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| **Week 1 - Period 1**  *Date of planning: /./*  *Date of teaching: //* | **INTRODUCTION + STUDY GUIDANCE** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to know about the English 8 - student's book and the workbook, and know how to learn English 8 effectively.

**2. Competence:** Teamwork and individual work, pair work, linguistic competence, cooperative learning and communicative competence. Students can get an overview of the textbook.

**3. Behavior:** Students are hard-working and attentive. They know how to study English 8.

**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. Warm up (7’)**  ***a, Aim:*** To warm up the class and lead in the lesson.  ***b, Contents:*** Ss work in groups to find the names of 6 units in English 8 in term 1 and write them on the board.  ***c, Outcome***: Ss can tell and write all names of 6 units and write them well.  ***d, Organization****:* | |
| - Teacher divides the class into two teams. Then T asks Ss to look through all the names of the 6 Units in the Student's book in 10 seconds and try to remember as many names as possible.  - T asks Ss to go to the board and write the words.  - Teacher gets feedback. | **Kim’s game** |
| **2. Presentation (20’)**  ***a, Aim:***  **+** Ss canknow the themes, topics of textbook in term 1.  + Ss can know the design of workbook and how to use it effectively.  ***b, Contents:***  + Ss work individually to answer the questions.  + Ss work in pairs to answer the questions.  ***c, Outcome***: Ss can know some new words about noise pollution.  ***d, Organization****:* | |
| **Introduce the new textbook English 8**  - T asks Ss to answer the questions individually.  *? How many weeks are there in a school year?*  *? How many weeks are there in the first terms?*  + English 8 Student's book is the third of four levels English language textbooks for Vietnamese students in lower secondary school learning English as a foreign language. It focuses on the use of language (pronunciation, vocabulary and grammar) to develop the four language skills (listening, speaking, reading and writing).  *? How many units are there in the first terms?*  - There are two main themes: Our Communities and Our Heritage.  - After each theme is a review.  - There are two 45-minute tests: one after unit 3 and another after unit 5.  **Introducing the workbook (10')**  - T asks Ss to work in pairs to answer the questions:  *? What is the Workbook about?*  *? Study the Workbook quickly then answer the question*  - Ss work in pairs to answer the questions. Then T gives feedback. | *6 topic-based units in term 1:*  + Unit 1: Leisure activities  + Unit 2: Life in the countryside  + Unit 3: Peoples of Viet Nam  + Unit 4: Our Customs and Traditions  + Unit 5: Festivals in Viet Nam  + Unit 6: Folk Tales  - The Workbook mirror and reinforces the content of the Student's book. It offers:  *+ Further practice of the language and skills taught in class.*  *+ Four additional tests for students' self-assessment.* |
| **3. Practice (10’)**  ***a, Aim:*** Ss canknow how to learn English 8 effectively.  ***b, Contents:*** Ss work in groups to discuss the ways to learn English 8 effectively.  ***c, Outcome***: Ss can know how to learn English 8 effectively.  ***d, Organization****:* | |
| *- T asks Ss to work in groups* of 3 or 4 to discuss the questions "How to learn English 8 effectively?". Ss do it.  - T calls some groups presentative to present the ideas in front of the class. Ss do it.  - T gives comments and feedback. | **Discussion: How to learn English 8 effectively?**  - Prepare the lesson carefully before each period.  - Learn by heart all the new words and structures.  - Do exercises regularly.  - Practice the four skills. |
| 1. **Application (6’)**   ***a, Aim:*** Ss can retell the coursebook structure and the ways to study the book effectively.  ***b, Contents:*** Ss work individually to retell the coursebook structure and the ways to study the book effectively.  ***c, Outcome***: Ss can do the task well.  ***d, Organization****:* | |
| - T asks the retell the coursebook structure and the ways to study the book effectively.  - Ss do it individually. | **Consolidation** |

**3. Guides for homework (2’)**

- Prepare ***Unit 1:******Getting started.***

- Prepare some pictures about some popular leisure activities.

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| **Week 1 - Period 2**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to listen and read for specific information about Nick's, Phuc's and Mai's leisure activities.

- Vocabulary: leisure activity items, feeling adjectives: trick, craft kit, beads, stickers

- The context about leisure activities.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They can describe their leisure activities well.

**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 (4’)**  ***a, Aim:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents:*** Ss work in groups to write different leisure activities.  ***c, Outcome***: Ss can write as many leisure activities as they can.  ***d, Organization****:* | |
| - T divides ss into two teams. Then T sets a limited time (about 3 mins) for ss from each team to come to the bb and write as many as activities as they can. Ss do it.  *-* Tchecks Ss’ work as a class and praises the winner.  - T leads ss to the new lesson. “*What (activities) do you often do in your free time?”.* Ss answer the questions. | **Brainstorming**  cycling  **LEISURE ACTIVITIES** |
| **2. Presentation (16’)**  ***a, Aim:*** Help Ssstudy some vocabularies related to the topic. Then Ss can listen and read for information about the topic “leisure activities”.  ***b, Contents:***  **+** Ss work individually to study new words.  + Ss work in pairs to listen and read the conversation.  ***c, Outcome***: Ss can study some vocabularies about leisure activities and listen and read the conversation well.  ***d, Organization****:* | |
| - Teacher uses different techniques to teach vocabulary (situation, realia .). T follows the seven steps of teaching vocabulary.  - Ss listen to the teacher’s model twice. Then Ss repeat in chorus and then individually. After that, Ss copy all the words in their notebooks.  => Checking: *Rub out and remember*  - T asks Ss some questions related to the lesson. Ss answer the questions individually.  *? What can you see in the picture? Where is the place?*  *? Why do you think Mai, Phuc and Nick are there?*  *? What are they holding in their hands?*  *? What are they talking about?*  *? Can you guess what Mai, Phuc and Nick like doing in their free time?*  - T sets the scene: *We are going to listen and read a dialogue about Nick's, Phuc's and Mai's leisure activities.*  - T plays the recording twice: the first for ss to listen only, then listen and repeat each sentence so that they can repeat as close to the recording as possible. Ss listen and repeat.  - T calls on one pair to role-play the dialogue in the front again. | **I. Vocabulary**  + leisure activity (n): hoạt động thư giãn nghỉ ngơi  + trick (n): trò lừa gạt, hoạt động khéo tay  + craft kit (n): bộ đồ dùng làm thủ công  + beads (n): hạt chuỗi  + sticker (n): nhãn dính  + savings (n): tiền tiết kiệm  **II. Listen and Read** |
| **3. Practice (18’)**  ***a, Aim:*** Help students understand more about the dialogue and know how to use some words and adjectives to describe some leisure activities.  ***b, Contents:***  **+** Ss work individually to circle the correct answers.  + Ss work in pairs to tick the boxes the leisure activities Mai, Nick and Phuc have.  + Ss work individually to answer the questions.  + Ss work in pairs to find words or phrases in the box to describe the photos.  + Ss work individually to complete the sentences.  ***c, Outcome***: Ss can write as many leisure activities as they can.  ***d, Organization****:* | |
| - T reviews Verbs of liking + gerund/ to-infi.  - T asks Ss to work individually to circle the correct answer; compare their answer with a partner and then explain their choice.  - T gives the correct answers on the screen.  - T asks Ss to work in pairs to match the words/ phrases in the box to the photos, then listen to check their answers.  - Draws Ss’ attention to the contexts when Mai said ‘C*heck out this book’* and Phuc said ‘*It’s right up your street*!’. Together with Ss elicits the meaning of these two expressions.  + To *check out something* means to *examine something or get more information about it* in order to be certain that it is suitable (or true, or false).  + If something is *right up your street*, it is the type of thing that *you are interested in or that you enjoy doing.*  - T asks Ss to work in pairs to look at the picture and describe the photos.  *Eg: 1. He is playing computer games.*  - Ss look at the picture and describe the photos.  - T asks Ss to work individually to do the task then compare their answers with a partner. Tell Ss they need to look for the surrounding key words in order to complete the task. Note that ‘good’ and ‘satisfied’ fit both items 1 and 5. | \* **Grammar.**  - I love to watch him.  - I love watching him.  **1a. Circle the correct answer**  *1. bookstore 2. book*  *3. dog 4. craft kit*  *5. folk music 6. Vietnamese*  **1b. Tick the boxes the leisure activities Mai, Phuc & Nick have**   |  |  |  |  | | --- | --- | --- | --- | |  | Phuc | Mai | Nick | | Pet training | x |  |  | | Making crafts |  | x |  | | Reading | x |  | x | | Listening to music |  |  | x | | Playing sports | x |  | x | | Helping parents with DIY projects | x | x |  | | Learning languages |  |  | x |   **1c. Answer the questions**  **=> Possible answer:**  **(***1) She wants Phuc to look over the book.*  *(2) It means that’s really what Mai wants.*  **2. Find words or phrases in the box to describe the photos. Then listen to check the answers.**  **Key**:  *1. playing computer games*  *2. playing beach games*  *3. doing DIY*  *4. texting*  *5. visiting museum*  *6. making crafts*  **3. Complete the sentences**  *1****.*** *satisfied*  *2. relaxing/ exciting*  *3. fun*  *4. boring*  *5. good* |
| **4. Application (5’)**  ***a, Aim:*** Ss can talk about leisure activities and share feelings about them.  ***b, Contents:***  **+** Ss work individually to describe the leisure activity and give the reason why they like them.  + Ss work in groups to talk about one activity.  ***c, Outcome***: Ss can talk about leisure activities fluently.  ***d, Organization****:* | |
| **+ Work individually**  - T asks Ss to describe the leisure activity and give the reason why they like them  **+ Work in groups (6 groups)**  - Time: 1minute  - Ask each member will talk about one activity.  - The group which describe more activity is the winner. | **Game: Changing partner.**  Eg: I like reading book in my free time. Because reading book helps me improve my knowledge and know what happening in our country or over the world. |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main knowledge they have learn in this period.

- Consolidates and asks ss to remember

*+ Vocabulary related to leisure activities.*

*+ Interacting about one’s leisure activities (names & describing them)*

**\* Homework:** Asks Ss to:

- Learn by heart all the new words.Do Ex B1,2,3, 4 P4 (Workbook)

- Prepare: ***Unit 1 - A Closer Look 1***

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| **Week 1 - Period 3**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 2: A Closer Look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to study more vocabulary about leisure activities and distinguish name of activity and verb.

- Vocabulary: relating to leisure activities: socialize, bracelet, broccoli, origami,

- Pronunciation: the clusters /br/ and /pr/.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They can know how to read and understand information from a pie chart.

**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 attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents:*** Ss work in groups to look at the pie chat and write the words they remember on the board.  ***c, Outcome***: Ss can write as many words about leisure activities they remember as they can.  ***d, Organization****:* | |
| - Teacher divides the class into two teams. Then T asks Ss to look at the pie chart on page 8 in 20 seconds and try to remember as many words as possible.  - T asks Ss to g*o to the board and write the words. Ss do it*  - Teacher gets feedback.  - T leads in new lesson: *Today we are going to learn some more leisure activities on an average day in the US.* | **Kim's game** |
| **2. Presentation (4’)**  ***a, Aim:*** Ss can know some new words related to the topic “Leisure activities”  ***b, Contents:*** Ss work individually to study new words.  ***c, Outcome***: Ss can know some vocabularies related to the topic.  ***d, Organization****:* | |
| - T uses different techniques to teach vocabulary (situation, realia). Follows the seven steps of teaching vocabulary  - Ss listen to the teacher’s model twice, repeat in chorus and then individually. Then copy all the words in their notebooks.  - Checking: What and Where. | **Vocabulary:**   |  |  | | --- | --- | | ***+ so****cialize (v):* | *xã hội hóa, tổ chức theo phương thức XHCN* | | ***+ bra****celet (n):* | *vòng đeo tay* | | ***+ bro****ccoli (n):* | *bông cải, xúp lơ* | | *+ ori****ga****mi (n):* | *nghệ thuật xếp giấy Nhật Bản* | |
| **3. Practice (27’)**  ***a, Aim:*** Ss can understand the pie chat and know some leisure activities in the US. They can also pronounce the clusters **/*br***/ and **/*pr*/**correctly.  ***b, Contents:***  + Ss work in pairs to look at the pie chat and answer the questions.  + Ss work individually to complete the table.  + Ss work in pairs to match the words with activities.  + Ss work individually to complete the words.  + Ss work individually to listen and repeat.  ***c, Outcome***: Ss can understand the pie chat, know some leisure activities in the US and pronounce the clusters **/*br***/ and **/*pr*/**correctly.  ***d, Organization****:* | |
| - Before starting the lesson, T explains what a ‘*pie chart’* is and how each slice can be calculated as a percentage of the whole.  - T gives Ss some simple statistics and makes a pie chart with them as a class.  - Then T lets ss to work in pairs to examine the pie chart closely in order to understand its contents, including the heading, subheadings, figures, color codes, source and notes. Ss do it.  If necessary, T may elicit information by asking question such as:  *+ What is the pie chart about? Where can you find the information?*  *+ What do the different colored sections of the chart refer to?*  *+ How are these sections calculated?*  *+ What does the ‘Note’ tell you?*  *+ What does the ‘Source’ tell you?*  - T has Ss work individually to complete the task.  e.g. relaxing comes from the verb relax with –ing added, and it refers to the activity. a noun made from a verb by adding –ing.  - Ss complete the table.  - T corrects.  - T asks Ss to work in pairs to match words with each activity. Ss do it.  - T gives the feedback, encourage them to add more words in each category.  - T has Ss work individually to complete this task. Once they have finished, T asks Ss to work in pairs to compare their answers.  - T plays the recording for Ss to check and then repeat. Pause the recording to drill difficult items.  - T asks Ss to add more words which contain these cluster. Call Ss to make sentences with these words and practice saying them.  - T has Ss practice the words with the clusters first. Then asks Ss to repeat the whole sentences.  - If time allows, T asks students to cover their books and listen to the recording.  *? Raises up your left hand, if it is cluster /pr/ they raise their right hand.*  *? Raises up your right hand, if it is cluster /br/ they raise their right hand.* | **I. Vocabulary**  **1. Look at the following pie chart and answer the questions.**  **Key:**  *(1). In 2014, people in the USA spent 5.1 hours a day on sport and leisure activities.*  *(2). The main activities they did include watching TV, socializing and communicating, reading, participating in sports, exercise and recreation, using computers for leisure, relaxing and thinking.*  *(3). The three most common activities were watching TV, socializing and communicating and using computers for leisure.*  **2. Complete the table.**  **Key**:   |  |  | | --- | --- | | **Name of activity** | **Verb** | | *relaxing*  *thinking*  *using*  *doing*  *watching*  *reading*  *socializing*  *communicating* | *relax*  *think*  *use*  *do*  *watch*  *read*  *socialize*  *communicate* |   **3. Matching.**  **Key**: *1.e 2.b 3.f 4.a*  *5.d 6.h 7.c 8. g*  **II. Pronunciation:** /br / and / pr/  **5. Complete the words. Listen to check and repeat.**  **Auto script:**  *1. Apricot*  *2. Bridge*  *3. Bracelet*  *4. Bread*  *5. princess*  *6. President*  *7. President*  *8.broccoli*  **6. Listen and repeat.** |
| **4. Application (7’)**  ***a, Aim:*** Ss can talk about their leisure activities.  ***b, Contents:*** Ss work in groups to talk about their leisure activities.  ***c, Outcome***: Ss can talk about their leisure activities well.  ***d, Organization****:* | |
| - T asks Ss to work in small groups to think about what their average day may look like (including study and work) and how much time is spent on leisure activities. Ss do it.  - If there is plenty of time, encourages them to calculate these times as percentages and put them in a simple pie chart similar to 1.  - T calls some Ss to perform in front of the class. Ss do it.  - T gives feedback and comments. | **4. How much time do you spend a day on leisure activities?**  => **Suggested answers**:  *+ I usually spent about 4 hours on leisure activities.*  *+ Playing games, watching TV and socializing with friends are the activities I love the most.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main knowledge they have learn in this period.

**\* Homework:** Asks Ss to:

- Learn by heart all the new words.

- Do Ex A1, 2,3 P3 (workbook)

- Prepare: ***Unit 1 - A Closer Look 2.***

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| **Week 2 - Period 4**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 3: A Closer Look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to know how to use verbs of linking + gerund and verbs of linking + to-infinitives, and find out grammar mistakes in Minh Duc's email.

- Vocabulary: Leisure activities lexical items: (to) mind, (to) adore, (to) detest, (to) fancy, gerund.

- Grammar: verbs of linking + gerund // verbs of linking + to-infinitives.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They can know how to use verbs of liking to talk about their hobbies/ leisure activities.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking:** Talk about your leisure activity. **(3’)**

**2. New lesson:**

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| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aim:*** To warm up the class and lead in the new lesson.  ***b, Contents:*** Ss work in groups to talk about their leisure activities.  ***c, Outcome***: Ss can talk about their leisure activities well.  ***d, Organization****:* | |
| - T asks ss to read the text in ***Getting started*** again and find out all the sentences with: ***like, enjoy, love***. Ss do it.  - T asks Ss to look back the gerunds from ***A closer look 1.*** Ss do it.  - T leads in new lesson: *Today we are going to learn more about how the gerund is formed and how it functions grammatically*. | I love to watch him  I think I’ll enjoy listening to the melodies.  Yes, I liked reading Doraemon while I was learning Japanese. |
| **2. Presentation (10’)**  ***a, Aim:*** Help Ss know some verbs of liking and how to use verbs of liking that are followed by gerunds/ to –infinitives.  ***b, Contents:*** Ss work individually to study verbs of liking and their uses.  ***c, Outcome***: Ss can know some verbs of liking and how to use them correctly.  ***d, Organization****:* | |
| - T focuses students on reviewing how the gerund is form & its functions grammatically.  - T lets students make sentences with Verbs of liking + gerunds/ to V.  - Ss make sentences with Verbs of liking + gerunds/ to V.  - T presents some words. Ss copy and read.  - T asks them to read in **GETTING STARTED**  and underline the verbs of liking followed by gerunds or to-infinitives that they find in the text.  - T asks Ss to work individually and then compare the answers with their partners.  - T plays the recording for Ss to check their answers. | **Grammar:** ***Verbs of liking***  Ex. She loves going out with her friends.  = She loves to go out with her friends.  => Verbs of liking + gerunds/ to V  **Vocabulary.**  - adore (v) thích, yêu thích  - detest (v) ghét cay ghét đắng  - fancy (v) mến, thích  **1. Underline verbs that are followed by a gerund (in getting started):**  **Key:**  *- love to watch;*  *- enjoy listening;*  *- liked reading*  **2. Tick the box. Then listen and check.**  **Key:**   |  |  |  | | --- | --- | --- | |  | Followed by gerund only | Followed by both gerund and to-infi | | 1. love |  | ✓ | | 2.enjoy | ✓ |  | | 3.detest | ✓ |  | | 4.prefer |  | ✓ | | 5.fancy | ✓ |  | |
| **3. Practice (20’)**  ***a, Aim:*** Help Ss understand and do exercises with verbs of liking.  ***b, Contents:***  **+** Ss work individually to write the correct form of the verbs.  + Ss work in pairs to write sentences.  + Ss work individually to find and correct mistakes. Then answer the questions.  ***c, Outcome***: Ss can understand and do exercises with verbs of liking correctly.  ***d, Organization****:* | |
| - T asks students to work individually to complete this task, then T gives feedback to Ss as a class.  - T asks Ss to work in pairs. Gives Ss time to work individually at first to write each sentence on a strip of paper. Ss do it.  - Then T asks Ss to work in pairs to exchange their papers and read out their partner’s sentences.  - T has Ss quickly familiarize themselves with the e-mail by asking:  *- Who wrote this e-mail?*  *- To whom?*  *- What is it about?*  - Ss scan the email to find the answers.  - T asks Ss to work individually to find and correct the mistakes and compare their answers with classmate.  - T asks Ss to read the e-mail again and answer the questions. Ss do it.  - T check the answers. | **3. Write the correct form of the verbs**  **Key:**  *1. making 2. to watch/ watching*  *3. skateboarding 4. to learn/ learning*  *5. sitting*  **4. Write sentences**  **5a. Find 6 mistakes – correct**  **Key:**  *1. like do =>like to do/ like doing*  *2. enjoy do=>enjoy doing*  *3. like have=> like to have/ having 4. mind to do=> mind doing*  *5. hate spend=> hate to spend/ spending*  *6. love eat=> love eating/ love to eat*  **5b. Answer the questions**  **Key:**  *1. The activities Duc mentions in his e-mail are: playing video games, playing football, helping*  *2. The 2 activities he enjoys the most are playing football with his friends & eating out with his family.* |
| **4. Application (7’)**  ***a, Aim:*** Help Ss write an email to talk about their leisure activity.  ***b, Contents:*** Ss work individually to write an email.  ***c, Outcome***: Ss can write an email to talk about their leisure activity well.  ***d, Organization****:* | |
| - T asks ss work individually to write an e-mail to talk about his/ her free time then exchange it with their partners and check for mistakes (using verbs of liking + gerunds/ to-infinitives).  - T gives comments and feedback. | 1. **Write an email**   *Dear,*  *How are you? I am writing to tell you about what I like to do in my free time.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:** Retell verbs of liking that are followed by gerunds/ to –infinitives **\* Homework:** Asks Ss to:

- Make sentences with verbs of liking that are followed by gerunds/ to –infinitives.

- Write the e-mail in the notebook.

- Prepare: ***Unit 1 - Communication***.

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| **Week 2 - Period 5**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 4: Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to read some articles on the 4 Teen website for general and specific information about their leisure activities, and

understand some abbreviations and talk how they spend their free time.

- Vocabulary: Extra vocabulary related to leisure activities.

- Grammar: verbs of linking + gerund and verbs of linking + to-infinitives.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They can use the teenagers’ abbreviations in writing.

**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 new lesson.  ***b, Contents:*** Ss work individually to answer some questions.  ***c, Outcome***: Ss can answer questions well.  ***d, Organization****:* | |
| T asks some questions:  + What do you do in your free time?  + Why do you like doing it?  + How much time do you spend on leisure activities?  Ss answer the questions. |  |
| **2. Presentation (13’)**  ***a, Aim:*** Help Ss know some extra vocabularies related to the topic and understand the abbreviations in the text.  ***b, Contents:***  **+** Ss work individually to study extra vocabularies.  + Ss work in pairs to study the abbreviation.  ***c, Outcome***: Ss can know some extra vocabularies related to the topic and understand the abbreviations in the text well.  ***d, Organization****:* | |
| - T presents the vocabularies.  - Ss listen to the teacher twice. Repeat chorally, then individually. Then copy down in their notebooks.  - T sets the scene: *You are going to read about some activities teenagers do in their spare time*. *Cover the text and just look at the photos (with name and country).*  - T encourages Ss to guess what these students in the photos like doing as leisure activities. Ss do it.  - Then sets a reading time limit:  ? *Close books and play a memory game in competing groups.*  *? Tell how much information you can remember from the text.*  - Motivates Ss by counting every detail they remember without any checking comprehension.  - T asks Ss if they notice any other particular features of the text. T draws their attention to the form of the text (e.g. its layout and the abbreviation).  - T explains that this is from a webpage and that these abbreviations are informal language that is used online and in texting messages.  - T introduces the first abbreviation. Then asks Ss work in pairs to add more abbreviation. | **Extra Vocabulary.**  - window shopping = hang out  - to be hooked on sth: bị mắc vào, ham mê vào  - to be addicted to sth: bị nghiện làm  - to sound + adj ( weird / strange / challenging)  **1. Read the article on the magazine 4teen website**  **2. Study the abbreviations.** |
| **3. Practice (15’)**  ***a, Aim:*** Help understand the abbreviations in the text and do exercises well.  ***b, Contents:*** Ss work in groups to complete the table.  ***c, Outcome***: Ss can understand the abbreviations in the text and do exercises well.  ***d, Organization****:* | |
| - T has Ss work in small groups to complete the table. T allows Ss to read the text more closely to fill in the table.  - Ss do it. Then give the answers.  - T checks the answers and gives feedback. | **3. Find the information from the text to complete the table.**  **Key:**   |  |  |  | | --- | --- | --- | | **Who?** | **What activity is mentioned?** | **What does he/she think of it?** | | ***Emily*** | - hanging out with friend (window shopping)  - working as a volunteer | She loves it. | | ***Hang*** | Cloud watching | She adores it. It’s easy | | ***Linn*** | Going to community center, painting, dancing, doing drama | She loves it | | ***Minh*** | - playing football  - helping his aunt in running cooking class | He likes it.  He’s fun. | | ***Manuel*** | - Playing computer games.  - doing judo | He’s addicted to it.  It’s Ok. | |
| **4. Application (10’)**  ***a, Aim:*** Help Ss give their opinions about leisure activities of some students in the text.  ***b, Contents:*** Ss work in pairs to ask and give opinions about leisure activities.  ***c, Outcome***: Ss can give their opinions about leisure activities of some students in the text well.  ***d, Organization****:* | |
| - T asks students to practice in pairs asking and giving their opinion about leisure activities.  - Ss practice in pairs. | **Eg:**  A: What do you think of hanging out with best friends?  B: I think it is good because it can help to improve the relationship among us. And what do you think of playing computer games?  A: In my opinion, it is an entertainment activity but we shouldn’t spend a lot of time on this activity because it can be addicted |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:** Asks Ss to sum up the main content of the lesson.

**\* Homework**: Asks Ss to:

- Learn by heart the new words. Do C1, 2, D1 in workbook.

- Prepare ***Unit 1 - Skills 1.***

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| **Week 2 - Period 6**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to read for general and specific information about the positive and negative effects of using computer, then understand the text to do the reading tasks and talk about the impacts of using the computer and find out the solution.

- Vocabulary: virtual, effect, impact, exist, technology,

- The reading text.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They can use language to talk about leisure activities.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking: (3’)** Ask students to give their opinion about leisure activities

- What do you think of hanging out with best friends?

- What do you think of playing computer games?

- what do you think of playing football?

**2. New lesson:**

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| --- | --- |
| **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.  ***b, Contents:*** Ss work in pairs to answer the questions.  ***c, Outcome***: Ss can give benefits and bad effects of using computers and mobile phone well.  ***d, Organization****:* | |
| T asks Ss to work in pairs to answer some questionsabout using the computer and the mobile phone.  *- Do you have a computer at home?*  *- What do you use the computer for?*  *- What do you use the mobile phone for?*  *- What are the benefits of using computer or mobile phone?*  *- What are the harmful things it may bring us?*  - Ss answer the questions  - T writes the benefits and bad effects ofusing the computer and the mobile phone on the board.  - T introduces the new lesson. | **1. Discuss**   |  |  | | --- | --- | | **Benefits** | **Bad affects** | | - a fast and convenient way to get and send information  - For entertainment, communication, education | - harmful to eyes  - feel tired and dizzy  - Waste of time and money | |
| **2. Presentation (5’)**  ***a, Aim:*** Help Ss know some vocabularies related to the topic.  ***b, Contents:*** Ss work individually to study new words.  ***c, Outcome***: Ss can know some new words related to the topic to understand the reading text.  ***d, Organization****:* | |
| - T uses different techniques to teach vocabulary (situation, realia, situation, explanation/translation.).  - T follows the seven steps of teaching vocabulary.  - Ss listen to the teacher twice, repeat chorally, then individually. Then copy down in their notebooks.  🡪 Checking: Matching. | **Vocabulary**   |  |  | | --- | --- | | *+ virtual (adj):* | *ảo, không thực* | | *+ effect/ impact (n)* | *sự ảnh hưởng* | | *+ mind (n):* | *tâm trí, trí tuệ* | | *+ exist (v):* | *tồn tại, hiện có* | | *+ rely on (v):* | *lệ thuộc vào* | | *+technology (n) :* | *công nghệ* | | *+ban from* | *cấm đoán* | |
| **3. Practice (25’)**  ***a, Aim:***  **+** Help Ss understand the reading text and do reading exercises well.  + Help Ss speak and give fact or opinion about using computers and mobile phone for leisure activities.  ***b, Contents:***  **+** Ss work individually to choose the best answer.  + Ss work individually to write the questions for the answers.  + Ss work individually to study the Language note box.  + Ss work in pairs to give opinions.  ***c, Outcome***: Ss can know some new words related to the topic to understand the reading text.  ***d, Organization****:* | |
| - T asks Ss to work individually to choose the best answer. They need to be able to explain their choice as well.  - T tells Ss for this exercise they will need to look at the keywords in the responses in order to find out the questions.  - Ss work individually then compare their answers with a partner.  - T corrects their answers  - T asks Ss to read the notes and answer the questions individually:  *? Study the language in the* ***Language notes*** *box. How do you give an opinion?*  *? How do you ask for an opinion?*  => **Suggestion:**  A: In my opinion, computer games train your mind and your memory.  B: That’s so true. / I’m afraid I don’t agree.  - T explains to Ss that these speech bubbles are from Quang and his parents and then asks Ss to work in pairs to give an opinion.  T gives example  - Ss work in pairs, and say why they think who says what, based on the information from the passage.  - T calls Ss to give the answers. Ss do it.  - T checks and corrects as a class. | **I. Reading**  **2. Read the text and choose the correct answers.**  **Key**:  *1.B 2.C*  **3. Write the questions for the answers based on information from the text.**  **Key:**  *1.**Is Quang’s garden real?*  *2. What is the problem with using technology in your free time?*  *3. What leisure activities do teenagers do these days?*  *4. What are the benefits of using the computer?*  **II. Speaking**  **\* Language notes:**  *=> + I think that.*  *+ In my opinion.*  *=> + What do you think?*  *+ How do you feel about that?*  => **Agreeing**:  *I agree with you./ That's so true./ Exactly*  => **Disagreeing**:  *I'm afraid I don't agree./ I don't think so.*  **4. Quang and his parents are talking about how he should spend his free time. Decide which statement are from Quang and which are from his parents**  => **Answer key:**  ***Quang’s parents:*** *Go out and play a sport. It’s good for you!*  ***Quang’s parents:*** *Sitting for too long in front of the computer makes your eyes tired.*  ***Quang’s parents:*** *You see your real**friends less and less.*  ***Quang:*** *I think computer**games train my mind**and my memory.*  ***Quang:*** *I’ve made lots of friends from the**game network.*  ***Quang:*** *My English is much**better because I surf**the net.* |
| **4. Application (5’)**  ***a, Aim:*** Help Ss talk about the solution to make Quang and his parents happy.  ***b, Contents:*** Ss work in groups to role-play.  ***c, Outcome***: Ss can role play to find the solution to make Quang and his parents happy.  ***d, Organization****:* | |
| - Arrange Ss into three groups (the group that plays Quang, the group that plays Quang’s parents, and the group that plays his teacher.)  - Ask each group to brainstorm how they are going to express their opinions.  - When they are ready, put Ss into new groups which contain Quang, Quang’s parents, and Quang’s teacher.  - Call on two or three groups to repeat their role-play for the class. | **5. Role- play: What’s the solution?**  **Ex:**  **Quang**:I believe that my E is much better because I surf the Internet.  **Quang’s parents**: I don’t agree with you. Go out and play with your friends is much better.  **Teacher**: I agree with you Q. However, you shouldn’t spend much time on surfing the Net. It’s not good for your eyes. |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:** Asks Ss to review what they’ve learnt by answering the questions:

? How do you give and ask for an opinion? Recall the respond.

**\*Homework**: Asks Ss to:

- Learn by heart all the new words and structures. Do D2 in workbook.

- Prepare: ***Unit 1 - Skill 2.***

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| **Week 3 - Period 7**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 1: LEISURE ACTIVITIES**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to listen to get specific information about way of spending time with friends and write a paragraph to discuss an opinion about leisure activities.

- Vocabulary: Leisure activities lexical items

- The listening text.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They can give opinions and persuade others.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking: (3’)** Ask students to Talk about the benefits and bad effects of using computer or mobile phone

**2. New lesson:**

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| **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.  ***b, Contents:*** Ss work in pairs to ask and answer the questions.  ***c, Outcome***: Ss can answer the questions well.  ***d, Organization****:* | |
| - T asks Ss to work in pairs to share some of the things they often enjoy doing with friends in their free time with their friends. Ask some pairs to volunteer to tell the class if they find each other’s answers interesting. | **1. What do you usually do with your friends in your free time?**  ***-*** *We play badminton/ football/ listen to music*  *- I hang out/ go window shopping/ eat out with friends* |
| **2. Presentation (7’)**  ***a, Aim:*** Help Ss listen for general information of the text.  ***b, Contents:*** Ss work individually to listen and answer the questions.  ***c, Outcome***: Ss can answer the questions well.  ***d, Organization****:* | |
| - T tells Ss that they are going to a radio programme. T asks Ss to look at the questions and underline the key words before T plays the recording.  - T asks Ss to do the task individually. Ss do it.  - T calls Ss to answer the questions. Ss do it.  - T checks and corrects as a class. | **I. Speaking**  **2. Listen to the radio programme and answer the questions.**  **\*Key:**  *1. The topic of this week’s program is hanging out with your friends.*  *2. There are 2 main ways: hanging out indoors or outdoors.* |
| **3. Practice (18’)**  ***a, Aim:***  - Help Ss listen to get specific information about way of spending time with friends.  - Help Ss know how to write a paragraph to discuss an opinion and organize the idea.  ***b, Contents:***  **+** Ss work individually to listen and complete the table.  + Ss work individually to complete the paragraph with the words in the box.  ***c, Outcome***: Ss can do listening exercises well and know how to write a paragraph to give an opinion and organize the ideas.  ***d, Organization****:* | |
| - T plays the recording as many times as needed.  Ss work individually then compare answers with their partner.  T corrects their answers  - T introduces how to write a paragraph to give an opinion and organize the ideas.  - Ss listen to the teacher and take notes in their notebooks.  - T has Ss cover the box and write some of these words/phrases on the board. Ask Ss where in a paragraph they often see these words and what could be the purpose for using them. | **3. Listen again and complete the table.**  **\*Key:**  *1. movies 2. cinema 3. crafts*  *4. sports 5. physical health*  *6. people 7. cultural centers*  **II. Writing:** Writing to give an opinion/ Organizing your ideas  1. Introducing your opinion:  *In my opinion,*  *I believe*  2. Explaining your opinion:  *Firstly, secondly, thirdly, finally*  *besides, also, in addition*  3. Concluding/ summarizing your opinion  *For these reasons,*  *In short,*  *As I have noted,*  **4. Complete following paragraph with the words in purple box.**  **Key:**  *1. In my opinion,/ I believe*  *2. Firstly*  *3. Secondly*  *4. Besides/ Also / In addition*  *5. For these reasons/ In short / As I have noted* |
| **4. Application (10’)**  ***a, Aim:*** Help Ss write a short passage about giving an opinion.  ***b, Contents:*** Ss work individually to write a short passage about giving an opinion.  ***c, Outcome***: Ss can write a short passage about giving an opinion well.  ***d, Organization****:* | |
| - T asks Ss to work individually to complete the task, and discuss their answers with a partner. Remind Ss that for some gaps there is more than one correct answer.  - Ss work individually to do the task. | **5. Write a short passage about giving an opinion**  **Suggested writing:**  *I believe the best leisure activity for teenagers is any group activity. This could be a hobby group or even volunteering. Firstly, teenagers like to feel that they belong t a group. Secondly, being part of a group helps teenagers make friends. Friendships are very important to teenagers. In addition to, they will make friends with people who have the same interests as them. For these reasons, I think group activity is the best for teenagers.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recalls what they have learnt.

- Consolidates more about the main contents of the lesson.

**\* Homework:** Asks Ss to:

- Asks ss to choose one of the ideas in Part 6(communication- Looking back) (Page 14) and write about it.

- Do E1,2, 3 P 8 (Workbook)

- Prepare: ***Unit 1 -******Looking back and Project.***

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| **Week 3 - Period 8**  *Date of planning: ././*  *Date of teaching: ././* | **UNIT 1: LEISURE ACTIVITIES**  **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 links with the topics.

- Vocabulary: leisure activities lexical items, gerunds, verbs of liking.

- Grammar: Verbs of liking + Gerunds/ Infinitives.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They can practice doing some exercises to consolidate and apply what they have learnt in Unit 1.

**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. Warm up (4’)**  ***a, Aim:*** To warm up the class and lead in the new lesson.  ***b, Contents:*** Ss work in groups to play a game.  ***c, Outcome***: Ss can talk about their leisure activities well.  ***d, Organization****:* | |
| T lets them play game: fluency lines  - Divide the class into two lines  - T asks Ss to talk about how they spend their free time at home.  -Time: 3 minutes | \***Game: fluency lines**  Eg:  A: What do you do in your free time?  B: I go out with my friends. |
| **2. Practice (32’)**  ***a, Aim:*** Help Ss review vocabulary related to leisure activities, grammar about gerund or infinitive and talk about leisure activities.  ***b, Contents:***  **+** Ss work individually to find the odd one out.  + Ss work individually to rearrange the letters to find the names of the activities.  + Ss work individually to fill in the gaps with the correct form of the verbs.  + Ss work individually to complete the following sentences with their own ideas.  + Ss work individually to choose the most suitable words / phrases to fill the gaps.  + Ss work individually to choose the leisure activity in this unit.  ***c, Outcome***: Ss can review vocabulary, grammar in unit 1 and do related exercises well. They can also talk about leisure activities well.  ***d, Organization****:* | |
| - T asks Ss to complete this exercise individually. Ss do it.  - T asks Ss to give the answers and explain their answers.  - Ss complete this task individually.  - T checks and corrects.  - T asks Ss to complete this exercise individually.  - T asks Ss to give the answers and explain their answers.  - Ss complete this task individually.  - T checks and corrects.  - T asks Ss to work individually to complete the exercise.  - Ss work individually to complete the exercise. Then Ss share the answers with partners.  - T calls Ss to write the answers on board.  - T checks and corrects.  - T has Ss complete the sentences using their own ideas. Remind them to use gerunds or to-infinitives. Ss do it individually.  - T has some Ss read out their sentences. Accept all answers as long as they make sense.  - Ss work individually to complete the exercise and read the answers  - T asks Ss to do the task.  - Ss work individually then compare with a partner.  - After Ss have finished T may explain to them that they can register as a user on the website [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) in order to be protected when they go online.  - Allow Ss plenty of time to do this task. For each activity they choose, they should be able to give at least one reason that led them to the decision.  - Ss do the task individually.  - T asks Ss to complete the self-assessment. Have Ss discuss as a class what difficulties remain and what areas the Ss have mastered.  - Provide further practice if necessary. | **I. Vocabulary**  **1. Which one is the odd one out?**  **Key:**  *1. DIY 2. hanging out*  *3. hospital 4. detest*  *5. boring 6. computer*  **2. Rearrange the letters to find the name of the activities.**  *1. socializing with friends*  *2. relaxing*  *3. communicating with friends*  *4. doing DIY*  *5. meeting*  *6. making crafts.*  **II. Grammar**  **3. Fill in the gaps with the correct form of the verbs**  **Key**:  *1. working*  *2. to learn / learning*  *3. seeing 4. doing*  *5. meeting 6. play*  **4. Complete the following sentences with your own ideas.**  *1. My best friend doesn’t mind cooking and doing the housework.*  *2. Do you fancy making crafts in your free time?*  *3. My father used to hate driving in busy street but now he likes doing it.*  *4. I love caring for trees and flowers in the garden.*  *5. My cousin detests going out on cold days.*  **5. Choose the most suitable words / phrases to fill the gaps.**  **Key:**  *1. Firstly*  *2. Secondly*  *3. Thirdly*  *4. In addition*  *5. In short*  **III. Communication**  **6. Choose from the leisure activities in this unit.** |
| **3. Application (7’)**  **PROJECT: JOIN OUR LEISURE ACTIVITIY**  ***a, Aim:*** Help students do the project about leisure activity.  ***b, Contents:*** Ss work in groups to do the project.  ***c, Outcome***: Ss can know how to do the project well.  ***d, Organization****:* | |
| - Divide Ss into groups of six.  -T explains for Ss how to do the activity at home. | **Join our leisure activity.** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks Ss to sum up the main content of the lesson. T consolidates more.

**\*Homework:** Asks Ss to:

- Finish their project.

- Prepare: ***Unit 2: Getting started.***

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| **Week 3 - Period 9**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 2: LIFE IN THE COUNTRYSIDE**  **Lesson 1: Getting started** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, students will be able to understand about the country life through the dialogue between Nick and Nguyen.

- Vocabulary: related to life in the countryside: harvest time, buffalo - drawn cart, herd, envious, paddy field.

- Grammar: Present simple tense, comparative forms.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hard-working and attentive. They can interact with each other to compare life in the countryside and life in the city.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking:** Asks Ss to present their project **(5’)**

**2. New lesson:**

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| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **Warm- up (3’)** ***a, Aim:*** To warm up and help Ss pay attention in the lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can know answer the questions well. They can have some ideas about new lesson.  ***d, Organization****:* | |
| - T introduces Nguyen and Nick.  - T asks some questions and ask Ss to guess where they are and what they are doing. Ss answer the questions.  - T introduces the new lesson. | *Questions:*  *1. What can you see in the picture?*  *2. What do the farmers do?*  *3. What do the children do?* |
| **2. Presentation (10’)**  ***a, Aim:*** Help Ss study some vocabularies, listen and read the conversation the topic “Life in the countryside”.  ***b, Contents:***  **+** Ss work individually to study the vocabulary.  + Ss work in pairs to listen and read.  + Ss work individually to decide the True or False sentences.  ***c, Outcome***: Ss can know some vocabularies and listen and read the conversation well.  ***d, Organization****:* | |
| - T presents some new words.  - Ss copy and read.  - T asks Ss to look at ***Activity 1a*** before listening and reading the dialogue and predict T/ F statements.  - T asks ss to run through the statements then let ss work individually to predict. Ss do it.  - T collects Ss' ideas. The T asks ss to listen, read and check their predictions.  - T plays the recording twice for Ss to check. Ss listen and check.  - T gets Ss’ answers and check as a class; asks ss where in the dialogue they can find their answers. | **\*New words:**  buffalo-drawn cart: xe trâu kéo  ridden a cart: lái xe (trâu)  herd: chăn dắt  envious: ghen tị  charades: đố chữ  whisper: nói nhỏ  \* **T/ F predictions**:  **\* Listen and Read**  **1a. True or false.**  **Key** : *1-T, 2- F, 3-F, 4-T, 5-T* |
| **3. Practice (20’)**  ***a, Aim:*** Help Ss understand the conversation by doing exercises and know more activities that children do in the countryside.  ***b, Contents:***  **+** Ss work in pairs to answer the questions.  + Ss work individually to complete the sentences with the words in the box.  + Ss work in groups to discuss and tick the box.  + Ss work individually to match the activities with the pictures.  ***c, Outcome***: Ss can do exercises well and know more activities that children do in the countryside.  ***d, Organization****:* | |
| - T asks the Ss to read again and answer the questions in pairs. Ss practice.  - T asks some pairs practice in front of the class. Ss give the answers.  - T checks and corrects. (extra- board)  - T asks Ss to complete the sentences with the words in the box.  - Ss do exercise individually and give the answers.  - T checks and corrects.  - Runs through the sentences.  - Has ss work in small groups to discuss and tick the correct the box and look for expression(s) to support their answer.  - T asks the Ss to do exercise individually. Ss do it.  - T asks Ss to compare the answers with the others. Ss do it.  - T checks and corrects. | **1b. Answer the following questions**  **Key:**  *1. He is in the countryside.*  *2. Right on his first day there.*  *3. It’s big and colorful.*  *4. His grandfather.*  *5. Yes, he does.*  **1c. Complete the sentences with the words in the box.**  **Key:**  *1. Colorful 2. move slowly*  *3.harvest time. 4.paddy field*  *5. herring 6. buffalo- drawn card*  **1d.** **Discuss and tick the box**  **=> Suggested answers:**  *+ He likes it.*  *‘it’s more exciting than I expected.’*  *“It (the kite) looks great up there in the sky”.*  *‘It live more happily here, and there’s still a lot more to explore’.*  **2. Match the activities with the pictures**  **Key:**  1.e, 2.f, 3.a, 4.c, 5.d, 6.b |
| **4. Application (5’)**  ***a, Aim:*** Help Ss make a list of activities that children often do in the countryside.  ***b, Contents:*** Ss work in pairs to make a list of activities that children often do in the countryside  ***c, Outcome***: Ss can make a list of activities that children often do in the countrysidewell.  ***d, Organization****:* | |
| - T has Ss work in pairs to brainstorm some more countryside activities. T gives Ss a time limit, for example, two minutes to make their lists.  - Ss work in pairs to do the task.  - T calls on each pair to share their list with the class. Ss share their lists.  - T writes the combined list of activities on the board and leaves it there to be used in the next activity.  - Before moving on, T makes sure everybody understands all the vocabulary on the board. | **3.Think of some more things that children do in the countryside. Make a list.**  ***Example***:  They climb trees.  They go swimming in the river. |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:** Consolidates ss more about the lesson**.**

**\*Homework:** Asks Ss to:

- Do exercise 1,2 in workbook. Write some activities that children do in the countryside

- Prepare ***Unit 2 - A closer look 1.***

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| **Week 4 - Period 10**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 2: LIFE IN THE COUNTRYSIDE**  **Lesson 2: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, students will be able to Pronounce words containing the clusters /bl/ and /cl/ correctly in isolation and in context and talk about life in the countryside.

- Vocabulary: related to life on the countryside: brave, nomadic, vast, blackberry,

- Grammar: Simple present, simple progressive

- Pronunciation: Clusters (/bl/ and /cl/)

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students have loving attitude towards the life of the countryside. They can use the comparison of Adjectives and Adverbs to talk about the life in the city and in the countryside.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking (3’):** T asks Ss to talk some activities that children do in the countryside.

**2. New lesson:**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm- up (5’)** ***a, Aim:*** Help Ss pay attention to the lesson.  ***b, Contents:*** Ss work individually to listen and repeat the words.  ***c, Outcome***: Ss can listen and write as many words as they can.  ***d, Organization****:* | |
| - T calls two students go to the board and then plays the tape (three times)  - Each student listens and write words  - The student which writes right words is the winner  - T introduces the lesson. | **1. Listen and repeat the words.**  *slow, colourful, friendly, hard, brave, boring, inconvenient, vast, peaceful, nomadic.* |
| **2. Presentation (5’)**  ***a, Aim:*** Help Ss know more vocabularies about the topic: “Life in the countryside”  ***b, Contents:*** Ss work individually to study new words.  ***c, Outcome***: Ss can know more vocabularies related to the topic: “Life in the countryside”  ***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 in their notebooks.  => **Checking**: Slap the board. | **I. Vocabulary:**  *+ brave (adj): rung cảm*  *+* ***no****madic (adj): có tính du mục*  *🡪 nomad (n) : dân du mục*  *+ vast (adj): rộng lớn*  *+* ***black****berry (n): quả mâm xôi*  *+ hay (n): cỏ khô*  *+ bloom (v, n): nở hoa, sự nở hoa* |
| **3. Practice (25’)**  ***a, Aim:***  + Help Ss use vocabularies about the topic: “Life in the countryside” to do exercises.  + Help Ss pronounce correctly words containing the clusters */ bl/* and */cl/.*  ***b, Contents:***  + Ss work in groups to put the words in 1 into the appropriate category.  + Ss work in pairs to match the nouns and noun phrases with each verb.  + Ss work in groups to complete the sentences.  + Ss work individually to listen and repeat the words.  + Ss work individually to listen to the sentences and repeat.  ***c, Outcome***: Ss can use vocabularies about the topic: “Life in the countryside” to do exercises well. They can also pronounce words containing the clusters */ bl/* and */cl/* correctly.  ***d, Organization****:* | |
| - T asks the Ss to work in groups to put the words in 1 into the appropriate category.  - Ss do it in groups of 8. (studying- cards)  - T asks some Ss to give the answers. Ss give the answers.  - T checks and corrects. (extra- board)  - T asks the Ss to do exercise in pairs. Ss do it.  - T asks Ss to compare the answers with the others. Ss do it.  - Ss give the answers. T checks and corrects. (extra- board)  - T asks the Ss to complete the sentences. (work ingroups of 4).  - Ss do it in groups of 4. (studying- cards)  - T asks some Ss to give the answers. Ss give the answers.  - T checks and corrects. (extra- board)  - T plays the recording and asks Ss to listen and repeat. Ss do it.  - T pauses the recording to drill difficulty items.  - T has Ss say the words individually. Ss do it.  - T has Ss look at the sentences and underline the words with clusters /bl/ and /cl/ first. Then T plays the recording.  - Has Ss then listen and repeat individually. Ss do it. | **2. Put the words in 1 into the appropriate category.**  **Key:**  ***People****: friendly, nomadic, brave, boring, colorful.*  ***Life****: slow, colorful, hard, boring, inconvenient, peaceful, nomadic*  ***Scenery****: vast, colorful, peaceful.*  **3. Match the nouns and noun phrases with each verb.**  **\* Keys**  *Ride: a horse, a camel.*  *Put up: a pole, a tent*  *Collect: water, hay*  *Herd: the buffaloes, the cattle*  *Pick: wind flowers, apples*  **4. Complete the sentences**.  **\* Keys**  *1. picking*  *2. inconvenient/ collect*  *3. herd*  *4. ridden/ brave*  *5. peaceful*  *6. nomadic*  *7. vast*  *8. put up, hard.*  **II. Pronunciation**  **5. Listen and repeat the words**  **7. Listen to the sentences and repeat** |
| **4. Application (5’)**  ***a, Aim:*** Ss can listen and identify the correct words containing the clusters */ bl/* and */cl/.*  ***b, Contents:*** Ss work in pairs to listen and circle the word they hear.  ***c, Outcome***: Ss can listen and identify the correct words containing the clusters */ bl/* and */cl/* correctly.  ***d, Organization****:* | |
| - T has Ss listen and circle the words. T asks Ss to do the activity in pairs and challenge each other to choose the correct words. Ss do it.  - Ss give the answers.  - T checks and corrects as a class. | **6. Listen and circle the word you hear**  **Key :** *1. Blame**2. Blasts 3. Blue*  *4.clock 5. close* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall what they have learnt in this lesson

- Consolidates more about the contents of the lesson

**\* Homework:**  Asks Ss to:

+ Learn by heart all the new words.

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

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| **Week 4 - Period 11**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 2: LIFE IN THE COUNTRYSIDE**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, students will be able to review comparative forms of adjectives and know how to use comparative forms of adverbs of manner.

- Vocabulary: Life in the countryside lexical items

- Grammar: Comparative forms of adjectives and adverbs of manner

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students have loving attitude towards the life of the countryside. They can make comparisons well.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking (3’):** T asks Ss to write the vocabulariesthey have learnt in Unit 2 so far.

**2. New lesson:**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm- up (5’)** ***a, Aim:*** Help Ss review comparative form of adjectives.  ***b, Contents:*** Ss work individually to write comparative form of the adjectives.  ***c, Outcome***: Ss can review comparative form of adjectives and do exercise correctly.  ***d, Organization****:* | |
| - T asks the Ss to do exercise individually. (Extra- board). Ss do it.  - T asks some Ss to write their answers on the board. Some Ss write, the others give comment.  - T checks and corrects.  - T asks them to retell about comparative form of adjectives. Ss do it.  - T introduces the lesson. | **Write comparative form of the adjectives below.**  Tall-  Big-  Good-  Expensive-  **Key:**  *Tall- taller- tallest*  *Big- bigger- biggest*  *Expensive- more expensive- most expensive* |
| **2. Presentation (10’)**  ***a, Aim:*** Help Ss do exercises of comparative form of adjectives and know how to use comparative form of manner.  ***b, Contents:***  **+** Ss work in pairs to complete the passive using comparative form of adjectives.  + Ss work individually to study the comparative forms of adverbs.  ***c, Outcome***: Ss can do exercise of comparative form of adjectives correctly and know how to use comparative form of manner well.  ***d, Organization****:* | |
| - T aks Ss to work in pairs to do the exercise. Ss do it.  - T checks as a class and write the answers on the board with the full forms of comparisons.  - Keeps them for later reference when the comparative of adverbs is taught.  -T first revises different uses of an adjective and an adverbs. For example, T write “*Life in the city is slow/slowly*” and the comparative forms of adverbs by changing the second sentence to “He is moving more slowly than before. Ss listen and take notes.  - T elicits the form of comparative forms before letting them read number 1 in the yellow table. Ss listen and take notes.  - T then introduces comparatives of irregular adverbs like “*fast -, hard, late, early, good and badly.”* Ss listen and take notes.  - Lets Ss read number 2 and 3 in the table.  Ss do it. | **1. Complete the passage below with a suitable comparative form of adjectives provided.**  **Keys:**  *1.higher 2. easier*  *3. better 4. more exciting*  *5. more convenient 6. happier*  *7. more friendly 8. fast*  *9. safer 10. Best*  **Comparative forms of adverbs**  1. *Adverb ending in ly*:  more/ less+ adverb + than  2. *Adverb + er:* is the form of comparative for adverbs of manner with the same form as adjectives  Fast- faster  Early- earlier  Late – later  Hard -harder  3. *Some irregular forms*  well- better  badly- worse |
| **3. Practice (20’)**  ***a, Aim:*** Help Ss do exercises related to the comparative form of adverbs.  ***b, Contents:***  **+** Ss work individually to complete the sentences with suitable comparative forms of adverbs.  + Ss work in pairs to finish the sentences below with a suitable comparative form of *hard, early, hate, fast, well and badly.*  + Ss work in groups to underline the correct comparative forms to complete the sentences.  ***c, Outcome***: Ss can understand the use comparative form of adverbs and do related exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to complete the sentences with suitable comparative forms of adverbs.  - Ss work in dividually and share their answers. Then Ss give the answers.  - T corrects.  - T asks the Ss to do exercise in pairs. Ss do it.  - T asks Ss to compare the answers with the others. Ss do it.  - Ss give the answers.  - T checks and corrects. (extra- board)  - T asks the Ss to work ingroups of 4 to complete the sentences.  - Ss do it in groups of 4. (studying- cards)  - T asks some Ss to give the answers. Ss give the answers.  - T checks and corrects. (extra- board) | **2. Complete the sentences with suitable comparative forms of adverbs**  **\*Key:**  *1. more slowly*  *2. more soundly*  *3. less traditionally*  *4. more generously*  *5. more healthily*  **3. Finish the sentences below with a suitable comparative form of *hard, early, hate, fast, well and badly.***  **\* Keys**  *1. better. 2. faster*  *3. later  4. harder*  *5. worse  6. earlier*  **4. Underline the correct comparative forms to complete the sentences**  **\* Key:**  *1. more optimistically*  *2. popularly*  *3. less densely populated*  *4. more quickly*  *5. more easily*  *6. better* |
| **4. Application (5’)**  ***a, Aim:*** Help Ss use the comparative form of adjectives and adverbs to write the answer for the questions.  ***b, Contents:*** Ss work individually to write the answer for the questions.  ***c, Outcome***: Ss can write the answer for the questions by using the comparative form of adjectives and adverbs well.  ***d, Organization****:* | |
| - T asks the Ss to write the answer for the questions below.  - Ss do it.  - T asks some Ss to compare the answers with their friends.  - Ss do it.  - Ss give the answers.  - T checks and corrects. | **5. Write the answer for the questions below.**  **Key:**  *1. The countryside is more peaceful. / The countryside is more peaceful than the city.*  *2. A computer works faster at calculus. / A computer works faster at calculus than a human being.*  *3. Life in a remote area is harder. / Life in a remote area is harder than that in a modern town.*  *4. Ho Chi Minh City is more expensive. / Ho Chi Minh City is more expensive than Hue.*  *5. Animals can smell better than human beings.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks Ss to answer: “What is the forms of comparative of adverbs?”

**\* Homework**: Asks Ss to:

+ Learn by heart all the new words and structures

+ Make your own sentences with comparative form of adverbs.

+ Prepare: ***Unit 2 – Communication.***

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| **Week 4 - Period 12**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 2: LIFE IN THE COUNTRYSIDE**  **Lesson 4: Communication + Test 15’** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, students will be able to: Read some posts on “Holidays in the countryside” and reply to the posts.

- Vocabulary: lexical items related to the topic “*Life in the countryside*”

- Grammar: Comparative forms of adj/adv.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students have loving attitude towards the life of the countryside. They can develop their abilities of reading and replying to the posts.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Test 15’**

**Written test 15’ (No 1)**

**I. Complete the sentences, using the *comparative form* of the adjectives given: (5pts)**

1. An elephant is (big) than a mouse.

2. The weather today is (hot) than it was yesterday.

3. A diamond costs a lot of money. A diamond is (expensive) than ruby.

4. A lake is (small) than an ocean.

5. Good health is (important) than money.

**II. Choose the best answer (5pts)**

1. Nga likes with her close friend on Saturday evenings.

A. window shop B. window to shop C. window shopping

2. She often hangs with her friends in the park.

A. in B. out C. of

3. My father enjoys tennis in his freetime.

A. playing B. to play C. play

4. He doesn’t mind homework.

A. do B. to do C. doing

5. My sister dances than me.

A. better B. gooder C. weller

6. My house is hers.

A. cheaper than            B. cheaper          C. than

7. Last week was the harvest time. I was staying with my uncle and I helped him load the rice onto the .

A. buffalo – drawn cart B. cart buffalo – drawn C. cart – drawn buffalo8. The life in the countryside is than the life in the city.

A. slowly B. more slowly C. most slowly

9. She loves DIY.

A. make B. making C. doing

10. Living in the countryside is than living in the city.

A. peaceful B. more peaceful C. most peaceful

**Written test 15’ (No 2)**

**I. Complete the sentences, using the *comparison form* of the adjectives given.**

1. A village is (small) . than a city in size.

2. This house is (beautiful) . than that house.

3. A horse is (big) . than a cat.

4. Health is (important) than money.

5. A car is (expensive) than a bike.

**II. Choose the best answer (5pts)**

1. My parents love very much.

A. do gardening B. do garden C. doing gardening

2. His father fancy football after work.

A. playing B. to play C. play

3. Do you like origami?

A. make B. makes C. to make

4. My sister doesn’t mind housework.

A. do B. to do C. doing

5. She can sing . than her sister.

A. better B. gooder C. weller

6. This book is than that book.

A. expensive            B. more expensive         C. most expensive

7. He enjoys to the melody in his free time.

A. listening B. hearing C. speaking

8. He sometimes goes the buffaloes with the boys.

A. herd B. to herd C. herding

9. The countryside is . than the city.

A. peaceful B. more peaceful C. peacefuler

10. I to do housework everyday.

A. hate B. enjoy C. detest

**Answer key**

**Written test No 1**

**I. Complete the sentences, using the *comparative form* of the adjectives given:** *(1pt for each correct answer)*

1. bigger 2. hotter 3. more expensive

4. smaller 5. more important

**II. Choose the best answer** *(0.5 pt for each correct answer)*

1. C 2. B 3. A 4. C 5. A 6. A 7. A 8. B 9. C 10. B

**Written test No 2**

**I. Complete the sentences, using the *comparative form* of the adjectives given:** *(1pt for each correct answer)*

1. smaller 2. more beautiful 3. bigger

4. more important 5. more expensive

**II. Choose the best answer** *(0.5 pt for each correct answer)*

1. C 2. A 3. C 4. C 5. A 6. B 7. A 8. C 9. B 10. A

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**2. New lesson:**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Presentation (5’)**  ***a, Aim:*** Help Ss know more about vocabularies related to the topic.  ***b, Contents:*** Ss work individually to study extra vocabulary.  ***c, Outcome***: Ss can know more about vocabularies related to the topic “Life in the countryside”.  ***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. Then copy all the words.  => **Checking**: Rub out and remember. | **Extra vocabulary:**   |  |  | | --- | --- | | + dis**turb (v)** | làm phiền | | + **bee**hive (n) | tổ ong | | + ex**pe**rience (n) | trải nghiệm | | + urbani**za**tion (n) | sự đô thị hóa | | + **po**sitive (adj) | tích cực | | + **ne**gative (adj) | tiêu cực | | + **neu**tral (adj) | trung lập | |
| **2. Practice (15’)**  ***a, Aim:*** Help Ss understand the posts on “Holiday in the countryside”.  ***b, Contents:***  **+** Ss work individually to read the posts on “Holiday in the Countryside”.  + Ss work individually to tick (v) the appropriate box.  ***c, Outcome***: Ss can understand the posts and do related exercises well.  ***d, Organization****:* | |
| - T introduces the new lesson: *We are going to read some posts and reply to them.* Posts are common features of social media sites. They allow people to review things or give their opinions about things. They also allow others to respond to the posts with their own opinions, such as an online dialogue occurs. The writing style of online posts is usually short, informal and honest or direct.  **\* Pre questions**  *? Where do these people live?*  *? Do they have the same opinion of staying in the countryside?*  - T asks Ss to read the posts individually to answer the questions. Ss do it.  - T asks ss to look through the table and make sure that ss understand the requirement.  - T has ss work individually to do the exercise then Ss can compare their answers with partner and discuss any differences. Ss do it.  - T checks the answers as a class. | **1. Read the posts on “Holiday in the Countryside”.**  **Key***:*  *+ They live in big cities.*  *+ No, they don’t.*  **2. Tick (v) the appropriate box.**  **Key:**   |  |  |  |  | | --- | --- | --- | --- | |  | Positive | Neutral | Negative | | Dennis | ✓ |  |  | | Julie | ✓ |  |  | | Phirun |  |  | ✓ | | Yumi | ✓ |  |  | | Emi |  | ✓ |  | | Lan | ✓ |  |  | | Bob |  |  | ✓ | |
| **4. Application (8’)**  ***a, Aim:*** Help the Ss talk their opinion about the benefits of the countryside.  ***b, Contents:*** Ss work in groups to write their replies to the posts in 1.  ***c, Outcome***: Ss can talk their opinion about the benefits of the countryside well.  ***d, Organization****:* | |
| - T explains that now they have a change to reply each post with their own opinions  - T puts Ss into groups of 4 ss. Hand out apiece of blank paper for each post. Have the groups write the name of each post at the top, *e.g. Bob from London.* Have each student writes a short reply to a post and then passes the paper to the person on their left. They take the next paper from the person on their right. They read the reply and then add their own.  - Continues passing the papers around until everyone has replied to every post. Ss refer to the examples as models for their answers.  - T asks each group to read out one of their reply chains to a post and discuss it as a class. | **3. Reply to the posts in 1. Write down the replies.**  **Example:**  *It is very peaceful and quiet as there are no traffic jams. The country is less polluted. you don't need to worry about your health condition, so the air is fresh, and water is clean.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to sum up 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 2 - Skills 1.***

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| **Week 5 - Period 13**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 2: LIFE IN THE COUNTRYSIDE**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, students will be able to understand the content of the reading text about an unusual life in Mongolia by answering the questions.

- Vocabulary: Life in the countryside lexical items: ***dai****ry product,* ***pas****ture,*

- Grammar: Comparative forms of adjectives and adverbs.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students have loving attitude towards the life of the countryside. They can express what they like/dislike about something.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking (3’):** Asks Ss to express their opinion about the benefits of the countryside.

**2. New lesson:**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm- up (3’)** ***a, Aim:*** To warm up the class and lead in the new lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can have some information about the text they are going to study in Skills 1.  ***d, Organization****:* | |
| - T shows Ss some pictures of Mongolia.  - T writes the word *Mongolia* on the board. Then T has Ss brainstorm what they know about this country and its people (*They can express some words in Vietnamese if they can’t express in English)*  - Keeps it to the end of the period.  - Introduces the new lesson. | **Brainstorming**  **Mongolia***: move a lot, don’t live in houses* |
| **2. Presentation (7’)**  ***a, Aim:*** Help Ss know some vocabularies related to the text and know the topic of the reading text  ***b, Contents:*** Ss work individually to study vocabularies related to the topic.  ***c, Outcome***: Ss know some vocabularies related to the text and know the topic of the reading text well.  ***d, Organization****:* | |
| - T uses different techniques to teach vocabulary (situation, realia.). Follow the seven steps of teaching vocabulary.  - Ss listen carefully the T’s modeling twice. Repeat in chorus and individually. Then copy all the words.  => **Checking**: Rub out and Remember.  - T asks ss to look at the picture and sets the scene:  *+ What can you see in the picture?*  *+ Where do you think it is?*  *+ Why do you think so?*  - T leads ss in the reading text about Mongolia.  - Ss listen to the teacher and answer while watching the picture. | **Vocabulary:**   |  |  | | --- | --- | | *+* ***dai****ry product (n):* | *sản phẩm sản xuất từ sữa* | | *+* ***pas****ture (n)*  *=*  ***grass****land (n):* | *đồng cỏ* | | *+* ***cir****cular (adj):* | *có hình tròn* | | *+* ***per****manent (adj)* | *lâu dài* | | *+ (to) drop:* | *giảm mạnh* | | *+ cattle (pl):* | *gia súc* | | *+ highland (n):* | *cao nguyên* |   **\* Present the reading text:** |
| **3. Practice (22’)**  ***a, Aim:***  + Help Ss understand the nomadic life by doing reading exercises.  + Help Ss talk about what they like or dislike about nomadic life and the countryside.  ***b, Contents:***  **+** Ss work individually to read and choose the most suitable heading for each paragraph.  + Ss work individually to match the descriptions with the words/ phrases from the passage.  + Ss work individually to read again and choose the best answer.  + Ss work in pairs to interview their partner about what he/she likes/ doesn’t like about the life of the nomads.  ***c, Outcome***: Ss can understand the nomadic life by doing reading exercises correctly and Ss can talk about what they like or dislike about nomadic life and the countryside.  ***d, Organization****:* | |
| - T asks Ss to read the headings first and make sure they understand their meanings. They then read each part of the passage and choose the correct heading for it.  - T checks the answers as a class.  - T asks Ss to read the passage again and underline the words (1-5) in the passage. They then try to guess the meanings of these words, based on the context. Ss complete the exercise independently. (Extra- board)  - T asks them to read and choose the best answer in pairs. Ss do it.  - T guides Ss to look for keywords which can help them find the part of the passage where the information for the answers is given.  - T encourages Ss to follow up and talk about as many different details as possible. Ss work in pairs.  - To follow up, T can ask some pairs to report on their likes and dislikes.  - T can make two lists of their likes and dislikes on the board and see which ideas are the most common. | **I. Reading**  **1. Read and choose the most suitable heading for each paragraph.**  **Key:**  *1. B. The importance of cattle to the nomads*  *2. C. The nomads’ home*  *3. A. Nomadic children’s lives*  **2. Match the descriptions with the words/ phrases from the passage.**  **Key:**  *1. b 2.d 3. e 4. a 5. c*  **3. Read again and choose the best answer A, B, C or D.**  **Key:**  *1. A 2. C 3. A 4. B 5. B 6. D*  **II. Speaking**  **4. Interview your partner to find out what he/she likes/ doesn’t like about the life of the nomad.**  **Example:**  *A: What do you like about their nomadic life?*  *B: Well, the children learn to ride a horse.*  *A: And what don’t you like about it?*  *B: They can’t live permanently in one place.* |
| **4. Application (8’)**  ***a, Aim:*** Help Ss talk about what they like or don’t like about life in the countryside.  ***b, Contents:*** Ss work in pairs totalk about what they like or don’t like about life in the countryside.  ***c, Outcome***: Ss talk about what they like or don’t like about life in the countryside well.  ***d, Organization****:* | |
| - T lets Ss move from talking about nomadic life to the countryside in Viet Nam.  - For more advanced Ss, and if time allows, lets the whole class listen to each list and discuss what they think about these likes/dislikes. | **5. Discussion**  **Example:**  *A: What do you like about the life in the countryside?*  *B: The air is fresh.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall what they have learnt in this lesson.

- Consolidates more about the contents of the lesson.

**\* Homework**: Asks Ss to:

- Learn by heart all the new words. Guide ss how to do exercises (***workbook***)

- Prepare: ***Unit 2 - Skills 2***

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| **Week 5 - Period 14**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 2: LIFE IN THE COUNTRYSIDE**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to use lexical items related to the topic “***Life in the countryside***”.

*-* Vocabulary: Vocabulary relating to “***Life in the countryside***”

*-* Grammar: Comparative forms of adjectives and adverbs.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students have good attitude towards countryside life and love with nature. They can give the opinions about the changes in rural area.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking (3’):** Asks Ss to talk about what they like or dislike about nomadic life and the countryside.

**2. New lesson:**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm- up (5’)** ***a, Aim:*** Help Ss pay attention to the lesson.  ***b, Contents:*** Ss work in groups to put the phrases into the correct column.  ***c, Outcome***: Ss can know some information about the life in the past and now.  ***d, Organization****:* | |
| - T divides the class into two groups.  - T asks Ss to put the phrases into the correct column. Ss do it.  - T calls each group go to the board and write.  - The group with more right sentences is the winner.  - T leads in new lesson: In the past, means of transports is animal such as: horse, buffaloes Now they travel by motorbikes and cars. Now, we don’t use oil lamps any more. We have electric lights. | **Key:**   |  |  | | --- | --- | | **In the past** | **Now** | | *- use oil lamp*  *- ride a horse*  *- walk to work*  *- live in earthern house.*  *- live far from school*  *- play with the nature* | *- Use electric light*  *- travel by motorbikes*  *- live in a brick house*  *- Use electric fan, air-conditioner.*  *- live near school*  *- play video games*  *- have TV* | |
| **2. Presentation (5’)**  ***a, Aim:*** Help Ss know some vocabularies related to the topic.  ***b, Contents:*** Ss work individually to study new words.  ***c, Outcome***: Ss can know some vocabularies related to the topic well.  ***d, Organization****:* | |
| - Teacher uses different techniques to teach vocabulary (situation, realia.). Follow the seven steps of teaching vocabulary.  - Ss listen carefully to the T’s modeling twice, repeat in chorus and individually. Then copy all the words.  => **Checking**: *Rub out and remember.* | **Vocabulary:**  *+ equip (v):**trang bị*  ***🡪*** *equipment (n): trang thiết bị*  *+ oil lamp (n): đèn dầu*  *+ stream (n): dòng suối*  *+ change (v, n): thay đổi*  *+ rural area (n): vùng nông thôn* |
| **3. Practice (20’)**  ***a, Aim:*** Help Ss listen to the information about changes in the countryside and and write about the changes in their village.  ***b, Contents:***  + Ss work individually to listen and tick the changes the boy mentions.  + Ss work individually to listen and decide True or False.  + Ss work individually to listen and answer the questions with no more than 4 words.  + Ss work in pairs to write their opinions about the positive changes and negative changes in the listening text.  + Ss work in groups to discuss and find some changes in the rural area.  ***c, Outcome***: Ss can do listening exercises well and know how to write about the changes in their village well.  ***d, Organization****:* | |
| - T has ss go through the changes from A to F and guess the changes the boy mentions. Ss do it.  - T collects some ss' ideas. Then T has ss listen to the recording and check the predictions. Ss do it individually. Then Ss compare the answers with their partners.  - Ss give the answers. T plays the recording once to check.  - T confirms the correct sentences.  - T asks Ss to read the sentences first. The T has Ss listen to the recording again (*as many times as needed of if time allows)* and complete the exercise. Ss do it individually.  - T checks the answers as a class.  ***-*** T asks Ss to read the questions first to see what kind of information they need to find. Ss do it.  - T plays the recording for Ss to listen and decide what word/phrase to write down for the answers individually. Ss can compare their answers with a partner.  - T calls on some Ss to write the answers on the board. Ss do it.  - T asks other Ss to give comments. Then T confirms the right answers.  **Notes**: Some Ss may not be familiar with short answers. T may allow them to answer the questions in full first and see what they can do to shorten their answers to within four words. Ask them to focus on the key words.  - T reminds Ss of the changes in the village from the listening passage. T can help by writing the changes in brief on the board as a guide for the writing exercise.  => ***For example***:*earthen houses -> brick houses*  - Ss can use this information and the example given in 4 to write their opinions about the changes. Ss do this activity in pairs.  - Places Ss into small groups of three or four.  - Asks ss to work together to discuss about the changes in a rural area.  - Ss in each group work together to decide which rural area they will talk about. They then discuss and note down some changes they can find in this area. | **I. Listening**  **1. Listen to a boy talking about the changes in his village and tick (v) the changes he mentions.**  **Key:**  *A. the roads in the village*  *B. ✓electrical appliances in the homes*  *C. ✓means of transport*  *D. .entertainment*  *E. ✓school*  *F. ✓visitors*  **2. Listen again and say if the sentences are true (T) or false (F).**  **Key:**  *1 – F ; 2 – T ; 3 – F ; 4 – T ; 5 – T*  **3. Listen again and answer the questions no more than Four words.**  **Key:**  *1. His parents.*  *2. Life outside their village.*  *3. Nearby the village / Near the village.*  *4. A nomadic life.*  **II. Writing**  **4. What do you think? Which change(s) in the listening do you see as positive? Which do you see as negative? Support your opinion with a reason. Write it out.**  => ***Example:*** *It's good for the village to have TVs. they can now have more fun and learn more about different people and different places.*  **5. Discuss and find some changes in rural area. Make notes of the changes.** |
| **4. Application (10’)**  ***a, Aim:*** Help Ss know how to write a short paragraph about the changes in the countryside.  ***b, Contents:*** Ss work individually to write a short paragraph about the changes in the countryside.  ***c, Outcome***: Ss can write a short paragraph about the changes in the countryside well.  ***d, Organization****:* | |
| -T can guide their writing by providing them with some key words/phrases like ‘*The first change is*’ or ‘' *The change we are most interested in is"*  - Ss use their notes about the changes in a rural area to write a paragraph describing the changes. Ss work individually.  *-* If there is not enough time to write the paragraph in class, T can assign it as homework. | **6.Write a short paragraph about the changes** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall what they have learnt in this lesson.

- Consolidates more about the contents of the lesson.

**\* Homework**: Asks Ss to:

- Learn by heart vocabulary and structures. Complete the writing at home.

- Prepare: ***Unit 2 - Looking back and Project.***

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| **Week 5 - Period 15**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 2: LIFE IN THE COUNTRYSIDE**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to recycle the language contents and practice more with what they have learnt in Unit 2 by doing various activities and exercises.

- Vocabulary: Lexical items related to life in the countryside.

- Grammar: Comparative forms of adverbs of manner.

**2. Competence:** Teamwork and independent work, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students have good attitude towards countryside life and love with nature. They can use the languages related to the topic “*Life in the countryside*” to discuss together.

**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. Warm- up (3’)** ***a, Aim:*** Help Ss attend to the lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can answer the question well.  ***d, Organization****:* | |
| - T asks Ss to answer the questions:  *? What do you like about the life in your countryside? Why?*  *? What do you dislike about the life in your countryside? Why?*  - Ss answer the questions. |  |
| **2. Practice (35’)**  ***a, Aim:*** Ss can review vocabularies to describe life in the countryside, review the use of comparative forms of adverbs of manner and practice making plan to the countryside.  ***b, Contents:***  **+** Ss work individually to use the words and phrases in the box to describe the pictures.  + Ss work individually to look at each picture and write a sentence describing what each person is doing.  + Ss work individually to complete the sentences, using suitable comparative forms of the adverbs in brackets.  + Ss work individually to read the situations and complete the sentences with suitable forms of the adverbs in bracket.  + Ss work in groups to make plan to the countryside.  ***c, Outcome***: Ss can review vocabulary and grammar in Unit 2 by doing related exercises correctly. They can also make plans to the countryside well.  ***d, Organization****:* | |
| - T asks Ss to complete this exercise independently.  - Ss complete this exercise independently.  - T checks the answers.  - T asks Ss to look at each picture, then at the verb that goes with it. Ss write the sentences in their full forms individually.  - Ss look at each picture, and write the sentences in their full forms.  - T goes round while Ss are writing and helps them with any difficulties. When Ss have finished, T can choose some sentences and asks Ss to write them on the board.  - T gives feedback. If a sentence is incorrect, ask Ss to correct it.  - T asks Ss to complete the sentences, using suitable comparative forms of the adverbs in brackets.  - Ss complete this task independently. They can then exchange their answers with a partner.  - T checks as a class.  - T asks Ss to read the situations carefully and decide which two things are being compared. Ss may refer to the completed sentences in 3 as a guide for this sentence completion.  - Ss complete the exercise independently and then compare their answers with a partner.  - T corrects.  - THasSs work in groups. They take turns to ask the questions and note down the answers.  ***-*** The group then assigns a group representative to report their findings to the class.  \* **Finished !**  - Asks Ss to complete the self-assessment.  - Identifies any difficulties and weak areas and provide further practice. | **I. Vocabulary**  **1. Use the words and phrases in the box to describe the pictures.**  **Key:**  ***Picture a:*** *peaceful, vast, quiet, pasture, paddy field*  ***Picture b:*** *quiet, colourful, paddy field, harvest time, rice*  ***Picture c:*** *peaceful, vast, quiet, nomadic life, inconvenient, ger, pasture, cattle, horses*  **2. Look at each picture and write a sentence describing what each person is doing.**  **Suggested answers:**  *1. A boy is riding a horse.*  *2. A man is herding his cattle/sheep.*  *3. A girl is picking apples (from an apple tree)*  *4. A boy is flying a kite.*  *5. The children are running around in the fields/ countryside.*  *6. A woman is collecting water from the river.*  **II. Grammar**  **3. Look at the pictures and complete the sentences, using suitable comparative forms of the adverbs in brackets.**  **Key:**  *1. faster than 2. earlier than*  *3. better − than 4. more skillfully than*  *5. more beautifully − than*  **4. Read the situations and complete the sentences with suitable forms of the adverbs in bracket.**  **Key:**  *1. faster than a camel.*  *2. more happily than those in the city.*  *3. more heavily on the weather than people in many other jobs.*  *4. worse than I do.*  **III. Communication**  **5.** **You are planning a trip to the countryside.**  ***What will you do during the trip to the countryside?***  **Write the answers in the table below.**  Example:  *- What will you do during the trip to the countryside?*  *+ We will go swimming.*  *+ We will go fishing.* |
| **3. Application (5’)**  **PROJECT: I LOVE THE COUNTRYSIDE**  ***a, Aim:*** Help Ss know how to do the project about countryside.  ***b, Contents:*** Ss work in groups to do the project.  ***c, Outcome***: Ss can know how to do the project well.  ***d, Organization****:* | |
| - T has Ss imagine the things they could do in such a place. T then divides Ss into groups and instructs them on what they have to do.  - T hands out two pieces of paper – one for brainstorming ideas and a large piece of paper for drawing the picture. T encourages Ss to think creatively and daringly. If Ss have any difficulty with vocabulary, T moves around the groups and helps. The pictures will probably have to be finished out of class hours as homework.  - T has Ss present their countryside pictures in the next lesson.  - Ss listen carefully to the teacher’s guides, take notes in their notebooks and finish their project at home. | **Project: I love the countryside.**  This project aims to revise the vocabulary and recall the images of the countryside Ss have looked at so far. It also encourages Ss to create a rural place they dream of or would like to live in. |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:** Asks ss to recall what they have learnt in this lesson.

**\* Homework**: Asks Ss to:

- Learn by heart vocabulary and structures. Finish the Project of Unit 2.

- Prepare: **Unit 3. Getting started.**

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| **Week 6 - Period 16**  *Date of planning: ././*  *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:***cu****rious, ac****count*** *for,* ***e****thnic, mi****nor****ity,* ***re****gion,* ***cus****tom,* ***awe****some,* ***ter****raced field,* ***he****ritage 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:**

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| **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’, ‘ethnology’, ‘ethnic groups’, and ask Ss to guess their meaning. | **\* 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 | |  | **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 | Y | |
| 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):  + account for (v):  + ethnic (a):  + minority (n):  + region (n):  + custom (n):  + awesome (a):  + terraced field (n):  + heritage site (n): | tò mò  chiếm  thuộc về dân tộc  thiểu số  vùng  phong tục  tuyệt vời  ruộng bậc thang  di sản |   **1. Listen and read** |
| **3. Practice (22’)**  ***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.  - 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. | **1a. Find the opposite of these words in the conversation.**  **Key:**  *1. interesting*  *2. largest*  *3. minority*  *4. southern*  **1b. Read the conversation again and answer the questions.**  **Key:**  *1. They are in the Museum of Ethnology.*  *2. They want to know about the ethnic groups of Viet Nam.*  *3. There are 54 (ethnic groups).*  *4. The Viet (or Kinh) have the largest population.*  *5. Yes, they do.*  **1c. Find the following expressions in the conversation**  **Key:**  *1. Used as a reply, agreeing with what sb has just said, or emphasizing that it is correct*  *2. How+ adj/ adv: used to show a strong reaction to sth*  *3. Used to show you understand what someone said*  *4. Used to show that you think something is great*  **1d. Role play**  => “***How + Adj.!”*** to express exclamation.  Ex: *How exciting!*  *How beautiful!*  + ‘*people*’ is used as the *plural of ‘person’* to refer to *men, women*, and *children*  + ‘*people*’: *ethnic groups of people* who belong to a particular country, race, or area.  **2. Use the words and phrases in the box to label each picture.**  **Key:**  *1. five-coloured sticky rice*  *2. terraced fields*  *3. festival 4. folk dance*  *5. open-air market 6. musical instrument*  *7. costume 8. stilt house*  **3. Complete the following sentences with the words and phrases in the box.**  **Key:**  *1.ethnic 2. heritage site*  *3. Stilt houses 4. festivals*  *5. member 6. terraced fields* |
| **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.  - T may call on some pairs to talk before the class. | **4.** **Game:** **Quick quiz**  **Key:**  ***(1).*** *Which ethnic group has the smallest population?*  ***(2).*** *Do the Hmong have their own language?*  ***(3).*** *Where do the Coho live?*  ***(4).*** *What colour is the Nung’s clothing?*  ***(5).*** *Which group has a larger population, the Tay or the Thai?*  ***(6).*** *Whose arts are displayed at a museum in Da Nang?* |

**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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| **Week 6 - Period 17**  *Date of planning: ././*  *Date of teaching: ./. /* | **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:**

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| **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.  ***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: *the King, the Thai, the Odu, the Hmong, the Nung, the Tay, the Coho, the Cham.* |
| **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: ***Slap the board*** | **I. Vocabulary:**   |  |  | | --- | --- | | *+ de****ve****lope (v):* | *phát triển* | | *+ insig****ni****ficant (a):* | *không đáng kể* | | *+* ***com****plicated (a):* | *phức tạp* | | ***+ ma****jor (a):* | *lớn hơn* | | *+* ***mi****nor (a):* | *nhỏ hơn* | | *+* ***ba****sic (a):* | *cơ bản* | |
| **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****:* | |
| - 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* | |
| **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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| **Week 6 - Period 18**  *Date of planning: ././*  *Date of teaching: ./. /* | **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.

**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:**

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| **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****:* | |
| - T asks Ss to read the grammar box, then explains these uses of the articles, going through the examples given in the box. Ss work individually to study the Grammar box.  - To check Ss’ understanding of the usage, asks Ss to make other example sentences using the articles in the same way.  - T draws Ss’ attention to the **Look out**! Box and read out the sentences to show that sounds are what determines whether ‘*an*’ is used. T should see if Ss can come up with other examples of words like these. |  |
| **3. Practice (25’)**  ***a, Aim:*** Help Ss review different question types to ask and answer about ethnic people in Viet Nam and practice using articles “a/ an/ the”.  ***b, Contents:***  **+** Ss work individually to read the passage.  + Ss work in groups to write questions for the answers.  + Ss work individually to complete the questions using the right question words.  + Ss work in pairs to make questions and answer them.  + Ss work individually to underline the correct article to finish the sentences.  ***c, Outcome***: Ss can do exercises related to question types and articles correctly.  ***d, Organization****:* | |
| - T gives Ss about five minutes to read the passage.  - Ss read the passage individually.  - T calls on some Ss to read aloud to the class. Correct their pronunciation, intonation and stress, and give explanation if necessary.  - T asks Ss to work in groups to write questions for the answers given. Ss do it.  - To check the work, T lets some Ss come up and write their questions on the 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. | **1. Read the passage.**  **2. Now write questions for these answers.**  **Suggested answers:**  *1. Who is living in the house?*  *2. How many children do they have?*  *3. Do the grandparents stay at home?*  *4. How often does Mrs Pha go shopping?*  *5. How far is Vang’s boarding school? / How far is the town?*  *6. When does Vang go home (every week)?*  *7. How do they live?*  *8. Would they like to live (in a modern flat) in the city?*  **3. Complete the questions using the right question words.**  **Key:**  *1. Who 2. Which 3. Which*  *4. Which 5. What*  **4. Make questions and answer them.**  **Questions:**  1*. Who does the shopping in your family?*  *2. Who is the principal of our school?*  *3. Which subject do you like better, English or math?*  *4. What is the most important festival in Viet Nam?*  *5. Which ethnic group has a larger population, the Khmer or the Cham?*  **Answers:**  *1-2-3: (Ss’ own answers)*  *4. The Lunar New Year*  *5. The Khmer: 1,260,600 (The Cham: 161,700)*  **5. Underline the correct article to finish the sentences.**  **Key:**  *1. a 2. the*  *3. the 4. the*  *5. the 6. a* |
| **4. Application (7’)**  ***a, Aim:*** Help Ss use articles: “a, an, the” in real context.  ***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. a*  *2. a/ the*  *3. The*  *4. an/ the*  *5. the*  *6. an* |

**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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| **Week 7 - Period 19**  *Date of planning: ././*  *Date of teaching: ./. /* | **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.

- 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:**

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| **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 *a, an, the* 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.  *+ Can you tell me something about ethnic groups of Viet Nam?*  *+ Can you give the names of some ethnic groups of Viet Nam?*  *+ Where is each place located?*  - T leads ss to the new lesson:  *+ 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.*  + *We are going to explore some ethnic groups of Viet Nam in this lesson.* | **Chatting** |
| **2. Presentation (10’)**  ***a, Aim:*** Help studentsknow 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****:* | |
| - 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 studentsknow 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:**  *+ Northwest region: Viet, Hmong, Lao*  *+ Northeast region: Viet, Hmong, Nung, Tay*  *+ The central Highlands: Viet, Bahnar, Brau, Ede, Giarai, Sedang*  *+ Mekong River Delta: Viet, Cham, Khmer*  *+ Red River Delta: Viet* |
| **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: *(location - lifestyle – costumes - foods - festivals/ ceremonies - marriage/ weddings )*  - 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:

+ Learn by heart all the new words and structures.

+ Do exercises: A, B (Work book).

+ Prepare: ***Unit 3 - Skills 1*.**

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| **Week 7 - Period 20**  *Date of planning: ././*  *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’):** Talkabout the ethnic groups of Viet Nam (location, food, lifestyle, festivals)

**2. New lesson:**

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| **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 tell what they know about the Thai.  ***c, Outcome***: Ss can talk about the Thai as much as they can.  ***d, Organization****:* | |
| - T shows Ss some pictures of the Thai and writes the word “*Thai”* on the board.  - T has Ss brainstorm what they know about this country and its people (*they can express in Vietnamese some words that they can’t express in English*). Ss work individually.  - Keeps it to the end of the period.  - T introduces the new lesson. | **Brainstorming:**    *stilt house*    *traditional costumes/ dances* |
| **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:**  *+ dig (v): đào*  *+ canal (n): con kênh*  *+ burnt- out land : đất sau khi đốt cỏ cây*  *+ poultry (n): gia cầm*  *+ unique (a): độc đáo*  *+ ornament (n): đồ trang sức*  *+ worship (v): thờ cúng*  *+ ancestor (n): 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 *The Thai.* 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.  - 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. | **I. Reading**  **1. Answer the questions.**  **Key:**  *1. The Thai live in the provinces of Lai Chau, Son La, Yen Bai, Hoa Binh, Thanh Hoa and Nghe An.*  *2. The Thai have a population of about one and a half million people.*  **2. Complete each sentence, using a word from the text.**  **Key:**  *1. farmers 2. bamboo 3. stilt*  *4. songs 5. ceremonies*  **3. Answer the questions.**  **Key:**  *1. Yes, they do.*  *2. Their main food is rice.*  *3. It is well-known for being unique, colorful and strong.*  *4.Thai women do.*  *5. They worship their ancestors.*  **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 *clothing, food, ways of living, customs and traditions, festivals, beliefs, etc*.  - T encourages Ss to talk about changes in the life of their people over time.  - 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. | **5. Talk about YOUR own ethnic group.** |

**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.***

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| **Week 7 - Period 21**  *Date of planning: ././*  *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:**

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| **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 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. Do you like sticky rice?*  *2. When do we traditionally have sticky rice?* |
| **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:**  *+ represent (v): trình bày*  *+ element (n): yếu tố*  *+ harmony (n): sự cân xứng*  *+ turmeric (n): nghệ*  *+ shredded coconut (n): dừa nạo* |
| **3. Practice (22’)**  ***a, Aim:*** Help studentslisten 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.  - 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. | **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*  **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** |
| **4. Application (8’)**  ***a, Aim:*** Help studentswritehow to make yellow sticky rice.  ***b, Contents:*** Ss work individually to write how to make yellow sticky rice.  ***c, Outcome***: Ss can writea paragraph abouthow 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 friend, for example) if there isn’t enough time. | **5. Change the notes into cooking steps to show a foreign visitor how to make yellow sticky rice.**  **Sample cooking steps:**  *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 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.* |

**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 planning: ././*  *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.

**-** 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:**

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| **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 writea paragraph abouthow 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****:* | |
| - 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.  - 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. | **I. Vocabulary**  **1. Complete the sentences with the words/ phrases from the box.**  **Key:**  *1.cultural groups*  *2. communal, activities*  *3. costumes, diverse*  *4. ethnic*  *5. unique*  **2. Use the correct form of the words in brackets to finish the sentences.**  **Key:**  *1. cultural 2. peaceful*  *3. richness 4. diversity*  *5. traditional*  **II. Grammar**  **3. Make questions for the underlined**  **parts in the passage.**  **Key:**  *1.What are these houses built on?*  *2. Where is the entrance?*  *3. Which house is the largest, tallest and most elaborate building in the village?*  *4. What is it used for?*  *5. Who can sleep in this house?*  **4. Each sentence has an error. Find and correct it.**  **Key:**  *1. a -> the*  *2. a -> the*  *3. an -> the*  *4. the semi-nomadic life -> a semi-nomadic life*  *5. an -> the*  **5. Fill each gap with a, an or the to complete the passage.**  **Key:**  *1. an 2. a 3. the*  *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 made among the groups or class members. T lets them talk about their designs. | **PROJECT: Ethnic fashion show** |

**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.

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|  |  |
| --- | --- |
| **Week 8 - Period 23**  *Date of planning: ././*  *Date of teaching: ./. /* | **REVIEW 1 (P1)** |

**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:**

|  |  |
| --- | --- |
| **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 climb trees when I was small.*  *(2). How can we improve our speaking skills?*  *(3). How annoying, the stadium has closed!*  *(4). I want to buy a blue skirt for my mother.*  *(5). “On a dark day, I saw a witch riding a broom in the sky”* |
| **2. Vocabulary (12’)**  ***a, Aims:*** Help Ss reviewthe 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.  ***c, Outcome*:** Ss can reviewthe 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.  - 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. | **3. Organize these words and phrases into pairs of opposites and write them in the blanks.**  **Key:**  *peaceful – noisy*  *hard – easy*  *boring – exciting*  *forget – remember*  *traditional – modern*  *country life – city life*  *love – hate*  *majority – minority*  **4. Put a verb in the correct form in each gap to complete the sentences.**  **Key:**  *1.like/ enjoy, listening, visiting*  *2.forget*  *3. flying/ to fly*  *4. mind, to do/ doing*  *5. playing/ to play* |
| **3. Grammar (23’)**  ***a, Aims:*** Help Ss reviewthe 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 reviewthe 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.  - 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. | **5.** **Complete the sentences with the correct comparative form of adverbs from the adjectives in brackets.**  **Key:**  *1. later*  *2. more*  *3. more fluently*  *4. better*  *5. more simply*  *6. faster*  *7. more carefully*  **6. Fill each blank with an article (a, an or the) to complete the passage.**  **Key:**  *1. a 2. an 3. the 4. The 5. the 6. a*  **\* Everyday English.**  **7. Match the sentences in A with those in B. Then practice with a friend.**  ***Key:*** *1. b 2. e 3. a 4. c 5.d* |

**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).

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|  |  |
| --- | --- |
| **Week 8 - Period 24**  *Date of planning: ././*  *Date of teaching: ./. /* | **REVIEW 1 (P2)** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, students will be able to improve their reading, speaking, listening and writing skills.

-Vocabulary relating to the topics in unit 1,2,3.

**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:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome*:** Ss can know about the topic they are going to study.  ***d, Organization*:** | |
| **Chatting**  **-** T asks Ss to answer the following questions:  *+ What do you know about a Museum?*  *+ What may be there in a museum?*  *+ Do you think museums provide you with a lot of knowledge?*  *(Do you think museums are useful?)*  - Introduces the new lesson. | **Chatting** |
| **2. Reading (9’)**  ***a, Aims:*** Help students review reading skill.  ***b, Contents***:  + Ss work individually to read the letter from Kim to her penpal, Jon.  + Ss work individually to tick True or False.  + Ss work in pairs to write the questions for the underlined phrases in the letter.  ***c, Outcome*:** Ss can do reading exercise correctly.  ***d, Organization*:** | |
| - T lets Ss read the letter once or twice.  - T clarifies anything they do not understand fully.  - Ss work individually to listen and take notes.  - T has Ss read the letter once or twice then work on their own to tick true or false sentence. Ss work individually.  - T asks ss to read their answers and the explanations. Ss do it.  - T corrects.  - T has Ss do the exercises in pairs. Ss work in pairs to do the task.  - T corrects as a class. | **I. Reading**  **1. Read the following letter from Kim to her pen pal, Jon.**  => ***Vocabulary:***  *+* ***sculp****ture(n): nghệ thuật điêu khắc*  *+ pre****serve****(v): bảo tồn*  *+ dis****play*** *(v): trưng bày*  **1a. Tick true or false**  **Key:**  *1.T 2. T 3. F 4. T 5. F*  **b. Write the questions for the underlined phrases in the letter**  **Key:**  *1. Which museum does Kim love to visit on Saturday afternoons?*  *2. How many (clay and stone) objects are on display at the museum?*  *3. What can you learn in this museum/ Da Nang Museum?* |
| **3. Speaking (8’)**  ***a, Aims:*** Help students review speaking skill.  ***b, Contents***: Ss work in pairs to talk about what their family members like to do in their free time.  ***c, Outcome*:** Ss can do speaking exercise correctly.  ***d, Organization*:** | |
| - T gets Ss to work in pairs and talk about what their family members like to do in their free time. Ss do it.  - T encourages Ss to talk as much as possible, using the verbs of liking they have learnt. Ss listen and do it.  - After some time, T may let Ss swap pairs and continue to talk.  - T goes round and gives assistance if necessary. | **II. Speaking**  **2. Talk about what your family members like to do in their free time.** |
| **4. Listening (8’)**  ***a, Aims:*** Help students reviewlistening skill.  ***b, Contents***: Ss work individually to listen and choose the best answer.  ***c, Outcome*:** Ss can do listening exercise correctly.  ***d, Organization*:** | |
| - T plays the recording once or twice. Ss work individually to listen and choose their answers.  - T plays the recording again for Ss to check their answers. Ss do it.  - T explains the new words or anything difficult if necessary. Ss listen and take notes in their notebooks. | **3. Listening:**  **Listen to the passage and choose the correct answer.**  **Key**: *1. B 2. A 3. A 4. C 5. B* |
| **5. Writing (15’)**  ***a, Aims:*** Help students writing about giving their opinions.  ***b, Contents***: Ss work individually to write about their opinions.  ***c, Outcome*:** Ss can do writing exercise correctly.  ***d, Organization*:** | |
| - Before writing, have Ss brainstorm ideas about life in the countryside: advantages, disadvantages, what  they like and dislike, etc Then explain the writing task. Also have them brainstorm words and phrases  they may need for their writing.  - Give Ss time to do the writing task. Then collect their papers to check out of class. | **4. Writing: Giving your opinion**  **Sample writing:**  *In my opinion, life in the countryside has many good points. Firstly, country folk are friendlier than city folk. Secondly, life is slower and simpler than in the city. The food is fresher and the air is cleaner. Finally, there are lots of traditional activities that we can do in the countryside such as horse-riding, swimming in the river or kite-flying.*  *For these reasons, I like country life.* |

**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.

- Revise carefully for the Mid term test.

-------------------------------------------------------------------------------------

|  |  |
| --- | --- |
| **Week 9 - Period 25**  *Date of planning: ././*  *Date of teaching: ./. /* | **REVIEW 1 (P2)** |

**A. Objectives**

**1. Knowledge:**

- To check ss’ understanding of vocabulary, grammar and skills from unit 1 to unit 3.

- After the test, ss will be able to estimate how much knowledge they have got through the three units above.

**2. Competence:** Recall and master the skills systematically.

**3. Behavior:** Having serious attitude while doing the test.

**B. Teaching aids:**

**1. Teacher:** Loud speakers, paper tests.

**2. Students**: pens.

**C. Matrix:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Topics** | **Knowing** | | **Understanding** | | **Application** | | | | **Total** |
| **Low** | | **High** | |
| TNKQ | TL | TNKQ | TL | TNKQ | TL | TNKQ | TL |
| **A. Listening** | - Listen and tick the picture. | | - Listen to a dialogue and fill in the missing word. | |  | |  | |  |
| Số câu hỏi | 5 |  | 5 |  |  |  |  |  | ***10*** |
| Số điểm | 1 |  | 1 |  |  |  |  |  | ***2*** |
| **B. Vocabulary – Grammar – Language function** | *Choose the best answer to complete each following sentence.* | | | |  | |  | |  |
| Vocabulary, Verb of liking + Ving, present perfect, imperative with more and less | | Language function, compound sentence | |  | |  | |  |
| Số câu hỏi | 5 |  | 5 |  |  |  |  |  | ***10*** |
| Số điểm | 1 |  | 1 |  |  |  |  |  | ***2*** |
| **C. Reading** | *1. Read sentences then match them with the right signs.* | | | | | | | |  |
| Số câu hỏi |  |  | 5 |  |  |  |  |  | ***5*** |
| Số điểm |  |  | 1,5 |  |  |  |  |  | ***1,5*** |
|  | *2. Read a passage and choose the best answer* | | | | | | | |  |
| Số câu hỏi |  |  | 5 |  |  |  |  |  | ***5*** |
| Số điểm |  |  | 1,5 |  |  |  |  |  | ***1,5*** |
| **D. Writing** | *1. Rewrite the sentences* | | | | | | | |  |
| Số câu hỏi |  |  |  |  |  | 5 |  |  | ***5*** |
| Số điểm |  |  |  |  |  | 1,5 |  |  | ***1,5*** |
|  | *2. Write a paragraph about your favorite leisure activities.* | | | | | | | |  |
| số câu |  |  |  |  |  |  |  | 1 | ***1*** |
| số điểm |  |  |  |  |  |  |  | 1,5 | ***1,5*** |
| ***TS câu hỏi*** | 10 | | 20 | | 5 | | 1 | | ***36*** |
| ***TS điểm***  ***Tỉ lệ %*** | ***2 pts***  ***20%*** | | ***5 pts***  ***50%*** | | ***1,5 pts***  ***15%*** | | ***1,5 pts***  ***15%*** | | ***10 pts*** |

**D. Procedures:**

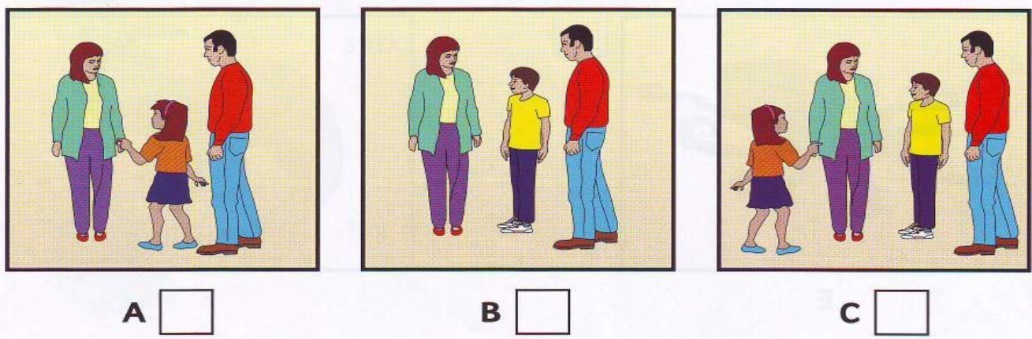
- T distribute paper test to Ss and asks Ss to do the test seriously.

**ĐỀ SỐ 1**

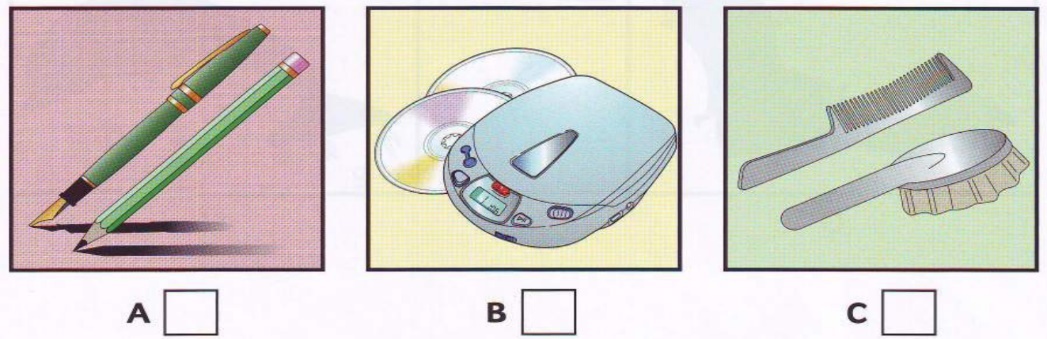
**A. LISTENING:**

**I. Listen and tick the box. You will hear the conversation twice (1.0 pt)**

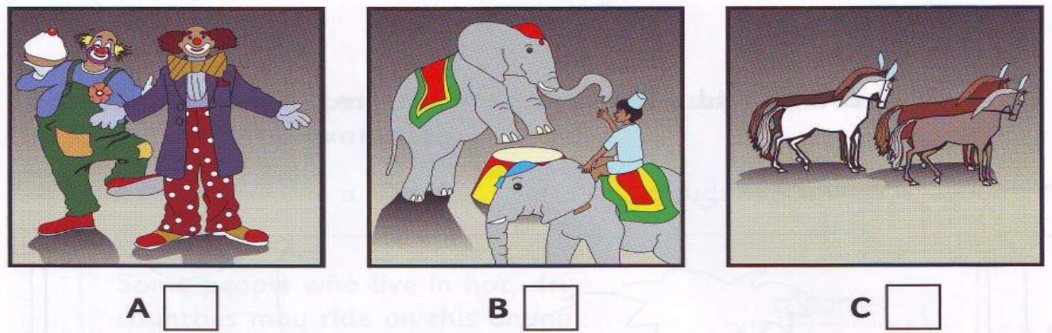
1. Who went with Sarah?



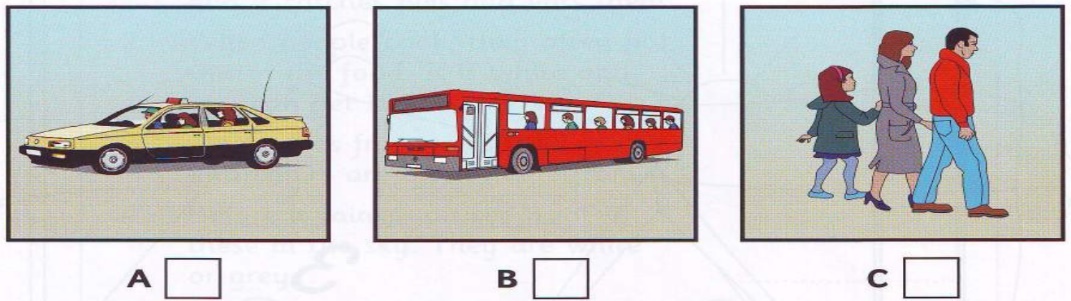
2. Which is Sarah’s favorite present?



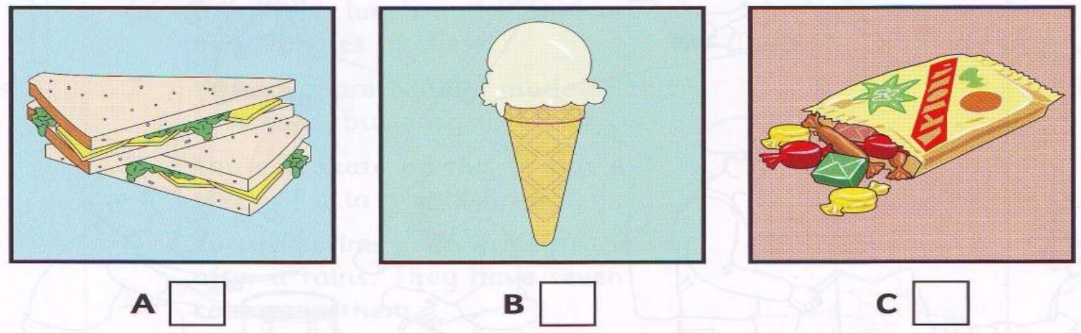
3. What does Sarah like most at the circus?



4. How are they going to get there?



5. What are they going to eat at the circus?



**II. Listen and write. You will hear the conversation twice (1.0 pt)**

|  |  |  |
| --- | --- | --- |
|  | **A FAMOUS ACTRESS**  Name: Betty Fountain | |
| 1 | How old? | .. |
| 2 | Food:  Homes: | salad, . and fish  flat in city |
| 3 | Holidays: | house in a ...  winter - skiing |
| 4 |  | summer - .. |
| 5 |  | with her .. |

**B. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION:**

**Choose the correct answer to complete the following sentences. (2.0 pts)**

1. Does she fancy a book to the younger children?

A. reads B. reading C. to read

2. . does Hoa Ban Festival take place? – In Lai Chau.

A. What B. Where C. When

3. . Muong in Hoa Binh are famous for the richness of their traditional songs.

A. A B. An C. The

4. **Mai**: “*Tomorrow we will go to Ha Long bay. You can see many beautiful island there*”. **Anna** : “.”

A. How interesting! B. What a pity! C. Well done.

5. Life in the city is . than that in the countryside.

A. more exciting B. much exciting C. exciting

6. Look! Some children are the buffaloes.

A. picking B. playing C. herding

7. is more beautiful, this dress or that dress? – This dress.

A. What B. Which C. Who

8. **Mai**: “*Why don’t we go camping this weekend*?”. – **Nam** “”

A. That’s a good idea. B. Well done C. I don’t understand.

9. In the Central Highlands, the biggest and tallest house in the village is the house.

A. communal B. commune C. community

10. Peter drives than his brother.

A. carefully B. more careful C. more carefully

**C. READING**

**I. Read the sentences 1-5 and match with the information in the notices A-H. (1,5 pts)**

|  |  |  |
| --- | --- | --- |
| 1. Do not bring your lunch here. | A. |  |
| 2. You can stay here on holiday. | B. |  |
| 3. You can’t go to class. | C. |  |
| 4. You can shop here 6 days a week. | D. |  |
| 5. Drivers must drive carefully. | E. |  |
|  | F. |  |
|  | G. |  |
|  | H. | **Computer room**  **No food or drinks inside** |

**🡪 Answer:** 1 2 3 4 5

**II. Read the passage and choose the best answer (1,5 pts)**

The country is more beautiful than a town and more pleasant to live in. Many people think so, and go to the country for the summer holidays though they cannot live there all the year round. Some have a cottage built in a village so that they can go there whenever they can find the time.

English villages are not all alike, but in some ways they are not very different form one another. Almost every village has a church, the round and square tower of which can be seen from many miles around. Surrounding the church is the churchyard, where people are buried.

The village green is a wide stretch of grass, the houses or cottages are built round it. Country life is now fairy comfortable and many villages have running water brought through pipes into each house. Most villages are so close to some small towns that people can go there to buy what they can’t find in the village shops.

1. When do city people often go to the country?

A.All the weekends. B.All the year round. C. The summer holidays.

2. What is the advantage of city people when they have a cottage built in the village?

A. They can have their houses rented.

B. They can go to the country at weekends.

C. They can go there whenever they can find the time.

3. What does almost every village have?

A. a church. B. round and square tower C. Both A and B.

4. How is the country life now?

A. difficult B. quite comfortable C. hard

5.What can villagers do when their villages are close to small towns?

A.They can go there to buy whatever they want.

B.They can go there to buy cheaper things.

C.They can go there to buy what they can’t find in the village shops.

**D. WRITING:**

**I. Rewrite the following sentences, using the suggestd words: (1,5 pts)**

1. Mai is interested in making crafts.

🡪 Mai loves

2. The red dress is cheaper than the white dress.

🡪 The white dress is .

3. They went to the movie yesterday evening.

🡪 When ?

4. Her house is bigger than my house.

🡪 My house is .

5. Watching TV is his favorite hobby.

🡪 He enjoys

**II. What leisure activity do you think is the best for you? Write an opinion paragraph of 70-80 words about your favorite leisure activity. (1.5pts)**

You can use the suggestions below:

? What is your favorite leisure activity? *(playing sports/ listening to music)*

? Why do you like doing it? *(Firstly, ./ Secondly,./Finally,)*

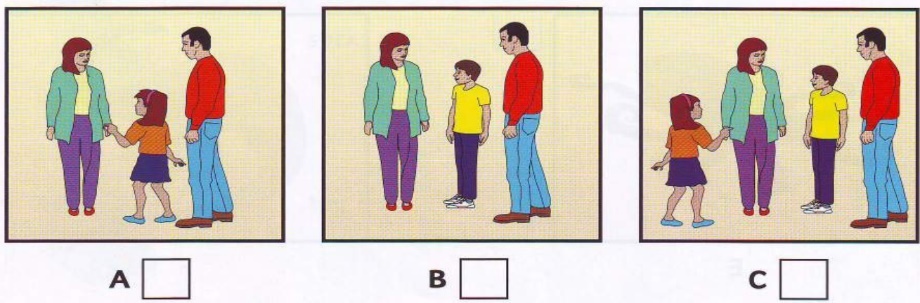
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**ĐỀ SỐ 2**

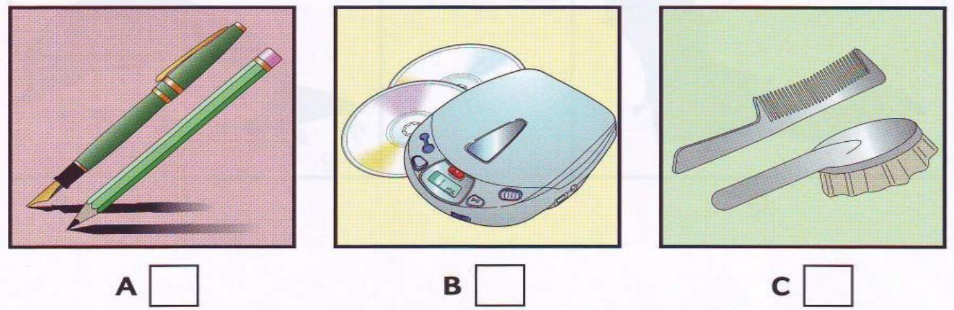
**A. LISTENING:**

**I. Listen and tick the box. You will hear the conversation twice (1.0 pt)**

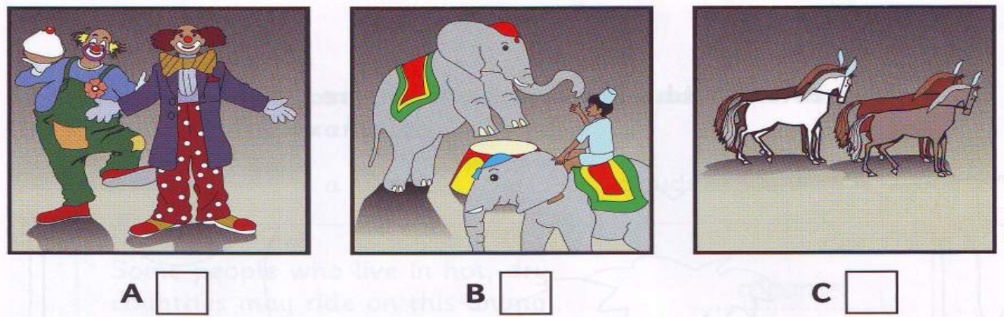
1. Who went with Sarah?



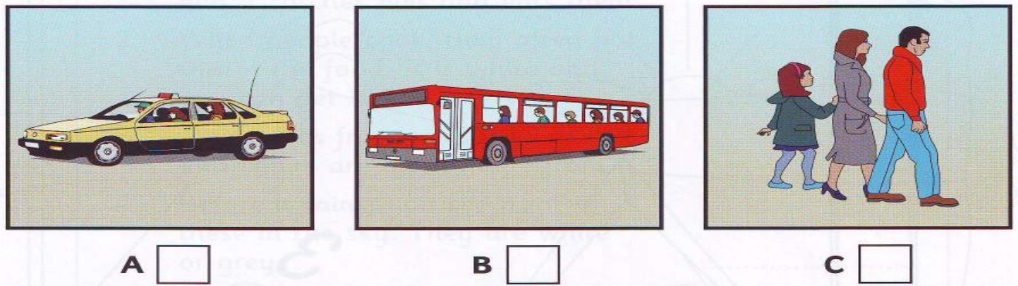
2. Which is Sarah’s favorite present?



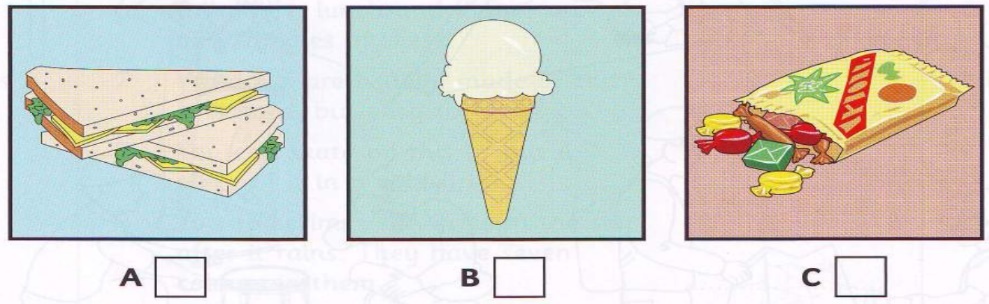
3. What does Sarah like most at the circus?



4. How are they going to get there?



5. What are they going to eat at the circus?



**II. Listen and write. You will hear the conversation twice (1.0 pt)**

|  |  |  |
| --- | --- | --- |
|  | **A FAMOUS ACTRESS**  Name: Betty Fountain | |
| 1 | How old? | .. |
| 2 | Food:  Homes: | salad, . and fish  flat in city |
| 3 | Holidays: | house in a ...  winter - skiing |
| 4 |  | summer - .. |
| 5 |  | with her .. |

**B. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION:**

**Choose the correct answer to complete the following sentences. (2.0 pts)**

1. Does he fancy DIY projects?

A. does B. doing C. to do

2. . does Hung temple festival take place? – In Phu Tho.

A. Where B. What C. When

3. . Thai have a population of about 1.5 million people.

A. An B. The C. A

4. **Mai**: “*Tomorrow we will go sightseeing around Ha Noi*”.

**Anna** : “.”

A. What a pity! B. How interesting! C. Well done.

5. Life in the countryside is . than that in the city.

A. more peaceful B. peacefully C. peaceful

6. Look! Some children are the buffaloes.

A. picking B. playing C. herding

7. ethnic group has a larger population, the Tay or the Ede?

A. Who B. Which C. What

8. **Mai**: “*Why don’t we go camping this weekend*?”.

**Nam** “”

A. Well done B. That’s a good idea. C. I don’t understand.

9. “2moro” can be abbreviated:

A. tomorrow B. J4F C. DYLI

10. I have met . beautiful girl yesterday at my school.

A. a B. an C. the

**C. READING**

**I. Read the sentences 1-5 and match with the information in the notices A-H. (1,5 pts)**

|  |  |  |
| --- | --- | --- |
| 1. Do not bring your lunch here. | A. |  |
| 2. You can stay here on holiday. | B. |  |
| 3. You can’t go to class. | C. |  |
| 4. You can shop here 6 days a week. | D. |  |
| 5. Drivers must drive carefully. | E. |  |
|  | F. |  |
|  | G. |  |
|  | H. | **Computer room**  **No food or drinks inside** |

**🡪 Answer:** 1 2 3 4 5

**II. Read the passage and choose the best answer (1,5 pts)**

The country is more beautiful than a town and more pleasant to live in. Many people think so, and go to the country for the summer holidays though they cannot live there all the year round. Some have a cottage built in a village so that they can go there whenever they can find the time.

English villages are not all alike, but in some ways they are not very different form one another. Almost every village has a church, the round and square tower of which can be seen from many miles around. Surrounding the church is the churchyard, where people are buried.

The village green is a wide stretch of grass, the houses or cottages are built round it. Country life is now fairy comfortable and many villages have running water brought through pipes into each house. Most villages are so close to some small towns that people can go there to buy what they can’t find in the village shops.

1. When do city people often go the country?

A.All the weekends. B.All the year round. C. The summer holidays.

2. What is the advantage of city people when they have a cottage built in the village?

A. They can have their houses rented.

B. They can go to the country at weekends.

C.They can go there whenever they can find the time.

3. What does almost every village have?

A. a church. B. round and square tower C. Both A and B.

4. How is the country life now?

A. difficult B. quite comfortable C. hard

5.What can villagers do when their villages are close to small towns?

A.They can go there to buy whatever they want.

B.They can go there to buy cheaper things.

C.They can go there to buy what they can’t find in the village shops.

**D. WRITING:**

**I. Rewrite the following sentences, using the suggestd words: (1,5 pts)**

1. They are interested in helping their parents with DIY projects.

🡪 They fancy

2. This film is more boring than that film.

🡪 That film is .

3. They went to school last Monday.

🡪 When ?

4. Playing sports is her favorite hobby.

🡪 She enjoys .

5. He likes to play computer games with his classmates.

🡪 He loves .

**II. What leisure activity do you think is the best for you? Write an opinion paragraph of 70-80 words about your favorite leisure activity. (1.5pts)**

You can use the suggestions below:

? What is your favorite leisure activity? *(playing sports/ listening to music)*

? Why do you like doing it? *(Firstly, ./ Secondly,./Finally,)*

**ĐÁP ÁN**

**Đề số 1:**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Keys** | **Points** |
| **A. LISTENING** | **Part I. (1 pt)**  1- A 2- C 3- B 4- A 5 – B | 0.2 for each |
| **Part II. ( 1 pt)**  1. 57 2. rice 3. Village 4. climbing 5. husband | 0.2 for each |
| **B. VOCABULARY-GRAMMAR-LANGUAGE FUNCTION** | **(2pts)**  1. B 2. B 3. C 4.A 5. A 6. C 7. B 8. A 9. A 10. C | 0.2 for each |
| **C. READING** | **I. (1.5 pts)**  1. H 2. C 3. F 4. A 5. E | 0.3 for each |
| **II. (1.5 pts)**  1. C 2.C 3. C 4. B 5.C | 0.3 for each |
| **D. WRITING** | **I. (1.5 pts)**  1. Mai loves making crafts.  2. The white dress is more expensive than the red dress.  3. When did they go to the movie?  4. My house is smaller than her house.  5. He enjoys watching TV. | 0.3 for each |
| **II. (1.5 pts)**   * Correct form: 0,25p * Fulfill task: 0,5p * Correct grammar: 0,25 * Good punctuation: 0,25 * Organization : 0,25p |  |

**Đề số 2:**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Keys** | **Points** |
| **A. LISTENING** | **Part I. (1 pt)**  1- A 2- C 3- B 4- A 5 – B | 0.2 for each |
| **Part II. ( 1 pt)**  1. 57 2. rice 3. village 4. climbing 5. husband | 0.2 for each |
| **B. VOCABULARY-GRAMMAR-LANGUAGE FUNCTION** | **(2pts)**  1. B 2. A 3. B 4.B 5. A 6. B 7. B 8. B 9. A 10. A | 0.2 for each |
| **C. READING** | **I. (1.5 pts)**  1. H 2. C 3. F 4. A 5. E | 0.3 for each |
| **II. (1.5 pts)**  1. C 2.C 3. C 4. B 5.C | 0.3 for each |
| **D. WRITING** | **I. (1.5 pts)**  1. They fancy helping their parents with DIY projects.  2.That film is more interesting/exciting than this film.  3. When did they go to school?  4. She enjoys playing sports.  5. He loves *to play/ playing* computer games with his classmates. | 0.3 for each |
| **II. (1.5 pts)**   * Correct form: 0,25p * Fulfill task: 0,5p * Correct grammar: 0,25 * Good punctuation: 0,25 * Organization: 0,25p |  |

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| **Week 9- Period 26**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 4: OUR CUSTOMS AND TRADITIONS**  **Lesson 1: Getting started** |

**A. Objectives**

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

- Understand the text; do the reading tasks well.

- Express obligation and necessity using the correct form of *have to*, then practice using the lexical items related to the topic above.

**1. Knowledge:**

- Vocabulary: lexical items related to customs and traditions.

- Grammar: Present simple tense; should, shouldn’t, have to.

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

**3. Behavior:** Be aware of protecting “custom and traditions”.

**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 (4’)**  ***a, Aims:*** To help Ss think about customs and traditions and to lead in the new lesson.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome*:** Ss can know about the topic they are going to study.  ***d, Organization*:** | |
| - T asks some questions:  - Ss answer the questions.  - T introduces the new lesson. | **\*Questions:**  - How many ethnic minorities are there in Viet Nam?  - What do you know about Tay?  - Can you show their ethnic fashion and their customs?  - How do you understand about customs and traditions? |
| **2. Presentation (12’)**  ***a, Aim:*** To help Ss to know more items related to the topic “customs and traditions” and introduce the topic of the whole unit.  ***b, Contents***:  + Ss work individually to study new words.  + Ss work individually to listen the dialogue, then work in pairs to read the dialogue.  ***c, Outcome*:** Ss can know some lexical items related to the topic and know the topic of the whole unit.  ***d, Organization*:** | |
| - T uses different techniques to teach vocabulary.  - Ss listen carefully the T’s modeling twice. Repeat in chorus and individually, then copy all the words.  => **Checking**: Matching  -T asks Ss to open their books and look at the picture and the title under **GETTING STARTED**.  - T asks them some questions:  *+ Who can you see in the picture?*  *+ What do you think the people in the picture are talking about?*  + *What do you think the people in the picture are talking about?*  - Ss answer. Then T collects ss' ideas  - T asks ss listen, read and check their prediction. Ss do it.  - T plays the recording twice. Ss listen.  - T checks the prediction. Then T asks ss to practice the conversation in pairs. Ss work in pairs. | **\* Vocabulary:**  *+ ac****cep****t (v): công nhận*  *+ gene****ra****tion (n): thế hệ*  *+ sharp (adj): chính xác*  *+ table manner (n): cách ứng xử ở bàn ăn*  *+ presen****ta****tion (n):sự trình bày*  *+ simi****la****rity (n): sự tương đồng*  *+* ***com****pliment (n):lời khen ngợi*  *+ You’re kidding! ( idiom):bạn nói đùa thế thôi*  **1. Listen and read** |
| **3. Practice (20’)**  ***a, Aim:*** To help Ss understand the conversation and know more about customs and traditions**.**  ***b, Contents***:  + Ss work individually to find a words/ phrase that means.  + Ss work individually to tick True (T) or False (F).  + Ss work in pairs to answer the questions.  + Ss work individually to find these sentences in the conversation and fill in the missing words.  + Ss work individually to match the pictures with the costumes and traditions in the box.  + Ss work individually to write C or T under each picture.  ***c, Outcome*:** Ss can know some lexical items related to the topic and know the topic of the whole unit.  ***d, Organization*:** | |
| - T asks the Ss to do exercise 1a. Ss do it individually.  - T asks some Ss to explain the words.  Some Ss explain.  - Ss give the answer. T checks and corrects as a class.  - T has Ss look at the ***Watch out! Box*** and quickly read the information. Ss do it.  - T asks if Ss know any expressions with the same meaning as ‘*You’re kidding’*.  + Some other expressions are: *You must be kidding!/ You’re joking!/You must be joking!*  - T asks the Ss to do part b. Ss work individually.  - T asks them to compare their answers.  - T corrects and remarks.  - T asks the Ss to do part c.  - Ss work in pairs to answer the questions.  - T asks some pairs to read the answers. Some Ss read.  - T corrects and remarks  - T asks the Ss to do part 1d. Ss work individually.  - T asks them to compare their answers. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  **-** T has Ss look at the pictures and asks them what they see in each of them. Ss answer.  - Now T tells Ss that in the box are some *customs and traditions of Vietnamese people.* T explains the new words so that Ss understand the customs and traditions.  - T asks Ss to work individually to do task 2a. Ss do it.  - T calls some Ss to give their answers and write them on the board. Ss do it.  - T confirms the correct answers.  - T asks ss to work individually to decide if the pictures show customs or traditions and compare their answers in pairs. Ss do it.  - T has some Ss give the answers to the class and explain their choice. | **1a. Find a words/ phrase that means.**  **Key:**  *1. accepted*  *2. generations*  *3. spot on*  *4. sharp*  *5. social*  *6. table manners*  **1b. Tick true or false.**  **Key:**  *1. T*  *2. F (There are also social ones.)*  *3. T*  *4. F (There are a lot of customs for table manners in the UK.)*  **1c. Answer the following questions**  **Key:**  *1. It’s eating dinner at 7 p.m. sharp.*  *2. He’s surprised.*  *3. They both refer to doing something that develops over time.*  *4. A custom is something accepted. A tradition is something special and is passed down through the generations.*  *5. They should find information about a custom or tradition.*  **1d. Find these sentences in the conversation and fill in the missing words**  1. have to  2. should  **2a. Match the pictures with the costumes and traditions in the box**  **Key:**  1-g 2-c 3-f 4-h  5-e 6-a 7-b 8-d  **2b. Write C or T under each picture**  **Key:**  *1. C 2. C or T 3. C 4. T*  *5. C 6. C 7. T 8. C or T* |
| **4. Application (7’)**  ***a, Aim:*** To help Ss know more about their local customs and traditions.  ***b, Contents***: Ss work in groups to play the game.  ***c, Outcome*:** Ss can know more about their local customs and traditions.  ***d, Organization*:** | |
| - T asks ss to work in groups of five or six.  - T asks Ss to write down as many local customs and traditions as possible. The group with the most customs and traditions is the winner. The winning group presents their customs and traditions. Other groups add more if they can.  -T sets a time limit of five minutes.  - Ss work in groups to play the game. | **3. Game: Customs and traditions experts** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson

- Consolidates ss more for ss to remember

**\* Homework**: Asks Ss to:

- Complete the exercises in their notebooks and learn the new words

- Prepare ***A closer look 1****.*

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| **Week 9 - Period 27**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 4: OUR CUSTOMS AND TRADITIONS**  **Lesson 2: A closer look 1** |

**A. Objectives**

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

- Practice more with vocabularies related to the topic “***Customs and traditions***”

- Pronounce words containing the clusters /spr/ and /str/ correctly in isolation and in context.

**1. Knowledge:**

- Vocabulary: relating to customs and traditions.

- Grammar: Present simple tense; should, shouldn’t, have to.

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

**3. Behavior:** Be aware of protecting “custom and traditions”.

**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 (4’)**  ***a, Aim:*** To help Ss think about customs and traditions.  ***b, Contents***: Ss work individually to talk about customs and traditions.  ***c, Outcome*:** Ss can talk about customs and traditions well.  ***d, Organization*:** | |
| - T has a small talk about “customs and tradition”  - Ss talk | **Small talk**:  - Wearing ao dai on special occasions  - Giving children lucky money at Tet |
| **2. Presentation (6’)**  ***a, Aim:*** To help Ss to know more the words related to the topic “customs and traditions”  ***b, Contents***: Ss work individually study vocabulary.  ***c, Outcome*:** Ss can know more vocabulary related to the topic well.  ***d, Organization*:** | |
| - T uses different techniques to teach vocabulary, *f*ollows the seven steps of teaching vocabulary.  - Ss Listen carefully the T’s modeling twice, repeat in chorus and individually and copy all the words.  - Draws Ss’ attention to the ***Watch out! Box***.  - Explains to them the words ‘*custom*’ and ‘*tradition*’ can be countable or uncountable. | **I.** **Vocabulary**   |  |  |  | | --- | --- | --- | | *+* ***Chris****tian* | *(n):* | *người theo đạo Cơ đốc* | | ***+*** *sponge cake* | *(n):* | *bánh xốp* | | *+ break with* | *(v):* | *không theo* | | ***+*** *shake hand* | *(v):* | *bắt tay* | | *+ es****pre****sso* | *(n):* | *cà phê pha qua phin* | | *+ spray* | *(v):* | *xịt* | |
| **3. Practice (28’)**  ***a, Aim:*** To help Ss know the use of vocabulary and know how to pronounce words containing the clusters /spr/ and /str/ correctly in isolation.  ***b, Contents***:  + Ss work individually to match the column A with the column B.  + Ss work individually to complete the expressions.  + Ss work in groups to make sentences.  + Ss work individually tocomplete the sentences with their own ideas.  + Ss work individually to complete the words under the pictures with spr and str. Then listen and repeat.  ***c, Outcome*:** Ss can know more vocabulary related to the topic and know how to pronounce words containing the clusters /spr/ and /str/ correctly in isolation well.  ***d, Organization*:** | |
| **-** T has Ss look at the table in the book and makes sure that they understand what to do.  - T asks Ss to complete the exercise individually and then compare their answers with a partner. Ss work individually to do the task.  - T calls some Ss to give the answers. Ss give the answers.  - T confirms the correct answers.  - T has Ss read the sentences again to see if the word ‘*custom*’ or ‘*tradition*’ in each sentence is countable (C) or uncountable (U).  - T has Ss read the sentences in 1 again and complete the expressions.  - Ss work individually to do the task. Then Ss compare their answers with a partner.  - T calls one or two Ss to write the complete expressions on the board.  - T checks and corrects the answers.  - T asks Ss to run through the sentences  - T asks Ss to work in groups to do this activity. Ss work in groups to make sentences.  - T prepares some pieces of big-size paper for the groups to write their answers on. When they finish, Ss stick their paper on the board.  - T asks ss to work individually to complete the sentences with their own ideas, then share their sentences with a partner. Ss work individually to do it.  - T lets some ss write the sentences on the board. Other ss give their comments.  -T confirms the correct answers.  - If time does not allow, T may assign this exercise as homework.  - T asks for Ss’ answers and write them on the board. Don’t say if they are right or wrong. Ss work individually.  - T plays the recording for them to check the answer and repeat the words.  - T plays the recording as many times as necessary. | **1. Match the column A with the column B.**  **Key:**  *1 - e , 2 - d , 3 - a ,*  *4 - g , 5 - b , 6 – c , 7 – f*  **2. Complete the expressions below.**  **Key:**  *1. custom*  *2. tradition*  *3. according*  *4. tradition*  *5. with*  *6. of*  *7. doing*  **3. Make sentences.**  Eg:  *- According to tradition, we have fireworks on New Year’s Eve. - My area broke with tradition by not having firecrackers on New Year’s Eve.*  *- There’s a tradition in our province of*  *having fireworks on New Year’s Eve.*  **4. Complete the sentences with your own ideas.**  *1. It’s the custom in my country that.*  *2. We broke with tradition by*  *3. There’s a tradition in my family that.*  *4. We have the custom of.*  *5. According to tradition,*  **II. Pronunciation */spr / and*** / ***str/***  **5. Complete the words under the pictures with spr and str. Then listen and repeat**  **Key**: *1.str 2.str 3.spr 4.spr*  *5.str 6.str 7.spr 8.spr* |
| **3. Pronunciation (5’)**  ***a, Aim:*** To help Ss know how to pronounce words containing the clusters /spr/ and /str/ correctly in context.  ***b, Contents***: Ss work individually to listen and circle the words with /spr/ and /str/  ***c, Outcome*:** Ss can know how to pronounce words containing the clusters /spr/ and /str/ correctly in context well.  ***d, Organization*:** | |
| - T asks Ss to work individually to do the exercises. Ss do it.  - T plays the recording for ss to do this exercise, then asks for ss’ answers  - T plays the recording again for ss to repeat the sentences. Ss listen and repeat.  - T asks some ss to read out the sentences | **6.** **Listen and circle the words with /spr/ and /str/.**  **\* Keys**  *1. strictly*  *2. strangers/ spread*  *3. district, streets*  *4. filmstrip*  *5. offspring* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**\* Homework**: Asks Ss to:

- Learn by heart all the new words.

- Guides ss how to do Ex part A (workbook)

- Prepare: **A closer look 2**

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| **Week 10 - Period 28**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 4: OUR CUSTOMS AND TRADITIONS**  **Lesson 3: A closer look 2** |

**A. Objectives**

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

- Use *should* and *shouldn’t* correctly and appropriately to give advice.

- Express obligation and necessity using the correct form of *have to.*

**1. Knowledge:**

- Vocabulary: lexical items related to customs and traditions.

- Grammar:

+ *Should* and *shouldn't* to express advice.

+ *Have to* to express obligation or necessity.

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

**3. Behavior:** Be aware of protecting “custom and traditions”.

**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 help Ss to use should/ shouldn’t to express advice.  ***b, Contents***: Ss work individually to complete the sentences with should/ shouldn’t.  ***c, Outcome*:** Ss can revise should/ shouldn’t to express advice well.  ***d, Organization*:** | |
| - T has ss complete the sentences and then compare the answers with a friend. Elicits students' answers.  - Ss work individually to do the task.  - T confirms the correct ones. | **1. Complete the sentences with shouldn't and shouldn’t.**  **=> Key**:  *1. should 2. shouldn’t 3. should*  *4. shouldn’t 5. should* |
| 1. **Presentation (13’)**   ***a, Aim:***  + To help Ss revise should/ shouldn’t to express advice.  + To help Ss use “have to” to express obligation and necessity.  ***b, Contents***:  + Ss work individually to match the situation in A with the advice in B.  + Ss work individually to study the remember box.  ***c, Outcome*:** Ss can revise should/ shouldn’t, know how to use “have to” to express obligation and necessity and do related exercises well.  ***d, Organization*:** | |
| - T gives a situation: *Your brother is going out with a friend. The weather forecast says it’s a hot sunny day. Give him some advice.*  - Ss share their ideas.  - T encourages Ss to express their advice freely.  -> *In this lesson we are going to review “should/shouldn’t” to express advice about customs and traditions.*  - T asks the Ss to work individually to do task 2. Ss do it.  - T asks Ss to compare their answers in groups. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T gives a situation: *when we go to a place, it is obligatory that they follow its customs and traditions.*  -T asks Ss to read the information about how to use **have to**. Ss do it.  - T may want to add that ***must*** is also used to express obligation.  - T asks Ss to answer the question: *? What are the differences between have to and must?*  *- T asks SS to read the* ***Remember!*** *box.* Ss do it. | ***Should* and *shouldn't* to express *advice (*Review*)***  **2. Match the situation in A with the advice in B**  **Key:**  *1. b 2. c 3. e*  *4. d 5. a*  “***Have to”* to express *obligation* or *necessity***  + “*have to”* is used to express obligation or necessity.  It shows external obligation, i.e., someone else makes a decision about what you ***must do.***  **(+) have to / has to + infinitive**  *Example:* We *have to* clean the house carefully before Tet.  **(-) don’t / doesn’t have to + infinitive**  => *using when it is not necessary to do smt*  *Example:* She doesn’t have to wear a company uniform.  **(?) Do / Does + subject + have to + infinitive**  *Example:* Do we *have to* follow the tradition of cleaning the house before Tet?  *+ If you want to tell somebody not to do something as an obligation, use “must not/ mustn’t” instead.* **it is not necessary to do** |
| **3. Practice (20’)**  ***a, Aim:*** To help Ss apply the grammar point “have to” to do related exercise well.  ***b, Contents***:  + Ss work individually to complete the correct form of **have to**.  + Ss work individually to choose A or B to convey the meaning of the first sentences.  + Ss work individually to find the mistakes and correct them.  ***c, Outcome*:** Ss can revise should/ shouldn’t, know how to use “have to” to express obligation and necessity and do related exercises correctly.  ***d, Organization*:** | |
| - T asks the Ss to do task 3. Ss work individually.  - T asks them to compare their answers in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T asks the Ss to do task 4 individually. Ss do it.  - T asks them to compare their answers in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T asks Ss to quickly read the e-mail and do this exercise individually, then compare the answers with a classmate. Ss work individually to do the task.  - T asks one or two Ss to write their answers on the board. Ss do it.  - T has them explain their answers as well. Ss do it.  - T checks and corrects as a class. | **3. Complete the correct form of have to.**  **Keys:**  *1. have to*  *2. have to*  *3. has to*  *4. had to/ don’t have to*  *5. doeshave to*  *6. didn’t have to*  **4. Choose A or B to convey the meaning of the first sentences.**  **Key:**  *1. B 2. A 3. A 4. B*  **5. There are six mistakes find and correct.**  **Key:**  (1) ***Shouldn’t give* 🡪 *should give*** (reason: There are lots of confusing customs and traditions in Japan, so Eri thinks she should give Mi advance)  *(2)* ***Has to 🡪* *have to*** (reason: the pronoun ‘*you’* goes with ‘*have to’*)  *(3)* ***Shouldn’t wear* 🡪 *should wear*** (reason: Eri says that Mi should take off her shoes when going inside, which means she should wear slippers)  *(4)* ***Didn’t have to* 🡪 *don’t have*** *to* (reason: this sentence is in the present time)  *(5)* ***Have use* 🡪 *have to use***(reason: *‘have to’* is the correct form)  (6) ***Should worry* 🡪 *shouldn’t worry***(reason: Eri says she’ll be there to help Mi, so Mi shouldn’t worry) |
| **4. Application (5’)**  ***a, Aim:*** To help Ss apply grammar point “should/ shouldn’t” and “have to” to give advices and obligations in the context.  ***b, Contents***: Ss work in pairs to list 3 pieces of advice and 3 obligations.  ***c, Outcome*:** Ss can use “should/ shouldn’t” and “have to” to give advices and obligations in the context well.  ***d, Organization*:** | |
| - T asks ss to work in pairs to do this activity. Ss work in pairs to do the task.  - T asks some pairs to write their advice and obligations on the board.  - Ss come to the bb and write.  - Other Ss give comments and vote for the best advice and obligations. Then they can add some more. This is an open activity so encourage Ss to express their ideas as long as the advice and obligations are appropriate. | **6. Listing three pieces of advice and 3 obligations** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson

+ *should/ shouldn’t* to give advice

+ *have to* to express obligation or necessity

- Consolidates ss more for ss to remember

**\* Homework**: Asks Ss to:

- Complete the exercises in their notebooks and study the forms and uses of the modals they have learnt.

- Prepare ***Communication +*** do ***Part B*** in WB

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| **Week 10 - Period 29**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 4: OUR CUSTOMS AND TRADITIONS**  **Lesson 4: Communication** |

**A. Objectives**

By the end of the lesson, ss will be able to have an opportunity to explore the table manners in th UK and compare them with those in Viet Nam.

**1. Knowledge:**

- Vocabulary: prong; cutlery; palm; mat; host/ hostess.

- Grammar: Modals “should, shouldn’t”.

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

**3. Behavior:** Be aware of protecting “custom and traditions”.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking:** Asks Ss to use “must and mustn’t” to talk about some customs and traditions in Viet Nam. **(3’)**

**2. New lesson:**

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| **Teacher's and students’ activities** | **The main contents** |
| 1. **Warm- up (5’)**   ***a, Aim:*** To provide Ss some background knowledge about the topic of the lesson.  ***b, Contents***: Ss work in pairs to discuss the differences between 2 pictures.  ***c, Outcome*:** Ss can use find as many differences between 2 pictures as they can.  ***d, Organization*:** | |
| - T introduces two pictures in the book and asks Ss to discussthe differences between two pictures.  - Ss work in pairs  - Ss share their ideas.  - T elicits the topic and lead in new lesson. | **1. Discuss the differences between two pictures**  - In the 1st picture, people are sitting on the mat to have the meal. In the 2nd picture, they are sitting around the dining table.  - In the 1st picture, people are using rice bowls and chopsticks. In the 2nd picture, they are using cutlery. |
| 1. **Presentation (5’)**   ***a, Aim:*** To provide Ss some vocabulary related to the topic.  ***b, Contents***: Ss work individually to study new words.  ***c, Outcome*:** Ss can know more vocabulary related to the topic.  ***d, Organization*:** | |
| - T teaches the new words, using various techniques to teach vocabulary.  - Ss listen and take notes.  => Checking: ***Rub out and remember*** | **\* New words:**  + prong (n): đầu dĩa (phần có ang) (realia)  + palm (n): lòng bàn tay (visual)  + cutlery (n): bộ dao nĩa  + tray (n) khay/ mâm  + mat (n): cái chiếu  + host (n): nam chủ nhà >< hostess (n): nữ chủ nhà  + up-wards (a): hướng lên  + table manner (n): phép tắc ăn uống (trong bàn ăn) |
| 1. **Practice (20’)**   ***a, Aim:*** To help Ss understand about table manners in Britain and table manner in their family.  ***b, Contents***:  + Ss work in pairs to write True or False.  + Ss work individually to listen and check.  + Ss work in pairs to discuss.  ***c, Outcome*:** Ss canunderstand about table manners in Britain and table manner in their family well.  ***d, Organization*:** | |
| - T asks Ss to read the sentences about table manners in England.  - T asks Ss to work in pairs to decide if the statements are true or false. Ss do it.  - T calls some Ss to give their answers.  - T asks Ss to listen to Nick giving a presentation on tables manners in Britain and check the answers.  - Ss work individually to listen and check.  - Ss listen to the recording twice. If there are any incorrect answers, T lets Ss explain why the sentences are false.  - T lets ss discuss in pairs if they know the same table manners in their family.  - Ss work in pairs to discuss.  - T sets a time limit for this activity. T may quickly write some of the Ss’ extra table manners on the board. | **2. Write true or false.**  **3. Listen and check**  *(1). F (You hold the folk in the left hand and the knife in the right)*  *(2). T*  *(3). F (There is also a spoon and a fork for dessert.)*  *(4). T*  *(5). F ( You should never use your own cutlery to take more food from the serving dish spoon)*  *(6). F ( You should break off the bread with your hands )*  *(7). F ( Guests have to wait until the host or hostess starts eating.)*  *(8). T*  **4. Discussion**  *1. We sit around a tray on a mat to have meals.*  *2. We use rice bowls and chopsticks.*  *3. When chewing food we shouldn't talk.*  *4. The host/ hostess invites everybody to start eating.*  *5. The host/ hostess offers to serve the food to the guess.*  *6. When we have finished eating, we place our chopsticks on top of our rice bowls.* |
| **4. Application (10’)**  ***a, Aim:*** To help Ss talk about table manners in Viet Nam.  ***b, Contents***: Ss work in pairs to role play.  ***c, Outcome*:** Ss cantalk about table manners in Viet Nam fluently.  ***d, Organization*:** | |
| - T asks Ss to work in pairs to role-play. Tell Ss that they can continue the conversation in the book or make up their own.  - Ss work in pairs to role play.  - After some time, T calls some pairs to act out the conversation in front of the class.  - T gives praise and feedback on Ss’ conversations. | **5. Role play**  *Minh: Hey Jessica! My family would like to invite you to dinner.*  *Jessica: Oh, that’s nice but. I don’t know anything about Vietnamese table manners.*  *Minh: Well, what do you want to know?*  *Jessica: Well, do you eat around the dinner table like in Britain?*  *Minh: No, actually we sit on a mat with the food in the middle.*  *Jessica: You’re kidding!*  *Minh: .* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

+ *should/ shouldn’t* to give advice

+ *the differences in table manners (between the UK and Viet Nam)*

- Consolidates ss more for ss to remember.

**\* Homework**: Asks Ss to:

- Complete exercises in the WB.

- Learn by heart the new words.

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| **Week 10 - Period 30**  *Date of planning: . /11/*  *Date of teaching: . /11/* | **The Mid-term 45-minute Test Correction** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to realize what they have done, what they haven’t done.

**2. Competence:** They can self-evaluate their studying and have good plans to improve.

**3. Behavior:** Students are hard-working and attentive. They will try their best to get better results.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, paper tests, loud speaker.

**2. Students**: Textbooks, notebooks, paper tests.

**C. Procedures**

**1. Checking:** During the lesson.

**2. The Mid-term 45-minute Test correction:** (43’)

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| **Teacher’s and students’ activities** | **Contents** |
| **I. Correct the second end-term test**  **A. LISTENING**  **I. Listen and tick the box. (1.0 pt)** *0,2 pt for each correct answer*  - Asks ss to answer again each question and explain.  - Gets feedback.  **II. Listen and write. (1.0 pt)** *0,2 pt for each correct answer*  - Asks ss to answer again each question and explain.  - Gets feedback.  **B. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION:**  **Choose the correct answer to complete the following sentences. (2.0 pts)** *0,2 pt for each correct*  - Asks ss to answer again each question and explain.  - Gets feedback.  **C. READING**  **I. Match each statement (1 – 5) with the suitable notice (1.5 pts)** *0,3 pt for each correct answer*  - Asks ss to read the text again then answer the questions.  - Gets feedback.  **II. Read the passage and circle A,B or C to complete the passage (1,5 pts)** *0,3 pt for each correct answer*  - Asks Ss to answer again each question and explain.  - Gets feedback.  **D. WRITING**  **I. Rewrite the following sentences, using the suggestd words: (1,5 pts)** *0,3 pt for each correct answer*  - Asks Ss to answer again each question and explain.  - Gets feedback.  **II.**  ------------------------\*\*\*------------------------  **II. Let Ss know their common mistakes: (10’)**  **Listening:** Most Ss do well.  **Grammar – Vocabulary – Language function:**  - Many Ss do incorrectly question 3,4,6,8,10.  **Reading:**  - Part I: Most Ss do well.  - Part II: Many students couldn’t answer question 1, 3 correctly.  **Writing:**  - Part I: Many Ss couldn’t do questions 2, 3 well.  - Part II: Many SS make spelling mistakes in their writing. Their words are not clear enough for reading. The grammar and structure are quite good.  **\* Solution**  - Gives compliment to good students and gives the criticism to lazy students.  - Encourages students to study harder.  - Reminds students to avoid making the common mistakes. | **A. LISTENING**  **I.** 1- A 2- C 3- B 4- A 5 – B  **II.** 1. 57 2. rice 3. Village  4. climbing 5. husband  **B. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION**  **- Đề số 1:**  1. B 2. B 3. C 4.A 5. A 6. C 7. B 8. A 9. A 10. C  **- Đề số 2:**  1. B 2. A 3. B 4.B 5. A 6. B 7. B 8. B 9. A 10. A  **C. READING**  **I.**  1. H 2. C 3. F 4. A 5. E  **II.**  1. C 2.C 3. C 4. B 5.C  **D. WRITING**  **I. - Đề số 1:**  1. Mai loves making crafts.  2. The white dress is more expensive than the red dress.  3. When did they go to the movie?  4. My house is smaller than her house.  5. He enjoys watching TV.  **- Đề số 2:**  1. They fancy helping their parents with DIY projects.  2.That film is more interesting/ exciting than this film.  3. When did they go to school?  4. She enjoys playing sports.  5. He loves *to play/ playing* computer games with his classmates.  **II.**   * Correct form: 0,25pt * Fulfill task: 0,5pt * Correct grammar: 0,25pt * Good punctuation: 0,25pt * Organization: 0,25pt   ------------------------------------------------  - Listen, take notes and remember.  - Recall and remember. |

* **Result:**

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| **Class** | **3,5 - 5** | **%** | **5 – 6,5** | **%** | **6,5 - 8** | **%** | **8 - 10** | **%** |
| 8A |  |  |  |  |  |  |  |  |
| 8B |  |  |  |  |  |  |  |  |
| **Grade 8** |  |  |  |  |  |  |  |  |

**3. Guides for homework (2’)**

- Asks Ss to review all the knowledge they have studied so far at home.

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**Vũ Thị Quynh**

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| **Week 11 - Period 31**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 4: OUR CUSTOMS AND TRADITIONS**  **Lesson 5: Skills 1** |

**A. Objectives**

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

- Scan for specific information about an essay (about 150 words) of customs and traditions.

- Skim for general information about an essay (about 150 words) of customs and traditions.

- Talk about the customs and traditions in their own family.

**1. Knowledge:**

- Vocabulary: recognize some lexical items related to the topic “customs” and “tradition”

- Grammar: Use present simple to can talk about the customs and traditions in their own family.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

**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. Warm up (5’)**  ***a, Aim:*** To provide Ss’ some background knowledge about the topic of the reading text.  ***b, Contents***: Ss work in pairs to answer the questions.  ***c, Outcome*:** Ss canidentify the topic of the reading text.  ***d, Organization*:** | |
| - T asks ss to look at the pictures in and answer the questions in pairs.  - Ss work in pairs to answer the questions.  - T elicits answers from Ss.  - T leads in new lesson. | **1. Look at the pictures and answer the questions**  **=> Suggested answers:**  *+ Picture 1: A family is celebrating a birthday.*  *+ Picture 2: People are making Chung cake.*  *+ Picture 3: A family is at an amusement park.* |
| **2. Presentation (5’)**  ***a, Aim:*** To help Ss skim for general information about reading text.  ***b, Contents***: Ss work individually to answer the question.  ***c, Outcome*:** Ss canidentify the general information of the reading text.  ***d, Organization*:** | |
| - T asks ss to look at the pictures and sets the scene: *We are going to read Mi's presentation on customs and traditions.*  *+ Is she writing about her family or her society.*  - Ss work individually to answer the question. Them Ss give the answers.  - T elicits the guessing answers from Ss. | **I. Reading**  **2. Read Mi’s presentation on customs and traditions. Is she writing about her family or her society?**  **Key**: She is writing about her family. |
| **3. Practice (25’)**  ***a, Aim:***  **+** To help Ss scan for specific information about reading text.  + To help Ss ask and answer about the customs and traditions in their family  ***b, Contents***:  + Ss work individually to write A, B or C in the blank.  + Ss work in pairs to answer the questions.  + Ss work in pairs to discuss the questions.  ***c, Outcome*:** Ss canidentify the specific information of the reading text and ask and answer about the customs and traditions in their family well.  ***d, Organization*:** | |
| - T asks Ss to read the statements and underline the key words. Then read through the passage quickly and locate the key words.  - T asks Ss to stop to read the part that includes the key words more carefully to make sure the information matches.  - T may model with the first statement.  - Asks Ss to work individually then compare their answers with a classmate before giving the answers to T. Ss do it.  - T corrects and gives feedback.  - T asks Ss to answer the question in pairs. Ss do it.  - T asks some pairs to read the answers. Some Ss read.  - T checks and corrects.  - T asks the Ss to do task 4 in pairs. Ss do it.  - T asks some Ss to talk in front of the class. Some Ss read.  - T gives feedback and comments. | **3. Now decide in which paragraph each detail below is mentioned. Write A, B or C in the blank.**  **Key:**  *1.C 2. A 3. C*  *4. B 5. A 6. B*  **4. Read the text again and answer the questions**  **Key:**  *1. They are: having lunch together on the second day of Tet, spending Sunday together, and celebrating her grandparents’ wedding anniversary on the first Sunday of October.*  *2. They usually go to the cinema or go for a picnic together.*  *3. They don’t remember.*  *4. They made five-colored sticky rice served with grilled chicken.*  *5. They love family customs and traditions because they provide a sense of belonging.*  **II. Speaking**  **5. Work in pairs and discuss the questions.**  **=> Example:**  *A: What are the three customs and traditions you like most in your family? Describe them in detail.*  *B (Hoa): The three customs and traditions I like most in my family are: having dinner together on Sundays, going on holiday together in summer and visiting our relative together on the first day of Tet.*  *A: How do you feel when you take part in these . customs and traditions?*  *Hoa: I feel so happy and excited.*  *A: Why is it important to continue family customs and traditions?*  *B: Because they provide our family with a sense of belonging.* |
| **4. Application (8’)**  ***a, Aim:*** To help Ss present the customs and traditions in context.  ***b, Contents***: Ss work in pairs to answer the questions. Then work individually to present in front of the class.  ***c, Outcome*:** Ss cantalk about customs and traditions in context well.  ***d, Organization*:** | |
| - Now T tells ss that two pairs of Ss join together. One pair interviews the other.  *? Spend a few minutes preparing the findings to the whole class.*  *? Interview each other in pairs*  *? Report the findings to the whole class.*  - Ss work in pairs to interview.  - Ss present in front of the class.  - Teacher monitors and gets feedback. | **6. Interview another pair to get their answers to the questions in 5. Note down their answers in the table below. Then present what you have found out to the class.**  Example:  **Names of interviewees:** Hoa  **Question 1:**  *- having dinner together on Sundays,*  *- going on holiday together in summer and visiting our relative together on the first day of Tet.*  **Question 2:** *happy and excited.*  **Question 3:** *provide our family with a sense of belonging.*  **=> Presentation:**  **E.g:** *Hoa likes having dinner together on Sundays, going on holiday together in summer and visiting our relative together on the first day of Tet. She feels happy. These customs and traditions provide her family with a sense of belonging*. |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**\* Homework**: Asks Ss to:

+ complete the exercises in their notebooks.

+ translate the text into Vietnamese.

+ prepare **Skills 2 +** do **Part B** in WB.

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| **Week 11 - Period 32**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 4: OUR CUSTOMS AND TRADITIONS**  **Lesson 6: Skills 2** |

**A. Objectives**

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

- Listen to get specific information about a traditional dance of an ethnic.

- Write a description of a traditional Japanese dance.

**1. Knowledge:**

- Vocabulary: recognize some lexical items related to the topic “customs” and “tradition”

- Grammar: use present simple to describe Xoe dance.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking:** Ss talk about their family’s customs and traditions (3’)

**2. New lesson:**

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| --- | --- |
| **Teacher's and students’ activities** | **The main contents** |
| **1. Warm- up (3’)**  ***a, Aim:*** To provide Ss some background knowledge about the topic of the listening text.  ***b, Contents***: Ss work in individually to answer the question.  ***c, Outcome*:** Ss canidentify the topic of the listening text.  ***d, Organization*:** | |
| - T asks Ss to look at the picture and answer the question: *What tradition do you think this is?* Ss work individually to answer the question,  - T elicits Ss’ answers and have them share as much information as possible. Ss share their answers.  - T writes the name of the traditional dance on the board: *The Xoe dance*  *-* T leads in new lesson. | **1. Questions and answers**  The Xoe dance |
| **2. Presentation (5’)**  ***a, Aim:*** To provide Ss some lexical items related to the topic “traditions and customs”.  ***b, Contents***: Ss work in individually to study the vocabulary.  ***c, Outcome*:** Ss canrecognize some lexical items related to the topic to understand the listening text.  ***d, Organization*:** | |
| - T uses different techniques to teach vocabulary (situation, realia, examples.), 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  => **Checking**: Matching | **Vocabulary:**   |  | | --- | | + express (v): biểu lộ, bày tỏ | | + reflect (v): phản ánh | | + typical (adj): tiêu niểu | | + honour (v): ca ngợi, thể hiện sự tôn kính | | + Obon festival(n): lễ Vu Lan của Nhật Bản | | + reunite (v): họp lại, xum họp | | + conical hat (n): cái nón | |
| **3. Practice (25’)**  ***a, Aim:***  **+** To help Ss to listen to get specific information about a traditional dance of an ethnic group in Viet Nam.  + To help Ss know how to write a description of a traditional Japanese dance.  ***b, Contents***:  + Ss work in individually to listen and complete the sentences.  + Ss work individually to tick True or False.  + Ss work in pairs to make complete sentences, using the information given.  + Ss work individually to write a description of Obon dance.  ***c, Outcome*:** Ss canlisten to get specific information about a traditional dance of an ethnic group in Viet Nam and know how to write a description of a traditional Japanese dance well.  ***d, Organization*:** | |
| - T asks the Ss to listen and complete the table. Ss work individually to listen.  - T asks Ss to compare their answers with their friends. Ss do it.  - T asks some Ss to read the answers. Ss read their answers.  - T checks and corrects. Ss take notes in their notebooks.  - T asks the Ss to do task 3 individually.  Ss do it.  - T asks Ss to compare their answers in groups. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T asks ss to work in pairs and make sentences using the given information. Ss work in pairs to do the task.  - T should move around to give comments as there may not be enough time for checking with the whole class.  - T calls on ss to write the sentences on the board and check them with the whole class. Ss write answers on the board.  - Then T has Ss write the description at home and bring it back in the next lesson. Ss do it.  - T asks Ss to write the description individually basing on the sentences they have made, beginning with the given sentence.  - Ss work individually to write the description. | **I. Listening**  **2. Listen and complete the sentences.**  **Keys:**  *1. happy and wealthy*  *2. private gatherings*  *3. 30*  *4. the circle dance*  *5. social*  *6. fire*  *7. music*  *8. culture and lifestyle*  **3. Listen to the passage and tick (v) true or false**  **Key:**  *1. T 2. F 3. F 4. T 5. T*  **II. Writing**  **4. Read about a traditional Japanese dance. Make complete sentences, using the information given**  ***Possible answer:***  *+ The Obon is the traditional Japanese dance.*  *+ The dance expresses people's honouring to their ancestors.*  *+ They peform the Obon dance in mid-August in many regions of Japan and in mid-July in other regions.*  *+ There are different Obon dance forms in different regions.*  *+ The most typical dance is circle dance.*  *+ They make a circle round a yagura, a high wooden stage, some dancer move clockwise, and some counter- clockwise.*  *+ Because it is one of the most important traditions. Lots of people come back to reunite with their families during the Obon festival.*  **5. Write a description of Obon dance** |
| 1. **Application (7’)**   ***a, Aim:*** To help Ss realize their writing mistakes.  ***b, Contents***: Ss work in pairs to exchange their writing and find the mistakes in the writing.  ***c, Outcome*:** Ss canrecognize their writing mistakes and know how to correct it.  ***d, Organization*:** | |
| - T lets ss exchange their descriptions to spot any mistakes. Ss do it in pairs.  - T asks ss to share with the whole class. Ss do it.  - T may collect some Ss’ work to mark at home or asks them to review the descriptions as homework.  - In this case, T asks for Ss’ revised work in the next lesson. | **6. Exchange the writing**  => ***Suggested writing:*** *There is a tradition in Japan that people perform the Obon dance during the Obon festival. The dance expresses people's honouring to their ancestors. The Obon dance are performed in mid-August in many regions of Japan and in mid-July in other regions. There are different Obon dance forms in different regions but the most typical dance is circle dance. In circle dance, people make a circle round a yagura, a high wooden stage, some dancer move clockwise, and some counter- clockwise. It's necessary for Japanese to continue this tradition because it is one of the most important traditions. Lots of people come back to reunite with their families during the Obon festival.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson

- Consolidates ss more for ss to remember

**\* Homework**: - Asks ss to:

+ Complete the writing in notebooks.

+ Prepare **Looking back and Project +** do **Part B** in WB.

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| **Week 11 - Period 33**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 4: OUR CUSTOMS AND TRADITIONS**  **Lesson 7: Looking back and Project** |

**A. Objectives**

By the end of the lesson, ss will be able to complete doing the activities well and master the Vocabulary and Grammar in Unit 4.

**1. Knowledge:**

- Vocabulary: lexical items related to the topic “***Customs and traditions”***

- Grammar: Should/ shouldn’t/ have to/ must.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting “custom and traditions”.

**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. **Vocabulary (18’)**   ***a, Aim:*** To help Ss review the vocabularies they have learnt**.**  ***b, Contents***:  + Ss work individually to complete the sentences with the words or phrases from thbe box.  + Ss work in pairs to write the sentences with the following expressions.  + Ss work in groups to complete the following word webs.  ***c, Outcome*:** Ss canreview the vocabularies they have learnt and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - T asks the Ss to look at the picture and answer the question. Ss look and answer.  - T asks Ss to do task 1 individually. Ss do it.  - T asks Ss to compare their answers in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T asks the Ss to do task 2 in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T draws four word webs on the board.  - T lets Ss work in two teams to write down as many family and social customs and traditions in the word webs as possible. Ss work in groups to do the task.  - T has two Ss write their answers on the board. Ss do it.  - T and other Ss comment on the answers. This is an open activity, so T should accept all the answers provided that they are right. | **I. Vocabulary**  **1. Complete the sentences with the words or phrases from the box**  **Key:**  *1. respect*  *2. worshipping*  *3.  wrap*  *4. host*  *5. cutlery*  *6. generations*  **2. Write the sentences with the following expressions.**  **=> Examples:**  *(1). There is a tradition in Japan that people perform the Obon dance during the Obon festival.*  *(2). According to tradition, Thai people perform xoe dance performed in both public and private gathering such as celebrations, festivals or family reunions.*  *(3). The Bru-Van Kieu people follow the tradition of growing rice on terraced fields.*  *(4). Nowadays, a lot of young people break with tradition by wearing shorts when going to the pagoda.*  *(5). Many ethnic minorities in the northern mountainous regions have the custom of making five-coloured sticky rice at Tet, in festivals and ceremonies, on special occasions, and whenever the family has guests.*  **3. Complete the following word webs.**  Family customs and traditions  have dinner together    go to the cinema  at the weekend,  visit relative,  celebrate birthday  visit pagoda  decorate houses  bring present visit someone's house |
| **2. Grammar (12’)**  ***a, Aim:*** To help Ss listen to review should/ shouldn’t; have to.  ***b, Contents***:  + Ss work individually to complete the sentences using should or shouldn’t.  + Ss work individually to underline one mistake and correct.  ***c, Outcome*:** Ss canreview the grammar points they have learnt and do grammar exercises correctly.  ***d, Organization*:** | |
| - T review.  - Ss take notes.  - T asks the Ss to do task 4 individually. Ss do it.  - T asks Ss to compare their answers in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T asks the Ss to do task 5 individually. Ss do it.  - T asks Ss to compare their answers in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects. | **II. Grammar**  We use should/ shouldn’t to give an advice.  We use “Have to” to express obligation and necessity.  **4. Complete the sentences using should or shouldn’t.**  **Key:**  *1. should wait*  *2. shouldn’t use*  *3. shouldn’t break*  *4. should follow*  *5. shouldn’t touch*  **5. Underline one mistake and correct.**  **Key:**  *1. have to*  *2. shouldn’t*  *3. have to have*  *4. should*  *5. have to avoid* |
| **3. Communication (8’)**  ***a, Aim:*** To help Ss talk about customs and tradition.  ***b, Contents***: Ss work in groups to play the game.  ***c, Outcome*:** Ss cantalk about customs and traditionfluently.  ***d, Organization*:** | |
| - Asks ss to work in groups to play the game.  - Chooses one student is the group secretary.  - Lets ss take turns to choose one of the scenarios for each other.  - Asks the secretary writes down the advice each member gives.  - Votes for the person giving the best advice.  **=> Finished!**  - Asks ss to complete the self-assessment.  - Identifies any difficulties and weak areas and provides further practice. | **III. Communication**  **Game:WHAT SHOULD YOU DO**  **=> Example:**  *A: I've been invited to dinner at a British family.*  *B: You should arrive on time.*  *C: When you finish eating, you should place your knife and fork with the prongs upwards on your plate.*  *D:* |
| **4. Project (5’)**  ***a, Aim:*** To help Ss talk about customs and tradition.  ***b, Contents***: Ss work in groups to play the game.  ***c, Outcome*:** Ss cantalk about customs and traditionfluently.  ***d, Organization*:** | |
| - T guides the Ss to do project at home.  - Ss work in groups to do the project at home. | **PROJECT: How they have changed** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**\* Homework**: Asks ss to:

+ complete the writing in notebooks

+ prepare **Unit 5 – Getting started +** do **Part D** in workbook.

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| **Week 12 - Period 34**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 5: FESTIVALS IN VIET NAM**  **Lesson 1: Getting started** |

**A. Objectives**

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

- Use the lexical items related to the topic 'festivals in Viet Nam'.

- Interact a conversation about introduction and explanation about some festivals in Viet Nam.

**1. Knowledge:**

- Vocabulary: relating to the topic “***Festivals in Viet Nam”***

- Grammar: Simple and compound sentences: review.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting the traditional festivals in Viet Nam.

**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 help Ss revise the old lesson and lead in the new lesson**.**  ***b, Contents***: Ss work in groups to play the game.  ***c, Outcome*:** Ss canrevise the grammar point “should/ shouldn’t” and recognize the topic of the new lesson.  ***d, Organization*:** | |
| - Before Ss open their books, T reviews the previous unit by asking them to take part in a small game.  - Teacher writes “Tet festival” on the board and asks two groups of five students to come to the board to write as T requires.  - T sets a time limit. The game stops when the time is up. Each custom of tradition written down is rewarded with one mark. The group with higher marks wins.  - T asks Ss to add any names of any other festivals in Viet Nam that they know or have been to.  - T asks them which of the festivals they would recommend to foreigners and why. | **Introduction:**  + Group A writes what Vietnamese people should do  + Group B writes what Vietnamese people shouldn’t do during the Tet festival. |
| **2. Presentation (8’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic and identify the topic of the whole unit.  ***b, Contents***:  + Ss work individually to study new words.  + Ss work in pairs to listen and read.  ***c, Outcome*:** Ss canrecognize some lexical items related to the topic and identify the topic of the whole unit well.  ***d, Organization*:** | |
| - T uses different techniques to teach vocabulary (situation, realia), follows the seven steps of teaching vocabulary.  - Ss listen carefully to the T’s modeling twice, repeat in chorus and individually, and copy all the words.  => **Checking**: Rub out and remember.  - T sets the scenes.  - T asks Ss to open their books and look at the picture and the heading.  - T asks Ss to answer some questions:  *+ Where are Duong and Peter?*  *+ What are they doing?*  *+ What might they be talking about?*  - Ss work individually to answer the questions.  - T plays the recording and has Ss follow along. T may want to ask Ss to track the dialogue with their fingers as they listen to the recording. Then come back to the earlier questions and have Ss answer them again. Do not give correction at this stage.  - Ss work in pairs to listen and read. | **Vocabulary:**   * royal court music (n) (explanation) * reunion (n) (synonym) * regret (v) (explanation) * five-fruit tray (n) (picture) * carnival (n) (picture) * procession (n) (picture) * anniversary (n) (picture)   **1. Listen and read** |
| **3. Practice (25’)**  ***a, Aim:***  **+** To help Ss understand the conversation about festivals.  + To help Ss know how to use lexical items related to the topic in context.  ***b, Contents***:  + Ss work individually to tick True or false.  + Ss work individually to answer the questions.  + Ss work in pairs to find the expressions in the conversation and try to explain their meaning.  + Ss work in pairs to make short conversations with the four expressions in C.  + Ss work in pairs to use the words from the box to label the pictures.  + Ss work individually to match the words with the pictures of festivals.  ***c, Outcome*:** Ss canrecognize understand the conversation about festivals and know how to use lexical items related to the topic in context well.  ***d, Organization*:** | |
| - T asks Ss listen to the tape and do exercise. Ss work independently.  - T plays the recording once or twice more, pauses the recording at the appropriate places if Ss need help with comprehension.  - T allows Ss to share their answers with a classmate before discussing as a class.  - T corrects.  - T: First, ask Ss not to look at the conversation to answer the questions, then have them open their books and check their answers.  - Ss work individually to do the task.  - T calls some Ss to write answer on the board. Ss do it.  - T checks and corrects. Ss take notes in their notebooks.  - T asks Ss to look at the conversation again and underline the expressions. Ss work in pairs to do the task.  - T has Ss use the context to try to explain when they may use the expressions. Ss do it.  - T corrects them if necessary.  - T asks Ss to practice in pairs, have Ss role-play, practicing the expressions in C. Ss do it.  - T calls on a few pairs to perform to the class. Ss practice in pairs.  - T gives feedback and comment.  - T has Ss work in pairs, matching the words with the pictures. Then check their answers. Afterwards, have Ss repeat the words chorally. Ss do exercise in pairs.  - T corrects their pronunciation if necessary.  - T has Ss work independently, match the names of the festivals with the appropriate pictures, then cross check with a partner. Ss do it.  - T checks Ss’ answers. | **1a. Tick true or false.**  **Key:**  *1T 2T 3F 4F 5T*  **1b. Read the conversation again and answer the questions.**  **Key**:  *1. In April. They can see a grand opening ceremony, an ao dai fashion show, a Dem Phuong Dong or oriental night show, royal court music performances . and sporting activities.*  *2. Duong’s family prepares a five-fruit tray and makes jam and chung cakes.*  *3. Because there are so many interesting things to see and enjoy, it would take too long to describe them.*  *4. In Bac Ninh, on 12th of the first lunar month.*  *5. Because it’s near Ha Noi, it takes place right after Tet holiday and is full of traditional events.*  **1c. Can you find the following expressions in the conversation? Try to explain their meaning**.  **Key:**  *1. used as suggestion or to give advice*  *2. (It/That) sounds + adj: used to give your first impression of what you hear*  *3. to stress that it is worth spending time or money doing something*  *4. to show surprise and to check that something is really OK to do*  **1d. Make short conversations with the four expressions in c.**  - Why don’t you come with us to the Lim Festival? You won’t regret it.  - Sounds great! / Are you sure?  **2.** **Use the words from the box to label the pictures.**  **Key:**  *a. ceremony*  *b. anniversary*  *c. reunion*  *d. procession*  *e. carnival*  *f. performance*  **3. Match the words with the pictures of festivals.**  **Key**:  *1.d 2.a 3. c 4. b 5. e* |
| **4. Application (5’)**  ***a, Aim:*** To help Ss understands some outstanding festivals in Viet Nam.  ***b, Contents***: Ss work in pairs to match the festivals with their descriptions  ***c, Outcome*:** Ss canunderstands some outstanding festivals in Viet Nam well.  ***d, Organization*:** | |
| - T asks Ss to work in pairs, matching the descriptions of festivals with their names. Ss work in pairs to do the task.  - T checks Ss’ answers. | **4. Match the festivals in 3 with their descriptions.**  **Key:**   1. *c 2. b 3. e 4. d 5. a* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson

- Consolidates ss more for ss to remember

**\* Homework**: - Asks ss to:

- Complete the exercises in their notebooks.

- Translate the text into Vietnamese.

- Prepare for **A closer look 1.**

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| **Week 12 - Period 35**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 5: FESTIVALS IN VIET NAM**  **Lesson 2: A closer look 1** |

**A. Objectives**

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

- Recognize some lexical items related to the topic.

- Pronounce the words ending in “-ion” and “-ian” in isolation and in context.

**1. Knowledge:**

- Vocabulary: relating to the topic “***Festivals in Viet Nam”:*** commemorate, incense, ritual,

- Pronunciation: Stress in words ending in *“-ion*” and *“-ian*”

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Be aware of protecting the traditional festivals in Viet Nam.

**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 attract Ss’s attention to the lesson and to lead in the new lesson**.**  ***b, Contents***: Ss work in groups to list nouns and verbs related to the festivals.  ***c, Outcome*:** Ss canlist nouns and verbs related to the festivals as many as they can.  ***d, Organization*:** | |
| - T asks Ss to list nouns and verbs related to the festivals as much as possible  - Ss work in groups to do the task. | **\*Network.**  ceremony perform      watch |
| **2. Presentation (5’)**  ***a, Aim:*** To provide Ss some lexical items related to the topic.  ***b, Contents***: Ss work individually to study new words.  ***c, Outcome*:** Ss canrecognize some lexical items 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: ***Slap the board*** | **Vocabulary:**   |  | | --- | | *+ commemorate (v): kỉ niệm, tưởng nhớ* | | *+ incense (n): hương* | | *+**anniversary (n): lễ kỉ niệm* | | ***+*** *ritual (v): nghi lễ* | | *+politician (n): chính trị gia* | | *+ companion (n): bạn đồng hành* | |
| **3. Practice (25’)**  ***a, Aim:***  **+** To help Ss know how to use vocabularies related to the topic "festivals in Viet Nam" in context.  **+** Tohelp students practice stressing multi-syllable words with –ion and –ian endings in isolation.  ***b, Contents***:  + Ss work individually to match the words to their meanings.  + Ss work individually to complete the sentences using the words in 1.  + Ss work in pairs to match the nouns with each verb. A noun can go with more than one verb.  + Ss work individually to notice the words, answer the questions, listen and repeat the words.  + Ss work individually to stress the words.  ***c, Outcome*:** Ss canknow how to use vocabularies related to the topic "festivals in Viet Nam" in context and practice stressing multi-syllable words with –ion and –ian endings in isolation correctly.  ***d, Organization*:** | |
| - T asks Ss to work independently to do task 1. Ss do it.  - T asks Ss to share their answers with one or more partners. Ss do it.  - T asks Ss to give the answers. Ss do it.  - T checks and corrects.  - T asks Ss to work independently to do task 2. Ss do it.  - T asks Ss to share their answers with one or more partners. Ss do it.  - T asks Ss to give the answers. Ss do it.  - T checks and corrects.  - T has Ss work in pairs to match verbs with nouns on a piece of paper then swap the answers with another pair to check. Ss work in pairs.  - T checks Ss’ answers.  - T asks Ss to look at the word list.  - T asks ‘*What do you notice about the endings? How many syllables does each word have?*.  - Ss work individually to answer the questions.  - T has Ss answer and sum up.  - T models stress in different words with the ending *–ion*, and *–ian*. The T asks Ss to look at the rules in the ***Remember***! box. Ss do it.  - T discusses this rule with the class and elicit some pronunciations from Ss. Ss listen to the teacher carefully.  - T plays the recording and asks Ss to listen and repeat the words, paying attention to the stress on the syllable immediately before the ending –*ion* or –*ian.* Ss work individually to listen and repeat.  - T plays the recording as many times as necessary.  - T plays the recording and asks Ss to listen and stress the words. Ss work individually to listen and stress the words.  - T asks Ss to pay attention to the endings. Ss do it.  - T lets Ss compare their answers in pairs. Ss work in pairs to compare the answers.  - T checks. | **I. Vocabulary**  **1. Match the words to their meanings.**  **Key:**  *1.c 2. e 3.a 4. b 5.d*  **2. Complete the sentences using the words in 1.**  **Key:**  *1. commemorate*  *2. worship*  *3. preserve*  *4. ritual*  *5. performance*  **3. Match the nouns with each verb. A noun can go with more than one verb.**  **Key:**  *1.WATCH a ceremony, a show*  *2. HAVE (all can fit)*  *3. WORSHIP a god, a hero*  *4. PERFORM a ritual, a ceremony, a show*  **4a. Look at the table below. What can you notice about these words?**  => **Key:**  *+ They are all words with more than two syllables*  *+ They end with the suffix –ion or –ian*  **4b. Listen and repeat the words**  **5. Listen and stress the words**  **=> Answer key:**  *1. pro’cession 2. com’panion*  *3. pro’duction 4. compe’tition*  *5. poli’tician 6. mu’sician*  *7. his’torian 8. lib’rarian* |
| **4. Application (8’)**  ***a, Aim:*** Tohelp students practice stress in words ending in –ion and –ian in context.  ***b, Contents***: Ss work individually to read and mark (‘) the stressed syllable in the underlined words. Then listen and repeat.  ***c, Outcome*:** Ss canstress in words ending in –ion and –ian in context correctly.  ***d, Organization*:** | |
| - T plays the recording and asks Ss individually to mark the stress patterns. Ss work individually to do the task.  - Then T asks Ss to work in small groups to read out the sentences. Ss do it.  - T Goes around to help Ss.  - T calls some Ss to practice in front of the class. Ss do it.  - T corrects their pronunciation if necessary. | **6. Read and mark (‘) the stressed syllable in the underlined words. Then listen and repeat.**  **Key**:  *1. com’panions*  *2. partici’pation*  *3. at’tention*  *4. his’torians*  *5. tra’dition* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson

- Consolidates ss more for ss to remember

**\* Homework**: Asks ss to:

+ complete the exercises in their notebooks.

+ prepare **A closer look 2.**

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| **Week 12 - Period 36**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 5: FESTIVALS IN VIET NAM**  **Lesson 3: A closer look 2** |

**A. Objectives**

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

- Use the lexical items related to the topic "festivals in Viet Nam".

- Review simple and compound sentences, recognize complex sentences.

- Practice doing exercises making simple, compound sentences, and complex sentences.

**1. Knowledge:**

- Vocabulary: relating to the topic “***Festivals in Viet Nam”***

- Grammar: Simple and compound sentences: review; complex sentences.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of protecting traditional festivals in Viet Nam.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking:** Write the vocabularies **(3’)**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm- up (5’)**  ***a, Aim:*** To attract Ss’s attention to the lesson and to lead in the new lesson  ***b, Contents***: Ss work in groups to list the conjunctions/ connectors they learnt.  ***c, Outcome*:** Ss canlist many conjunctions/ connectors they learnt.  ***d, Organization*:** | |
| - T has Ss play the game: Network to list the conjunctions/ connectors they learnt. Ss work in groups to play the game.  - T asks Ss to make sentences using the conjunctions/ connectors above.  - T introduces the new lesson. | **\*Network.**  and so  however because |
| **2. Grammar: Simple and Compound sentence review (15’)**  ***a, Aim:*** To help students review the simple and compound sentences and do related exercises.  ***b, Contents***:  + Ss work in pairs to write S for simple sentences and C for compound sentences.  + Ss work individually to connect each pair of sentences with an appropriate conjunction in the box to make compound sentences.  + Ss work in pairs to connect each pair of sentences with an appropriate conjunctive adverb in the box to make compound sentences.  ***c, Outcome*:** Ss canreview the simple and compound sentences and do related exercises correctly.  ***d, Organization*:** | |
| - T asks Ss to work in pairs. Then have Ss answer before checking with the whole class. Ss work in pairs.  - T checks and corrects.  - T has Ss work individually and check with another S. Finally, T check Ss’ answers with the whole class.  - Ss work individually and check with another student.  - T calls some Ss to write answer on the board. Ss do it.  - T checks and corrects.  - T asks Ss to look at the rules in the Look out! box. Tell them the use of punctuation in formal language when we write a compound sentence using conjunctive adverbs.  - Ss practice in pairs.  - T calls some Ss to write answer on the board. Ss do it.  - T checks and corrects. | **1. Write S for simple sentences and C for compound sentences.**  **Key:**  *1.S 2. C 3. C 4. S 5. S*  **2. Connect each pair of sentences with an appropriate conjunction in the box to make compound sentences.**  **Key:**  *1. At the Mid-Autumn Festival children carry beautiful lanterns, soit’s a memorable childhood experience.*  *2. During Tet, Vietnamese people buy all kinds of sweets, andthey make chungcakes as well.*  *3. The Hung King’s sons offered him many special foods, but Lang Lieu just brought him a chungcake and a day cake.*  *4. To welcome Tet, we decorate our house with peach blossoms, orwe can buy a mandarin tree for a longer lasting display.*  *5. The Huong Pagoda festival is always crowded, yet we like to go there to pray for good fortune and happiness.*  **3. Connect each pair of sentences with an appropriate conjunctive adverb in the box to make compound sentences.**  **Key:**  *1. Chu Dong Tu and Giong are both legendary saints; however, / nevertheless, they are worshipped for different things.*  *2. Tet is the most important festival in Viet Nam; therefore, most Vietnamese return home for Tet.*  *3. Tet is a time for us to worship our ancestors; moreover, it is also a time for family reunion.*  *4. The Khmer believe they have to float lanterns; otherwise, they may not get good luck.*  *5. The Hung King Temple Festival was a local festival; nevertheless/ however, it has become a public holiday in Viet Nam since 2007.* |
| **3. Grammar: Complex sentences (13’)**  ***a, Aim:*** To help students know how to use the complex sentences and do exercises  ***b, Contents***:  + Ss work individually to match the dependent clauses with the independent ones to make complex sentences.  + Ss work individually to fill each blank with one suitable subordinator when, while, even though/ although, because or if.  ***c, Outcome*:** Ss canknow how to use the complex sentences and do related exercises correctly.  ***d, Organization*:** | |
| \* **Presentation**:  - T tells Ss to read the grammar box ***Complex sentences*** carefully. Ss do it.  - T goes through the grammar point with the class to make sure everybody understands. Ss listen and take notes.  - T explains the meaning of the subordinators, translating if necessary. If time allows, T asks Ss to give examples using the grammar point. Ss listen carefully.  \* **Practice**:  - T asks Ss to work individually to match the clause and check with one or more partners. Ss do it.  - T corrects as a class.  - T has Ss work individually to add the subordinators. Then check as a class.  - Ss work individually to add the subordinators  - T discusses the reasons for using each subordinator.  - T corrects. | **4. Match the dependent clauses with the independent ones to make complex sentences.**  **Key**:  *1.b 2. d 3. e 4. f 5. a 6.c*  **5. Fill each blank with one suitable subordinator when, while, even though/ although, because or if**  **Key:**  *1. Because 2.If 3.when*  *4. while 5. When*  *6. Although/Even though* |
| **4. Application (7’)**  ***a, Aim:*** To help students know how to use complex sentences in the context.  ***b, Contents***: Ss work in pairs to use their own words/ ideas to complete the sentences.  ***c, Outcome*:** Ss canknow how to use complex sentences in the context correctly.  ***d, Organization*:** | |
| - T has Ss work in pairs to complete the sentences. T asks Ss to swap their sentences with other pairs and cross-check. Ss do it.  - T lets some Ss read out their answers. Ss do it.  - If the classroom has a projector, show some answers and check them with the whole class. | **6. Use your own words/ ideas to complete the sentences below.**  **Suggested answers:**  *1. \_\_\_\_\_\_\_\_\_\_\_\_, I have never been there.*  *2. \_\_\_\_\_\_\_\_\_\_\_\_, we shouldn’t miss it.*  *3. \_\_\_\_\_\_\_, you should visit Giong Temple.*  *4. \_\_\_\_\_\_\_\_\_\_\_\_, they take a lot of photos.*  *5. \_\_\_\_\_\_\_\_\_\_\_\_, they can enjoy the beautiful scenery of the area.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**\* Homework**: Asks Ss to:

- Complete the exercises in their notebooks and part B in workbook.

- Prepare **Communication.**

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| **Week 13 - Period 37**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 5: FESTIVALS IN VIET NAM**  **Lesson 4: Communication** |

**A. Objectives**

By the end of the lesson, Ss will be able to communicate with friends well about the topic.

**1. Knowledge:**

- Vocabulary: relating to the topic “***Festivals in Viet Nam”***

- Grammar: Present simple.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of protecting traditional festivals in Viet Nam.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Test 15’:**

**Đề số 1**

**I. Choose the best option to complete the sentences below: (5pts)**

1. **Teacher:** What is a tradition, Hoa?  **Hoa**:

1. It is something that has become an accepted way of doing something.
2. It is something that everybody knows well.
3. It is something we do that is special and passed down through generations.

2. We shouldn’t break.tradition by eating moon cakes at the Mid-Autumn Festival.

A. at B. with C. on

3. According to the in England, we have to use a knife and a fork at dinner.

A. table manners B. dinner ways C. behaviors

4. You . break your promise to the children.

A. have to B. should C. shouldn’t

5. Tet is an occaion for family. in Viet Nam

A. visitings B. meetings C. reunion

6. The Nha Trang Sea Festival is famous for the impressive street carnival; ., it has attracted thousands of visitors.

A. otherwise B. therefore C. while

7. **Peter**: I am going to visit a pagoda in Viet Nam. **Nga**:

1. You shouldn’t burn incense there.
2. You should wear shorts to go there
3. You shouldn’t wear shorts when going to pagoda.

8. The Khmer believe they have to float lanterns; ., they may not get good luck.

A. otherwise B. however C. therefore

9. I like wearing a colorful T-shirt, but I. a red T-shirt.

A. don’t like B. doesn’t like C. like

10. Vietnamese people burn incense to show respect to their during Tet.

A. ancestors B. relatives C. friends

**II. Rewrite the following sentences, using the words given (5 pts):**

1. It’s a good idea to behave politely at Tet.

🡪 We should

2. It’s is not a good idea to eat too much junk food.

🡪 You should not .

3. The girl worked hard. Her stepmother wasn’t happy. (although)

4. Children like Tet because it’s a long holiday. They can also receive lucky money. (moreover)

5. Lang Lieu couldn’t buy any special food. He was very poor. (because)

**Đề số 2**

**I. Choose the best option to complete the sentences below: (5pts)**

1. You . use your mobile phone on the plane.

A. must B. mustn’t C. don’t have to

2. The Xoe dance is a tradition of Thai ethnic people.

A. spiritual B. material C. physical

3. When going to the pagoda, people wear shorts.

A. shouldn’t B. don’t have to C. won’t

4. People burn incense to show respect to their during Tet.

A. relatives B. ancestors C. friend

5. You look really tired. You take a few days off and have a holiday.

A. have to B. must C. should

6. We do not have many canivals in Viet Nam ;, we have many traditional festivals.

A. however B. while C. although

7. Hurry up, you will miss the bus.

A. but B. and C. or

8. Tet is the most important festival in Viet Nam; ., most Vietnamese return home for Tet.

A. therefore B. otherwise C. however

9. The of Xoe dance is very good.

A. perform B. performing C. performance

10. It is going to rain. You take a raincoat.

A. should B. must C. can

**II. Rewrite the following sentences, using the words given (5 pts):**

1. It’s a good idea to do exercises every day.

🡪 You should

2. Don’t go to bed late because it’s harmful to your health.

🡪 You should not .

3. My friends worked very hard. She didn’t pass the exam. (although)

4. She can go to bed to rest. She can go to see the doctor. (or)

5. It rained heavily yesterday. He went to work late. (because).

**ĐÁP ÁN**

**Đề số 1:**

***I. 0.5 pt for each correct answer:***

1. C 2. B 3. A 4. C 5. C 6. B 7. C 8. A 9. A 10. A

***II. 1 pt for each correct answer:***

1. We should behave politely at Tet.
2. You shouldn’t eat too much junk food.
3. Although the girl worked hard, her stepmother wasn’t happy.
4. Children like Tet because it’s a long holiday; moreover, they can also receive lucky money.
5. Lang Lieu couldn’t buy any special food because he was very poor.

**Đề số 2:**

***I. 0.5 pt for each correct answer:***

1. B 2. A 3. A 4. B 5. C 6. A 7. C 8. A 9. C 10. A

***II. 1 pt for each correct answer:***

1. You should do exercises every day.
2. You shouldn’t go to bed late because it’s harmful to your health.
3. Although my friends worked very hard, she didn’t pass the exam.
4. She can go to bed to rest, or she can go to see the doctor.
5. Because it rained heavily yesterday, he went to work late.

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**2. New lesson:**

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| **Teacher’s and students’ activities** | **The main contents** |
| 1. **Warm- up (3’)**   ***a, Aim:*** To attract Ss’s attention to the lesson and lead in the new lesson.  ***b, Contents***: Ss work individually to answer the questions.  ***c, Outcome*:** Ss can have some background knowledge about a festival in Soc Trang.  ***d, Organization*:** | |
| - T asks Ss to look at the pictures and guess to answer the questions.  - Ss answer the questions.  - T leads in new lesson. | **\*Chatting.**  - Have you ever been to Soc Trang province?  - Have you ever seen a festival by the Khmer?  - What activities do people do at the festival? |
| **2. Presentation (7’)**  ***a, Aim:*** To provide students some vocabulary related to the topic and help Ss know more about A Khmer Festival.  ***b, Contents***:  + Ss work individually to study new words.  + Ss work in pairs to answer the questions.  ***c, Outcome*:** Ss can recognize some vocabulary related to the topic and they can have some background knowledge about A Khmer Festival well.  ***d, Organization*:** | |
| - T introduces some new words on the board.  - Ss read them and copy from the board.  - T asks Ss to look at the pictures and answer the questions.  - Ss practice in pairs.  - T plays the recording and lets Ss check their guesses.  - Ss listen and check their guesses.  - T gives the answers. | **\* Vocabulary**  Bamboo archway: vòm tre  Green rice flakes: cốm xanh  coconut: chái dừa  clasped hands: bắt tay  floating lanterns: thả đèn  **1. Answer the questions.**  **2. Listen and check your answers.**  **Key:**  ***a.*** *1. bamboo archway*  *2. green rice flakes*  *3. potatoes*  *4. coconuts*  *5. piacake*  *6. clasped hands*  *7. lanterns*  *8. dragon boat race*  ***b****.**Ooc bom boc festival* |
| **3. Practice (10’)**  ***a, Aim:*** To help students understand clearly about the Ooc bom boc festival.  ***b, Contents***: Ss work in pairs to listen to the interview and complete the table with the answers to the suggested questions.  ***c, Outcome*:** Ss can understand about the Ooc bom boc festival clearly.  ***d, Organization*:** | |
| - T asks Ss to work in pairs, making full questions based on the given question words and giving as many answers as possible based on what they can remember from the previous listening. Ss work in pairs to do the task.  - T plays the recording again for Ss to answer. If Ss haven’t been able to answer all the questions, T plays the recording another time.  - T asks Ss to share their answers.  - T checks the answers with the whole class. | **3. Listen to the interview again and complete the table below with the answers to the suggested questions.**  **Suggested questions:**  1. Where is the festival held?  2. When is the festival held?  3. Who do the people worship at the festival?  4-6. What activities do people do at the festival?  **Key:**  *1. Soc Trang*  *2. 14th, 15th evenings of the 10th lunar month.*  *3. Moon God*  *4. have a worshipping ceremony*  *5. float paper lanterns*  *6. hold dragon boat races* |
| **4. Application (8’)**  ***a, Aim:*** To help students practice asking and answeringabout a local festival.  ***b, Contents***: Ss work in groups of three to role play about a local festival.  ***c, Outcome*:** Ss can role play about a local festival fluently in 3 minutes.  ***d, Organization*:** | |
| - Before the role-play begins, T gives Ss a little time to decide which festival to talk about and assign roles. T notes that Ss could also invent a festival.  - T asks Ss to uses the example in **4** and the listening in **3** as models.  - Ss work in groups of 3 to role play.  - When everyone has finished, T asks some groups to role-play in front of the whole class.  - T gives feedback and comments. | **4. Role-play**  Example:  A: Good morning. Can I ask you some questions?  about this festival?  B: Yes, of course.  A: What is the festival called?  B: It’s \_\_\_\_\_. It’s held in \_\_\_\_\_.  A: Who do you worship at the festival?  C: We worship \_\_\_\_\_\_\_\_\_\_ |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**\* Homework**: Asks ss to:

- Complete the exercises in their notebooks.

- Prepare **Skills 1**.

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| **Week 13 - Period 38**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 5: FESTIVALS IN VIET NAM**  **Lesson 5: Skills 1** |

**A. Objectives**

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

- Read for specific information about festivals.

- Talk about a festivals.

**1. Knowledge:**

- Vocabulary: relating to the topic “***Festivals in Viet Nam”***

- Grammar: Present simple.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of protecting traditional festivals in Viet Nam.

**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. **Warm- up (6’)**   ***a, Aim:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work in groups to answer the questions.  ***c, Outcome*:** Ss can answer the questions well.  ***d, Organization*:** | |
| - T asks Ss to practice in small groups, look at the pictures and answer the questions, but don’t check the answers with the class.  - Ss work in groups to discuss the answer.  - Ss share answers with the whole class.  - T leads in new lesson. | **1. Work in groups to answer the following questions.**  *- What are the people doing in each picture?*  *- Who do people worship at the Hung King Temple Festival?*  *-  Who do people worship at the Huong Pagoda Festival?* |
| **2. Presentation (12’)**  ***a, Aim:*** To help Ss skim for general information to check their ideas and identify some unknown words using the context.  ***b, Contents***:  + Ss work individually to skim the passages and check their ideas.  + Ss work individually to scan the passages to find the words.  ***c, Outcome*:** Ss can use scanning and skimming skills correctly to do reading exercises. They also can identify some unknown words using the context.  ***d, Organization*:** | |
| - T gives Ss two minutes to skim the passages and check their answers in 1. Explain that to skim, they must move their eyes very quickly over the text to get a general idea of the subject.  - Ss skim the passages individually.  - T give feedbacks and comments.  - T gives Ss one minute to scan the passages to find the words. T asks Ss to underline or circle the words they find with a pencil.  - Ss scan the passages to find the words.  - T may help Ss work out the meanings of these words from the context. Then check with the whole class. | **I. Reading**  **2. Now read the information about these festivals to check your ideas.**  **3. Find words/ phrases in the passages that have similar meaning to these words or phrases.**  **Key:**  *1. emperors*  *2. features*  *3. joyful*  *4. from overseas*  *5. hiking*  *6. scenery* |
| **3. Practice (10’)**  ***a, Aim:*** To help Ss scan for specific information to understand the passages.  ***b, Contents***: Ss work individually to read the information again and answer the following questions  ***c, Outcome*:** Ss can use scanning skills correctly to understand the passageswell.  ***d, Organization*:** | |
| - T asks Ss to read the text again and answer the questions.  - Ss work individually to do the task. Then Ss can compare answers with a partner before discussing them as a class.  - Ss read and answer the questions.  - T corrects and remarks. | **4. Read the information again and answer the following questions.**  **Key:**  *1. The Hung King Temple festival takes place from the 8th to the 11th day of the third lunar month.*  *2. Incense, specialities such as chungcakes, daycakes and five-fruit trays.*  *3. Because there are many joyful activities including bamboo swings, lion dances, wrestling and xoansinging performances.*  *4. People join the procession and make offerings of incense, flowers, fruit and candles.*  *5. Ss’ own answers.* |
| **4. Application (15’)**  ***a, Aim:*** To help Ss talk about the festivals in Viet Nam.  ***b, Contents***:  + Ss work in pairs to choose the options.  + Ss work individually to report to the class.  ***c, Outcome*:** Ss can talk about the festivals in Viet Nam fluently in 2 minutes.  ***d, Organization*:** | |
| - T asks Ss to work in pairs, choosing one of the two places: Huong Pagoda or Hung King Temple to go to. Ss do it.  - T reminds Ss to give a reason for their choice like in *Example 1*. Ss do it.  - T asks Ss to think about what to take with them. Ss do it.  - T asks Ss to use the suggestions in the pictures. Ss do it.  - T encourages Ss to add any other items they think necessary and give reasons. Ss do it  - T goes around to help Ss.  - T asks Ss to report their decisions to the class and decide which location is more popular. Ss work individually to report.  - T gives feedback and comments. | **II. Speaking**  **5a. Choose the options**  *1. Which place do you prefer to go to? Explain your choice.*  *2. What things should you take with you? Why?*  **5b. Report to the class** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**\* Homework**: Asks ss to:

- Complete the exercises in their notebooks.

- Prepare **Skills 2.**

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| **Week 13 - Period 39**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 5: FESTIVALS IN VIET NAM**  **Lesson 6: Skills 2** |

**A. Objectives**

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

- Listen to get specific information about a festival.

- Write about a festival they like or have been to.

**1. Knowledge:**

- Vocabulary: lexical items relating to the topic “***Festivals in Viet Nam”***

- Grammar: Complex sentences, present simple.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of protecting traditional festivals in Viet Nam.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking:** Talk about some festivals in Viet Nam (3’).

**2. New lesson**

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| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm- up (5’)**  ***a, Aim:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work in pairs to describe the picture and answer the questions.  ***c, Outcome*:** Ss can talk about the festivals in Viet Nam fluently in 2 minutes.  ***d, Organization*:** | |
| - T asks Ss to work in pairs, describing the picture and then answer the questions.  - Ss practice in pairs.  - T asks Ss to share their ideas. Ss do it.  - T leads in new lesson. | **1. Describe the picture and answer the questions.**  1. Who is Saint Giong?  2. What did he do for the country? |
| **2. Presentation (5’)**  ***a, Aim:*** To provide Ss some vocabularies related to the topic.  ***b, Contents***: Ss work individually to study new words.  ***c, Outcome*:** Ss can recognize some vocabularies related to the topic well.  ***d, Organization*:** | |
| - T presents some vocabularies, using different techniques to teach vocabulary.  - Ss listen to the T’s modeling twice carefully, repeat in chorus and individually, then copy all the words.  => **Checking**: Rub out and remember. | **Vocabulary:**  *+ mythical (adj): thần thoại*  *+ giant (adj): khổng lồ*  *+ defend (v): bảo vệ*  *+ religious (adj): có tính chất tôn giáo*  *+ motherland (n): quê hương* |
| **3. Practice (20’)**  ***a, Aim:***  **+** To help students listen to get specific information about a festival.  + To help Ss know how to write about a festival they like.  ***b, Contents***:  + Ss work individually to listen and circle the correct answer.  + Ss work individually to listen and write answers to the questions.  + Ss work in pairs to discuss the festival in Viet Nam that they like best, using the word web to take notes.  ***c, Outcome*:** Ss can listen to get specific information about a festivaland know how to write about a festival they like well.  ***d, Organization*:** | |
| - T tells Ss that they are going to listen to a tour guide giving information about the Giong Festival. T asks them to read the questions carefully and try to predict the answers based on what they know.  - Ss work individually to do the task.  - T plays the recording and asks Ss to circle the right answers.  - Ss give the answers.  - T checks their answers with the whole class.  - T asks Ss listen again and write answers individually.  - Ss listen, answer and write their answers on the board individually.  - T corrects  - T runs through the web.  - T asks them to discuss in pairs.  - Ss work in pairs to discuss. | **I. Listening**  **2. Listen to a tour guide giving information about the Giong Festival and circle the correct answer**  **Key**:  *1.B*  *2.A*  *3. C*  **3. Listen to the talk again and write answers to the questions below.**  **Key:**  *1. He is a mythical hero, who grew from a three-year-old child into a giant overnight.*  *2. The preparations begin one month before the festival.*  *3. A religious ceremony*  *4. There is a cheo play performance.*  *5. This festival shows the love for our motherland and the preservation of our cultural heritage.*  **II. Writing**  **4. Discuss with your partner the festival in Viet Nam that you like best. Use the word web below to take notes.**  => **Suggested answers:**  *+ I like Hung King Temple Festival.*  *+ It is held in Phu Tho (Province).*  *+ It’s held from the 8th to the 11th day of the third lunar month.*  *+ It commemorates the Hung Kings – the first emperors of our country.*  *+ It’s impressive because of the procession to Hung King Temple.*  *+ The main activities are: procession, offering incense and specialties, other activities such as bamboo swings, lion dances, wrestling and xoan singing performances.*  *+ I like this festival because there are a lot of joyful activities.*  *+ I also like it because I can get more knowledge from culture.* |
| **4. Application (10’)**  ***a, Aim:*** To help students write about a festival they like.  ***b, Contents***: Ss work individually to write an article about this festival for the school website using connectors.  ***c, Outcome*:** Ss can write about a festival they like in 7 minutes.  ***d, Organization*:** | |
| - T asks Ss to refer back to the reading passages in Skills 1 for useful language and ideas, and note some necessary expressions and language as well as connectors they may need on the board.  - T asks Ss to work individually to write a first draft.  - Ss work individually to write the article.  \* **Correction:**  - T displays all or some of the article on the wall.  - Other ss and T give comments.  - T lets ss edit and revise the articles as homework. | **5. Write an article about this festival for the school website using connectors.**  => **Sample writing**:  *Have you ever joined Hung King Temple Festival/ It’s one of the most famous festivals in Viet Nam. It’s held in Phu Tho from the 8th to the 11th day of the third lunar month. This festival is to commemorate the Hung Kings – the first emperors of our country. I love this festival so much because There are a lot of joyful activities such as procession, offering incense and specialties. There are also other activities such as bamboo swings, lion dances, wrestling and Xoan singing performances. If you have a chance, remember to visit Hung King Festival. I’m sure you won’t regret about it. Our Vietnamese people usually say: “Wherever you go,*  *Don’t forget the ancestors worshipping day on 10th lunar March”* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**\* Homework**: Asks ss to:

- Write the final writing at home.

- Prepare ***Looking back and Project.***

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| **Week 14 - Period 40**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 5: FESTIVALS IN VIET NAM**  **Lesson 7: Looking back and Project** |

**A. Objectives**

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

- Practice vocabulary and some grammar points they have learnt in this unit.

- Practice making communication, project.

**1. Knowledge:**

- Vocabulary: lexical items relating to the topic “***Festivals in Viet Nam”***

- Grammar : Simple sentences, compound sentences, complex sentences**.**

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of protecting traditional festivals in Viet Nam.

**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’ and students’ activities** | **The main contents** |
| **1. Warm- up (3’)**  ***a, Aim:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work individually to listen an English song.  ***c, Outcome*:** Ss can feel comfortable and eager to start the lesson.  ***d, Organization*:** | |
| - T asks Ss to work individually to listen to an English song.  - T leads in new lesson. | Listen to an English song |
| **2. Vocabulary (10’)**  ***a, Aim:*** To help students review some vocabularies they have learnt in this unit.  ***b, Contents***:  + Ss work individually to rearrange the letters to label the pictures.  + Ss work individually to complete the text about the Kate Festival with the words in the box.  ***c, Outcome*:** Ss can review some vocabularies they have learnt in this unit and do vocabulary exercises correctly.  ***d, Organization*:** | |
| - T asks Ss to work individually, then compare their answers with a partner. – T asks some Ss to write their answers on the board.  - Ss work individually, then compare their answers with a partner.  - T checks and corrects.  - T asks Ss to work individually, then compare their answers with a partner. - T asks some Ss to write their answers on the board.  - Ss work individually, then compare their answers with a partner.  - T checks and corrects. | **1. Rearrange the letters to label the pictures.**  **Key:**  *1. incense 2. offerings*  *3. pray 4. lanterns*  *5.crowds 6. cheering*  **2. Complete the text about the Kate Festival with the words in the box.**  **Key:**  *1. ethnic 2.commemorates*  *3. respect 4. ritual*  *5. ancient 6. procession*  *7. perform 8. performances* |
| **3. Grammar (10’)**  ***a, Aim:*** To help students review some grammar points they have learnt in this unit.  ***b, Contents***:  + Ss work individually to choose the correct answer.  + Ss work individually to complete the sentences.  ***c, Outcome*:** Ss can review the grammar points they have learnt in this unit and do grammar exercises correctly.  ***d, Organization*:** | |
| - T asks Ss to work individually first. Then Ss check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so that they can use that information in their self-assessment.  - Ss choose the correct answer and complete the sentences  - T checks and corrects.  - T asks ss to complete the exercise independently and then compare their answers with a partner. Ss do it.  - T calls some Ss to write answers on the board. Ss do it.  - T corrects. | **3. Choose the correct answer.**  **Key:**  *1. If*  *2. Even though*  *3. because*  *4. While*  *5. When*  **4. Complete the sentences below. Suggested answers:**  *1. When the Lim festival begins, people come to see the Quan Ho singing performance.*  *2. Because we have many festivals in January, we call it the month of fun and joy.*  *3. If you go to the Hue festival, you can enjoy an ao dai fashion show.*  *4. Although sticky rice is very tasty, it’s hard to eat it every day.*  *5. While we are boiling chung cakes, we often listen to our grandparents’ stories.* |
| **4. Communication (12’)**  ***a, Aim:*** To help students talk about activities which they like best in the festival.  ***b, Contents***:  + Ss work individually to put the following things and activities in the correct columns.  + Ss work in pairs to interview.  ***c, Outcome*:** Ss can talk about activities which they like best in the festival fluently.  ***d, Organization*:** | |
| - T asks Ss to do the task individually to sort the words and phrases for the two festivals. Then check their answers as a class.  - Ss work individually to compete the exercise.  - T asks Ss to swap their work with each other for peer correction.  - T gives the keys.  - T asks Ss to interview each other about the 3 activities that they like best and give reasons. Encourage them to give as many reasons as possible.  - Ss work in pairs to interview.  - T asks Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice. | **5. Put the following things and activities in the correct columns.**  **Key:**   |  |  | | --- | --- | | ***New Year Festival*** | ***Mid-Autumn Festival*** | | *family reunion*  *visiting relatives*  *firework displays*  *kumquat*  *the first-footer* | *mooncakes*  *lion dance*  *floating lanterns*  *welcome-the-moon party*  *Hang Nga and Cuoi stories* |   **6. Work in pairs, find out which festival your partner prefers. Which three things or activities does your partner like best in the festival he/ she chooses? Why?**  **Example:**  *A: I like the firework displays best because they look beautiful.*  *B: I enjoy being the first-footer on New Year’s Day, because I can get lucky money.* |
| **5. Project (8’)**  ***a, Aim:*** To help student how to do their project at home.  ***b, Contents***:  + Ss work individually to put the following things and activities in the correct columns.  + Ss work in pairs to interview.  ***c, Outcome*:** Ss can know how to do their project at home clearly.  ***d, Organization*:** | |
| - T asks Ss to work in groups to ask and answer the questions. Ss do it.  **-** T asks Ss to work in bigger groups to do the project basing on the result of Ss’ answers to question 3. Ss do it.  - T rearranges the groups so that Ss who know how to sing these songs are distributed evenly among the groups.  - T answers Ss’ question if there are any.  - T asks Ss to finish their project at home. | **Project: Talent show**  **Suggested answers for 1:**  *1. Chau van singing, xoansinging, quan ho singing and don ca tai tusinging.*  *2. - Chau van is often performed in competitions or religious ceremonies in the north of Viet Nam.*  *- Xoan is often performed in the Hung King Temple Festival or in other local festivals in Phu Tho Province.*  *- Quan ho is often performed in the Lim Festival, Bac Ninh Province and local festivals.*  *- Don ca tai tu is often performed in the south of Viet Nam, normally in weddings, birthday anniversaries, and local festivals.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Identifies any difficulties and weak areas and provides further practice.

**\* Homework:** Asks ss to:

- Finish their Project at home.

- Prepare***Unit 6 – Getting started.***

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| **Week 14 - Period 41**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 6: FOLK TALES**  **Lesson 1: Getting started** |

**A. Objectives**

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

- Use the lexical items related to the topic of “Folk tales”

- Talk about a legend/ folk tale/ fairy tale/ fable.

**1. Knowledge:**

- Vocabulary: relating to the topic “***Folk tales***”

- Grammar: Past simple tense, past continuous; exclamatory sentences.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can love legends and folk tales.

**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. Warm- up (5’)**  ***a, Aim:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss work in groups to call out the name of a Vietnamese festival.  ***c, Outcome*:** Ss can recall many names of Vietnamese festivals.  ***d, Organization*:** | |
| - T divides ss in 3 big groups A, B and C.  - T asks one student in group A to call out the name of a Vietnamese festival, then points at one student from group B. This student has to call out the name of another Vietnamese festival. Then points at one student from group C to call out the name of another Vietnamese festival.  - Ss work in groups to do the task.  - T leads in new lesson. | **Call out the name of a Vietnamese festival** |
| **2. Presentation (10’)**  ***a, Aim:*** To help students know the lexical items related to the topic of “Folk tales” and have some background knowledge about the topic.  ***b, Contents***:  + Ss work individually to study vocabulary.  + Ss work in pairs to listen and read.  ***c, Outcome*:** Ss can know the lexical items related to the topic of “Folk tales” and have some background knowledge about the topic well.  ***d, Organization*:** | |
| - T uses different techniques to teach vocabulary (situation, realia), follows the seven steps of teaching vocabulary .  - Ss listen carefully to the T’s modeling twice, repeat in chorus and individually and copy all the words.  =>Checking vocabulary: **Matching (Activity 1b – P.59)**  - T has Ss work in pairs to match the words to their meanings. Then asks them to share answers before discussing as a class. Ss do it.  - T asks ss to answer the questions in pairs. Ss do it.  - T sets the scene: *You are going to listen and read the conversation between Duong and Nick.*  + *What Vietnamese legend would Duong suggest for Nick’s project?*  - T lets ss listen and read, then check their guessing. Ss do it. | **\* New words:**   |  | | --- | | *+ reply (v): trả lời* | | *+ legend (n): truyền thuyết* | | *+ fable (n): truyện ngụ ngôn* | | *+ genre (n): loại/ thể loại* | | *+ plot (n): cốt truyện (recall)* | | *+ origin (n): nguồn gốc* | | *+produce (v): sinh đẻ (con cái), sản xuất* |   **1b. Match the words to their meanings**  **Keys:**  *1. title- c. the name of the story*  *2. genre- d. the type of the story it is*  *3. main characters- a. the people the story is about*  *4. plot- b. the content of the story*  **\* Presenting the dialogue:**  + Have you ever read or been told a famous Vietnamese legend?  + What is its title?/  + What is it about?  + What are the main characters in it?  **Key:** *He suggested the legend of Lac Long Quan and Au Co.* |
| **3. Practice (20’)**  ***a, Aim:*** To help students understand the dialogue about the folk tale and know  about a legend/ folk tale/ fairy tale/ fable.  ***b, Contents***:  + Ss work individually to choose the correct answers.  + Ss work in groups to find the information in the conversation to complete the table.  + Ss work individually to study the Exclamatory sentences.  + Ss work individually to match the words with their definitions.  ***c, Outcome*:** Ss can understand the dialogue about the folk tale clearly and know  about a legend/ folk tale/ fairy tale/ fable well.  ***d, Organization*:** | |
| - T asks the Ss to do task a. Ss work individually to do task 1a.  - T asks them to compare their answers in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T asks the Ss to do task 1c. Ss work groups of three to do task 1c.  - T asks Ss to compare their answers with other groups.  - T calls some Ss to read the answers.  - T checks and corrects.   * T gives an example:   + *What a beautiful dress it is!*  *+ How beautiful the dress is!*  - T asks ss to look at the example and tell what kinds of sentence are they? Ss answer.  - T asks ss to discuss the question in pairs. Ss work in pairs to discuss.  + *What does an exclamatory sentence express?*  *+When do we use exclamatory sentences?*  - T asks ss to write the forms. Ss do it.  - T lets Ss read the REMEMBER.  - T asks the Ss to do task 2. Ss do it individually.  - T asks Ss to compare their answers in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects. | **1a. Read the conversation again and choose the correct answers.**  **Key:**  *1.b. 2.c. 3.a*  *4. c 5. a*  **1c. Find the information in the conversation to complete the table.**  **Key:**  *Title: Lac Long Quan and Au Co*  *Genre: Legend*  *Main characters: Lac Long Quan, Au Co and their sons*  *Plot: Lac Long Quan married Au co*  *-Au Co gave birth to one hundred baby boys.  - Lac Long Quan missed the sea.  - Lac Long Quan took fifty of their sons to the sea.  - Au Co took the others to the mountains.*  **1d.Exclamatory sentences**  **\* REMEMBER!**  *+ Exclamatory sentences are used to express surprise or strong feelings*:  **(1) What + a/an + Adj + N (singular countable) + S +V!**  **=> E.g:** What a naughty boy he is!  **(2) What + Adj + N (plural/ uncountable) + S +V!**  **=> E.g:** What naughty boys they are!  What beautiful weather it is!  + *We don't always use an adjective and a verb or a subject in exclamatory sentences.* =>**E.g:** What a day!  **2. Match the words with their definitions.**  **Key:**  1-c, 2-d, 3- b, 4-a |
| **4. Application (8’)**  ***a, Aim:*** To help students understand the dialogue about the folk tale and know  about a legend/ folk tale/ fairy tale/ fable.  ***b, Contents***:  + Ss work individually to choose the correct answers.  + Ss work in groups to find the information in the conversation to complete the table.  + Ss work individually to study the Exclamatory sentences.  + Ss work individually to match the words with their definitions.  ***c, Outcome*:** Ss can understand the dialogue about the folk tale clearly and know  about a legend/ folk tale/ fairy tale/ fable well.  ***d, Organization*:** | |
| - T has Ss work independently, filling in the table with the information of the legend, folk tale, fable or fairy tale they know.  - Ss work individually to do the task.  - First, T models this activity with a more able student. Then asks Ss to work in pairs. T may go around to help Ss.  - T calls some pairs to practice in front of the class. Ss do it.  - T gives feedback and comments. | **3. GAME:Guess the story**  **3a. Fill in the table**   |  |  | | --- | --- | | Title |  | | Genre |  | | Main characters |  | | The plot |  |   **3b. Interview**  =>***Example:***  *A: What kind of story is it?*  *B: It's a fairy tale.*  *.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember.

**\* Homework**: Asks ss to:

+ Complete the exercises in their notebooks.

+ Translate the dialogue in Vietnamese.

+ Prepare***A closer look 1.***

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| **Week 14 - Period 42**  *Date of planning: ././*  *Date of teaching: ./. /* | **UNIT 6: FOLK TALES**  **Lesson 2: A closer look 1** |

**A. Objectives**

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

- Use the lexical items related to the topic of “Folk tales” to describe some characters in one of your favorite folk tales

- Use an exclamatory sentence with the correct intonation.

**1. Knowledge:**

- Vocabulary: relating to the topic “***Folk tales***”

- Grammar: Past simple tense, past continuous; exclamatory sentences.

- Pronunciation: Intonation in exclamatory sentences.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can love legends and folk tales.

**B. Teaching aids:**

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

**2. Students**: Textbooks, notebooks

**C. Procedures:**

**1. Checking:** Asks Ss to write new words **(3’)**

**2. New lesson:**

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| --- | --- |
| **Teacher**’s **and students**’ **activities** | **The main contents** |
| **1. Warm- up (5’)**  ***a, Aim:*** To attract Ss’s attention to the lesson and lead in the new lesson**.**  ***b, Contents***: Ss work in groups to write as many names of popular characters in folk tales as possible.  ***c, Outcome*:** Ss can write as many names of popular characters in folk tales as possible.  ***d, Organization*:** | |
| - T asks Ss to work in 3 big groups A, B and C. T asks Ss to write as many names of popular characters in folk tales as possible.  - Ss work in groups to do the task.  - T asks Ss to look at ***Vocabulary P.60*** and check. Ss do it.  - T leads in the new lesson. | **Brainstorming** |
| **2. Presentation (5’)**  ***a, Aim:*** To help students know the lexical items related to the topic of “Folk tales”.  ***b, Contents***: Ss work individually to study vocabulary.  ***c, Outcome*:** Ss can know the lexical items related to the topic of “Folk tales” 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: ***Slap the board*** | **New words:**   |  | | --- | | *+ a****ppear*** *(v): xuất hiện* | | *+ gown (n): áo dài, đầm (mặc vào dịp đặc biệt)* | | *+ ma****gi****cian (n): nhà ảo thuật* | | *+ spin (n): quay tròn, đan, dệt* | | *+ woods (n): rừng* | | *+* ***hea****ven (n): thiên đàng* | | *+ roar (v): gầm, rú* | | *+* ***an****ger (n): cơn giận, sự giận* | | *+ servant (n): đày tớ/ người hầu* | |
| **3. Practice (25’)**  ***a, Aim:*** To help students use the lexical items related to the topic of “Folk tales” to describe some characters in one of your favorite folk tales.  ***b, Contents***:  + Ss work individually to match the words to their meanings.  + Ss work individually to match the creatures with the pictures.  + Ss work in pairs to use these adjectives to describe some characters in one of their favorite folk tales.  + Ss work individually to listen and repeat.  ***c, Outcome*:** Ss can know the lexical items related to the topic of “Folk tales” well.  ***d, Organization*:** | |
| - T asks the Ss to do task 1. Ss work individually  - T asks Ss to compare their answers in pairs. Ss do it.  - T asks some Ss to read the answers. Some Ss read.  - T checks and corrects.  - T asks the Ss to do task 2. Ss work individually.  - T asks some Ss to read the answers. Some Ss read.  - T corrects and remarks.  - T asks Ss to use these adjectives to describe some characters in one of their favorite folk tales. Ss do it in pairs.  - T asks some Ss pairs to practice in front of the class. Some pairs practice.  - T checks and corrects.  - T introduces the way to use an exclamatory sentence with the correct intonation: **We use falling intonation for exclamatory sentences**.  - T asks ss to listen and repeat the sentences, paying attention to the intonation of each sentence. Ss work individually to listen and repeat. | **I. Vocabulary**  **1. Match the words to their meanings.**  **Key:**   1. *G giant: người khổng lồ* 2. *C Buddha: bụt, đức phật* 3. *E fairy: tiên, nàng tiên* 4. *B emperor: hoàng đế* 5. *H witch: Mụ Phù Thủy* 6. *A Woodcutter: tiều phu* 7. *D knight: hiệp sĩ* 8. *F princess: Công chúa*   **2. Match the creatures with the pictures.**  **Key:**  *1-G, 2-F, 3-A, 4-E,*  *5-B, 6-C, 7-H, 8-D*  **3. Use these adjectives to describe some characters in one of your favorite folk tales.**  **Example:**  *There’s a wolf in Little Red Riding Hood. He’s cunning and wicked*.  **II. Pronunciation: Intonation in exclamatory sentences**  **4. Listen and repeat**  . |
| **4. Application (5’)**  ***a, Aim:*** To help students use an exclamatory sentence with the correct intonation.  ***b, Contents***: Ss work in pairs to listen and repeat.  ***c, Outcome*:** Ss can speak exclamatory sentence with the correct intonation.  ***d, Organization*:** | |
| - First, T asks Ss to work in pairs, practice saying the sentences. Ss do it.  - T calls some Ss to practice in front of the class. Ss do it.  - Then T asks Ss to listen while T plays the recording. T may pause after each sentence and asks them to repeat chorally. Ss do it.  - T corrects their pronunciation. | **5. Listenand repeat** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson

+ More vocabularies related to the topic “***Folk tales***”

+Pronunciation: ***Intonation in exclamatory sentences***

- Consolidates ss more for ss to remember

**\* Homework**: Asks ss to:

- Learn by heart new words.

- Do exercises B1, B2, B3 page 45 in workbook.

- Prepare***A closer look 2.***

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| **Week 15 – Period 43**  *Preparing date:. /./*  *Teaching date://* | **UNIT 6: FOLK TALE**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to:

- Use past continuous tense correctly.

- Distinguish between the past continuous tense and the simple past tense.

- Use the Past continuous tense correctly and distinguish between the Past continuous tense and the Simple past tense correctly

a. Vocabulary: related to the folk tale

b. Grammar: Past continuous, Simple past tense.

c. Skills:Sentence completion, making sentences, matching, speaking and rewriting

**2. Competence:** SS will develop some competences such as teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

**3. Behavior:** Students are hard-working and attentive. Ss have aware of loving legend and folk tale .

**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. Warm up (3’)**  ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss talk about some characters in legend/ fair tale  ***c, Outcome*:** Ss can attent to the lesson and retell many characters in legend/ fair tale  ***d, Organization*:** | | |
| Talk about some characters in legend/ fair tale |  | |
| **2. Presentation (18’)**  ***a, Aims:*** Help students know more about past continuous.  ***b, Contents***:  + Ss work individually to fill in each blank with the past perfect form of the verb in brackets.  + Ss work pair to ask and answer the following questions using the cues.  ***c, Outcome*:** Ss can know how to use the past perfect and do related exercises about the past perfect correctly.  ***d, Organization*:** | | |
| T introduces past continuous.  Ss listen and take notes. | **Grammar**  **1.a Form of the past continuous**  **b. The usage of past continuous**  ***The past continuous tense***  ***+*** *We use the past continuous tense to describe an action that was in progress at a stated time in the past.*  *E.g: At 3:30 the tortoise was running ahead of the hare.*  *+ We use the past continuous tense to describe an action that was in progress when another shorter action happened (this shorter action is expressed by the simple past)*  **E.g:** *She was crying when a fairy appeared.*  *A fairy appeared while she was crying.*  **\* Form: S + was/ were + V-ing. (Textbook – P.61)** | |
| **3. Practice (14’)**  ***a, Aims:*** Help Ss use the past continuous and distinguish with past simple.  ***b, Contents***:  + Put the verd in the correct form  + Write what was happening in each picture.  + Write the correct form  + Complete the paragraph  ***c, Outcome*:** Ss can know how to use the structure the past continuous and distinguish with past simple and do related exercises well.  ***d, Organization*:** | | |
| T asks the Ss to do task 2 in pairs  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 3.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects.  T asks Ss to answer the questions  **Eg:**  **A:** What was the servant doing?  **B:** She was spinning.  Ss ask and answer  T checks and corrects.  T asks the Ss to do task 4.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 5.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects. | **2. Put the verd in the correct form**  **\* Keys**  1. was wearing  2. were you doing  3. was going  4. ran  5.was not/ wasn’t waiting.  **3. Write what was happening in each picture.**  **\*Keys**  **1.**The servant was spinning in the woods.  **2.**The girl was picking flowers by the side of the road.  **3.**The knights were riding horses to the castle.  **4.**Cinderella was dancing with the prince.  **5.**Saint Giong was flying to heaven.  **6.**The ogre was roaring with anger.  **4. Write the correct form**  **\* Keys**  1. was walking, stopped, had  2. was lying, heard, needed  3.heard, was following, sterted  4.dropped, ate  5.were dancing, left  6.was missing/ missed, decided  **5. Complete the paragraph**  **\* Keys**  1. was shining,  2 was sleeping  3.went  4. were flying  5. opened  6.fell | |
| **4. Application (8’)**  ***a, Aims:*** Ss can interact to each other.  ***b, Contents***: Ss talk sentences touse the past continuous and distinguish with past simple  ***c, Outcome*:** Ss can talk sentences touse the structure the past continuous and distinguish with past simple correctly.  ***D, Organization*:** | | |
| - Lets ss do the grammar exercises individually, guessing what their partner was doing at the times on the clocks.  - Reminds them to make a note of their guesses.  - Now models this activity with a more able student.  - Asks ss to work in pairs.  - T may go around to provide help.  - Calls some pairs to demonstrate in front of the class | | **\* Act. 6a:**  **E.g**: *I think Minh was having breakfast at 7a.m last Sunday.*  **\* Act. 6b:**  **E.g**: *A: Were you having breakfast at 7a.m last Sunday?*  *B: Yes, I was./ No, I wasn’t.* |

**3. Consolidation- 1’**

T asks students to tell a story and use the past continuous and past simple

Eg: I think Minh was having breakfast at 7 a.m. last Sunday

T retells the way to use the past continuous and past simple

**4. Homework- 1’**

- Do exercise 6 in workbook.

- Prepare next lesson: Communication

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| **Week 15 – Period 44**  ***Preparing date:. /./***  ***Teaching date://*** | **UNIT 6. FOLK TALES**  **Lesson 4. Communication** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to:

**-** Narrate a folk tale in English.

- Tell the fairy tale.

a. Vocabulary: Extra vocabulary: Granny; Scream; Swallowed

b. Grammar: Past continuous

c. Skills:Comprehension reading, summarize with the posts, speaking the posts, asking and answering

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can think of more other folk tales they know and narrate them in English and have loving about folk tales

**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 (3’)**  ***a, Aims:*** To warm up the class and lead in the lesson.  ***b, Contents***: Ss listen to an English song.  ***c, Outcome*:** Ss can attent to the lesson  ***d, Organization*:** | | |
| **-** Listen to an English song | |  |
| **2. Presentation (5’)**  ***a, Aims:*** Help students know more vocabulary.  ***b, Contents***: Ss study some extra vocabularies and brainstorm about communication breakdown.  ***c, Outcome*:** Ss can know some extra vocabularies and understandthe communication breakdown.  ***d, Organization*:** | | |
| T introduces vocabularies.  Ss listen and take notes. | | **Extra vocabulary**  Granny: /græni/ = grandmother  Scream: /skri:m/ = cry  Swallowed/’swolou/ : nuốt |
| **3. Practice (20’)**  ***a, Aims:*** Help students retell the fairy tale.  ***b, Contents***:  + Put the parts of the fairy tale in order.  + Retell the fairy tale.  + Work in groups. Write an ending for the fairy tale.  ***c, Outcome*:** Ss can understand the content of the fairy tale and do exercises correctly.  ***d, Organization*:** | | |
| T asks Ss to look at the pictures and put the parts of the fairy tale in order.  Ss do it.  T asks them to compare their answers in groups.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects.  T asks the Ss to work in groups. Retell the fairy tale.  Ss do it.  T asks some Ss to tell the fairy tale.  Some Ss tell.  T asks the Ss to do task 3.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects. | | **1. Then put the parts of the fairy tale in order.**  **Keys**  1. h; 2- a; 3- e; 4- f; 5- d; 6- c; 7- b; 8- g  **2. Retell the fairy tale.**  **3. Work in groups. Write an ending for the fairy tale.** |
| **4. Application (15’)**  ***a, Aims:*** Help Ss more understand the content of the fairy tale.  ***b, Contents***: Ss work in groups to reperform the fairy tale.  ***c, Outcome*:** Ss can reperform the fairy tale confidently  ***d, Organization*:** | | |
| - Have Ss work in groups. Ask them to reperform the fairy tale . Set a time limit of ten minutes. They should also decide which changes are the most beneficial. | **4. Reperform the fairy tale** | |

**3. Consolidation- 1’**

- Retell the extra vocabulary.

**4. Homework- 1’**

- Do exercise 6 in workbook.

- Prepare next lesson: Skills 1

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| **Week 15 – Period 45**  *Preparing date:. /./*  *Teaching date://* | **UNIT 6. FOLK TALES**  **Lesson 5. Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to:

- Read for specific information in a fairy tale

- Talk for specific information in a fairy tale.

- Understand the content of he text, then answer some questions about the content fable; ask and answer the questions about the stories.

a. Vocabulary: Fortune, starfruit tree, ripe, filled, repay, load

b. Grammar: Review

c. Skills:Reading and answering**,** Deciding on True, False  or not given statements , Comprehension reading, speaking the changes in transport.

**2. Competence:** students can know how to summarize a story in English.**3. Behavior:** Raising Ss’ knowledge about the first university in Viet Nam and talking about the four statues of Chu Van An, Ly Thanh Tong, Ly Nhan Tong and Le Thanh Tong at The Imperial Academy.

**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. Warm up (5’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss tell a story: The starfruit Tree in Vietnamese  ***c, Outcome*:** Ss can tell a story: The starfruit Tree well.  ***d, Organization*:** | |
| T lets Ss tell a story: The starfruit Tree.  Ss may tell a story in Vietnamese  T introduces the lesson |  |
| **2. Presentation (20’)**  ***a, Aims:*** Help students know more vocabulary and read for specific information in a fairy tale.  *b, Contents*:  + Learn some vocabularies.  + Read the story again and answer the questions.  + Complete the details of the fable.  ***c, Outcome*:** Ss can know more vocabulary and understand the content of the fairy tale and do reading exercises correctly.  ***d, Organization*:** | |
| T asks Ss to read the fable the Starfruit tree and new words  Ss read and underline the new word.  T asks Ss read and answer the questions in pairs.  Ss work in pairs  T asks some Ss to read their answers  Some Ss read  T checks and remarks.  T asks Ss to complete the details of the fable  Ss do it  T asks them to compare their answers  with their friends  T asks some Ss to read their answers  Some Ss read  T checks . | **1. Newword**  - Fortune - a large amount of money  - starfruit tree - tree with green fruit shaped like a star  **-** ripe - ready to be eaten  - filled- put gold into the bag until there is no space  - repay- pay back  - load- something that is being carried  **2. Read the story again and answer the questions.**  **\*Keys**  1. He gave his younger brother only a starfruit tree.  2.The eagle promised to repay him in gold.  3. He offered to swap his fortune for his brother’s starfruit tree.  4. He filled a very large bag and all his pockets with gold.  5. He was dropped into the sea.  **3. Complete the details of the fable.**  **\*Keys**  1. greedy  2. time  3. fortune  4. gold  5. swapped  6. dropped |
| **3. Practice (10’)**  ***a, Aims:*** Help Ss understand the fairy tale and tell a story which they like.  ***b, Contents***: Read the story summaries. Which story you would like to read.  ***c, Outcome*:** Ss can understand the fairy tale and tell a story which they like.  ***d, Organization*:** | |
| T asks them to read the story summaries.  Ss read  T asks them: Which story you would like to read.  Ss answer  T asks them to work in pairs  Ss practice | **4. Read the story summaries. Which story you would like to read.** |
| **4. Application (7’)**  ***a, Aims:*** Help Sstalk about changes in transport in the neighbourhood  ***b, Contents***: Discuss the changes in transport in your neighbourhood. Is there anything that you prefer about the traditional/ modern transport systems where you live?  ***c, Outcome*:** Ss can talk about changes in transport in the neighbourhoodconfidently  ***d, Organization*:** | |
| T asks Ss to work in pairs. Ask and answer the questions about the stories  Ss work in pairs.  T corrects and remarks. | **5. Work in pairs**  ***Example:***  **A:** I want to read *Saint Giong.*  **B:** What kind of story is it?  **A:** It's a legend.  **B:** Who are the main characters in it?  **A:**. |

**3. Consolidation- 6’**

T lets students play game: **Who am I**

T guides the Ss to play game

- Work in groups.

- One student imagines he/she is a character in a story in 4.

- The others can ask three Yes/No question to guess which character he/ she is.

**4. Homework – 2’**

- Write a story

- Do exercise in workbook.

- Prepare **Skills 2.**

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| **Week 16 – Period 46**  *Preparing date:. /./*  *Teaching date://* | **UNIT 6. FOLK TALES**  **Lesson 6: Skills 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to:

- Listen to get specific information about in a fairy tale.

- Understand the content of the fairy tale through listening activities and know how to invent and write a fairy tale.

- Write about a fairy tale.

a. Vocabulary and the listening text relating to the topic “***Folk tales”***

b. Grammar: Review

c. Skills:Listening completion, listening and deciding on True, False ,writing to give reasons.

**2. Competence:** SS will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

**3. Behavior:** Students are hard-working and attentive. Rasing Ss’ knowledge about folk tales and love talking about some Folk tales

**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.Warm up (4’)**  ***a, Aims:*** To help Ss to pay attention in the lesson.  ***b, Contents***: Ss talk about their favorite fairy tale.  ***c, Outcome*:** Ss can talk about their favorite fairy tale confidently  ***d, Organization*:** | |
| T asks Ss to talk about their favorite fairy tale.  Suggested: tell the fairy tale: the princess and the dragon  Ss practice in pairs  T introduces the new lesson |  |
| **2. Presentation (15’)**  ***a, Aims:*** Help Ss listen for general and specific information about a fairy tale and do exercise  ***b, Contents***:  + Learn some vocabularies  + Listen and correct the sentences.  + Listen and complete the passage.  ***c, Outcome*:** Ss can listen to a fairy tale and do listening exercises correctly.  ***d, Organization*:** | |
| Uses different techniques and follows seven steps of teaching new words to teach vocabulary (situation, realia.)  T asks some questions:  1. Who is the main character?  2. What may happen in the fairy tale?  Ss answer the questions.  T plays the recording and ask Ss to circle the right answers.  Ss listen and circle the right answers.  T asks them to compare their answers with their friends.  T checks and corrects.  T asks the Ss to listen and do task 2.  Ss work individually.  T asks them to compare their answers in groups.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects. | *+ capture (v): bắt giữ*  *+ rescue (v): giải thoát*  *+ anger (n): sự tức giận*  *+ castle(n): lâu đài*  *+ breath(n) :hơi thở*  **1. Listen and correct the sentences.**  **\* Keys**  1. princess  2. an ugly ogre  3. cry  4. married  **2. Listen and complete the passage.**  **\* Keys**  1. castle  2. give gold  3. with anger  4. breath  5. strong back. |
| **3. Practice (7’)**  ***a, Aims:*** Help students take notes about theirfavourite fair tale  ***b, Contents***: Make notes about one of your favourite fair tale.  ***c, Outcome*:** Ss can take notes about theirfavourite fair tale well.  ***d, Organization*:** | |
| T asks Ss to make notes about one of their favourite fair tale.  Ss take notes. | **3. Make notes about one of your favourite fair tale.**  ***=> Suggested answers:***   |  |  | | --- | --- | | ***Title*** | *Tich Chu* | | ***Main character*** | *A little boy and her grandmother* | | ***Plot: beginning*** | *Tich chu was a naughty boy. He didn’t take care of his grandmother. His grandmother was too thirsty and she became a bird.* | | ***Plot: middle*** | *Tich Chu was very regretful for this. He wanted his grandmother to come back with him at any cost. And he accepted to do every difficult things to save his grandmother.* | | ***Plot: end*** | *After overcoming all the difficult things, Tich Chu brought magic water for the bird to drink. The bird became his grandmother again.* | |
| **4. Application (15’)**  ***a, Aims:*** Help students write about a fairy tale  ***b, Contents***: + Use the notes in 3 to write the fairy tale. Use The Princess and the dragon as a model.  ***c, Outcome*:** Ss can about a fairy tale well.  ***d, Organization*:** | |
| T asks Ss to do task 4a.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects.T corrects the mistakes | **4.a. Use the notes in 3 to write the fairy tale. Use The Princess and the dragon as a model.**  *Once upon a time, in a small village, there was a little boy living with his granny. The little boy was called Tich Chu. He was a naughty boy. He was only interested in playing with his friend. He didn’t care so much about his granny.*  *One day, her mother was ill and very thirsty; she called Tich Chu but he wasn’t at home. He was playing with his friends. His granny was so thirsty that she became a bird. She flew to find water. When coming back home, Tich Chu didn’t find his granny. He realized that his granny had became a bird.* |

**3. Consolidation- 3’**

- Ss: Tell a story which you like.

**4. Homework – 1’**

- Rewrite the story which you like.

- Prepare next lesson: Looking back - Project.

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| **Week 16 – Period 47**  *Preparing date:. /./*  *Teaching date://* | **UNIT 6. FOLK TALES**  **Lesson 7: Looking back and Project** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to:

- Review vocabularies related to the topic "Fairy tale".

- Review making communication, project.

- Complete doing the activities well and master the Vocabulary and Grammar in ***Unit 6***.

- Recycle the knowledge of Grammar and Vocabulary from the previous sections related to the topic “***Folk tales***”.

a. Vocabulary: relating to the topic “***Folk tales”***

b. Grammar: *Past simple tense and Past continuous tense*

c. Skills:Sentence completion, correcting the mistakes, speaking the conversation, answering the questions.

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence, ss can use the items related to folk tales to produce sentences in speaking and writing.

**3. Behavior:** Raising Ss’ knowledge about folk tales**,** Ss like telling fairy tale.

**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**’ **and students**’ **activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents:* Play game: Board races**  ***c, Outcome***: Ss can attention to the lesson.  ***d, Organization:*** | |
| T lets students play game  **-** Line up with two teams.  **-** The first person in each row will go to the board and write the words which T reads.  **-** The first correct word will score one point for their team | **Play game: Board races** |
| **2. Vocabulary (10’)**  ***a, Aims:*** Help students review some vocabularies related to the topic “Fairy tale”.  ***b, Contents:***  + Think of an example for each type of story in the book.  + Write the correct words under the pictures.  + Put the words in the box into the correct columns.  ***c, Outcome***: Ss can review vocabularies about folk tale and do vocabulary exercises correctly.  ***d, Organization:*** | |
| T asks the Ss to do task 1.  Ss work individually.  T asks them to compare their answers with their friends.  T corrects  T asks the Ss to do task 2.  Ss work in pairs.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects.  T asks the Ss to do task 3.  Ss do it.  T asks them to compare their answers with their friends.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects. | **1. Think of an example for each type of story in the book.**  ***Example:***  *The Adventures of Robin Hood* is a legend.  **2. Write the correct words under the pictures.**  **\* Keys**  1. witch  2. hare  3.knight  4.ogre  5. fairy  6. tortoise  7.giant  8. dragon  **3. Put the words in the box into the correct columns.** |
| **3. Grammar (15’)**  ***a, Aims:*** Help students review past progressive and exclamatory sentences  ***b, Contents:***  + Ask and answer the questions.  + Work in pairs. Ask and answer the questions.  + Work in pairs. Make exclamatory sentences.  ***c, Outcome***: Ss can review past progressive and exclamatory sentences and do grammar exercises correctly.  ***d, Organization:*** | |
| T asks the Ss to do task 4.  Ss do it in pairs.  T asks some pairs to practice in front of the class.  Some pairs practice.  T checks and corrects.  T asks the Ss to do task 5.  Ss do it in pairs.  T asks some pairs to practice in frtn of the class.  Some pairs practice.  T checks and corrects.  T asks the Ss to do task 6.  Ss do it in groups.  T asks some Ss to practice in front of the class.  Some Ss practice.  T checks and corrects. | **4. Ask and answer the questions.**  A: Was Nam playing video games?  B: No, he wasn’t. He was playing the  A: Was Mrs Lan doing the gardening?  B: No, she wasn’t. She was cooking.  A: Was Mr Hung writing a letter?  B: No, he wasn’t. He was reading a newspaper.  A: Were Hoa and Hai playing table tennis?  B: Yes, they were.  **5. Work in pairs. Ask and answer the questions.**  **1.**At 10 p.m. yesterday evening ***A:***What were you doing at ten o'clock yesterday evening? ***B:***I was watching TV.  **2.**At 5 a.m. this morning  **3.**This time last week  **4.**At lunchtime yesterday  **5.**Two hours ago.  **6. Work in pairs. Make exclamatory sentences.**  ***Example:***  What a lovely shirt you’re wearing! |
| **4. Communication (5’)**  ***a, Aims:*** Help students talk about a film  ***b, Contents:*** Number the lines of the dialogue in the correct order.  ***c, Outcome***: Ss can do communication exercise well  ***d,Organization:*** | |
| T asks the Ss to do task 7.  Ss do it.  T asks them to compare their answers in groups.  Ss do it.  T asks some Ss to read the answers.  Some Ss read.  T checks and corrects. | **7. Number the lines of the dialogue in the correct order.**  **\*Key**  **1-D 2-I 3-A 4- C 5-F 6-H 7-J 8-B 9-G 10- E** |

**3. Consolidation- 5’**

T lets Ss play game: chain stories.

- Get into groups of four

- Each person will add one sentence using simple past to create a short story.

**4. Homework- 5’**

- T guides the Ss to write a story at home. (**Project)**

- Prepare for the talent show.

- Prepare next lesson: Review for the forty-five minute test.

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| **Week 16 – Period 48**  *Preparing date:. /./*  *Teaching date://* | **REVIEW 2 (P1)** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson Ss will be able to:

- Review pronunciation, vocabulary and the grammar points they have learnt in unit 4,5,6.

- Practice making everyday English.

a. Vocabulary: Review the vocabulary they have learnt in unit 4, 5, 6: related to the topics: *Customs and traditions; Festivals in Viet Nam; Folk tales.*

b. Grammar: *Modals: should/ shouldn’t & have to, Simple and compound sentences + Complex sentence, Past Simple and Past continuous.*

c. Skills: Listening and repeating, choosing the best answer, sentence completion, rewriting the sentences, conversation completion, speaking.

**2. Competence:** Students can improve their ways of doing different kinds of exercises related to *Pronunciation, Vocabulary* and *Grammar.*

**3. Behavior:** Students are hard-working and attentive and ready to take exam

**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 (4’)**  ***a, Aims:*** To warm up the class and introduce the lesson.  ***b, Contents***: Ss sing a song  ***c, Outcome*:** Ss can start the lesson happily.  ***d, Organization*:** | |
| Ask students to sing a song |  |
| **2. Pronunciation (10’)**  ***a, Aims:*** Help students review pronunciation about /spr/, and /str/  ***b, Contents***:  + Underline the words with / spr/ and circle the words with/ str/.  + Listen then cicle the words which has a different stress.  ***c, Outcome*:** Ss can review /spr/, and /str/ and do pronunciation exercises correctly.  ***d, Organization*:** | |
| T asks the Ss to do exercise 1.  Ss work individually.  T asks Ss to compare their answers with their partners.  Ss do it.  T asks them to read their answers.  T checks and corrects.  T asks the Ss to listen to the tape and do exercise 2.  Ss work individually.  T asks tem to compare their answers with their partners.  T checks and corrects. | ***1. Underline the words with / spr/ and circle the words with/ str/.***  1.What fresh strawberries they are!  2.What lovely spring flowers they are!  3.What a cunning sprite it is!  4.What a brave instructor he is!  5.What a noisy street it is!  ***2. Listen then cicle the words which has a different stress.***  **\*Keys**  1.A**.** bamboo  2. B cultural  3. C presentation  4. D heritage |
| **3. Vocabulary (10’)**  ***a, Aims:*** Help students vocabulary they have learnt in unit 4,5,6  ***b, Contents***:  + Choose the best answer  + Use the words in the box to complete the sentences .  ***c, Outcome*:** Ss can review vocabularies they have learnt in unit 4,5,6 and do vocabulary exercises correctly.  ***d, Organization*:** | |
| T asks the Ss do exercise 3.  Ss do it.  T asks tem to compare their answers with their partners.  Ss do it.  T asks them to read their answers.  T checks and corrects.  T asks the Ss do exercise 4.  Ss do it.  T asks tem to compare their answers with their partners.  Ss do it.  T asks them to read their answers.  T checks and corrects. | ***3. Choose the best answer***    \*Keys  1-A 2-B 3-C 4-D 5-B 6-B  ***4.Use the words in the box to complete the sentences .***  \*Keys  1. legend  2. cunning  3. generous  4. kind |
| **4. Grammar (18’)**  ***a, Aims:*** Help Ss review the use of some grammar points they have learnt in unit 4,5,6.  ***b, Contents***:  + Read and match the notes (A-E) to the sentences (1-5)  + Complete the sentences.  + Put the verb into the past simple or past continuous  ***c, Outcome*:** Ss can review the use of some grammar points they have learnt in unit 4,5,6 and do grammar exercises correctly.  ***d, Organization*:** | |
| T asks the Ss do exercise 5.  Ss do it.  T asks tem to compare their answers with their partners.  Ss do it.  T asks them to read their answers.  T checks and corrects.  T asks the Ss do exercise 6.  Ss do it.  T asks tem to compare their answers with their partners.  Ss do it.  T asks them to read their answers.  T checks and corrects.  T asks the Ss do exercise 7.  Ss do it.  T asks tem to compare their answers with their partners.  Ss do it.  T asks them to read their answers.  T checks and corrects. | GRAMMAR  ***5. Read and match the notes (A-E) to the sentences (1-5)***  1.B 2.A 3.E 4.D 5.C  ***6. Complete the sentences.***  \*Keys  1. although  2. otherwise  3.while  4. moreover  5. however  **7. Put the verb into the past simple or past continuous**  \*Keys  1.were you doing  2.was watching  3.was telling  4.happened  5.were having  6.were setting off |

**3. Consolidation- 2’**

Retell the main contents ofthe lesson

**4. Homework – 1’**

- Do the exercises in workbook.

- Prepare for the new lesson.

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| **Week 17 - Period 49**  *Date of planning: ././*  *Date of teaching: ./. /* | **REVIEW 2 (P2)** |

**A. Objectives**

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

- Review some skills: reading, speaking, listening, writing.

- Practice making every day English.

**1. Knowledge:**

- Vocabulary:Vocabulary related to the topic: Music and Arts, Vietnamese Food and Drink, the first university in Viet Nam.

- Grammar:Comparative form, articles.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can have positive attitude while revising the units.

**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. Reading (8’)**  ***a, Aim:*** To help students scan for specific information about Vu Lan festival.  ***b, Contents***: Ss work individually to read about the Vu Lan festival in Viet Nam and decide whether the statement are True or False.  ***c, Outcome*:** Ss can understand the passage and do reading exercise correctly.  ***d, Organization*:** | | |
| - T asks Ss some questions related to reading.  - What is it?  - How many peoples are there in picture?  - Ss answer the question  - T asks Ss to read and do exercise. Ss work individually to do task 1.  - T asks Ss to compare their answers with their partners. Ss do it.  - T asks them to read their answers.  - T checks and corrects. | **1. Read about the Vu Lan festival in Viet Nam and decide whether the statement are True or False.**  **Key:**  1.T 2.F 3. F 4. T 5.T | |
| **2. Speaking (17’)**  ***a, Aim:*** To help students improve their speaking.  ***b, Contents***:  + Ss work individually to make notes of six tips about the social customs in their country*.*  + Ss work in pairs to tell each other their tips.  ***c, Outcome*:** Ss can make notes and talk about their tips fluently.  ***d, Organization*:** | | |
| - T asks Ss to do this activity individually, making notes of six tips about the social customs in his/her country. Ss do it.  - T reminds Ss that they may use the given ideas as well as their own ones.  - T asks Ss to work in pairs, taking turns to tell each other their tips. Ss do it.  - T lets Ss discuss to choose the most appropriate tips.  - T give feeds back and comments. | **2. Speaking.**  **2a. Make notes of six tips about the social customs in your country. Use the following ideas of your own.**  **2b. Take turns to tell each other your tips.** | |
| **3. Listening (8’)**  ***a, Aim:*** To help students listen for specific information in a listening text about social customs in France and Britain.  ***b, Contents***: Ss work individually to listen and choose the correct answer.  ***c, Outcome*:** Ss can understand the social customs in France and Britain and do listening exercise fluently.  ***d, Organization*:** | | |
| - T play the recording once or twice.  - T asks Ss to work individually to listen and choose their answers.  - T asks Ss to give their answers. Ss do it.  - T plays the recording again for Ss to check their answers. Explain the new words or anything difficult if necessary.  - T checks and corrects. | | **3. Listen then choose the correct answer.**  **Key:**  *1. A 2. B*  *3. A 4. C* |
| **4. Writing (10’)**  ***a, Aim:*** To help students write about their opinion.  ***b, Contents***: Ss work individually to listen and choose the correct answer.  ***c, Outcome*:** Ss can understand the social customs in France and Britain and do listening exercise fluently.  ***d, Organization*:** | | |
| - T asks the Ss to write the letter individually. Ss write.  - T asks some Ss to read their writing. Some Ss write.  - T checks and gives feedbacks. | | **4. Writing: Write a letter to tell about the social customs in Viet Nam.**  **Suggested letter:**  *Dear Peter,*  *Thanks a lot for your letter. It’s great to hear from you again and we’re**delighted because you can come and stay with us. I’d like to tell you something about our customs so that you can feel easy when you are in our country. You need to pay attention to these things:*  *+ Don’t wear short clothes when you go to the pagoda.*  *+ Don’t take food with your fingers.*  *+ Don’t point the index finger to anybody while you are talking.*  *+ Religion and salary are sensitive subjects you should avoid talking to people.*  *+*  *There are many other customs but that’s all for now. We’ll see you at the airport on April 10th.*  *Best wishes,*  *Lan* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:** Asks ss to:

- Complete all the exercises in their notebook.

- Finish their writing.

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| **Week 17 - Period 50**  *Date of planning: ././*  *Date of teaching: ./. /* | **REVISION** |

**A. Objectives**

By the end of the lesson, ss will be able to revise the main knowledge from unit 1 to unit 6.

**1. Knowledge:**

- Vocabulary: leisure activities, life in the countryside, peoples of Vietnam, our customs and traditions, festivals of Viet Nam, folk tales.

- Grammar: verbs of liking + gerunds/to infinitives, comparatives forms of adjectives and adverbs, questions, articles, should/shouldn’t, have to, simple sentences, compound sentences and complex sentences, past simple, past continuous.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hardworking and attentive.

**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** |
| **Revision (43’)**  ***a, Aims:*** To help Ss revise all vocabulary and grammar they have learnt so far  ***b, Contents:*** Ss work individually to do the exercises in handouts.  ***c, Outcome***: Ss can do exercises in handouts correctly  ***d, Organization:*** | |
| - T delivers handouts to Ss.  - T asks Ss to do exercises in handouts individual. Ss do it.  - T calls Ss to write answers on the board. Ss do it.  - T checks and corrects. | **Exercises in Handouts** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks Ss to retell what they have learnt.

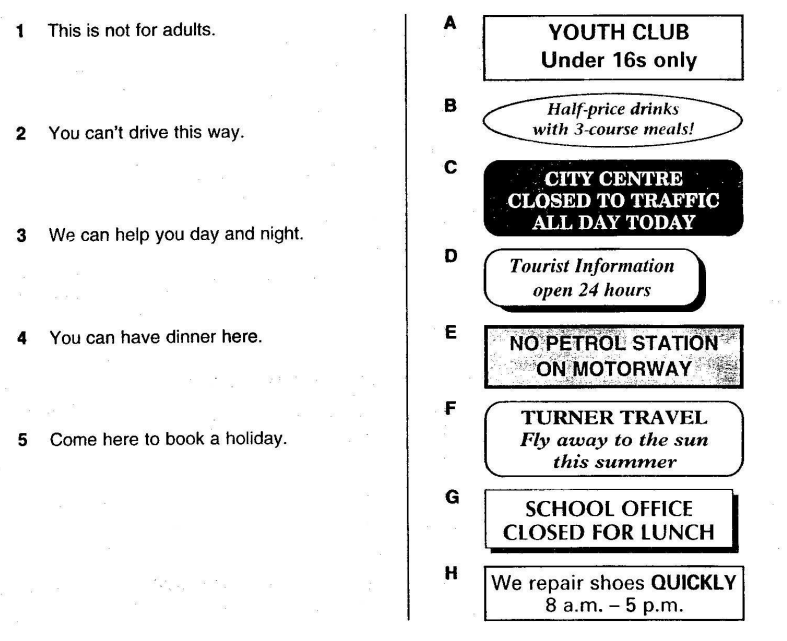
**\* Homework:**

- Asks ss to prepare for the first end-term test.

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**EXERCISES** *(in handouts)*

**I. Which notice (A – H) say this (1 – 5):**



**II. Choose the option that best fits each of the blank spaces.**

Tet is a national and (1) . festival in Vietnam. It is an occasion for every Vietnamese to be reunited to think (2) their past activities and hope for good luck (3) the year to come.

Before Tet all houses are white washed and (4) with yellow apricot flowers and colorful lanterns. Everybody is looking (5) to a more favorable life. (6) . the New Year’s Eve, children are smartly dressed. They are hoping to (7) money put in small red envelopes as they are wishing longevity to their grandparents and parents. Wrong doings (8) be absolutely avoided on these days.

1. A. traditional B. modern C. music D. summer

2. A. to B. about C. after D. for

3. A. in B. at C. on D. when

4. A. decorate B. decorates C. decorating D. decorated

5. A. at B. for C. after D. forward

6. A. In B. At C. On D. When

7. A. receive B. buy C. sell D. make

8. A. ought B. need C. should D. have

**III. Read the passage and choose the correct answer for each sentence below.**

The thing I like most when I was small was the change of seasons. Spring, summer, autumn and winter – I could see *them* all come and go and each one was completely different. Now in the city, you can buy summer flowers in winter and eat the same vegetables all the year around. Whereas, in the country, I could only eat things at certain time of the year, for example, strawberries in June and turnips in winter. I live my childhood with the seasons. We also made most of our food and would never eat frozen or tinned food. Everything was fresh, so it must be better than the type of food I am taking now in the city. City people may think people in the country miss a lot of things about modern life. In fact, in my opinion, they miss a lot more than people in the country, they miss real life.

**1. What did the writer like most about living in the country?**

|  |  |  |
| --- | --- | --- |
| A. Flowers in spring | B. The change of seasons | C. Leaves in autumn |

**2. What does the word “them” in line 2 refer to?**

|  |  |  |
| --- | --- | --- |
| A. The four seasons | B. Countryside people | C. Winter and autumn |

**3. In the countryside, in which season can we buy strawberries?**

|  |  |  |
| --- | --- | --- |
| A. Spring | B. Summer | C. Winter |

**4. Why did the writer never eat tinned food when living in the countryside?**

A. Because it was frozen.

B. Because it was very fat.

C. Because it wasn’t very fresh.

**5. Which of the following sentence is NOT true?**

A. In the countryside, turnips are grown in winter.

B. People in the city can grow vegetables all year around.

C. Many city people think they live better than those in the country.

**IV. Rewrite the following sentences, using the words given:**

1. We don’t celebrate the festival. It costs too much money. (If)

2. Most people book tickets long in advance. They cannot return home for Tet. (Otherwise)

3. They are both good at speaking English, but Hung speaks better than Nam. (badly)

🡪 Nam speaks English .

4. The Eagle team performed more successfully than the Tiger team. (successfully)

🡪 The Tiger team performed.

5. No one in my group is more intelligent than Long.

🡪 Long

6. Nam really loves to hang out with friends.

🡪 Nam really enjoys

7. Life in the city more stressful as life in the countryside.

🡪 Life in the countryside

8. The black dress is more expensive than the white one.

🡪 The white dress .

9. No one in my group is more intelligent than Mary.

🡪 Mary .

10. He is not Vietnamese, but he loves Vietnamese festivals.

🡪 Although

11. Vietnamese people have stopped burning fireworks on New Year’s Eve.

🡪Vietnamese people have broken .

12. It’s a good idea to behave politely at Tet.

🡪 We should .

13. Children are obliged to respect the elder.

🡪 Children have .

14. Peter and Phong are happy to join the procession. It is going to rain. (***however /nevertheless)***

15. Nick wanted to travel around Viet Nam to take pictures of festivals. He started to save money. (***therefore)***

16. At the Ooc om bok we float beautiful paper lanterns on the river. We also hold thrilling dragon boat races. ***(moreover)***

17. You are not allowed to use your mobile phone on the plane. (mustn’t)

🡪 You mustn’t .

18. Mr Smith is wealthier than Mr.Brown.

🡪Mr Brown .

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| **Week 17 - Period 51**  *Date of planning: ././*  *Date of teaching: ./. /* | **THE FIRST END-TERM TEST** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to finish the test on time.

**2. Competence:** SS can use language correctly.

**3. Behavior:** SS are serious to do the test.

**B. Teaching aids:** CD and stereo, paper tests.

**C. Procedures**

**ĐỀ THI DO PHÒNG GIÁO DỤC RA.**

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| **Week 18 – Period 52 + 53**  *Date of planning: .//*  *Date of teaching: //* | **ORAL TEST** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to finish their speaking test.

**2. Competence:** Ss can do the speaking test well.

**3. Behavior:** SS are serious to do the speaking test.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, handouts

**2. Students**: Textbooks, notebooks

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Oral test (43’)**  ***a, Aims:*** Check Ss’ speaking abilities.  ***b, Contents:*** Ss work individually to do the oral tests.  ***c, Outcome***: Ss can do the oral tests well.  ***d, Organization:*** | |
| - Asks Ss to do the oral tests.  - Ss do the oral tests individually.  - T gives comments and marks. |  |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks Ss to retell what they have learnt.

**\* Homework:**

- Asks Ss to revise the knowledge they’ve studied at home.

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**ORAL TEST**

**A. Part 1: Interview (0.5pt, time: 1’ - 2’)**

- T puts questions for each ss to give short answers:

Question 1: *What’s your name?*

Question 2: *How old are you?*

Question 3: *Who do you live with?*

Question 4: *Which school do you go to?*

Question 5: *What subjects at school do you like most?*

**B. Part 2: Answering questions relating to the topics in the 1st term. (1.5pts, time: 2’ - 3’):**

+ 0.2 pt/ each suitable answer to each suggested question.

+ 0.3pt/ fluency

- Ss answer the suggested questions one by one

**\* Topic 1*. Your leisure activity.***

**Suggested questions:**

*+ What do you often do in your leisure time?*

*+ Why do you like doing it?*

*+ How often do you do it?*

*+ Is there anyone sharing the activity with you?*

*+ How do you feel when doing it?*

*+ Are there any other activities you do in your free time?*

***\** Topic 2. *Your opinion about living in the countryside***

**Suggested questions:**

*+ Do you think life in the countryside has many good points?*

*+ How is the atmosphere?*

*+ How are the people in the countryside?*

*+ How is life in the countryside?*

*+ How is the food?*

+ *What traditional activities can you do in the countryside?*

***\** Topic 3: *Changes in your village***

**Suggested questions:**

*+ Has your village changed much so far?*

*+ What is the most typical change?*

*+ What is the second change?*

*+ What is the last change?*

*+ What changes do you like?*

*+ What changes do you don’t like?*

***\** Topic 4: *About your family customs and traditions***

**Suggested questions:**

*+ Are there any customs and traditions in your family?*

*+ What are they? In detail?*

*+ What is the custom and tradition you like most?*

*+ Why do you like it?*

*+ How do you feel when taking part in these customs and traditions?*

*+ Why is it important to continue family customs and traditions?*

***\** Topic 5*: About a famous festival in Viet Nam you like most***

**Suggested questions:**

*+ What is the name of the festival?*

*+ Where does it take place?*

*+ When is it held?*

*+ Who do the people worship at the festival?*

*+ What activities do people do at the festival?*

*+ Why do you like the festival so much?*

***\** Topic 6: *About your favorite fairy tale/ fable or legend.***

**Suggested questions:**

*+ What is the title of the story? Genre?*

*+ Who are the main characters in the story?*

*+ What is the beginning of the plot?*

*+ What is the middle of the plot?*

*+ What is the end of the plot?*

*+ Why do you like the story so much?*

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| **Week 18 - Period 54**  *Date of planning: .//*  *Date of teaching: //* | **THE FIRST END-TERM**  **TEST CORRECTION** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to realize what they have done, what they haven’t done.

**2. Competence:** They can self-evaluate their studying and have good plans to improve.

**3. Behavior:** Students are hard-working and attentive. They will try their best to get better results.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, paper tests, loud speaker.

**2. Students**: Textbooks, notebooks, paper tests.

**C. Procedures**

**1. Checking:** During the lesson.

**2. End-term written test correction:** (43’)

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents** |
| **I. Correct the second end-term test**  **A. LISTENING**  **I. Listen and tick the box. (1.0 pt)** *0,2 pt for each correct answer*  - Asks ss to answer again each question and explain. Ss do it.  - Gets feedback.  **II. Listen and write. (1.0 pt)** *0,2 pt for each correct answer*  - Asks ss to answer again each question and explain. Ss do it.  - Gets feedback.  **B. READING**  **I. Read the sentences 1-5 and match with the information in the notices A-H****(1pt)** *0,2 pt for each correct answer*  - Asks ss to read the text again then answer the questions. Ss do it.  - Gets feedback.  **II. Read carefully and choose the correct answer A, B, C to complete the letter (1pt)** *0,2 pt for each correct answer*  - Asks Ss to answer again each question and explain. Ss do it.Then T gets feedback.  **III.** **Read the passage carefully and choose the correct answer A, B or C (1pt)** *0,2 pt for each correct answer*  - Asks Ss to answer again each question and explain. Ss do it.Gets feedback.  **C. WRITING**  **I. Rewrite the following sentences, using the suggested words (1.5 pts)** *0,3 pt for each correct answer*  - Asks Ss to answer again each question and explain. Ss do it.  - Gets feedback.  **II. (1.5 pts)**  **Đề chẵn:** Write a short email to your teacher to submit your group homework about water pollution for week 20.  **Đề lẻ:** Write a short email to your teacher to submit your group homework about noise pollution for week 22.  --------------------\*\*\*--------------------------  **Common mistakes:**  **Listening:**  - I: Most Ss do well.  - II: Some Ss do incorrectly questions 4 .  **Reading:**  - I: Most Ss do well.  - II: Many students couldn’t answer question 4 correctly.  - III: Many Ss couldn’t answer question 4 and 5 well.  **Writing:**  - I: Many Ss couldn’t do questions 1, 4 well.  - Part II: Most Ss finish their writing well.  **\* Solution**  - Gives compliment to good students and gives the criticism to lazy students.  - Encourages students to study harder. | **A. LISTENING**  **I.** 1- C 2- B 3- B 4- C 5 – A  **II.**  1. Beulah 2. 91  3. brother  4. photographer  5. computer games  **B. READING**  **I.**  **+ Đề chẵn:**  1.H 2. E 3. A 4. D 5. C  **+ Đề lẻ:**  1. E 2. H 3. G 4. A 5. D  **II.**  **+ Đề chẵn:**  1. B 2. C 3. A 4. C 5. A  **+ Đề lẻ:**  1. A 2. C 3. A 4. B 5. A  **III.**  **+ Đề chẵn:**  1. B 2. A 3. C 4. A 5. C  **+ Đề lẻ:**  1. B 2. A 3. C 4. A 5. A  **C. WRITING**  **I.+ Đề chẵn:**  *1. Phuc said that people would soon communicate using telepathy in 50 years’ time.*  *2. If I had enough money, I could buy this bike.*  *3. New devices have been invented to help people live a longer live by scientists.*  *4. If you don’t study hard, you won’t pass the exam.*  *5. After he had gone home, they arrived.*  **+ Đề lẻ:**  *1. Nam said that they might go sightseeing in Sa Pa the following week/ the next week.*  *2. If you recycle more, you will help the Earth.*  *3. Many houses were destroyed in this village by the storm.*  *4. If she weren’t lazy, she could pass the exam.*  *5. Before she watched TV, she had finished all her homework.*  **II.**   * Correct form: 0,25pt * Fulfill task: 0,5pt * Correct grammar: 0,25pt * Good punctuation: 0,25pt * Organization: 0,25pt   ------------------------------------------------  - Listen, take notes and remember.  - Recall and remember. |

* **Result:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **3,5 - 5** | **%** | **5 – 6,5** | **%** | **6,5 - 8** | **%** | **8 - 10** | **%** |
| 8A | 0 | 0 | 8 | 22.22 | 19 | 52.78 | 9 | 25 |
| 8B | 1 | 2.77 | 3 | 8.33 | 22 | 61.12 | 10 | 27.78 |
| **Grade 8** | **1** | **1.39** | **11** | **15.28** | **41** | **56.94** | **19** | **26.39** |

**3. Guides for homework (2’)**

- Asks Ss to review all the knowledge they have studied so far at home.