

UNIT 6: LIFESTYLES

Lesson 1: Getting started – Lifestyle differences

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Lifestyles*
- Gain vocabulary to talk about *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 and respect the lifestyles of Viet Nam and other countries around the world

II. MATERIALS

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

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. greet (v)	/gri:t/	say hello to somebody	chào, chào hỏi
2. greeting (n)	/'gri:tn/	something that you say or do to greet somebody	lời chào
3. serve (v)	/s3:v/	to give somebody food or drink, for example at a restaurant or during a meal	phục vụ
4. common practice (n)	/'kɒmən 'præktɪs/	something that is done a lot and is considered normal	thông lệ
5. in the habit of	/ɪn ðə 'hæbɪt əv/	do something regularly or often	có thói quen làm gì

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (6 mins)

a. Objectives:

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

b. Content:

- Questions & answers
- Video watching

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: <ul style="list-style-type: none"> - T asks Ss some questions. - Ss answer the question individually. - Teacher shows students a video of different ways of greetings and asks students to guess what the video is about. - T sets the context for the listening and reading text: Write the title on the board <i>Lifestyles – Lifestyle differences</i> 	<p>Video link: Greetings From Around the World Travel Channel</p> <p>Questions and suggested answers:</p> <ul style="list-style-type: none"> - What is the video about? → About ways of greetings around the world. - In Viet Nam, how do two men greet each other when they meet? → They shake hands or say hello. - Do people in Thailand shake hands when meeting? → No. They greet each other with a “Wai” and say “Sawadee”.

e. Assessment

- Teacher calls 3-5 students to answer.

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
Vocabulary pre-teaching <ul style="list-style-type: none"> - Teacher explains the meaning of the new vocabulary by pictures. - Teacher 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. - Teacher introduces the vocabulary. - Teacher checks students' understanding with the “Rub out and remember” technique. 	<p>New words:</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

e. Assessment

- Teacher checks students' pronunciation and gives feedback.
- Rub and check the vocabulary.

3. ACTIVITY 2: PRACTICE (20 mins)

a. Objectives:

- To help Ss understand some details of the conversation.
- To help Ss further understand the text.
- To help students develop the vocabulary related to the topic

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. (7 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. - Confirm the correct answer for the question at the beginning of the activity. - Have Ss say the words and phrases in the text that they think are related to the topic of the unit. Have them pronounce the words and phrases containing the sounds /br/ and /pr/. Quickly write the words on the board (breakfast, practice). 	<p>Question and suggested answer:</p> <ul style="list-style-type: none"> - <i>What do you think Nam and Tom are talking about?</i> <p>→ They are talking about lifestyles and lifestyle differences.</p>
Task 2: Read the conversation again and complete the table. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the dialogue in detail to answer the questions. - Ask them how to do this kind of exercise. <p>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).</p> <ul style="list-style-type: none"> - 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>Answer key:</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"> - Teacher 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. - T asks 2 students to write their answers on the board. - Check the answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. lifestyle 2. greet 3. serve 4. practice 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. Ask Ss to look at the answers on the board and say if they are right or wrong. Confirm the correct answers. - Teacher checks the answers as a class and gives feedback. 	Answer key: 1. street food 2. food in restaurants 3. pizza 4. online learning 5. greeting

e. Assessment

- Teacher corrects the students as a whole class.

4. ACTIVITY 3: FURTHER PRACTICE (7 mins)

a. Objectives:

- To introduce ways of greeting 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: 1. A 2. B 3. B 4. B 5. A

e. Assessment

- Teacher gives corrections and feedback to students' conversations.

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.)

Board Plan

<i>Date of teaching</i>

Unit 6: Lifestyles
Lesson 1: Getting started

***Warm-up**

*** Vocabulary**

1. greet (v)
2. greeting (n)
3. serve (v)
4. common practice (n)
5. in the habit of

Task 1: Read and complete.

Task 2: Complete the sentences.

Task 3: Label each picture.

Task 4: Ask and answer questions.

***Homework**

UNIT 6: LIFESTYLES

Lesson 2: A closer look 1

I. OBJECTIVES

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

1. Knowledge

- Vocabulary: Use the lexical items related to *Lifestyles*
- Pronunciation: Correctly pronounce words that contain the sounds: /br/ and /pr/

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, A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. dogsled (n)	/ˈdɒɡsled/	a sledge pulled by dogs	xe trượt tuyết chó kéo
2. make craft	/meɪk kɹɑːft/	make things with your hands in a skilled way	làm đồ thủ công
3. tribal dance (n)	/ˈtraɪbl dɑːns /	a dance performed by tribal people based on their customs and beliefs	điệu nhảy của bộ tộc, bộ lạc
4. native art (n)	/ˈneɪtɪv ɑːt /	the artwork created by the original native people	tác phẩm nghệ thuật bản địa

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

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:

- Matching game (Task 1)

c. Expected outcomes:

- Students get some vocabulary from the lesson and be ready for the lesson.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Matching game: (Task 1) <ul style="list-style-type: none"> - T gives out the handouts and divides the class into 10 groups and explains the rules. - Ss match the given words to the pictures and they have to send one to stick the handout onto the board as quickly as possible. - T shows students the answer on the screen and announces the winning group. - T sets the context for the lesson 	<p>Questions: Match the words with the correct pictures</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. dogsled (n) 2. make crafts (v) 3. native art (n) 4. weave (v) 5. tribal dance (n)

e. Assessment:

- Teacher shows students the answer on the screen and announces the winning group.

2. ACTIVITY 1: VOCABULARY (25 mins)

a. Objectives:

- To prepare vocabulary for students to do the tasks.
- To present some nouns that describe different aspects of lifestyles.
- To give Ss more practice on how to use words related to lifestyles in sentences.

b. Content:

- Vocabulary teaching.
- 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:

- Students know how to use the target vocabulary.

d. Organisation:

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary teaching	
<ul style="list-style-type: none"> - Teacher asks students to try explaining the meaning of the words that they have matched in Warm-up activity. - Teacher explains the vocabulary. - Teacher checks students' understanding by the follow-up tasks in the student's book. 	<p>New words:</p> <ol style="list-style-type: none"> 1. dogsled (n) 2. make crafts 3. native (adj) 4. tribal (adj)
Task 2: Complete the sentences with the words and phrases from the box. (7 mins)	
<ul style="list-style-type: none"> - T has Ss read the sentences and choose the correct word given to fill each blank in the sentences. - T tells Ss to read the sentences carefully and look for clues so that they can choose the correct words. - T asks Ss to check their answers with their partners. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. weaving 2. tribal dances 3. native art 4. making crafts

Ask for translation of some of the words to check their understanding. - T confirms the correct answers.	5. dogsled
Task 3: Choose the correct answer A, B, or C to complete each sentence. (7 mins)	
- Have Ss read the sentences and choose the correct options to complete the sentences. - Go around and give assistance if necessary and check their answers. - Confirm the correct answers as a class.	Answer key: 1. A 2. B 3. A 4. C 5. B

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 3: PRONUNCIATION (13 mins)

a. Objectives:

- To help Ss identify how to pronounce the sounds /br/ and /pr/;
- To help Ss practise pronouncing these sounds in words.

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												
Task 4: Listen and repeat the words. Pay attention to the sounds /br/ and /pr/. (5 mins)													
<ul style="list-style-type: none"> - Teacher asks some Ss to read out the words first. Then play the recording for them to listen and repeat the words they hear. Ask them to pay close attention to the two sounds. Play the recording as many times as necessary. - Explain to Ss the difference between the two sounds if needed: + /br/: Put your lips together, then open them slowly to let the air out to make the sound /b/. Close your tongue up and round your lips to make the sound /r/. + /pr/: Press your lips together, then open your mouth suddenly to let the air out to make the sound /p/. Close your tongue up and round your lips to make the sound /pr/. The puff of air that happens with the /r/ sound is bigger for the /pr/ cluster than the puff of air for the /br/ cluster. * T can show Ss the pronunciation video of this Unit: HƯỚNG DẪN PHÁT ÂM LỚP 8 - Unit 6: Lifestyles - /br/ and /pr/ - Invite some Ss to say some words they know that include the two sounds. 	<table> <tr> <th>/br/</th><th>/pr/</th></tr> <tr> <td>bridge</td><td>present</td></tr> <tr> <td>broccoli</td><td>practise</td></tr> <tr> <td>breakfast</td><td>precious</td></tr> <tr> <td>algebra</td><td>programme</td></tr> <tr> <td>celebrate</td><td>express</td></tr> </table>	/br/	/pr/	bridge	present	broccoli	practise	breakfast	precious	algebra	programme	celebrate	express
/br/	/pr/												
bridge	present												
broccoli	practise												
breakfast	precious												
algebra	programme												
celebrate	express												
Task 5: Listen and practise the sentences. Underline the words with the sound /br/ and circle the words with /pr/. (8 mins)													

<ul style="list-style-type: none"> - Teacher asks 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. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. My <u>brother</u> says online learning <u>improves</u> our IT skills. 2. Santa Claus <u>brings</u> a lot of <u>presents</u> to children. 3. She <u>briefly</u> introduced the <u>new</u> <u>programme</u> 4. He spent a lot of time <u>preparing</u> for his <u>algebra</u> test. 5. My mum <u>prays</u> at the temple before <u>breakfast</u> on Sundays.
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e. Assessment

- Teacher gives corrections and feedback to students' pronunciation.

4. CONSOLIDATION (2 mins)

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

- Students' workbook

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 6: Lifestyles Lesson 2: A closer look 1</p> <p>*Warm-up</p> <p>* Vocabulary</p> <ol style="list-style-type: none"> 1. dogsled (n) 2. make crafts (v) 3. weave (v) 4. native (adj) 5. tribal (adj) <p>Task 1: Match the words. Task 2: Complete the sentences. Task 3: Choose A, B, or C.</p> <p>* Pronunciation</p> <p>Task 3: Listen and repeat. Task 4: Listen and practise.</p> <p>*Homework</p>

UNIT 6: LIFESTYLES

Lesson 3: A closer look 2

I. OBJECTIVES

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

1. Knowledge

- use the *future simple* and *first conditional*

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, A closer look 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

FUTURE SIMPLE	
Structure	Examples
(+) S + will + V-inf + ...	I will buy a boat.
(-) S + won't / will not + V-inf + ...	I won't / will not buy a watch.
(?) Will + S + V-inf + ...?	Will you buy a helicopter?

FIRST CONDITIONAL	
Structure: If + Present simple,	Future simple
Example: If she has 1,000,000 VND,	she will buy a closet.

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To introduce first conditional with an example

b. Content:

- Asking questions to lead in the lesson.

c. Expected outcomes:

- Students can answer teacher's question using the structure of first conditional

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: - Teacher asks Ss "What will you buy if you have 1,000,000 VND?" - Ss answer the question individually. - Teacher leads in the introduction of the target grammar point. - Teacher sets the context for the lesson.	Question: <i>What will you buy if you have 1,000,000 VND?</i>

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: PRESENTATION (8 mins)

a. Objectives:

- To teach Ss the forms of future simple and first conditional

b. Content:

- Review The future simple and First conditional.

c. Expected outcomes:

- Students identify the structures and when to use the future simple and first conditional

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS																
Grammar teaching - Teacher reminds students that they have already learnt The future simple and First conditional. - Tell them to read the Remember! box in pairs (p. 63, 64) - Teacher explains again the form and use of future simple and first conditional.	<table border="1"> <thead> <tr> <th colspan="2">FUTURE SIMPLE</th></tr> <tr> <th>Structure</th><th>Examples</th></tr> </thead> <tbody> <tr> <td>(+) S + will + V-inf + ...</td><td>I will buy a boat.</td></tr> <tr> <td>(-) S + won't / will not + V-inf + ...</td><td>I won't / will not buy a watch.</td></tr> <tr> <td>(?) Will + S + V-inf + ...?</td><td>Will you buy a helicopter?</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">FIRST CONDITIONAL</th></tr> </thead> <tbody> <tr> <td>Structure: If + Present Simple,</td><td>Future Simple</td></tr> <tr> <td>Example: If she has 1,000,000 VND,</td><td>she will buy a closet.</td></tr> </tbody> </table>	FUTURE SIMPLE		Structure	Examples	(+) S + will + V-inf + ...	I will buy a boat.	(-) S + won't / will not + V-inf + ...	I won't / will not buy a watch.	(?) Will + S + V-inf + ...?	Will you buy a helicopter?	FIRST CONDITIONAL		Structure: If + Present Simple,	Future Simple	Example: If she has 1,000,000 VND,	she will buy a closet.
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FIRST CONDITIONAL																	
Structure: If + Present Simple,	Future Simple																
Example: If she has 1,000,000 VND,	she will buy a closet.																

e. Assessment

- Teacher checks students' understanding by asking some questions.

3. ACTIVITY 2: PRACTICE (15 mins)

a. Objectives:

- To help Ss practise future simple and first conditional in sentences

b. Content:

- Task 1: Use the verbs from the box with will or won't to complete these dialogues.
- Task 2: Arrange these words and phrases in the correct order to form meaningful sentences.
- Task 3: Give the correct tense of the verbs in brackets, using the first conditional.
- Task 4: Fill in each blank with IF or UNLESS.

c. Expected outcomes:

- Students understand how to use the target grammar.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Use the verbs from the box with <i>will</i> or <i>won't</i> to complete these dialogues. (5 mins)	

<ul style="list-style-type: none"> - Give Ss some time to work by themselves and write down the answers. Observe and help when and where necessary. - Ask some Ss to read their sentences. Call on some Ss to write their answers on the board. Confirm the correct answers. - Explain to Ss another use of the future simple (to describe future possibilities or conditions), and give one or two examples before moving onto 2. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. will tell 2. will attend – won't join 3. won't have – will do
<p>Task 2: Arrange these words and phrases in the correct order to form meaningful sentences. (6 mins)</p>	
<ul style="list-style-type: none"> - Have Ss work individually. Tell them to put the words in correct order to build meaningful sentences. Tell them to pay attention to the form of the future simple. - T lets Ss work in pairs to compare their answers before sharing their answers. - T checks and confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. We will take our first-term exams very soon. 2. Will they stay in an igloo when they visit Alaska? 3. She will work with the tribal groups to help them revive their culture. 4. I won't choose online learning in the second semester. 5. I'll come to see you if I go to London this summer.
<p>Task 3: Give the correct tense of the verbs in brackets, using the first conditional. (6 mins)</p>	
<ul style="list-style-type: none"> - Draw Ss' attention to the form and use of the first conditional: main clause (future simple) and <i>if</i>-clause (present simple). - Have Ss look at the sentences and write down their answers. - T asks Ss to check their answers with their partners. Ask for translation of some of the words to check their understanding. - T confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. eat 2. goes 3. will have 4. don't do 5. Will she be
<p>Task 4: Fill in each blank with IF or UNLESS. (6 mins)</p>	
<ul style="list-style-type: none"> - Have Ss do the exercise individually and then exchange their answers with a partner. - Call on some Ss to read the sentences aloud. Other Ss comment. - T confirms the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Unless 2. if 3. unless 4. If 5. unless

e. Assessment

- Teacher corrects the students as a whole class.

4. ACTIVITY 3: PRODUCTION (10 mins)

a. Objectives:

- To help Ss apply the uses of the first conditional with *if* and *unless* in real contexts by making sentences about themselves

b. Content:

- Task 5: Complete the following sentences to make them true for you. Then share your answers with a partner.

c. Expected outcomes:

- Students can make sentences using the learned grammar points.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Complete the following sentences to make them true for you. Then share your answers with a partner. (10 mins)	
<ul style="list-style-type: none"> - Give them some time to work independently and write down their sentences. - Then let them work in pairs to exchange their sentences. - T goes round giving help when and where necessary. - Some Ss may write their answers on the board. Other Ss comment and T makes corrections. 	<p>Suggested answers:</p> <ol style="list-style-type: none"> 1. If it rains tomorrow, I will stay at home. 2. Unless I get good marks, I will be upset. 3. If I have free time this weekend, I will visit my grandparents 4. If I study harder, I will get good marks. 5. Unless I go to bed early, I will be tired tomorrow.

e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.
- Ask Ss to make sentences about themselves, using first conditional.

b. Homework

- Students' workbook

Board Plan

<p style="text-align: center;"><i>Date of teaching</i> Unit 2: Lifestyles Lesson 3: A closer look 2</p>	
*Warm-up	
* Grammar:	
Future simple:	
- to describe future possibilities or conditions.	
(+) S + will + V-inf + ...	<i>I will buy a boat.</i>
(-) S + won't + V-inf + ...	<i>I won't buy a watch.</i>
(?) Will + S + V-inf + ...?	<i>Will you buy a helicopter?</i>
First conditional:	
- to talk about things which are possible in the present or the future.	
If + Present simple, Future simple	
<i>If she has 1,000,000 VND, she will buy a closet.</i>	
- We can also use unless in conditional sentences. Unless means “if ... not” or “except if ...”.	
<u>Example:</u> <i>You will fail the test unless you study harder.</i>	
Task 1: Complete these dialogues.	

Task 2: Arrange the words and phrases in the correct order.

Task 3: Give the correct tense of the verbs in brackets.

Task 4: Fill in each blank with *If* or *Unless*.

Task 5: Complete the sentences.

***Homework**

UNIT 6: LIFESTYLES

Lesson 4: Communication

I. OBJECTIVES

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

1. Knowledge

- 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*

Language analysis

Form	Examples
How to express certainty	- Sure. - Yes, certainly.

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	- Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.
Students may have underdeveloped listening, speaking and co-operating skills.	- Play the recording many times if necessary. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

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:

- Jumbled conversation

c. Expected outcomes:

- Students can rearrange to make a meaningful conversation

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Jumbled conversation: <ul style="list-style-type: none"> - Teacher gives out a jumbled conversation - Teacher asks students to rearrange it to make a meaningful conversation. - Teacher give some follow-up questions to lead in the introduction of the target grammar point. 	Suggested answers: <ol style="list-style-type: none"> 2. Mum, could you make me a sandwich for breakfast tomorrow? 1. Sure. What do you want to drink? 3. I'm thinking, Mum. 5. How about a glass of milk? It's your favourite drink, right? 4. Yes, certainly. I'll have some milk.

e. Assessment

- Teacher corrects students (if needed).

2. ACTIVITY 1: EVERYDAY ENGLISH (12 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 can use the structures to express certainty.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read the conversations. Pay attention to the highlighted sentences. (5 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. 	<div> 1 Nam: Can I come over to your house on Sunday? Tom: Sure. You're welcome. </div> <div> 2 Alice: Vietnamese cooking uses a lot of vegetables and herbs. Mai: Yes, certainly. </div>
Task 2: Work in pairs. Make similar conversations to express certainty in the following situations. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs to make similar dialogues with the given cues. - Move around to observe and provide help. Call on some pairs to practise in front of the class. - Comment on their performance. 	Suggested answers: <ol style="list-style-type: none"> 1. You ask your friend to help you with your maths homework. A: Can you help me with my maths homework? B: Yes, certainly. / Yes, sure. 2. You say that Vietnamese love seafood. A: Vietnamese people love seafood. B: Yes, certainly. / Yes, sure.

e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: CUISINES AROUND THE WORLD (25 mins)

a. Objectives:

- To help Ss learn about the cuisine of different countries around the world.
- To help Ss develop their reading skill for general information (skimming).
- To provide Ss with practice in asking and answering about typical food in their area.

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

c. Expected outcomes:

- Students know about the cuisine of different countries around the world.
- Students can ask and answer questions about food.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: How much do you know about the cuisines of different countries? Do the quiz to find out. (7 mins)	
<ul style="list-style-type: none"> - Ss work in pairs and do the quiz. - Give explanations if necessary. - Check their answers as a class. 	<p>Answer key:</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. (8 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. - T calls on some Ss to perform the task in front of the class. T and other Ss listen and make comments. 	<p>Do you prefer Italian or Indian food? Why / Why not?</p> <div> <div> <p>Italy</p> <p>Italy is famous for pizza. Pizza is a dish with a flat round bread base with cheese, meat, and vegetables on top. The country is also known for its spaghetti and pasta. Italy is also famous for its many types of cheese (over 400 types). There is one that allows flies to lay eggs on it, and it has a unique taste.</p> </div> <div> <p>India</p> <p>Curry is a common dish in India. It is a dish of meat and vegetables cooked in a sauce and served with rice or bread. In fact, India has a vast range of cuisines. People in some areas of India favour vegetarian food. But chicken, lamb, or goat are common in other areas. Generally, Indians avoid beef.</p> </div> </div>
Task 5: Work in groups. Talk about the typical food in your area. (12 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 groups to perform the task in front of the class. T and other Ss listen and make comments. 	<p>Suggested outcome:</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, ...

e. Assessment

- Teacher corrects students by going around while they're practising.
- Teacher gives corrections and feedback

4. CONSOLIDATION (3 mins)

a. Wrap-up

- Have Ss say what they have learnt in the lesson.

b. Homework

- Students' workbook.
- Make a list of 10 types of popular street food in Asia.

Board Plan

Date of teaching

Unit 6: Lifestyles

Lesson 4: Communication

***Warm-up**

*** Everyday English**

Form	Examples
How to express certainty	Sure. Yes, certainly.

Task 1: Listen and read.
Task 2: Make similar conversations.

*** Cuisines around the world**

Task 3: Do the quiz.
Task 4: Read and discuss.
Task 5: Talk about the typical food in your area.

***Homework**

UNIT 6: LIFESTYLES

Lesson 5: Skills 1

I. OBJECTIVES

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

1. Knowledge

- read about Alaska;
- talk about how people in their area maintain 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 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*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. maintain (v)	/meɪn'teɪn/	to keep, make something continue	duy trì, gìn giữ
2. experience (v)	/ɪk'spiəriəns/	to do or feel something	trải nghiệm
3. style (n)	/stɑɪl/	particular ways of doing something	phong cách
4. musher (n)	/'mʌʃə/	people who drive dogsleds	người điều khiển xe trượt tuyết chó kéo

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Discuss the pictures.

c. Expected outcomes:

- Students gain knowledge about Alaska.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Discuss the pictures. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work in pairs discussing what they can see in the picture. - Ask some Ss to say their answers in front of the class. 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. 	<p><i>Suggested answers:</i></p> <ul style="list-style-type: none"> + Alaska: a state of the US (49th) + location: northwest of North America + population: over 700,000 + climate: oceanic climate, very cold + native people: Alaskan Natives + languages: English 86.3%, Alaska native language

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: READING (20 mins)

a. Objectives:

- To help Ss learn new vocabulary in the reading text.
- To improve Ss' skill of reading for details (scanning)

b. Content:

- Task 1: Read the text and check your answers in the Warm-up part.
- Task 2: Match the highlighted words in the text with their meanings.
- Vocabulary
- Task 3: Read the text again and answer the questions.

c. Expected outcomes:

- Students know more new words and how to use the target vocabulary.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the text and check your answers in the Warm-up part. (4 min)	
<ul style="list-style-type: none"> - T have Ss read the text carefully and ask them to find information in the text to check their answers in the Warm-up part. - T helps Ss to confirm correct information about Alaska. 	
Task 2: Match the highlighted words in the text with their meanings. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to work individually to read the passage and find the highlighted words. - Have Ss read aloud the highlighted words. Correct their pronunciation if needed. - Have Ss match the highlighted words with their meaning in the table. Remind them to use the context to help them. - Check the answers as a class. 	<p><i>Suggested answers:</i></p> <ol style="list-style-type: none"> 1. d 2. a 3. c 4. b
Vocabulary teaching	
<ul style="list-style-type: none"> - Teacher further explains the meaning of the new vocabulary with pictures. - Teacher checks students' understanding with follow up 	<p>New words:</p> <ol style="list-style-type: none"> 1. maintain (v) 2. experience (v)

questions.	3. style (n) 4. musher (n)
Task 3: Read the text again and answer the questions. (8 mins)	
<ul style="list-style-type: none"> - 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. - Ask Ss to work with a partner to discuss the answers. - Explain the new words and clarify anything difficult. T may ask more questions to see if they understand the text fully. - Call on some Ss to read the answers aloud before the class. Check their pronunciation and intonation. - Check the answers as a class. 	Answer key: 1. It is about 730,000 / 730 thousand. 2. Various native groups have their own special styles of carving or weaving. 3. We can find it in their villages. 4. It is 1,510 km (long). 5. Yes, it is.

e. Assessment

- Teacher checks students' understanding with follow up questions.

3. ACTIVITY 2: SPEAKING (15 mins)**a. Objectives:**

- To help Ss practise asking and answering about what people in some places do to maintain their traditional lifestyle;
- To provide Ss with an opportunity to revise and use vocabulary related to the topic of the unit

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 can speak about the topic *Lifestyles*

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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. (8 mins)	
<ul style="list-style-type: none"> - Give Ss time to study the example, the pictures, and the phrases given. - Then have Ss work in pairs. - T goes round to monitor and give help when necessary. - Call on some pairs to perform the task in front of the class. T and other Ss listen and comment. 	Suggested outcome: A: What do people in Chau An Village do to maintain their traditional lifestyle? B: They perform traditional dances. They also ...
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)	
<ul style="list-style-type: none"> - Allow some time for Ss to think about how people in their area maintain the traditional lifestyle. - Have Ss work in pairs (or groups of 4 - 5). - Ask them to use the ideas in Activity 4, and the vocabulary learnt in the unit. - Give help when they have difficulty expressing their 	Suggested answers: 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.

ideas. - Call on some pairs to talk in front of the class. T and other Ss listen and comment.	
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e. Assessment

- Teacher gives corrections and feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook

Board Plan

<p><i>Date of teaching</i> Unit 6: Lifestyles Lesson 5: Skills 1</p> <p>*Warm-up Discuss the picture.</p> <p>* Reading Task 1: Read and check. Task 2: Match. Vocabulary 1. maintain (v) 2. experience (v) 3. style (n) 4. musher (n) Task 3: Read and answer the questions.</p> <p>* Speaking Task 4: Work in pairs and talk. Task 5: Work in pairs. Ask and answer.</p> <p>*Homework</p>

UNIT 6: LIFESTYLES

Lesson 6: Skills 2

I. OBJECTIVES

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

1. Knowledge

- Listen to someone's opinion about the impact of modern technology
- Write a paragraph about the advantages or disadvantages of online learning

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 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

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:

- Game: Broken telephone

c. Expected outcomes:

- Students have a chance to speak English and know the topic of this lesson.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Game: Broken telephone	
<ul style="list-style-type: none"> - T divides the class into 5 groups. Each group stands in one line. - T shows a word to the last students of all groups. These students must quickly whisper the word to their teammates in order. The first member of each team writes the word on the board. The fastest student writes the correct word earns 1 point for the team. - T leads to the new lesson: Listening and Writing about opinions on technology and online learning. - T introduces the objectives of the lesson. 	<p>Words:</p> <ul style="list-style-type: none"> - lifestyle - communication - online learning - technology

e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: LISTENING (20 mins)

a. Objectives:

- To help Ss understand and activate their knowledge of modern technology, including ways of learning
- To help Ss develop their skill of listening for specific information

b. Content:

- Task 1: Work in groups. Which of the following do you think is more influenced by modern technology? Tick your choice(s).
- Task 2: Listen to the conversation and tick (✓) T (True) or F (False).
- Task 3: Listen again and choose the correct answer to each question.

c. Expected outcomes:

- Students know more new words and gain more knowledge through the listening tasks.
- Students can get general and specific information through listening.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in groups. Which of the following do you think is more influenced by modern technology? Tick your choice(s). (5 mins)	
<ul style="list-style-type: none"> - Let Ss work in groups. Give them 2 - 3 minutes. to think and tick the correct answer(s). - Ask some Ss to share their answers in front of the class. If necessary, T may ask them some other questions about the reasons for their answers. 	<p>Suggested answers:</p> <ul style="list-style-type: none"> - ways of communicating - ways of learning
Task 2: Listen to the conversation and tick (✓) T (True) or F (False). (7 mins)	
<ul style="list-style-type: none"> - Have Ss read the questions in this activity quickly and underline the key words. This helps them have some idea of what they are going to listen to and the information they need for answering the questions. - Tell Ss that they are going to listen to a conversation about modern technology and online learning. - Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers. - Have Ss share their answers in pairs. - Invite some pairs to answer and confirm the correct ones. - Play the recording again if needed, stopping at places where Ss are having difficulties. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. T 3. F 4. F 5. T
Task 3: Listen again and choose the correct answer to each question. (7 mins)	
<ul style="list-style-type: none"> - Have Ss read the questions and the options, and quickly underline the key words. - Have Ss read through the sentences first. - Play the recording once or twice. Ask Ss to listen carefully and circle the correct answers. - Have Ss share their answers in pairs. - Invite some pairs to answer and confirm the correct ones. - Play the recording again if needed, stopping at the places where Ss are having difficulties. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. C 4. C

e. Assessment

- Teacher asks Ss some follow up questions.
- Teacher corrects the students as a whole class.

3. ACTIVITY 2: WRITING (18 mins)

a. Objectives:

- To help Ss practise writing a paragraph about the advantages OR disadvantages of online learning.

b. Content:

- Task 4: Look at the list below. Put the ideas about online learning in the correct column.

- Task 5: Write a paragraph (80 – 100 words) about the advantages OR disadvantages of online learning. You can refer to the listening and the ideas in 4.

c. Expected outcomes:

- Students can use learned vocabulary and grammar to write a paragraph about the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Look at the list below. Put the ideas about online learning in the correct column. (5 mins)	
- Have Ss work in pairs. Tell them to read all the ideas given, think about them and put them in the correct column.	Answer key: - Advantages: convenient, comfortable, more freedom, independent - Disadvantages: difficult to concentrate, no real interaction, harmful to our eyes, expensive equipment
Task 5: Write a paragraph (80 – 100 words) about the advantages OR disadvantages of online learning. You can refer to the listening and the ideas in 4. (13 mins)	
- Set up the writing activity: T reminds Ss that the first important thing is always to think about what they are going to write. Ss can use the ideas they have prepared in 4. Ask Ss to brainstorm the ideas and needed language for writing. - Set a time limit for Ss to write the paragraph. Tell them to use proper connectors (first/ firstly, second/ secondly, etc.), and pay attention to grammar, use of words, spelling and punctuation. - Ask Ss to write the first draft individually. T may display all or some of the Ss' writings on the wall / bulletin board. T and other Ss comment. Ss edit and revise their writing as homework. If time is limited, T may ask Ss to write the final version at home.	Suggested answer: Online learning is becoming more and more popular, but it has several disadvantages. Firstly, it is very difficult for students to concentrate as they lack face-to-face interaction with their teachers and friends. Secondly, looking at the screen constantly is harmful to students' eyes, and it causes tiredness, so it is not easy for students to work for too long. Thirdly, working online needs expensive equipment, such as a computer or laptop as well as Internet connection. For these reasons, I prefer going to school and having offline lessons, so that I can meet my teachers and friends every day.

e. Assessment

- Teacher gives corrections and feedback.

4. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook.

Board Plan

<p><i>Date of teaching</i> Unit 6: Lifestyles Lesson 6: Skills 2</p> <p>*Warm-up</p>

Broken telephone

***Listening**

Task 1: Discuss the question.

Task 2: Listen and tick T or F.

Task 3: Listen again and choose the correct answer.

***Writing**

Task 4: Look and put the ideas in the correct column.

Task 5: Write a paragraph.

***Homework**

UNIT 6: LIFESTYLES

Lesson 7: Looking back and Project

I. OBJECTIVES

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

1. Knowledge

- review the vocabulary and grammar of Unit 6
- apply what they have learnt (vocabulary and grammar) into practice through a project.

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, Looking back and Projects
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson;
- To lead into the revision

b. Content:

- Revision

c. Expected outcomes:

- Ss can tell the teacher what they have learnt in unit 6.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Revision <ul style="list-style-type: none"> - Teacher asks Ss to think of what they have learnt already in Unit 6. - Ss work in pairs to do the task. Teacher calls some students to retell. - Teacher confirms and leads them to do all the exercises in books. 	Questions: <ul style="list-style-type: none"> - What have we learnt in Unit 6? Suggested answers: <ul style="list-style-type: none"> - use the words related to the topic lifestyles; - pronounce the sounds /br/ and /pr/ in words and sentences correctly; - use the future simple and the first conditional;

	<ul style="list-style-type: none"> - express certainty; - read for specific information about an interesting lifestyle and ways to maintain a traditional lifestyle; - talk about maintaining traditional lifestyles; - listen for general and specific information about the impact of modern technology on lifestyles; - write a paragraph about the advantages or disadvantages of online learning.
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e. Assessment

- Teacher corrects for students (if needed)

2. ACTIVITY 1: VOCABULARY (10 mins)

a. Objectives:

- To help Ss review the vocabulary of Unit 6

b. Content:

- Task 1: Match each word or phrase with its meaning.
- Task 2: Complete each sentence with a word or phrase from the box.

c. Expected outcomes:

- Students can use the knowledge they have learnt in this unit to complete the tasks successfully.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Match each word or phrase with its meaning. (5 mins)	
<ul style="list-style-type: none"> - Have Ss do these activities individually then compare their answers with their partners. Ask for Ss' answers or ask some Ss to read out their answers in front of the class. - Confirm the correct answers. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. c 2. d 3. e 4. a 5. b
Task 2: Complete each sentence with a word or phrase from the box. (5 mins)	
<ul style="list-style-type: none"> - Ask Ss to read the words and phrases in the box first. - Have them study the sentences. Tell them to pay attention to the gaps, and what words / phrases they need to fill them in. - Tell Ss to write the answers in their notebooks. Ask some of them to write their answers on the board. Correct mistakes if necessary. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. in the habit of 2. greeted 3. lifestyle 4. online lessons 5. maintain

e. Assessment

- Teacher asks Ss some follow up questions.

3. ACTIVITY 2: GRAMMAR (10 mins)

a. Objectives:

- To help Ss revise the forms and uses of future simple and first conditional

b. Content:

- Task 3: Complete the sentences, using the correct tense of the verbs in brackets.
- Task 4: Rewrite the following sentences, so that their meaning stays the same.

c. Expected outcomes:

- Recall the uses of the future simple and the first conditional

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Complete the sentences, using the correct tense of the verbs in brackets. (4 mins)	
<ul style="list-style-type: none"> - T may have Ss review the form and uses of the future simple before they do the task. - Ask Ss to do the exercise individually first. Then they can check their answers with a partner before discussing the answers as a class. - Remind Ss to keep a record of their original answers so that they can use that information in the Now I can ... section. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. will send 2. won't be 3. will become 4. win 5. Will we have to
Task 4: Rewrite the following sentences, so that their meaning stays the same. (6 mins)	
<ul style="list-style-type: none"> - Allow Ss some time to do the task individually and write the sentences in their notebooks. - Then ask Ss to compare their answers in pairs. - T may call on some Ss to write their answers on the board, other Ss give comments, and T checks them as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. If you play computer games for too long, you will harm your eyes. 2. You will get overweight unless you are careful with what you eat. 3. If it doesn't rain, we'll go to the beach. / If it rains, we won't go to the beach. 4. Unless you hurry up, you will be late. 5. If the teacher doesn't explain the lesson again, we won't understand it very well.

e. Assessment

- Teacher corrects for students as a whole class.

4. ACTIVITY 3: PROJECT (18 mins)

a. Objectives:

- To give Ss an opportunity to research more about the lifestyles around the world.
- To help Ss improve their creativity and teamwork
- To improve their speaking and presentation skills

b. Content:

- Present the poster to the class.

c. Expected outcomes:

- Students can present their posters about an interesting way of life around the world

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
<p>Interesting lifestyle around the world</p> <ul style="list-style-type: none"> - Ask Ss to read the instructions again (T has already been assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary. - T has groups show their posters and present them to 	<p><i>Students' posters & presentations</i></p>

the class.	
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e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION (2 mins)

a. Wrap-up

- Summarise the main points of the lesson.

b. Homework

- Students' workbook
- Prepare for the next lesson

Board Plan

Date of teaching

Unit 6: Lifestyles

Lesson 7: Looking back and Project

***Warm-up**

Revision

***Vocabulary**

Task 1: Match.

Task 2: Complete each sentence.

***Grammar**

Task 3: Complete the sentences.

Task 4: Rewrite the sentences.

***Project**

***Wrap-up**