

Week:
Period:

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

UNIT 6: LIFESTYLES

Lesson 1: Getting started – Lifestyle differences

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Lifestyle*
- Gain vocabulary to talk about *Lifestyle*

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 talking about different lifestyles

II. MATERIALS

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

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To set the context for the introductory dialogue;
- To introduce the topic of the unit.

b. Content:

- Asking questions to lead in the lesson.

c. Expected outcomes:

- Students know the topic of the unit and be ready for the conversation.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
+ Greeting Asking questions: <ul style="list-style-type: none">- T asks Ss some questions.- Ss answer the question individually.	+ <i>Greeting; T_ Ss.</i> <i>Questions and suggested answers:</i> T: How do you greet our teacher everyday? S: Yes. T: Do you call your teachers by

<ul style="list-style-type: none"> - T sets the context for the listening and reading text: Ask Ss to look at the title of the conversation and the pictures. Ask them a question like “What do you think they are talking about?” Write the title on the board Lifestyle – Lifestyle differences 	<p>their names or by their title “teacher”?</p> <p>S: By their title “teacher”</p> <ul style="list-style-type: none"> - Ss give the answers
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2. ACTIVITY 1: PRESENTATION (10 mins)

a. Objectives:

- To prepare vocabulary for students to understand the conversation.

b. Content:

- Vocabulary pre-teaching.

c. Expected outcomes:

- Students know how to use the target vocabulary.

d. Organisation

TEACHER’S AND STUDENTS’ ACTIVITIES	CONTENTS
<p>* Vocabulary pre-teaching</p> <ul style="list-style-type: none"> - T explains the meaning of the new vocabulary by pictures. - T reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words. - T introduces the vocabulary. - T checks students’ understanding with the “Rub out and remember” technique. 	<p><i>New words:</i></p> <ol style="list-style-type: none"> 1. greet (v) 2. greeting (n) 3. serve (v) 4. common practice (n) 5. in the habit of

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help Ss use words and phrases related to lifestyles.
- To help Ss further understand the text.
- To introduce some vocabulary items and collocations related to lifestyles.

b. Content:

- Task 1: Listen and read.
- Task 2: Read the conversation again and complete the table.
- Task 3: Complete each sentence with a word or phrase from the box.
- Task 4: Label each picture with a word or phrase from the box.

c. Expected outcomes:

- Students understand the conversation and know the vocabulary related to the topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to look at the title of the conversation and the pictures and guess what the conversation between Nam and Tom might be about. - Play the recording once or twice for Ss to listen and read along silently or aloud. - Have some pairs of Ss read the conversation aloud. 	<p><i>Question and suggested answer:</i></p> <ul style="list-style-type: none"> - What do you think Nam and Tom are talking about? -> They are talking about lifestyles and lifestyle differences.
Task 2: Read the conversation again and complete the table. (5 mins)	
<ul style="list-style-type: none"> - T asks Ss to read the dialogue in detail to answer the questions. - Ask them how to do this kind of exercise. <i>Explain the strategies, if necessary (e.g. reading the statements in the table, underlining the key words in the statements, locating the key words in the text, and then completing the table).</i> - Tell them to underline parts of the dialogue that help them with the answers. Set a strict time limit to ensure Ss quickly read the text for information. - Tell them to compare their answers in pairs before sharing them with the class. Ask them to give evidence to support their answers. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. surnames 2. on the street 3. store / restaurant
Task 3: Complete each sentence with a word or phrase from the box. (5 mins)	
<ul style="list-style-type: none"> - T tells Ss to read the conversation again and ask them to share their answers with one or more partners. T can ask for translation of some of the words and phrase in the box to check their understanding. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. lifestyle 2. greet 3. serve 4. practice

<ul style="list-style-type: none"> - T asks 2 students to write their answers on the board. - Check the answers as a class. 	5. in the habit of
Task 4: Label each picture with a word or phrase from the box. (5 mins)	
<ul style="list-style-type: none"> - T has Ss work individually to label the pictures with the words and phrases in the box. Have them compare their answers with a partner. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers. - T has Ss listen to the recording, check their answers, and repeat the words / phrases and correct their pronunciation if necessary. - Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers. - T checks the answers as a class and gives feedback. 	Answer key: <ol style="list-style-type: none"> 1. street food 2. food in restaurants 3. pizza 4. online learning 5. greeting

4. ACTIVITY 3: PRODUCTION (7 mins)

a. Objectives:

- To introduce greetings around the world.

b. Content:

- Task 5: QUIZZ: Greetings around the world.

c. Expected outcomes:

- Students know about greetings around the world.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: QUIZZ: Greetings around the world. <ul style="list-style-type: none"> - Model this activity with a strong student. - Ask Ss to work in pairs. Set a time limit (2 - 3 minutes) for Ss to finish the task. T goes round to help weaker Ss. - Call on some Ss to share the answers. - Confirm the correct answers. T may need to explain to Ss if they do not know the answers. 	Answer key: <ol style="list-style-type: none"> 1. A 2. B 3. B 4. B 5. A

5. CONSOLIDATION (3 mins)

a. Wrap-up

- Ask one or two Ss to tell the class what they have learnt.
- Ask Ss to say aloud some words and phrases they remember from the lesson.

b. Homework

- Name a list of 10 ways of greetings from different countries.
- Do exercises in the workbook.
- Start preparing for the Project of the unit:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to brainstorm about an interesting way of life around the world and make a poster about it. Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

