Date of preparing: 1/12/2024 **Period: 40**

Date of teaching: 3/12/2024 **Week: 14**

UNIT 5: OUR CUSTOMS AND TRADITIONS

Lesson 7: Project

I. Objectives

1. Knowledge: By the end of this unit students can:

a. Skills:

Speaking**:** talk about a custom or tradition

b. Language:

Vocabulary: use some vocabulary about a custom or tradition

Grammar: use the present simple tense to talk about a custom or tradition

2. Competence

Students can talk about a custom or tradition in front of the class

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book English 8, ppt file, pictures of a custom or tradition.

III. Procedure

Activity: Project presentation (40 minutes)

Goal	The activity aims at presenting a project a custom or tradition
Input	**PROJECT** **LOCAL CUSTOMS AND TRADITIONS** **Work in groups.** **1** **Choose a custom or tradition practised in your home town.** **2** **Search for information about that custom or tradition. You can ask your parents or grandparents about it.** **Use the following guiding questions:** - What is the custom / tradition? - Who practises it? - Where and when do people practise it? - What do people do? - Why do people practise that custom / tradition? **GROUP DIVISION** *(Here are report samples (samples 1, 2, 3, 4) teacher can use to guide students to work well and check their work)* Group: ..... Secondary school: ..... Class: ..... Group members' full names | Responsibilities | Contents need doing | Time to finish

GROUP'S TIME
THE SCHEDULE OF THE GROUP, GROUP MEETING, PLANNED REPORT DATE WITH TEACHER

The title of the project: .....

Group: .....

Secondary school: ..... Class: .....

Full name: .....

Time	What you did	Who you work with	Where	Group evaluation

INDIVIDUAL REPORT

The title of the project: .....

Group: .....

Secondary school: ..... Class: .....

Full name: .....

Time	What to do	Work with whom	Where	Self- evaluation

TEACHER'S REPORT

Secondary school: .....

Class: .....

Student	Project's title	Problems students find unclear	Teacher's answers

GROUP'S ATTENDANCE ASSESSMENT FORM

Group: .....

Class: .....

Order	Criteria	Marks				Comments and evaluation
		3	2	1	0	
1	Define the tasks of the project.					
2	Assign detailed tasks to group members.					
3	Plan for expense used for the project.					
4	Individuals and group members complete the assigned tasks.					
5	Create an effective product.					
6	Complete and fill in the study reports of the projects.					
7	Present the reports clearly, fluently, interestingly.					
8	Students present the projects clearly, coherently, show their knowledge applied in doing the projects.					

Outcome	Today we would like to talk about the tradition of making Chung cake for Tet. For the Vietnamese, Chung cake is a Vietnamese traditional food to express gratitude to their ancestors and homeland. Wrapping Chung cake is an opportunity for family members to come together. Nowadays, in some big cities, the busy lifestyle of modern society prevents people from preparing the cake by themselves. They can buy Chung cakes at the market instead. However, the habit of worship ancestors never changes. That's all about our presentation. Thank you for your listening.
Procedure	- Ask Ss to work in group to choose a tradition or custom practiced in their hometown and search for information about that custom or tradition. - Ask Ss to use the guiding questions to find out information easily. - Ask each group present the report to the whole class. - Ask Ss to listen to the presenting groups and do the group's attendance assessment form.

Wrap-up: (5 minutes)

- Ask Ss to summarize 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.
- Ask Ss to complete the self-assessment table.
- Identify any difficulties, weak areas, and provide further practice.
- Ask students to prepare unit 6 part getting started at home

Now I can ...	✓	✓✓	✓✓✓
• use the words related to leisure activities and expressions about likes and dislikes. • pronounce the sounds /ʊ/ and /u:/ correctly in words and sentences. • use verbs of liking / disliking followed by gerunds and / or *to*-infinitives to talk about likes and dislikes. • invite and accept invitations. • read about leisure activities with family. • talk about leisure activities with family. • listen about leisure activities with friends. • write an email about leisure activities with friends.			

Date of preparing: 1/12/2024 **Period: 41**

Date of teaching: 3/12/2024 **Week: 14**

Lesson 1: UNIT 6: LIFESTYLES

Lesson 1: Getting started – Lifestyle differences.

I. Objectives

1.Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill*

Speaking: tell everyone about different lifestyles

- *Sub- skills*:

Reading: read for specific information about different lifestyles

Listening: listen for specific information about different lifestyles

Writing: outline some vocabulary and grammar items related to the topic

b. Language:

Vocabulary: name some vocabulary about different lifestyles

Grammar: Future simple

First conditional

2. Competence

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities.

3. Attitude

Students can tell everyone about different lifestyles and show the respect about the lifestyles of Viet Nam and other countries around the world.

II. Teaching aids (& materials)

Student book TA 8, ppt file, pictures of different lifestyles

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	"**DIFFERENT LIFESTYLES**"
Procedure	- Teacher shows students a video of different ways of greetings and asks students to guess what the video is about. - Use some questions to lead in the lesson. - Get the answers from the students. Write the unit title on the board *Lifestyles – Lifestyle differences*. Let Ss open their books and start the lesson. ***Video link:*** ***Greetings From Around the World | Tr...*** *Suggested questions:* - What is the video about? - In Viet Nam, how do two men greet each other when they meet? - Do people in Thailand shake hands when meeting?
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: → About ways of greetings around the world. → They shake hands or say hello.

	→ No. They greet each other with a “Wai” and say “Sawadee”.

Activity 2: Teaching new words (10 minutes)

Goal	The activity aims at providing students with vocabulary and helping students well-prepared for the listening and reading tasks.
Input	1. greet (v) : chào, chào hỏi 2. greeting (n): lời chào 3. serve (v): phục vụ 4. lifestyle (n): lối sống 5. street food (n): thức ăn đường phố 6. in a hurry : đang vội 7. common practice : thông lệ 8. in the habit of : có thói quen làm gì
Procedure	– follow steps of teaching new vocabulary - use “Rub out and remember” to check vocabulary
Outcome	1. Ss have certain vocabulary for the listening and reading tasks. 2. eight new words

Activity 3 : Eliciting the conversation, vocabulary, sounds, and grammar points (5 minutes)

Goal	The activity aims at setting the context for the introductory conversation and introducing the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.
Input	*GETTING STARTED- Lifestyle differences*
Procedure	Ask Ss to look at the pictures and answer the questions 1. What do you think Nam and Tom are talking about? 2. Can you name the activity in each picture? - Introduce the two characters: Nam and Tom. Explain that they are friends, and they’re having a conversation about lifestyle differences. - Play the recording twice for Ss to listen and read along. Have Ss underline the words that are related to the unit topic while they are listening and reading. - Invite some pairs of Ss to read the conversation aloud.
Outcome	1. Ss understand the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt. 2. Expected answer**:** - *They are talking about lifestyles and lifestyle differences.* - *Having/Eating breakfast on the street, going out for breakfast, eating breakfast at home, buying and selling food on the roadside, buying food in a store or a restaurant…*

Activity 4 : Reading the dialogue(5 minutes)

Goal	The activity aims at helping Ss understand some details of the conversation.

Input	**2. Read the conversation again and complete the table.** **In Nam's country** – Students greet teachers by their title. – People eat breakfast (2) _____. – People buy and sell food on the roadside. **In Tom's country** – Students refer to their teachers as Mr, Mrs, or Miss and their teachers' (1) _____. – People eat breakfast at home. – People often buy food in a (3) _____.
Procedure	- First, ask Ss to read the sentences and fill in the blanks with missing words. - Elicit the answers from Ss. Quickly write these answers on the board. - Now have them read the conversation again to check their answers. - Allow them to share answers with a partner . - Confirm the correct answers.
Outcome	1. Ss understand the conversation 2. Key: 1. surnames 2. on the street 3. store / restaurant

Activity 5 : Introducing vocabulary (5 minutes)

Goal	The activity aims at helping Ss become acquainted with the new vocabulary and some collocations in the unit.
Input	3. **Complete the sentences with the words and phrases from the box.** greet / practice / lifestyle / serve / in the habit of 1. A balanced diet and exercise are important for a healthy _____. 2. Handshaking, bowing, and hugging are some of the ways in which people _____ one another. 3. Waiters and waitresses _____ food in restaurants. 4. Going out for breakfast has become a common _____ in this city. 5. My mum is _____ keeping everything in the kitchen bright and clean.
Procedure	_ Have Ss read the sentences and find the words and phrases in the box to fill in the gaps – Ask Ss work individually, then compare their answers with a partner. – Invite some Ss to go to the board and write their answers. – Confirm the correct answers. – Have Ss practise saying the word and phrases again
Outcome	1. Ss remember some words and collocations related to the topic 2. – Key 1. lifestyle 2. greet 3. serve 4. practice 5. in the habit of

Activity 6 : Label the pictures (5 minutes)

Goal	The activity aims at revising the vocabulary related to the topic *Lifestyles*.
Input	**4. Label each picture with a word**

	or phrase from the box 1. _____ 2. _____ 3. _____ 4. _____ 5. _____
Procedure	– Have Ss work in pairs and write the words /phrases from the box under the right pictures – Ask for Ss' answers and confirm the correct ones. – Have some Ss read each word /phrase correctly. Correct the pronunciation if necessary.
Outcome	1. street food 2. food in restaurants 3. pizza 4. online learning 5. greeting

Activity 7 : Greetings around the world (5 minutes)

Goal	The activity aims at helping Ss get to know about greetings around the world.
Input	**5. QUIZ : Greetings around the world**
Procedure	- 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. - Explain clearly if they do not know the answers
Outcome	1. Ss expand their knowledge about greetings around the world. 2. Expected answer: 1. A, 2. B, 3. B, 4. B, 5. A

Wrap-up: (5 minutes)

– Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.

– Ask Ss to say aloud some words they remember from the lesson.

– T may show the dialogue and highlight the collocations related to the topic. Tells Ss that they will learn these language points in the upcoming lessons.

Date of preparing: 4/12/2024 **Period: 42**

Date of teaching: 6/12/2024 **Week: 14**

Lesson 2 : UNIT 6: LIFESTYLES - A CLOSER LOOK 1

Timing: 1 period (45 minutes)

I. Objectives

1.Knowledge: By the end of this unit students can:

a. Skills:

- *Main skill:*

Speaking: pronounce the sounds /br/ and /pr/ correctly in sentences

- *Sub- skill*:

Listening: listen for the sounds /br/ and /pr/

b. Language:

- Vocabulary: use the lexical items related to *Lifestyles*
- Pronunciation: correctly pronounce words that contain the sounds: /br/ and /pr/

2. Competence

Students can pronounce the sounds /br/ and /pr/correctly in sentences and tell everyone about different lifestyles.

3. Attitude

Students can develop communication skills and creativity, be collaborative and supportive in pair work and teamwork and actively join in class activities

II. Teaching aids (& materials)

Student book TA 7, p.p.t file, pictures of different lifestyles

III. Procedure

Activity 1: Setting the scene (5 minutes)

Goal	The activity aims at creating an active atmosphere in the class before the lesson and leading into the new unit
Input	*Matching*
Procedure	- Show some pictures Ss learnt in the previous lesson. Ask Ss to match the words/phrases with correct pictures. Lead to this lesson which focuses on the activities
Outcome	1. Ss have an exciting atmosphere to start the lesson 2. Expected answers: 1. street food 2. food in restaurants 3. pizza 4. online learning 5. greeting

Activity 2 : Teaching some words and collocations related to the different aspects of different lifestyles (10 minutes)

Goal	The activity aims at presenting some words and collocations related to the different aspects of different lifestyles

Input	 1. dogsled (n) : xe trượt tuyết, chó kéo 2. making crafts : làm hàng thủ công 3. native art (n): tác phẩm nghệ thuật bản địa 4. weaving (n) : sự dệt (vải), đan (rổ, rá) 5. tribal dance (n): điệu nhảy của bộ tộc, bộ lạc
Procedure	– Tell Ss to look at the pictures and name them if possible – Have Ss to work in pairs. Tell them to match the words and phrases on the left with the pictures on the right – Check and confirm the correct answers. – Have Ss read the words and phrases aloud. Correct their pronunciation if necessary. - Be sure that Ss can understand the meaning of words and phrases.
Outcome	Key: **1. e 2. d 3. c 4. a 5. b**

Activity 3 : Practicing on how to use the words and phrases. (5 minutes)

Goal	The activity aims at practicing on how to use words and phrases related to the topic *Lifestyles* in context.
Input	**2. Complete the sentences with the words and phrases from the box.** tribal dances / weaving / dogsled / making crafts / native art 1. The traditional craft of the villagers is _____ bamboo baskets. 2. We all joined in the _____ when we attended the local festival. 3. The gallery in the city centre has an excellent collection of _____. 4. Hoa is very keen on _____. She loves to knit gloves after school. 5. The _____ is still used as a means of transport in Alaska today.
Procedure	– Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences and fill in the blanks with the words in the box. - Ask Ss to look for clues so that they can choose the correct words and phrases to complete the sentences. – Let them share their answers in pairs. Invite some Ss to give the answers and confirm the correct ones. - Call some Ss read the sentences aloud
Outcome	1. **Key:** 1. weaving 2. tribal dances 3. native art 4. making crafts 5. dogsled

Activity 4 : Practicing on how to use the words and phrases (5 minutes)

Goal	The activity aims at giving Ss further practice with words and phrases related to the topic *Lifestyles* in sentences.

Input	**3. Choose the correct answer A, B, or C to complete each sentence.** 1. The tribal women know how to _____ these threads into beautiful clothes. A. weave B. make C. cut 2. She comes from Korea, so her _____ language is Korean. A. modern B. native C. practical 3. Sticking out one's tongue was a way of greeting in _____ Tibetan culture. A. traditional B. leisurely C. simple 4. How do people _____ New Years in your country, Jack? A. practise B. keep C. celebrate 5. We like that restaurant: it _____ very delicious food. A. practises B. serves C. buys
Procedure	- Ask Ss work individually to finish the task. - Have Ss read the sentences and choose the correct options to complete the sentences. - Tell them to compare the answers with their partners. – Go around and give assistance if necessary and check their answers. – Confirm the correct answers as a class.
Outcome	1. Ss practise more on how to use words and phrases in sentences. 2. - Key 1. A 2. B 3. A 4. C 5. B

Activity 5 : Pronouncing the sounds (5 minutes)

Goal	The activity aims at helping Ss identify how to pronounce the sounds /br/ and /pr/ and practise pronouncing these sounds in words.
Input	**Pronunciation: /br/ and /pr/** **/br/**: bridge, broccoli, breakfast, algebra, celebrate **/pr/**: present, practise, precious, programme, express
Procedure	-Have some Ss read out the words first. - Show Ss the pronunciation video of this Unit: HƯỚNG DẪN PHÁT ÂM LỚP 8 - Unit 6: Life… -Then play the recording for them to listen and repeat the words they hear. Play the recording as many times as necessary -Explain to Ss that these words have the sounds /br/ and /pr/. Tell them the difference between the two sounds if needed. - Invite some Ss to say some other words they know that include the two sound
Outcome	1. Ss can identify how to pronounce the sounds /br/ and /pr/.

Activity 6 : Pronouncing the sounds /br/ and /pr/ (10 minutes)

Goal	The activity aims at helping Ss pronounce the sounds /br/ and /pr/ correctly in context.

Input	**5. Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with the sound /pr/.** 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.
Procedure	- 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. - Invite some Ss to share their answers. Confirm the correct ones -Play the recording again for Ss to repeat the sentences -Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud. Comment on their pronunciation of the sounds.
Outcome	1. Ss pronounce the sounds /Ʊ/ and /u:/ correctly in sentences. 2. 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.

Wrap-up: (5 minutes)

- Ask one or two Ss to tell the class what they have learnt. Draw Ss' attention to the objectives on the board or show them the slide with the objectives. Tick the objectives that have been learnt.
- Ask Ss to make some sentences with words and phrases they remember from the lesson
- Tell them the grammar point that they will learn in the following lesson.

DUYỆT CỦA TỔ TRƯỞNG **NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa Đỗ Thị Thu Hằng