

**Week :**

**Date of planning:**     /     /2023

**Period:**

**Date of teaching:**     /     /2023

## **UNIT 6: LIFESTYLES**

### **Lesson 2: A closer look 1**

#### **I. OBJECTIVES**

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

- Learn and use the words related to the different aspects of lifestyles in sentences.
- Pronounce the sounds / br/ and / pr/ in words correctly.

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

- Vocabulary: To help ss practice more with vocabularies related to the topic “Lifestyles”
- Pronunciation: Correctly pronounce words that contain the sounds: /br/ and /pr/ in words and sentences.

##### **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 and respect the lifestyles of Viet Nam and other countries around the world

#### **II. MATERIALS**

- Grade 8 textbook, Unit 6, Skills 1.
- Computer connected to the Internet
- Projector / TV
- hoclieu.vn

#### **III. PROCEDURES**

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

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

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

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

- Chatting: Use pictures related to different lifestyles in Viet Nam and other countries and talk about them.

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

- Students remember and describe what they see in the pictures.

###### **d. Organisation:**

<b>TEACHER'S AND STUDENTS' ACTIVITIES</b>	<b>CONTENTS</b>
T gives Ss some pictures related to different lifestyles in Viet Nam and other countries. - Ask Ss to name these things and talk about them	<i>Name</i> and talk about the pictures

- T elicits answers from Ss.	
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## 2. ACTIVITY 1: PRESENTATION. (22')

### VOCA BULARY

#### a. Objectives:

- To revise / teach some words and collections related to the different aspects of lifestyles.

#### b. Content:

Task 1: Match the words and phrases with the pictures

#### c. Expected outcomes:

- Students know how to use the target vocabulary.

#### d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<b>Task 1: Vocabulary teaching (5')</b>	
<ul style="list-style-type: none"> <li>- Teacher teaches new words.</li> <li>- Check : Rub out and remember</li> <li>- Ask Ss to look at the pictures and the words and phrases</li> <li>- Ask Ss to work in pairs to match the words with the correct pictures.</li> </ul> <p>T elicits answers from Ss.</p>	<p><b>New words:</b></p> <ol style="list-style-type: none"> <li>1. dogsled (n) ( picture)</li> <li>2. make crafts (picture)</li> <li>3. native (adj) ( explanation)</li> <li>4. tribal (adj) ( picture)</li> </ol> <p>Match the words with the correct pictures</p> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. dogsled (n)</li> <li>2. make crafts (v)</li> <li>3. native art (n)</li> <li>4. weave (v)</li> <li>5. tribal dance (n)</li> </ol>

## 3. ACTIVITY 2. PRACTICE. (17')

#### a. Objectives:

- To give Ss practice on how to use words and phrases related to the topic Lifestyles in context and sentences.

#### b. Content:

Task 2: Complete the sentences with the words and phrases from the box.

Task 3: Choose the correct answer A, B, or C to complete each sentence.

#### c. Expected outcomes:

- Know how to use words and phrases in context and sentences.

#### d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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<p><b>Task 2: Complete the sentences with the words and phrases from the box. (10')</b></p> <ul style="list-style-type: none"> <li>- T has Ss read the sentences and choose the correct word given to fill each blank in the sentences.</li> <li>- T tells Ss to read the sentences carefully and look for clues so that they can choose the correct words.</li> <li>- T asks Ss to check their answers with their partners. Ask for translation of some of the words to check their understanding.</li> <li>- T confirms the correct answers.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. weaving</li> <li>2. tribal dances</li> <li>3. native art</li> <li>4. making crafts</li> <li>5. dogsled</li> </ol>
<p><b>Task 3: Choose the correct answer A, B, or C to complete each sentence. (7')</b></p>	
<ul style="list-style-type: none"> <li>- Have Ss read the sentences and choose the correct options to complete the sentences.</li> <li>- Go around and give assistance if necessary and check their answers.</li> <li>- Confirm the correct answers as a class.</li> <li>- Teacher checks students' pronunciation and gives feedback.</li> </ul>	<p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A          2. B</li> <li>3. A          4. C</li> <li>5. B</li> </ol>

#### 4. ACTIVITY 3: PRODUCTION PRONUNCIATION (15')

##### a. Objectives:

- To teach Ss how to pronounce the sounds /br/ and /pr/ and practise pronouncing these sounds in words correctly.
- Ss differentiate the sounds /br/ and /pr/

##### b. Content:

- Task 4: Listen and repeat the words. Pay attention to the sounds /br/ and /pr/.
- Task 5: Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with /pr/.

##### c. Expected outcomes:

- Students can pronounce the /br/ and /pr/ sounds in words in sentences correctly.

##### d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p><b>Task 4: Listen and repeat the words. Pay attention to the sounds /br/ and /pr/. (7')</b></p>	

<p>T gives examples of the sounds /br/ and /pr/</p> <p>- Teacher asks some Ss to read out the words .</p> <p>T plays the recording and asks Ss to listen and repeat the words they hear.</p> <p>- Explain to Ss the difference between the two sounds if needed:</p> <p>- Correct their pronunciation.</p>	/br/	/pr/
	<p>bridge</p> <p>broccoli</p> <p>breakfast</p> <p>algebra</p> <p>celebrate</p>	<p>present</p> <p>practise</p> <p>precious</p> <p>programme</p> <p>express</p>

**Task 5: Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with /pr/. (8')**

<p>- Teacher asks Ss to quickly read the sentences and underline the words having the sounds /br/, and circle the words having the sound /pr/.</p> <p>T plays the recording for Ss to listen and check.</p> <p>- T asks Ss to work in pairs to compare their answers</p> <p>- Teacher gives corrections and feedback to students' pronunciation.</p>	<p><b>Answer key:</b></p> <p>1. My <u>brother</u> says online learning <u>improves</u> our IT skills.</p> <p>2. Santa Claus <u>brings</u> a lot of <u>presents</u> to children.</p> <p>3. She <u>briefly</u> introduced the new <u>programme</u>.</p> <p>4. He spent a lot of time <u>preparing</u> for his <u>algebra</u> test.</p> <p>5. My mum <u>prays</u> at the temple before <u>breakfast</u> on <u>Sundays</u>.</p>
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**5. CONSOLIDATION (3')**

**a. Wrap-up**

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

**b. Homework**

- Learnt by heart all the new words. and the sounds /br/ and /pr/.
- Do Ex A1,2 P44 (Workbook)
- Prepare next lesson : **A closer look 2**
- + Review: The future simple and give some examples