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Listen and read**  \*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  **Task 2. Read the conversation again and complete the table.**  **\* *Answer key:***  **1.** surnames  **2.** on the street  **3.** store / restaurant |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  To help Ss further understand the context  To help Ss become acquainted with the new vocabulary and collocations in the unit.  To help Ss revise and develop the vocabulary related to the topic *Lifestyles*  **2. Content**:  Write the activities under the correct pictures.  Doing the **QUIZ. New year around the world**  **3. Products**:  Ss understand the content of the conversation and know the vocabulary related to the topic  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts learn Task 3 – Getting Started - Unit 2  **Step 2: Task performing**  **Task 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.  **Task 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  **Task 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  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | **Task 3. Complete each sentence with a word or phrase from the box.**  \* Key:  **1**. lifestyle  **2**. greet  **3**. serve  **4.** practice  **5**. in the habit of  **Task 4. Label each picture with a word or phrase from the box**  **\* Key:**  **1.** street food  **2.** food in restaurants  **3.** pizza  **4.** online learning  **5.** greeting  **Task 5. QUIZZ: Greetings around the world**  **\* Key:**  **1. A**  **2. B**  **3. B**  **4. B**  **5. A** |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To consolidate what Ss have learnt in the lesson.  To review the lesson and prepare for the next lesson.  To give Home assigment  **2. Content**:  Home assigment  **3. Products**:  Know more some words about Ethnic groups of Vietnam  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say some words / phrases and grammar points they remember from the lesson. Tell Ss that they will learn these language points in the following lessons.  **-** Home assigment  **Step 2: Task performance**  -T asks Ss to talk about what they have learnt in the lesson.   * T let Sts take note the home assigments.   **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK \_1 |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 6: LIFESTYLES**

**Lesson 2: A CLOSER LOOK 1**

**Period**: **43**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Lifestyles***:** *dogsled, make crafts, native art, weave, tribal dance*

**\* Pronunciation:**

- Pronounce the new words correctly: *dogsled, make crafts, native art, weave, tribal dance*

+ Pronounce the sounds **/br/** and **/pr/**correctly

**\* Grammar:**

Use the future simple and the fist conditional sentences

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

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

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about different lifestyles

- Asking and answering questions about different lifestyles

- pronounce the sounds **/br/** and **/pr/** correctly;

- read for general and specific information about lifestyles

- talk about lifestyles

**3. Qualities:**

- Develop awareness of culture, lifestyles

- Be concerned to the culture of different countries.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP: (5’- GW/PW/IW)**  **1. Aim:**  - Revise the old lesson.  **-** Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  - **Guessing game**  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ 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.  **Step 3: Report and discussion**  - Sts join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ 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) |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/GW/IW)**  **1. Aim:**  - To revise/ teach some words and collocations related to the different aspects of lifestyles. To give Ss practice on how to use words and phrases related to the topic Lifestyles in context  **2. Content:**  Vocabulary pre-teach.  Complete the sentences with the words and phrases from the box  **3. Products:**  Students get some vocabulary from the lesson and be ready for the lesson.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the reading and vocabulary learning  - T ask the whole class to do the Tasks in A Closer Look 1  **Step 2: Task performance**  **Task 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.  **Task 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.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Vocabulary teaching**  \*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**  **Task 2.**  **Complete the sentences with the words and phrases from the box**  **\* Key:**  **1**. weaving  **2.** tribal dances  **3.** native art  **4.** making crafts  **5**. dogsled |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  - To give Ss more practice on how to use words related to the topic **Lifestyles** in sentences.  - 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/.  **2. Content**:  - Choose the correct answer A, B, or C to complete each sentence.  - 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/.  **3. Products**:  - Students know how to use the target vocabulary  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts learn Task3- 4-5 – A Closer look 1  **Step 2: Task performing**  **Task 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  **Task 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: **Task 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.***  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitucde of Sts in class. | **Task 3. Choose the correct answer A, B, or C to complete each sentence**  \* Key:  **1. A 2. B**  **3. A 4. C**  **5. B**  **Task 4. Listen and repeat the words. Pay attention to the sounds /br/ and /pr/.**  **Task 5. Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with /pr/.**  **\* *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. |
| **ACTIVITY 4: APPLICATION (5' - WC)**  **1. Aim**:  To consolidate what students have learnt in the lesson.  To reactivate the knowledge that students have gained  **2. Content**:  Make sentences using the new words and structures  Home assigment  **3. Products**:  Know more some words about community service  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - 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 and make sentences with them  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson   * T let Sts take note the home assignment   **Step 3: Report and discussion**  - T asks, Sts answer about volunteer work  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Remember some new words.  - Do more exercises in workbook.  - Prepare new lesson. A CLOSER LOOK\_ 2 |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 6: LIFESTYLES**

**Lesson 3: A CLOSER LOOK 2**

**Period**: **44**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Lifestyles***.**

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

Use the future simple and the fist conditional sentences

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

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

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about different lifestyles

- Asking and answering questions about different lifestyles

- read for general and specific information about lifestyles

- talk about lifestyles

**3. Qualities:**

- Develop awareness of culture, lifestyles

- Be concerned to the culture of different countries.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP: (5’- GW/PW/IW)**  **1. Aim:**  **-** To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **2. Content:**  - Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **game**  **Step 2: Task performance**  **+ 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.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | **+ Greeting.** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/GW/IW)**  **1. Aim:**  - To help Ss revise the future simple to complete the given dialogues.  - To help Ss revise and further study the future simple;  - To help Ss use the future simple to build sentences.  **2. Content:**  - To teach grammar.Teacher asks Ss to do the exercise individually and then check their answer in pairs.  - Arrange these words and phrases in the correct order to form meaningful sentences.  **3. Products:**  - Students know how to use the target grammar  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 2  **Step 2: Task performance**  **Task 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.  **Task 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  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Use the verbs from the box with will or won’t to complete these dialogues.**  **\* *Suggested answers:***  **1. will tell**  **2. will attend - won't join**  **3. won't have - will do**  **Task 2. Arrange these words and phrases in the correct order to form meaningful sentences**  **\* *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: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  - To help Ss review the form and use of the first conditional.  - To help Ss revise if and practise the use of unless;  - To help Ss distinguish if and unless in conditional sentences  - 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  **2. Content**:  - Give the correct tense of the verbs in brackets.  - Fill in each blank with IF or UNLESS.  - Complete the sentences  **3. Products**:  Students understand how to use the target grammar | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 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  **Task 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.  **Task 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.***  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **Task 3. Give the correct tense of the verbs in brackets, using the first conditional**  ***Answer key:***  **﻿1. eat**  **2. goes**  **3. will have**  **4. don’t do**  **5. Will she be**  **Task 4. Fill in each blank with IF or UNLESS.**  **\* *Answer key:***  **﻿1. Unless**  **2. if**  **3. unless**  **4. If**  **5. unless**  **Task 5: Complete the following sentences to make them true for you. Then share your answers with a partner**  **\* 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.  …….. | |
| **ACTIVITY 4: APPLICATION (5'-WC )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigment  **2. Content**:  Make sentences using the the past simple.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - T asks some Ss to give a sentence about themselves, using the past simple.  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about leisure activities  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Remember the use the prepositions of time and place.  - Do more exercises in workbook.  - Prepare new lesson: COMMUNICATION. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 6: LIFESTYLES**

**Lesson 4: COMMUNICATION**

**Period**: **45**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Lifestyles***.**

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

Use the future simple and the fist conditional sentences

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

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

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about different lifestyles

- Asking and answering questions about different lifestyles

- read for general and specific information about lifestyles

- talk about lifestyles

**3. Qualities:**

- Develop awareness of culture, lifestyles

- Be concerned to the culture of different countries.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP: ( 5’- GW/PW/IW)**  **1. Aim:**  - To revise the old lesson.  - To lead in the targeted vocabulary and pronunciation.  **2. Content:**  Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Developing the language skills by asking and answering questions about themselves.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ 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.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting . T\_Ss.**  **+ Kim’s game** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  **EVERYDAY ENGLISH**  **Express certainty**  - To provide Ss with the two ways of expressing certainty;  - Ss practicing certainty  **2. Content:**  - Listen and read the conversations. Pay attention to the highlighted sentences  **3. Products:**  - Students know how to use the structures to express certainty.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context to reading and listening  - T ask the whole class to do the Tasks in Communication  **Step 2: Task performance**  **Task 1. 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.***  **Task 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**  **Step 3: Report and discussion**  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Listen and read the conversations. Pay attention to the highlighted sentences.**    **Task 2. Work in pairs. Make similar conversations to express certainty in the following situations.**  **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. |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **Cuisines around the world**  **1. Aim**:  To help Ss learn about the cuisines of different countries around the world.  To give Ss more reading practice for specific information;  To provide Ss with practice in talking about their opinions and giving reasons  To provide Ss with practice in asking and answering about typical food in their area.  **2. 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.  Work in groups. Talk about the typical food in your area. Discussing about food.  **3. Products**:  Students know more about the cuisine of different countries around the world. Discussing: Which food do you prefer?  Students can talk about their opinion and give reasons; ask and answer questions about food  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 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.  **Task 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?  **Task 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.  **Step 3: Report and discussion**  - Ss work independently and in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **Task 3. QUIZ: How much do you know about the cuisines of different countries? Do the quiz to find out.**  ***\* Answer key:***  ﻿**1.** B **2**. A  **3**. C **4**. A  **5**. B  **Task 4. Work in groups. Read the two passages and discuss the questions below**    **Task 5:** **Work in groups. Talk about the typical food in your area.**  ***\* 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, ..* |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To consolidate what Ss have learnt in the lesson.  To give Home assigment  **2. Content**:  Revision of the lesson  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T summarizes the lesson and let Sts tell what the have learnt  T asks Ss to talk about what they have learnt and ticked the objectives they can do in the lesson.  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T has Ss tell what they have learnt  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about community service  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | \  **\* Home assigment:**  - Do more exercises in workbook.  - Prepare new lesson. **SKILLS\_1** |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 6: LIFESTYLES**

**Lesson 5: SKILLS 1**

**Period**: **46**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Lifestyles***:** *location, population, limate, native people, language, maintain, experience, style, musher*

**\* Pronunciation:**

- Pronounce the new words correctly: *location, population, limate, native people, language, maintain, experience, style, musher*

**\* Grammar:**

Use the future simple and the fist conditional sentences

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

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

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about different lifestyles

- Asking and answering questions about different lifestyles

- pronounce the sounds **/br/** and **/pr/** correctly;

- read for general and specific information about lifestyles

- talk about lifestyles

**3. Qualities:**

- Develop awareness of culture, lifestyles

- Be concerned to the culture of different countries.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP : (5’- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  To prepare Ss for the topic of the listening and to help Ss focus on some phrases describing activities;  **2. Content:**  - Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  - To improve the skill of reading  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ 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.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ 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. |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/GW/IW)**  **1. Aim:**  - 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)  To help Ss develop the skills of predicting the meaning of new words using context.  - To help Ss learn new vocabulary in context.  **2. 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.  **3. Products:**  Students know more new words and how to use the target vocabulary.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the speaking and reading.  - T ask the whole class to do the Tasks in Skills 1  **Step 2: Task performance**  **Pre- reading**  **Task 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.  **Task 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.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Read the text and check your answers in the Warm-up part. questions**  \* 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.  **Task 2. Match the highlighted words in the text with their meanings**  ***Suggested answers:***  **1. d**  **2. a**  **3. c**  **4. b** |
| **ACTIVITY 3: PRACTICE (20'- PW/IW/GW )**  **1. Aim**:  To help Ss develop the skills of readingfor detail (scanning)  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.  Ss practise asking and answering about how people in their area maintain their traditional lifestyle;  To help Ss improve their speaking skill.  **2. Content**:  Reading the text and answer the questions  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.  **3. Products**:  To improve the skill of readingfor specific information.  To get more information of the text.  Answer the questions correctly  Students can be able to speak about the topic *Lifestyles*  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 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.***  **Task 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.  **Task 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.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Read the text again and answer the questions**  \* ***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.  **Task 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.**  **\* *Suggested outcome:***  A: What do people in Chau An Village  do to maintain their traditional  lifestyle?  B: They perform traditional dances.  They also …  **Task 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.**  ***\* 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.* |
| **ACTIVITY 4: APPLICATION (5' - WC)**  **1. Aim**:  - Check Ss’ understanding about the reading passage.  - To help some Ss enhance presentation skill.  - To consolidate what Ss have learnt in the lesson.  - To give Home assigment  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigment  **Step 2: Task performance**  \*T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.  \*\* Ss do as required.  \*\*\* T calls Ss to share answer.  \*\*\*\*T gives feedback and comments.  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about lifestyles  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2.** |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 6: LIFESTYLES**

**Lesson 6: SKILLS 2**

**Period**: **47**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Lifestyles***.**

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

Use the future simple and the fist conditional sentences

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

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

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about different lifestyles

- Asking and answering questions about different lifestyles

- pronounce the sounds **/br/** and **/pr/** correctly;

- Listening to someone’s opinion about the impact of modern technology

- Writing a paragraph about the advantages or disadvantages of online learning

**3. Qualities:**

- Develop awareness of culture, lifestyles

- Be concerned to the culture of different countries.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP: (5’- GW/PW/IW)**  **1. Aim:**  - To develop student’s listening skills for specific information. It also provides input for the writing skills.  - To lead in the new lesson  **2. Content:**  Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ 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.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | **+ Greeting ; T\_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. | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To activate Ss' knowledge and experience of modern technology, including ways of learning.  To help Ss practise listening for specific information.  **2. Content:**  Group work. Which of the followings is more influenced by modern technology.  Listen to the conversation and tick (✓) T (True) or F (False)  **3. Products:**  Students know more new words and knowledge through the listening tasks.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 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.  **While-listening**  **Task 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  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 1. Work in groups. Which of the following do you think is more influenced by modern technology? Tick your choice(s).**  ***\* Suggested answers:***  **- ways of communicating ﻿**  **- ways of learning**    **Task 2: Listen to the conversation and tick (✓) T (True) or F (False).**  **\* *Answer key:***  **﻿1. T**  **2. T**  **3. F**  **4. F**  **5. T** | |
| **ACTIVITY 3: PRACTICE (20'- PW/GW/IW )**  **1. Aim**:  - To help Ss develop the skills of listening for specific information.  - To brainstorm ideas and make an outline for Ss’ writing.  To help Ss identify the advantages / strong points and the disadvantages / weak points of online learning to prepare for the writing task in 5.  **2. Content**:  Listen and tick T (True) or F (False).  Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column.  Look at the lists. Put the ideas about online learning in the correct colunm  **3. Products**:  Ss can develop the skill of listening for specific information  Students can write an email correctly  Ss can put the ideas in the correct column; Ss can write a paragraph about advantages and disadvantages of online -learning.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 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.***  ***\*\* Teacher checks students’ understanding, pronunciation and gives feedback.***  **Task 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.  **Task 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.***  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Listen again and choose the correct answer to each question.**  ***\* Answer key:***  **1. A**  **2. B**  **3. C**  **4. C**  **Task 4: Look at the list below. Put the ideas about online learning in the correct column.**  ***\* Answer key:***  **﻿- Advantages**: convenient, comfortable, more freedom, independent  **- Disadvantages**: difficult to concentrate, no real interaction, harmful to our eyes, expensive equipment.  **Task 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.**  **\* *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.* | |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about hobbies  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare for the next lesson: Lesson 7: LOOKING BACK & PROJECT |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 6: LIFESTYLES**

**Lesson 7: LOOKING BACK**

**Period** **48**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Lifestyles***.**

**\* Pronunciation:**

- Pronounce the new words correctly.

+ Pronounce the sounds **/br/** and **/pr/**correctly

**\* Grammar:**

Use the future simple and the fist conditional sentences

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

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

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about different lifestyles

- Asking and answering questions about different lifestyles

- pronounce the sounds **/br/** and **/pr/** correctly;

**3. Qualities:**

- Develop awareness of culture, lifestyles

- Be concerned to the culture of different countries.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP: (5’- GW/PW/IW)**   1. **Aims:**   *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  **2. Content:**  Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ 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.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to 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. |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW.IW/GW)**  **1. Aim:**  To help Ss revise the words / phrases they have learnt in the unit.  To help Ss revise and use the vocabulary they have learnt in context.  **2. Content:**  Match each word or phrase with its meaning. Complete each sentence.  **3. Products:**  Ss do the exercises correctly.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  - T ask the whole class to do the Tasks in Looking Back  **Step 2: Task performance**  **Task 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.  **Task 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.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **Task 1. Match the words and phrases with its meaning.**  ***Answer key*:**  **﻿1. c 2. d**  **3. e 4. a**  **5. b**  **Task 2. Complete each sentence with a word or phrase from the box.**  ***\* Answer key:***  **1. in the habit of**  **2. greeted**  **3. lifestyle**  **4. online lessons**  **5. maintain** |
| **ACTIVITY 3: PRACTICE (20' – PW/IW/GW)**  **1. Aim**:  To help Ss revise the forms and uses of the future simple, and the first conditional in sentences.  To help Ss revise the future simple and the first conditional by rewriting sentences, using these grammar points.  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;  **2. Content**:  Complete the sentences, using the correct tense of the verbs. Rewrite the sentneces sothat their meaning stays the same.  Ss to work in groups to do the project. Present the poster to the class.  **3. Products**:  Ss can do the exercises correctly  Students can present their posters about an interesting way of life around the world.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Grammar**  **Task 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.  **Task 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  **PROJECT**  **1. Find information about an interesting way of life around the world, including:**  **2. Work in groups. Make a poster to introduce the people.**  **3. Give a presentation to the class.** - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.  - T has groups present their work in front of the class  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **Task 3. Complete the sentences, using the correct tense of the verbs in brackets.**  \****Answer key:***  ***﻿*1. will send**  **2. won’t be**  **3. will become**  **4. win**  **5. Will we have to**  **Task 4. Rewrite the following sentences, so that their meaning stays the same**  ***\* 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.*  ***PROJECT***  **1. Find information about an interesting way of life around the world, including:**   * everyday life (đời sống mỗi ngày) * ways of cooking (cách thức nấu ăn) * making crafts (làm đồ thủ công) * folk songs and dances (múa hát dân gian) * festivals (lễ hội)   **Everyday life:** The life of Mongolian is punctuated by caring animals. A Mongolian nomadic family has five types of animals: horses and sheep for hot season and cows, camels and goats for cold season.  Several times during the year, according to the needs of livestock and pasture conditions, nomadic families move their yurts.  In summer, the nomadic family will favor a location near a river, to ensure water supply for the family and herds, and good pastures.  In winter, the priority is given to protection against the intense cold of Mongolian winter, and the family settles its "winter" camp sheltered from the wind in a small valley or at the edge of a forest.  The woman is very busy with the household, kitchen, 2 or 3 children, and milking the mares, cows... at least five times a day.  The husband watches the herds of yaks, horses, cows and sheep scattered on often significant surfaces and must gather them every night to protect them against the wolf attacks, frequent in Mongolia.  He also deals with equipment maintenance and repairs.  **Ways of cooking:** In traditional Mongolian cooking, seasoning was not used; although salt was there a long time and it is used it even in tea! Typically, they cook with a wok and most of the foods are either boiled or stir-fried.  Since a lot of livestock is raised in Mongolia, it is no mystery that Mongolian cuisine revolves around them. Sheep and goat are most popularly which are either grilled or boiled.  Traditionally soup and dumplings used to be in all the courses of the meals, without which, it was regarded to be incomplete.  There are many types of crafts can be found in Mongolian culture: wooden sculptures, ger - nomadic dwelling, metalwork, embroidery art, leather crafting, art of jewelery.  The traditional masterpiece of Mongolian is the urtyn duu accompanied with the morin-khurr. Most famous Mongolian dance are: Jinai dance (milking dance), the Caihong dance (rainbow dance), the Zhongwan dance (bowl dance), the Kuaizi dance (chopsticks dance), and the Andai dance  There are lots of festival in Mongolia but these are the most well-known one: Tsagaan Sar (Lunar New Year); Khovsgol Ice Festival; Naadam Festival; Gongoriin Bombani Hural; Ölgii Eagle Festival. |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements:  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare REVIEW 2 | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |