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| ***Date of planning***: 1/11/2024  ***Date of teaching*:5/11/2024**  **WEEK: 10** | **Period : 28 UNIT 4 : ETHNIC GROUPS OF VIET NAM**  **Lesson 1: GETTING STARTED**  ***I’m from the Tay ethnic group*** |

**I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**

**1. Knowledge:**

- To introduce the topic about the topic *Ethnic groups of Viet Nam*

- To practice listening and reading skills .

+ Vocabulary:

- Use vocabulary to talk about *Ethnic groups of Viet Nam*

+ Distinguish two sounds **/k /** and ***/* g */***correctly

+ Grammar*:***-** Yes/ No and Wh- questions

- Countable and uncountable nouns

**2. Competence:**

**-** To practice listening and reading skills .

- Develop communication skills and cultural awareness.

- Be co-operative and supportive in pair work and teamwork.

- Be actively join in class activities.

**3. Qualities:**

- Love talking about *Ethnic groups of Viet Nam*

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Hoclieu.vn

**III. PROCEDURE:**

|  |  |
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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson.*  - Introduce the new lesson and set the scene for Ss to acquire new language;  - Get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes:*Having a chance to speak English. Ss have general ideas about the topic *Ethnic groups of Viet Nam.*  *\* Organisation :* Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **Brainstorming**  - Teacher asks Ss to work in 2 groups and think of some ethnic groups in Viet Nam.  - Teacher writes the name of one ethnic group as a modelling activity.  - Ss (one by one) go to the board and write the names of ethnic groups in Viet Nam that they know.  - Teacher checks Ss’ results.  - The group with more correct names of ethnic groups in Viet Nam becomes the winner. | **+ Greeting ; T\_Ss.**  **Brainstorming**  + Students **(Ss)** listen and learn how to do the tasks.  Net work **the Tay**  **Ethnic groups**  ***Suggested answers:***  The Tay, the Nung, the Yao, the Kinh, the Brau, the Hani, the Hmong, the Bahnar, the Bru, the Muong, the Koho, the Giay, … |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| **\* Objectives:**  **- To set the context for the introductory dialogue; - To introduce the topic of the unit. Ss know words about ethnic groups of Viet Nam.**  *\* Content:*Learn some new words . Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  *\* Expected outcomes:* Knowing more new words. Ss know how to pronounce the new words correctly and use them in appropriate situations.Students know the topic of the unit and be ready for the conversation.  *\* Organisation* **:** *Teacher’s instructions.* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY1**.Listen and read /** Page 40 | |
| **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “*Matching*” checking technique.  - Teacher reveals that these six words will appear in the reading text and asks students to open their textbooks to discover further.  *\*\*Set the context*: Have Ss look at the title and the picture, and answer some questions, e.g. *What do you think Lai and Tom are talking about?, Do you know anything about the Tay ethnic group?*  - Encourage Ss to answer.  - Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked and ask Ss if they would like to change / add anything to their previous answers.  - Teacher asks some pairs of students to read the conversation aloud.  - Teacher asks Ss if they would like to change or add anything to their previous answers. | **- T\_Ss**  \* Vocabulary  **1**. ethnic (adj) (group) (nhóm) dân tộc  **2**. post (n) cột  **3**. overlook (v) nhìn ra  **4.** stilt house (n) nhà sàn  **5**. costume(n) trang phục  **6**. terraced field (n) ruộng bậc thang  ***Questions:***  *- What do you think Lai and Tom are talking about?*  *- Do you know anything about the Tay ethnic group?*  ***Suggested answers:***  - They are talking about the Tay ethnic group/ an ethnic group/… |
| **3. PRACTICE ( 15’)** | |
| **\* Objectives:**  **2.To help Ss understand the conversation.**  **3.To help Ss learn some vocabulary from the conversation visually (using the picture)**  **to ensure they know the correct meanings of the words.**  **4. To develop Ss’ vocabulary related to the topic in the sentences.**  *\* Content:*Listen and read the conversation.Read the conversation and circle the correct answer ; Matching the pictures with the words/ phrases. Complete the sentences…  *\* Expected outcomes:* Students can read and understand general and specific information about the Tay ethnic group.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 2: **Read the conversation again and circle the correct answers.** | |
| - Encourage Ss to answer the questions without referring to the conversation.  - Confirm the correct answers.  - Teacher has Ss compare the answers in pairs before checking with the whole class.  - Teacher checks the answers as a class and gives feedback. | **- T\_Ss**  **- Work individually.**  **\* Key:**  **1**. C  **2**. B  **3.** A |
| ACTIVITY 3: **Match the pictures with the word and phrases from the conversation.** | |
| - Ask Ss to read the word and phrases (and find where they appear in the conversation if necessary) and fook at the pictures.  - Ask them to match the pictures with the word and phrases.  - Ask Ss to say the word and phrases aloud. Make sure they pronounce them correctly.  - Check the answers as a class. | **- T\_ Ss**  - **Sswork individually.**  \* Key:  **1.** c **2.** a **3.** d **4**. b |
| ACTIVITY 4: **Complete the sentences with the words and phrases from the box.** | |
| - Ask Ss to work independently to fill in each blank with a suitable word or phrase from the box.  - Teacher checks the answers as a class and gives feedback. | **- T\_ Ss.** Ss work independently  **\* Key:**  **1**. folk dance  **2.** overlooks  **3**. musical instrument  **4**. traditional  **5.** ethnic groups |
| **4. PRODUCTION/ FURTHER PRACTICE( 8’)** | |
| **\* Objectives:**  **- To allow Ss to locate where some large ethnic groups in Viet Nam live.**  + Further practice. Label the map with names of the ethnic groups. | |
| *\* Content:*- Ss can locate the living places of some large ethnic groups in Viet Nam . Playning GAME  *\* Expected outcomes:* Ss have a better understanding of ethnic groups in Viet Nam.  *\* Organisation :* | |
| **Teacher’s Student’s activities** | **Content** |
| ACTIVITY 5: **GAME : “Where are they?”. Work in groups. Discuss and label the maps** | |
| + Allow Ss one minute to discuss and label the map with the names of the ethnic groups from the box.  - Call on some groups to say aloud their answers.  - Confirm the correct answers.  **\* Get feedback.** | **- T\_ Ss**  - **Sswork individually.**  ***Answer key:***  **1.** Hmong  **2.** Nung  **3.** Ede  **4.** Bahnar  **5**. Khmer  **6**. Cham |
| **5. WRAP-UP & HOME WORK(2’)**  - Write the names of ethnic groups again on board. Ask Ss to say aloud some words and phrases from the lesson that they can remember.  - If there is an overhead projector in the classroom, show the conversation and highlight the keywords related to the topic.  **\* HOME WORK:**  - Learn by heart all the words that they have just learnt  - Do more exercises in workbook.  - Start preparing for the Project of the unit:  - Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose an ethnic group in Viet Nam that you are most interested in and make a poster about it (suggested information in Project lesson). 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.)  - Prepare new lesson: Lesson 2: A CLOSER LOOK 1.  ==============================================   |  |  | | --- | --- | | ***Date of planning***: 1/11/2024  ***Date of teaching*:** 711/2024  **WEEK: 29** | **Period: 29 UNIT 4 ETHNIC GROUPS OF VIETNAM**  **Lesson 2 : A CLOSER LOOK 1** |   **I. OBJECTIVES:\* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - The lexical items related to the life of the ethnic people.  - Pronunciation: Correctly pronounce words that contain the sounds **/k/** and **/g/**  + Vocabulary:- Use The lexical items related to the life of *Ethnic groups of Viet Nam*  + Correctly pronounce sounds **/k /** and ***/* g */ .***  + Grammar*:***-**Yes/ No and Wh- questions  - Countable and uncountable nouns  **2. Competence:**  **-** Students will be able to know more new words about *Ethnic groups of Viet Nam*  - Develop communication skills and cultural awareness.  - Be cooperative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love talking about *Ethnic groups of Viet Nam*  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn .  **III. PROCEDURE:**   |  |  |  | | --- | --- | --- | | **1. WARM UP & INTRODUCTION** ( 3’- 5’) | | | | **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\*Expected outcomes*: Having a chance to speak English. Students get some vocabulary from the lesson and be ready for the lesson.  *\* Organisation :* Teacher’s instructions … | | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Game: Kim’s game**  - Teacher asks Ss to work in 2 groups.  - Teacher shows some pictures related to ethnic groups in 2 minutes.  - Ss look at the pictures and remember (no writing)  - As soon as teacher stops showing the pictures, Ss work in groups and write the words for the pictures they have seen  - The group with more correct answers becomes the winner.  Lead into this lesson .  **OR:** Show some pictures of people, costumes, and landscapes *(for example: wooden statue at the grave yard, terraced fields, bamboo flute, Rong house...),* and ask if Ss know them.  - Lead into this lesson which focuses on words and phrases about the life of ethnic minority groups in Viet Nam and sounds **/k/** and **/g/.**  - Share with Ss the lesson objectives. Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting ; - T\_Ss.**  **+ Game: Kim’s game**  ***\* Suggested answers:***  (a) bamboo house, costume(s), five-colour sticky rice, folk dance, musical instrument(s), post(s), stilt house, terraced field(s)… | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | | **\* Objectives:**  **1. To introduce visually some nouns/ nounphrases related to the life of ethnic people.**  *\* Content:*Write a word or phrase from the box under each picture;  *\* Expected outcomes:* Knowing more new words. Ss know how to pronounce the new words correctly and use them in appropriate situations.  *\* Organisation* **:** Teacher’s instructions. | | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Write a word or phrase from the box under each picture.** | | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking “*What and where?*”  \*\* Teacher asks Ss to look at each picture and say the word or phrase describing it if they know.  - Have Ss to read the words and phrases and do the matching. Ss can start matching the phrases they can easily recognise *like terraced fields, Rong house, bamboo flute, wooden statue*. The two remaining words on the list *(gong* and *weaving*) are different as one is an activity (*weaving*) and the other is an object (*gong)*  - Teacher checks the answers as a class.  - Have Ss read the words or phrases aloud. Correct their pronunciation if needed.  - T may ask Ss for the Vietnamese equipvalents of these words or phrases. | **- T\_Ss**  ***\* New words:***  **1**. communal house (n) nhà rông, nhà sinh hoạt cộng đồng.  **2**. minority group (n) dân tộc thiểu số  **3**. livestock (n) gia súc  **4**. raise (v) chăn nuôi  **5**. gong(n) cái cồng, cái chiêng  ***\*\*\* Answer key:***  **1.** wooden statue  **2.** *Rong* house (Nhà Rông )  **3**. weaving  **4**. bamboo flute  **5**. gong  **6**. terraced fields | | **3. PRACTICE ( 15’)** | | | | **\* Objectives:**  **2. To help Ss understand more clearly the meaning of some words and phrases.**  **3. To help Ss use the words in specific contexts.**  *\* Content:*Match the words and phrases with their meanings.; Complete the sentences with the words and phrases from the box.  *\*Expected outcomes:*Know more new words and phrases. Know how to use the words/ phrases in context.  *\* Organisation :* | | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Match the words and phrases with their meanings.** | | | | - Ask Ss to read the words and phrases that have been provided in the fist column and meanings in the secondcolumn.  - Teacher guides Ss if needed: Two words (*gong, gardening*) have appeared in the previous tasks and lessons. Two are similar (*hourse- room, group- group*)  -Ss can easilyfind the remaining items.  - Ss work individually, match suitable words/ phrases with their meanings.  - Teacher checks the answers as a class. | **- T\_Ss**  **\* Key:**  **1. c 2. a**  **3. e 4. d**  **5. b** | | ACTIVITY 3: **Complete the sentences with the words and phrases from the box.** | | | | - Ss should have no difficullty completing the sentences since the words and phrases in the box have been taught in the previous activities.  - Teacher asks Ss to work individually, discuss and choose suitable words/ phrases to fill in the gaps.  - Ss go to the board and write their answers.  - Teacher checks the answers as a class.  ***- Teacher checks the answers as a class and gives feedback.*** | **- T\_ Ss**  \* ***Answer key:***  **1**. unique features  **2.** weave  **3.** raise  **4.** communal house  **5.** minority group  **6.** livestock | | **4. PRONUNCIATION: ( 8’)**  /k/ and /g / | | | | **\* Objectives:**  **- To help students identify how to pronounce the sounds /k/ and /g/.**  **- To help students practise pronouncing these sounds correctly in words and in sentences.**  *\* Content:*Listen and repeat the words. Pay attention to the sounds /k/ and /g/. Listen and repeat the sentences. Pay attention to the underlined words.  *\* Expected outcomes:* Students repeats the words correctly. Learn how to pronounce the words correctly. Ss distinguish and pronounce the sound /k/ and /g/ correctly in their speaking.  *\* Organisation :* | | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4:**Listen and repeat the words. Pay attention to the sounds /k/ and /g/.** | | | | + Have Ss read the sentences, paying attention to the underlined words /k/ and /g/.  - Play the recording and ask them repeat each sentence  - Teacher asks Ss to listen and pay attention to the sounds /k/ and /g/.  - Ss repeat the words as a class, in groups and individually.  - Call on some Ss to read the sentence individually.  - Play the recording as many times as necessary.  ***\* Teacher gives corrections and feedbacks to students’ pronunciation* .** | **- T\_ Ss. Ss- Ss** | | ACTIVITY 5: **Listen and repeat the sentences. Pay attention to the underlined words.** | | | | - Have Ss read the sentences, paying attention to the underlined words with the sounds /k/ and /g/.  - Play the recording and ask Ss to repeat each sentence. Correct them if needed.  - Call on some Ss to read the sentences individually.  - Teacher asks some students to read the sentences individually.  ***\*\* Teacher’s observation and feedback.*** | **\* Answer:** | | **5. WRAP-UP & HOME WORK (2’)**  - Teacher asks Ss to summarise what theynhave learnt in the lesson.  **\* HOME WORK:**  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK 2 .  ==============================================   |  |  | | --- | --- | | ***Date of planning***: 4/11/2024  ***Date of teaching*: 11/11/2024**  **WEEK: 10** | **Period 30: UNIT 3 : ETHNIC GROUPS OF VIETNAM**  **Lesson 3 : A CLOSER LOOK 2** | |  |  |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  + Review and teach Yes/ No questions and WH-questions.  + Vocabulary : - The lexical items related to the life of the ethnic people.  + Grammar: + *Yes / No* and *WH-*questions.  + Countable and uncountable nouns.  **2. Competence:**  **-** Ss know how to useand form: Yes/ No questions and WH-questions.  - Be cooperative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love talking about ethnic groups of Viet Nam.  - Develop self-study skills.  - Ss have the good attitude to working in groups, individual work, pairwork, cooperative learning.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Sach mem.vn ; Or hoclieu.vn .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  **- To create an active atmosphere in the class before the lesson;**  **- Lead in the new lesson**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Having a chance to speak English and focus on the topic of the lesson.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Game: Who is faster?**  - Teacher divides Ss into 4 groups.  - Teacher gives each group a piece of paper.  - Teacher asks them to write as many words (nouns) related to ethnic groups of Viet Nam as possible.  - Each group chooses one secretary to write the words that other members tell him/ her.  - Ss play the game in 3 minutes.  - Teacher asks each group to hand in their papers and checks, the group with the most correct words is the winner. Teacher invites the winner to read aloud their words.  - Teacher gives feedback.  - Ask Ss to look at A CLOSER LOOK 2 on page 31.  + Introduce the objectives of the lesson. Focus on the objectives of the lesson. | **+ Greeting ; T\_Ss.**  **+ Game: Who is faster?**  ***\* Suggested answers:***  gong, communal house, wooden statue, folk dance, musical instrument, bamboo house, costume, five-colour sticky rice, stilt house, terraced field,...  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **Yes/ No questions and WH- questions**  **\* Objectives:**  **1. To introduce new words related to the life of the ethnic people**  **2.To help students revise the form of *Yes / No* questions and the use of Wh-question words.**  *\* Content:* **-** To review and teach grammar. *Yes / No* questions.;WH- questions.  - Change the sentences into *Yes / No* questions ;Choose the correct question word for each question below.  *\* Expected outcomes*: Ss know how to form and use: *Yes / No* questions and the use of *Wh-*question words.  *\* Organisations:*  **I.Questions: *yes-no* questions**  + Questions that need either a *yes* or a *no* answer are called *yes-no* questions:  *( Những câu hỏi cần câu trả lời có hoặc không được gọi là câu hỏi Yes-No.)*  *+ Do you like classical music ?* (answer: *yes* or *no*)  *+ Did you watch television las tnight?* (answer: *yes* or *no*)  **1. Forming yes-no questions: (Cách đặt câu hỏi có - không?)**  **1.1. With an auxiliary verb: (Dùng Trợ động từ )**  \* We form *yes-no* questions with an auxiliary verb (*be, do* or *have*) + subject + main verb or with a modal verb + subject + main verb:  ( Chúng ta đặt câu hỏi ***có-không***với trợ động từ (**be, do hoặc have**) **+ chủ ngữ + động từchính** hoặc với **Trợ động từ + chủ ngữ + động từ chính?** )   |  |  | | --- | --- | | ***Be:******Is****she working very hard?* | ***Were****they waiting for the bus?* | | ***Do****:****Does****she live near here?* | ***Did****you watch TV last night?* | | ***Have****:****Have****you finished it yet?* | ***Had****they visited Lon Don before?* | | ***Modal****:****Could****you help me open this box?* | ***Should****I come to her party?* |   \*\* Where there is no auxiliary verb ***be, have*** or ***modal verb***already present in the statement, we use the auxiliary ***do, does, did*:**  *( Trường hợp không có trợ động từ* ***be, have****hoặc* ***modal verb****đã có trong câu trần thuật , chúng ta sử dụng các trợ động từ* ***do, does, did:****)*  **II. Câu hỏi với Wh-? Question with question word ?**  - Câu hỏi với Wh bắt đầu bằng **what, when, where, who, whom, which, whose, why và how**.  - Chúng được dùng để là rõ thông tin. Câu trả lời không thể là Yes/No.  Ví dụ:  A: **When** do you finish school? B: Next June.  A: **Who** is your favourite teacher? B: Mr. Pike.  **2. Cách thành lập câu hỏi với Wh-Q**  **2.1. Với trợ động từ:**  **Wh- + Trợ động từ (be, do or have) + Chủ ngữ + Động từ chính?**  **+ hoặc:**  **Wh- + Động từ khuyết thiếu + Chủ ngữ + Động từ chính?**  **Ví dụ:**   |  |  | | --- | --- | | Be: When are you leaving? | Who’s been paying the bills? | | Do: Where do they live? | Why didn’t you call me? | | Have: What has she done now? | What have they decided? | | Modal: Who would she stay with? | Where should I park? |   **2.2. Không có trợ động từ:**  **Note:**Khi **what, who, which**hoặc **whose** là chủ ngữ hay một phần chủ ngữ, không dùng trợ động từ.  Ta dùng trật tự từ : **Chủ ngữ + Động từ.**  Ví dụ: What fell off the wall? (Cái gì rớt trên tường xuống vậy?)  Which horse won? (Con ngựa nào về nhất?); Who bought this? (Ai mua cái này?)  **\*\* Trả lời câu hỏi với Wh**  -Câu hỏi với Wh- hỏi để lấy thông tin. Câu trả lời không thể làYes/No mà làcung cấp thông tin.  **Ví dụ:** A: Where’s the coffee machine? B: It’s in the room next to the reception.  A: How old is this church? B: It’s about 200 years old. I’m not very sure.  **2/Một số từ hỏi:**   |  |  | | --- | --- | | When?   Khi nào (thời gian)  Where? Ở đâu (nơi chốn)  Who?      Ai (con người - chủ ngữ)  Why?      Tại sao (lý do)  What?     Cái gì / gì (vật, ý kiến, hành động) | Which?         Cái nào (sự chọn lựa)  Whose?        Của ai (sự sở hữu)  Whom?        Ai (người - tân ngữ)  How?           Như thế nào (cách thức)... | | | | **2. PRACTICE ( 15’)** | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Change the sentences into *Yes / No* questions.** | | | \* Pre-teach vocabulary:  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking” “***Rub out and remember***” technique.  **\* Grammar note:** (Act-1)   - Provide less advanced Ss with a simple revision on how to form Yes/ No questions by guiding them how to change a sentence into a Yes/ No questions. Vary the tense of verbs.  + *We are studying* Unit 4.  =>*Are we studying Unit 4?*  + Many students attended the school’s art exhibition.  =>*Did many students attend the school’s art exhibition ?*  - Ask Ss to work individually and do the exercise.  - Ask Ss to compare their answers with their friends.  - Ss discuss with their friends if there are any differences between their answers.  - Teacher checks students’ answers as a class.  - Call on some Ss to read the questions. Remind them to pay attention to the rising tone of the questions.   * **Jrai** : dân tôc Gia Rai * **The Ban Flower Festival** : Lễ Hội Hoa Ban. | **+ T- Ss ; Ss work individually first.**  **\* New words:**  **1.** harvest (v) gặt hái, thu hoạch  **2.** crop (n) vụ mùa, vụ trồng trọt  **3.** waterwheel (n) bánh xe nước  ***\* Answer key:***  **1.** Do women play an important role in a Jrai family?  **2.** Is *mua sap* a popular folk dance of the Thai people?  **3.** Did you have boarding schools for minority students in 1950?  **4.** Did you attend the Ban Flower Festival in Dien Bien last year?  **5**. Will you watch a documentary about the Khmer? | | ACTIVITY 2: **Choose the correct question word for each question below.** | | | - Have Ss to do this exercises individually.  - Teacher asks them to read the sentences carefully and decide which question word correctly fits in.  - Teacher calls on some Ss to give and explain their answers.  - Teacher checks and confirms the correct answers. | **- T\_ Ss**  \* ***Answer key:***  **1. B**  **2. B**  **3. A**  **4. A**  **5. B** | | **EXTRA ACTIVITY:**  - Brainstorm with the class everything they know about the different ethnic groups of Viet Nam and record on the left side of the board, using a mind map or the key terms mentioned.  - Make sure some of the vocabulary taught in this unit is on the board.  On the right side of the board, write:  **1. Do 2. Are 3. Is 4. When 5. What 6. Where 7. Why 8. How**  - Put Ss into groups of three and each group will get one piece of A4 paper and appoint a group secretary.  - The group secretary writes 1 through 8 in a vertical column on a piece of paper and then writes the first word of the question.  - Run a competition where every group writes one question beginning with the question words and some of the information about ethnic groups on the board.  - The first team to complete their 8 questions correctly wins. | | | **B.COUNTABLE AND UNCOUNTABLE NOUNS**  **\* Help Ss identify countable and uncountable nouns.**  **\* Ss practice using countable and uncountable nouns.**  **+ Do the tasks.**  **1. Countable nouns (Danh từ đếm được)**  - Some nouns refer to things which, in English, are treated as separate items which can be counted. These are called countable nouns. Here are some examples:  *Một số danh từ dùng để chỉ những thứ mà trong tiếng Anh được coi là những mục riêng biệt có thể đếm được. Chúng được gọi là danh từ đếm được. Dưới đây là một số ví dụ:*  *a****car****, three****cars***; *my****cousin****, my two****cousins***  *a****book****, a box full of****books***; *a****city****, several big****cities***  **+ Singular and plural**  Countable nouns can be singular or plural. They can be used with *a/an* and with numbers and many other determiners (e.g. *these, a few*):  ( Danh từ đếm được có thể là số ít hoặc số nhiều. Chúng có thể được sử dụng với a/an và với số và nhiều từ hạn định khác (ví dụ: these, a few):  *She’s got****two******sisters****and****a****younger****brother****.*  **2. Uncountable nouns (Danh từ không đếm được)**  In English grammar, some things are seen as a whole or mass. These are called uncountable nouns, because they cannot be separated or counted.  *( Trong ngữ pháp tiếng Anh, một số thứ được coi là toàn bộ hoặc khối lượng. Chúng được gọi là danh từ không đếm được vì chúng không thể tách rời hoặc đếm được. )*  *Some examples of uncountable nouns are:*  - Ideas and experiences: ( *Ý tưởng và kinh nghiệm* ): *advice, information, progress, news, luck, fun, work*  - Materials and substances (*Vật liệu và chất*) : *water, rice, cement, gold, milk*  - Weather words ( *từ thời tiết* ) : *weather, thunder, lightning, rain, snow*  - Names for groups or collections of things ( *Tên cho các nhóm hoặc bộ sưu tập của sự vật:)* :  *furniture, equipment, rubbish, luggage.*  - Other common uncountable nouns include (*Các danh từ không đếm được phổ biến khác bao gồm* : *accommodation, baggage, homework, knowledge, money, permission, research, traffic, travel*.  - Some nouns always have plural form but they are uncountable because we cannot use numbers with them. ( *Một số danh từ luôn có dạng số nhiều nhưng chúng không đếm được vì chúng ta không thể sử dụng số với chúng.)*  *I bought****two pairs of trousers****…..* | | | **Teacher’s and students’ activities** | **Content** | | ACTIVITY 3: **Write C (countable) or U (uncountable) for the underlined words.** | | | + Conduct a short revision of countable and uncountable nouns (what they are and how to identify them). Give some examples like *water, house, air*, *street...* and ask Ss which one(s) they can count one, two, three... and which one(s) they cannot. Then refer to the use of quantifiers that a countable or an uncountable noun can go with through examples, e.g. *This is a gong.* ('a' shows the noun '*gong*' after it is countable) and *I just need a little paste*, ('a little' shows that the noun 'paste' after it is uncountable).  - Allow Ss to work in pairs or individually.  - Call on 2 - 3 Ss to read their answers and explain their choices  - Teacher gets feedback and confirms the correct answers. | **- T\_ Ss**  ***\* Answer key:***  **1**. **C 2**. **U 3**. **C**  **4.C 5**. **U6.C**  - Countable nouns: 1,3,4,6  - Uncountable nouns: 2,5 | | ACTIVITY 4 :**Fill in each blank with *a, much, many, a little*, or *a few***. | | | - Teacher asks Ss to work individually.  - Guide Ss to read each sentence carefully and decide if the noun after the quantifier is countable or uncountable and if the sentence is affirmative, negative or interrogative. Then choose a suitable quantifier *a, much, many, a little*, or *a few* for each sentence.  - Teacher asks Ss to compare their answers with their partner.  - Teacher asks Ss to read their answers.  - Teacher confirms and checks answers. | **- T\_ Ss**  **\* Answer key:**  **1. a**  **2. many**  **3. a few**  **4. a little**  **5. much** | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | **\* Objectives:**  **- To provide Ss with open practice with countable and uncountable nouns.**  *\* Content*: Playing GAME.Work in groups. Think of six nouns related to each of the topics below, in which three nouns are countable and three nouns are uncountable.  *\* Expected outcomes*: - Ss know how to identify countable and uncountable nouns and how to use a quantifier with a countable or uncountable noun.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 5: **GAME: Work in groups. Think of six nouns related to each of the topics below, in which three nouns are countable and three nouns are uncountable.** | | | - Have Ss to work in groups and choose one topic.  - Teacher asks Ss a certain amount of time to discuss and come up with the six words as required.  - Take notes of the time each group takes to finish the task.  - Calls on three quickest groups to read aloud their answers and the class decides whether they contain three countable and three uncountable nouns. The quickest group with 6 correct answers wins.  + Topics:  + Leisure time  + Living in the mountains  **\* Teacher’s observation and feedback.** | **- T\_ Ss.**  **- Work in groups.**  ***Suggested words:***  *\* Leisure time:*  +Countable nouns: film, game, sport,…  +Uncountable nouns: music, gardening, reading,…  *\* Living in the mountains:*  + Countable nouns: terraced field, stilt house, communal house,….  + Uncountable noun: five-colour sticky rice, nature, … | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  \* HOME WORK:  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Prepare new lesson: Lesson : COMMUNICATION. | |   **===========================**  **II. GRAMMAR:**  **I.Questions: *yes-no* questions**  + Questions that need either a *yes* or a *no* answer are called *yes-no* questions:  *( Những câu hỏi cần câu trả lời có hoặc không được gọi là câu hỏi Yes-No.)*  *+ Do you like classical music ?* (answer: *yes* or *no*)  *+ Did you watch television las tnight?* (answer: *yes* or *no*)  **1. Forming yes-no questions: (Cách đặt câu hỏi có - không?)**  **1.1. With an auxiliary verb: (Dùng Trợ động từ )**  \* We form *yes-no* questions with an auxiliary verb (*be, do* or *have*) + subject + main verb or with a modal verb + subject + main verb:  ( Chúng ta đặt câu hỏi ***có-không***với trợ động từ (**be, do hoặc have**) **+ chủ ngữ + động từchính** hoặc với **Trợ động từ + chủ ngữ + động từ chính?** )   |  |  | | --- | --- | | ***Be:******Is****she working very hard?* | ***Were****they waiting for the bus?* | | ***Do****:****Does****she live near here?* | ***Did****you watch TV last night?* | | ***Have****:****Have****you finished it yet?* | ***Had****they visited Lon Don before?* | | ***Modal****:****Could****you help me open this box?* | ***Should****I come to her party?* |   \*\* Where there is no auxiliary verb ***be, have*** or ***modal verb***already present in the statement, we use the auxiliary ***do, does, did*:**  *( Trường hợp không có trợ động từ* ***be, have****hoặc* ***modal verb****đã có trong câu trần thuật , chúng ta sử dụng các trợ động từ* ***do, does, did:****)*   |  |  | | --- | --- | | **Statement form (no auxiliary)** | **Question form** | | *You usually walk to work*. | ***Do*** *you usually walk to work?*  Not: ~~Walk you~~…? | | *You liked disco music in the 70s*. | ***Did*** *you like disco music in the 70s?*  Not: ~~Liked you~~…? |   **1.2. We don’t use an auxiliary verb when we use be as a main verb:**  *( Chúng ta không sử dụng trợ động từ khi chúng ta sử dụng* ***be*** *làm động từ chính:*  ***+ Is she****your sister? Yes, she is*  **\* Cấu trúc is there/ are there?**  ***Ví dụ:****- Is there any milk in the bottle? Yes, there is.*  *- Is there any salt in the kitchen? No, there isn’t.*  *- Are there any people outside now? Yes, a lot of people are standing out there.*  - *Are there any children in the garden? No, there aren’t.*  **II. Câu hỏi với Wh-? Question with question word ?**  - Câu hỏi với Wh bắt đầu bằng **what, when, where, who, whom, which, whose, why và how**.  - Chúng được dùng để là rõ thông tin. Câu trả lời không thể là Yes/No.  Ví dụ:  A: **When** do you finish school? B: Next June.  A: **Who** is your favourite teacher? B: Mr. Pike.  **2. Cách thành lập câu hỏi với Wh-Q**  **2.1. Với trợ động từ:**  **Wh- + Trợ động từ (be, do or have) + Chủ ngữ + Động từ chính?**  **+ hoặc:**  **Wh- + Động từ khuyết thiếu + Chủ ngữ + Động từ chính?**  **Ví dụ:**   |  |  | | --- | --- | | Be: When are you leaving? | Who’s been paying the bills? | | Do: Where do they live? | Why didn’t you call me? | | Have: What has she done now? | What have they decided? | | Modal: Who would she stay with? | Where should I park? |   **2.2. Không có trợ động từ:**  **Note:**Khi **what, who, which**hoặc **whose** là chủ ngữ hay một phần chủ ngữ, ta không dùng trợ động từ.  Ta dùng trật tự từ : **Chủ ngữ + Động từ.**  Ví dụ: What fell off the wall? (Cái gì rớt trên tường xuống vậy?)  Which horse won? (Con ngựa nào về nhất?); Who bought this? (Ai mua cái này?)  Whose phone rang? (Điện thoại của ai kêu vậy?)  **\*\* Trả lời câu hỏi với Wh**  - Câu hỏi với Wh- hỏi để lấy thông tin. Do đó, câu trả lời không thể là Yes/No mà là cung cấp thông tin.  **Ví dụ:** A: Where’s the coffee machine? B: It’s in the room next to the reception.  A: How old is this church? B: It’s about 200 years old. I’m not very sure.  **2/Một số từ hỏi:**   |  |  | | --- | --- | | When?   Khi nào (thời gian)  Where? Ở đâu (nơi chốn)  Who?      Ai (con người - chủ ngữ)  Why?      Tại sao (lý do)  What?     Cái gì / gì (vật, ý kiến, hành động) | Which?         Cái nào (sự chọn lựa)  Whose?        Của ai (sự sở hữu)  Whom?        Ai (người - tân ngữ)  How?           Như thế nào (cách thức)... |   ***\* Study this: Yes - No questions :***   |  |  | | --- | --- | | + Are you from England ? | - *Yes, I am / No, I’m not .* | | + Is she working? | - *Yes, she is / No, she isn’t* | | + Can you drive a car ? | *- Yes, I can / No, I can’t.* | | + Does she like coffee ? | - *Yes, she does / No, she doesn’t .* | | + Do you have a brother ? | - *Yes, I do/ No. I don’t* | | + Did you watch TV last night? | - *Yes , I did/ No I didn’t* | | + Have you got a car ? | - *Yes, I have / No, I haven’t ......* |   **B. Countable nouns and Uncountable nouns.**  **1. Định nghĩa:**Là những danh từ chỉ người, chỉ động vật, chỉ sự vật hoặc hiện tượng,… tồn tại độc lập riêng lẻ mà ta có thể đếm được, được thể hiện bằng số lượng cụ thể, chính vì vậy thường sẽ đi cùng với số đếm phía trước.  *Ví dụ: a chair, an apple, five pens,…*  **Phân loại:** Danh từ đếm được có 2 loại hình thái: danh từ số ít (single) và danh từ số nhiều (plural).   * Danh từ số ít thường đi kèm mạo từ “a/an” phía trước, còn danh từ số nhiều dùng để chỉ sự vật với số lượng từ 2 trở lên. * Ngoài một số trường hợp bất quy tắc thì khi muốn chuyển danh từ số ít sang dạng danh từ số nhiều, ta thêm “s” hoặc “es” vào tận cùng để biểu thị.   *Ví dụ:*  *a table (một cái bàn) – tables (những cái bàn)*  *an orange (một quả cam) – 5 oranges (5 quả cam)*  *a boy (một cậu bé) – 3 boys (3 cậu bé)*  **Một số quy tắc cần nhớ khi chuyển danh từ đếm được dạng số ít sang dạng số nhiều bằng cách thêm “es”:**   * Nếu danh từ đếm được số ít kết thúc bằng ‘ch, sh, s, x, o’, khi chuyển sang dạng số nhiều cần thêm ‘es’.   *Ví dụ: one glass → four glasses, watch → 2 watches*   * Nếu danh từ đếm được số ít kết thúc bằng ‘y’, khi sang dạng số nhiều cần chuyển ‘y’ thành ‘i’ sau đó thêm ‘es’.   *Ví dụ: one family → two families, a lady → 2 ladies*   * Nếu danh từ đếm được số ít có tận cùng là ‘f, fe, ff’, khi chuyển sang dạng số nhiều ta bỏ đi và thêm “ves” vào cuối.   *Ví dụ: a knife → knives, wolf (một con sói) → wolves (những con sói)*  **Một số danh từ đếm được bất quy tắc thường gặp**(là những từ khi chuyển dạng số ít sang dạng số nhiều sẽ không theo bất kỳ một quy tắc chung nào):   |  |  |  | | --- | --- | --- | | **Danh từ số ít** | **Danh từ số nhiều** | **Nghĩa** | | Woman | Women | Phụ nữ | | Man | Men | Đàn ông | | Foot | Feet | Bàn chân | | Person | People | Con người | | Child | Children | Trẻ em | | Tooth | Teeth | Răng | | Bacterium | Bacteria | Vi khuẩn | | Mouse | Mice | Con chuột | | Goose | Geese | Con ngỗng |   Ngoài ra, còn một số danh từ đếm được có dạng số ít và số nhiều đều biểu thị giống nhau. Bạn chỉ có thể xác định dựa vào số đếm đứng trước, hoặc dựa vào ngữ cảnh của câu văn, đoạn văn.  *Ví dụ:*   * A fish (một con cá) – 2 fish (2 con cá) * *A deer (một con hươu) – 2 deer (2 con hươu)* * *A sheep (một con cừu) – 2 sheep (2 con cừu)* * *A series (một chuỗi) – series (nhiều chuỗi)*   Trong tiếng Anh, những danh từ bất quy tắc không chiếm số lượng quá nhiều. Chính vì vậy, bạn chỉ cần chú ý học và ghi nhớ thì sẽ không lo mắc sai lầm trong quá trình học tiếng Anh.  **Danh từ không đếm được (Uncountable Nouns)**  **Định nghĩa:**chỉ đồ vật, sự vật, hiện tượng,… không đếm được, không thể sử dụng với số đếm. Đây thường là các danh từ chỉ khái niệm trừu tượng như hiện tượng tự nhiên, vật chất ở thể khí/ lỏng/ rắn, các loại bệnh, các môn học, các môn thể thao, một số danh từ tập hợp,…  *Ví dụ: flour (bột), water (nước), money (tiền), advice (lời khuyên), air (không khí), tea (trà), information (thông tin),…*  **Phân loại:**Khác với danh từ đếm được, các danh từ không đếm được thường có dạng số ít.  **Danh từ không đếm được có thể chia thành 5 nhóm điển hình như sau:**   * **Danh từ chỉ đồ ăn:**meat (thịt), food (đồ ăn), rice (gạo), water (nước), sugar (đường),.. * **Danh từ chỉ khái niệm trừu tượng: f**un (niềm vui), help (sự giúp đỡ), information (thông tin), patience (sự kiên trì), knowledge (kiến thức),… * **Danh từ chỉ lĩnh vực, môn học:** ethics (đạo đức học), mathematics (môn toán), music (âm nhạc), grammar (ngữ pháp), history (lịch sử),… * **Danh từ chỉ hiện tượng tự nhiên:**snow (tuyết), thunder (sấm), heat (nhiệt độ), light (ánh sáng), wind (gió),… * **Danh từ chỉ hoạt động:**walking (đi bộ), swimming (bơi), reading (đọc), sleeping (ngủ), cooking (nấu ăn),…   **2. Cách sử dụng danh từ đếm được và danh từ không đếm được**  Sau đây là một số quy tắc bạn cần nắm vững để phân biệt rõ danh từ đếm được và danh từ không đếm được, từ đó có thể áp dụng vào bài thi IELTS một cách hiệu quả, mang về điểm số cao. Cùng Pasal theo dõi ngay nhé!   |  |  |  | | --- | --- | --- | | **Đặc điểm** | **Danh từ đếm được** | **Danh từ không đếm được** | | **Hình thái** | Có 2 dạng: danh từ số ít và danh từ số nhiều.  Thêm đuôi ***“s”*** hoặc ***“es”*** để chuyển từ số ít thành số nhiều. | Thường chỉ có dạng số ít | | **Mạo từ** | Dùng ***“a/an”*** đứng trước khi danh từ đếm được ở dạng số ít, hoặc kèm mạo từ ***“the”.*** | Không bao giờ dùng với ***“a/an”,*** có thể sử dụng kèm mạo từ ***“the”.*** | | **Số từ** | Dùng số từ đứng trước khi muốn biểu thị số lượng.  *Ví dụ: 1 apple (1 quả táo), 2 apples (2 quả táo), 3 apples (quả táo),…* | Không dùng trực tiếp với số đếm, khi muốn biểu thị số lượng chỉ có thể dùng từ chỉ lượng + số đếm.  *Ví dụ: 1 cup of coffee (1 tách cà phê), 2 bags of sugar (2 túi đường),…* | | **Từ chỉ lượng** | Danh từ đếm được số nhiều đứng sau các từ: ***many, few, a few***  *Ví dụ: many bottles (nhiều cái chai), a few weeks (một vài tuần),…* | Danh từ không đếm được đứng sau các từ: ***much, little, a little of, a little bit of***  *Ví dụ: much food (nhiều đồ ăn), a little bit of oil (một chút ít dầu),…* | | **Động từ** | Kết hợp với dạng động từ số ít hoặc động từ số nhiều  *Ví dụ:*  *The girl is beautiful.*  *The girls are beautiful.* | Chỉ dùng với dạng động từ số ít.  *Ví dụ: Sugar is sweet.* |  * **Một số từ/ cụm từ có thể dùng được với cả danh từ đếm được và danh từ không đếm được: the, some, any, enough, plenty of, no, lots of, a lot of**   *Ví dụ:  some pens (vài cái bút) - some coffee (một chút cà phê) plenty of apples (đủ táo), plenty of sugar (đủ đường)*   * **Danh từ luôn ở dạng số nhiều: Trong tiếng Anh, có một số danh từ dù ở trường hợp nào cũng chỉ được sử dụng dưới dạng số nhiều.**   *Ví dụ:  Goods ; Trousers; Jeans ; Glasses ; Scissors ; Clothes ; Earnings ; Savings ; Scales….*  **Các trường hợp bất quy tắc:**   * **Một số danh từ vừa đếm được, vừa không đếm được, nhưng ở mỗi dạng khác nhau sẽ có ý nghĩa khác nhau.**   *Ví dụ: Chickens (những con gà) – chicken (thịt gà) Lights (những cái đèn) – light (ánh sáng) Times (số lần) – time (thời gian, giờ giấc) Works (tác phẩm) – work (công việc)*   * **Một số danh từ như ‘water, money, food,…’ thỉnh thoảng có thể được dùng ở dạng số nhiều để chỉ các loại hay dạng khác nhau ở vật liệu này.**   *Ví dụ: This is the foods that I want to eat. - Đây là loại thực phẩm mà tôi muốn ăn.*   * **Một số danh từ không đếm được có dạng giống với danh từ số nhiều, rất dễ gây nhầm lẫn.**   *Ví dụ: news (tin tức), physics (vật lý), mumps (bệnh quai bị), mechanics (cơ học),…*   * **Khi muốn nói tới số lượng của các danh từ không đếm được, bạn có thể sử dụng các từ chỉ lượng kết hợp với mạo từ “a/an”.**   *Ví dụ: a cup of coffee - 1 tách cà phê*  ===========================   |  |  | | --- | --- | | ***Date of planning***:5/11/2024  ***Date of teaching*: 12/11/2024**  **WEEK: 11** | **Period: 31 UNIT 3 : ETHNIC GROUPS OF VIET NAM**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Give opinions about the lifestyle of ethnic minority groups.  - Ask and answer about the Jrai people.  **+ Vocabulary:**- Use the lexical items related to the life of the ethnic people.  - Giving opinion:  + What do you think about life in the mountain? *– I think*  It’s very interesting  *- To my way of thinking,* there are better service in the city.  **+ Grammar:**- Yes/ No questions and WH- questions.  **2. Competence:**  - Develop communication skills and creativity  - Be cooperative and supportive in pair work and teamwork. Be actively join in class activities.  **3. Qualities:**  - Love talking about ethnic groups of Viet Nam.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, laptop, projector / TV.....  - Students : Text books, workbook…  - Sach mem.vn.  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes:*Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **Kim’s game.**  - 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.  + Lead into the new lesson. Write the unit title on the board Leisure time. | **+ Greeting . T\_Ss.**  **+ Kim’s game**  + Students **(Ss)** listen and learn how to do the tasks.    ***\* Answer key:***  Hmong, Hoa, Brau, Nung, Khmer, Cham, Tay, Ede. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **EVERYDAY ENGLISH**  **Giving opinions**  **\* Objectives:**  **- To introduce some ways to give opinions and allow Ss some practice.**  **- To allow Ss some practice in giving opinions.**  *\* Content:*Listen and read the conversation. Learn how to give opinions.  *\* Expected outcomes:*Students know how to how to give opinions. Make a similar conversation to ask and give opinions about these topics.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY1: **Listen and read the conversation. Pay attention to the highlighted parts.** | | | - Ask Ss to listen and read along with the conversation. Ask 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.  - Have Ss to practise the conversation in pairs.  ***\* Teacher checks students’ understanding by asking some checking questions.*** | **- T\_Ss**  ***Structures to give opinions:***  - I think …  - To my way of thinking …  A.What do you think about life in the mountain?  B. *- I think* It’s very interesting  *- To my way of thinking,* there are better service in the city. | | **3. PRACTICE ( 15’)** | | | **\* Objectives:**  **- To help Ss some practice in giving opinions.**  *\* Content:* To make similar conversations to give opinions.  *\* Expected outcomes:*Students know how to make a similar conversation to ask and give opinions about these topics.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Work in pairs. Make a similar conversation to ask and give opinions about these topics.** | | | - Ask 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.  **\* Teacher’s observation and feedback.** | **- T\_Ss**  **- Work in pairs**  **A:**What do you think about playing traditional games?/ Living close to nature?  **B:**I think/ To my way of thinking it’s very fun and interesting; relaxing. | | **Life style of ethnic minority groups**  **\* Objectives:**  **3.- To provide students with more knowledge about the lifestyle of ethnic minority groups through a quiz.**  **- To give students some practice in asking and answering about some information in the notes of the Jrai.**  *\* Content:*  + Do the QUIZ: How much do you know about ethnic groups in Viet Nam?; Read the notes below about the Jrai. Ask and answer about the information.  *\* Expected outcomes::*Ss know more about the lifestyle of ethnic minority groups.  - Ss can practise asking and answering about some information in the notes of the Jrai people.  *\* Organisation:* | | | ACTIVITY 3: QUIZ: **How much do you know about ethnic groups in Viet Nam?** | | | - Have Ss to work individually or in pairs,  - Allow Ss to read the sentences carefully and choose the correct answers.  - Ss do the exercise in 3 minutes.  - Call on some Ss to to read their answers aloud.  - Confirm the correct answers as a class.  ***+ May play Game: The 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. | **- T\_ Ss**  ***Suggestion:*** | | ACTIVITY 4: **Work in pairs. Read the notes below about the Jrai. Take turns to ask and answer about the information.** | | | - Have Ss work in pairs.  - Ask Ss to read the information carefully and decide on the question they want to ask and the answer they would give.  - Ask Ss to swap their roles of asking and answering.  - Teacher calls on 2-3 pairs to share their questions and answers.  - Correct them if needed. | **- T\_ Ss. Ss-Ss**  ***\* 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, … | | **4. PRODUCTION ( 8’)** | | | **\* Objectives:**  **5. To invite students to give their own opinions about some information related to the lifestyles of the Jrai .**  *\* Content:*Share the information in groups.  *\* Expected outcomes:*- Ss know more about the lifestyle of ethnic minority groups.  - Share with the group the information about the Jrai people they find interesting.  *\* Organisation:* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 5: **Work in groups. Share with your group the information about the Jrai people you find interesting.** | | | - Teacher asks Ss to work in groups.  - Allow Ss some time to refer to the notes in **4** and choose the feature(s) they are interested in.  - Encourage Ss to give their opinions on certain feature(s) of the Jrai people, using the suggested structures.  - Teacher calls on some groups to share their opinions with the class.  ***\* Teacher corrects students as going around while they’re practising.*** | **+ T- Ss ; Ss -Ss**  ***Students may start sharing their opinions with:***  - I like … because …  - I think that … | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Ss retell 2 ways of giving opinions.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: SKILLS\_1.  ==============================================   |  |  | | --- | --- | | ***Date of planning***:8/11/2024  ***Date of teaching*:**15/11/2024  **WEEK: 11** | **Period 32: UNIT 4 : ETHNIC GROUPS OF VIETNAM**  **Lesson 5 : SKILLS 1/ Reading and speaking** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Use the lexical items related to a stilt house.  - Ask and answer about the type of house they live in.  - Recognise reading skills for specific information and general information about stilt houses  + Vocabulary**:** - Use the lexical items related to a stilt house.+ Grammar: + *Yes /No* and *WH-*questions.  + Countable and uncountable nouns.  **2. Competence:**  - Develop communication skills and creativity.  - Be co-operative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love talking about ethnic groups of Viet Nam.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn .  **III. PROCEDURE:**   |  |  |  | | --- | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | | **\* Objectives:**  *- To create an active atmosphere in the class before the lesson*  *- To remind Ss of some activities and school clubs teens often take part in*  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\* Expected outcomes*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | | **Teacher’s Student’s activities** | | **Content** | | **+ Greeting**  **+ GAME:Who’s faster?: Type of houses**  - 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.  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons,*  *- T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *- T encourages Ss to talk in English as much as possible*  - Ask Ss to look at SKILLS\_1 on page 45.  + Introduce the objectives of the lesson. Focus on the objectives of the lesson. | | **+ Greeting ; T\_Ss , Ss – Ss**  **\* Who’s faster?: Type of houses**  ***Suggested answers:***  Villa, apartment, flat, country house, town house, building, stilt house, *rong* house, cottage, farmhouse, tree house, houseboat, detached house,…  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | | **A. READING**  **\* Pre-reading**  **\* Objectives:**  **- To help Ss to focus on some keywords related to the topic of the listening text.**  **- To help Ss develop their reading skill for general and specific information.**  *\* Content:*Learn some new words . Focus on the content of the reading.  *\* Expected outcomes:* Knowing more new words. Focusing on the content of the text.  *\* Organisation* **:** Teacher’s instructions. | | | | **Teacher’s Student’s activities** | | **Content** | | ACTIVITY 1: **Write the words and phrase from the box under the correct pictures.** | | | | **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking “**Matching**”  + Teacher reveals that these five words will appear in the reading text and asks students to open their textbook to discover further.  \*\*\* Teacher asks Ss to look at each picture first and ask if they know the word of phrase describing the things shown it.  - Ss match the word with the correct picture.  - Call on some ss to share their answers and read the phrases aloud.  - Teacher confirms the correct answer as a class | | **- T\_Ss**  \* Vocabulary  **1. staircase (n)** cầu thang bộ  **2. material (n)** vật liệu  **3. open fire (n)** lò sưởi  **4. owner (n)** người sở hữu  **\* *Answer key:***  **1.** staircase  **2**. open fire  **3.** posts | | **3. WHILE READING ( 15’)** | | | | **\* Objectives:**  **2 + 3** : **To prepare Ss for the topic of the listening and to help Ss focus on some phrases describing activities;**  **- help Ss develop their reading skill for general and specific information.**  *\* Content:*Read and tick (✓) T/ F. Do the filling.  *\* Expected outcomes:* To improve the skill of reading. To get more information of the text.  *\* Organisation :* | | | | **Teacher’s Student’s activities** | | **Content** | | ACTIVITY 2:**Read the passage and tick (**✓**) T (True) or F (False).** | | | | - Have Ss to read through the passage  - Ask ss to read each statement in the table, locate it in the passge 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. | | **- T\_Ss**  **- Work individually.**  ***Answer key:***  **1.** F  **2.** F  **3.** T  **4.** T | | ACTIVITY 3: **Read the passage again and fill in each blank with one word.** | | | | - Allow Ss to work individually or in pairs.  - Ask Ss to read each incomplete sentence, locate where it appears in the text, and choose the correct word from the text to complete the sentence.  - Have Ss compare their answers with a partner.  - Call on some Ss to share their answers. Ask them where they find information for their answers  - Teacher confirms the correct answer as a class.  **\*\* Teacher’s observation and feedback.** | | **- T\_ Ss**  - **Ss to work individually.**  \* Key:  **1.** traditional  **2.** field  **3.** forest - mountains  **4.** *Rong* | | **4 . SPEAKING**  **Objectives:To help Ss to share their opinion about a stilt house, using given features from the list, ideas and vocabulary they have learnt in the reading.**  *\* Content:*: Discuss and tick the features of a stilt house from the list below. Share your opinions ith the class.; Ask and answer about the type of home each of you lives in…..  *\* Expected outcomes:* Students can talk about stilt houses and the type of home they live in.  *\* Organisation :* | | | | **Teacher’s Student’s activities** | | **Content** | | ACTIVITY 4 *:***Work in pairs. Discuss and tick (**✓**) the features of a stilt house from the list below. Share your opinions with the class**. | | | | - Ask Ss to work in pairs , discussing the features provided and deciding if they describe stilt houses or not.  - Encourages them to give further information to support their answers.  - Call on some Ss to share their answers with the class. | | **- T\_ Ss. Ss- Ss**  **\* *Suggested outcome:***  A stilt house…  - stands on big posts.  - is made from natural materials.  - is close to nature….. | | ACTIVITY 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**. | | | | - Ask Ss to read the questions provided so that they know what to include in their description.  - Ask Ss to work in pairs, taking turns to ask and answer about their house.  - Ask them to take notes of their partner’s answers.  - Teacher goes around and listens and gives help if needed.  - Call on some pairs to share their answers with the class.  *- T gives feedback on their reports in terms of language, reasoning skills, and pronunciation.* | | **\* *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?* | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summrise what they have learnt in the lesson with two skills.  \* HOME WORK:  - Learn by heart all the words that they have just learnt.  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A SKILLS \_2. | | | | ***Date of planning***: 11/11/2024  ***Date of teaching*:**18/11/2024  **WEEK: 11** | | **Period. 33: UNIT 4 : ETHNIC GROUPS OF VIETNAM**  **Lesson 6 : SKILLS 2/ Listening and writing** | | |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Develop the skill of listening for specific information.  - Write a paragraph about the things they do to help their family.  + Vocabulary: - Use the lexical items related to the topic of the listening text.+ Grammar: + *Yes /No* and *WH-*questions.  + Countable and uncountable nouns.  **2. Competence:**  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork.  - Be actively join in class activities.  **3. Qualities:**  - Love talking about *Ethnic groups of Viet Nam*  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\*Expected outcomes*: Having a chance to speak English. Ss can identify and name types of pressure that teen may face  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting:** What do you do to help your parents?  + 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.  \* Introduce the objectives of the lesson: Listening about the life of minority children and writing a paragraph about the things Ss do to help their family.  - Ask Ss what they know about the life of minority children and if they do the same things.  - Ask Ss what they usually do in the house to help their family.  - Share with Ss the lesson objectives .  Write the objectives in a corner of the board and leave them there till the end of the lesson, or put them on a slide to show Ss. | **+ Greeting ; T\_Ss.**  **+ Chatting:** What do you do to help your parents?  + Students **(Ss)** listen and learn how to do the tasks.  ***Suggested answers:***  - Clean the floor  - Cook meals  - Feed the chicken  - Collect the eggs  - Look after the house  …  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. LISTENING**  **\* Pre-listening**  **\* Objectives:**  **- To help Ss focus on some key words related to the topic of the listening text.**  *\* Content:*Match the phrases with the correct pictures.  *\*Expected outcomes:* Ss know how to pronounce the new words correctly and use them in appropriate situations.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1: **Match the phrases with the correct pictures.** | | | **\* Teach vocabulary:**  + Teacher introduces the vocabulary.  + Teacher uses different techniques to teach vocab (situation, realia, translation.).  - Teacher checks students’ understanding with the “***Matching***” technique.  \* Teacher asks Ss to work individually and read the phrases carefully.  - Ask Ss to match the phrases with suitable pictures.  - Call on some Ss to share their answers and read the phrases aloud.  - Teacher confirms their answers as a class. | **- T\_Ss**  **Vocabulary:**  **1.** gather (v) tụ họp  **2**. legend (n) truyền thuyết  **3.** (to) pass on để lại  ***\* Answer key:***  **1. c**  **2. a**  **3. b** | | **3. WHILE LISTENING ( 15’)** | | | **\* Objectives:**  **- To prepare Ss with the topic of the listening and focus on some phrases describing the activities**.  **- To help Ss develop the skills of listening for specific information.**  *\* Content:*Listen and tick the activities that minority children do to help their families ; Listen again and circle the correct answer .  *\*Expected outcomes:* Students can practise listening and understanding specific information about activities that minority children do.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 2: **Listen and tick the activities that minority children do to help their families.** | | | - Have Ss read the phrases quickly. This helps them get some ideas of what information they need to do the exercises  - Teacher plays the recording.  - Ss listen and tick the phrases.  - Teacher asks Ss to share their answers with a partner and share with the class.  - Teacher confirms the correct answers as a class. | **- T\_Ss**  **\* *Answer key:*** 1 - 2 - 3 - 5 - 6 | | ACTIVITY 3: **Listen again and circle the correct answer A, B, or C.** | | | - Have Ss 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.  - Replay the recording for Ss to do exercise **3.**  - Have Ss share 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  ***\*\* T checks the answers as a class and gives feedback.*** | **- T\_ Ss**  - **Ss to work in pairs**  ***\* Answer key:***  **1.** C  **2.** A  **3.** B  **4.** C  **5.** A | | ***Audio script – Track 24+ 25:***  *Ethnic minority children might live a life different from that of most Kinh children. They spend some of their time helping their parents inside and outside the house. They learn to work from an early age, usually at six. Girls help look after the house, care for smaller children, weave clothing, and prepare food. Boys learn to do what their fathers do. They grow crops, raise the family's livestock, and catch fish.*  *In the evening, the family often gathers round the open fire. Children listen to stories or legends of heroes from their grandparents. They also listen to adults talk about their work. This is how the elders pass on traditions and knowledge to their children.*  *Nowadays, more and more minority children are going to school. There, they meet children from other ethnic groups. They play new games and learn new things.* | | | **4 . WRITING**  **\* 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.**  *\* Content:* Note five things you do to help your family.  - Write a paragraph (80 - 100 words) about the things you do to help your family.  *\*Expected outcomes:* Ss can write a paragraph about the things they do to help their family.  *\* Organisation :* | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 4 : **Note five things you do to help your family**. | | | - Ask Ss to work individually.  - Ask Ss to 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. | **- T\_ Ss.**  ***Suggested answer:***  - Cook meals.  - Clean the floor.  - Sweep the floor.  - Feed the animals.  - Water the flowers.  - Wash the dishes  … | | ACTIVITY 5: **Write a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4**. | | | - Ask Ss to look at the notes they have made in **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.  ***\*\* T gives feedback on their writing in terms of spelling, grammatical mistakes, cohesion, and content.*** | **\* *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 ﬂowerson thetop 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.* | | **5. WRAP-UP & HOME WORK (2’)**  - Teacher asks Ss to summarise the main points of the lesson.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Lesson 7 : LOOKING BACK.   |  |  | | --- | --- | | ***Date of planning***:12/11/2024  ***Date of teaching*:** 19/11/2024  **WEEK: 12** | **Period :34 UNIT 4 : ETHNIC GROUPS OF VIETNAM**  **Lesson 7 : LOOKING BACK & PROJECT** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain the following:**  **1. Knowledge:**  - Revise more vocabulary items they have learnt in the unit in different contexts.  - Revise *Yes/ No* questions and *Wh*-questions.  - Revise the use of countable and uncountable nouns.  - Have an opportunity to research more deeply into an ethnic group they are interested in.  + Vocabulary: Use the lexical items related to the topic of “Ethnic groups of Viet Nam”  + Grammar: + *Yes /No* and *WH-*questions.  + Countable and uncountable nouns.  **2. Competence:**  - Develop communication skills and creativity.  - Develop presentation skill  - Develop critical thinking skill  **3. Qualities:**  - Love talking about ethnic groups of Viet Nam.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 8 text book, projector / TV.....  - Students : Text books, workbook…  - Computer connected to the Internet  - Hoclieu.vn .  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **\* Objectives:**  *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson.*  *\* Content:* To have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  *\*Expected outcomes*: Having a chance to speak English.  *\* Organisation :* Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **Mind map**  - Teacher writes on the board “Unit 4” and asks students to think of what they have learnt already in this unit.  - Students work in groups to do the task.  - Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  - T leads in the lesson.*- T encourages Ss to talk in English as much as possible* | **+ Greeting T\_Ss.**  **Mind map**  - Vocabulary: about the lifestyle of ethnic groups  - Grammar: /k/ and /g/  - Pronunciation: *Yes / No* and *Wh*-questions, countable and uncountable nouns  **-** Open the book and write the tittle of the lesson. | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | **A. PRACTICE EXERCISES**  + **VOCABULARY**  **\* Objectives:**  **- To help Ss revise the vocabulary they have learnt in the unit through pictures.**  **- To help Ss revise more vocabulary items they have learnt in the unit in different contexts.**  sentences.  *\* Content:*Match the words and phrases with the pictures; Complete the sentences with the word and phrases from the box.  *\* Expected outcomes:* Ss know how to use the words they have learnt in different contexts.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Student’s activities** | **Content** | | ACTIVITY 1**: Match the words and phrases with the pictures.** | | | **\*** Let’s ss do this activity individually and read the words/ phrases carefully.  - Ss match the phrases with suitable pictures.  - Call some Ss to share their answers.  - Teacher confirms the correct answers as a class. | **- T\_Ss**  \****Answer key:***  **1. c 2. a 3. e**  **4. b 5. d** | | ACTIVITY 2: **Complete the sentences with the word and phrases from the box.** | | | - Have Ss to read the word and phrases in the box and see if they still remember their meanings.  - Ask Ss to read each sentence and choose the correct answer from the box to complete it.  - Have Ss double-check their answers with their partners.  - Call on some Ss to share their answers with the class.  - Teacher confirms the correct answers as a class. | **- T\_Ss**  ***Answer key:***  **1**. musical instruments  **2.** sticky rice  **3.** communal house  **4**. folk songs  **5**. staircase.  \*\* t’rung : *đàn t’rung.* | | **B. GRAMMAR** | | | **\* Objectives:**  **3. To help Ss revise *Yes / No* questions and *Wh*-questions.**  **4. To help Ss revise the use of countable and uncountable nouns.**  *\* Content:*Write questions from the clues. Correcting mistakes  *\* Expected outcomes:* Students can make *Yes / No* and *Wh-*questions using the clues.  - Ss can identify the mistake and correct it.  *\* Organisation* **:** Teacher’s instructions. | | | **Teacher’s Students’ activities** | **Content** | | ACTIVITY 3: **Write questions from the clues.** | | | - Teacher asks Ss to work individually and read the clues carefully.  - Ss use the clues given to make *Yes / No* and *Wh-*questions.  - Ask them to compare their answers with a partner.  - Teacher confirms the correct answers as a class. | **- T\_ Ss**  **\**Answer key:***  **1.** Did you attend the Khmer’s Moon Worship Festival last year?  **2.** How many ethnic minority groups are there in Viet Nam?  **3**. Where do the Hmong live?  **4**. What did you do at the Ede’s Harvest Festival last October?  **5**. How old are the minority children when they start helping the family? | | ACTIVITY 4 : **There is one incorrect underlined word in each sentence . Circle and correct it** | | | - Ask Ss to read each sentence and decide which underlined word is incorrect.  - Ask Ss to do this exercise individually.  - Teacher calls on 2-3 Ss to give their answers and asks them to explain their answers.  - Teacher confirms the correct answers as a class. | **- T\_ Ss.**  **\* *Answer key:***  **1**. houses → house  **2**. leave → leaves  **3**. Much → Many  **4**. houseworks → housework  **5**. many → much | | **4. PRODUCTION/ PROJECT ( 8’)** | | | **OUR ETHNIC GROUPS**  **\* Objectives:**  **- To provide Ss with an opportunity to research more deeply into an ethnic group they are interested in**  *\* Content:*Ss to work in groups to do the project. Present the poster to the class.  *\* Expected outcomes:* Ss can research more deeply and talk about an ethnic group they are interested in.  *\* Organization:* | | | **Teacher’s Student’s activities** | **Content** | | **Our ethnic groups**  - Ask Ss to read the instructions again (T has already 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 the class.  - 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 the class.  **\*** *Ask Sr to work in groups and choose an ethnic group they would like to research more about.*  *- Remind Ss that the suggestions provided in 2 can help them focus on the information they need for the project. However, encourage them to include some information they think is new or unique about that group.*  *- Ask Ss to find or draw pictures for the poster. Then add the information they have found in the notes. They can refer to the notes about the Jrai in COMMUNICATION as a sample.*  *- Ask Ss to bring the poster to the class and present it.*  *If time is limited, T can assign the project in earlier lessons such as in GETTING STARTED. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster.*  **\*\* T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback.** | **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.    + Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  *\*\* Students’ posters & presentations.* | | **5. WRAP-UP & HOME WORK (2’)**  \* Ask Ss to complete the self-assessment table.  - Identify any difficulties and weak area and provide further practice.  \* HOME WORK:  - Do more exercises in workbook.  - Prepare new lesson: Unit 5 : OUR CUSTOMS AND TRADITIONS    ============================================== | | | | | | | | | | |