

GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

Week 6 - Period 16

Date of teaching: / /

UNIT 3: PEOPLES OF VIET NAM

Lesson 1: Getting started

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to understand the content of the reading text about cultural groups of Viet Nam and interact the dialogue with each other well.

- Vocabulary: relating to cultural groups of Viet Nam: *curious, account for, ethnic, minority, region, custom, awesome, terraced field, heritage site, ...*

- Grammar: Review question words.

2. Competence: Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have good attitude towards customs of the peoples of Viet Nam. They can express compliments or complaints by using exclamations.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (3'): Ss talk about the changes in their village.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5') a, Aim: To warm up the class and lead in the lesson. b, Contents: Ss work in groups to do crossword puzzle. c, Outcome: Ss can do crossword puzzle well. d, Organization:	
- T reviews the previous unit by asking Ss to solve a crossword puzzle. - T tells Ss that the red word is the keyword of the new lesson. - T divides the class into 6 teams. Each team takes turns to solve the puzzle. Ss work in groups to do crossword puzzle. - The game finishes when a student guesses the red word correctly. - T write the unit title on the board. Write the words/ phrases 'ethnic',	* Crossword puzzle. Solve the crossword puzzle below. 1. I like to ___buffaloes 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. H E R D

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‘ethnology’, ‘ethnic groups’, and ask Ss to guess their meaning.					T	I	M	E		
					H	O	R	S	E	
	F	R	I	E	N	D	L	Y		
				R	I	C	E			
					C	O	U	N	T	R

1. Presentation (8’)

a, Aim:

Help students know some vocabularies related to the topic.

b, Contents:

+ Ss work individually to study the vocabularies.

+ Ss work in groups of 3 to listen and read.

c, Outcome:

Ss can do crossword puzzle well.

d, Organization:

- Teacher uses different techniques to teach vocabulary (situation, realia.....), follows the seven steps of teaching vocabulary.

- Ss listen carefully the T’s modeling twice, repeat in chorus and individually, then copy all the words.

- T sets the scenes. Then T asks Ss to open their books to the lesson.

- T brainstorm questions with Ss and write them on the board. Questions may include:

+ 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?

- T plays the recording and has Ss follow along. Then T asks Ss to work in groups of 3 to listen and read. Ss do it.

- T calls some groups to perform in front of the class.

Vocabulary:

+ curious (a): tò mò

+ account for (v): chiếm

+ ethnic (a): thuộc về dân tộc

+ minority (n): thiểu số

+ region (n): vùng

+ custom (n): phong tục

+ awesome (a): tuyệt vời

+ terraced field (n): ruộng bậc thang

+ heritage site (n): di sản

1. Listen and read

3. Practice (22’)

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a, Aim: Help students understand the conversation and do related exercises. b, Contents: + Ss work individually to study the vocabularies. + Ss work in groups of 3 to listen and read. + Ss work individually to find the opposite of these words in the conversation. + Ss work individually to read the conversation again and answer the questions. + Ss work in pairs to find the following expressions in the conversation. + Ss work in pairs to role play. + Ss work in pairs to use the words and phrases in the box to label each picture. + Ss work individually to complete the following sentences with the words and phrases in the box. c, Outcome: Ss can understand the conversation and do related exercises correctly. d, Organization:	
- T asks Ss to read the conversation again and do the exercise individually. Ss do it. - T writes the correct answers on the boards. - Teacher gets feedback. - T asks Ss to run through the questions mentioned. Then T asks Ss to work individually to answer the questions. Ss do it. - Ss compare answers with a partner and then discuss as a class. - T corrects the answers. - T tells Ss to refer back to the conversation to find the expressions. Together with Ss, elicit the meaning of these four expressions. Then give examples. - Ss work in pairs to do the task.	1a. Find the opposite of these words in the conversation. Key: 1. <i>interesting</i> 2. <i>largest</i> 3. <i>minority</i> 4. <i>southern</i> 1b. Read the conversation again and answer the questions. Key: 1. <i>They are in the Museum of Ethnology.</i> 2. <i>They want to know about the ethnic groups of Viet Nam.</i> 3. <i>There are 54 (ethnic groups).</i> 4. <i>The Viet (or Kinh) have the largest population.</i> 5. <i>Yes, they do.</i> 1c. Find the following expressions in the conversation Key: 1. <i>Used as a reply, agreeing with what sb has just said, or emphasizing that it is correct</i> 2. <i>How+ adj/ adv: used to show a strong reaction to sth</i>

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- T asks Ss to role-play the example conversation in pairs before creating their short role-plays. Ss do it. - T encourages Ss to use How + as many adjectives as possible. * Look out! - Helps Ss distinguish the two words. (people). - T asks Ss to work in pairs and label each picture. Then T lets Ss read each word/ phrase correctly. Ss do it. - T checks and corrects their pronunciation. - T asks Ss to do the task by themselves. After that they swap their answers with a partner. Ss do it. - T corrects as a class. - Then T lets Ss repeat the words/ phrases in chorus.	3. <i>Used to show you understand what someone said</i> 4. <i>Used to show that you think something is great</i> 1d. Role play => “How + Adj.!” to express exclamation. Ex: <i>How exciting!</i> <i>How beautiful!</i> + ‘people’ is used as the <u>plural of ‘person’</u> to refer to <i>men, women, and children</i> + ‘people’: <u>ethnic groups of people</u> who belong to a particular country, race, or area. 2. Use the words and phrases in the box to label each picture. Key: 1. <i>five-coloured sticky rice</i> 2. <i>terraced fields</i> 3. <i>festival</i> 4. <i>folk dance</i> 5. <i>open-air market</i> 6. <i>musical instrument</i> 7. <i>costume</i> 8. <i>stilt house</i> 3. Complete the following sentences with the words and phrases in the box. Key: 1. <i>ethnic</i> 2. <i>heritage site</i> 3. <i>Stilt houses</i> 4. <i>festivals</i> 5. <i>member</i> 6. <i>terraced fields</i>
4. Application (5’) a, Aim: Help Ss interact a conversation about different ethnic groups of Viet Nam and talk about their ways of life. b, Contents: Ss work in pairs to ask and answer the quick quiz. c, Outcome: Ss can make a conversation about different ethnic groups of Viet Nam and talk about their ways of life well. d, Organization:	
- T asks ss to work in pairs. - Ss work in pairs to ask and answer the questions. - T gives correction.	4. Game: Quick quiz Key: (1). <i>Which ethnic group has the smallest population?</i>

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- T may call on some pairs to talk before the class.	(2). <i>Do the Hmong have their own language?</i> (3). <i>Where do the Coho live?</i> (4). <i>What colour is the Nung's clothing?</i> (5). <i>Which group has a larger population, the Tay or the Thai?</i> (6). <i>Whose arts are displayed at a museum in Da Nang?</i>
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3. Consolidation and guides for homework (2')

* Consolidation:

- Asks ss to recall the main content of the lesson they have learnt.
- Consolidate more for ss to remember.

* Homework: Asks Ss to:

- Learn by heart all the new words.
- Do Exercises in Workbook.
- Prepare: **Unit 3 - A Closer Look 1.**

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UNIT 3: PEOPLES OF VIET NAM

Lesson 2: A closer look 1

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to understand how to use more lexical items related to cultural groups of Viet Nam and pronounce /sk/, /sp/, /st/ sounds correctly in isolation and in context.

- Vocabulary: more lexical items related to cultural groups of Viet Nam
- Pronunciation: **Clusters** (/sk/, /sp/, /st/)

2. Competence: Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have good attitude towards customs of the peoples of Viet Nam. They can distinguish the difference among the cluster /sk/, /sp/, /st/.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (3'): Talk about different ethnic groups of Viet Nam and talk about their ways of life.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5') a, Aim: To warm up the class and lead in the new lesson.	

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b, Contents: Ss work in pairs to brainstorm the names of the ethnic groups, where they live, their costumes, their way of life, culture, folk songs ... c, Outcome: Ss can write as many names of ethnic groups, the costumes, folk songs... as possible. d, Organization:	
- Asks Ss to brainstorm the names of the ethnic groups they know, where they live, their costumes, their way of life, culture, folk songs ... - Ss work in pairs to do the task. - T encourages Ss to guess and call out as many words as possible.	Brainstorming Example: <i>the King, the Thai, the Odu, the Hmong, the Nung, the Tay, the Coho, the Cham....</i>
2. Presentation (5')	
a, Aim: Help students study some vocabularies related to the topic "Cultural groups of Viet Nam". b, Contents: Ss work individually to study some vocabularies related to the topic. c, Outcome: Ss can know some study some vocabularies related to the topic well. d, Organization:	
- T uses different techniques to teach vocabulary (situation, realia), follows the seven steps of teaching vocabulary - Ss listen carefully the T's modeling twice, repeat in chorus and individually and copy all the words. => Checking vocab: <i>Slap the board</i>	I. Vocabulary: + <i>develope (v):</i> <i>phát triển</i> + <i>insignificant (a):</i> <i>không đáng kể</i> + <i>complicated (a):</i> <i>phức tạp</i> + <i>major (a):</i> <i>lớn hơn</i> + <i>minor (a):</i> <i>nhỏ hơn</i> + <i>basic (a):</i> <i>cơ bản</i>

3. Practice (25')

a, Aim: Help students practice vocabularies related to the topic "Cultural groups of Viet Nam" and know how to pronounce words containing clusters /sk/, /sp/, and /st/.

b, Contents:

- + Ss work in pairs to match the adjectives in A with their opposites in B.
- + Ss work individually to use some words from 1 to complete the sentences.
- + Ss work in pairs to discuss what the word is for each picture.
- + Ss work individually to listen and repeat the words.
- + Ss work individually to listen and put them in the right column according to their sounds.

c, Outcome: Ss can do vocabulary exercises well and know how to pronounce words containing clusters /sk/, /sp/, and /st/.

d, Organization:

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- T explains and gives examples of adjectives. Ask Ss to give some more.
- Ss work in pairs to match the adjectives with their opposites.

T elicits the answers from the class.

- T asks Ss to work individually to do the task. Some Ss may write the answers on the board. Check their answers.

- T asks Ss to work in pairs and discuss what the word is for each picture. Check 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.

- T plays the recording and Ss repeat. T may pause the recording to drill difficult items. Play the recording as many times as necessary. Correct Ss' pronunciation.
- Ss listen and repeat individually.

- T plays the recording again.
- Ss work individually to 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'.
- T asks Ss to give other words which contain these clusters.

1. Match the adjectives 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. Traditional
3. important 4. Simple, basic
5. rich

3. Discuss what the word is for each picture. The first and 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)

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 their sounds.

Key:

/sk/	/sp/	/st/
skateboard	Speech	Stamp
School	Display	First
Basket	Crisp	Station
task	Space	Instead

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4. Application (5')

a, Aim: Help Ss practice words containing clusters /sk/, /sp/, and /st/.

b, Contents: Ss work individually to listen and read the sentences. Then underline the words with the sounds /sk/, /sp/, or /st/.

c, Outcome: Ss can read words containing clusters /sk/, /sp/, and /st/ and realize them in real context.

d, Organization:

- T plays the recording two or three times (or more if necessary). Help Ss recognize all the words with /sk/, /sp/, or /st/, then underline them as assigned.

- Ss work individually to do the task.

6. Listen and read the following sentences. Then underline the words with the sounds /sk/, /sp/, or /st/.

Key:

1. The Hmong people I met in Sa Pa speak English very well.

2. You should go out to play instead of staying here.

3. This 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 some schooling.

3. Consolidation and guides for homework (2')

*** Consolidation:**

- Asks ss to find some more words that have these clusters: /sk/, /sp/, and /st/

- Calls on ss to recall the main content of the lesson.

- Consolidates more as a class.

*** Homework:** Asks Ss to:

+ Learn by heart all the new words.

+ Guide ss how to do Exercises in workbook.

+ Prepare: **Unit 3 - A closer look 2.**

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UNIT 3: PEOPLES OF VIET NAM

Lesson 3: A closer look 2

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to ask and answer different types of questions and use articles *a*, *an*, and *the* well.

- Vocabulary: cultural groups of Viet Nam lexical items

- Grammar: question types (review), articles: *a*, *an*, *the*

2. Competence: Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

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3. Behavior: Students have good attitude towards customs of the peoples of Viet Nam. They can identify the types of questions and the use of articles a/an/the.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5')	
a, Aim: To warm up the class and lead in the lesson. b, Contents: Ss work individually to review questions. c, Outcome: Ss can review and answer the questions well. d, Organization:	
- T asks some questions about Yes/No questions and Wh-questions. - Ss answer individually. - T asks Ss to practice some questions. - Ss practice all types of questions and question words they have learned so far.	* Questions: review + Yes/No questions: say Yes/ No to state what is right/ wrong. + Wh - questions: giving new information in answers.
2. Presentation (6')	
a, Aim: Help Ss know how to use articles: “a, an, the” b, Contents: Ss work individually to read the Grammar box and study the use of a/ an/ the. c, Outcome: Ss can know how to use articles: “a, an, the” well. d, Organization:	

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[illegible]

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board. Accept all question variations that are grammatically correct. - T asks Ss to work individually to complete the task. - Ss do and compare their answers with a partner. - T lets Ss work in pairs. This should be a speaking activity, so encourage Ss to talk with fluency and accuracy, and as naturally as possible. - Ss work in pairs to make questions and answer. - While Ss do their task, T goes around to monitor the whole class. - T corrects as a class. - T asks Ss to work individually to do the task. Ss do it. - Ss swap their books with a partner to check the answers. - T checks the answers as a class. T and Ss discuss the reasons for the article usage in each sentence.	3. <i>Do the grandparents stay at home?</i> 4. <i>How often does Mrs Pha go shopping?</i> 5. <i>How far is Vang's boarding school? / How far is the town?</i> 6. <i>When does Vang go home (every week)?</i> 7. <i>How do they live?</i> 8. <i>Would they like to live (in a modern flat) in the city?</i> 3. Complete the questions using the right question words. Key: 1. <i>Who</i> 2. <i>Which</i> 3. <i>Which</i> 4. <i>Which</i> 5. <i>What</i> 4. Make questions and answer them. Questions: 1. <i>Who does the shopping in your family?</i> 2. <i>Who is the principal of our school?</i> 3. <i>Which subject do you like better, English or math?</i> 4. <i>What is the most important festival in Viet Nam?</i> 5. <i>Which ethnic group has a larger population, the Khmer or the Cham?</i> Answers: 1-2-3: <i>(Ss' own answers)</i> 4. <i>The Lunar New Year</i> 5. <i>The Khmer: 1,260,600 (The Cham: 161,700)</i> 5. Underline the correct article to finish the sentences. Key: 1. <i>a</i> 2. <i>the</i> 3. <i>the</i> 4. <i>the</i> 5. <i>the</i> 6. <i>a</i>
4. Application (7') a, Aim: Help Ss use articles: “a, an, the” in real context.	

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b, Contents: Ss work individually to insert *a, an, the* in each gap to finish the passage.

c, Outcome: Ss can use articles in real context correctly.

d, Organization:

- T has Ss read the passage without paying attention to the blanks. Then as a class, check any unfamiliar vocabulary so that everybody understands the meaning of the passage. 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.	6. Insert a, an or the in each gap to finish the passage. Key: 1. <i>a</i> 2. <i>a/ the</i> 3. <i>The</i> 4. <i>an/ the</i> 5. <i>the</i> 6. <i>an</i>
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3. Consolidation and guides for homework (2')

*** Consolidation:**

+ How to use of articles, types of questions and answers

*** Homework:** Asks Ss to:

+ Learn by heart all the new words and structures.

+ Guide ss to do exercises in Work book.

+ Prepare: **Unit 3 - Communication.**

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UNIT 3: PEOPLES OF VIET NAM

Lesson 4: Communication

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to use the lexical items related to cultural groups of Viet Nam to talk together.

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- Vocabulary: relating to ethnic groups of Viet Nam.
- Grammar: Question words, articles a/ an/ the.
- 2. Competence:** Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.
- 3. Behavior:** Students have good attitude towards customs of the peoples of Viet Nam. They can communicate together through a quiz about ethnic groups of Viet Nam.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (5'): Make sentences with articles, questions and answers.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5') a, Aim: To warm up the class and lead in the lesson. b, Contents: Ss work individually to insert <i>a, an, the</i> in each gap to finish the passage. c, Outcome: Ss can use articles in real context correctly. d, Organization:	
- T puts questions for ss to answer. Ss work in pairs to answer the questions. + <i>Can you tell me something about ethnic groups of Viet Nam?</i> + <i>Can you give the names of some ethnic groups of Viet Nam?</i> + <i>Where is each place located?</i> - T leads ss to the new lesson: + <i>There are many other ethnic groups of Viet Nam which you haven't known about. You will broaden your mind about that after our lesson today.</i> + <i>We are going to explore some ethnic groups of Viet Nam in this lesson.</i>	Chatting
2. Presentation (10') a, Aim: Help students know about the ethnic groups of Viet Nam. b, Contents: Ss work in pairs to do the quiz. c, Outcome: Ss can know about the ethnic groups of Viet Nam well. d, Organization:	

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- Asks ss to work Ss work in pairs to do the quiz. - Ss work in pairs to do the quiz. Then Ss give the answers. - T checks and gives explanation.	Quiz: What do you know about the ethnic groups of Viet Nam => Key: 1. B 2. A 3. C 4. B 5. C 6. A
3. Practice (10') a, Aim: Help students know more about the ethnic groups of Viet Nam. b, Contents: Ss work in pairs to do the quiz. c, Outcome: Ss can know more about the ethnic groups of Viet Nam well. d, Organization:	
- T asks Ss work in groups. - Ss work in groups to discuss. - T lets Ss discuss and then write down the ethnic groups in the correct boxes. Ss do it. - T encourages Ss to add other ethnic groups they know of to the list. Ss do it. - T moves around the groups and gives assistance where needed.	2. Where do these ethnic groups mainly live? Key: + <i>Northwest region: Viet, Hmong, Lao</i> + <i>Northeast region: Viet, Hmong, Nung</i> <i>Tay</i> + <i>The central Highlands: Viet, Bahnar, Brau, Ede, Giarai, Sedang</i> + <i>Mekong River Delta: Viet, Cham, Khmer</i> + <i>Red River Delta: Viet</i>
4. Application (13') a, Aim: Help students talk about the ethnic groups of Viet Nam. b, Contents: Ss work in groups to talk about the ethnic groups of Viet Nam. c, Outcome: Ss can talk about the ethnic groups of Viet Nam well. d, Organization:	
- T divides the class into 4 groups. Each group talk about an ethnic group (Tay, Dao, Mong, Nung) - Talk about in relation to these groups. Elicit these subjects if possible: (<i>location - lifestyle – costumes - foods - festivals/ ceremonies - marriage/ weddings ...</i>) - Give Ss time to prepare, and then let them talk in groups. - T gives comments and feedback.	3. Talk about the ethnic groups of Viet Nam. - location - food - lifestyle - festivals....

3. Consolidation and guides for homework (2')

* Consolidation:

- Asks ss to sum up the main content of the lesson
- Consolidates more about the main content of the lesson.

* Homework: Asks Ss to:

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- + Learn by heart all the new words and structures.
- + Do exercises: A, B (Work book).
- + Prepare: **Unit 3 - Skills 1.**

Week 7 - Period 20

Date of teaching: / /

UNIT 3: PEOPLES OF VIETNAM

Lesson 5: Skills 1

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to understand the content of the life of ethnic groups.

- Vocabulary: life of ethnic group lexical items.

- Grammar: Question words, articles: a, an, the.

2. Competence: Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have good attitude towards customs of the peoples of Viet Nam. They can be aware of responsibilities with ethnic groups of Viet Nam.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (3'): Talk about the ethnic groups of Viet Nam (location, food, lifestyle, festivals)

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5') <i>a, Aim:</i> To warm up the class and lead in the lesson. <i>b, Contents:</i> Ss work individually to tell what they know about the Thai. <i>c, Outcome:</i> Ss can talk about the Thai as much as they can. <i>d, Organization:</i>	
- T shows Ss some pictures of the Thai and writes the word "<i>Thai</i>" on the board. - T has Ss brainstorm what they know about this country and its people (<i>they can express in Vietnamese some words that they can't express in English</i>). Ss work individually. - Keeps it to the end of the period. - T introduces the new lesson.	Brainstorming:  <i>stilt house</i>  <i>traditional costumes/ dances</i>

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2. Presentation (6')	
a, Aim: Help Ss study some vocabularies related to the topic. b, Contents: Ss work individually to study the vocabularies. c, Outcome: Ss can know more vocabularies related to the topic “Peoples of Viet Nam”. d, Organization:	
- T uses different techniques to teach vocabulary and follows seven steps of teaching vocabulary. - Ss listen carefully the T's modeling twice, repeat in chorus and individually and copy all the words. => Checking: Matching	Vocabulary: + <i>dig (v):</i> đào + <i>canal (n):</i> con kênh + <i>burnt- out land :</i> đất sau khi đốt cỏ cây + <i>poultry (n):</i> gia cầm + <i>unique (a):</i> độc đáo + <i>ornament (n):</i> đồ trang sức + <i>worship (v):</i> thờ cúng + <i>ancestor (n):</i> tổ tiên
3. Practice (22')	
a, Aim: Help students understand the reading passage by doing reading exercises and talk about one ethnic group. b, Contents: + Ss work individually to answer the questions. + Ss work individually to complete each sentence, using a word from the text. + Ss work in pairs to answer the questions. + Ss work in groups to read some facts about the Bru-Van Kieu people and the Khmer people. Then choose one of the two ethnic groups and talk about it. c, Outcome: Ss can do reading exercises correctly and they can talk about one ethnic group well. d, Organization:	
- T tells Ss that they are going to read a text about <i>The Thai</i>. T gives Ss time to answer the two questions by themselves. T encourages Ss to make guesses if they are not sure. - Ss work individually to answer the questions. - T calls on Ss to give the answers. - T checks and corrects as a class.	I. Reading 1. Answer the questions. Key: 1. <i>The Thai live in the provinces of Lai Chau, Son La, Yen Bai, Hoa Binh, Thanh Hoa and Nghe An.</i> 2. <i>The Thai have a population of about one and a half million people.</i>

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- T asks Ss to read the passage again and do the task. Ss work individually to do the task. - T checks the answers as a class. - T asks Ss to read the passage again and answer the questions. - Ss can ask and answer in pairs. - T checks the answers as a class. - T divides the class into two groups. Each group prepares to talk about one ethnic group. - Ss work in groups to discuss about one ethnic group. - T goes around to assist if necessary. Then ask some volunteers to present to the rest of the class.	2. Complete each sentence, using a word from the text. Key: 1. <i>farmers</i> 2. <i>bamboo</i> 3. <i>stilt</i> 4. <i>songs</i> 5. <i>ceremonies</i> 3. Answer the questions. Key: 1. <i>Yes, they do.</i> 2. <i>Their main food is rice.</i> 3. <i>It is well-known for being unique, colorful and strong.</i> 4. <i>Thai women do.</i> 5. <i>They worship their ancestors.</i> II. Speaking 4. Read some facts about the Bru-Van Kieu people and the Khmer people. Work in groups. Choose one of the two ethnic groups and talk about it.
4. Application (7') a, Aim: Help students talk about their own ethnic group. b, Contents: + Ss work individually to answer the questions. + Ss work individually to complete each sentence, using a word from the text. + Ss work in pairs to answer the questions. + Ss work in groups to read some facts about the Bru-Van Kieu people and the Khmer people. Then choose one of the two ethnic groups and talk about it. c, Outcome: Ss can talk about their own ethnic group well. d, Organization:	
- T lets Ss talk about their own ethnic group. T asks Ss to focus on one or two aspects such as <i>clothing, food, ways of living, customs and traditions, festivals, beliefs, etc.</i> - T encourages Ss to talk about changes in the life of their people over time.	5. Talk about YOUR own ethnic group.

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- Ss work individually to talk about their own ethnic group. - T calls some Ss to present in front of the class. Ss present. - T gives feedback and comments.	
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3. Consolidation and guides for homework (2')

* Consolidation:

- Asks ss to sum up the main content of the lesson
- Consolidates more about the main content of the lesson.

* Homework: Asks Ss to:

- + Learn by heart all the new words and structures.
- + Do exercises (Work book).
- + Prepare: **Unit 3-Skills 2.**

Week 7 - Period 21

Date of teaching: / /

UNIT 3: PEOPLES OF VIET NAM

Lesson 6: Skills 2

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to know more about some traditional food and drink of ethnic groups.

- Vocabulary: Vocabulary about a traditional dishes.
- Grammar: Question words, articles: a/ an/ the.

2. Competence: individual work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have good attitude towards customs of the peoples of Viet Nam. They can listen to get specific information about a traditional dish and write the recipe for a traditional dish.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking (3'): Talk about the life of ethnic groups of Viet Nam.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5')	

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a, Aim: To warm up the class and lead in the lesson. b, Contents: Ss work in pairs to discuss two questions. c, Outcome: Ss can answer two questions well. d, Organization:	
- T asks Ss to discuss the two questions in pairs. Then tell Ss to look at the picture and say what they know about that dish. - Ss discuss the questions in pairs and give results.	1. Answer the questions: 1. <i>Do you like sticky rice?</i> 2. <i>When do we traditionally have sticky rice?</i>
2. Presentation (5') a, Aim: Help Ss study some vocabularies related to the topic. b, Contents: Ss work individually to study the vocabularies. c, Outcome: Ss can know more vocabularies related to the topic “Peoples of Viet Nam”. d, Organization:	
- T uses different techniques to teach vocabulary and follows seven steps of teaching vocabulary. - Ss listen carefully the T’s modeling twice, repeat in chorus and individually and copy all the words. => Checking: Slap the board.	Vocabulary: + <i>represent (v): trình bày</i> + <i>element (n): yếu tố</i> + <i>harmony (n): sự cân xứng</i> + <i>turmeric (n): nghệ</i> + <i>shredded coconut (n): dừa nạo</i>
3. Practice (22') a, Aim: Help students listen to a text about a traditional dish and know how to write a paragraph about how to make yellow sticky rice. b, Contents: + Ss work individually to listen to the passage and tick true (T) or false (F). + Ss work individually to listen again and complete the sentences. + Ss work individually to read a note on how to make yellow sticky rice. c, Outcome: Ss can understand the listening text by doing listening exercises correctly and they know how to write a paragraph about how to make yellow sticky rice well. d, Organization:	
- T plays the recording once or twice. Ask Ss to listen carefully and tick True or False according to what they hear in the passage.	I. Listening 2. Listen to the passage and tick (9) true (T) or false (F). Key: 1. T 2. F 3. T 4. F 5. F

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- Ss work individually. T corrects and remarks - T plays the recording again and asks Ss work individually to do the task. - Ss write down the words as they listen. T plays the recording again for them to check. - Ss give the answers. - T corrects as a class. - Tells Ss to read the notes carefully. - Ss work individually to read the note. - T has Ss write full sentences to show the steps to cook the rice. Make sure that they use proper connectors first/ firstly, second/ secondly, ... and pay attention to spelling and punctuation.	3. Listen again and complete the sentences. Key: 1. mountainous 2. purple/black 3. natural 4. plants 5. ceremonies 4. Read a note on how to make yellow sticky rice Organising your ideas Introducing your dish <i>This is a very easy dish to make</i> <i>Try this delicious recipe</i> Signposting the cooking steps <i>First, Then, Next, After that, Finally</i> <i>Once the (rice is rinsed), (add) the (salt)</i> Giving advice <i>Remember to...</i> <i>Don't forget to...</i> <i>Try to...</i> Concluding <i>Serve this dish with...</i> <i>This dish is delicious with...</i>
4. Application (8') a, Aim: Help students write how to make yellow sticky rice. b, Contents: Ss work individually to write how to make yellow sticky rice. c, Outcome: Ss can write a paragraph about how to make yellow sticky rice well. d, Organization:	
- T ask Ss to write a paragraph (in the form of a letter to a pen friend, for example). T may collect some Ss' writing papers and mark them, then give comments to the class. - T may ask Ss to write a paragraph as homework (in the form of a letter to a pen	5. Change the notes into cooking steps to show a foreign visitor how to make yellow sticky rice. Sample cooking steps: <i>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</i>

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friend, for example) if there isn't enough time.	<i>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.</i>
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3. Consolidation and guides for homework (2')

* **Consolidation:**

- Asks ss to sum up the main content of the lesson
- Consolidates more about the main content of the lesson.

* **Homework:** Asks Ss to:

- + Learn by heart vocabulary and structures.
 - + Complete the paragraph at home.
 - + Do exercises of Unit 3 in workbook.
 - + Prepare **Unit 3 - Looking back + Project**.
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Week 8 - Period 22

Date of teaching: / /

UNIT 3: PEOPLES OF VIET NAM

Lesson 7: Looking back and Project

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to recycle the language from the previous sections and consolidate and apply what they have learnt in Unit 3 by doing various activities and exercises.

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- Vocabulary: Vocabulary related to “Peoples of Viet Nam”.
- Grammar: Question words, articles: a/ an/ the.
- 2. Competence:** Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.
- 3. Behavior:** Students have serious attitude while working together. They know how to look back the knowledge they have learnt and master.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher’s and students’ activities	The main contents
1. Warm up (5’)	
a, Aim: To warm up the class and lead in the lesson. b, Contents: Ss work individually to write how to make yellow sticky rice. c, Outcome: Ss can write a paragraph about how to make yellow sticky rice well. d, Organization:	
- T calls 2 students to come to the board and complete the words. - Ss work individually. - T checks and corrects as a class and leads ss to the new lesson.	* Jumble words + socumets => costumes + thecni => ethnic + vsredie => diverse + niuqeu => unique + tuculre => cultural
2. Practice (30’)	
a, Aim: Help students review vocabularies and grammar they have learnt in Unit 3 and help Ss talk about the cultural groups of Viet Nam. b, Contents: + Ss work in pairs to complete the sentences with the words/ phrases from the box. + Ss work individually to use the correct form of the words in brackets to finish the sentences. + Ss work in pairs to make questions for the underlined parts in the passage. + Ss work individually to find and correct the error. + Ss work individually to fill each gap with a, an or the to complete the passage. + Ss work in pairs to play a game. c, Outcome: Ss can review vocabularies and grammar they have studied in Unit 3 and do related exercises correctly. Also, Ss can talk about the cultural groups of Viet Nam well. d, Organization:	

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- T lets Ss repeat the words as a class to practice pronunciation. - Next, Ss can complete this exercise in pairs. - Ss do the exercise in pairs. - T corrects as a class. - T asks Ss to do exercise 2. - Ss work individually to do the task. - After that, T lets some Ss read the sentences aloud. Ss do it. - T checks and corrects. - T lets Ss read the passage aloud. Clarify any difficulties. - Ss work in pairs to do the task. Then Ss give the answers. - T checks and corrects. - T tells Ss to read the sentences carefully and try to find the error relating to articles in each sentence. - Ss work individually to do the task. Then Ss give the answers. - T checks and corrects. - T asks Ss to complete this task individually. Ss do it. Then Ss give the answers. - T gives correction.	I. Vocabulary 1. Complete the sentences with the words/ phrases from the box. Key: 1. <i>cultural groups</i> 2. <i>communal, activities</i> 3. <i>costumes, diverse</i> 4. <i>ethnic</i> 5. <i>unique</i> 2. Use the correct form of the words in brackets to finish the sentences. Key: 1. <i>cultural</i> 2. <i>peaceful</i> 3. <i>richness</i> 4. <i>diversity</i> 5. <i>traditional</i> II. Grammar 3. Make questions for the underlined parts in the passage. Key: 1. <i>What are these houses built on?</i> 2. <i>Where is the entrance?</i> 3. <i>Which house is the largest, tallest and most elaborate building in the village?</i> 4. <i>What is it used for?</i> 5. <i>Who can sleep in this house?</i> 4. Each sentence has an error. Find and correct it. Key: 1. <i>a -> the</i> 2. <i>a -> the</i> 3. <i>an -> the</i> 4. <i>the semi-nomadic life -> a semi-nomadic life</i> 5. <i>an -> the</i> 5. Fill each gap with a, an or the to complete the passage. Key: 1. <i>an</i> 2. <i>a</i> 3. <i>the</i>
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- T asks Ss to work in pairs. Let 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. - If time allows, Ss switch partners and play again. - T asks Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered. Ss do it individually. - T provide further practice on the weak areas of the class.	4. the 5. the 6. the III. Communication 6. GAME: 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 the 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!
3. Application (8') PROJECT: ETHNIC FASHION SHOW a, Aim: To help Ss know how to do project about Ethnic fashion show. b, Contents: Ss work in groups to do project. c, Outcome: Ss can know how to do project about Ethnic fashion show well. d, Organization:	
(1) T asks Ss to work in groups. T gives Ss about five minutes to discuss the question. Ss work in groups to discuss. (2) T lets Ss work independently. T encourages Ss to use imagination and make their own costume designs (at home, or in class if possible, and with the materials available). T tells Ss to be creative. Ss do it. (3) In the next class, T helps Ss organize an exhibition of the costume designs they have	PROJECT: Ethnic fashion show

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made among the groups or class members.
T lets them talk about their designs.



3. Consolidation and guides for homework (2')

* Consolidation:

- Consolidates ss more about the main content of the lesson and asks ss to remember
- + Vocabulary relating to the topic “Peoples of Viet Nam”
- + Grammar: Questions + Articles

* Homework: Asks Ss to:

- Redo all exercises in notebook.
- Review all vocab, grammar and skills of Unit 1,2,3.

Week 8 - Period 23

REVIEW 1 (P1)

Date of teaching: / /

A. Objectives

1. Knowledge: By the end of the lesson, students will be able to revise what they have studied and practiced in Unit 1, 2, 3. Revise what Ss have studied.

- Pronunciation: *clusters* “/sk/, /sp/, /st/, /br/,pr/,/bl / and /cl/”
- Vocabulary relating to the topics in unit 1,2,3
- Grammar: Comparative forms of adjectives and adverbs of manner, verbs of liking, the article *a, an, the*.

2. Competence: Group work, individual work, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students have serious attitude while working together. They can recall and master the knowledge systematically.

B. Teaching aids:

- 1. Teacher:** Textbooks, teaching plan, teacher’s book...
- 2. Students:** Textbooks, notebooks...

C. Procedures:

- 1. Checking:** During the lesson.
- 2. New lesson:**

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Teacher's and students' activities	The main contents
1. Pronunciation (8')	
a, Aim: Help Ss review pronunciation about /sk/, /sp/, /st/, /br/, /pr/, /bl/, /cl/. b, Contents: + Ss work individually to listen and repeat the words and phrases. + Ss work individually to listen to the sentences and underline the words with /sk/, /sp/, /st/, /br/, /pr/, /bl/, and /cl/ in the following sentences. Then read the sentences aloud. c, Outcome: Ss can pronunciation about /sk/, /sp/, /st/, /br/, /pr/, /bl/, /cl/ and do pronunciation exercises correctly. d, Organization:	
- T plays the recording and Ss repeat individually. T plays the recording as many times as necessary. Pause and correct Ss' pronunciation. - T plays the recording two or more times, if necessary. T helps Ss recognize all the words with /sk/, /sp/, /st/, /br/, /pr/, /bl/, and /cl/ then underline them as instructed. - T asks Ss to read the sentences as a class, or individually. Ss do it. - T checks pronunciation and intonation.	1. Listen and repeat the following words and phrases. 2. Listen to the sentences and underline the words with /sk/, /sp/, /st/, /br/, /pr/, /bl/, and /cl/ in the following sentences. Then read the sentences aloud. Key: (1). I used to <u>climb</u> trees when I was small. (2). How can we <u>improve</u> our <u>speaking</u> skills? (3). How annoying, the <u>stadium</u> has closed! (4). I want to buy a <u>blue</u> skirt for my mother. (5). "On a dark day, I saw a witch riding a <u>broom</u> in the sky..."
2. Vocabulary (12')	
a, Aims: Help Ss review the vocabularies they have learnt in unit 1,2,3. b, Contents: + Ss work individually to organize these words and phrases into pairs of opposites and write them in the blanks. + Ss work individually to put a verb in the correct form in each gap to complete the sentences.	

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c, Outcome: Ss can review the vocabularies they have learnt in unit 1,2,3 and do vocabulary exercises correctly. d, Organization:	
- T asks Ss to do the exercise individually and then share their answers with a partner. Ss do it. - Ss give the answers. - T checks Ss' answers.	3. Organize these words and phrases into pairs of opposites and write them in the blanks. Key: <i>peaceful – noisy</i> <i>hard – easy</i> <i>boring – exciting</i> <i>forget – remember</i> <i>traditional – modern</i> <i>country life – city life</i> <i>love – hate</i> <i>majority – minority</i>
- T asks Ss to do this exercise individually. Ss do it. - T asks some Ss to write their answers on the board. Ss do it. - T corrects as a class.	4. Put a verb in the correct form in each gap to complete the sentences. Key: <i>1.like/ enjoy, listening, visiting</i> <i>2.forget</i> <i>3. flying/ to fly</i> <i>4. mind, to do/ doing</i> <i>5. playing/ to play</i>
3. Grammar (23') a, Aims: Help Ss review the grammar they have learnt in unit 1,2,3. b, Contents: + Ss work individually to complete the sentences with the correct comparative form of adverbs from the adjectives in brackets. + Ss work individually to fill each blank with an article (a, an or the) to complete the passage. + Ss work individually to match the sentences in A with those in B. Then practice with a friend. c, Outcome: Ss can review the grammar they have learnt in unit 1,2,3 and do grammar exercises correctly. d, Organization:	
- T asks Ss to do this individually and compare their answers with a partner.	5. Complete the sentences with the correct comparative form of

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- T calls some Ss to go to the board to write their answers. - Ss comment. - T corrects as a class. - T asks Ss to do the exercise individually. - T checks and call some Ss to read the whole passage. - Ss do the task individually. Then they practice in pairs. After checking their answers, ask one or two pairs to act out the dialogues.	adverbs from the adjectives in brackets. Key: 1. <i>later</i> 2. <i>more</i> 3. <i>more fluently</i> 4. <i>better</i> 5. <i>more simply</i> 6. <i>faster</i> 7. <i>more carefully</i> 6. Fill each blank with an article (a, an or the) to complete the passage. Key: 1. <i>a</i> 2. <i>an</i> 3. <i>the</i> 4. <i>The</i> 5. <i>the</i> 6. <i>a</i> * Everyday English. 7. Match the sentences in A with those in B. Then practice with a friend. Key: 1. <i>b</i> 2. <i>e</i> 3. <i>a</i> 4. <i>c</i> 5. <i>d</i>
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3. Consolidation and guides for homework (2')

*** Consolidation:**

- Consolidates ss more about the main content of the lesson and asks ss to remember

*** Homework:** Asks Ss to:

- Redo all exercises in notebook.

- Prepare Review 1 (P2).
