

Week:.....

Period:.....

Date of planning : .../... / 2023

Date of teaching : .../... / 2023

UNIT 6: LIFESTYLES

Lesson 4: Communication

I. OBJECTIVES

By the end of this lesson, students will be able to gain:

1. Knowledge:

- Use the lexical items related to lifestyles
- Express certainty

2. Competences:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be ready and confident in real life conversations

II. MATERIALS

- Grade 8 textbook, Unit 6: Communication
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To lead into the new lesson.

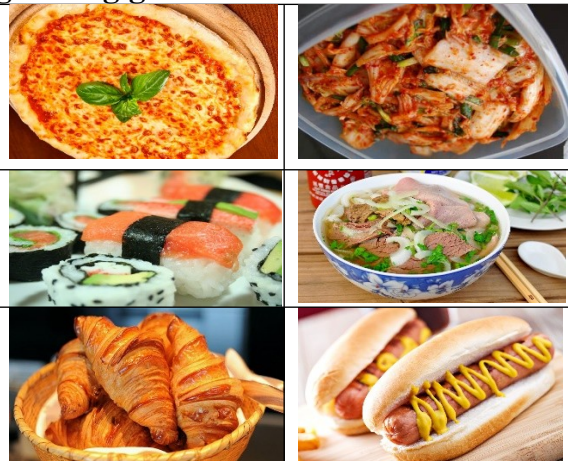
b. Content:

- Guessing game.

c. Expected outcomes:

- Ss review words related to the topic.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none">- Teacher divides Ss into 4 groups.- Teacher shows 6 pictures about cuisines in 2 minutes.- Ss look at the pictures, guess the names of cuisines in a minute.- Teacher asks 4 groups to write the answers on the board as fast as possible.- The group with the fastest and most correct words is the winner.	<p>guessing game</p> 

	Answer key: Pizza, kimchi, sushi, Pho Bo, croissant, hot dog.	

2. ACTIVITY 1: PRESENTATION (18 mins)

a. Objectives:

- To introduce ways of expressing certainty.
- To help Ss practise expressing certainty.

b. Content:

- Task 1: Listen and read the conversations. Pay attention to the highlighted sentences.
- Task 2: Work in pairs. Make similar conversations to express certainty in the following situations.

c. Expected outcomes:

- Students know how to use the structures to express certainty.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary (5 mins)	
<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary, using pictures and translation. - Teacher checks students' understanding with the "<i>What and where?</i>" technique. 	New words: <ol style="list-style-type: none"> 1. herb (n) 2. certainty (n) 3. certainly (adv) 4. sure (v)
Task 1: Listen and read the conversation. Pay attention to the highlighted parts. (6 mins)	
<ul style="list-style-type: none"> - Play the recording for Ss to listen and read the two dialogues between Tom and Nam, Alice and Mai at the same time. Ask Ss to pay attention to the questions and answers. - Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class. 	Structures to give opinions: <ul style="list-style-type: none"> - Sure - Yes, certainly
Task 2. Work in pairs. Make a similar conversation to express certainty in the following situations. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs to make conversations, using structures for giving opinions. - Ss use the structures given and make similar conversations about the following situations: <ul style="list-style-type: none"> + You ask your friend to help you with your Maths homework. + You say that Vietnamese love seafood. - Teacher asks some pairs to perform their conversations. - Teacher comments on their performance. 	Suggested conversation: Situation 1: A: Can you help me with my maths homework? B: Yes, certainly. / Yes, sure Situation 2: A: Vietnamese people love seafood. B: Yes, certainly. / Yes, sure

3. ACTIVITY 2: PRACTICE (13 mins)

a. Objectives:

- To provide students with more knowledge about the cuisine of different countries around the world through a quiz.
- To provide students with practice in talking about their opinions and giving reasons.

b. Content:

- Task 3: How much do you know about the cuisines of different countries?

Do the quiz to find out.

- Task 4: Work in groups. Read the two passages and discuss the questions below.

c. Expected outcomes:

- Students know about the cuisine of different countries around the world.
- Students can talk about their opinion and give reasons

d. Organisation:

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: How much do you know about the cuisines of different countries? Do the quiz to find out. (6 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pair, read the sentences carefully and choose the correct answers. - Give explanations if necessary. - Check their answers as a class. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. B 2. A 3. C 4. A 5. B
Task 4: Work in groups. Read the two passages and discuss the questions below. (7 mins)	
<ul style="list-style-type: none"> - Ss read the passages for a few minutes. Make sure they understand the main ideas, and explain if needed. - Ss work in groups. Each gives their preference (Italian or Indian food), and gives reasons. - T goes round the class to monitor. T corrects Ss' mistakes only when it is really necessary. <p>T calls on some Ss to perform the task in front of the class. T and other Ss listen and make comments.</p>	<p><i>Suggested questions and answers:</i></p> <ul style="list-style-type: none"> - I like Italian/ India food. Because it is tasty, ...

4. ACTIVITY 3: PRODUCTION (5mins)**a. Objectives:**

- To check students with practice in asking and answering about typical food in their area.

b. Content:

- Task 5: Work in groups. Talk about the typical food in your area. Discuss.

c. Expected outcomes:

- Ss can answer the questions about food.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENT
Task 5. Work in groups. Talk about the typical food in your area. (5 mins)	
<ul style="list-style-type: none"> - Have Ss work in groups, taking turns to ask and answer. - Let Ss think and give the answers. - Encourage them to say what they know and what they think. Their opinions may differ. - Call on some pairs to perform the task in front of the class. T and other Ss listen and make comments. 	<p><i>Suggested outcome:</i></p> <ul style="list-style-type: none"> - staple food: rice, corn, bread, ... - favourite food: pork, chicken, beef, fish, seafood, ... - foods eaten on special occasions: banh chung, moon cakes, sticky rice, ...

5. CONSOLIDATION (4 mins)

a. Wrap-up

- Teacher asks Ss to summarise the main points of the lesson.

b. Homework

- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 5 – Skills 1.