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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

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

**Lesson 1.3 – Pronunciation & Speaking (Pages 76 & 77)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- practice speaking more with vocabulary words realated to the topic.

- pronounce words with correct stress.

**1.2. Competences**

- group work, individual work, pair work.

- linguistic competence, cooperattive learning and communicative competence.

**1.3. Attributes**

- learn more about the custom and traditions of other ethnic groups.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student 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, handouts.

**2. Students’ aids:** Student’s book, Workbook, Notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and repeat.  - Fill in the blanks with correct articles.  - Listen and cross out.  - Exchange information and ask questions.  - Role-play the conversation.  - Brainstorming, present own ideas about a particular topic. | **-** Ss’ performance.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation.  - Ss’ answers.  - Ss’s independent work | - T’s feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s observation, T’s feedback/Peers’ feedback.  - T’s observation.  - T’s observation. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** To warm up the class and lead in the new lesson.

**b) Content:** Ss work individually to listen, write and repeat the words.

**c) Expected outcomes:** Ss can write as many names of ethnic groups, the costumes, traditional crafts… as possible.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Brainstorm**   - Ask Ss to brainstorm the names of the ethnic groups they know, where they live, their costumes, culture, crafts…  - Put Ss in pairs and have them start brainstorming in 2 minutes.  - Encourage Ss to guess and call out as many words as possible.   * **Option 2: Questions ans Answers**   - Ask Ss different questions and seek for the answers.  - Put Ss in pairs.  Questions:   * *Can you tell me something about ethnic groups of Vietnam?* * *Can you give the names of some ethnic groups of Vietnam?* * *Where do they live?*   - Lead in the lesson by saying:   * There are many other ethnic groups of Vietnam which you haven’t known about. You will broaden your mind about that after our lesson today. * We are going to explore some ethnic groups of Vietnam in this lesson. | - Take notes as listening.  - Work in pairs to do the task.  - Give the answers  - Observe and prepare for the task.  - Work in pairs.  - Listen to T’s questions and give the answers.  - Listen and prepare for the new lesson. |

**B. New lesson (35’)**

* **Activity 1: Presentation (10’)**

**a) Objective:** Help Ss practice stressing the first syllable for most of two-syllable adjectives.

**b) Content:**

* Ss work individually to listen and notice the stress pattern, listen and repeat the words.
* Ss work individually to stress the words.

**c) Expected outcomes:** Ss can put the stress on most two-syllable adjectives correctly.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Pronunciation Box**  - Introduce he stress pattern for most two-syllable adjectives.  - Ask Ss to look at the word list and ask *“How many syllables does each word have?”*  - Have Ss answer.  - Model stress for most two-syllable adjective  - Play the audio **track 29 (task b)** and ask Ss listen. After finish listening, T asks “What do you notice about the underlined part?”  - Discuss the stress rule with the class and elicit some pronunciations from Ss.  - Play the audio **track 30 (task c)** and ask Ss to listen and cross out the word with the wrong stress.  - Play the audio as many times as neccessary.  - Let Ss compare their answers in pairs and have them read again all the words with correct stress to their partner. | - Look and listen.  - Look at the word list and answer.  - Listen to T’s pronunciation.  - Listen and aswer the question  - Listen to the T carefully.  - Listen and complete the task.  **Answer key:**    - Compare the answer with partner. |

* **Activity 2: Practice (15’)**

**a) Objective:** To help Ss understand the dialogue about the ethnic groups in Vietnam and their tradition.

**b) Content:**

- Do task a on Page 77. Fill in the blanks with the correct artices

- Do task b on page 77. Make a conversation with your own ideas.

**c) Expected outcomes:** Ss

- Know some vocabulary words. Listen and read the conversation.

-Understand the dialogue about the ethnic groups in Vietnam and their tradition.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Fill in the blanks and practice the conversation.**  - Demonstrate the activity, using the example (using DCR).  - Have Ss read the dialogue without paying attention to the blanks.  - Check unfamilair vocabulary words so that everyone understands the meaning of the passage.  - Draw Ss’ attention to the grammar point.  - Have Ss fill in the blanks the correct articles.  - Ask some Ss to read the dialogue sentence by sentence.  - Give correction and explanation for the articles’ usage.  **Task b. Make two more conversations using the ideas on the right.**  - Put Ss in pairs and have them look at the information given on the right of the dialogue.  - Have Ss write the correct articles in the blanks.  - Ask Ss to work in pairs to role-play. Tell Ss that they can use the information given to practice the conversation by replacing the blue example phrases with the given information in the two boxes. This should be a speaking activity, so encourage Ss to talk with fluency and accuracy, and as natural as possible.  - Call some pairs to act out the conversation in front of the class.  - Give praise and feedback on Ss’ conversation. | - Look and listen.  - Work individually.  - Work individually.  - Do the task individually.  - Read with correct pronunciation and stress.  - Work in pairs.  - Write answers.  - Swap roles and continue practice the conversation.  - Present in front of the class. |

* **Activity 3: Production (10’)**

**a) Objective:** Ss can talk about the ethnic group of Vietnam.

**b) Content:**  work in pair to talk about the ethnic groups of Vietnam using the exchange information cards.

**c) Expected outcomes:** Ss can talk more about the different ethnic groups in Vietnam.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a: Information exchange.**  - Sit the Ss in pairs.  - Explain the task to Ss.   * Student A will keep “The Hmong People” card on page 77. Then, ask questions to complete the missing information. * Student A will keep “The Tày People” card with complete information on page 77. * Student B will keep “The Hmong People” card with complete information on page 114. * Student B will keep the “The Tày People” card on page 114. Then, ask questions to complete the missing information.   - Have Ss ask questions and exchange information.    - Give Ss time to prepare, and then let them talk in pairs.  **Suggested questions from student A:**   * *What does Hmong women wear?* * *What does Hmong men wear?* * *Do Hmong people have any traditional crafts? How do they make it?* * *What are their traditions and customs?*   **Task b: Do you know any other ethnic groups in Vietnam? What do you know about their cultures?**  - Have Ss work in groups.  - Have Ss do a research and talk about one ethnic group in Vietnam.  - Encourage Ss to stick to the knowledge they have provided and expand the changes in the life of their people over time.  - Call some volunteer groups to present in front of the class.  - Give feedback and comments. | - Listen carefully to T’ instruction.  - Walk through the missing informationa and complete information carefully.  - Talk with their partner.  - Work in groups.  - Do a research on a ethnic group in Vietnam on the internet.  - Start discussing in group and put all the information collected together.  - Present in front of the class. |

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

**\* Consolidation:**

- Consolidate more about the main focus of the lesson.

- Review the importance of the word stress.

**\* Homework:**

- Do the exercises in WB: Writing (page 45).

- 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 2.1 – Vocabulary and Listening (pages 78 & 79 – 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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