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| **Week: 11**  **Period: 31** | **UNIT 4: ETHNIC GROUPS OF VIET NAM**  **Lesson 5: Skills 1** | Date of planning: /11/2024  Date of teaching: **/11/2024** |

**I. OBJECTIVES**

By the end of the lesson, ss will be able to:

- Scan for specific information about an essay (about 150 words) of customs and traditions.

- Skim for general information about an essay (about 150 words) of customs and traditions.

- Talk about the customs and traditions in their own family.

**1. Knowledge**

- Vocabulary: recognize some lexical items related to the topic “customs” and “tradition”

- Grammar: Use present simple to can talk about the customs and traditions in their own family.

**2. Competences**

- Linguistic competence, cooperative learning and communicative competence.

**3. Personal qualities**

- Be aware of protecting “custom and traditions”.

**II. MATERIALS**

- Grade 8 textbook, Unit 4, Skills 2

- Computer connected to the Internet

- Projector / TV

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To provide Ss’ some background knowledge about the topic of the reading text.

**b. Content:**

- Ss work in pairs to answer the questions.

**c. Expected outcomes:**

- Ss canidentify the topic of the reading text.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| - T asks ss to look at the pictures in and answer the questions in pairs.  - Ss work in pairs to answer the questions.  - T elicits answers from Ss.  - T leads in new lesson. | **1. Look at the pictures and answer the questions**  **=> Suggested answers:**  *+ Picture 1: A family is celebrating a birthday.*  *+ Picture 2: People are making Chung cake.*  *+ Picture 3: A family is at an amusement park.* |

**2. ACTIVITY 1: PRESENTATION** (7 mins)

**a. Objectives:**

- To prepare vocabulary for students to understand the conversation.

**b. Content:**

**-** Pre-teach vocabulary related to the content of the dialogue.

**c. Expected outcomes:**

- Students know how to use the target vocabulary.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching**  - Teacher explains the meaning of the new vocabulary by pictures.  - Teacher reveals that the words according to the pictures will appear in the reading text and asks students to open their textbook to find these words.  - Teacher introduces the vocabulary.  - Teacher checks students’ pronunciation and gives feedback. | **New words:**  1. stilt house (n)  2. ethnic group (n)  3. open fire (n)  4. posts (n)  5. staircase (n) |

**3. ACTIVITY 2: PRACTICE** (21 mins)

**a. Objectives:**

- To help Ss skim for general information about reading text.

**b. Content:**

- Task 1: **Write the words and phrases 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.**

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

**c. Expected outcomes:**

- Ss canidentify the general information of the reading text.

- Ss canidentify the specific information of the reading text and ask and answer about the customs and traditions in their family well.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1. Write the words and phrase from the box under the correct pictures.** (5 mins) | |
| - T asks ss to look at the picture and describe what can they see, guess what is the topic of the passage. | **I. Reading**  **1. Look at the picture and guess**  1. staircase: *bậc cầu thang*  2. open fire: *bếp lửa*  3. post: *cột nhà* |
| **Task 2. Read the passage and tick T\_F.** (5 mins) | |
| - T asks Ss to read the statements and underline the keywords. Then read through the passage quickly and locate the keywords.  - T asks Ss to stop to read the part that includes the keywords more carefully to make sure the information is True or False.  - T may model with the first statement.  - Asks Ss to work individually then compare their answers with a classmate before giving the answers to T. Ss do it.  - T corrects and gives feedback. | **2. Read the passage and tick (✓) T (True) or F (False). *Suggested answers:***  1. F  2. F  3. T  4. T |
| **Task 3. Read the passage again and fill in each blank with ONE word.** (6 mins) | |
| - T asks Ss work in pair to do this task  - T asks Ss to read the passage again and fill in the blanks. Ss do it.  - T asks some pairs to read the answers. Some Ss read.  - T asks some other pair to give recommend  - T checks and corrects. | **3. Read the passage again and fill in each blank with ONE word.**  ***Suggested answers:***  *1. traditional*  *2. fields*  *3. forest - mountain*  *4. Rong* |
| **Task 4. Work in pairs and discuss and tick (✓) the features.** (5 mins) | |
| - Teacher has Ss work in pairs to discuss and tick (✓) the features of a stilt house from the list below and explain their choices. - Teacher asks for Ss’ answers and confirms the correct ones. - For a more able class, Teacher has Ss work in groups. Each group writes down their keys. Then they stand up and discuss together.  **-** Teacher corrects for students as a whole class. | **II. Speaking**  **4. Work in pairs. Discuss and tick (✓) the features of a stilt house from the list below. Share your opinions with the class.**  **=> Example:** |

**4. ACTIVITY 3: PRODUCTION** (9 mins)

**a. Objectives:**

- To help Ss present about the type of home each of you lives in.

**b. Content:**

**-** Ss work in pairs to answer the questions. Then work individually to present in front of the class.

**c. Expected outcomes:**

**-** Ss cantalk about the type of home each of you lives in.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | | **CONTENTS** |
| **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.** (10 mins) | | |
| - Now T tells ss that two pairs of Ss join together. One pair interviews the other.  *? Spend a few minutes preparing the findings to the whole class.*  *? Interview each other in pairs*  *? Report the findings to the whole class.*  - Ss work in pairs to interview.  - Some groups present in front of the class.  - Some others take notes of their partner’s answers and report it.  - Teacher monitors and gets feedback. | **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.**  - What type of home 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 important part of your home? What do you do there?  *Example:*  **Names of interviewees:** Hoa  **Question 1:**  *- cottage house*  *- the house is a wooden structure.*  **-** *She likes the living room best.*  **=> Presentation:**  **E.g:** *Hoa lives in a cottage house. It's an old-fashioned house, built by the lake. The house is built by wooden. She likes the living room best, it's where the whole family gathers and has warm gatherings.* | |

**5. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**b. Homework**

- Redo the tasks.

- Do exercises in the workbook.

- Prepare for the new **Lesson 6 – Skills 2.**

*\* Evaluation:* ……………………………………………………………………………

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