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| ***Tiết thứ:***  TA8**UNIT 8: SHOPPING**  **Lesson 1: Getting started**  **My favourite shopping place P83-84** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 8A | ...../01/2024 |  |
| 8B | ...../01/2024 |  |
| 8C | ...../01/2024 |  |

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

- Gain an overview about the topic *Shopping*

- Gain vocabulary to talk about shopping

**1. Knowledge:**

***+ Vocabulary:*** open-air market (n); home-grown (adj); home-made (adj); bargain (v); farmers’ market (n); price tag (n); convenience store (v)

***+ Language:*** Adverbs of frequency; Present simple for future events

***+ Pronunciation:*** Sounds: /s p / and /s t/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

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

- Sts can introduce themselves or one another fluently.

**3. Qualities:** Raise the students’ awareness about enviromental protection. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

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| **1. WARM-UP**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To review the previous unit;  - To lead into the new unit.  - Review the previous unit before Ss open their books:  **b. Content:**  **-** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **c. Product:**  **-** Having a chance to speak English and focus on the topic of the lesson.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **CHATTING**  **Step 1: Task delivering**  - Write the unit title SHOPPING on the board.  - 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?  **Step 2: Task performance**  - Ss’ observation.  - Student’s talk  **Step 3: Report and discussion**  - Ask Ss to guess what they are going to learn about in this unit.  **-** T checks ss’ vocabulary and give feedback  **Step 4: Judgement**  - T leads to the new unit.  - T comments and gives feedback on Ss’ answers. | Observation  Questions & answers  Student’s talk |
| **2. KNOWLEDGE FORMATION**  **a. Objectives:**  - To set the context for the introductory dialogue;  - To introduce the topic of the unit.  **b. Content:**  **-** Learn some new words. Read the conversation and find out new words.  **c. Product:**  **-** Know more new words  - Understanding the conversation; topic of the lesson,…  **d. Implementation:** | |
| **Activity 1: Vocabulary pre-teaching**  **Step 1: Task delivering**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures/ explanation/ examples.  - Teacher reveals that these seven words will appear in the reading text and asks students to open their textbooks to discover further.  **Step 2: Task performance**  - Ss’ observation  - Ss look at the pictures in the book.  - Ss listen and repeat.  **Step 3: Report and discussion**  - 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.  **Step 4: Judgement**  - Teacher checks students’ pronunciation and gives feedback.  - T refers to the questions previously asked and confirms the correct answer. | **1. Vocabulary**  1. open-air market (n)  2. home-grown (adj)  3. home-made (adj)  4. bargain (v)  5. farmers’ market (n)  6. price tag (n)  7. convenience store (n)  **Questions:**  *- What do you think Mai and Alice are talking about?*  *- What are pictures of?*  *- What are the people in the pictures doing*  **Suggested 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.* |
| **3. PRACTICE** (15’-PW, )  **a. Objectives:**  - To help Ss read for specific information about markets.  - To help Ss learn words and phrases related to different markets and their features;  - To help Ss further understand the text.  **b. Content:**  - Listing activity, Matching activity, Sentence Completing activity.  - To learn some more words about some places for shopping and some features of diferent markets.  **c. Product:**  **-** Know more new words about different markets and their features, understand the conversation; topic of the lesson  **d. Implementation:** | |
| **Activity 2: Mai and Alice mentioned four places where they can buy things. Complete the list.**  **Step 1: Task delivering**  - Encourage ss to do the task without reading the conversation again. If they can’t, let them refer to the conversation for the answers.  **Step 2: Task performance**  - Ss’ observation  - Ss complete the list.  **Step 3: Report and discussion**  - Student’s talk  - Student’s answers  **Step 4: Judgement**  - Teacher checks the answers as a class and gives feedback.    **Activity 3. Match the types of markets with the features.**  **Step 1: Task delivering**  - Ask Ss to look at the two types of markets first and see if they can remember any information about them from the conversation.  - T encourages them to say it.  **Step 2: Task performance.**  - Ss’ observation  - Ss do the task individually or in pairs.  **Step 3: Report and discussion**  - Ask Ss to say the words / phrases aloud.  - Student’s talk  - Ss pronounce the words and phrases correctly.  **Step 4: Judgement**  - Teacher checks the answers as a class and gives feedback.  **Activity 4. Complete the sentences with the words and phrases from the box.**  **Step 1: Task delivering**  - Call on some ss to read the words and phrases in the box aloud.  **Step 2: Task performance**  - Ss’ observation  - Ss work independently to fill each blank with a word or phrase from the box.  **Step 3: Report and discussion**  - Ss complete the sentences with the words and phrases from the box.  - Student’s talk  **Step 4: Judgement**  - Correct their pronunciation if needed.  - Check the answers as a class.  - Teacher checks students’ exercise individually and give feedback. | **2: Mai and Alice mentioned four places where they can buy things. Complete the list.**  ***Answer key:***  1. open-air market  2. *farmers’ market*  3. *supermarket*  4. *convenience store*  **3. Match the types of markets with the features.**  **Answer key:**  1. a, c  2. b, d, e  **4. Complete the sentences with the words and phrases from the box.**  **Answer key:**  1. bargaining  2. convenience store  3. home-grown  4. price tag  5. home-made |
| **4. APPLICATION**  **a. Objectives:**  - To introduce various types of speciality shops.  - To create a fun atmosphere in the class.  **b. Content:**  - Ask and answer questions about various types of speciality shops  - Home assignment.  **c. Product:**  - Ss can list as many various types of speciality shopsas possible.  - Take note home assignment.  **d. Implementation:** Teacher’s instruction | |
| **GAME: Listing**  **- Work in groups. Quickly write down the names of some speciality shops. The group with the most correct answers wins.**  **Step 1: Task delivering**  - To lead in, write the word “music shop” and “sports shop” on the board.  - T asks Ss what they can buy from each shop.  - T writes the word “speciality shops” above the two shops.  **Step 2: Task performance**  - Ss’ observation  - Ss write down the names of as many speciality shops as possible.  **Step 3: Report and discussion**  - Student’s answers  - Call on some Ss to read aloud their list. Find the Ss with the most correct answers.  **Step 4: Judgement**  - T and other Ss comments and gives feedback on Ss’ answers.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **Questions:**  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.  **\* Home assignment**  - Name some places for shopping they have learnt about in the lesson.  - Learn the new words and phrases by heart.  - Do Exercise …page Unit 8/Workbook  - Prepare Project: P91-92  + Ask Ss to organise their report into a presentation.  + Ask Ss to work in groups to make an interview with their friends, then collect and present data) |

**V. FEEDBACK:**

With 8A …………………………..………………………………………………………………..…

With 8B …………………………………………...……………………………………..……………

With 8C ……………….……………………………………………………………………….……

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| TA8 ***Tiết thứ:***  **UNIT 8: SHOPPING**  **Lesson 2: A closer look 1 P85** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 8A | ...../01/2024 |  |
| 8B | ...../01/2024 |  |
| 8C | ...../01/2024 |  |

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

- Gain an overview about the topic *Shopping*

- Gain vocabulary to talk about shopping

**1. Knowledge:**

***+ Vocabulary:*** shopaholic (n); on sale (adv); discount shop (n).

***+ Language:*** Adverbs of frequency; Present simple for future events

***+ Pronunciation:*** Sounds: /sp / and /st/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

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

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - Raise ss’ knowledge of shopping; Have good attitude to shopping. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’ - IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  **b. Content:**  **-** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **c. Product:**  **-** Having a chance to speak English and focus on the topic of the lesson.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Game: Clip watching**  **Step 1: Task delivering**  - Give Ss a few minutes to watch a clip.  - Ask ss some questions about the clip.  **Step 2: Task performance**  - Ss’ observation  **Step 3: Report and discussion**  - Student’s talk  **Step 4: Judgement**  - T leads in the new lesson.  **-** T checks ss’ vocabulary and give feedback. |  |
| **2. KNOWLEDGE FORMATION (10’ - IW, PW)**  **a. Objectives:**  - To introduce visually some nouns related to the topic of shopping.  **b. Content:**  **-** Learn some nouns related to the topic of shopping.  **c. Product:**  **-** Know more new nouns related to the topic of shopping.  **d. Implementation:** | |
| **Activity 1: Vocabulary pre-teaching**  **Step 1: Task delivering**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures/ explanation/ examples.  **Step 2: Task performance**  - Ss’ observation  - Ss open their textbook to find these words.  **Step 3: Report and discussion**  - Elicit answers from Ss.  - Teacher reveals that the words according to the pictures will appear in the reading text.  **Step 4: Judgement**  - Teacher checks students’ pronunciation and gives feedback.  **Task 1. Circle the correct options to complete the phrases**    **Step 1: Task delivering**  - Ask Ss to read the words and phrases.  **Step 2: Task performance**  - Ss’ observation  - Ss look at the pictures and do the matching.  **Step 3: Report and discussion**  - Student’s talk  - Check the answers as a class.  - Have Ss then read the words and phrases aloud.  **Step 4: Judgement**  - Correct their pronunciation if needed.  - If necessary, ask Ss for the Vietnamese equivalents of these words and phrases. | **\* 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  **1. Circle the correct options to complete the phrases**  **Key:**  1. price tag  2. shopaholic  3. on sale  4. browsing  5. Internet access |
| **3. PRACTICE (25’ - PW, IW, GW)**  **a. Objectives:**  - To introduce more types of shops and their characteristics.  - To provide ss with an opportunity to use some vocabulary in sentences  - To help Ss identify how to pronounce the sounds /sp/ and /st/;  - To help Ss practise pronouncing the sounds /sp/ and /st/ correctly in sentence  **b. Contents:**  - Use the nouns in 1 to match with their characteristics  - To pronounce the sounds /sp/ and /st/ correctly; Listen and repeat.  **c. Product:**  **-** Knowing how to use learned words/phrases in context.  - Pronouncing the sounds /sp/ and /st/correctly;  **d. Implementation:** | |
| **Task 2: Match the shopping places with their characteristics.**  **Step 1: Task delivering**  - 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.  **Step 2: Task performance**  - Ss’ observation.  - Ss match the shopping places with their characteristics.  **Step 3: Report and discussion**  - Ss read the names of different places for shopping.  - Call on some Ss to give their answers.  - Student’s talk  **Step 4: Judgement**  - Check the answers as a class.  **Task 3. Complete the sentences with the words and phrases from the box.**  **Step 1: Task delivering**  - Ask Ss to read the words and phrases provided.  - Ask Ss to work individually.  **Step 2: Task performance**  - Ss’ observation  - Ss work individually.  - Ss complete the sentences with the words and phrases from the box.  **Step 3: Report and discussion**  - Call on some Ss to say their answers.  - Ss read out their answers.  **Step 4: Judgement**  - Check Ss’ answers as a class.  - Correct  Ss’ pronunciation if necessary.  **Task 4. Listen and repeat the words. Pay attention to the sounds /sp/ and /st/.**  **Step 1: Task delivering**  - T plays a video clip  - Ask ss to watch and repeat after the clip.  **Step 2: Task performance**  - Ss’ observation  **-** Ss watch and repeat after the clip.  **Step 3: Report and discussion**  - 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.  - Ss read out the words.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **Task 5. Listen and repeat the sentences. Pay attention to the underlined words.**  **Step 1: Task delivering**  - Play the recording for Ss to listen and repeat each sentence. Correct them if needed.  - Have Ss read the sentences, paying attention to the underlined words with the sounds /sp/ and /st/.  **Step 2: Task performance**  - Ss’ observation  - Call on some Ss to read the sentences individually.  **Step 3: Report and discussion**  - Call some Ss to read the sentences individually.  - Check the answers as a class.  **Step 4: Judgement**  - Teacher checks students’ answers and their pronunciation and gives feedback. | **2: Match the shopping places with their characteristics.** **Answer key:**  1. e  2. a  3. d  4. b  5. c  **3. Complete the sentences with the words and phrases from the box.**  **Answer key:**  1. specialty shops  2. browsing  3. bargain  4. range of products  5. shopaholic  **4. Listen and repeat the words. Pay attention to the sounds /sp/ and /st/.**   |  |  | | --- | --- | | **/sp/** | **/st/** | | Spend | Stall | | Speciality | Staff | | Space | Outstand | | Respect | Honest | | Clasp | Waste |   **5. Listen and repeat the sentences. Pay attention to the underlined words.**  **Answer key:**   1. There is a three-storey s ports centre in my neighbourhood. 2. The a ssistant 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 s pent half of his savings in that music store. |
| **4. APPLICATION/PRODUCTION (5’ - GW)**  **a. Objectives:**  - To test students' quick reaction to the targeted sounds  **b. Content:**  - To distinguish between the sounds /sp/ and /st/ correctly; Listen and repeat  - Home assignment.  **c. Product:**  - Distinguish between the sounds /sp/ and /sp/  - Take note home assignment.  **d. Implementation:** | |
| **GAME: WHISPERING**-**GW**  **Step 1: Task delivering**  - Teacher explains the rule:  + Work in 2 teams  + Players stand in a line.  + The teacher whispers 5 words one by one from one person to the next until it gets to the end of the line. The last person in the line repeats the words.  **Step 2: Task performance**  - Ss’ observation  - Ss work in 2 teams.  **Step 3: Report and discussion**  - The teacher whispers 5 words one by one from one person to the next until it gets to the end of the line. The last person in the line repeats the words.  + The team with more correct words will win.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | Observation  Questions & answers  Student’s talk    **\* Home assignment**  - 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.  - Do Exercise ………..page ……Unit 8/Workbook |

**V. FEEDBACK:**

With 8A ………………………..………………………………………………………………..…

With 8B ………………………………………...……………………………………..……………

With 8C …………………………………………………………………………………….……

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| TA8 ***Tiết thứ:***  **UNIT 8: SHOPPING**  **Lesson 3: A closer look 2 P86-87** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 8A | ...../01/2024 |  |
| 8B | ...../01/2024 |  |
| 8C | ...../01/2024 |  |

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

- 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.

**1. Knowledge:**

***+ Vocabulary:*** shopaholic (n); on sale (adv); discount shop (n).

***+ Language:*** Present simple for future events; Adverbs of frequency.

(+) S+ V/ V(e)s…; (-) S + don’t/ doesn’t + Vbare…; (?) Do/ Does + S + Vbare?

***+ Pronunciation:*** Sounds: /sp / and /st/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

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

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - Be encouraged to know more about making plans, timetables, and schedules. Have good attitude to shopping. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP** (5’-IW)  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  **b. Content:**  **-** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **c. Product:**  **-** Having a chance to speak English and focus on the topic of the lesson.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **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. | Observation  Questions & answers  Student’s talk |
| **2. KNOWLEDGE FORMATION**  **a. Objectives:**  - To review ss’ knowledge of adverbs of frequency  - To revise ss’ knowledge of the simple sentences  **b. Content:**  **-** Review some adverbs of frequency and their use.  - Revise simple sentences  **c. Product:**  - Recall the main adverbs of frequency and their use.  **-** Recall the form of the simple sentences  - Know the use of present simple for future actions.  **d. Implementation:** | |
| **Grammar:**  **1. Adverbs of frequency**  **Step 1: Task delivering**  - T gets ss to list all the adverbs of frequency they can remember.  **Step 2: Task performance**  - Ss’ observation  - List all the adverbs of frequency they can remember.  **Step 3: Report and discussion**  - Elicits the use of adverbs of adverbs of frequency from ss.  - Student’s talk  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **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 listens to students’ answers and gives feedback. | Observation  Questions & answers  Student’s talk |
| **3. PRACTICE** (25 mins)  **a. Objectives:**  - to revise and use some adverbs of frequency.  - to apply the use of present simple for future actions.  - to understand the difference in the use of present simple and future simple when talking about future activities.  **b. Content:**  **-** Use some adverbs of frequency to complete the sentences.  - Distinguish the difference in the use of present simple and future simple  **c. Product:**  - Recall the main adverbs of frequency and their use.  **-** Recall the form and use of the simple sentences  - Remember the use of present simple for future actions.  **d. Implementation:** | |
| **Task 1. Complete the sentences with the adverbs of frequency from the box.**  **Step 1: Task delivering**  - Ask Ss to do the activity individually.  **Step 2: Task performance**  - Ss’ observation  - Ss read the sentences and decide which adverb in the box best describes the frequency of the action.  **Step 3: Report and discussion**  - Call on some Ss to read aloud their answers.  **Step 4: Judgement**  - Check the answers as a class. Explain if needed.  **Task 2. Read the schedule for the grade 8 field trip tomorrow, and underline the verbs in the sentences. Then answer the questions.**  **Step 1: Task delivering**  - Have Ss do this activity individually or in pairs.  - Allow them some time to answer the questions.  **Step 2: Task performance**  - Ss’ observation  - Ask them to read the schedule and underline the verb in each sentence.  **Step 3: Report and discussion**  - Call on some Ss to give their answers.  - Student’s answers  **Step 4: Judgement**  - Confirm the correct answers as a class.  - Have Ss read the **Remember!** box. Explain if needed.  **Task 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.**  **Step 1: Task delivering**  - Ask Ss to work individually or in pairs.  Ask Ss which sentence is a scheduled future activity and which one is an unplanned future activity.  **Step 2: Task performance**  - Ss’ observation  - Write *scheduled future activity* and *unplanned future activity* on the board. Say two sentences *The bus leaves at 11:00 and we have plenty of time*. and *Don’t move. I’ll answer the phone.*  - Ss write them underneath their correct categories.  **Step 3: Report and discussion**  - Call on 2 - 3 Ss to read aloud their answers.  - Student’s talk  **Step 4: Judgement**  - Confirm the correct answers as a class. Explain if needed.  **Task 4. Choose the correct answer to complete each sentence.**  **Step 1: Task delivering**  - Have Ss do this activity individually.  **Step 2: Task performance**  - Ss’ observation  - Ss read each sentence carefully.  - Decide which option best completes the sentence.  **Step 3: Report and discussion**  - Call on some Ss to read out their answers.  - Student’s talk  **Step 4: Judgement**  - Confirm the correct answers as a class. | **1. Complete the sentences with the adverbs of frequency from the box.** **Answer key:**  1. always  2. rarely  3. never  4. often  5. sometimes  **2. Read the schedule for the grade 8 field trip tomorrow, and underline the verbs in the sentences. Then answer the questions.**  ***Suggested answers:***    **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.**  ***Suggested answers:***  1. B  2. A  3. A  4. A  5. B  **4. Choose the correct answer to complete each sentence.**  ***Suggested answers:***  1. opens  2. will make  3. won’t buy  4. is  5. Does |
| **4. APPLICATION / PRODUCTION**  **a. Objectives:**  - To enable Ss to use the present simple to talk about events.  **b. Content:**  - To report the events for the community fair.  **c. Product:**  - Reporting the events for the community fair correctly and fluently.  **d. Implementation:** | |
| **Task 5. In pairs, ask and answer to check planning events for the community fair next month.**  **Step 1: Task delivering**  - 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.  **Step 2: Task performance**  - Ss’ observation  - Ss ask and answer about the time of different events.  **Step 3: Report and discussion**  - Call on some pairs to say their questions and answers. Ask the whole class to follow and correct if they make a mistake.  - Students do peer correction  **Step 4: Judgement**  - Teacher checks students’ answers as a class and give feedback.  **Task 6. Reporting the events for the community fair.**  **Step 1: Task delivering**  - Instruct Ss to practice talking about the events for the community fair in groups.  - Make sure they use simple present tense for the events.  **Step 2: Task performance**  - Ss’ observation  **Step 3: Report and discussion**  - Call one student of each group to report their result in front of the class.  - T asks ss to listen and give remarks.  **Step 4: Judgement**  - T gives feedback on the content and pronunciation  -T corrects any grammar and pronunciation mistakes if necessary.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **5. In pairs, ask and answer to check planning events for the community fair next month**  ***Suggested answers:***    **6. Reporting the events for the community fair.**  **\* Home assignment**  - Learn the use of adverbs of frequency by heart.  - Make 5 sentences of the simple present for future meaning  - Do Exercise ………..page ……Unit 8/Workbook. |

**V. FEEDBACK:**

With 8A ………………………..………………………………………………………………..…

With 8B ………………………………………...……………………………………..……………

With 8C ……………………………………………………………………………………….……

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| TA8 ***Tiết thứ:***  **UNIT 8: SHOPPING**  **Lesson 4: Communication P86** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 8A | ...../01/2024 |  |
| 8B | ...../01/2024 |  |
| 8C | ...../01/2024 |  |

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

- identify how to make complaints in English

- know about one’s favourite shopping place.

**1. Knowledge:**

***+ Vocabulary:*** shopaholic (n); on sale (adv); discount shop (n).

***+ Language:*** *Making complaints:*

- I’m calling/ writing to make a complaint about….

- I’m not happy with ….

***+ Pronunciation:*** Sounds: /sp / and /st/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

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

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - Raise ss’ awareness of favourite shopping places.; Have good attitude to making polite complaints. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP** (3’- IW)  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  **b. Content:**  **-** Have some chatting to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **c. Product:**  **-** Having a chance to speak English and focus on the topic of the lesson.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting:**  **Step 1: Task delivering**  - 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?*  **Step 2: Task performance**  - Ss’ observation  **Step 3: Report and discussion**  - Student’s talk  **Step 4: Judgement**  *-* 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.  **-** T checks ss’ answers and give feedback | **Expected answers:**  *- Making complaints* |
| **2. KNOWLEDGE FORMATION (10’-IW, PW)**  **a. Objectives:**  - To introduce how to make a complaint;  - To help Ss practise making a complaint.  **b. Content:**  **-** Use everyday expressions to develop language skills (Making a complaint)  **c. Product:**  - Leaning how to make a complaint  **d. Implementation:** | |
| **Task 1: Listen and read the dialogue. Pay attention to the highlighted sentences.**  **Step 1: Task delivering**  **-** Play the recording.  - Ask Ss to pay attention to the highlighted parts.  **Step 2: Task performance**  - Ss’ observation  - Ss listen and read the conversation where Tom makes complaints about the SMART backpack he bought the previous week.  **Step 3: Report and discussion**  - Ss pay attention to the highlighted parts.  - Elicit the structures for making a complaint. Have Ss practise the conversation in pairs.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **Task 2: Work in pairs. In turns, make complaints about the situations below.**  **Step 1: Task delivering**  - Ask Ss to work in pairs to make similar dialogues.  - Tell them to use the contexts given and the sample requests.  **Step 2: Task performance**  - Ss’ observation  - Ss work in pairs.  **Step 3: Report and discussion**  - Ss make complaints about the situations below.  - Student’s talk  **Step 4: Judgement**  - Give feedback on their dialogues.  - Teacher listens to students’ pronunciation and gives feedback. | **\* Everyday English:**  **Making a complaint**  **1: Listen and read the dialogue. Pay attention to the highlighted sentences**  ***Suggested answers:***  To make a complaint, you can use:  *- I’m calling/ writing to make a complaint about….*  *- I’m not happy with ….*  **2: Work in pairs. In turns, make complaints about the situations below.**  ***Suggested answers:***  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’-IW, PW, GW)**  **a. Objectives:**  - To help Ss practise listening for general and specific information.  - To provide Ss with some samples to help them talk about their favourite shopping places.  **b. Content:**  **-** Listen to some samples of favourite shopping places.  - Ask and answer about what the people in 3 like about the places they shop.  **c. Product:**  **-** Knowing some different favourite shopping places  - Practising listening for general and specific information  **d. Implementation:** | |
| **Task 3. Listen to three people talking about their favourite shopping places and tick (v) the place they mention.**  **Step 1: Task delivering**  - 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.  **Step 2: Task performance**  - Ss’ observation  - Ss listen and tick the correct answers.  **Step 3: Report and discussion**  - Call on some Ss to read their answers.  - Student’s talk  **Step 4: Judgement**  - Confirm the correct answers as a class.  **Task 4. Work in pairs. Take turns to ask and answer what each person in 3 likes about their shopping place**  **Step 1: Task delivering**  - 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.  **Step 2: Task performance**  - Ss’ observation  - Ss take turns to ask and answer about what each person in **3** likes about the place where they shop.  **Step 3: Report and discussion**  - Ss work in pairs.  - Call on 2 - 3 pairs to share their lists. Make comments.  - T listens to ss’ reports and gives feedback on their pronunciation and content.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers. | **3. Listen to three people talking about their favourite shopping places and tick (v) the place they mention.**  ***Suggested answers:***   |  |  |  |  | | --- | --- | --- | --- | | People | Open-air market | Discount shop | Convenience store | | 1. Mai |  |  |  | | 2. Nam |  |  |  | | 3. Alice |  |  |  |   **4. Work in pairs. Take turns to ask and answer what each person in 3 likes about their shopping place *Suggested answers:***  **Model dialogue:**  A: What does Nam like about shopping at a convenience store?  B: It saves him time.  **Suggested answers:**  ***Mai:***  The products are home-grown and home-made. The market goers know one another.  They chat happily while selling and buying. ***Nam:***  They are convenient because they are everywhere. You can save time.  ***Alice:***  There is a wide range of goods there. Everything is cheaper than at other places. |
| **4. APPLICATION/PRODUCTION (10’-IW, PW, GW)**  **a. Objectives:**  - To provide Ss with an opportunity to talk about what they like about their favourite places to shop.  **b. Content:**  - Talk about what they like about their favourite places to shop.  - Home assignment.  **c. Product:**  - Apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their favourite places to shop.  - Take note home assignment.  **d. Organization** | |
| **Task 5. Work in groups. Share your favourite shopping place with your group.**  **Step 1: Task delivering**  - Have Ss work in groups.  - T gets Ss to apply what they have learnt so far in this unit (ideas, vocabulary, grammar) to talk about their favourite places to shop.  **Step 2: Task performance**  - Ss’ observation  - Allow Ss some time to talk in their groups. Go round and give support if needed.  - Ss work in groups. Share your favourite shopping place with your group.  **Step 3: Report and discussion**  - Ss talk about their favourite places to shop.  - Ask some Ss to share their ideas with the class.  **Step 4: Judgement**  - T corrects any grammar and pronunciation mistakes if necessary.  - T gives feedback on their reports.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **5. Work in groups. Share your favourite shopping place with your group.**  ***\Suggested answers:***  ***You can conclude:***  - The name of the place  - The reason(s) why you like it.  **\* Home assignment**  - Learn the ways to make complaints by heart.  - Write a paragraph of 50-70 words about your favourite shopping place.  - Do Exercise ………..page ……Unit 8/Workbook |

**V. FEEDBACK:**

With 8A ………………………..………………………………………………………………..…

With 8B ………………………………………...……………………………………..……………

With 8C ……………………………………………………………………………………….……

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| TA8 ***Tiết thứ:***  **UNIT 8: SHOPPING**  **Lesson 5: Skills 1 P88-89** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 8A | ...../01/2024 |  |
| 8B | ...../01/2024 |  |
| 8C | ...../01/2024 |  |

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

- recognize reading skills for specific information and general information about the reason(s) people go shopping.

- remember the lexical items related to the reason(s) people go shopping.

- recognize how to make a conversation to ask and answer about a new shopping centre and

**1. Knowledge:**

***+ Vocabulary:*** customer (n); try on (v); decoration (n); wander (v).

***+ Language:***

***+ Pronunciation:*** Sounds: /sp / and /st/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

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

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - raise ss’ awareness of shopping places and the reason(s) people go shopping.; Have a good attitude to going shopping to a shopping place. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (3’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To elicit from Ss some reasons why they go shopping  **b. Content:**  **-** Have Chatting activities to elicit some reasons why Ss go shopping  **c. Product:**  **-** Having a chance to speak English and focus on the topic of the lesson.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting:**  **Step 1: Task delivering**  - Ask ss two questions to elicit from ss the reasons why they go shopping.  *+ Do you like shopping?*  *+ How often do you go shopping?*  *+ Why do you go to shopping centers?*  **Step 2: Task performance**  - Ss’ observation  **Step 3: Report and discussion**  - Ss discuss the reasons why they go shopping  - Ss look at SKILLS 1 on page 88-89.  **Step 4: Judgement**  **-** T listens to ss’ answers and gives feedback. | Observation  Questions & answers  Student’s talk  **Expected answers:**  *- Yes/ No*  *- I go shopping twice a week/ every day….*  *- I like shopping because….* |
| **2. KNOWLEDGE FORMATION (10’-IW, PW, GW)**  **a. Objectives:**  - To set the context for the reading;  - To introduce some new words  - To help Ss reflect on the reason(s) they go shopping.  **b. Content:**  **-** Learn some new words.  - Read the list of the reason(s) people go shopping and tick.  **c. Product:**  **-** Know more new words and some reason(s) people go shopping.  **d. Implementation:** | |
| **PRE-READING**  **Step 1: Task delivering**  - Teacher asks ss to look through the text and pay attention to the underlined words.  **Step 2: Task performance**  - Ss’ observation  - Ss guess the meaning of the new vocabulary through context.  **Step 3: Report and discussion**  - Listen and repeat.  - Student’s talk  **Step 4: Judgement**  - Teacher confirms the answers then gets ss to read orally and take notes of all the four words in their notebooks.  **Task 1: Read the list below and tick (v) the most common reason(s) why you go shopping.**  **Step 1: Task delivering**  **-** Have Ss work individually.  - Ss read the words and phrases and tick the one(s) that is / are correct for them.  **Step 2: Task performance**  - Ss’ observation  - Ss read the list below and tick (v) the most common reason(s) why you go shopping.  **Step 3: Report and discussion**  - Call on some Ss to share their answers with the class.  - Student’s talk  **Step 4: Judgement**  - Teacher listens to students’ pronunciation and gives feedback. | **\* Vocabulary**  1. customer (n): khách hàng  2. try on (v): thử (quần áo)  3. decoration (n): đồ trang trí  4. wander (v): lang thang  **1: Read the list below and tick (v) the most common reason(s) why you go shopping.**  **Expected answers:** |
| **3. PRACTICE (20’ - IW, PW, GW)**  **a. Objectives:**  - To help Ss develop their reading skill for specific information (scanning)  **b. Content:**  **-** Read the conversation about the reasons why people go shopping and decide choose the best answer to the questions and fill in the gaps.  **c. Product:**  **-** Understanding the text about the reasons why people go shopping by choosing the correct answer to the questions and filling in the gaps.  **d. Implementation:** | |
| **\* WHILE-READING**  **Task 2. Read the passage and choose the correct answer A, B, or C.**  **Step 1: Task delivering**  - Have Ss read the text in detail first.  - Ss read each question and choose the correct answer for it.  **Step 2: Task performance**  - Ss’ observation  - Ss find the information in the reading text.  **Step 3: Report and discussion**  - Call on some Ss to share their answers.  - Ask them where they find the information for their answers.  - Student’s talk  **Step 4: Judgement**  - Confirm the correct answers as a class. Explain if needed.  **Task 3. Fill in each blank with ONE word from the passage.**  **Step 1: Task delivering**  - Ask Ss to read each sentence carefully, then refer to the text to look for the answer.  **Step 2: Task performance**  - Ss’ observation  - Ss complete the task.  **Step 3: Report and discussion**  - Call on some Ss to share their answers with the class. Ask them where they find the information for their answers.  - Ss compare their answers in pairs and discuss if there are any differences in their answers.  **Step 4: Judgement**  - Confirm the correct answers as a class..  - T checks the answers as a class and give feedback | **2. Read the passage and choose the correct answer A, B, or C.**  **Expected answers:**  1. C  2. A  3. B  4. B  5. A  **3. Fill in each blank with ONE word from the passage.**  **Expected answers:** |
| **4. APPLICATION / PRODUCTION (15 - IW, PW, GW)**  **a. Objectives:**  - To help Ss practise asking and answering questions for information about a new shopping center  - To provide an open opportunity for Ss to talk about a shopping place in their own area.  **b. Content:**  - Practise asking and answering questions for information about a new shopping center;  - Practise talking about a shopping place in their own area.  **c. Product:**  - Speak about a new shopping center and a shopping place in their own area.  **d. Implementation:** | |
| **\* POST-READING**  **Task 4. Work in pairs. Ask and answer about a new shopping centre**  **Step 1: Task delivering**  - Ask Ss to work in pairs, each having their card (A or B).  - Make sure that they know how to work with the cards.  - Allow them some time to prepare the questions and to read the information for the answers.  **Step 2: Task performance**  - Ss’ observation  - Ss work in pairs  - Ss ask and answer about the new shopping centre.  - T goes around and monitors. Give help if needed.  **Step 3: Report and discussion**  - Call on some Ss to share their conversation with the class.  **-** Student’s talk  **Step 4: Judgement**  Comment on their conversation.  - This activity helps prepare Ss for 5.  **Task 5. Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner’s answers and report them to the class.**  **Step 1: Task delivering**  - Have Ss work in pairs.  - Ask Ss to reflect on the conversation in 4 and read the suggestions for 5.  - Allow Ss some time to carry out their conversation. Remind them to take notes of their partner’s answers. Go round and offer help if needed.  **Step 2: Task performance**  - Ss’ observation  - Ss work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area.  **Step 3: Report and discussion**  - Call on some Ss to report to the class what they find out about their partner’s shopping place.  **Step 4: Judgement**  Comment on their presentation.  - T asks the class to give feedback on their questions and answers, and pronunciation.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* SPEAKING**  **4. Work in pairs. Ask and answer about a new shopping centre**    **Suggested questions:**  *1. Where is the new shopping centre?*  *2. How many shops are there / does it have?*  *3. What kind of entertainment does it offer / have / can we find there?*  *4. What are its opening hours?*  *5.What date does the shopping centre open?*  **5. Work in pairs. Ask and answer about a shopping centre, a supermarket, or an open-air market in your area. Take notes of your partner’s answers and report them to the class.**  **Expected answers:**    **\* Home assignment**  - Learn the new words by heart.  - Make a speech introducing a new shopping centre in your city.  - Do Exercise ………..page ……Unit 8/Workbook |

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| TA8 ***Tiết thứ:***  **UNIT 8: SHOPPING**  **Lesson 6: Skills 2 P89** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 8A | ...../02/2024 |  |
| 8B | ...../02/2024 |  |
| 8C | ...../02/2024 |  |

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

- recognize listening skills for specific information about online shopping.

- remember the lexical items related to online shopping.

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

**1. Knowledge:**

***+ Vocabulary:*** access (n); purchase (v); shipping (n); overshopping (v).

***+ Language:***

***+ Pronunciation:*** Sounds: /sp / and /st/

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

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

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - raise ss’ awareness of shopping places and the reason(s) people go shopping.; Have a good attitude to going shopping to a shopping place. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To help ss focus on the listening writing topic  **b. Content:**  **-** Have a Chatting activity to elicit what people need when doing online shopping.  **c. Product:**  **-** Having a chance to speak English and focus on the topic of the lesson.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting:**  **Step 1: Task delivering**  - Ask ss two questions to elicit from ss the reasons why they go shopping.  *Have you ever shopped online?*  *What do you need to shop online?*  **Step 2: Task performance**  - Ss’ observation  **Step 3: Report and discussion**  - Ask Ss to discuss the reasons why they go shopping  - Ask Ss to look at SKILLS 2 on page 89.  **Step 4: Judgement**  **-** T check ss’ answers and gives feedback. | Observation  Questions & answers  Student’s talk  **Expected answers:**  *- Yes/ No*  *- To shop online, we need…* |
| **2. KNOWLEDGE FORMATION (10’-IW, PW, GW)**  **a. Objectives:**  - To help Ss focus on the topic and prepare for the listening text.  - To help Ss brainstorm keywords/phrases for listening.  - To set the context for the listening;  **b. Content: -** Learn some new words.  **c. Product: -** Know more new words  **d. Implementation:** | |
| **\* PRE-LISTENING**  **Vocabulary pre-teaching**  **Step 1: Task delivering**  - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary by pictures or explanation  **Step 2: Task performance**  - Ss’ observation  - Teacher reveals that these four words will appear in the listening text and asks students to open their textbooks to discover further.  **Step 3: Report and discussion**  - Listen and repeat.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ pronunciation.  **Task 1. Work in pairs. Discuss and tick (🗸) the things related to online shopping.**  **Step 1: Task delivering**  - Have Ss work individually.  - Ask Ss to read the word and phrases and tick the one(s) they think is / are correct.  **Step 2: Task performance**  - Ss’ observation  - Ss read the word and phrases and tick the one(s) they think is / are correct.  **Step 3: Report and discussion**  - Call on some Ss to share their answers.  - Student’s talk  **Step 4: Judgement**  - Teacher listens to students’ pronunciation and gives feedback. | **\* Vocabulary:**  1. access (n)  2. purchase (v)  3. shipping (n)  4. over shopping (v)  **1. Work in pairs. Discuss and tick (🗸) the things related to online shopping.**  **Expected answers:** |
| **3. PRACTICE (20’-IW, PW, GW)**  **a. Objectives:**  - To improve Ss’ skill of listening for specific information.  - To improve Ss’ listening comprehension and note-taking skills.  **b. Content:**  - Listen to a talk and fill in each blank.  **-** Listen to the talk and choose the correct answer  **c. Product:**  **-** Understanding the talk about online shopping.  **d. Implementation:** | |
| **\* WHILE- LISTENING**  **Task 2. Listen to a talk about online shopping and fill in each blank with a suitable word.**  **Step 1: Task delivering**  - Have Ss read the sentences carefully and decide what information they need to fill in each blank.  - Play the recording for Ss to do the task.  **Step 2: Task performance**  - Ss’ observation  - Ss read the sentences  - Listen to the recording.  **Step 3: Report and discussion**  - Have Ss share their answers in pairs.  - Invite some Ss to share their answers with the class.  - Student’s talk  **Step 4: Judgement**  - Confirm the correct answers as a class.  - Play the recording again if needed, stopping at places where Ss are having difficulties.  **Task 3. Listen again and choose the correct answer A, B, or C.**  **Step 1: Task delivering**  - Have Ss read the sentences carefully and choose the correct answer A, B, or C.  - - Play the recording again for Ss to do the task.  **Step 2: Task performance**  - Ss’ observation  - Ss read the sentences  - Listen to the recording.  **Step 3: Report and discussion**  - Ss do the task individually.  - Invite some pairs to share their answers with the class.  - Student’s talk  **Step 4: Judgement**  - Confirm the correct answers as a class.  - Play the recording again if needed, stopping at the place where Ss are having difficulties.  - T checks the answers as a class and gives feedback. | **2. Listen to a talk about online shopping and fill in each blank with a suitable word.**  **Expected answers:**  1. service  2. seller’s  3. money  4. shipping  5. shopaholic  **3. Listen again and choose the correct answer A, B, or C.**  **Suggested answers:**  1. When you shop online, you can pay\_\_\_\_\_\_ ways.  A. one **B. two**  C. three  2. The talk does NOT describe online shopping as\_\_\_\_\_\_\_.  A. convenient B. ease  **C. interesting**  3. The talk is mainly about \_\_\_\_\_\_\_ of online shopping.  A. always B. sometimes **C. rarely** |
| **4. APPLICATION/PRODUCTION (15’-IW, PW)**  **a. Objectives:**  - To provide Ss with vocabulary and ideas about the advantages and disadvantages of different types of shopping.  - To improve ss’ skill of writing a paragraph about the advantages and disadvantages of a type of shopping.  **b. Content:**  - Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.  - Write a paragraph about the advantages or disadvantages of a type of shopping.  - Home assignment.  **c. Product:**  - Know the advantages and disadvantages of different types of shopping.  - Write a paragraph about the advantages or disadvantages of a type of shopping.  - Take note home assignment.  **d. Implementation** | |
| **\* POST-LISTENING**  **Task 4. Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.**  **Step 1: Task delivering**  - Have Ss work in pairs.  - Allow Ss some time to discuss and take notes of the advantages and disadvantages of the type of shopping they have chosen.  **Step 2: Task performance**  - Ss’ observation  - Ss read the list and choose the one they would like to talk about.  **Step 3: Report and discussion**  - Remind them to listen for the structures and expressions. Move around to oﬀer help if needed.  - Invite some Ss to share their answers to the class.  - Student’s talk  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **Task 5. Write a paragraph (80-100 words) about the advantages or disadvantages of a type of shopping. Use the ideas in 4.**  **Step 1: Task delivering**  - Ask Ss to read the notes of their discussion in **4**.  - Allow them some time to write out the paragraph. Go round and offer help if needed.  **Step 2: Task performance**  - Ss’ observation  - Ss write a paragraph (80-100 words) about the advantages or disadvantages of a type of shopping.  **Step 3: Report and discussion**  - Call on some Ss to read aloud their writings to the class.  - Student’s talk  **Step 4: Judgement**  - Comment on their writings.  - T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* WRITING**  **4. Work in pairs. Choose a type of shopping from the list. Discuss and take notes of its advantages and disadvantages.**  **Suggested answers:**  1. Shopping online  2. Shopping at a supermarket  3. Shopping at an open-air market.  **5. Write a paragraph (80-100 words) about the advantages or disadvantages of a type of shopping. Use the ideas in 4. Suggested answers:**  **You can use the suggestions below:**  *Shopping…….. is interesting/ convenient/ safe/ ………*  *Firstly, ……*  *Secondly, …..*  **Sample writing:**  *I often go shopping at the open-air market near my house. However, there are some things I don’t like about it. First, it is outdoor. On rainy or hot days, it is uncomfortable to shop. Secondly, the sellers usually ask for a higher price than the value of the goods and you have to bargain. It’s not easy if you don’t know the actual price of an item. Another disadvantage is hygiene. Fresh products like vegetables are often not very clean.*  **\* Home assignment**  - Do Exercise ………..page ……Unit 8/Workbook. |

**V. FEEDBACK:**

With 8A …………………………..……………………………………………………………..…

With 8B …………………………………………...…………………………………..……………

With 8C ………………………………………………...…………………………………….……

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| TA8 ***Tiết thứ:***  **UNIT 8: SHOPPING**  **Lesson 7: Looking back - Project P90-91** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 8A | ...../02/2024 |  |
| 8B | ...../02/2024 |  |
| 8C | ...../02/2024 |  |

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

- Repeat and distinguish the uses of adverbs of frequency

- Memorize the use of the present simple with future actions

- Memorize some words related to shopping and online shopping.

**1. Knowledge:**

***+ Vocabulary:*** Reviewwords related to the topic SHOPPING

***+ Language:*** Review

***+ Pronunciation:*** Review

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

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

- Sts can introduce themselves or one another fluently.

**3. Qualities:** - consolidate ss’ awareness of shopping and online shopping. Have a positive attitude toward shopping places and dream shopping place. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

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| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson;  - To help ss focus on the listening writing topic  **b. Content:**  **-** Have ss play the game “Kim’s game”  **c. Product:**  **-** Having a chance to speak English and focus on the topic of the lesson.  **d. Implementation:** | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Kim’s game:**  **Step 1: Task delivering**  **-** T asks students to work in groups of three or four students  - Get ss to watch a video clip and try to remember all types of shops mentioned in the clip without taking notes.  **Step 2: Task performance**  - Ss’ observation  - After finishing watching the clip, ss write down as many stores/ shops as possible.  **Step 3: Report and discussion**  - T gets ss to swap the posters among groups and give correction after T shows the answers.  - The group with the most correct answers will win.  **Step 4: Judgement**  - T leads in the lesson.  **-** T check ss’ answers and gives feedback | **Suggested answers:**  *1. bakery*  *2. fruit store*  *3. butcher shop*  *4. fish market*  *5. pastry shop*  *6. flower shop*  *7. shoe shop*  *8. toy store*  *9. stationery shop*  *10. book store*  *11. hardware store*  *12. jewelry store*  *13. pharmacy* |
| **2. VOCABULARY (10’-IW, PW)**  **a. Objectives:**  - To help Ss review the vocabulary learnt.  - To help Ss use the vocabulary items in a new context.  **b. Content:**  **-** review some new words related to the topic  - review adverbs of frequency and present simple with future meaning  **c. Product:**  **-** Remember the vocabulary learnt  - Remember adverbs of frequency and present simple with future meaning  **d. Implementation:** | |
| **Task 1. Match the words and phrases (1-5) with the meanings (a-e).**  **Step 1: Task delivering**  - Have Ss do this activity individually.  - Ask Ss to read the words and phrases (1 - 5) and the meanings (a - e) and match them.  **Step 2: Task performance**  - Ss’ observation  - Ss match the words and phrases (1-5) with the meanings (a-e).  **Step 3: Report and discussion**  - Allow them to compare their answers with their partners.  - Call on some Ss to share their answers with the class.  - Student’s talk  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **Task 2. Complete the sentences with the words and phrases from the box.**  **Step 1: Task delivering**  - Have Ss do this activity individually.  - Ask Ss to read the sentences carefully, then refer to the words and phrases in the box to choose the correct answers.  **Step 2: Task performance**  - Ss’ observation  - Ss complete the sentences with the words and phrases from the box.  **Step 3: Report and discussion**  - Allow Ss to compare their answers with their partners.  **Step 4: Judgement**  - Confirm the correct answers as a class. | **1. Match the words and phrases (1-5) with the meanings (a-e).**  **Suggested answers:**    **2. Complete the sentences with the words and phrases from the box.**  **Suggested answers:**  1. on sale  2. bargain  3. Internet access  4. home-grown  5. offline |
| **3. GRAMMAR (10’-IW, PW, GW)**  **a. Objectives:**  - To help Ss revise the use of adverbs of frequency in a new context.  - To help Ss revise the use of the present simple with future actions.  **b. Content:**  **-** review some new words related to the topic  - review adverbs of frequency and present simple with future meaning  **c. Product:**  **-** Remember the vocabulary learnt  - Remember adverbs of frequency and present simple with future meaning  **d. Implementation:** | |
| **Task 3. Complete each sentence with a suitable adverb of frequency.**  **Step 1: Task delivering**  **-** Have Ss do this activity individually.   * Ask Ss to read the sentences and decide which adverb of frequency to use for each sentence.   **Step 2: Task performance**  - Ss’ observation  - Ss complete each sentence with a suitable adverb of frequency.  **Step 3: Report and discussion**  **-** Call on some Ss to share their answers with the class.  - Student’s talk  **Step 4: Judgement**  - Confirm the correct answers as a class.  **Task 4. Use the correct tense and form of the verbs in brackets to complete the sentences.**  **Step 1: Task delivering**  Ask Ss to read each sentence carefully and decide which tense to use.  **Step 2: Task performance**  - Ss’ observation  - Ss complete the sentences using the correct tense and form of the verbs in brackets.  **Step 3: Report and discussion**  - Call on some Ss to read their answers and explain their choices.  **Step 4: Judgement**  - Confirm the correct answers as a class. Explain if needed.  - Teacher checks students’ answers and corrects Ss’ language and pronunciation if necessary. | **3. Complete each sentence with a suitable adverb of frequency.**  **Suggested answers:**  1. always  2. always – usually  3. never  4. often / usually  5. rarely  **4. Use the correct tense and form of the verbs in brackets to complete the sentences.**  **Suggested answers:**  1. leaves  2. is  3. can use  4. lasts  5. don’t have |
| **4. PROJECT (20’-IW, PW, GW)**  **a. Objectives:**  - To help Ss brainstorm ideas about a shopping place ss would like to have in their neighbourhood;  - To encourage Ss to use their imagination to design a dream shopping place.  - To improve Ss’ teamwork and public speaking skills.  **b. Content:**  **-** Imagine a shopping place ss would like to have in their neighbourhood;  - Draw a picture or find a picture similar to that shopping place.  - Present the picture to the class  - Home assignment.  **c. Product:**  **-** Present the picture of a shopping place ss would like to have in their neighbourhood.  - Take note home assignment.  **d. Implementation:** | |
| **Step 1: Task delivering**  - Have Ss work individually.  - Ask Ss to read the instructions and suggestions carefully.  - Encourage Ss to use their imagination to develop a dream shopping place that they would like to have.  - Ss Imagine a shopping place you would like to have in your neighbourhood.  **Step 2: Task performance**  - Ss draw it or find a picture similar to it.  - Ask Ss to find or draw a picture to illustrate their dream shopping place.  - Provide Ss an opportunity to present their ideas to the class.  **Step 3: Report and discussion**  - T ask 2 or 3 groups to present their picture.  - 1 or 2 students of each group will present in front of the class  **Step 4: Judgement**  - Ss listen and give feedback to each group’s presentation.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **1. Imagine a shopping place you would like to have in your neighbourhood.**      **Suggested answers:**  - The name of the shopping place.  - How beautiful/convenient it is.  - Range of products/ services/ entertainment it offers.  What is special about it.  **\* Home assignment**  - Reviewing vocabulary in Unit 8  - Reviewing present simple and adverbs of frequency  - Do Exercise…..page……Unit 8/Workbook. |

**V. FEEDBACK:**

With 8A ………………………..………………………………………………………………..…

With 8B ………………………………………...……………………………………..……………

With 8C ……………………………………………………………………………………….……