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| Planning date: | Teaching date: | |
| 28/ 9/ 2022 | 8B: 10/ 10/ 2022 | 8D: 10/ 10/ 2022 |

***Period 16***

**UNIT 3: PEOPLES OF VIET NAM**

**Lesson 1: Getting started ( P.26-27)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

***- Vocabulary*** : the lexical items related to cultural groups of Vietnam; - curious (a):- account for (v) : - ethnic (a):- minority (n):- region (n):- custom (n):-awesome (a):- terraced field (n):- heritage site (n):

***- Language :*** Different question types.

Simple Present.

**- Pronunciation:** clusters: /k/, and /t/ pronounce these words correctly: - curious- account - ethnic minority - region:- custom -awesome :- terraced field :- heritage site

**2. Skills**: Listening, reading and speaking about community service and volunteer work..

**3. Attitude**

- Be ready know more about different peoples of Viet Nam.

- Understand and actively respond to questions about peoples of Vietnam

**4. Competencies:**

- Form and improve such competences as pairwork, communication, presentation and assessment.

**II. PREPARATIONS:**

**Teacher:** T.V, recording, laptop and textbook.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may want to know more about things and traditions of other peoples of Viet Nam.

- Guide them to brainstorm the information they get on T.V or internet.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.****WARM UP.** **(7’/GW)**  - Review the previous unit by asking Ss to solve a crossword puzzle. Draw the crossword on a big piece of paper. Tell Ss that the red word is the key word of the new lesson. Divide the class into two teams. Ss from each team take turns to solve the puzzle. The game finished when a student guesses the red word correctly.  - Solve the crossword puzzle below.  1. I like to……buffalo in the pastures.  2. The farmers are very busy during harvest…..  3. Have you ever ridden a….? You have to be brave to do it.  4. People in the countryside are often open and….  5…..was loaded onto a cart and transported home.  6. I think….life is more interesting than city life.  - Write the unit title on the board. Write the words/phrases ‘ethnic’, ‘ethnology’, and ask Ss to guess their meaning. T may also show a picture of a typical costume and talk about it with the Ss. | **UNIT 3: PEOPLES OF VIET NAM**  Lesson 1: Getting started (P.26-27)  ***\* KEY:***  1. Herd  2.Time  3. Horse  4. Friendly  5. Rice  6. Country |
| **II. BEFORE LISTEN AND READ**  **1. Set the scene (2’/IW)**  Ask Ss to open their books to the picture. T can ask Ss prediction questions about the picture.  *•What can you see in the picture?*  *•What can you see in the picture?*  *•What can you see in the picture?*  *•Do you know these characters?*  *•Where are they now?*  *•What are they talking about?*  Ss answer the questions as a class.  T plays the recording and has Ss follow along.  **2. Vocabulary: (7’/IW)**  T elicits the new words using pictures and explanation  -Piture, antonymn,mine,synomynm…  **\* Check vocab : R.O.R**  T plays the recording again.  Ss listen.  Ss read the dialogue in pairs.  T checks some pairs. | **I. Vocabulary:**  - **cu**rious (a): tò mò  - ac**count** for (v) : chiếm  - **e**thnic (a): dân tộc  - mi**nor**ity (n): nhỏ, thiểu số  - **re**gion (n): vùng, miền  - **cus**tom (n): phong tục  -**awe**some (a): làm khiếp sợ, kinh hoàng  - **ter**raced field (n): ruộng bậc thang  - **he**ritage site (n): di sản |
| **III. WHILE LISTEN AND READ**  **TASK: *1***  ***a) Find the opposite of these words in the conversation (5’-IW)***  - T asks Ss to the read the conversation again and do the exercise in pairs.  Ss work in pair to do the exercise.  T writes the correct answers on the boards.  ***b) Read the conversation again . Answer the following questions (7’- PW)***  - T goes through the questions mentioned  - Ss work in pairs to answer the questions.  then discuss as a class.  - T corrects the answers.  ***c) Can you find the following expressions in the conversation ? Try to explain what they mean. (5’- IW)***  - T tells Ss to refer back to the conversation to find the expressions.  - Ss work individually to find the expressions in the conversation and try to explain their meaning in the context.  - Together with the Ss, elicit the meaning of these four expressions.  - T gives examples.  - Ss provide the examples of when these expressions would be used.  ***d) Work in pairs. Use facts from the conversation to make short role-plays using the expressions in 1c .(5’- PW)***  **\* Look out!**  T helps Ss distinguish the two words | **II. Listen and read.**  ***1a. Find the opposite of these words in the conversation***  ***\*Key:***  1. interesting 2. Largest  3. minority 4. Southern  ***1b. Read the conversation again . Answer the following questions\* Key.***  1. They are in the Museum of Ethnology.  2. They want to know about the ethnic groups of Viet Nam.  3. There are 54 (ethnic groups)  4. The Viet (or Kinh) have the largest population.  5. Yes, they do.  ***1c. Can you find the following expressions in the conversation ? Try to explain what they mean. \* Key :***  1. Used as a reply, agreeing with what sb has just said, or emphasizing that it is correct.  2. How + adj/adv: used to show a strong reaction to sth  3. Used to show you understand what someone said.  4. Used to show that you think something is great  ***1d. Work in pairs. Use facts from the conversation to make short role-plays using the expressions in 1c .***  **\* Look out!**  ‘***People’*** is used as the plural of ‘person’ to refer to men, women, and children  ‘***Peoples’***: ethnic groups of people who belong to a particular country, race, or area |
| **IV. AFTER LISTEN AND READ**  **TASK: *2. Use the words and phrases in the box to label each picture. (5’/IW/PW)***  - Ss work in pairs and label each picture.  - Then T lets Ss read each word/phrase correctly.  - T checks and corrects their pronunciation.  **TASK: *3. Complete the following sentences with the words and phrases in the box.***  ***(5’/IW/WC)***  Ss work individually to do the task then compare their answers with a partner.  T corrects as a class. Then let them repeat the words/phrases in chorus. | ***2. Use the words and phrases in the box to label each picture.***  ***\*Key :***  1. five-coloured sticky rice 2. terraced fields  3. festival 4. folk dance  5. Open air market 6. Musical instrument  7. costume 8. stilt house  ***3. Complete the following sentences with the words and phrases in the box.***  ***\*Key:***  1. ethnic  2. heritage site  3. stilt houses  4. festivals  5. member  6. terraced fields |
| **III.WRAPPING UP**  **TASK 4 : ask and answer the questions (5’/PW)**  - Ss ask ss to work in pairs using these cues. Ss work in pairs to ask and answer the questions.  T gives correction.  T may call on some pairs to talk before the class.  ***\* Key:***  1. Which ethnic group has the smallest population?  2. Do the Hmong have their own language?  3. Where do the Coho live?  4. What colour is the Nung’s clothing?  5. Which group has a larger population, the Tay or the Thai?  6. Whose arts are displayed at a museum in Da Nang? | ***Game: Quick quiz***  **Choose the best answer:**  1. A. ethn**i**c B. sp**i**cy C. cr**i**sp D. d**i**splay  2. A. **k**nown B. s**k**irt C. **k**ind D. fol**k**  3. A. w**oo**d B. g**oo**d C. sch**oo**l D. f**oo**t  4. A. w**ea**r B. h**ea**d C. inst**ea**d D. br**ea**d  5. A. skateboard B. modern  C. develop D. ethnic |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home ASSIGNMENT  **-** Ss copy their home ASSIGNMENT  - T explains it carefully. | **IV. HOME ASSIGNMENT**  - Practice reading ‘Listen and read’  - Create your own word webs  - Do ex B1,2/P.17/WB |

**V. Feedback :**

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***Period 17***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 2: A closer look 1 (P.28-29)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary***: - de**ve**loped (a);- insig**ni**ficant (a)-**com**plicated (a)**-ma**jor (a)-**mi**nor (a)-**ba**sic (a)

- ***Language***: Simple present tense

- ***Pronunciation:*** clusters: /sk/, /sp/ and /st/: pronounce these words correctly: - de**ve**loped- insig**ni**ficant -**com**plicated **-ma**jor -**mi**nor-**ba**sic

**2. Skills**: Listening, talking about cultural groups of Vietnam.

**3. Attitude:** - Be eager to know more about cultural groups of Vietnam.

- Understand and actively respond to pronunciation of clusters.

**4. Compentencies:**

- Form and improve such competences as pairwork, communication, presentation , problem – solving and assessment.

**II. PREPARATIONS:**

**Teacher: T**ext books, recording,laptop, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may have difficulty in doing ex 3.

- T gives some examples.

**IV. PROCEDURES:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM UP:** ***Brainstorming (GW/5’)***  - Divide the class into 2 two teams  -Ss brainstorm the names of the ethnic groups they know where they live, their costumes, their way of life, culture, folk songs…  Encourage them to guess and call out as many words as possible- In 4 minutes the team with more right words is the winner.  - Introduce the new lesson | **UNIT 3: PEOPLES OF VIETNAM**  Lesson 2: A closer look 1 (P.28-29)   * ***Brainstorming*** |
| **II. VOCABULARY**.  - Teacher use different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  \* Checking vocab: Slap the board  **TASK: *1. Match the adjs in A with their opposites in B*. (PW/5’)**  - Ss work in pairs to match the adjectives with their opposites.  - T elicits the answers from the class.  - T goes through all the words to make sure understands them.  **TASK: *2.Use some words from 1 to complete the sentences*. (IW/5’)**  - Ss work individually.  - Ss compare their answers with a partner and then discuss as a class.  - There may be some variations in the answers. For a more able class, encourage Ss to explain why they choose that word for the category.  - Check their answers  **TASK: *3. Work in pairs. Discuss what the word is for each picture. The first and the last letters of each word are given.* (PW/6’)**  - Ss work in pairs and discuss what the word is for each picture.  - T checks the answers with the class. For more able Ss, ask them to give other words they know which are related to the life of ethnic minority people. | **I. VOCABULARY**.  - de**ve**loped (a): phát triển  - insig**ni**ficant (a): không qtrọng, tầm thường  -**com**plicated (a): phức tạp  **-ma**jor (a): phần lớn, chính  -**mi**nor (a): nhỏ, thứ yếu  -**ba**sic (a): cơ bản, cơ sở  ***1. Match the adjs in A with their opposites in B .***  ***\*Key:***  1.d 2.c 3.g  4.a 5.f 6.e 7.b  ***2. Use some words from 1 to complete the sentences***  **\*Key:**  1.written 2.trasitional 3.important 4.simple, basic 5.rich  ***3. Work in pairs. Discuss what the word is for each picture. The first and the last letters of each word are given.* \* Key**  1.ceremony  2.pagoda  3.temple (Ly Son)  4.waterwheel (in the north)  5.shawl (of the Thai women)  6.basket (of the Sedang) |
| **III.PRONUNCIATION**  Clusters: ***/sk/, /sp/,*** and ***/st/***  **TASK: 4. Listen and repeat the following words.**  **(IW/6’)**  - T plays the recording  Ss listen and repeat  T pauses the recording to drill difficult items. T may play the recording as many times as necessary  **TASK: *5. Listen again and put them in the right column according to the their sounds* (IW/6’)**  - T plays the recording again  - Ss listen carefully and put the words in the right columns  \* Note that ‘school’ may cause some confusion because the sounds of /sk/ are spelled with the letters ‘sch’. Ask Ss to give other words which contain these clusters  **TASK: 6. Listen and read the following sentences. Then underline the words with the sounds /sk/, /sp/, or/st/.(IW/5’)**  T plays the recording two or three times (or more if necessary).  T helps Ss recognize all the words with /sk/,/sp/,or /st/, then underline them as assigned.  T calls some ss to read these sentences again. | **II. PRONUNCIATION:**  Clusters: ***/sk/, /sp/,*** and ***/st/***  **4. Listen and repeat the following words.**  ***Audio script:***  skateboard stamp speech display first station Instead crisp school basket space task  ***5. Listen again and put them in the right column according to the their sounds..***  ***Key.***   |  |  |  | | --- | --- | --- | | /sk/ | /sp/ | /st/ | | skateboard | Speech | Stamp | | School | Display | First | | Basket | Crisp | Station | | task | Space | Instead |   **6. Listen and read the following sentences. Then underline the words with the sounds /sk/, /sp/, or/st/.**  1. The Hmong people I met in Sa Pa speak English very well.  2. You should go out to play instead of staying  3. The local speciality is not very spicy.  4. Many ethnic minority students are studying at boarding schools.  5. Most children in far-away villages can get schooling. |
| **IV. WRAPPING UP (5’/GW)**  - Model game with 2 students first before dividing Ss into 2 groups.  - Ask Ss to think of other words with the sounds /sk/, /sp/ or /st/.  - Have the class play the game as instructed.  Which group has more words in the shortest time will win the game.  -Summarize the main points of the lesson. | ***Game****: Who is faster?*  **\* Choose the best answer:**  1. A. ethn**i**c B. sp**i**cy C. cr**i**sp D. d**i**splay  2. A. **k**nown B. s**k**irt C. fol**k** D. **k**ind  3. A. w**ea**r B. h**ea**d C. inst**ea**d D. br**ea**d  4. A. w**oo**d B. f**oo**t C. sch**oo**l D. g**oo**d  5. A. poem B. complicated C. principal  D. discriminate |
| **V. HOME ASSIGNMENT (2’)**  - T assigns the home ASSIGNMENT  **-** Ss copy their home ASSIGNMENT | **IV. HOME ASSIGNMENT**  -Practice the sounds /sk/, /sp/ or /st/.  -Do Ex A1,2/ P.16 in Ex book. |

**Feedback :**..............................................................................................................................................

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| Planning date: | Teaching date: | |
| 28/ 9/ 2022 | 8B: 14/ 10/ 2022 | 8D: 15/ 10/ 2022 |

***Period 18***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 3: A closer look 2 (P.29-30)**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to:

**1. Knowledge:**

***- Vocabulary*** : review the lexical items related to cultural groups of Viet Nam.

***- Language :*** Articles ***a, an*** and ***the***.

Different question types. Simple Present Tense .

***Pronunciation:*** clusters: /sk/, /sp/ and /st/

**2. Skills**: Listening, speaking and writing.

**3. Attitude:** - Know more about cultural groups of Viet Nam.

- Understand and actively respond to grammatical points such as articles ***a, an*** and ***the***; different question types.

**4. Compentencies:**

- Form and improve such competences as pairwork, communication, presentation.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures ; text books, recording,laptop.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

Some weak students may get confused about doing ex 4.

T calls some better ss to do first.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM UP** : **Revision (3’/IW)**  ***Questions types checking:***  T asks ss to recall different types of questions they’ve learnt.  Ss rename types of questions.  T comments and leads in the lesson. | **UNIT 3: PEOPLES OF VIETNAM**  Lesson 3: A closer look 2 (P.29-30) |
| **II. GRAMMAR**  **1. Questions: Review.**  **TASK: *1. Read the passage* (5’/IW)**  -T gives Ss about five minutes to read the passage.  - Ss work individually to read.  T may call on some Ss to read aloud to the class.  T corrects their pronunciation, intonation and stress, and give explanation if necessary.  **TASK: *2.Now write questions for these answer* (5’/PW)**  T has Ss work in pairs and write questions for the answers given.  Ss work in pairs to write.  T checks the work by having some Ss come up and write their questions on the board. Accept all question variations that are grammatically correct.  T gives correction as a class  Look out!  Go through the Look out ! Box with Ss. Ask them to make sentences with *which* if they can.  **TASK: 3. Complete the questions using the right questions words.(5’/IW,PW)**  T asks Ss to complete the exercise individually.  Ss work individually to complete the task. Then Ss compare their answers with a partner.  T corrects and comments.  **TASK: 4. Work in pairs. Make questions and answer them.(5’/PW)**  T lets Ss work in pairs. This should be a speaking TASK: , so encourage Ss to talk with fluency and accuracy, and as naturally as possible.  While Ss do their task, T goes around to monitor the whole class.  T calls some pairs to practice before the whole class. | **I. GRAMMAR**  **Questions: Review.**  ***1. Read the passage***  ***2.Now write questions for these answer***  **Suggested answers:**  1. Who is living in the house?  2. How many children do they have?  3. Do the grandparents stay at home?  4. How often does Mrs Pha go shopping?  5. How far is Vang’s boarding school? /How far is the town?  6. When does Vang go home (every week)?  7. How do they live?  8. Would they like to live (in a modern flat) in the city?  **Look out!**  Which is used instead of what or who to ask somebody to be exact about one or more people or things from a limited number  ***3. Complete the questions using the right questions words.***  ***\*Key:***  1.Who 2.Which  3.Which 4.Which 5.What  ***4. Work in pairs. Make questions and answer them.***  ***\* Key:***  1.Who does the shopping in your family?  2.Who is the principal of our school?  3.Which subject do you like better, English or maths?  4.What is the most important festival in Viet Nam?  5.Which ethnic group has a larger population, the Khmer or the Cham? |
| **2. Article *a, an,* and *the (5’/IW)***  T asks Ss to read the grammar box, then explains these uses of the articles, going through the examples given in the box. To check Ss’ understanding of the usage, ask Ss to make other example sentences using the articles in the same way.  Draw Ss’attention to the **Look out**! Box. Read out the sentences to show that sounds are what determines whether ‘an’ is used. See if Ss can come up with other examples of words like these.  **TASK: *5. Underline the correct article to finish sentences.* (5’/IW)**  - Ss work individually to do the task. Then Ss swap their books with a partner to check the answers.  T checks the answers as a class. Discuss the reasons for the article usage in each sentences.  **TASK: *6. Insert a,an or the in each gap to finish the passage.*(5’/IW)**  First,T has Ss read the passage without paying attention to the blanks. Then as a class, checks any unfamiliar vocabulary so that everybody understands the meaning of the text. Now focus on the grammar point. Ss work individually to do the task.  T asks some Ss to read the passage sentence by sentence.  T corrects as a class.  Ss discuss the reasons for the article usage. | **Article *a, an,* and *the***  ***5. Underline the correct article to finish sentences.***  ***\* Key:***  1 .a 2. the 3. the  4. the 5. the 6. A  ***6. Insert a,an or the in each gap to finish the passage.***  ***\* Key:***  1.a 2.a/the 3.the 4.an/the 5.the 6.a |
| **III.WRAPPING UP (5’/PW/GW)**  **1. Choose the best answer:**  **2. The use of articles, questions**  - T asks ss about the use of articles, questions and answers  -Summarize the main points of the lesson. | **\* Choose the best answer:**  1. Raising cattle and poultry plays \_\_\_\_\_\_ essential part in \_\_\_\_\_\_ life of some ethnic peoples in mountains.  A. a/the B. the/an C. an/the D. the/the  2. We \_\_\_\_\_\_ to Ha Giang with our family by car last week.  A. go B. will go C. gone D. went  3. We are curious \_\_\_\_\_\_ the life of the ethnic minority peoples.  A. to B. on C. about D. of  4. My sister used \_\_\_\_\_\_ English for some schools in the mountainous regions when she \_\_\_\_\_\_ a university student.  A. to teach/was B. to teaching/was  C. to teach/is D. teaching/is  5. \_\_\_\_\_\_ Hoa Ban festival of the Thai \_\_\_\_\_\_ in Lunar February.  A. The/holds B. a/is held  C. The/is held D. No article/is held |
| **IV**. **HOME ASSIGNMENT (2’)**  - T assigns the home ASSIGNMENT  **-** Ss copy their home ASSIGNMENT  - T explains it carefully | **III**. **HOME ASSIGNMENT**  1. Make sentences with the form of the two tenses.  2. Do B3,4, 5,6/P.18-19 – W.B |

**V. Feedback :**

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***Period 19***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 4: Communication (P.31)**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to:

**1. Knowledge:**

- ***Vocabulary***: read, write and understand the words related to cultural groups of Vietnam.

- ***Language***: Different question types.

***- Pronunciation:*** clusters: /sk/, /sp/ and /st/

**2. Skills**: Reading and speaking about cultural groups of Vietnam.

**3. Attitude:**

- Know how to express their ideas about different cultural groups of Vietnam.

- Understand and actively respond to questions about cultural groups of Vietnam.

**4. Compentencies:**

- Form and improve such competences as teamwork, communication.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures ; text books,laptop.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not know actual information about different cultural groups of Vietnam.

- T provides some.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM- UP: Chatting (6’/GW)**  T asks ss some questions about famous places they’ve visited like Lao Cai, SaPa, Dien Bien. | **UNIT 3: PEOPLES OF VIETNAM**  **Lesson 4: Communication (P.31)** |
| **II. NEW LESSON**  **TASK: *1. Quiz: What do you know about the ethnic groups of Viet Nam? Work in pairs to answer the questions. (7’/PW)***  Ss work in pairs to do the quiz.  T checks and gives explanation  **TASK: *2. Where do these ethnic groups mainly live? Work in groups. Write down the names of the ethnic groups in the correct boxes. Can you add more? (10’/GW)***  Ss work in groups.  T lets them discuss and then write down the ethnic groups in the correct boxes.  T encourages them to add other ethnic groups they know of to the list.  T moves around the groups and gives assistance where need  **TASK: *3. Choose one group and talk about them. (14’/ GW)***  T brings the class back together.  T writes on the board subjects that Ss can talk about in relation to these groups.  Elicit these subjects if possible:  - location  - lifestyle  - costumes  - foods  -festivals/ceremonies  - marriage/weddings…  T may give some facts and/or show pictures to facilitate the TASK: .  Give Ss time to prepare, and then let them talk in groups. | ***1. Quiz: What do you know about the ethnic groups of Viet Nam? Work in pairs to answer the questions.***  ***\* Key:***  1. B 2. A 3. C  4. B 5. C 6. A  ***2. Where do these ethnic groups mainly live? Work in groups. Write down the names of the ethnic groups in the correct boxes. Can you add more?***  ***\* Key:***  1: Northwest region: Viet, Hmong, Lao.  2: Northest region: Viet, Hmong, Nung, Tay.  3: The Central Highlands: Viet, Bahnar, Brau, Ede, Giarai, Sedang  4. Red river delta: Viet  5. Mekong river delta: Cham Khmer, Viet  Geographical location of some ethnic groups:  •The Viet: all over the country  •The Tay, the Nung: North and Northeast provinces  •The Muong: Hoa Binh, Phu Tho, Son La, Thanh Hoa  •The Hani: Lai Chau, Lao Cai  •The Hmong: Northern mountainous regions, Nghe An  •The Pathen: Ha Giang, Tuyen Quang  •The Thai: Son La, Lai Chau, Yen Bai, Thanh Hoa, Nghe An…  ***3. Choose one group and talk about them.***  Talk 1:  The Viet live everywhere in the country. They have the largest population. They have many kinds of food from North to South. They often celebrate many festivals during the year. They have the traditional costume: Ao Dai, Ao Ba Ba.  Model talk 2: The Bahnar is an ethnic group of Vietnam living primarily in the Central Highland provinces of Gia Lai and Kon Turn, as well as the coastal provinces of Binh Dinh and Phu Yen. They speak a language in the Mon-Khmer language family. Like many of the other ethnic groups of Vietnam's Central Highlands, the Bahnar plays a great number of traditional musical instruments, including gongs and string instruments made from bamboo. These instruments are sometimes played in concert on special occasions. |
| **III. WRAPPING UP (6’/GW)**  - T asks some volunteers to present their ideas to the rest of the class.  - Other ss listen and ask questions for further information.  T comments and summarizes the main point of the lesson. | **\* Choose the best answer:**  1. The number of the Odu people only accounts \_\_\_\_\_\_ 10 % of the population.  A. in B. for C. on D. of  2. The Hoa often go \_\_\_\_\_\_ and \_\_\_\_\_\_ wood in the forests.  A. to hunt/to cut B. hunt/cutting C. hunt/cutting D. hunting/cut  3. Mary’d like to find \_\_\_\_\_\_ more \_\_\_\_\_\_ the culture of the Brau in Vietnam.  A. out/on B. in/about C. into/of D. out/about  4. \_\_\_\_\_\_ being poor,the Tay still live happily and harmoniously in their stilt houses.  A. Although B. In spite of C. Because of D. Due to  5. Growing rice and making sugar play an important role \_\_\_\_\_\_ developing the economy of the Khmer.  A. in B. to C. of D. with |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home ASSIGNMENT  **-** Ss copy their home ASSIGNMENT  - T explains it carefully | **\* HOME ASSIGNMENT**  -Do exercises C1,2/ P.19-20 in work book |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 28/ 9/ 2022 | 8B: 20/ 10/ 2022 | 8D: 20/10/ 2022 |

***Period 20***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 5. Skills 1 (P.32)**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to:

**1. Knowledge:**

- ***Vocabulary***: Read, write and understand words : dig (v),poultry (n),weave (v),scarf (n),ornaments (n), worship(v).

- ***Language***: Different types of questions.

Simple Present Tense .

***- Pronunciation:*** /ʊə/ poultry; /v/weave; pronounce these words correctly: dig, poultry, weave, scarf, ornaments, worship.

**2. Skills**: Read for specific about the life of an ethnic group and speak about ethnic groups.

**3. Attitude:**

- Know more about about the life of ethnic groups.

- Understand and actively respond to questions about the life of ethnic groups.

**4. Compentencies:**

- Form and improve such competences as pair work, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures text books,laptop, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Some weak students may not give their ideas.
* T may suggest some ideas and encourage them to speak simple ones.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM UP. Kim’s Game (5’/IW)**  T shows some pictures of some ethnic groups.  Ss look at them in 2 minutes and try to remember them.  T asks ss to recall the name of the ethnic groups they’ve seen. | **UNIT 3: PEOPLES OF VIETNAM**  **Lesson 5: Skills 1 (P.32)** |
| **II. BEFORE READING**  **TASK: *1.* (7’/PW)**  ***Work in pairs. Answer the quetions.***  T asks Ss to discuss the two questions in pairs in 3 minutes and then as a class. Encourage Ss to make guesses if they are not sure.  **\* Vocabulary**  Ss read and find out the new words.  - As a whole class, discuss any unfamiliar words from the text.  \* Checking technique: Slap the board  T calls two ss to read the text again. | **I. READING**  ***1. Work in pairs. Answer the quetions.***  **\* Vocabulary**   1. dig (v): 2. poultry (n): 3. weave (v): 4. scarf (n): 5. ornaments (n): 6. worship(v): |
| **III. WHILE READING**  **TASK: *2. Complete each sentences using a word from the text.* (5’/PW)**  T asks Ss to read the passage again and do the  task.  - Ss work in pairs to do the task.  T checks the answers as a class  **TASK: *3. Answer the questions.*(7’/PW)**  T asks Ss to read the passage again and answer the questions.  - Ss work in pairs to do the task.  T checks the answers as a class | ***2. Complete each sentences using a word from the text.***  ***\* Key:***  1. farmers 2. bamboo 3. stilt 4. songs  5. ceremonies  ***3. Answer the questions.***  1. Yes, they do  2. Their main food is rice.  3. It is well-known for being unique, colorful and strong.  4. Thai women do.  5. They worship their ancestors. |
| **II. AFTER READING**  **Speaking.**  **TASK: *4. Read some******facts about the Bru-Van Kieu people and the Khmer people.* (7’/GW)**  T divides the class into 4 groups, group 1 and 2 prepare to talk about *the Bru-Van Kieu people,* group 3 and 4 prepare to talk about *the Khmer people* .  T goes around to assist if necessary. Then ask some volunteers to present to the rest of the class.  **TASK: *5. Talk about your own ethnic groups.*(8’/GW)**  Let Ss talk about their own ethnic group.  T may ask them to focus on one or two aspects such as clothing, food, ways of living, customs and traditions, festivals, beliefs, etc. T can also encourage Ss to talk about changes in the life if their people over time. | **II. SPEAKING.**  ***4. Read some facts about the Bru-Van Kieu people and the Khmer people.***  Talk : Khmer people has a population of about 1,260,600 people. They mostly live in provinces of Mekong Delta. Their language is Mon-Khmer group and the writing system. They grow rice, raise cattle and poultry, make sugar for living. They have 2 main festivals: Chaul Chnam Thmey (New Year) and Greeting - the - Moon festival.  ***5. Talk about your own ethnic groups***  ***Example talk***  Takl 1:The Kinh, also called the Viet people, is the majority ethnic group of Vietnam, comprising about 86% of the population, settle along the whole Vietnam. Vietnamese is the native language of the Vietnamese (Kinh) people. Rice cultivation is the main economic activity of the Kinh. They also raise cattle and poultry. They often celebrate a lot of festivals during the year. They have the traditional costumes such as Ao Dai and Ao Ba Ba. |
| **III. WRAPPING –UP**  **(4’/PW)**  -Summarize the main point of the lesson by asking some questions about the lesson. | **Choose the best answer:**  1. Jim doesn’t concern much about his girlfriend’s \_\_\_\_\_ ,whether she is beautiful or not.  A. character B. objects  C. experience D. apperance  2. The village is comprsied \_\_\_\_ 30 stilt houses.  A. in B. with C. for D. of  3. The dish is delicious \_\_\_tomato sauce and mayonnaise.  A. in B. on C. with D. between  4. A. cultural B. cutting C. communal D. hunting  5. A. peak B. bean C. instead D. speak |
| **IV. HOME ASSIGNMENT (1’)**  - T assigns the home ASSIGNMENT  **-** Ss copy their home ASSIGNMENT  - T explains it carefully | **HOME ASSIGNMENT**  - Do D 2 / P.20 (WB).  - Write a short passage about an ethnic group. |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 28/ 8/ 2022 | 8B: 21/ 10/ 2022 | 8D: 22/ 10/ 2022 |

***Period 21***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 6. Skills 2 (P.33)**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to:

**1. Knowledge:**

***- Vocabulary***: the lexical items related to traditional dish; chemical (n): represent (v): element (n):harmony (n):heaven (n):

***- Language***: Connectors, Simple Present.

***- Pronunciation: /k/***chemical***; /h/***harmony, heaven

**2. Skills:** Listening and writing about a traditional dish.

**3. Attitude:**

- Know more about about traditional dishes.

- Understand and actively respond to make sticky rice.

**4. Compentencies:**

- Form and improve such competencies as teamwork,collaboration and assessment.

**II. PREPARATIONS:**

Teacher: Poster,Pictures ; T.V,text books,laptop, recording.

Students: Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough time to write.

- Let them complete the writing at home.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I.WARM-UP: (3’/IW)**  Chatting:  Ss talk about their own ethnic group  T ask them to focus on one or two aspects such as clothing, food, customs and traditions, festivals, etc. T can also encourage Ss to talk about changes in the life if their people over time | **UNIT 3: PEOPLES OF VIETNAM**  Lesson 6. Skills 2 (P.33)  ***\* Chatting*** |
| **II. BEFORE LISTENING**  **TASK:1: *Chatting* (5’/WC)**  T shows pictures of different sticky rice.  Ss work in pairs to anwer the two questions.   1. Do you like sticky rice? 2. When do we traditionally have sticky rice?   **VOCABULARY (5’/IW)**  -T presents some new words using pictures and situations.  - Ss repeat then copy down | **I. VOCABULARY**  1. chemical (n): hóa chất, hóa học  2. represent (v): đại diện, trình bày, tuyên bố  3. element (n): yếu tố  4. harmony (n):sự hài hòa, cân đối  5. heaven (n): thiên đường |
| **III. WHILE LISTENING**  **TASK: 2.Listen to the passage and tick (v) true (T) or false (F) (5’/IW)**  Play the recording once or twice. Ask Ss to listen carefully and tick True or False according to what they hear in the passage  - T asks for the answer  - Ss listen again then check  **TASK: *3. Listen again and complete the sentences.*(5’/IW)**  T plays the recording again.  Ss work individually to write down the words as they listen.  T plays the recording again for them to check. T corrects as a class. | **II. LISTENING**  **1.Listen to the passage and tick (v) true (T) or false (F).**  **\* Key:**  1.T 2.F 3.T 4.F 5.F  ***2. Listen again and complete the sentences.***  **\* Key:**  1.mountainous 2.purple  3.natural  4.plants 5.ceremonies |
| **IV. AFTER LISTENING**  **Writing**  **\* *Study skills- Giving reasons* (5’/IW)**  -T shows the Study Skills on the screen and goes through the study Skills box with the class.  T explains that ‘because’ is used to introduce the reason for something, and it can be put at the beginning of the sentence or in the middle. For exercise 4, Ss will need to identity which sentence is the reason.  T may introduce ‘as’ and ‘since’, which are similar in meaning and use to ‘because’.  **TASK: *4. Read the notes on how to make yellow sticky rice.*(5’/IW)**  T tells Ss to read the notes carefully.  - T asks Ss some question about the information in the reading text.  T: What are the ingredients?  How much sticky rice do you need?  ……………………  **TASK: *5. Change the notes into cooking steps to show a foreign visitor how to make yellow sticky rice.*(5’/IW)**  T asks ss to look at the ***Organising your ideas box*** and read the guideline carefully.  Ss work in 4 small groups to write full sentences to show the steps to cook the rice.  T makes sure that they use proper connectors first/firstly, second/secondly…and pay attention to spelling and punctuation. | **II. WRITING. *How to make yellow sticky rice.***  **\* *Study skills- Giving reasons***  *+ Form*  *Because + clause 2 (reason ), + clause 1*  *clause 1 + because + clause 2 (reason ) + Use: To join ideas and give reasons.*  ***4. Read the notes on how to make yellow sticky rice.***  ***5. Change the notes into cooking steps to show a foreign visitor how to make yellow sticky rice.***  **\* Sample cooking steps**:  *This delicious dish is really easy to make. First, you need to soak the rice in water for at least five hours. Then rinse the rice and drain it well. Next, add the turmeric extract and mix it well. Then wait for 10 minutes. After that, add the coconut and salt. Remember to mix it well. Finally, steam the rice for 30 minutes. Check that it is fully cooked. You can serve this dish with chicken.* |
| **III. WRAPPING-UP (5’)**  -Swap Ss’s writing and correct.  -Summarize the main point of the lesson. | **Choose the best answer:**  1. Ethnic peoples get used \_\_\_ stilt houses.  (to live/to be lived/living/to living)  2. The Odu has the smallest number of people \_\_ 54 ethnic groups. (among/in/with/about)  3. I want to have a lot of money \_\_ I can help poor people in the mountains. (so that/as long as/therefore/because)  4. Hoa Ban festival is a great time \_\_\_\_ the Thai to pray \_\_\_\_\_ good crops and happiness.  (in-for /to-in/for-for/for-to)  5. The Cham and Khmer live in the \_\_\_parts of Vietnam. (south/souther/southern/southernmost) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home ASSIGNMENT  **-** Ss copy their home ASSIGNMENT | **\*HOME ASSIGNMENT**  - Write the paragraph again in the form of a letter to a pen friend. - Do E3/P.23/ W.B |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 28/ 9/ 2022 | 8B: 24/ 10/ 2022 | 8D: 24/ 10/ 2022 |

***Period 22***

**UNIT 3: PEOPLES OF VIETNAM**

**Lesson 7. Looking back and Project (P.34-35)**

**I. OBJECTIVES:**

-By the end of the lesson, Ss wil be able to

**1. Knowledge:**

- ***Vocabulary***: Review : the lexical items related to cultural groups of Viet Nam.

- ***Language***: Review : Articles ***a, an*** and ***the***.

Different question types.

Simple Present Tense .

***- Pronunciation: /k/ :*** cultural; communal; costumes

**2. Skills**: Speaking,reading and writing.

**3. Attitude:**

- Know more about cultural groups of Viet Nam and be proud of them.

- Understand and actively respond to lexical and grammatical points they’ve learnt in unit 3.

**4. Compentencies:**

- Form and improve such competences as teamwork, communication, collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** Poster,Pictures ; text books,laptop.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Students may not have time to do projects.
* Let them do the project at home.

**IV. PROCEDURE:**

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| **TEACHER AND STUDENTS’ ACTIVITIES** | **CONTENTS AND BOARD DISPLAY** |
| **I. WARM-UP. (5’/GW)**  -T asks ss something about different cultural groups of Viet Nam. | **UNIT 3: PEOPLES OF VIETNAM**  **Lesson 7. Looking back and project P.34-35** |
| **II. NEW LESSON:**  **I. VOCABULARY (7’/IW)**  **TASK: *1. Complete the sentences with the words/ phrases from the box.***  T lets Ss repeat the words as a class to practice pronunciation .  Ss work individually to complete the exercise.  **TASK: *2. Use the correct form of the words in brackets to finish the sentences.***  Ss work individually to complete the exercise. | **I. VOCABULARY**  ***1. Complete the sentences with the words/ phrases from the box.***  ***Key:***   1. cultural groups 2. communal, activities 3. costumes, diverse 4. ethnic 5. unique   ***2. Use the correct form of the words in brackets to finish the sentences.***  ***Key:*** 1.cutural 2.peaceful  3.richness 4.diversity 5.traditional |
| **II. GRAMMAR(11’/IW/PW)**  **TASK: *3. Make questions for the underlined parts in the passage.***  T lets Ss read the passage aloud.  T clarifies any difficulties.  Ss do individually.  T calls some ss to write the questions on the board.  Other ss comments.  T gives the correct answer and comments.  **TASK: *4. Each sentence has an error. Find and correct it.***  T tells Ss to read the sentences carefully and try to find the error relating to articles in each sentence.  Ss can work individually.  T gives the correct answer and comments.  **TASK: *5. Fill each gap with a, an, or the to complete the passage.***  Ss complete this task individually.  T gives correction.  T asks some ss to recall the use of the articles. | **II. GRAMMAR**  ***3. Make questions for the underlined parts in the passage.***  ***Key:***  1. What are these houses built on?  2. Where is the entrance?  3. Which house is the largest, tallest and most elaborate building in the village?  4. What is it used for?  5. Who can sleep in this house?  ***4. Each sentence has an error. Find and correct it.***  ***Key:***  1.a->the 2.a->the 3.an->the  4.the semi-nomadic life->a semi-nomadic life  5.an->the  ***5. Fill each gap with a, an, or the to complete the passage.***  ***Key:*** 1.an 2.a 3.the  4.the 5.the 6.the |
| **III. COMMUNICATION (8’/PW)**  **TASK: *6.* Cultural Knowledge Challenge**  Ss work in pairs.  T lets them recall what they have learnt about the cultural groups of Viet Nam.  Ss take turns to ask each other questions about the topic. The person asking can look at the book. The first person to get five correct answers is the winner. | **III. COMMUNICATION**  ***6.* Cultural Knowledge Challenge**  ***Example:***  A: Are you ready?  B: Yes.  A: What is the population of the largest ethnic group?  B: About 74 million. It’s Viet or Kinh.  A: Very good! Your turn.  B: Ok. What is the population of the smallest group?  A: I think it’s the Odu group.  B: Exactly. |
| **IV. PROJECT (6’/GW)**  ***ETHNIC FASHION SHOW***  **TASK: 1** Ss work in groups. Give Ss about five minutes to discuss the question.  **TASK: 2** Ss work independently at home . Encourage them to use imagination and make their own costume designs.  T tells them to be creative.  3 In the next class,help Ss organize an exhibition of the designs they have made among the group or class members. Let them talk about designs. | **IV. PROJECT**  ***ETHNIC FASHION SHOW***  1.Look at the different costumes of some ethnic groups. Which costume do you like best? Why?  2. Design a costume based on an ethnic style you like, using cardboard, paper or cloth, and colour.  3. Organise an exhibition of the custom designs you have made among your group or class members. Talk about them |
| **III. WRAPPING UP (6’)**  -Summarize the main point of the Unit.  - Ss do the ***Finished*** | **Choose the best answer:**  1. We had \_\_\_ memories in our trip to Sapa last month.  A. forgettable B. forgetful C. unforgettable  D. unforgetful  2. Ethnic peoples are good \_\_ hunting and gathering. (to/for/with/at)  3. Hoa Ban is one of \_\_\_ festivals in Lai Chau.  (the more attractive/most attractive/the most attractive/more attractive)  4. I want to have a lot of money \_\_\_ I can help poor people in the mountains. (so that/as long as/therefore/because)  5. My Son is a \_\_\_\_ heritage recognized by UNESCO. (culture/cultural/cultured/culturally) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home ASSIGNMENT  **-** Ss copy their home ASSIGNMENT  - T explains it carefully | **\* HOME ASSIGNMENT**  - Complete the project.  - Review all the lexical and grammatical items in Unit 3. |

**V. Feedback :**

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