***Date: 07/11/2024***

**Period: 30**

**UNIT 4: ETHNIC GROUPS OF VIET NAM**

**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 the life of the ethnic people.

- Give opinions about the lifestyle of ethnic minority groups.

- Ask and answer about the Jrai people.

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Respect ethnic groups of Viet Nam and their culture

- Develop self-study skills

**II. MATERIALS**

- Grade 8 textbook, Unit 4: Communication

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. weave (v) | /wiːv/ | create a piece of cloth by interlacing strands of fabric, such as wool or cotton | dệt, đan |
| 2. hunt (v) | /hʌnt/ | chase and try to catch and [kill](https://dictionary.cambridge.org/dictionary/english/kill) an animal or [bird](https://dictionary.cambridge.org/dictionary/english/bird) for [food](https://dictionary.cambridge.org/dictionary/english/food) | săn, săn đuổi |
| 3. role (n) | /rəʊl/ | the position that someone has in a situation, organisation, society or relationship. | vai trò |
| 4. statue (n) | /ˈstætʃuː/ | an object made from a hard material, especially stone or metal, to look like a person or animal | tượng |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| Students may lack experience of group and pair work | - Encourage Ss to work in groups, in pairs 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:**

***-*** Kim’s game.

**c. Expected outcomes:**

- Ss can recall words related to ethnic groups in Viet Nam

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| - Teacher divides Ss into 4 groups.  - Teacher gives each group a piece of paper.  - Teacher shows 8 pictures about ethnic groups of Viet Nam in 2 minutes.  - Ss look at the pictures, guess the names of ethnic groups (without writing).  - Ss work in their group and write the names of ethnic groups in 2 minutes.  - Teacher asks 4 groups to exchange the posters.  - Teacher shows the answers and asks them to check.  - The group with the most correct words is the winner. | **Kim’s game**   | **Brau** | **Nung** | | --- | --- | | **Hmong** | **Tay** | | **Khmer** | **Ede** | | **Hoa** | **Cham** | |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: EVERYDAY ENGLISH** (18 mins)

**a. Objectives:**

- To introduce new words related to the life of the ethnic people.

- To introduce some ways to give opinions and allow Ss to practise.

**b. Content:**

**-** Vocabulary

- Task 1: Listen and read the conversation. Pay attention to the highlighted parts.

- Task 2: Work in pairs. Make a similar conversation to ask and give opinions about these topics.

**c. Expected outcomes:**

**-** Ss can use phrases/structures to give opinions in English.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary, using pictures and translation.  - Teacher checks students’ understanding with the “***What and where?***” technique. | **New words:**  1. weave (v)  2. hunt (v)  3. role (n)  4. statue (n) |
| **Task 1:** **Listen and read the conversation. Pay attention to the highlighted parts.** (6 mins) | |
| - Teacher asks Ss to listen and read along with the conversation. Teacher asks Ss to pay attention to the highlighted parts.  - Ss work individually, listen to the audio file and read along with the conversation.  - Teacher elicits the structures giving opinions.  - Teacher asks Ss to practise the conversation in pairs. | ***Structures to give opinions:***  - I think …  - To my way of thinking … |
| **Task 2. Work in pairs. Make a similar conversation to ask and give opinions about these topics.** (7 mins) | |
| - 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 topics:  + Playing traditional games.  + Living close to nature.  - Teacher asks some pairs to perform their conversations.  - Teacher comments on their performance. | ***Suggested conversation:***  A: What do you think about playing traditional games?  B: I think/ To my way of thinking it’s … |

**e. Assessment**

- Teacher’s observation and feedback

**3. ACTIVITY 3: LIFESTYLE OF THE ETHNIC MINORITY GROUPS** (18 mins)

**a. Objectives:**

- To provide students with more knowledge about the lifestyle of ethnic minority groups through a quiz.

- To give students some practice asking and answering about some information in the notes of Jrai people.

**b. Content:**

- Task 3: GAME: How much do you know about ethnic groups in Viet Nam?

- Task 4: Work in pairs. Read the notes below about the Jrai. Take turns to ask and answer about the information.

- Task 5: Work in groups. Share with your group the information about the Jrai people you find interesting.

**c. Expected outcomes:**

- Ss can identify the lifestyle of some ethnic minority groups.

- Ss can ask and answer about Jrai people based on an information note.

- Ss can share their opinions about the Jrai people’s lifestyle

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| --- | --- | --- |
| **Task 3: How much do you know about ethnic groups in Viet Nam?** (6 mins) | | |
| - Teacher asks Ss to work individually, read the sentences carefully and choose the correct answers.  - Ss play the game in 3 minutes. (PPT slides)  ***Game “Who’s the millionaire?***  - Teacher divides the class into 2 teams, explains the rules and lets them play the game.  - Each team has to answer the questions by choosing the best answer. The team with more points is the winner. | | ***Answer key:***  1. C  2. B  3. B  4. A  5. C  6. C |
| **Task 4: Work in pairs. Read the notes below about the Jrai. Take turns to ask and answer about the information.** (7 mins) | | |
| - Teacher asks Ss to work in pairs.  - Ss read each piece of information carefully and decide on the question they want to ask and the answer they would give.  - Teacher asks Ss to swap their roles of asking and answering.  - Teacher calls on 2-3 pairs to share their questions and answers.  - Teacher corrects them if needed. | | ***Suggested questions and answers:***  1. What is the population of the Jrai?  => It is about 513,930.  2. Where do they live?  => They live mainly in Gia Lai.  3. What type of house do they live in?  => They live in stilt houses.  4. What do they do for their living?  => They grow crops, weave, … |
| **Task 5. Work in groups. Share with your group the information about the Jrai people you find interesting.** (5 mins) | | |
| - Teacher asks Ss to work in groups.  - Teacher allows Ss some time to refer to the notes in 4 and choose the features they are interested in.  - Ss give their opinions on certain features of the Jrai people, using the suggested structures.  - Teacher calls on some groups to share their opinions with the class. | | ***Students may start sharing their opinions with:***  - I like … because …  - I think that … |

**e. Assessment**

- Teacher’s observation and feedback.

**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.

**Board Plan**

**Date: 07/11/2024**

**Period: 31**

**UNIT 4: ETHNIC GROUPS OF VIET NAM**

**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge:**

- Use the lexical items related to a stilt house.

- Give opinions about the features of a stilt house.

- Ask and answer about the type of house they live in.

**2. Core competence:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Respect ethnic groups of Viet Nam and their culture

- Develop self-study skills

**II. MATERIALS**

- Grade 8 textbook, Unit 4: Skills 1

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. staircase (n) | /ˈsteəkeɪs/ | a set of stairs inside a building | cầu thang bộ |
| 2. material (n) | /məˈtɪəriəl/ | a physical substance that things can be made from | vật liệu |
| 3. open fire (n) | /ˌəʊpən ˈfaɪə/ | a place in a house in which a fire can be lit. | lò sưởi/ bếp lửa |
| 4. owner (n) | /ˈəʊnə/ | someone who owns something | người sở hữu/ chủ |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge about some lexical items. | Provide students with the meaning and pronunciation of words. |
| 2. Students may not have sufficient reading, speaking and co-operating skills. | - Let students read the text again (if necessary).  - Create a comfortable and encouraging environment for students to speak.  - 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:**

*-* Game: Who’s faster?: Type of houses

**c. Expected outcomes:**

- Ss review words related to type of houses.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| - Teacher divides Ss into 4 groups.  - Teacher gives each group a piece of paper.  - Teacher asks them to write the names of houses they know in 2 minutes.  - Ss work in their group and write the name of houses in 2 minutes.  - Teacher asks 4 groups to exchange the posters.  - Teacher shows the answers and asks them to check.  - The group with the most correct words is the winner. | ***Suggested answers:***  Villa, apartment, flat, country house, town house, building, stilt house, *rong* house, cottage, farmhouse, tree house, houseboat, detached house,… |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: READING** (24 mins)

**a. Objectives:**

- To help Ss develop their reading skill for general and specific information.

**b. Content:**

-Vocabulary

- Task 1: Write the words and phrase from the box under the correct pictures.

- Task 2: Read the passage and tick T (True) or F (False).

- Task 3: Read the passage again and fill in each blank with one word.

**c. Expected outcomes:**

-Ss can pronounce the new words correctly and use them in appropriate situations.

- Ss know more about stilt houses.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teaching** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary, using pictures and translation.  - Teacher checks students’ understanding with the “***Matching***” technique. | ***New words:***  1. staircase (n)  2. material (n)  3. open fire (n)  4. owner (n) |
| **Task 1:** **Write the words and phrase from the box under the correct pictures.** (5 mins) | |
| - Teacher asks Ss to look at each picture first and ask if they know the word or phrase describing the thing shown in it.  - Ss match the word with the correct picture.  - Teacher gets feedback  - Teacher confirms the correct answer as a class. | ***Answer key:***  1. staircase  2. open fire  3. posts |
| **Task 2: Read the passage and tick T (True) or F (False).** (7 mins) | |
| - Teacher asks Ss to read through the text individually.  - Ss read each statement in the table, locate it in the text and decide if it is true (T) or false (F).  - Teacher asks Ss to double-check their answers with their partners.  - Teacher confirms the answers as a class and explains if needed. | ***Answer key:***  1. F  2. F  3. T  4. T |
| **Task 3: Read the passage again and fill in each blank with one word.** (7 mins) | |
| - Teacher asks Ss to work individually.  - Ss read each incomplete sentence, locate where it appears in the text, and choose the correct word from the text to complete the sentence.  - Teacher asks Ss to compare their answers with a partner.  - Teacher gets feedback.  - Teacher confirms the correct answer as a class. | ***Answer key:***  1. traditional  2. field  3. forest - mountains  4. *Rong* |

**e. Assessment**

- Teacher’s observation and feedback.

**3. ACTIVITY 2: SPEAKING** (13 mins)

**a. Objectives:**

- To help Ss talk about houses, using the ideas and vocabulary they have learnt in the reading.

**b. Content:**

- Task 4: Work in pairs. Discuss and tick the features of a stilt house from the list below. Share your opinions with the class.

- Task 5: Work in pairs. Ask and answer about the type of home each of you lives in. Take notes of your partner’s answers and report what you find to the class.

**c. Expected outcomes:**

- Ss can talk about stilt houses and the type of home they live in.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** | |
| --- | --- | --- |
| **Task 4: Work in pairs. Discuss and tick the features of a stilt house from the list below. Share your opinions with the class**. (6 mins) | | |
| - Teacher asks Ss to work in pairs.  - Ss discuss the features provided and decide if they are about stilt houses or not.  - Teacher encourages them to give further information to support their answers.  - Teacher calls on some Ss to share their answers with the class. | | ***Suggested answer:***  A stilt house…  - stands on big posts.  - is made from natural materials.  - is close to nature. |
| **Task 5:** **Work in pairs. Ask and answer about the type of home each of you lives in. Take notes of your partner’s answer and report what you find to the class**. (7 mins) | | |
| - Teacher asks Ss to read the questions provided so that they know what to include in their description.  - Teacher asks Ss to work in pairs, taking turns to ask and answer about their house.  - Teacher asks them to take notes of their partner’s answers.  - Teacher goes around and listens. Teacher gives help if needed.  - Teacher calls on some pairs to share their answers with the class. | | ***Suggested questions:***  - *What type of house do you live in?*  (a flat, a house, a detached house, a stilt house, a farmhouse, a cottage, a tree house,…)  - *What materials is it made from?*  *- What is the most popular part of your house?*  *- What do you do there?* |

**e. Assessment**

- Teacher’s observation and feedback.

**4. CONSOLIDATION** (3 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 6: Skills 2.

**Board Plan**

*Date: 07/ 11/2024*

**Period: 32**

**UNIT 4: ETHNIC GROUPS OF VIET NAM**

**Lesson 6: Skills 2**

**I. OBJECTIVES**

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

**1. Knowledge:**

- Use the lexical items related to the topic of the listening text.

- Develop the skill of listening for specific information.

- Write a paragraph about the things they do to help their family.

**2. Core competence:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work.

- Actively join in class activities

**3. Personal qualities**

- Respect ethnic groups of Viet Nam and their culture

- Develop self-study skills

**II. MATERIALS**

- Grade 8 textbook, Unit 4: Skills 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Language analysis**

| **Form** | **Pronunciation** | **Meaning** | **Vietnamese equivalent** |
| --- | --- | --- | --- |
| 1. gather (v) | /ˈɡæðər/ | to come together in a group | tụ họp |
| 2. pass on (v) | /pɑːs ɒn/ | to give someone something that another person has given you | để lại/ truyền lại |
| 3. legend (n) | /ˈledʒənd/ | a very old story or set of stories from ancient times | truyền thuyết |

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may lack knowledge and experiences about the topic. | Prepare some hand-outs. |
| 2. Students may not have sufficient listening, writing and co-operating skills. | - Play the recording, replay depends on students’ needs.  - 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:**

***-*** Chatting: What do you do to help your parents?

**c. Expected outcomes:**

- Ss talk about what they can do to help their parents.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| - Teacher writes the question: *What do you do to help your parents*?  - Teacher asks Ss to work individually in two minutes to prepare the answers.  - Teacher asks some Ss to talk before class.  - Teacher listens and gives comments. | ***Suggested answers:***  - Clean the floor  - Cook meals  - Feed the chicken  - Collect the eggs  - Look after the house  … |

**e. Assessment**

- Teacher’s feedback.

**2. ACTIVITY 1: LISTENING** (22 mins)

**a. Objectives:**

- To introduce new words related to the life of the ethnic people.

- To help Ss focus on some key words related to the topic of the listening text.

- To prepare Ss with the topic of the listening and focus on some phrases describing the activities.

**b. Content:**

-Vocabulary

- Task 1: Match the phrases with the correct pictures.

- Task 2: Listen and tick the activities that minority children do to help their families.

- Task 3: Listen again and circle the correct answer A, B, or C.

**c. Expected outcomes:**

-Ss can pronounce the new words correctly and use them in appropriate situations.

- Students can identify specific information about activities that minority children do through listening.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Vocabulary pre-teach** (5 mins) | |
| - Teacher introduces the vocabulary.  - Teacher explains the meaning of the new vocabulary, using pictures and translation.  - Teacher checks students’ understanding with the “***Matching***” technique. | **New words:**  1. gather (v)  2. legend (n)  3. (to) pass on (v) |
| **Task 1:** **Match the phrases with the correct pictures.** (4 mins) | |
| - Teacher asks Ss to work individually and read the phrases carefully.  - Ss match the phrases with suitable pictures.  - Teacher calls some Ss to share their answers and read the phrases aloud.  - Teacher confirms their answers as a class. | ***Answer key:***  1. c  2. a  3. b |
| **Task 2:** **Listen and tick the activities that minority children do to help their families.** (7 mins) | |
| - Teacher asks Ss to read the phrases quickly to have some ideas of what information they need to answer the question.  - Teacher plays the recording.  - Ss listen and tick the phrases.  - Teacher asks Ss to share their answers with a partner.  - Teacher confirms the correct answers as a class. | ***Answer key:*** 1 - 2 - 3 - 5 - 6 |
| **Task 3: Listen again and circle the correct answer A, B, or C.** (7 mins) | |
| - Teacher asks Ss to read the questions so that they know what information they should focus on for the answers.  - Teacher encourages more advanced Ss to do the exercise without listening to the text again.  - Teacher replays the recording for Ss to do exercise 3.  - Ss compare their answers in pairs.  - Teacher invites some pairs to give their answers and confirms the correct ones as a class.  - Teacher plays the recording again if needed, stopping at the place where Ss have difficulties. | ***Answer key:***  1. C  2. A  3. B  4. C  5. A |

**e. Assessment**

- Teacher’s observation and feedback

**3. ACTIVITY 2: WRITING** (15 mins)

**a. Objectives:**

- To help Ss prepare both ideas and vocabulary about what they do to help their family.

- To help Ss practise writing a paragraph about the things they do to help their family.

**b. Content:**

- Task 4: Note five things you do to help your family.

- Task 5: Write a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4.

**c. Expected outcomes:**

- Ss can write a paragraph about the things they do to help their family.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4: Note five things you do to help your family**. (5 mins) | |
| - Teacher asks Ss to work individually.  - Ss note five things they do to help their family.  - Teacher moves around to offer help.  - Teacher invites some Ss to share their answers to the class. | ***Suggested answer:***  - Cook meals.  - Clean the floor.  - Sweep the floor.  - Feed the animals.  - Water the flowers.  - Wash the dishes  … |
| **Task 5:** **Write a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4**. (10 mins) | |
| - Teacher asks Ss to look at the notes they have made in task 4.  - Ss work individually, use the notes to write out a paragraph.  - Teacher goes around and offers help if needed, especially with connectors.  - Teacher calls on some Ss to read aloud their writing.  - Teacher corrects if they make any mistakes. | ***Suggested answer:***  I learnt to share housework with other members of the family when I was seven or eight. I always start the day by tidying up my bed. Then I prepare breakfast for me and my brother. I usually help prepare dinner or do the washing afterwards. At the weekend, I usually spend an hour cleaning and tidying up my room and collecting dirty clothes of the whole family for washing. I sometimes do other work like planting vegetables or ﬂowers on the top open ﬂoor of our house with my mother, repairing our bikes with my father, or repainting the gate. I think doing housework together connects our family’s members. |

**e. Assessment**

- Teacher’s observation and feedback.

**4. CONSOLIDATION** (3 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 7: Looking back & Project.

**Board Plan**