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| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 8: TRADITIONS OF ETHNIC GROUPS IN VIETNAM**

**Lesson 1.1 - Vocabulary and Reading (Pages 74 & 75)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- learn and use the vocabulary words related to tradition of ethnic groups in Vietnam: *ebroidery, pottery, headscarf, cloth, basket, ethnic, silver, pattern, product*

- practice reading and understanding general and specific information about *Chăm* people in Vietnam

**1.2. Competences**

- improve communication, collaboration, logical thinking, collaborative discussion

**1.3. Attributes**

- nuture national pride, culture respect for different ethinic groups

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student’s book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Introduce some vocabulary words related to ethnic groups  **-** Match the words with the pictures in task a Vocabulary.  - Listen and repeat.  - Read the article about the *Chăm* people  - Read the questions and circle the correct answers.  - Talk about the similarities and differences between Chăm people and your ethnic group. | **-** Ss’ pronunciation and being capable of using the vocabs.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s observation.  - T’s observation/ DCR.  - T’s observation.  - T’s observation/Peers’ feedback.  - T’s observation. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** to activate Ss’ prior knowledge by brainstorming ideas and thoughts about the questions. Then, Ss can expand their thoughts by trying out different activities.

**b) Content:** usingvisuals and questions to explore and share their opinions about the topic.

**c) Expected outcomes:** whole-group**/** pairs participation can be promoted and vocabulary related to the lesson can be elicited.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1:**  **Graphic Organizer** * Use the entry questions in **Let’s Talk** to establish the purpose for the lesson. * Introduce the graphic organizer to Ss. * Let Ss work in pairs to discuss the questions with their partner. * Set the time limit in 2 minutes. * Call for answers and share the background knowledge related the questions. * **Option 2:**  **Describe the Pictures** * Show 2 pictures below to Ss. * Have Ss raise hands saying one descriptive point about them. * Introduce the sentence frame to Ss to get started.   “***The woman in the first/second picture…*.”** | * Walk through the visuals and questions. to gain interests in the lesson concept. * Look and observe to prepare for the task. * Work in pairs and start off the discussion. * Write the answers into the graphic organizer. * Give answers. * Make simple observation. * Do not repeat what someone else already said.   ***Possible answers from Ss:***   * *The woman in the first picture is from northern Vietnam.* * *The woman in the second picture wears a basket on her back.* |

**B. New lesson (35’)**

* **Activity 1: Pre-Reading (New Words) (12’)**

**a) Objective:** Ss preview and learn the layout of the lesson including vocabulary and the article that they will read.

**b) Content:** Ss read the article about the *Chăm* people and choose the main topic in task a.

**c) Expected outcomes:** Ss grasp the basic knowledge within the lesson and learn various reading strategies to understand the text and the culture of ethnic groups in Vietnam.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Match the words with the pictures. Listen and repeat.**  - Use DCR to show the task. Ask Ss to read two options and underline the key words.  -Have Ss read the questions, underline key words and guess the answers.  - Have Ss try guessing the words by looking at the picture. (This can tell what words Ss have confidence about knowing and what words they definitely don’t know.)  - Present the new vocabulary words to class.  - Have Ss work individually to complete the task.  - Check answers as a whole class (using DCR).  - Play audio (CD2 – Track 25) and have Ss listen and repeat.  - Correct Ss’ pronunciation.  **Note**: *For a non-digital classroom (without DCR). T can write the words on the board for Ss to guess. Then correct the answers with the whole class.*  **Task b. Fill in the blanks with the correct words. Listen and repeat.**  - Follow the steps introduced in Task a with DCR.  - Play audio (CD2 – Track 26) and have Ss listen and repeat.  - Correct Ss’ pronunication.  **Expansion**  - Put Ss in 4 groups.  - Have the groups members write questions, using the vocabulary words they have just learned. | - Listen to teacher.  - Make a quick checklist and put a check mark to show understanding of each word.  - Complete the task all by oneself.  - Listen and say the word.  **Answer keys**  *1. embroidery*  *2. basket*  *3. cloth*  *4. pottery*  *5. headscarf*  - Listen and say the words.  **Answer keys**  *1. silver 2. ethnic 3. pattern 4. product*  - Ask questions to the other groups and listen to their answers. |

* **Activity 2: While - Reading (17’)**

**a) Objective:** Ss identify their purpose for reading and develop a deep understanding of the text with varying complexity.

**b) Content:** Ss read the article about the *Chăm* people and fill in the blanks in task b.

**c) Expected outcomes:** Ss can read for gist, practice citing evidence and identifying key details.

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read the article about the Chăm people. What’s the main topic of the article?**  - Have Ss read the article through completely and find the evidence in the article related to the key words appearing in the main topic.  - Have Ss circle the correct answer.  - Have some Ss share their answers with the class (read), explain for their answers.  - Give correction.  **Task b. Read and circle the answer that best fits the numbered blank.**  - Have Ss read the text again and circle the correct answers – underline or highlight the supporting ideas.  - Have Ss check answers with their partners.  - Have Ss do questions 2-6 (fill in the blanks).  - Call Ss to give answers, explain.  - Give feedback and evaluation. | -Work individually.  - Circle the correct answers.  - Read answers.  - Check answers.  **Answer keys**    - Read and underline.  - Do the task.  - Check answers.  **Answer keys** |

* **Activity 3: Post - Reading (6’)**

**a) Objective:** Ss can make connection to the reading text and talk about themselves.

**b) Content:**  Ss discuss the similarities and differences between S’s ethnic group and the *Chăm* in task d.

**c) Expected outcomes:** Ss can talk about their ethnic group.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task d. In pairs: What are some similarities and differences between your ethnic group and the *Chăm*?**  - Have Ss work in pairs to talk about their topic.  - Call some Ss to share their ideas with the whole class.  - Add in more values (if needed).  - For more practice, have Ss play games using DHA. | - Discuss in pairs.  - Share their thoughts. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation**

- Review key vocabulary words from the lesson with correct pronunciation.

**\* Homework:**

- Do the exercises in WB: Unit 8 - Lesson 1 - New words + Reading (pages 44 & 45).

- Do the vocabulary + Reading exercise in Tiếng Anh 8 i-Learn Smart World Notebook (pages 62 & 63).

- Play the consolidation games in Tiếng Anh 8 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

- Prepare: Lesson 1.2 – Grammar (pages 75 & 76 – SB).

**V. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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