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| **Week: 11**  **Period: 32** | **UNIT 4: ETHNIC GROUPS OF VIET NAM**  **Lesson 6: Skills 2** | Date of planning: /11/2024  Date of teaching: **/11/2024** |

**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. Competences:**

- 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

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**II. MATERIALS**

- Grade 8 textbook, Unit 4: Skills 2

- Computer connected to the Internet

- Projector / TV

**III. PROCEDURES**

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

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| **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….. |

**2. ACTIVITY 1: PRESENTATION** (20 mins)

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| **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.** (2 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.** (5 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.** (8 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 |

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

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| **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**. (8 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. |  |

**4. ACTIVITY 3: PRODUCTION** (5 mins)

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| **a. Objectives:**  - To help Ss practise writing a paragraph about the things they do to help their family.  **b. Content:**  - Present Ss’ work  **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** |
| - Teacher invites some Ss to share their answers to the class.  - 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. |

**5. CONSOLIDATION** (2 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.

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