**Trường: ...................** Họ và tên giáo viên:

**Tổ: …………..** ………………………

# UNIT 4: ETHNIC GROUPS OF VIET NAM

**Môn học: tiếng Anh- lớp 8 (Thời gian thực hiện: 7 tiết)**

# Period: 27-33

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| **Class** | **Date of teaching** | **Attendance** |
| **8** |  |  |

1. **OBJECTIVES**

- By the end of the lesson, students are expected to achieve the following objectives:

# Knowledge:

* Vocabulary: Understand the meaning of the key words or word collocations below: use the lexical items related to the life of the ethnic people.
* Pronunciation: Correctly pronounce words that contain the sounds /k/ and /g/
* Grammar: Understand and use the grammar structures presented in the lesson:

+ *Yes / No* and *WH-*questions.

+ Countable and uncountable nouns.

# Competencies:

* + 1. **General competencies:**
  + Form and improve such competencies as communication, self-learning capability, creative capacity, ability to use of language ……
  + Be collaborative and supportive in pair work and teamwork
  + Actively join in class activities

# Specific competencies:

* Improve such competencies related to language learning as listening, speaking, reading, and use of language (vocabulary, phonetics, grammar).

+ Student are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the tasks that follow.

* Communication and cooperation: understand and express themselves using a foreign language, orally and writing; express opinions and respect those of others

+ Student are expected to

* read for specific information about stilt houses;
* talk about the type of home they live in;
* listen for specific information about the life of minority children;
* write a paragraph about the things they do to help their family.

# Qualities:

* Have a positive attitude towards what they have learnt in the lesson: honesty, account abilities, community, love and care for family and friends, sympathy for the disadvantaged, better understanding of social problems, generosity, diligence..,
* Respect ethnic groups of Viet Nam and their culture
* Develop self-study skills.

# PREPARATIONS

* Teacher: TV, laptop, flash card, power point slides, *hoclieu.vn*…..
* Students: Text books, studying equipment’s….

# PROCEDURE

**Period**: **27-Lesson 1: Getting started – I’m from the Tay ethnic group**

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| **ACTIVITY 1: WARM-UP (5’-PW/IW)**  **1. Aim:**   * Introduce the new lesson and set the scene for Ss to acquire new language; * Get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.   **2. Content:**  - Introduce the names of some ethnic groups  **3. Products:**  - Ss have general ideas about the topic *Ethnic groups of Viet Nam.*  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **+ Play game: Network**   * Teacher asks Ss to work in 2 groups and think of some ethnic groups in Viet Nam. * Teacher writes the name of one ethnic group as a modelling activity.   **Step 2: Task performance**   * Ss (one by one) go to the board and write the names of ethnic groups in Viet Nam that they know.   **Step 3: Report and discussion**   * Teacher checks Ss’ results. * The group with more correct names of ethnic groups in Viet Nam becomes the winner.   **Step 4: Judgement**   * Teacher’s feedback. | **Network:**  Tay  **Ethnic**  **groups**  ***Suggested answers:***  Tay, Nung, Dao, Kinh, Brau, Hani, Hmong, Bahnar, Bru, Muong, Koho, Giay, … |
| **ACTIVITY 2: PRESENTATION/ NEW LESSON (7’-IW)**  **1. Aim:**  - Ss know words about ethnic groups of Viet Nam.  **2. Content:**  - Vocabulary pre-teaching | |

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| **3. Products:**  - Ss know how to pronounce the new words correctly and use them in appropriate situations.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Vocabulary pre-teaching**   * Teacher introduces the vocabulary.   **Step 2: Task performance**   * Teacher explains the meaning of the new vocabulary, using pictures and translation.   **Step 3: Report and discussion -**   * Teacher checks students’ understanding with the “***Matching***” technique. * Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.   **Step 4: Judgement**   * Teacher checks students’ pronunciation and gives feedback. | 1. **Listen and read**./ P. 8   **\*Vocabulary**   * 1. ethnic (adj) (group)   2. post (n)   3. overlook (v)   4. stilt house (n)   5. costume (n)   6. terraced field (n) |
| **ACTIVITY 3: PRACTICE (20' - PW/IW)**  **1. Aim:**   * To have Ss get specific information from the text. * Students can develop their reading and listening skills. * To develop Ss’ vocabulary related to the topic.   **2. Content:**   * Task 1: Listen and read. * Task 2: Read the conversation again and circle the correct answers. * Task 3: Match the pictures with the word and phrases from the conversation. * Task 4: Complete the sentences with the words and phrases from the box.   **3. Products:**  - Students can read and get general and specific information about the Tay ethnic group to complete the tasks.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1.**  **Step 1: Task delivering**   * Listen and read.   **Step 2: Task performing**   * Teacher asks Ss to look at the title and the picture in the book then answer the | **1. Listen and read.**  ***Questions:***   * *What do you think Lai and Tom are talking about?* * *Do you know anything about the Tay* |

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| questions.   * Ss answer the questions in pairs. * Teacher plays the recording twice. Ss listen and read.   **Step 3: Report and discussion**   * Teacher asks some pairs of students to read the conversation aloud. * Teacher asks Ss if they would like to change or add anything to their previous answers.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | *ethnic group?*  ***Suggested answers:***  - They are talking about the Tay ethnic group/ an ethnic group/… |
| **Task 2.**  **Step 1: Task delivering**   * Read the conversation again and circle the correct answers   **Step 2: Task performing**   * Teacher tells Ss to read the conversation again and work independently to find the answers. * Ss work independently to find the best answers.   **Step 3: Report and discussion**   * Teacher has Ss compare the answers in pairs before checking with the whole class.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | 1. **Read the conversation again and circle the correct answers**   ***Answer key:***   * 1. C   2. B   3. A |
| **Task 3.**  **Step 1: Task delivering**   * Match the pictures with the word and phrases from the conversation.   **Step 2: Task performance**   * Teacher asks Ss to look at the pictures and read the word and phrases. * Ss work individually to match the word and phrases with the pictures.   **Step 3: Report and discussion**   * Teacher invites some Ss to go to the board and write their answers. * Ss compare their answers with a partner.   **Step 4: Judgement** | 1. **Match the pictures with the word and phrases from the conversation.**   ***Answer key:***   * 1. c   2. a   3. d   4. b |

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| - Teacher checks the answers as a class and gives feedback. |  |
| **Task 4.**  **Step 1: Task delivering**   * Complete the sentences with the words and phrases from the box.   **Step 2: Task performance**   * Teacher asks Ss to read 5 sentences (with gaps) carefully.   **Step 3: Report and discussion**   * Ss work independently to fill in each blank with a suitable word or phrase from the box.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **4. Complete the sentences with the words and phrases from the box.**  **Answer key:**   1. folk dance 2. overlooks 3. musical instrument 4. traditional 5. ethnic groups |
| **ACTIVITY 4: PRODUCTION/ FURTHER PRACTICE (10’)**  **1. Aim**:  - Ss can locate the living places of some large ethnic groups in Viet Nam  **2. Content:**  - Task 5: Game: Where are they?  **3. Products**:  - Ss have a better understanding of ethnic groups in Viet Nam and can locate some of their living places  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5:**  **Step 1: Task delivering Game “Where are they?” Step 2: Task performance**   * Work in groups. Discuss and label the map with the names of the ethnic groups from the box. The first team to get all the correct answers win. * Teacher asks Ss to work individually, look at the map and read the words carefully. * Teacher divides the class into 2 teams.   **Step 3: Report and discussion**   * Teacher asks Ss to play the game in 2 minutes. * Ss from 2 teams (one by one) go to the board and write one name for each | **5. Game “Where are they?”** |

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| number.   * The team with more correct answers wins.   **Step 4: Judgement**   * T gives feedback. |  |
| **ACTIVITY 5: APPLICATION (3'- IW/PW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**  T gives feedback and requires Sts do homework. | * An overview about the topic ethnic groups of Viet Nam. * Vocabulary to talk about the lifestyle of ethnic groups.   **\* Home assignment:**   * Learn by heart all the words that they have just learnt * Do exercises in the workbook. * Start preparing for the Project of the unit |

# Period: 28-Lesson 2: A closer look 1

**ACTIVITY 1: WARM-UP(5’-PW/IW)**

**1. Aim:**

* To create an active atmosphere in the class before the lesson.
* To lead into the new lesson.

**2. Content:**

- Kim’s game

**3. Products:**

- Ss review words about ethnic groups in Viet Nam.

**4. Implementation:**

**-** Teacher instructs

- Sts do as required

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| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**   * Play game: Kim’s game   **Step 2: Task performance**   * Teacher asks Ss to work in 2 groups. * Teacher shows some pictures related to ethnic groups in 2 minutes. * Ss look at the pictures and remember (no writing)   **Step 3: Report and discussion**   * As soon as teacher stops showing the pictures, Ss work in groups and write the words for the pictures they have seen. * The group with more correct answers becomes the winner.   **Step 4: Judgement**   * T checks and corrects. | **Kim’s game:** |
|  | ***Suggested answers:*** |
|  | (a) bamboo house, costume(s), five-colour sticky rice, folk dance, musical ***Suggested answers:***  (a) bamboo house, costume(s), five-colour sticky rice, folk dance, musical instrument(s), post(s), stilt house, terraced field(s) |
| **ACTIVITY 2: PRESENTATION (20'-IW/PW)**  **1. Aim:**   * To prepare vocabulary for students to do the tasks. * To present some phrases to express “likes”. * To teach Ss phrases to talk about their hobby or leisure activities.- To introduce new words related to the life of the ethnic people. * To help Ss understand more clearly the meaning of some words and phrases. * To help Ss use the words in specific contexts.   **2. Content:**   * Task 1: Write a word or phrase from the box under each picture. * Task 2: Match the words and phrases with their meanings. * Task 3: Complete the sentences with the words and phrases from the box.   **3. Products:**   * Ss can pronounce the new words correctly and use them in appropriate situations. * Ss understand more clearly the meaning of some words and phrases. * Ss use the words in specific contexts   **4. Implementation:** | |

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| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (6 mins)  **Step 1: Task delivering**   * Teacher introduces the vocabulary.   **Step 2: Task performance**   * Teacher explains the meaning of the new vocabulary, using pictures and translation. * Teacher checks students’ understanding with the “***What and where?***” technique.   **Step 4: Judgement**   * T gives feedback | **\*Vocabulary**   1. communal house (n) 2. minority (n) 3. livestock (n) 4. raise (v) 5. gong (n) |
| **Task 1.** (5 mins)  **Step 1: Task delivering**   * Write a word or phrase from the box under each picture.   **Step 2: Task performance**   * Teacher asks Ss to look at each picture and say the word or phrase describing it if they know. * Teacher asks Ss to read the phrases and do the matching.   **Step 3: Report and discussion**   * Ss work individually, choose the suitable word/ phrase and write it under each picture. * Teacher checks the answers as a class. * Teacher asks Ss to look at each picture and say the word or phrase describing it if they know. * Teacher asks Ss to read the phrases and do the matching. * Ss work individually, choose the suitable word/ phrase and write it under each picture.   **Step 4: Judgement**   * Teacher checks the answers as a class. | **1. Write a word or phrase from the box under each picture *Answer key:***  ***Answer key:***   1. wooden statue 2. *Rong* house 3. weaving 4. bamboo flute 5. gong 6. terraced fields |
| **Task 2.** (10 mins)  **Step 1: Task delivering**  **- Match the words and phrases with their meanings.**  **Step 2: Task performance**   * Teacher asks Ss to read the words and phrases that have been provided. * Teacher guides Ss if needed. | ***2.* Match the words and phrases with their meanings.**  ***Answer key:***   1. c 2. a 3. e |

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| * Ss work individually, match suitable words/ phrases with their meanings. * Teacher checks the answers as a class. * Teacher asks Ss to read the words and phrases that have been provided. * Teacher guides Ss if needed. * Ss work individually, match suitable words/ phrases with their meanings. * Teacher checks the answers as a class.   **Step 3: Report and discussion**   * T asks them to share whether they have the same ideas with their friends.   **Step 4: Judgement**   * Teacher gives feedback | 1. d 2. b … |
| **Task 3.**  **Step 1: Task delivering**  **- Complete the sentences with the words and phrases from the box.**  **Step 2: Task performance**   * Teacher asks Ss to read the words/ phrases and the sentences carefully.   **Step 3: Report and discussion**   * Teacher asks Ss to work in pairs, discuss and choose suitable words/ phrases to fill in the gaps. * Ss do the task in pairs. * Ss go to the board and write their answers. * Teacher checks the answers as a class.   **Step 4: Judgement**   * Teacher’s observation and feedback | **3.Complete the sentences with the words and phrases from the box.**  ***Answer key:***   1. unique features 2. weave 3. raise 4. communal house 5. minority group 6. livestock |
| **ACTIVITY 3: PRONUNCIATION (15'-IW/PW)**  **1. Aim:**   * To help students identify how to pronounce the sounds /k/ and /g/. * To help students practise pronouncing these sounds correctly in words and in sentences.   **2. Content:**   * Task 4: Listen and repeat the words. Pay attention to the sounds /k/ and /g/. * Task 5: Listen and repeat the sentences. Pay attention to the underlined words.   **3. Products:**  - Ss can distinguish and pronounce the sound /k/ and /g/correctly in their speaking.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.** (7 mins) | **4.Listen and repeat the words.** |

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| **Step 1: Task delivering**   * Listen and repeat the words. Pay attention to the sounds /k/ and /g/.   **Step 2: Task performance**   * Teacher plays the recording (Track 21). * Teacher asks Ss to listen and pay attention to the sounds /k/ and /g/.   **Step 3: Report and discussion**   * Ss repeat the words as a class, in groups and individually.   **Step 4: Judgement**   * Teacher plays the recording as many times as necessary. | **Pay attention to the sounds /k/ and /g/.** |
| **Task 5.** (7 mins)  **Step 1: Task delivering**  **- Listen and repeat the sentences. Pay attention to the underlined words.**  **Step 2: Task performance**   * Teacher plays the recording (Track 22). * Teacher asks Ss to listen and pay attention to the underlined words with the sounds /k/ and   /g/.  **Step 3: Report and discussion**   * Ss repeat the sentences as a class, in groups and individually. * Teacher plays the recording as many times as necessary. * Teacher asks some students to read the sentences individually.   **Step 4: Judgement**   * Teacher’s observation and feedback. | **5. Listen and repeat the sentences. Pay attention to the underlined words.** |
| **ACTIVITY 4: APPLICATION (5'-IW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)** |  |

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| - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Learn by heart all the words that they have just learnt. * Do exercises in the workbook. |

**Period: 29-Lesson 3: A closer look 2**

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| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new lesson.   **2. Content:**  - Game: Who is faster?  **3. Products:**  - Ss can recall words related to ethnic groups in Viet Nam.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  Game: Who is faster?  **Step 2: Task performance**   * Teacher divides Ss into 4 groups. * Teacher gives each group a piece of paper. * Teacher asks them to write as many words (nouns) related to ethnic groups of Viet Nam as possible.   **Step 3: Report and discussion**   * Each group chooses one secretary to write the words that other members tell him/ her. * Ss play the game in 3 minutes. * Teacher asks each group to hand in their papers and checks, the group with the most correct words is the winner. Teacher invites the winner to read aloud their words.   **Step 4: Judgement**   * Teacher gives feedback. | **Who is faster?**  ***Suggested answers:***  gong, communal house, wooden statue, folk dance, musical instrument, bamboo house, costume, five-colour sticky rice, stilt house, terraced field,... |
| **ACTIVITY 2: PRESENTATION (10'-PW/IW/GW)** | |

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| **1. Aim:**   * To introduce new words related to the life of the ethnic people * To help students revise the form of *Yes / No* questions and the use of Wh-question words.   **2. Content:**   * Vocabulary * Task 1: Change the sentences into *Yes / No* questions. * Task 2: Choose the correct question word for each question below.   **3. Products:**  - Ss know how to form *Yes / No* questions and the use of *Wh-*question words.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Vocabulary pre-teach**   * Teacher introduces the vocabulary.   **Step 2: Task performance**   * Teacher explains the meaning of the new vocabulary, using pictures and translation. * Teacher checks students’ understanding with the “***Rub out and remember***” technique.   **Step 3: Report and discussion**   * Ss play game: R-O-R.   **Step 4: Judgement**   * Teacher checks their answers as a class. | **\*Vocabulary**   1. harvest (v) 2. crop (n) 3. waterwheel (n) |
| **Task 1.**  **Step 1: Task delivering**  **Change the sentences into *Yes / No* questions. Step 2: Task performance**   * Teacher asks Ss to work individually and do the exercise. * Teacher asks Ss to compare their answers with their friends.   **Step 3: Report and discussion**   * Ss discuss with their friends if there are any differences between their answers. * Teacher checks students’ answers as a class. * Teacher asks some Ss to read their answers.   **Step 4: Judgement**   * Teacher gives feedback. | **1. Change the sentences into**  ***Yes / No* questions.**  ***Answer key:***   1. Do women play an important role in a Jrai family? 2. Is *mua sap* a popular folk dance of the Thai people? 3. Did you have boarding schools for minority students in 1950? 4. Did you attend the Ban Flower Festival in Dien Bien last year? 5. Will you watch a documentary about the Khmer? |
| **Task 2.**  **Step 1: Task delivering**  **- Choose the correct question word for each** | **2. Choose the correct question word for each**  **question below** |

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| **question below.**  **Step 2: Task performance**   * Teacher asks Ss to work individually. * Teacher asks them to read the sentences carefully and decide which question word correctly fits in.   **Step 3: Report and discussion**   * Teacher calls on some Ss to give and explain their answers.   **Step 4: Judgement**   * Teacher checks and confirms the correct answers. * Teacher’s observation and feedback |  |
| **ACTIVITY 3: PRACTICE (15' - GW/PM/IM)**  **1. Aim**:  - To help students identify countable and uncountable nouns and revise how to use a quantifier with a countable or uncountable noun.  **2. Content**:   * Task 3: Write C (countable) or U (uncountable) for the underlined words. * Task 4: Fill in each blank with *a, much, many, a little*, or *a few*. * Task 5: Work in groups. Think of six nouns related to each of the topics below, in which three nouns are countable and three nouns are uncountable.   **3. Products**:  - Ss can identify countable and uncountable nouns and how to use a quantifier with a countable or uncountable noun.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3**  **Step 1: Task delivering**  **Write C (countable) or U (uncountable) for the underlined words.**  **Step 2: Task performance**   * Teacher has a small revision of countable and uncountable nouns (what they are and how to identify them). * Teacher gives some examples like cooking oil, road, ball, air,… and asks Ss which one they can count and which one they cannot. * Teacher refers to the use of quantifiers that a countable or uncountable noun can go with through examples.   *Eg: This is a ball.* | **II. Practice**  **3. Write C (countable) or U (uncountable) for the underlined words**  ***Answer key:***   * Countable nouns: 1,3,4,6 * Uncountable nouns: 2,5 |

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| *There is a little cooking oil in the bottle.*  **Step 3: Report and discussion**   * Teacher asks Ss to work individually and do the exercise. * Teacher asks Ss to compare their answers in pairs. * Ss discuss their answers if there are any differences.   **Step 4: Judgement**   * Teacher gets feedback and confirms the correct answers. |  |
| **Task 4**  **Step 1: Task delivering**  **- Fill in each blank with *a, much, many, a little*, or *a few***  **Step 2: Task performance**   * Teacher asks Ss to work individually. * Ss read each sentence carefully and decide if the noun after the quantifier is countable or uncountable and if the sentence is affirmative, negative or interrogative. Then choose a suitable quantifier *a, much, many, a little*, or *a few* for each sentence.   **Step 3: Report and discussion**   * Teacher asks Ss to compare their answers with their partner. * Teacher asks Ss to read their answers. * Teacher confirms and checks answers.   **Step 4: Judgement**   * T gives feedback | **4. Fill in each blank with *a, much, many, a little*, or *a few Answer key:***   1. a 2. many 3. a few 4. a little 5. much |
| **ACTIVITY 3: PRODUCTION (10' - GW/PM/IM)**  **1. Aim**:  - To help Ss practise using verbs of liking and disliking with gerunds and to- infinitives  **2. Content**:  - Task 5. Game: Likes and dislikes mimes  **3. Products**:  **-** Students can make questions using verbs of liking / disliking.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5.**  **Step 1: Task delivering**  **Work in groups. Think of six nouns related to each of the topics below, in which three** | **5. Work in groups. Think of six nouns related to each of the topics below, in which**  **three nouns are countable** |

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| **nouns are countable and three nouns are uncountable.**  **Step 2: Task performance**   * Teacher asks Ss to work in groups and choose one topic. * Teacher allows Ss a certain amount of time to discuss and come up with the six words as required.   **Step 3: Report and discussion**   * Ss think of six nouns to the topic they choose in which three nouns are countable and three nouns are uncountable. * Teacher calls on three quickest groups to read aloud their answers.   Topics:  + Leisure time  + Living in the mountains  **Step 4: Judgement**   * Teacher’s observation and feedback. | **and three nouns are uncountable.**  ***Answer key:***  ***Suggest words:***   * *Leisure time:*   + Countable nouns: film, game, sport,…  + Uncountable nouns: music, gardening, reading,…   * *Living in the mountains:*   + Countable nouns: terraced field, stilt house, communal house,….  + Uncountable noun: five- colour sticky rice, nature, … |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Learn by heart all the words that they have just learnt. * Do exercises in the workbook. |

# Period: 30-Lesson 4: Communication

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| **ACTIVITY 1: WARM-UP (5’-GW/PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new lesson.   **2. Content:**  ***-*** Kim’s game.  **3. Products:**  - Ss can recall words related to ethnic groups in Viet Nam  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  **-** Play game: Kim’s game  **Step 2: Task performance**   * Teacher divides Ss into 4 groups. * Teacher gives each group a piece of paper. * Teacher shows 8 pictures about ethnic groups of Viet Nam in 2 minutes. * Ss look at the pictures, guess the names of ethnic groups (without writing).   **Step 3: Report and discussion**   * Ss work in their group and write the names of ethnic groups in 2 minutes. * Teacher asks 4 groups to exchange the posters. * Teacher shows the answers and asks them to check. * The group with the most correct words is the winner.   **Step 4: Judgement**   * T gives feedback | **Kim’s game** | |
| **Brau** | **Lung** |
| **Hmong** | **Tay** |
| **Khmer** |  |
| **Hoa** | **Cham** |
| **ACTIVITY 2: EVERYDAY ENGLISH (10’)**  **1. Aim:**   * To introduce new words related to the life of the ethnic people. * To introduce some ways to give opinions and allow Ss to practise.   **2. Content:**  **-** Vocabulary   * Task 1: Listen and read the conversation. Pay attention to the highlighted parts. * Task 2: Work in pairs. Make a similar conversation to ask and give opinions about these topics. | | |

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| **3. Products:**  **-** Ss can use phrases/structures to give opinions in English.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1 (5’)**  **Vocabulary-Pre teaching**   * Teacher introduces the vocabulary. * Teacher explains the meaning of the new vocabulary, using pictures and translation. * Teacher checks students’ understanding with the “***What and where?***” technique. | **\* Vocabulary**   1. weave (v) 2. hunt (v) 3. role (n) 4. statue (n) |
| **Task 2.**  **Step 1: Task delivering**  **Listen and read the conversation. Pay attention to the highlighted parts.**  **Step 2: Task performance**   * Teacher asks Ss to listen and read along with the conversation. Teacher asks Ss to pay attention to the highlighted parts.   **Step 3: Report and discussion**   * Ss work individually, listen to the audio file and read along with the conversation. * Teacher elicits the structures giving opinions. * Teacher asks Ss to practise the conversation in pairs.   **Step 4: Judgement**   * Teacher checks and corrects. | **2. Listen and read the conversation. Pay attention to the highlighted parts.**  ***Structures to give opinions:***   * I think … * To my way of thinking … |
| **Task 3.**  **Step 1: Task delivering**  **Work in pairs. Make a similar conversation to ask and give opinions about these topics. Step 2: Task performance**   * Teacher asks Ss to work in pairs to make conversations, using structures for giving opinions.   **Step 3: Report and discussion**   * Ss use the structures given and make similar conversations about the following topics:   + Playing traditional games.  + Living close to nature.   * Teacher asks some pairs to perform their conversations. * Teacher comments on their performance. | **3. Work in pairs. Make a similar conversation to ask and give opinions about these topics.**  ***Suggested conversation:***  A: What do you think about playing traditional games?  B: I think/ To my way of thinking it’s … |

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| **Step 4: Judgement**  - Teacher’s observation and feedback |  |
| **ACTIVITY 3: LIFESTYLE OF THE ETHNIC MINORITY GROUPS (25’)**  **1. Aim:**   * To provide students with more knowledge about the lifestyle of ethnic minority groups through a quiz. * To give students some practice asking and answering about some information in the notes of Jrai people.   **2. Content:**   * Task 3: GAME: How much do you know about ethnic groups in Viet Nam? * Task 4: Work in pairs. Read the notes below about the Jrai. Take turns to ask and answer about the information. * Task 5: Work in groups. Share with your group the information about the Jrai people you find interesting.   **3. Products:**   * Ss can identify the lifestyle of some ethnic minority groups. * Ss can ask and answer about Jrai people based on an information note. * Ss can share their opinions about the Jrai people’s lifestyle   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3. (6’)**  **Step 1: Task delivering**  **How much do you know about ethnic groups in Viet Nam?**  **Step 2: Task performance**   * Teacher asks Ss to work individually, read the sentences carefully and choose the correct answers. * Ss play the game in 3 minutes. (PPT slides)   ***Game “Who’s the millionaire?***  **Step 3: Report and discussion**   * Teacher divides the class into 2 teams, explains the rules and lets them play the game. * Each team has to answer the questions by choosing the best answer. The team with more points is the winner.   **Step 4: Judgement**   * Teacher’s observation and feedback | 1. **How much do you know about ethnic groups in Viet Nam?**     ***Answer key:***   * 1. C   2. B   3. B   4. A   5. C   6. C |

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| **Task 4 (10’)**  **Step 1: Task delivering**  **Work in pairs. Read the notes below about the Jrai. Take turns to ask and answer about the information.**  **Step 2: Task performance**   * Teacher asks Ss to work in pairs. * Ss read each piece of information carefully and decide on the question they want to ask and the answer they would give. * Teacher asks Ss to swap their roles of asking and answering.   **Step 3: Report and discussion**   * Teacher calls on 2-3 pairs to share their questions and answers.   **Step 4: Judgement**   * Teacher corrects them if needed. | **4. Work in pairs. Read the notes below about the Jrai. Take turns to ask and answer about the information. *Suggested questions and answers:***   1. What is the population of the Jrai?   => It is about 513,930.   1. Where do they live?   => They live mainly in Gia Lai.   1. What type of house do they live in?   => They live in stilt houses.   1. What do they do for their living?   => They grow crops, weave, … |
| **Task 5 (10’)**  **Step 1: Task delivering**  **Work in groups. Share with your group the information about the Jrai people you find interesting.**  **Step 2: Task performance**   * Teacher asks Ss to work in groups. * Teacher allows Ss some time to refer to the notes in 4 and choose the features they are interested in.   **Step 3: Report and discussion**   * Ss give their opinions on certain features of the Jrai people, using the suggested structures. * Teacher calls on some groups to share their opinions with the class.   **Step 4: Judgement**.   * Teacher listens and corrects. | **5. Work in groups. Share with your group the information about the Jrai people you find interesting.**  ***Students may start sharing their opinions with:***   * I like … because … * I think that … |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |

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| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Learn by heart all the words that they have just learnt. * Do exercises in the workbook. |

**Period: 31-Lesson 5: Skill 1**

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| **ACTIVITY 1: WARM UP (5’) Pre – reading**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new lesson.   **2. Content:**  *-* Game: Who’s faster?: Type of houses  **3. Products:**  - Ss review words related to type of houses.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  Game: Who’s faster?: Type of houses  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ss work in their group and write the name of houses in 2 minutes. * Teacher asks 4 groups to exchange the posters. * Teacher shows the answers and asks them to check. * The group with the most correct words is the winner.. | ***Suggested answers:***  Villa, apartment, flat, country house, town house, building, stilt house, *rong* house, cottage, farmhouse, tree house, houseboat, detached house,… |

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| **Step 4: Judgement**  - Teacher’s feedback. |  |
| **ACTIVITY 2: READING (20’)**  **1. Aim:**  - To help Ss develop their reading skill for general and specific information.  **2. Content:**   * Vocabulary * Task 1: Write the words and phrase from the box under the correct pictures. * Task 2: Read the passage and tick T (True) or F (False). * Task 3: Read the passage again and fill in each blank with one word.   **3. Products:**   * Ss can pronounce the new words correctly and use them in appropriate situations. * Ss know more about stilt houses.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Pre - teach vocabulary**   * Teacher introduces the vocabulary. * Teacher explains the meaning of the new vocabulary, using pictures and translation. * Teacher checks students’ understanding with the “***Matching***” technique. | **I. Reading**  **\* Vocabulary**   1. staircase (n) 2. material (n) 3. open fire (n) 4. owner (n) |
| **Task 1. (5’)**  **Step 1: Task delivering**  **Write the words and phrase from the box under the correct pictures.**  **Step 2: Task performance**   * Teacher asks Ss to look at each picture first and ask if they know the word or phrase describing the thing shown in it.   **Step 3: Report and discussion**   * Ss match the word with the correct picture.   **Step 4: Judgement**   * Teacher gets feedback * Teacher confirms the correct answer as a class. | **1. Write the words and phrase from the box under the correct pictures.**  ***Answer key:***   1. staircase 2. open fire 3. post |
| **Task 2. (10’)**  **Step 1: Task delivering**  **Read the passage and tick T (True) or F (False).**  **Step 2: Task performance**   * Teacher asks Ss to read through the text individually. * Ss read each statement in the table, locate it in the text and decide if it is true (T) or false | 1. **Read the passage and tick T (True) or F (False).**   ***Answer key:***   * 1. F   2. F   3. T   4. T |

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| (F).  **Step 3: Report and discussion**   * Teacher asks Ss to double-check their answers with their partners.   **Step 4: Judgement**   * Teacher confirms the answers as a class and explains if needed. |  |
| **Task 3. (10’)**  **Step 1: Task delivering**  **Read the passage again and fill in each blank with one word.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Teacher asks Ss to compare their answers with a partner.   **Step 4: Judgement**   * Teacher gets feedback. * Teacher confirms the correct answer as a class. | 1. **Read the passage again and fill in each blank with one word.**   ***Answer key:***   * 1. traditional   2. field   3. forest - mountains   4. *Rong* |
| **ACTIVITY 3: Post- reading/ speaking (15’)**  **1. Aim:**  - To help Ss talk about houses, using the ideas and vocabulary they have learnt in the reading.  **2. Content:**   * Task 4: Work in pairs. Discuss and tick the features of a stilt house from the list below. Share your opinions with the class. * Task 5: Work in pairs. Ask and answer about the type of home each of you lives in. Take notes of your partner’s answers and report what you find to the class.   **3. Products:**  - Ss can talk about stilt houses and the type of home they live in.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4 (7’)**  **Step 1: Task delivering**  **Work in pairs. Discuss and tick the features of a stilt house from the list below. Share your opinions with the class**.  **Step 2: Task performance**  - Teacher asks Ss to work in pairs.  **Step 3: Report and discussion** | **II. Speaking**  **4. Work in pairs. Discuss and tick the features of a stilt house from the list below. Share your opinions with the class**. ***Questions:***  1. What leisure activities do you usually do with your family? |

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| * Ss discuss the features provided and decide if they are about stilt houses or not. * Teacher encourages them to give further information to support their answers. * Teacher calls on some Ss to share their answers with the class.   **Step 4: Judgement**   * T listens and corrects | 1. Which one do you like the most? Why? 2. How do you feel when you spend time with your family members? |
| **Task 5 (8’)**  **Step 1: Task delivering**  **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**.  **Step 2: Task performance**   * Teacher asks Ss to read the questions provided so that they know what to include in their description. * Teacher asks Ss to work in pairs, taking turns to ask and answer about their house. * Teacher asks them to take notes of their partner’s answers. * Teacher goes around and listens. Teacher gives help if needed.   **Step 3: Report and discussion**   * Teacher calls on some pairs to share their answers with the class.   **Step 4: Judgement**   * Comment on Ss' answers. | **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**. ***Suggested questions:***   * *What type of house do you live in?*   (a flat, a house, a detached house, a stilt house, a farmhouse, a cottage, a tree house,…)   * *What materials is it made from?* * *What is the most popular part of your house?* * *What do you do there?* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt. |  |

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| **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Learn by heart all the words that they have just learnt. * Do exercises in the workbook. |

# Period: 32-Lesson 6: Skill 2

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| **ACTIVITY 1: WARM UP (5’)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new lesson.   **2. Content:**  ***-*** Chatting: What do you do to help your parents?  **3. Products:**  - Ss talk about what they can do to help their parents.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  ***-*** Chatting: What do you do to help your parents?.  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ss talk before class.   **Step 4: Judgement**   * Teacher listens and gives comments. | ***Suggested answers:***   * Clean the floor * Cook meals * Feed the chicken * Collect the eggs * Look after the house   … |
| **ACTIVITY 2: LISTENING (18’)**  **1. Aim:**   * To introduce new words related to the life of the ethnic people. * To help Ss focus on some key words related to the topic of the listening text. * To prepare Ss with the topic of the listening and focus on some phrases describing the activities.   **2. Content:**  - Vocabulary | |

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| * Task 1: Match the phrases with the correct pictures. * Task 2: Listen and tick the activities that minority children do to help their families. * Task 3: Listen again and circle the correct answer A, B, or C.   **3. Products:**   * Ss can pronounce the new words correctly and use them in appropriate situations. * Students can identify specific information about activities that minority children do through listening.   **4. Implementation:**  - Teacher’s instructions… | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Pre-listening:**  **Vocabulary pre-teach**   * Teacher introduces the vocabulary. * Teacher explains the meaning of the new vocabulary, using pictures and translation. * Teacher checks students’ understanding with the “***Matching***” technique. | **\* Vocabulary**   1. gather (v) 2. legend (n) 3. (to) pass on (v) |
| **Task 1.**  **Step 1: Task delivering**  **Match the phrases with the correct pictures. Step 2: Task performance**   * Teacher asks Ss to work individually and read the phrases carefully. * Ss match the phrases with suitable pictures.   **Step 3: Report and discussion**   * Teacher calls some Ss to share their answers and read the phrases aloud.   **Step 4: Judgement**   * Teacher confirms their answers as a class. | **1. Listen to an interview with Match the phrases with the correct pictures.**  ***Answer key:***   1. c 2. a 3. b |
| **Task 2.**  **Step 1: Task delivering**  **Listen to the interview again. Fill in each blank in the table with no more than two words**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Teacher asks Ss to share their answers with a partner. | **2. Listen and tick the activities that minority children do to help their families.**  ***Answer key:*** 1 - 2 - 3 - 5 - 6 |

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| **Step 4: Judgement**  - Teacher confirms the correct answers as a class. |  |
| **Task 3:**  **Step 1: Task delivering**  **Listen again and circle the correct answer A, B, or C.**  **Step 2: Task performance**   * Teacher asks Ss to read the questions so that they know what information they should focus on for the answers. * Teacher encourages more advanced Ss to do the exercise without listening to the text again. * Teacher replays the recording for Ss to do exercise 3.   **Step 3: Report and discussion**   * Ss compare their answers in pairs. * Teacher invites some pairs to give their answers and confirms the correct ones as a class. * Teacher plays the recording again if needed, stopping at the place where Ss have difficulties. **Step 4: Judgement** * Teacher listens and checks | **3. Listen again and circle the correct answer A, B, or C. *Answer key:***   1. C 2. A 3. B 4. C 5. A |
| **ACTIVITY 2: While/post – Writing (17’)**  **1. Aim:**   * 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.   **2. Content:**   * Task 4: Note five things you do to help your family. * Task 5: Write a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4.   **3. Products:**  - Ss can write a paragraph about the things they do to help their family.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.**  **Step 1: Task delivering**  **Note five things you do to help your family**. **Step 2: Task performance**   * Teacher asks Ss to work individually. * Ss note five things they do to help their family. | **4. Note five things you do to help your family**.  ***Suggested answer:***   * Cook meals. * Clean the floor. * Sweep the floor. |

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| * Teacher moves around to offer help.   **Step 3: Report and discussion**   * Teacher invites some Ss to share their answers to the class.   **Step 4: Judgement**   * Comment on their answers. | * Feed the animals. * Water the flowers. * Wash the dishes   … |
| **Task 5.**  **Step 1: Task delivering**  **Write a paragraph (80 - 100 words) about the things you do to help your family. Use the ideas in 4**.  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**  Ss read aloud their writing.  **Step 4: Judgement**   * Teacher corrects if they make any mistakes. | ***5.* Write a paragraph (80 -**  **100 words) about the things you do to help your family. Use the ideas in 4**.  ***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. |
| **ACTIVITY 3: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**  - Teacher summarizes the lesson |  |

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| * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Learn by heart all the words that they have just learnt. * Do exercises in the workbook. |

**Period: 33-Lesson 7: Looking back & project**

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| **ACTIVITY 1: WARM UP (5’)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new lesson.   **2. Content:**  - Mind map  **3. Products:**  - Ss can tell the teacher what they have learnt in unit 4.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Revision**  **Step 1: Task delivering Mind map**  **Step 2: Task performance**   * Teacher writes on the board “Unit 4” and asks students to think of what they have learnt already in this unit.   **Step 3: Report and discussion**   * Students work in groups to do the task. * Teacher calls some students to retell.   **Step 4: Judgement**   * Teacher confirms and leads them to do all the exercises in books. | ***Suggested answer:***   * Vocabulary: about the lifestyle of ethnic groups * Pronunciation: /k/ and /g/ * Grammar: *Yes / No* and *Wh*- questions, countable and uncountable nouns |
| **ACTIVITY 2: PRACTICE EXERCISES (10’)/ Vocabulary**  **1. Aim:**   * To help Ss revise the vocabulary they have learnt in the unit through pictures. * To help Ss revise more vocabulary items they have learnt in the unit in different contexts.   **2. Content:**   * Task 1: Match the words and phrases with the pictures. * Task 2: Complete the sentences with the word and phrases from the box.   **3. Products:**  - Ss can use the words they have learnt in different contexts.  **4. Implementation:** | |

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| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Match the words and phrases with the pictures.**  **Step 2: Task performance**   * Teacher asks Ss to work individually and read the words/ phrases carefully. * Ss match the phrases with suitable pictures.   **Step 3: Report and discussion**   * Teacher calls some Ss to share their answers   **Step 4: Judgement**   * Teacher confirms the correct answers as a class. | **1. Match the words and phrases with the pictures. *Answer key:***   1. c 2. a 3. e 4. b 5. d |
| **Task 2.**  **Step 1: Task delivering**  **Complete the sentences with the word and phrases from the box.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Teacher asks Ss to double-check their answers with their partners.   **Step 4: Judgement**   * Teacher confirms the correct answers as a class. | **2. Complete the sentences with the word and phrases from the box.**  ***Answer key:***   1. musical instruments 2. sticky rice 3. communal house 4. folk songs 5. staircase |
| **ACTIVITY 3: PRACTICE EXERCISES ( 10’)/ Grammar**  **1. Aim:**   * To help Ss revise *Yes / No* questions and *Wh*-questions. * To help Ss revise the use of countable and uncountable nouns.   **2. Content:**   * Task 3: Write questions from the clues. * Task 4: There is one incorrect underlined word in each sentence. Circle and correct it.   **3. Products:**   * Students can make *Yes / No* and *Wh-*questions using the clues. * Students can identify mistakes when using countable and uncountable noun and correct them.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3.** | **3. Write questions from the** |

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| **Step 1: Task delivering**  **Write questions from the clues. Step 2: Task performance**   * Teacher asks Ss to work individually and read the clues carefully. * Ss use the clues given to make *Yes / No* and   *Wh-*questions.  **Step 3: Report and discussion**   * Teacher asks them to compare their answers with a partner.   **Step 4: Judgement**   * Teacher confirms the correct answers as a class.. | **clues.**  ***Answer key:***   1. Did you attend the Khmer’s Moon Worship Festival last year? 2. How many ethnic minority groups are there in Viet Nam? 3. Where do the Hmong live? 4. What did you do at the Ede’s Harvest Festival last October? 5. How old are the minority children when they start helping the family? |
| **Task 4**  **Step 1: Task delivering**  **There is one incorrect underlined word in each sentence. Circle and correct it.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ss give their answers and explain their answers.   **Step 4: Judgement**   * Teacher confirms the correct answers as a class. | **4. There is one incorrect underlined word in each sentence. Circle and correct it.**  ***Answer key:***   1. houses → house 2. leave → leaves 3. Much → Many 4. houseworks → housework 5. many → much |
| **ACTIVITY 4: PROJECT (15’)**  **1. Aim:**  - To provide Ss with an opportunity to research more deeply into an ethnic group they are interested in.  **2. Content:**  - Present the poster to the class.  **3. Products:**  - Ss can research more deeply and talk about an ethnic group they are interested in.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |

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| **Step 1: Task delivering Our ethnic groups**  **Step 2: Task performance**   * Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked 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 them to the class.   **Step 3: Report and discussion**   * Groups show their posters and present the data to the class.   **Step 4: Judgement**   * T checks ss’ grammatical and spelling mistakes on their poster, listens to their   presentation, and gives feedback. |  |
| **ACTIVITY 5: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |