

#### **LEAD-IN**





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Co' ~ +)ie^' u ko the^? bi't trc dc, bo\*?i ca'i vie^~n ca?nh khi +)o' I) ie^~n ra wa' hoa' n ha?o, wa' +)e.p khie^'n la^' /v\ tu\*o\*?ng se~ co' 1 /v\o^'i ti' nh la^u I)a' i, 2 na(/v\ cu~ng la' 1 about ti/v\e wa' I)a' i, tha^.t su\*./v\a~n nguye^.n vs +) ie^' u na' y. But /v\o.i thu\*' cha(?ng





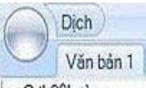
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#### **LEAD-IN**

- 1. What do you think the people are talking about? What language do you think they are speaking?
- 2 What do you think an endangered language is? Why do you think people stop speaking a language?
- 3. Do you speak the same language as your parents? As your grandparents? Why or why not?





saO th3^' này...

Đa^y là tA^m Tra.ng ji` th3^'.....

kho' chi.U qUa'....

duo\*ng nhU\* trOng co? hO.ng cO' ji` đO'
ngh3.n l4.i....

ANh hOk bi't....

ANh đã th4'y nhu~ng ca'i hOk n3^n

th4'y....ANh đ4~ đo.c nhu~ng đi3^'U hOk n3^n

độc..... U`m.....ANh ghen đ4^'y.....Anh r4^t mu'n ho?i =---

Em... "Tha`ng a'y la` ai???

Nguo\*i cu^ng g0.i 3m nhU 4nh "Xa^"

Ta.i saO 4nh bu'n th3' n4'y h4" 3m.....4nh hOk bie't đu0".c.... dương như trong có họng có gii đó nghẹn lại.... anh không biết ..... anh đã tháy những cái không nên tháy....ar đã đọc những điều không nên đọc..... ùm.....anh ghen đãy....anh rât muốn hỏi

sao thể này...

khó chiu quá....

em... " thàng áy là ai??

đầy là tâm trạng gii thể.....

người cũng gọi em như enh " xã " tại sao anh bùn thé này hã em.....anh khôr

biét được....

anh chỉ biết ngòi nhin' những dòng tin nhán



# UNIT 8. ENDANGERED LANGUAGES MA. DAU THI KHANH TOAN



## Objectives

#### \* Knowledge:

- \* List some words relating to cultures and languages
- \* Synonyms
- \* Expressions of predictions
- \* Skills:
- \* Improve language skills: speaking and listening,
- \* use synonyms
- \* Express opinions
- \* Agree and disagree the opinion
- \* Deal with problems



## Objectives

- \* Attitude:
- \* Be active, excited and enthusiastic in learning.
- \* Build a habit of using English in their careers.



## VOCABULARY

- 1. LINGUISTS
- 2. NATIVE LANGUAGE
- 3. SECOND LANGUAGE
- 4. OFFICE LANGUAGE
- 5. BILINGUAL
- 6. PRESERVE
- 7. DISAPPEAR





#### 2. CREATE

- \* Situation 1
- \* Student A, you are a parent. Your native language is endangered. You want your child to learn your native language at school, but the school only teaches English. You want the school to teach your native language.
- \* Student B, you are the school's principal. You think all of the children should learn English at school because it is the dominant language in your community.



#### 2. CREATE

- \* Situation 2
- \* Student A, you are a parent. Your native language is endangered. You want your child to go to a community program to learn your native language, but your child does not want to go.
- \* Student B, you are the child. You only want to learn English because all the children at your school speak it. You do not want to go to a community program



## 3. SPEAKING SKILL

Use will or be going to to state facts about the future make predictions about the

future: WILL + V (B.INF)

BE GOING TO + V

- Is your native language going to disappear, or is it going to be preserved for future generations?
- Will the children in your family be bilingual?
- Are the children in your family going to speak the same language as your grandparents?



## 3. SPEAKING SKILL

- 1. Linguists and other interested people have started organizations to help preserve native languages.
- 2. They are concerned that many of the world's languages may disappear. The Foundation for Endangered Languages helps to study and preserve native languages.



#### 3. SPEAKING SKILL

- 1. Do you think people should do more to preserve endangered languages? Why or why not?
- 2. What do you think about learning English? How will it help you in the future?
- 3. Do you think learning English will threaten (hurt) your native language?





### 6. CONSOLIDATION



- \* Cultures and languages
- \* Agreeing and disagreeing opinions



## 7. HOMEWORK

#### How to preserve your native language?







## THANK YOU!