**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)**

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| --- | --- |
| **Goal** | The activity aims at presenting a project a custom or tradition |
| **Input** |  |
| **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.

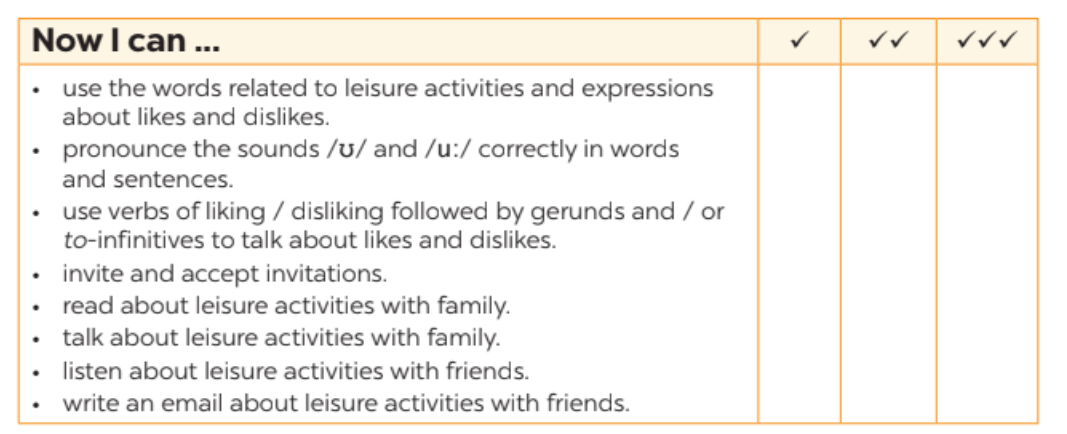
- Have Ss look at the objectives written on the board at the beginning of the lesson and tick the

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



**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)**

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| **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 | T***](https://www.youtube.com/watch?v=nANhSfCGAs4)***r…***  *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)**

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| **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)**

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| --- | --- |
| **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** | https://img.loigiaihay.com/picture/2023/0425/ex1-started-u6-ta8-global.png*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)**

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| --- | --- |
| **Goal** | The activity aims athelping Ss understand some details of the conversation. |
| **Input** | **2.** **Read the conversation again and complete the table.**   |  |  | | --- | --- | | **﻿In Nam’s country** | **﻿In Tom’s country** | | ﻿– Students greet teachers by their title.  – People eat breakfast  (2) \_\_\_\_\_\_\_\_\_\_\_\_\_\_.  – People buy and sell food on the roadside. | ﻿– 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)**

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| --- | --- |
| **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.**    in the habit of  lifestyle  practicee  serve  greet  **﻿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)**

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| --- | --- |
| **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)**

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| **Goal** | The activity aims athelping 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)**

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| --- | --- |
| **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)**

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| **Goal** | The activity aims at practicing on how to use words and phrases related to the topic *Lifestyles* in context.  **Complete the sentences with the words and phrases from the box.** |
| **Input** | **2.**  **﻿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.  weaving  making crafts  native art  dogsled  tribal dances |
| **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)**

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| --- | --- |
| **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)**

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| **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/** | **/pr/** | | ﻿bridge  broccoli  breakfast  algebra  celebrate | 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…](https://www.youtube.com/watch?v=oWgAfkyvZHc&list=PL8_ETpRL2xNZS5A2pZ5LE7Vbrk1jzDA6k&index=6)  -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)**

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| **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 b rother 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