

**School: NLB Secondary School**

**Group: English**

**Week: 16**

**Period: 46**

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

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

## **UNIT 6: LIFESTYLES**

### **Lesson 5: Skills 1**

#### **I. OBJECTIVES**

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

##### **1. Knowledge**

- Read specific information about an interesting lifestyle and ways to maintain a traditional lifestyles in Alaska.

- Talk about maintaining traditional lifestyles;

##### **2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

##### **3. Personal qualities**

- Love reading and talking about traditional lifestyles in Alaska.

- Maintain traditional lifestyles in your area.

#### **II. MATERIALS**

- Grade 8 textbook, Unit 6, Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn, sachmem.vn*

#### **III. PROCEDURES**

##### **1. WARM-UP (5 mins)**

###### **a. Objectives:**

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

- To lead Ss into the new lesson.

- To provide Ss' some background knowledge about the topic of the reading text.

###### **b. Content**

- Asking and answering the questions

###### **c. Expected outcomes:**

- Students' understanding about interesting, strange lifestyles in Alaska and around the world.

###### **d. Organization**

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> <li>- Ask some Ss give examples about interesting, strange lifestyles/ cuisines around the world. Elicit answers from Ss.</li> <li>- Show a map on the board of Alaska. Ask them some questions:</li> <li>- Teacher leads into the new lesson</li> <li>- Introduce the objectives of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Ex: <ul style="list-style-type: none"> <li>+ Thais greet their elders by saying “sawadee” and slightly bowing to them, etc....</li> <li>+ cuisines: pasta, pizza, spaghetti, fish and chips....</li> </ul> </li> <li>- <i>What is it?</i></li> <li>- <i>What state of the USA it is?</i></li> </ul>

## 2. ACTIVITY 1: PRESENTATION (8 mins)

### a. Objectives:

- To help Ss understand and activate their knowledge of the topic;

### b. Content:

**Task 1: Work in groups. Look at the picture, and discuss what you know about Alaska.**

- Teacher shows pictures and asks students to find those in the passage.
- Teacher checks students' understanding with follow up questions.

### c. Expected outcomes:

- Students know how to use the target vocabulary
- know about Alaska

### d. Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 1: Work in groups. Look at the picture, and discuss what you know about Alaska.</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work in groups and discuss what they can see in the picture.</li> <li>- Ask Ss to say their answers in front of the class.</li> </ul> <p><i>(Encourage Ss to talk as much as possible. It is not important whether they give the right answers or not; it is important that they can speak in English).</i></p> <ul style="list-style-type: none"> <li>- Let them read the text again and check their</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <ul style="list-style-type: none"> <li>+ <i>Alaska: a state of the US (49th)</i></li> <li>+ <i>location: northwest of North America</i></li> <li>+ <i>population: over 700,000</i></li> <li>+ <i>climate: oceanic climate, very cold</i></li> <li>+ <i>native people: Alaskan Natives</i></li> <li>+ <i>languages: English 86.3%, Alaska Native languages</i></li> </ul>

answers.	
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### 3. ACTIVITY 2: PRACTICE (READING) (15 mins)

#### a. Objectives:

- To help ss develop the skill of predicting the meaning of new words using contexts and reading for details.(scanning)
- To help Ss learn new vocabularies to understand the content of the passage.

#### b. Content:

- **Task 2** : Match the highlighted words in the text with their meanings
- **Task 3** : Read the text again and answer the questions.

#### c. Expected outcomes:

- Students know vocabs about lifestyle in Alaska and its tradition.

#### d. Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 2. Match the highlighted words in the text with their meanings. (6 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to work individually to read the passage quickly and find the highlighted words.</li> <li>- Ask Ss to predict the meanings of the highlighted words in the text.</li> <li>- T check the answers</li> <li>- Have Ss match the highlighted words with their meanings in the table. Remind them to use the context to help them.</li> <li>- Check the answers as a class.</li> <li>- Let Ss practice the highlighted words by reading in chorally, individually, giving the meanings, writing in the notebooks.</li> </ul>	<p><b><i>Suggested answers:</i></b></p> <p>1. <i>d</i>      2. <i>a</i> 3. <i>c</i>      4. <i>B</i></p> <p><b>New words:</b></p> <p>1. maintain (v): duy trì 2. experience (v); trải nghiệm 3. style (n); kiểu, phong cách 4. musher (n): người điều khiển xe trượt tuyết chó kéo.</p>
<p><b>Task 3. Read the text again and answer the questions. (9 mins)</b></p> <ul style="list-style-type: none"> <li>- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each question, pause to identify where it appears in the text, read that part carefully and give the correct answer.</li> </ul>	

<ul style="list-style-type: none"> <li>- Ask Ss to work with a partner to discuss the answers.</li> <li>- Explain the new words and clarify anything difficult. T may ask more questions to see if they understand the text fully.</li> <li>- Call on some Ss to read the answers aloud before the class. Check their pronunciation and intonation.</li> <li>- Check the answers as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Alaska, Iditarod, Anchorage, Nome( Địa Điểm)</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. It is about 730,000 / 730 thousand.</li> <li>2. Various native group have their own special styles of carving or weaving.</li> <li>3. We can find it in their villages</li> <li>4. It is 1,510 km (long).</li> <li>5. Yes, it is.</li> </ol>
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#### 4. ACTIVITY 3: PRODUCTION (SPEAKING) (15 mins)

##### a. Objectives:

- To provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit
- To help Ss practice of asking and answering about what people in some places do to maintain their traditional lifestyle
- To help ss to improve their speaking skill.

##### b. Content:

- **Task 4** : Work in pairs. Look at the pictures and use the cues to talk about what people in some places do to maintain their traditional lifestyle.

- **Task 5** : Work in pairs. Ask and answer about how people in your area maintain their traditional lifestyle. You can use the ideas in 4 and the reading text in 1

##### c. Expected outcomes:

- Students' speaking

##### d. Organization

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 4: Work in pairs. Look at the pictures and use the cues to talk about what people in some places do to maintain their traditional lifestyle. (7 mins)</b></p> <ul style="list-style-type: none"> <li>- Give Ss time to study the example, the pictures, and the phrases given.</li> </ul>	<p><b>Suggested outcome:</b></p> <p>A: What do people in Chau An Village do to maintain their traditional lifestyle?</p>

<ul style="list-style-type: none"> <li>- Then have Ss work in pairs.</li> <li>- T goes round to monitor and give help when necessary.</li> <li>- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment.</li> </ul>	<p>B: They perform traditional dances.</p> <p>A: what else?</p> <p>B: They also holding amazing and special festivals</p> <p>.....</p>
<p><b>Task 5: Work in pairs. Ask and answer about how people in your area maintain their traditional lifestyle. You can use the ideas in 4 and the reading text in 1. (8 mins)</b></p> <ul style="list-style-type: none"> <li>- Allow some time for Ss to think about how people in their area maintain traditional lifestyle.</li> <li>- Have Ss work in pairs (or groups of 4-5).</li> <li>- Ask them to use the ideas in Activity 4, and the vocabulary learnt in the unit.</li> <li>- Give help when they have difficulty expressing their ideas.</li> <li>- Call on some pairs to talk in front of the class. T and other Ss listen and comment.</li> <li>- Teacher gives corrections and feedbacks</li> </ul>	<p><b>Suggested outcome:</b></p> <p>I live in Bat Trang, which is a pottery village not far from Ha Noi centre. To maintain the traditional lifestyle, local people will make pottery and paint on the ceramic statues. Then they will sell those pottery products to tourists.</p>

## 5. CONSOLIDATION (2 mins)

### a. Wrap-up

- Ask Ss to sum what they have learnt and practised in the lesson. Ask Ss to recall whatever they can remember.

### b. Homework

- Learn by heart the new words
- Read the text again and summarize it
- Talk about how people in your area maintain their traditional lifestyle.
- Prepare new lesson: **Unit 6: Skills 2**