

* Date of teaching: 12/11/24

* Week : 11

* Period : 31

UNIT 4: ETHNIC GROUPS OF VIET NAM

Lesson 5: Skills 1

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

1. Knowledge:

- Use the lexical items related to a stilt house.
- Give opinions about the features of a stilt house.
- Ask and answer about the type of house they live in.

2. Competence:

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

3. Attitude:

- Understand more about their preference of different types of hobbies
- Develop self-study skills


II. Teaching aids (& materials):

- Grade 8 textbook, Unit 4: Skills 1
- Computer connected to the Internet
- Projector / TV

- *hoclieu.vn*

III. Procedure:

Activity 1: Set the scene (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	<p>LIST OUT AS MANY HOUSES AS POSSIBLE</p>  <p>The graphic displays six types of houses arranged in two rows. The top row includes a 'hut' (a small wooden structure on stilts), a 'detached' house (a single-story house with a red roof), and a 'semi-detached' house (two houses sharing a wall). The bottom row includes a 'castle' (a large stone building with towers), a 'flat apartment' (a multi-story building with many windows), and a 'bungalow' (a single-story house with a low roof).</p>
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 the names of houses they know in 2 minutes.- Ss work in their group and write the name of houses in 2 minutes.




	<ul style="list-style-type: none"> - Teacher asks 4 groups to exchange the posters. - Teacher shows the answers and asks them to check. <ul style="list-style-type: none"> - The group with the most correct words is the winner.
Outcome	<p><i>Suggested answers:</i></p> <p>Villa, apartment, flat, country house, town house, building, street, houseboat, detached house,...</p>

Activity 2: Teaching new words (5 minutes)

Goal	To introduce the new words.		
Input	Form	Pronunciation	Vietnamese equivalent
	1. staircase (n)	/ˈsteəkeɪs/	cầu thang
	2. material (n)	/məˈtɪəriəl/	vật liệu
	3. open fire (n)	/ˌəʊpən ˈfaɪə/	lò sưởi
	4. owner (n)	/ˈəʊnə/	người sở hữu
Procedure	<ul style="list-style-type: none"> – follow steps of teaching new vocabulary - use “WHAT AND WHERE” to check vocabulary 		
Outcome	<p><i>New words:</i></p> <p>1. staircase (n)</p> <p>2. material (n)</p> <p>3. open fire (n)</p> <p>4. owner (n)</p>		

Activity 3 : Task 1: Write the words and phrase from the box under the correct pictures. (5 mins)

Goal	To lead in the reading skills.
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Input	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> open fire posts staircase </div> <div style="display: flex; justify-content: space-around;">    </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> 1. _____ 2. _____ 3. _____ </div>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to look at each picture first and ask if they know the word or phrase describing the thing shown in it. - Ss match the word with the correct picture. - Teacher gets feedback <ul style="list-style-type: none"> - Teacher confirms the correct answer as a class.
Outcome	<p>Answer key:</p> <ol style="list-style-type: none"> 1. staircase 2. open fire 3. posts

Activity 4: Task 2: Read the passage and tick T (True) or F (False).
(5 mins)

Goal	To help students read to find some words in context, and their meaning.																	
Input	<table><tr><td></td><td>T</td><td>F</td></tr><tr><td>1. Only a few minority groups live in stilt houses.</td><td></td><td></td></tr><tr><td>2. All stilt houses look alike.</td><td></td><td></td></tr><tr><td>3. Family gatherings take place by the open fire in the middle of the house.</td><td></td><td></td></tr><tr><td>4. The Rong house serves as the centre of an Ede village.</td><td></td><td></td></tr></table>		T	F	1. Only a few minority groups live in stilt houses.			2. All stilt houses look alike.			3. Family gatherings take place by the open fire in the middle of the house.			4. The Rong house serves as the centre of an Ede village.				
	T	F																
1. Only a few minority groups live in stilt houses.																		
2. All stilt houses look alike.																		
3. Family gatherings take place by the open fire in the middle of the house.																		
4. The Rong house serves as the centre of an Ede village.																		
Procedure	<div>- Teacher asks Ss to read through the text individually.</div> <div>- Ss read each statement in the table, locate it in the text and decide if it is true (T) or false (F).</div> <div>- Teacher asks Ss to double-check their answers with their partners.</div> <div>- Teacher confirms the answers as a class and explains if needed.</div>																	
Outcome	Answer key: 1. F 2. F 3. T 4. T																	

Activity 5: Task 3: Read the passage again and fill in each blank with one word. (5 mins)

Goal	To develop reading skill for specific information.
Input	<p>3 Read the passage again and fill in each blank with ONE word.</p> <ol style="list-style-type: none"> 1. A stilt house shows the _____ culture of the owner. 2. The Tay's and Nung's stilt houses overlook a _____. 3. The Thai's stilt houses overlook a _____ or _____. 4. The largest and tallest house in an Ede village is the _____ house.
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work individually. - Ss read each incomplete sentence, locate where it appears in the text, and choose the correct word from the text to complete the sentence. - Teacher asks Ss to compare their answers with a partner. - Teacher gets feedback. - Teacher confirms the correct answer as a class.
Outcome	<p>Answer key:</p> <p>1. traditional 2. field 3. forest – mountains</p> <p>4. <i>Rong</i></p>

Activity 6 : Task 4: Work in pairs. Discuss and tick the features of a stilt house from the list below. Share your opinions with the class. (8 mins)

Goal	To help Ss form the ideas for their speaking.
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Input	<p>4 Work in pairs. Discuss and tick (✓) the features of a stilt house below. Share your opinions with the class.</p> <p>A stilt house _____.</p> <ul style="list-style-type: none"> - has a flat cement roof <input type="checkbox"/> - stands on big posts <input type="checkbox"/> - is made from natural materials <input type="checkbox"/> - has a modern toilet <input type="checkbox"/> - is a flat in a big block <input type="checkbox"/> - is close to nature <input type="checkbox"/>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. - Ss discuss the features provided and decide if they are about stilt houses. - Teacher encourages them to give further information to support their answers. - Teacher calls on some Ss to share their answers with the class.
Outcome	<p>Suggested answer:</p> <p>A stilt house...</p> <ul style="list-style-type: none"> - stands on big posts. - is made from natural materials. - is close to nature.

Activity 7 : Task 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. (7 mins)

Goal	To help Ss use what they have learnt so far to talk about types of homes.
Input	<p>5 Speaking</p> <p>Work in pairs. Ask and answer about the type of home each of you lives in. Take notes of your partner's answers.</p> <p>Suggested questions:</p> <ul style="list-style-type: none"> - What type of home do you live in? (a flat, a house, a detached house, a stilt house, a farmhouse, a cottage, a bungalow, etc.) - What materials is it made from? - What is the most important part of your home? What do you do there?

Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to read the questions provided so that they know what to describe. - Teacher asks Ss to work in pairs, taking turns to ask and answer about their partner's house. - Teacher asks them to take notes of their partner's answers. - Teacher goes around and listens. Teacher gives help if needed. - Teacher calls on some pairs to share their answers with the class.
Outcome	<p><i>Suggested questions and answers:</i></p> <ul style="list-style-type: none"> - <i>What type of house do you live in?</i> (a flat, a house, a detached house, a stilt house, a farmhouse, a cottage, etc.) - <i>What materials is it made from?</i> - <i>What is the most popular part of your house?</i> - <i>What do you do there?</i>

Wrap-up: (5 mins)

- 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 6: Skills 2.

- * Date of teaching: 12/11/2024
- * Week : 11
- * Period : 32

UNIT 4: ETHNIC GROUPS OF VIET NAM

Lesson 6: Skills 2

I. Objectives: By the end of this lesson, Ss 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. 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: Skills 2
- Computer connected to the Internet
- Projector / TV

III. Procedure:

Activity 1: Set the scene (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	
- Procedure	<ul style="list-style-type: none"> - 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.

- Outcome	<ul style="list-style-type: none"> - <i>Suggested answers:</i> - <i>- Clean the floor</i> - <i>- Cook meals</i> - <i>- Feed the chicken</i> - <i>- Collect the eggs</i> - <i>- Look after the house</i> - ...
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Activity 2: Teaching new words (5 minutes)


- Goal	- - To introduce new words related to the life of the ethnic people.			
- Input	Form	Pronunciation	Vietnamese equivalent	
	1. gather (v)	/ˈgæðər/	tụ họp	
	2. pass on (v)	/pɑːs ɒn/	để lại	
	3. legend (n)	/ˈledʒənd/	truyền thuyết	
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- 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 "Matching" technique. 			
- Outcome	-			1.
	gather (v)			
	-			2.
	legend (n)			
	-			3.
	(to) pass on			

Activity 3 Task 1: Match the phrases with the correct pictures. (5 mins)

- Goal	- To help Ss understand and activate their knowledge of the topic.
- Input	<p>1 Match the phrases with the correct pictures.</p> <div> <div>1. catching fish</div> <div>2. weaving clothing</div> <div>3. growing crops</div> </div> <div>    </div>
- Procedure	<p>- Teacher asks Ss to work individually and read the phrases carefully.</p> <p>- Ss match the phrases with suitable pictures.</p> <p>- Teacher calls some Ss to share their answers and read the phrases aloud.</p> <p>- Teacher confirms their answers as a class.</p>
- Outcome	<p>- Answer key:</p> <p>- 1. c 2. a 3. b</p>


Activity 4 Task 2: Listen and tick the activities that minority children do to help their families. (5 mins)

- Goal	- To help Ss develop the skill of listening for specific information.
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<p>- Input</p>	 <p>2 Listen and tick (✓) the activities that minority children do to help their families. (24)</p> <ol style="list-style-type: none"> 1. look after the house <input type="checkbox"/> 2. weave clothing <input type="checkbox"/> 3. prepare food <input type="checkbox"/> 4. build houses <input type="checkbox"/> 5. grow crops <input type="checkbox"/> 6. raise livestock <input type="checkbox"/>
<p>- Procedure</p>	<ul style="list-style-type: none"> - - 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.
<p>- Outcome</p>	<p>- <i>Answer key: 1 - 2 - 3 - 5 - 6</i></p>


Activity 5 Task 3: Listen again and circle the correct answer A, B, or C. (5 mins)

<p>- Goal</p>	<ul style="list-style-type: none"> - - To help Ss focus on some key words related to the topic of the listening text.
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<p>- Input</p>	<p>4 Note five things you do to help your family.</p> <p>Example:</p> <ul style="list-style-type: none"> - cook meals  <p>-</p>
<p>- Procedure</p>	<ul style="list-style-type: none"> - 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.
<p>- Outcome</p>	<ul style="list-style-type: none"> - Suggested answer: - Cook meals. - Clean the floor. - Sweep the floor. - Feed the animals. - Water the flowers. - Wash the dishes - ...

Activity 7: Task 5: rite a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4.. (10 mins)

<p>- Goal</p>	<ul style="list-style-type: none"> - 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.
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<p>- Input</p>	<p>5 Write a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4.</p>  <p>-</p>
<p>- Procedure</p>	<ul style="list-style-type: none"> - - 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. - - Teacher calls on some Ss to read aloud their writing. - - Teacher corrects if they make any mistakes.
<p>- Outcome</p>	<ul style="list-style-type: none"> - 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. - ...

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 7: Looking back & Project.

- * Date of teaching: 15/11/2024
- * Week : 11
- * Period : 33

UNIT 4: ETHNIC GROUPS OF VIET NAM

Lesson 7: Looking back & Project

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

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.

2. Competence:

- Develop communication skills and creativity
- Develop presentation skill
- Develop critical thinking skill
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Attitude:

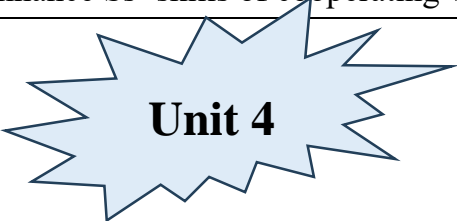
- Be more creative when doing the project
- Develop self-study skills

II. Teaching aids (& materials):

- Grade 8 textbook, Unit 4: Looking back & Project
- 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 revise the vocabulary related to the topic and lead in the next part of the lesson. - To enhance Ss' skills of cooperating with teammates.
Input	 <p>Unit 4</p>
Procedure	<p>Mind map</p> <ul style="list-style-type: none"> - Teacher writes on the board “Unit 4” and asks students to think of what they have

	<p>learnt already in this unit.</p> <ul style="list-style-type: none"> - 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.
Outcome	<p>Expected answers:</p> <ul style="list-style-type: none"> - Vocabulary: about the lifestyle of ethnic groups - Grammar: /k/ and /g/ - Pronunciation: Yes / No and Wh-questions, countable and uncountable nouns

Activity 2: Task 1: Match the words and phrases with the pictures. (5 mins)

Goal	To help Ss revise the vocabulary items they have learnt in the unit
Input	<p>1 Match the words and phrases with the pictures.</p> <div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">1. weaving</div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">2. folk dance</div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">3. open fire</div>  </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">4. fishing</div>  </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-right: 10px;">5. minority group</div>  </div> </div>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work individually and read the words/ phrases carefully. - Ss match the phrases with suitable pictures. - Teacher calls some Ss to share their answers. - Teacher confirms the correct answers as a class.

Outcome	Answer key: 1. c 2. a 3. e 4. b 5. d
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Activity 3: Task 2: Complete the sentences with the word and phrases from the box. (5 mins)

Goal	To help Ss revise vocabulary relating to the topic
Input	<p>2 Complete the sentences with the word and phrases from the box.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> folk songs communal house staircase musical instruments sticky rice </div> <ol style="list-style-type: none"> 1. Minority groups have their own _____ like the <i>dan tinh</i>, gong, <i>t'rung</i>. 2. The Kinh use _____ to make <i>banh chung</i> and <i>banh tet</i>. 3. For most minority groups like the Bahnar and Ede, the _____, usually known as <i>Rong</i> house, is the heart of the village. 4. My grandmother taught me to sing many _____. 5. The _____ of a Muong's stilt house has an odd number of steps: 5, 7, or 9.
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to read the word and phrases in the box and see if they still remember their meanings. - Ss read each sentence and choose the correct answer from the box to complete it. - Teacher asks Ss to double-check their answers with their partners. - Teacher confirms the correct answers as a class.
Outcome	Answer key: 1. musical instruments 2. sticky rice 3. communal house 4. folk songs 5. staircase

Activity 4: Task 3: Write questions from the clues. (7 mins)



Goal	- To help Ss revise Yes / No questions and Wh-questions.
Input	<p>Grammar</p> <p>3 Write questions from the clues. ●</p> <p>1. you / attend / the Khmer's Moon Worship Festival / last year / ? _____</p> <p>2. How many / ethnic minority groups / Viet Nam / ? _____</p> <p>3. Where / the Hmong / live / ? _____</p> <p>4. What / you / do / the Ede's Harvest Festival / last October / ? _____</p> <p>5. How old / minority children / when / they / start helping / the family / ? _____</p>
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to work individually and read the clues carefully. - Ss use the clues given to make Yes / No and Wh-questions. - Teacher asks them to compare their answers with a partner. - Teacher confirms the correct answers as a class.
Outcome	<p>Answer key:</p> <p>1. Did you attend the Khmer's Moon Worship Festival last year?</p> <p>2. How many ethnic minority groups are there in Viet Nam?</p> <p>3. Where do the Hmong live?</p> <p>4. What did you do at the Ede's Harvest Festival last October?</p> <p>5. How old are the minority children when they start helping the family?</p>

Activity 5 : Task 4: There is one incorrect underlined word in each sentence. Circle and correct it. (5 mins)

Goal	- To help Ss revise the use of countable and uncountable nouns.
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Input	<table> <tr> <th></th><th>Correct word</th></tr> <tr> <td>1. A big stilt <u>houses</u> stands on high <u>posts</u>.</td><td>_____</td></tr> <tr> <td>2. The Lahu build their houses from <u>wood</u> and wild banana <u>leave</u>.</td><td>_____</td></tr> <tr> <td>3. <u>Much</u> people in remote <u>areas</u> travel on foot.</td><td>_____</td></tr> <tr> <td>4. Most minority <u>women</u> weave clothes and do <u>houseworks</u>.</td><td>_____</td></tr> <tr> <td>5. In the mountains, there is not <u>many</u> land for growing <u>crops</u>.</td><td>_____</td></tr> </table>		Correct word	1. A big stilt <u>houses</u> stands on high <u>posts</u> .	_____	2. The Lahu build their houses from <u>wood</u> and wild banana <u>leave</u> .	_____	3. <u>Much</u> people in remote <u>areas</u> travel on foot.	_____	4. Most minority <u>women</u> weave clothes and do <u>houseworks</u> .	_____	5. In the mountains, there is not <u>many</u> land for growing <u>crops</u> .	_____
	Correct word												
1. A big stilt <u>houses</u> stands on high <u>posts</u> .	_____												
2. The Lahu build their houses from <u>wood</u> and wild banana <u>leave</u> .	_____												
3. <u>Much</u> people in remote <u>areas</u> travel on foot.	_____												
4. Most minority <u>women</u> weave clothes and do <u>houseworks</u> .	_____												
5. In the mountains, there is not <u>many</u> land for growing <u>crops</u> .	_____												
Procedure	<ul style="list-style-type: none"> - Teacher asks Ss to read each sentence and decide which underlined word is incorrect. - Teacher asks 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. 												
Outcome	<p>Answer key:</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. houses → house 2. leave → leaves 3. Much → Many 4. houseworks → housework 5. many → much 												

Activity 6 : OUR ETHNIC GROUPS (20 minutes)

Goal	To allow Ss to apply what they have learnt (vocabulary and grammar) into practice through a project.	
Input		
Procedure	<ul style="list-style-type: none"> - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check 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 the hobbies to the class. Remember to have the “show and tell” session and vote for the best poster. - Students vote for the best poster. - Teacher gives feedback. 	
Outcome		

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Wrap-up: (2 mins)

T asks Ss to talk about what they have learnt in the lesson.

DUYỆT CỦA TỔ TRƯỞNG



Phạm Thị Tuyết Hoa

NGƯỜI SOẠN



Đỗ Thị Thu Hằng