

* Date of teaching: 5/11/2024
 * Week : 10
 * Period : 28

UNIT 1: ETHNIC GROUPS OF VIET NAM

Lesson 2: A closer look 1

I. Objectives: By the end of this lesson, Ss will be able to gain:

1. Knowledge:

- Vocabulary: The lexical items related to the life of the ethnic people.
- Pronunciation: Correctly pronounce words that contain the sounds /k/ and /g/

2. Competence:

- Develop communication skills and creativity
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Attitude: :

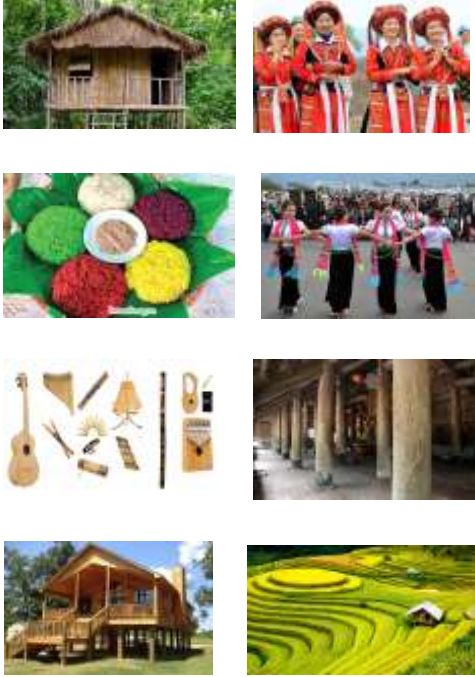
- Love talking about ethnic groups of Viet Nam.
- Develop self-study skills.

II. Teaching aids (& materials):

- Grade 8 textbook, Unit 4 A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

III. Procedure:

Activity 1: Set the scene (5 mins)

Goal	<ul style="list-style-type: none"> - To create an active atmosphere in the class before the lesson. - To lead into the new lesson.
Input	<p>- Kim's game.</p> <p>Kim's game:</p> 







Procedure	<ul style="list-style-type: none"> - 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.
Outcome	Expected answers: (a) bamboo house, costume(s), five-colour sticky rice, folk dance, musical instrument(s), post(s), stilt house, terraced field(s)

Activity 2: Teaching new words (10 mins)

Goal	To introduce the new words.		
Input	Form	Pronunciation	Vietnamese equivalent
	1. communal house (n)	/kə'mju:nəl haʊs/	nhà rông, nhà sinh hoạt cộng đồng.
	2. minority group (n)	/maɪ'nɔ:rəti gru:p/	dân tộc thiểu số
	3. livestock (n)	/'lɑ:vstɒk/	gia súc
	4. raise (v)	/reiz/	chăn nuôi
	5. gong (n)	/gɒŋ/	cái cồng, cái chiêng
Procedure	<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary, using pictures and translation. - Teacher checks students' understanding with the “<i>What and where?</i>” technique. 		
Outcome	1. communal house (n) 2. minority group (n) 3. livestock (n) 4. raise (v) 5. gong (n)		

Activity 3 : Task 1: Write a word or phrase from the box under each picture. (5mins)

Goal	To practice vocabulary
-------------	------------------------

Input	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> weaving bamboo flute terraced fields wooden statue Rong house gong </div> <div style="display: grid; grid-template-columns: 1fr 1fr 1fr; gap: 10px;"> <div style="text-align: center;">  <div style="border: 1px solid #ccc; height: 30px; width: 100%; margin-top: 5px;"></div> </div> <div style="text-align: center;">  <div style="border: 1px solid #ccc; height: 30px; width: 100%; margin-top: 5px;"></div> </div> <div style="text-align: center;">  <div style="border: 1px solid #ccc; height: 30px; width: 100%; margin-top: 5px;"></div> </div> <div style="text-align: center;">  <div style="border: 1px solid #ccc; height: 30px; width: 100%; margin-top: 5px;"></div> </div> <div style="text-align: center;">  <div style="border: 1px solid #ccc; height: 30px; width: 100%; margin-top: 5px;"></div> </div> <div style="text-align: center;">  <div style="border: 1px solid #ccc; height: 30px; width: 100%; margin-top: 5px;"></div> </div> </div>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to look at each picture and say the word or phrase describing it if they know. - Teacher asks Ss to read the phrases and do the matching. - Ss work individually, choose the suitable word/ phrase and write it under each picture. - Teacher checks the answers as a class.
Outcome	<p>Answer key:</p> <ol style="list-style-type: none"> 1. wooden statue 2. <i>Rong</i> house 3. weaving 4. bamboo flute 5. gong 6. terraced fields

Activity 4 Match the words and phrases with their meanings. (5 mins)

Goal	To help students practise vocabulary										
Input	<div style="border: 1px solid #ccc; padding: 10px;"> <p>2 Match the words and phrases with their meanings.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #f9e79f; padding: 5px;">1. minority group</td><td style="padding: 5px;">a. the animals we keep on a farm like cows and sheep</td></tr> <tr> <td style="background-color: #f9e79f; padding: 5px;">2. livestock</td><td style="padding: 5px;">b. a large room for community activities</td></tr> <tr> <td style="background-color: #f9e79f; padding: 5px;">3. gardening</td><td style="padding: 5px;">c. a group smaller in size than other groups in the same country</td></tr> <tr> <td style="background-color: #f9e79f; padding: 5px;">4. gong</td><td style="padding: 5px;">d. a traditional musical instrument</td></tr> <tr> <td style="background-color: #f9e79f; padding: 5px;">5. communal house</td><td style="padding: 5px;">e. work like growing, watering, weeding, and harvesting</td></tr> </table> </div>	1. minority group	a. the animals we keep on a farm like cows and sheep	2. livestock	b. a large room for community activities	3. gardening	c. a group smaller in size than other groups in the same country	4. gong	d. a traditional musical instrument	5. communal house	e. work like growing, watering, weeding, and harvesting
1. minority group	a. the animals we keep on a farm like cows and sheep										
2. livestock	b. a large room for community activities										
3. gardening	c. a group smaller in size than other groups in the same country										
4. gong	d. a traditional musical instrument										
5. communal house	e. work like growing, watering, weeding, and harvesting										
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to read the words and phrases that have been provided. - Teacher guides Ss if needed. - Ss work individually, match suitable words/ phrases with their meanings. - Teacher checks the answers as a class. 										

Outcome	Answer key: 1. c 2. a 3. e 4. d 5. b				
----------------	--	--	--	--	--

Activity 5 : Complete the sentences with the words and phrases from the box. (5mins)

Goal	To give further practice with vocabulary
Input	<p>3 Complete the sentences with the words and phrases below.</p> <p>weave communal house raise minority group livestock unique features</p> <p>1. It's interesting to learn about the _____ of an ethnic group's traditional culture. 2. Most mountain girls know how to _____ clothing. 3. The Cham in Ninh Thuan _____ sheep and cows. 4. A _____ is for community meetings and events. 5. There are fewer Nung than Kinh, so they are an ethnic _____. 6. Children in both the lowlands and highlands help raise their family's _____.</p>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to read the words/ phrases and the sentences carefully. - Teacher asks Ss to work in pairs, discuss and choose suitable words/ phrases to fill in the gaps. - Ss do the task in pairs. - Ss go to the board and write their answers. - Teacher checks the answers as a class.
Outcome	<p>Answer key:</p> <p>1. unique features 2. weave 3. raise 4. communal house 5. minority group 6. livestock</p>

Activity 6 : Task 4: Listen and repeat the words. Pay attention to the sounds /k/ and /g/. (5 mins)

Goal	- To help students identify how to pronounce the sounds /k/ and /g/.												
Input	<table border="1"> <thead> <tr> <th>/k/</th><th>/g/</th></tr> </thead> <tbody> <tr> <td>cultural</td><td>gong</td></tr> <tr> <td>communal</td><td>garden</td></tr> <tr> <td>musical</td><td>gathering</td></tr> <tr> <td>folk</td><td>tiger</td></tr> <tr> <td>overlook</td><td>pig</td></tr> </tbody> </table>	/k/	/g/	cultural	gong	communal	garden	musical	gathering	folk	tiger	overlook	pig
/k/	/g/												
cultural	gong												
communal	garden												
musical	gathering												
folk	tiger												
overlook	pig												
Procedure	<ul style="list-style-type: none"> - Teacher plays the recording (Track 21). - 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. - Teacher plays the recording as many times as necessary. 												
Outcome													

Activity 7 : Task 5: Listen and repeat the sentences. Pay attention to the underlined words. (5 mins)

Goal	- To help students practise pronouncing these sounds correctly in words and in sentences.
Input	<ol style="list-style-type: none"> 1. The <u>kitchen</u> is for family <u>gatherings</u>. 2. <u>Tigers</u> and <u>monkeys</u> live in the forest. 3. I love five-colour <u>sticky</u> rice. 4. Yesterday, we harvested <u>cucumbers</u> from our <u>garden</u>. 5. Most <u>girls</u> know how to <u>cook</u>.
Procedure	<ul style="list-style-type: none"> - Teacher plays the recording (Track 22). - Teacher asks Ss to listen and pay attention to the underlined words with the sounds /k/ and /g/. - Ss repeat the sentences as a class, in groups and individually. - Teacher plays the recording as many times as necessary. - Teacher asks some students to read the sentences individually.
Outcome	<ol style="list-style-type: none"> 1. The <u>kitchen</u> is for family <u>gatherings</u>. 2. <u>Tigers</u> and <u>monkeys</u> live in the forest. 3. I love five-colour <u>sticky</u> rice. 4. Yesterday, we harvested <u>cucumbers</u> from our <u>garden</u>. 5. Most <u>girls</u> know how to <u>cook</u>.

Wrap-up: (5 mins)

- Teacher asks Ss to retell the main points of the lesson.
- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 3 - A closer look 2

* Date of teaching: 5/11/2024

* Week : 10

* Period : 29

UNIT 4: ETHNIC GROUPS OF VIET NAM

Lesson 3: A closer look 2

I. Objectives: By the end of this lesson, Ss will be able to gain:

1. Knowledge:

- Vocabulary:

The lexical items related to the life of the ethnic people.

- Grammar:

+ Yes / No and WH-questions.

+ Countable and uncountable nouns.

2. Competence:

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

3. Attitude:

- Love talking about ethnic groups of Viet Nam.

- Develop self-study skills.

II. Teaching aids (& materials):

- Grade 8 textbook, Unit 4, A closer look 2

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

III. Procedure :

Activity 1: Warm up (5 mins)

Goal	<ul style="list-style-type: none">- To create an active atmosphere in the class before the lesson.- To lead into the new lesson.
Input	- Game: Who is faster?
Procedure	<ul style="list-style-type: none">- 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.
Outcome	Who is faster? <i>Suggested answers:</i> gong, communal house, wooden statue, folk dance, musical instrument, bamboo

	house, costume, five-colour sticky rice, stilt house, terraced field,...
--	--

Activity 2: VOCABULARY (5mins)

Goal	- To introduce new words related to the life of the ethnic people		
Input	Form	Pronunciation	Vietnamese equivalent
	1. harvest (v)	/ˈhɑːvɪst/	gặt hái, thu hoạch
	2. crop (n)	/krɒp/	vụ mùa, vụ trồng trọt
	3. waterwheel (n)	/ˈwɔːtəwiːl/	bánh xe nước
Procedure	Vocabulary: - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary, using pictures and translation. - Teacher checks students' understanding with the <i>“Rub out and remember”</i> technique.		
Outcome	New words: 1. harvest (v) 2. crop (n) 3. waterwheel (n)		

Activity 3: Task 1: Change the sentences into Yes / No questions. (10 mins)

Goal	- To help students revise the form of <i>Yes / No</i> questions and the use of Wh-question words.
-------------	---

Input	<p>1 Change the sentences into Yes / No questions.</p> <p>Example:</p> <p>The farmers are harvesting their crops in the fields.</p> <p>→ Are the farmers harvesting their crops in the fields?</p> <p>1. Women play an important role in a Jrai family.</p> <p>→ _____?</p> <p>2. <i>Mua sap</i> is a popular folk dance of the Thai people.</p> <p>→ _____?</p> <p>3. We didn't have boarding schools for minority students in 1950.</p> <p>→ _____?</p> <p>4. I attended the <i>Ban Flower Festival</i> in Dien Bien last year.</p> <p>→ _____?</p> <p>5. We will watch a documentary about the Khmer.</p> <p>→ _____?</p>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work individually and do the exercise. - Teacher asks 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. - Teacher asks some Ss to read their answers.
Outcome	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Do women play an important role in a Jrai family? 2. Is <i>mua sap</i> a popular folk dance of the Thai people? 3. Did you have boarding schools for minority students in 1950? 4. Did you attend the <i>Ban Flower Festival</i> in Dien Bien last year? 5. Will you watch a documentary about the Khmer?

Activity 4 : Task 2: Choose the correct question word for each question below. (5 mins)

Goal	<ul style="list-style-type: none"> - To help students revise the form of Yes / No questions and the use of Wh-question words.
-------------	--

Input	<p>2 Choose the correct question word for each question below. ●</p> <p>1. A: _____ do you like best about Sa Pa? B: I like its local markets best. A. Why B. What</p> <p>2. A: _____ can we find the most beautiful terraced fields? B: In Mu Cang Chai. A. When B. Where</p> <p>3. A: _____ is the Ban Flower Festival? B: It's in spring. A. When B. Why</p> <p>4. A: _____ tall is an average stilt house? B: About 5 - 6 metres tall. A. How B. What</p> <p>5. A: _____ festival is more important for the Kinh: the Mid-Autumn or the Lunar New Year? B: The Lunar New Year. A. What B. Which</p>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work 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.
Outcome	<p>Answer key:</p> <p>1. B</p> <p>2. B</p> <p>3. A</p> <p>4. A</p> <p>5. B</p>

Activity 5 : Task 3: Write C (countable) or U (uncountable) for the underlined words. (5 mins)

Goal	- To help students identify countable and uncountable nouns and revise how to use a quantifier with a countable or uncountable noun.
Input	<p>3 Write C (countable) or U (uncountable) for the underlined words.</p> <p>Some minority (1) <u>groups</u> are farmers. They do not have much (2) <u>land</u> and they use simple farming techniques. After finding an (3) <u>area</u> for a garden, the men cut the (4) <u>trees</u> down and burn them. The (5) <u>ash</u> they collect helps enrich the soil. They then grow a few (6) <u>crops</u> like rice and corn.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p>
Procedure	- Teacher has a small revision of countable and uncountable nouns (what they are and how to identify them).


	<ul style="list-style-type: none"> - Teacher gives some examples like cooking oil, road, ball, air,... and asks Ss which one they can count and which one they cannot. - Teacher refers to the use of quantifiers that a countable or uncountable noun can go with through examples. Eg: This is a ball. There is a little cooking oil in the bottle. - Teacher asks Ss to work individually and do the exercise. - Teacher asks Ss to compare their answers in pairs. - Ss discuss their answers if there are any differences. - Teacher gets feedback and confirms the correct answers.
Outcome	<p>Answer key:</p> <ul style="list-style-type: none"> - Countable nouns: 1,3,4,6 - Uncountable nouns: 2,5

Activity 6 : Task 4: Fill in each blank with a, much, many, a little, or a few. (5 mins)

Goal	- To help students identify countable and uncountable nouns and revise how to use a quantifier with a countable or uncountable noun.
Input	<p>4 Fill in each blank with a, much, many, a little, or a few.</p> <ol style="list-style-type: none"> 1. My uncle has _____ coffee plantation in Kon Tum. 2. How _____ ethnic groups live on the Hoang Lien Son mountain range? 3. There are only _____ waterwheels left in my village. 4. You should add _____ more water to your noodles. It's a bit dry. 5. How _____ information about the Van Kieu have you collected?

Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work individually. - Ss 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.
Outcome	<p>Answer key:</p> <ol style="list-style-type: none"> 1. <i>a</i> 2. <i>many</i> 3. <i>a few</i> 4. <i>a little</i> 5. <i>much</i>

Activity 7 : Task 5: 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. (5 mins)

Goal	- To help students find countable and uncountable nouns.
Input	<p> Word games</p> <p>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. The group that comes up with the correct six words first wins.</p> <ul style="list-style-type: none"> - Leisure time - Living in the mountains
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work in groups and choose one topic. - Teacher allows Ss a certain amount of time to discuss and come up with the six words as required. - Ss think of six nouns to the topic they choose in which three nouns are countable and three nouns are uncountable. - Teacher calls on three quickest groups to read aloud their answers. <p>Topics: + Leisure time</p>

	+ Living in the mountains
Outcome	<p><i>Suggest words:</i></p> <p><i>* Leisure time:</i></p> <p>+ Countable nouns: film, game, sport,...</p> <p>+ Uncountable nouns: music, gardening, reading,...</p> <p><i>* Living in the mountains:</i></p> <p>+ Countable nouns: terraced field, stilt house, communal house,....</p> <p>+ Uncountable noun: five-colour sticky rice, nature, ...</p>

Wrap-up: (5 mins)

- T asks Ss to talk about what they have learnt in the lesson.
- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.
- Prepare for Lesson 4 - Communication.

* Date of teaching: 8/11/2024

* Week : 10

* Period : 30

UNIT 4: ETHNIC GROUPS OF VIET NAM

Lesson 4: Communication

I. Objectives: By the end of this lesson, Ss will be able to describe and give opinions about hobbies.

1. Knowledge:

- Use the lexical items related to the life of the ethnic people.
- Give opinions about the lifestyle of ethnic minority groups.
- Ask and answer about the Jrai people.

2. Competence:

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Attitude:



















- Love talking about ethnic groups of Viet Nam.
- Develop self-study skills



II. Teaching aids (& materials) :

- Grade 8 textbook, Unit 4: Communication
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

III. Procedure :

Activity 1: Warm up (5 minutes)

Goal	<ul style="list-style-type: none">- To create an active atmosphere in the class before the lesson.- To lead into the new lesson.							
Input	<div>Kim's game</div> <table><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>							
								
								
								

	 	
Procedure	<ul style="list-style-type: none"> - 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. 	
Outcome	<p>Answer key:</p> <p>Hmong, Hoa, Brau, Nung, Khmer, Cham, Tay, Ede.</p>	

Activity 2: Vocabulary (5 mins)

Goal	- To introduce new words related to the life of the ethnic people.			
Input	Form	Pronunciation	Vietnamese equivalent	
	1. weave (v)	/wi:v/	dệt, đan	
	2. hunt (v)	/hʌnt/	săn, săn đuôi	
	3. role (n)	/rəʊl/	vai trò	
	4. statue (n)	/'stætʃu:/	tượng	
Procedure	<ul style="list-style-type: none"> - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary, using pictures and translation. - Teacher checks students' understanding with the “<i>What and where?</i>” technique. 			
Outcome	<p>New words:</p> <ul style="list-style-type: none"> 1. weave (v) 2. hunt (v) 3. role (n) 4. statue (n) 			

Activity 3 : Task 1: Listen and read the conversation. Pay attention to the highlighted parts. (5 mins)

Goal	To provide practice with answering about Ss' hobbies.
-------------	---




Input	<p>Tom: What do you think about life in the mountains?</p> <p>Trang: I think it's very interesting. People in the mountains live close to nature.</p> <p>Tom: What about you, Mai? What do you think?</p> <p>Mai: To my way of thinking, there are better services in the city.</p>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to listen and read along with the conversation. Teacher asks Ss to pay attention to the highlighted parts. - Ss work individually, listen to the audio file and read along with the conversation. - Teacher elicits the structures giving opinions. - Teacher asks Ss to practise the conversation in pairs.
Outcome	<p>Structures to give opinions:</p> <ul style="list-style-type: none"> - I think ... - To my way of thinking ...

Activity 4 : Task 2. Work in pairs. Make a similar conversation to ask and give opinions about these topics. (10 mins)

Goal	To let students further practise asking and answering about these topics
Input	<p>2 Work in pairs. Make a similar conversation to ask and give opinions about these topics.</p> <ol style="list-style-type: none"> 1. Playing traditional games 2. Living close to nature <p>Lifestyle of the ethnic minority groups</p>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs to make conversations, using structures for giving opinions. - Ss use the structures given and make similar conversations about the following topics: + Playing traditional games.

	<ul style="list-style-type: none"> + Living close to nature. - Teacher asks some pairs to perform their conversations. - Teacher comments on their performance.
Outcome	<p>Suggested conversation:</p> <p>A: What do you think about playing traditional games?</p> <p>B: I think/ To my way of thinking it's ...</p>

Activity 5 : - Task 3: GAME: How much do you know about ethnic groups in Viet Nam?
(8 minutes)

Goal	- To provide students with more knowledge about the lifestyle of ethnic minority groups through a quiz.
Input	<p>3  How much do you know about ethnic groups in Viet Nam? </p> <p>1. There are _____ ethnic groups in Viet Nam. A. 63 B. 45 C. 54</p> <p>2. Ethnic minority groups form about _____ of the total population of Viet Nam A. 7% B. 13% C. 25%</p> <p>3. They mainly live _____. A. in the lowlands B. in the mountains C. in the Mekong Delta</p> <p>4. The Jrai decorate houses for the dead with a lot of _____. A. wood statues B. flowers C. colourful pictures</p> <p>5. The Khmer mostly earn their living from weaving and _____. A. farming B. hunting C. fishing</p> <p>6. Picture _____ shows a Thai woman's costume.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 2px 5px; text-align: center;">A</div> <div style="border: 1px solid black; padding: 2px 5px; text-align: center;">B</div> <div style="border: 1px solid black; padding: 2px 5px; text-align: center;">C</div> </div> </div>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work individually, read the sentences carefully and choose the correct answers. - Ss do the exercise in 3 minutes. <p>The game How much do you know about ethnic groups in Viet Nam?</p> <ul style="list-style-type: none"> - 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.

Outcome	Answer keys: 1. C 2. B 3. B 4. A 5. C 6. C
----------------	--

Activity 6 : - Work in pairs. Read the notes below about the Jrai. Take turns to ask and answer about the information. (7 mins)

Goal	- To provide students with more knowledge about the Jrai
Input	<p style="text-align: center;">THE JRAI</p> <p>Population: 513,930 (2019), the largest minority group in the Central Highlands</p> <p>Living place: mainly in Gia Lai</p> <p>Houses: stilt houses</p> <p>Economy: growing crops, weaving, planting industrial trees (coffee, cacao), raising buffaloes and elephants</p> <p>Traditional culture:</p> <ul style="list-style-type: none"> - Rich folk dances, songs, games, and musical instruments - Dominant role in the family: women
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. - Ss read each piece of information carefully and decide on the question they want to ask and the answer they would give. - Teacher asks Ss to swap their roles of asking and answering. - Teacher calls on 2-3 pairs to share their questions and answers. - Teacher corrects them if needed.
Outcome	<p><i>Suggested questions and answers:</i></p> <p>1. What is the population of the Jrai? => It is about 513,930.</p> <p>2. Where do they live? => They live mainly in Gia Lai.</p> <p>3. What type of house do they live in? => They live in stilt houses.</p> <p>4. What do they do for their living? => They grow crops, weave, ...</p> <p><i>Students may start sharing their opinions with:</i></p> <ul style="list-style-type: none"> - I like ... because ... - I think that ...

Wrap-up: (5 minutes)

- Teacher asks Ss to summarise the main points of the lesson.
- Learn by heart all the words that they have just learnt.
- Do exercises in the workbook.

- Prepare for Lesson 5 – Skills 1.

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

DUYỆT CỦA TỔ TRƯỞNG



Phạm Thị Tuyết Hoa

NGƯỜI SOẠN



Đỗ Thị Thu Hằng