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| **Week: 11****Period: 32** | **UNIT 4: ETHNIC GROUPS OF VIET NAM****Lesson 6: Skills 2** | Date of planning: /11/2024Date 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. c2. a3. 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. C2. A3. B4. C5. 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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