*Preparing date: 01/ 12/ 2020 Teaching date: 10(8C); 11 (8A,B,D)/ 12/ 2020*

***Period 41***

**UNIT 6. FOLK TALES**

**Lesson 1: Getting started (P58-59)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : - Use the lexical items related to the topic ‘ Folk Tales’.

- ***Language :*** - Exclamatory sentences.

**2. Skills**: Listening, reading and speaking about Vietnamese legends.

**3. Attitude and competencies:**

- Know more and love Vietnamese legends.

- Understand and actively respond to questions about Vietnamese legends.

**4. Competencies:** - Form and improve such competencies as pairwork, communication, presentation , collaboration

**II. PREPARATIONS:**

**Teacher:**  text books, recording, laptop, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Difficulty in making extended conversation about a legend, folk tale, fable or fairy tale.

- T asks ss to collect more interesting information.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (6’/IW)**  **1. Talent show**  T starts the next lesson with the talent show.  T calls some Ss perform the songs they’ve chosen last time, then ask the whole class to vote for the best performance.  **2. Chatting**  T writes the Unit title on the board ‘Folk Tales’  T asks ss to say out any information they know about folk tales.  - *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?*  Ss talk about their favorite folk tales they’ve read.  \* Set 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?  ? Listen and read and check your guessing. | **UNIT 6. FOLK TALES**  **Lesson 1: Getting started (P58-59)**  **A. GETTING STARTED** |
| **II. NEW LESSON**  **1.Listen and read (12’/IW/PW)**  T introduces some new words.  (real things, pictures, situation)  Check ‘R.O.R’  T plays the recording.  - Ss look at the conversation, listen to the tape and then work in pairs to practice the conversation.  T checks some pairs. | **1. Listen and read**  **\* Vocabulary**   |  |  | | --- | --- | | - re**ply** (v) | : trả lời | | - **le**gend (n) | : truyền thuyết | | - **fa**ble (n) | : tuyện ngụ ngôn | | - genre (n) | : loại. thể loại | | - plot (n) | : cốt truyệ | | - **o**rigin (n) | : nguồn gốc | | - pro**duce** (v) | : sinh đẻ (con cái), sản xuất | |
| **2. Practice**  **1a: Read the conversation again and choose the correct answers.**  Ss work independently to choose the answer. Then they share answers with a partner  T checks as a class.  **1b: Match the words to their meanings.**  Ss work in pairs to match the words to their meanings then share answers with a partner.  T checks as a class.  **1c: Find the information in the conversation to complete the table.**  - T asks Ss not to look at the book and try to remember the information about the legend of Lac Long Quan and Au Co, and complete the table.  Ss work dependently to complete the table.  - T asks Ss to open their books and check their answers.  - T gives correct answers and comments.  ***1.d. What does this sentence from the conversation express?***  Nick : What an interesting legend is it?  - Ss discuss the question in pairs.  T draws Ss’ attention to the structure, meaning and use of exclamatory sentences by analyzing the instruction and examples in the Remember! box.  ***Ex 1: Complete these sentences.***  1. handsome/man =  2. interesting/game=  3. good/news=  4. lovely/dogs=  5. brave/women=  T elicits the first answer from the Ss.  Ss write out the rest of the sentences in 2 minutes.  T checks the answers with the class.  **2. Match the words with their definitions. Then listen, check and repeat. *(17’/IW/PW)***  - Ss quickly match the types of stories with their definitions.  - T plays the recording for Ss to check their answers.  - T puts Ss into pairs to think of an example of each  type of story.  - Ss raise their hands when they have completed their lists.  - T checks them with the class. | **\* Practice**  **1a: Read the conversation again and choose the correct answers.**  **\*Key:**  1. B 2. C 3. A 4. C 5. A  **1b: Match the words to their meanings.**  **\* Key:**  1. c 2.d 3.a 4.b  **1c: Find the information in the conversation to complete the table.**   * **Key:**  |  |  | | --- | --- | | Title | Lac Long Quan, Au Co | | Genre | Legend | | Main characters | Lac Long Quan, Au Co, and their sons | | The 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. |   ***1.d. What does this sentence from the conversation express?***  ***Exclamatory sentences***  REMEMBER!  - Exclamatory sentences are used to express surprise or strong feelings.  What + a/an + Adj + N(singular countable) + S +V!  E.g: What naughty boys they are!  - We don't always use an adjective and a verb or a subject in exclamatory sentences.  E.g: What a day!  ***Ex 1: Complete these sentences.***  ***\*Key:***  1. What a handsome man( he is )!  2. What an interesting game ( it is )!  3. What good news ( it is )!  4. What lovely dogs ( they are) !  5. What brave women ( they are )!  **2. Match the words with their definitions. Then listen, check and repeat .**  **\* Key:**  1. C 2. D 3. B 4. A  I’ll take warm clothes because it’ll be cold.  … |
| **III. WRAPPING-UP (8’/GW)**  **Game: GUESS THE STORY**  **3.a: Think of a legend, folk tale, fable or fairy tale you know. Complete the table below.**  - Ss work independently to fill in the table with the information of the legend, folk tale, fable or fairy tale they know.  **3.b: Work in pairs. Interview each other and try to guess the tittle of the story.**  First, T models this activity with a more able student.  Then Ss work in pairs.  T goes around to help Ss.  T calls some pairs to practice in front of the class. | **Game: GUESS THE STORY**  **3.a: Think of a legend, folk tale, fable or fairy tale you know. Complete the table below.**   |  |  | | --- | --- | | Title |  | | Genre |  | | Main characters |  | | The plot |  |  * ***Example:***   A: What kind of story is it?  B: It's a fairy tale.  ..........  **3.b: Work in pairs. Interview each other and try to guess the tittle of the story.**  **Choose the best answer:**  1. A. br**a**ve B. dr**a**gon C. f**a**ble D. am**a**zing  2. A. l**i**on B. g**i**ant C. kn**i**ght D. pr**i**nce  3. A. wick**e**d B. princ**e**ss C. l**e**gend D. **e**mperor  4. A. gl**i**tch B. f**i**erce C. w**i**se D. cunn**i**ng  5. A. **a**ncient B. d**a**ngerous C. mor**a**l D. br**a**ve |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **III. HOME ASIGNMENT**  - Practice the structure they’ve learnt.  - Review the lesson. |

**V. Feedback :**

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*Preparing date: 01/ 12/ 2020 Teaching date: 12(8A,8B,C,D)/ 12/ 2020*

***Period 42***

**UNIT 6. FOLK TALES**

**Lesson 2: A closer look 1 (P.60)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : - Use the lexical items related to charaters in a folk tale.

- Adjectives describing characters.

- ***Language***: - Exclamatory sentence .

- ***Pronunciation*** : Intonation in exclamatory sentence.

**2. Skills**: Listening, speaking about characters in a folk tale.

**3. Attitude:**

- Know more about and love Vietnamese folk tales

- Understand and actively respond to questions about characters in folk tales.

**4. Competencies**- Form and improve such competencies as teamwork, communication.

**II. PREPARATIONS:**

**Teacher:**  text books, recording, laptop, T.V.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may have difficulty in describing the layout of the Temple of Literature- the Imperial Academy.

- Explain carefully and Provide further practice by letting them listen to the recording many times.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  **\* Brainstorming**  Ss work in two big groups A and B to write as many names of popular characters in folk tales as possible.  T checks as the whole class and comments. | **UNIT 6. FOLK TALES**  **Lesson 2: A closer look 1 (P.60)**  **\* Brainstorming** |
| **II. NEW LESSON**  **I. Vocabulary (20’/IW/PW)**  **1.These are popular characters in folk tales. Match the characters with the pictures. Can you add more?**  T asks ss to look at the pictures and elicits new words.  T asks Ss to match the words with the pictures.  Ss work independently, then share their answers with one or more partners.  T may wish to ask Ss to call out some folk tales that include one of these characters.  T corrects the exercise as a class.  ***2. These creatures are popular characters in folk tales.Match the creatures with the pictures. Can you add more?***  - Ss work independently then share their answers with one or more partners.  - T corrects the exercise as a class.  - Then ask Ss to categorise the creatures into typically ‘good’ and ‘bad’. | **I. Vocabulary**  **1.These are popular characters in folk tales. Match the characters with the pictures. Can you add more?**  ***\* Vocabulary***   |  |  | | --- | --- | | - **wood**cutter (n) | : tiều phu | | - knight (n) | : hiệp sĩ, kị sĩ | | - **o**gre (n) | : quỷ ăn thịt người | | - hare (n) | : thỏ rừng | | - **cu**nning (adj) | : xảo quyệt, gian giảo | | - fierce (adj) | : hung dữ, dữ tợn | | - **wi**cked (adj) | : xấu xa, độc ác | | - **cru**el | độc ác |   ***\* Key:***  1. G 2. C 3. E 4. B  5. H 6. A 7. D 8. F  ***2. These creatures are popular characters in folk tales.Match the creatures with the pictures. Can you add more?***  ***\* Key:***  1. G 2. C 3. E 4. B  5. H 6. A 7. D 8. F |
| ***3a.The adjectives in the box are often used to describe characters in folk tales. Put them in the correct column.Can you add more?***  Ss work individually to complete the table.  T calls some ss to write the sentences on the board.  T checks as the whole class.  ***3b.Now use these adjectives to describe some characters in one of your favorite folk tales.***  T asks Ss to do the exercise in pairs, using the adjectives in a to describe characters in one of their favourite folk tales.  Ss work in pairs.  T asks some Ss to say their sentences in front of the class. | ***3a.The adjectives in the box are often used to describe characters in folk tales. Put them in the correct column.Can you add more?***  ***\* Key:***   |  |  | | --- | --- | | **Positive** | **Nagative** | | cheerful  generous  kind  brave | greedy  mean  evil  cunning  wicked  fierce  cruel |   ***3b.Now use these adjectives to describe some characters in one of your favorite folk tales.***   * ***Example:***   There's a golf in Little Red Riding Hood. He's cunning and wicked. |
| **II. Pronunciation (13’/IW/PW)**  ***Intonation in exclamatory sentences.***  ***4. Listen and repeat the sentences, paying attention to intonation. Do they have rising or falling intonation?***  T plays the recording and asks pupils to listen and repeat the sentences, paying attention to the intonation of each sentence.  Ss listen and repeat and give their comments (use falling intonation for exclamatory sentences)  T may play the recording as many times as necessary.  ***5. Practice these sentences. Then listen and repeat .***  T calls some ss to read these sentences.  Teacher plays the recording.  Ss listen and repeat .  T calls other ss read these sentences again.  T comments. | **II. Pronunciation**  ***Intonation in exclamatory sentences.***  ***4. Listen and repeat the sentences, paying attention to intonation. Do they have rising or falling intonation?***  ***5. Practice these sentences. Then listen and repeat .*** |
| **III. WRAPPING-UP (5’)**  -Summarize the main points of the lesson  T asks ss some questions to make sure they’ve learnt the lesson well. | **Choose the best answer:**  1. A. cunning B. expensive C. cruel D. wicked  2. A. eagle B. emperor C. dragon D. giganic  3. A. tortoise B. woodcutter C. considerate D. giant  4. A. amazing B. legend C. fable D. evil  5. A. represent B. palace C. unicorn D. story |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **III. HOME ASIGNMENT**  -Review the lesson.  **-** Do A1, A2/P.44- W.B |

**V. Feedback :**

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*Preparing date: 07/ 12/ 2020 Teaching date: 14(8A); 15(8B,C);17 (8A)/ 12/ 2020*

**Period 43**

**UNIT 6. FOLK TALES**

**Lesson 3: A closer look 2 (P.61-62)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : - Use the lexical items related to ‘folk tale’.

- ***Language***: - The Past continuous.

**2. Skills**: Reading, speaking, listening and writing about different characters in folk tales.

**3. Attitude :**

- Know more about and love folk tales.

- Understand and actively respond to the past continuous.

**4. Competencies**- Form and improve such competencies as teamwork, presentation , collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, T.V

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Some weak ss forget how to form V.ing

- Revise as the warm up.

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\* Pelmanism***  Ss play in two teams to revise V.ing of verbs.  T checks and gives comments . | **UNIT 6. FOLK TALES**  **Lesson 3: A closer look 2 (P.61-62)**  ***\* Pelmanism***   |  |  | | --- | --- | | take | taking | | sit | sitting | | ride | riding | | wear | wearing | | dance | dancing | |
| **II. NEW LESSON**  **I. Grammar**  ***The Past Continuous. (20’/IW/PW)***  T asks Ss to read part of the conversation from GETTING STARTED, paying attention to the underlined part.  - Teacher elicits any rules from students.  T: When do we use the past continuous tense?  Ss read the Grammar box.  T draws Ss’ attention to the use of the past continuous tense by analyzing the examples in the Grammar box.  ? Give some examples.  **\* Practice**  Teacher uses different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  \* Checking vocab: Slap the board  **1. Complete the following sentences by putting the verbs in brackets in the correct form.**  Ss do the grammar exercise individually.  T reminds students to look back at the Grammar box if necessary.  - Ss compare answers in pairs before checking with the whole class.  **2a: Use the past continuous and the suggested words to write sentences to describe what was happening in each picture.**  Ss do the grammar exercise individually.  T reminds students to look back at the Grammar box if necessary.  - Ss compare answers in pairs before checking with the whole class.  **2b. Work in pairs. Ask and answer questions about the pictures in a.**  First, T models this activity with a more able student.  Ss work in pairs to practice.  - T goes around to provide help.  T calls some pairs to practice in front of the class  **Look out!**  T asks ss to read the **Look out**! box.  T draws Ss’s attention to this use of the past simple tense by analyzing the instruction and examples in the **Grammar** box.  Ss give a comparison between the simple past tense and the past continuous tense.  T asks ss to give some examples.  **3: Write the correct form of each verb. Use the past continuous or the past simple.**  T asks Ss to do the grammar exercise individually. Remind them to look back at the **Grammar** box and the **Look out!** box.  Ss compare answers in pairs before checking with the whole class.  **4a. Read the fable and put the verbs in brackets into the past simple or the past continuous.**  ***(10’/IW/PW)***  - T may do the first sentence as an example for Ss.  Ss do the exercise individually then compare answers in pairs before checking with the whole class.  -T checks and comments.  **4b. What is the moral of the fable?**  - Ss discuss the question in pairs.  - T asks some pairs to give their answers to the whole class. T may give comments or invite comments from other Ss. | **I. Grammar**  ***The Past Continuous.***  ***\*Example :***  *Duong: I phoned you around 9p.m last night, but no reply.*  *Nick: Oh, I was doing some Internet research on Vietnamese legends for my project.*  **\*Form: S + was/ were + V-ing.**  ***\* Use :***  **-** 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.  **\* Practice**  **\* Vocabulary:**  **- appear (v): xuất hiện**  **- gown (n): áo dài, đầm (mặc vào dịp đặc biệt)**  **- magician (n): nhà ảo thuật**  **- spin (n): quay tròn, đan, dệt**  **- woods (n): rừng**  **- heaven (n): thiên đàng**  **- roar (v): gầm, rú**  **- anger (n): cơn giận, sự giận**  **1. Complete the following sentences by putting the verbs in brackets in the correct form.**  ***\* Key:***  1. was wearing 2. were you doing  3. was going 4. Was running  5. was not/wasn’t waiting  **2a: Use the past continuous and the suggested words to write sentences to describe what was happening in each picture.**  **\* Key:**  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 (their ) 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.  **2b. Work in pairs. Ask and answer questions about the pictures in a.**    **\* Key:**  2. What was the girl doing?  She was picking flowers by the side of the road.  3. What were the knights doing?  They were riding ( their ) horses to the castle.  4. What was the ogre doing?  It was roaring with anger.  5. What was Saint Giong doing?  He was flying to heaven  **Look out!**  **3: Write the correct form of each verb. Use the past continuous or the past simple.**  **\* Key:**  1.was walking, stopped, had  2.was lying, heard, needed  3.heard, was following, started  4.dropped, ate  5.were dancing, left  6.was missing/missed, decided  **4a. Read the fable and put the verbs in brackets into the past simple or the past continuous.**  ***\* Key:***  1. was shining 2. was sleeping  3. went 4. were fying  5. opened 6. fell  **4b. What is the moral of the fable?**   * **Suggested answer**:   Be happy/content with what you have. |
| **III. WRAPPING-UP (8’)**  ***5. Guess what your partner was doing last Sunday at these times.***  - Ss do the grammar exercises individually, guessing what their partner was doing at the times on the clocks.  - Ss make a note of their guesses.  T goes around to give help if necessary.  ***5b. Ask your partner to check your guesses.***  - Now T models this activity with a more able student.  - Ss work in pairs.  - T may go around to provide help.  - T calls some pairs to demonstrate in front of the class.  Summarize the main points of the lesson.  T asks ss some questions to make sure they’ve learnt the lesson well. | ***5a. Guess what your partner was doing last Sunday at these times.***  ***\*Example:***  I think Duc was having breakfast at 7a.m last sunday.  ***5b. Ask your partner to check your guesses.***  ***\*Example:***  A: Were you having breakfast at 7a.m last Sunday?  B: Yes, I was./ No, I wasn't.  **Choose the best answer:**  1. When we arrived,Cinderella \_\_\_ with the prince.  A. will be dancing B. is dancing C. was dancing D. danced  2. This time yesterday,I \_\_\_\_ the story of Saint Giong.  A. was reading B. read C. am reading D. had read  3. The wolf \_\_\_ to Granny’s house and \_\_ Granny.  A. ran/swallowed B. ran/was swallowing  C. was running/swallowed D. had run/swallowed  4. What \_\_\_\_ at 7 PM last Sunday?  A. did you do B. were you doing C. you were doing D. you are doing  5. The tortoise \_\_\_ hard-working,so he \_\_ the race.  A. did/had won B. had/was winning C. was being/won D. was/won |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **III. HOME ASIGNMENT**  - Do part B6,7/P.47 – W.B.  -Review the lesson. |

**V. Feedback :**....................................................................................................................................................................................................................................................................................................................................................

*Preparing date: 07/ 12/ 2020 Teaching date: 17(8C,D); 18(8A,B)/ 12/ 2020*

***Period 44***

**UNIT 6. FOLK TALES**

**Lesson 4: Communication (P.63)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : - words about the *Little Red Riding Hood* fairy tale.

- ***Language***: - Past Continuous

**2. Skills**: Telling the *Little Red Riding Hood* fairy tale in their own words.

**3. Attitude :**

- Be active in telling story.

- Understand and actively respond to retelling story and writing the ending of the story.

**4. Competencies**- Form and improve such competencies as teamwork, communication, presentation , collaboration

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough words to write the ending of the story.

- T guides them carefully.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\*Brainstorming.***  - Teacher elicits the topic from students: go to the board and write the name of the folk tale they know  Ss work in two teams to add more.  - Teacher monitors and gets feedback.  - Before Ss open their books, ask them what fairy tales they liked to read when they were little. Now get Ss to think about how fairy tales are structured. t can say: *Today, we are going to do some activities with a fairy tale. Please think of what information is normally at the beginning, in the middle and at the end if a fairy tale.* | **UNIT 6. FOLK TALES**  **Lesson 4: Communication (P.63)**  ***\*Brainstorming.*** |
| **II.NEW LESSON**  **\* Vocabulary:**  T helps Ss understand the meanings of the words in Extra vocabulary by using pictures or examples.  **1a: Look at the pictures. Then put the parts of the fairy tale in order.**  - Ss work independently to look at the pictures and put parts of the fairy tale in order in 5 minutes.  – T tells Ss that the pictures are in the correct order but the text (a-h) is jumbled.  **1b. Work in pairs. Compare your answers with a partner’s. Discuss any differences.**  T allows Ss to work in pairs tocompare their answers and discuss any differences. T asks ss to discuss as a class.**2. *Work in groups. In turn, retell the fairy tale to your group members in your own words. Choose the best storyteller in your group* (15’/GW)** T asks Ss to work in groups of six, in turn retelling the fairy tale to their group members in their own words.  T sets a three- minute time limit per story and have one group member keep time.  T goes around to monitor.  Then Ss can choose the best storyteller in their group.  T and other groups listen and comment  **3. *Work in groups. In turn, retell the fairy tale to your group members in your own words. Choose the best storyteller in your group*** T asks Ss to work in the same groups again, discussing and writing their won ending for the fairy tale.T encourages them to have fun and be creative. - Ss work in 8 minutes. - T chooses a student from each group to read the ending to the whole class.- After each student has finished,T invites some comment from Ss in other groups.Then teacher makes comments and corrects Ss’s mistakes if there are any. Finally, T may have Ss vote for the best fairy tale ending. | **\* Vocabulary:**  - granny (n): bà  - scream (v): hét lên  - swallow (v): nuốt  **1a: Look at the pictures. Then put the parts of the fairy tale in order.**  **1b. Work in pairs. Compare your answers with a partner’s. Discuss any differences.**  ***\** Key**:  1. h 2. a 3. e 4. f  5.d 6.c 7.b 8.g.  **2. *Work in groups. In turn, retell the fairy tale to your group members in your own words. Choose the best storyteller in your group***    **3. *Work in groups. In turn, retell the fairy tale to your group members in your own words. Choose the best storyteller in your group*** |
| **III. WRAPPING-UP (5’/IW)**  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. The eagle \_\_\_ him and \_\_\_ to help.  A. had heard /was agreeing B. heard/agreed  C. was hearing/agreed D. heard/had agreed  2. We \_\_\_\_ dinner when the phone \_\_\_\_.  A. were having/rang B. had/rang  C. had/was ringing D. had had/rang  3. Many \_\_\_ wanted to rescue the princess but they failed.  A. ancestors B. knights C. orges D. legends  4. You should not be \_\_\_\_ like the elder brother in the Star fruit Tree story.  A. greedy B. kind C. legendary D. cheerful  5. One day,the queen gave \_\_\_ to a lovely baby girl.  A. spindle B. life C. birth D. witch |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **III. HOME ASIGNMENT**  -Learn the new structures  - Do C1,2,3/ P.48-WB.  -Review the lesson. |

**V. Feedback :**

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Planning date: 07.12. 2020 Teaching date: 19(8A,B,C,D)/ 12/ 2020

***Period 45***

**UNIT 6. FOLK TALES**

**Lesson 5: Skills 1 (P.64)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : - Lexical items related to the topic ‘Folk Tales’

- ***Language***: The Simple Past Tense and the past continuous tense.

**2. Skills**: Read for specific information in a fairy tale.

Speaking about a legend/folk tale/fairy tale/fable (its plot, main characters,etc.)

**3. Attitude :**

**-** Know about some fairy tales and love reading fairy tales.

- Understand and actively respond to questions about the content of a fairy tale.

**4. Competencies:** Form and improve such competencies as teamwork, communication, presentation.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Weak students may find it difficult to speak.

- Guide them carefully.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (7’/PW)**  ***\*Chatting about Vietnamese fairy tales.***  T: Do you often read fairy tales?  T: Which fairy tale do you like best?  T: Can you tell us some information about it? | **UNIT 6. FOLK TALES**  **Lesson 5: Skills 1 (P.64)** |
| **II. NEW LESSON**  **I. READING (18’/PW/GW)**  **1 Read the fable The Starfruit Tree. Then find the following words and underline them in story. What do they mean?**  T asks Ss to scan the passage to find where the words ***fortune, srarfruit tree, ripe, filled, load and repay*** are in the story.  Ss read the text to find out the words.  T helps Ss work out the meanings of these words from the context by using some pictures and situation to pressent new words  Check understanding: Matching.  **2. Read the story again and answer the questions.**  T asks ss to read the story again in 2 minutes then work in pairs to answer the questions.  Ss work in pairs to ask and answer  Ss note where they found the information that helped them to answer the questions.  T corrects the answers as the whole class.  **3. Now complete the details of the fable.**  Ss work independently to complete the details of the fable *The Starfruit Tree*.  Then T allows them to share the answers before discussing as a class. | **I. READING**  **1 Read the fable The Starfruit Tree. Then find the following words and underline them in story. What do they mean?**  **\* Vocabulary :**  - fortune (n): gia sản  - starfruit tree (n): cây khế  - repay (v): trả lại  - ripe (a): chín  **\* Key:**  fortune – a large amount of money  starfruit tree – tree with green fruit shapped like a star  ripe – ready to be eaten  filled – put gold into the bag until there is no more space  repay – pay back  load – something that is being carried  **2. Read the story again and answer the questions.**  **\*Key:**  1.He gave his younger 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 ( by the eagle ) into the sea.  **3. Now complete the details of the fable.**  **\* Key:** 1. greedy 2. time  3. fortune 4. gold  5. swapped 6. dropped |
| **II. SPEAKING (15’/PW)**  **4. Read the story summaries below. Decide which story you would like to read.**  T shows the three pictures of the three stories on the screen.  Ss look at the pictures and speak about everything they know about the stories.  - Ss work individually to read every story summary.  T helps with any new vocabulary.  T calls some ss to tell the storyhe/she chooses  **5. Work in pairs. Ask and answer questions about the stories.**  - Ss work in pairs, asking and answering about the stories in 4.  - T goes around to provide help if necessary. After finishing, T may call some pairs to practice in front of the class.  - T comments. | **II. SPEAKING**  **4. Read the story summaries below. Decide which story you would like to read.**  **\* Vocabulary :**  - tortoise /ˈtɔː.təs/ (n): con rùa  - hare /heəʳ/ (n): con thỏ  - boast /bəʊst/ (n): khoe khoang  - represent (v): tượng trưng  **5. Work in pairs. Ask and answer questions about the stories.** |
| **III. WRAPPING-UP (3’/IW)**  **6. GAME : Who am I?**  First, T reminds Ss of the words to describe characters or creatures in fairy tales/legends/fables.  Ss may refer to the words and phrases in A Closer Look 1.  Then, T asks Ss to play this game in groups of about five.  Each member chooses a character in any of the stories in 4. The others ask Yes/No questions to discover who that person is T may go around to provide support if necessary.  T checks some groups.  \*Summarize the main point of the lesson. | **6. GAME : Who am I?**  ***\* Example:***  A: Are you evil?  B: Yes/No  A: Do you live in a castle?  B: Yes/ No  A: Do you have long hair?  B: Yes/No  **Choose the best answer:**  1. A. footstep B. tortoise  C. announce D. servant  2. A. magician B. colorful  C. fairy D. beautiful  3. A. Buddha B. return C. legend D. fairy  4. A. ocean B. tittle C. character D. alone  5. A. arrive B. swallow C. stepsister D. action |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **III. HOME ASIGNMENT**  -Learn the new structures.  - Do C1,2,3/P. 48 – W.B.  -Review the lesson. |

**V. Feedback :**

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XÁC NHẬN CỦA BGH

Planning date: 14.12. 2020 Teaching date: 21(8A); 22 (8C,D); 24 (8B)/ 12/ 2020

***Period 46***

**UNIT 6. FOLK TALES**

**Lesson 6 : Skills 2 (P.65)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand the words: -**og**re(n),**cap**ture(v): **res**cure(v), **dra**gon(n), **an**ger(n), **cas**tle(n), breath(n) .

- ***Language***: - Past simple to talk about astory.

**2. Skills**: - Listen for specific information in a fairy tale.

- Write a narrative of a legend/ folk/ fairy/tale/ fable.

**3. Attitude :**

- Positive attitude towards reading useful stories and learn the moral lessons after reading

the stories.

- Understand and actively respond to write a narrative.

**4.Competencies:** Form and improve such competencies as teamwork, communication, collaboration.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector, the recording.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss may get confused in writing.

- Guide them carefully.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (8’/GW)**  **\* Chatting**  -T ask Ss to look at the pictures and make some guess about the fairy tale The Princess and The Dragon.  Ask them: What/Who do you think may be the main characters in the fairy tale? What may happen in the fairy tale ?  - Introduce the new lesson | **UNIT 6. FOLK TALES**  **Lesson 6 : Skills 2 (P.65)**  **\*Chatting** |
| **II. NEW LESSON**  **I. LISTENING(15’/IW/PW)**  **1. Listen to the fairy tale The Princess and the Dragon and correct the following statements.**  **\* Vocabulary :**  T uses some techniques to present some new words.  Ss read and copy the words.  Check understanding: Rub- out and remember.  ***-***T asks Ss to cover the right side of the page where the story is written out in the green box.  - Ss read the statements carefully and guess the incorrect information  - T collects the ss’ ideas  T plays the recording twice.  Ss listen then checks their prediction.  T calls on 2 ss to write the answers on the board the confirms the correct answers  **2. Listen again. Fill the missing words.**  - T asks Ss to read the story carefully and ask ss to work in pairs to discuss what may be missing by using the information they heard in 1.  - T plays the recording again and have ss find the missing words as they listen.  - T asks ss to share their answers with their partners.  - T plays the recording more times until Ss have chosen all their answers. | **I. LISTENING**  **1. Listen to the fairy tale The Princess and the Dragon and correct the following statements.**  **\* Vocabulary :**  -**og**re(n): yêu tinh  -**cap**ture(v): bắt giữ  -**res**cure(v): giải thoát  -**dra**gon(n):con rồng  -**an**ger(n): sự tức giận  -**cas**tle(n): lâu đài  - breath(n) :hơi thở  ***\* Keys :***  1Once upon a time, there was a king, a queen and a **princess**.  2.Once night **an orge** captured the princess and put her in his tower,  3.One day a dragon heard the princess **cry** for help.  4.At the end of the story, the dragon  m**arried** the princess  **2. Listen again. Fill the missing words.**  **\* Key:**  1. castle  2. give gold  3. with anger  4. breath  5. strong back |
| **II. Writing.(15’/IW)**  ***3.Make notes about one of your favourite fairy tales. You can invent your own story***  - T asks Ss to make notes about one of their favourite fairy tales or invent their own fairy tale.  - T reminds them that they do not have to write full sentences and they can use abbreviations.  ***4a. Use your notes in 3 to write the fairy tale. Use The Princess and the Dragon as a model***  - T asks them to read : Remember  - T asks Ss to refer back to the reading passage in Skills 1 for useful language and ideas, and note some necessary expressions and language on the board.  - Ss work individually to write the first draft. - T can display some of the stories on the board.  - Other Ss and T give comments. Ss edit and revise their stories as home asignment. | **II. Writing.**  ***3.Make notes about one of your favourite fairy tales. You can invent your own story***  ***4a. Use your notes in 3 to write the fairy tale. Use The Princess and the Dragon as a model*** |
| **III. WRAPPING-UP (5’/IW)**  \*Summarize the main point of the lesson. | *Choose the best answer:*  1. A. pl**o**t B. p**o**pular C. **o**riginal D. c**o**ntent  2. A. r**e**search B. g**e**nre C. r**e**ply D. **e**vent  3. A. dr**a**gon B. sw**a**p C. c**a**rry D. gr**a**nny  4. A. **ch**aracter B. **ch**eese C. **ch**at D. **ch**allenge  5. A. kn**i**ght B. k**i**nd C. pr**i**ncess D. r**i**pe |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **III. HOME ASIGNMENT**  -Learn the new structures.  - Do E1,2/P.51 – W.B.  - Complete the writing in your notebook. |

**V. Feedback :**

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Planning date: 14.12. 2020 Teaching date: 24 (8C,D); 25 (8A,B)/ 12/ 2020

***Period 47***

**UNIT 6. FOLK TALES**

**Lesson 7: Looking back and Project (P.66-67)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Review

- ***Language***: Review

**2. Skills**: Reading, speaking and writing about fairy tales.

**3. Attitude :**

- Positive attitude towards moral values..

- Understand and actively respond to lexical and grammatical points they’ve learnt in unit 6.

**4. Competencies:** Form and improve such competencies as teamwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:**  text books, laptop, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough time to do project.

- Guide them and let them do at home.

**IV. PROCEDURES:**

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| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  Teacher asks ss something about their favorite stories. | **UNIT 6. FOLK TALES**  **Lesson 7: Looking back and Project (P.66-67)** |
| **II. NEW LESSON**  **I. Vocabulary: (7’/IW/PW)**  **1. Think of an example for each type of story in the box.**  T asks Ss to think of as many examples of different types of stories as possible.  Ss work in groups of four to write them up.  Then ask Ss to say their examples in front of the class.  T comments.  **2. Write the correct words under the pictures.**  T asks Ss to do these exercises individually at first.  Then they can check their answers with a partner before discussing the answers as a class.  T checks and comments.  **3. Put the words in the box into the correct columns.**  T asks Ss to do these exercises individually at first.  Then they can check their answers with a partner before discussing the answers as a class.  T checks and comments.  T asks ss to read the words aloud. | **I. Vocabulary:**  **1. Think of an example for each type of story in the box.**  ***\* Example:***  The Adventures of Robinhood is a legend.  **2. Write the correct words under the pictures.**  ***\* Key:***  1. witch 2. hare 3. knight 4. Orge  5. fairy 6.tortoise 7. giant 8. dragon  **3. Put the words in the box into the correct columns.**  ***\*Key:***   |  |  | | --- | --- | | **Characters** | **Personality** | | Woodcutter  Witch  Dragon  Fairy  Giant  Hare  Emperor  Tortoise  Knight  Orge  Eagle  Budha | Cruel  Kind  Generous  Mean  Wicked  Cheerful  Fierce  Evil  Cunning  Brave  greedy | |
| **II. Grammar (10’/IW/PW)**  **4. The following people were at home at 5 p.m yesterday.What were they doing? Work in pairs, ask and answer the questions.**  - T models this activity with a more able student.  - Ss work in pairs to ask and answer.  - T may go around to provide help if necessary.  - T calls some pairs to practice in front of the class.  - T checks and comments.  **5. What were you doing at the following times? Work in pairs. Ask and answer questions, as in the example.**  - T models this activity with a more able student.  - Ss work in pairs to ask and answer.  - T may go around to provide help if necessary.  - T calls some pairs to practice in front of the class.  - T checks and comments.  **6. Work in pairs. Make exclamatory sentences about your partner or other classmates.**  - T models this activity with a more able student.  - Ss work in pairs to ask and answer.  - T may go around to provide help if necessary.  - T calls some pairs to practice in front of the class.  - T checks and comments. | **II. Grammar**  **4. The following people were at home at 5 p.m yesterday.What were they doing? Work in pairs, ask and answer the questions.**  ***\* Key:***  2. A: Was Mrs. Lan doing the gardening?  B: No, she wasn’t. She was cooking.  3. A: Was Mr. Hung writing a letter?  B: No, he wasn’t. He was reading a newspaper.  4. A: Were Hoa and Hai playing table tennis?  B: Yes, they were.  5. A: Was Duong listening to music?  B: No, he wasn’t. He was watching TV.  6. A: Was Mai doing her home asignment?  B: No, she wasn’t. She was sweeping the floor.  **5. What were you doing at the following times? Work in pairs. Ask and answer questions, as in the example.**  **6. Work in pairs. Make exclamatory sentences about your partner or other classmates.** |
| **III. Communication (10’/PW/GW)**  **7. Number the lines of the dialogue in the correct order.**  First, T asks Ss to do the task individually to number the lines of the dialogue. Then asks them to check their answers with the whole class.  After finishing, T asks Ss to practice saying the dialogue with their partners. | **III. Communication**  **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 |
| **Finished!**  Finally T asks Ss to complete the self-assessment box.  Ss do dependently.  T indentifies any difficulties and weak areas and provides further practice. | **Finished!** |
| **IV. Project (8’)**  **ENTRIES IN MY DIARY**  ***1.Read the fairy tale Sleeping Beauty.***  - T asks Ss to read the fairy tale Sleeping Beauty.  - Each student may make notes about the main characters and the plot of the fairy tale.  ***2.Imagine you are a character in Sleeping Beauty. You can be the king, the queen, the princess, the prince, a good fairy, or the old and wicked fairy. Write two or more entries in your diary from the point of view of your character. Then, draw a picture to describe what was happening on that day.***  - T asks each student to imagine he/she is one of the characters and write two or more entries in the diary from the point of view of this character.  - Ss study the given example carefully because it may help them understand what they should do.  - Ss note the use of the past simple and the past continuous in the example. If there is enough time, T may let Ss complete the project in class. Otherwise, Ss can complete the project as home asignment.  - Teacher guides and sets this activity as home asignment. | **IV. Project**  **ENTRIES IN MY DIARY**  ***1.Read the fairy tale Sleeping Beauty.***  ***2.Imagine you are a character in Sleeping Beauty. You can be the king, the queen, the princess, the prince, a good fairy, or the old and wicked fairy. Write two or more entries in your diary from the point of view of your character. Then, draw a picture to describe what was happening on that day.*** |
| **III. WRAPPING-UP (3’/IW)**  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. A. colorful B. announcement C. repay D. invade  2. A. cunning B. woodcutter C. servant D. celebration  3. A. castle B. invite C. eagle D. cheerful  4. A. startfruit B. offer C. surprised D. swallow  5. A. greedy B. cruel C. accept D. frighten |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **III. HOME ASIGNMENT**  -Review the lesson.  **-** Do Project.  - Get ready for Review 2 |

**V. Feedback :**

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Planning date: 14.12. 2020 Teaching date: 26(8A,B,C)/ 12/ 2020

***Period 48***

**REVIEW 2- LANGUAGE**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Review: The lexical items they’ve learnt in Unit 4,5,6.

- ***Grammar***: Review: The past simple and past continuous tense. Complex and compound sentences….

**2. Skills**: Speaking, writing, Listening, Reading.

**3. Attitude :**

- Get ready for the first semester test.

- Understand and actively respond to lexical and grammatical points they’ve learnt in Unit 4,5,6.

4. C**ompetencies**- Form and improve such competencies as teamwork, presentation , collaboration and assessment.

**II. PREPARATIONS:**

**Teacher:** text books, laptop, projector, the recording.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Students may not have time to do all the exercise.
* Let them do at home.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **contents and Board Display** |
| **I. WARM UP (3’/GW)**  T asks ss some questions about the three units they’ve learnt. | **REVIEW 2 - LANGUAGE** |
| **II. NEW LESSON.**  **I. PRONUNCIATION: (7’/IW)**  ***1a. Underlined the words with /spr/ and circle the words with /str/.***  Ss do the exercise individually, and then share their answers with a partner..  T checks the answers with the whole class.  T writes the correct answers on the board.  ***1b. Practise saying the sentences, paying attention to the intonation.***  T asks Ss to work in pairs: one student says the sentences and the other gives comments and even makes any corrections if possible. T may go around to provide help.  T calls some ss to read the whole sentences loudly.  T and other ss listen and comment.  ***2. Circle the word with a different stress pattern from the others. Then listen, repeat, and check .***  - Ss work in groups to read the words out loud among themselves.  - T plays the audio and checks them as a class, encouraging Ss to repeat the words. | **I. PRONUNCIATION:**  ***1a. Underlined the words with /spr/ and circle the words with /str/.***  ***\* Key:***  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!  ***1b. Practise saying the sentences, paying attention to the intonation.***  ***2. Circle the word with a different stress pattern from the others. Then listen, repeat, and check .***  ***\* Key:***  1.A. bam’boo 2.B. ‘cultural  3. A. compe’tition  4. C. presen’tation 5. D. ‘heritage |
| **II. VOCABULARY(10’/IW/GW)**  ***3. Choose the best answer A,B,C or D to complete the sentences.***  Ss do the exercise individually, and then share their answers.  Ss write their answer on the board.  T checks with the whole class.  ***4. Use the words in the box to complete the sentences.***  Ss do the exercise individually, and then share their answers.  T checks with the whole class by calling some ss to read the complete sentences. | **II. VOCABULARY**  ***3. Choose the best answer A,B,C or D to complete the sentences.***  ***\*Key:***  1. A 2. B 3. C  4. D 5. B 6.B  ***4. Use the words in the box to complete the sentences.***  ***\*Key:***  1. legend 2. cunning 3. ever 4. generous 5. kind |
| **III. GRAMMAR (14’/IW)**  ***5. Read and match the notices (A-E) to the sentences (1-5)***  T elicits the form and use of have to, and should.  T asks Ss to tell the differences between the uses of don’t have to and mustn’t.  Ss work individually.  T checks Ss’ answers.  T asks them for explanations if necessary.  ***6. Complete each sentence, using although, while, however, moreover, and otherwise .***  T elicits the use of some connectors in compound sentences and complex sentences. T asks Ss to tell the differences between the forms and uses of compound sentences and complex sentences.  T may ask a S to write his/her answers on the board.  T checks the answers with the whole class.  ***7. Read the conversation and put the verbs in brackets into the past simple or the past continuous.***  - T elicits the form and use of the past continuous tense.  - T asks Ss to tell the differences between the use of simple past tense and the past continuous tense.  - Ss do individually.  - T checks Ss’ answers.  - T asks them for explanation necessary. | **III. GRAMMAR**  ***5. Read and match the notices (A-E) to the sentences (1-5)***  ***\* Key:***  1. B 2. A 3. E 4. D 5. C  ***6. Complete each sentence, using although, while, however, moreover, and otherwise .***  ***\* Key:***  1. Although 2. otherwise  3. While 4. Moreover  5. however  ***7. Read the conversation and put the verbs in brackets into the past simple or the past continuous.***  ***\*Key:***  1. were you doing  2. was watching  3. was telling  4. happened  5. were setting off |
| **IV.EVERYDAY ENGLISH (5’/PW)**  ***8. Choose the most apprepriate response to complete the conversation. Then act it out with your partner.***  -T asks Ss to do this exercise in pairs.  -Ss work in pairs to practise.  -After checking their answers, ask some pairs to act out the conversations.  -T comments. | **IV.EVERYDAY ENGLISH**  ***8. Choose the most apprepriate response to complete the conversation. Then act it out with your partner.***  ***\* Key:***  1. C 2. A 3. B 4. D 5. E |
| **III.WRAPPING –UP (4’)**  T summarizes the main points of the lesson. | **Choose the best answer:**  1. Lac Long Quan took all his sons \_\_\_ the sea.  A. for B. to C. after D. up  2. I will talk \_\_\_ you \_\_ the project later.  A. with/about B. with/on C. to/about D. to/on  3. The farmer is working \_\_ the woods.  A. in B. over C. on D. of  4. She looked \_\_ me very carefully.  A. over B. into C. down D. at  5. The tortoise wanted \_\_ like the hawk.  A. to fly B. flying C. fly D. to be flying |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **HOME ASIGNMENT**  -Review Unit 4-5-6.  -Prepare for the next lesson Skills.  -Do the “Test yourself 2: Exercise 1, 2 ,3 ,4 (P.52-53/ WB) |

**V. Feedback :**

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XÁC NHẬN CỦA BGH

Preparing date:...../……2021 **Teaching date:**  8A...../… 8B..…/…. 8C ...../…8D..…/… 2021

***Period 49***

**REVIEW 2- SKILLS**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Review.

- ***Grammar***: Review.

**2. Skills**: Review skills they’ve learnt in Unit 4, 5, 6: Speaking, writing. Listening, Reading.

**3. Attitude and competencies:**

- Get ready for the first semester test.

- Understand and actively respond to lexical and grammatical points they’ve learnt in Unit 4,5,6.

- Form and improve such competencies as communication, collaboration and assessment.

**II. PREPARATIONS:**

**Teacher: T**ext books, laptop, recording, projector.

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Students may not have time to do all the exercises.
* Let them do at home,

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **contents and Board Display** |
| **I. WARM UP (4’/IW)**  ***\* Chatting:***  T asks ss some questions about their favorite festivals. | **REVIEW 2- SKILLS** |
| **II. NEW LESSON.**  **I. READING (8’/IW/PW)**  ***1.Read about the Vu Lan Festival in Viet Nam and decide whether the statements are true (T) or false (F).***  - Ss do individually and check their answers with a partner before giving their answers to T.  - T confirms the correct answers  - T checks Ss’s answers . | **SKILLS**  **I. READING**  ***1.Read about the Vu Lan Festival in Viet Nam and decide whether the statements are true (T) or false (F).***  ***\*Key:***  1. T 2. F 3. F 4. T 5. T |
| **II. SPEAKING: (10’/PW/GW)**  ***2a. Imagine a foreign tourist is coming to your country. Make notes of six tips about the social customs in your country. Use the following ideas or your own.***  T asks Ss to do this activity individually, making notes of six tips about the social customs in his/her country.  - T reminds Ss that they may use the given ideas as well as their own ones.  ***2b. Work in pairs. Take turns to tell each other your tips. Do you agree with your partner’s tips?***  T asks Ss to work in pairs, taking turns to tell each other their tips.  They may discuss to choose the most appropriate tips. | **II. SPEAKING:**  ***2a. Imagine a foreign tourist is coming to your country. Make notes of six tips about the social customs in your country. Use the following ideas or your own.***  ***2b. Work in pairs. Take turns to tell each other your tips. Do you agree with your partner’s tips?*** |
| **III.LISTENING (9’/IW)**  ***3. Listen to a man talking about social customs in France and Britain. Choose the most appropriate answer A, B, or C to each question.***  T asks ss to read the questions and guess the answers for them.  T plays the recording once or more for Ss to listen and choose their answers.  T checks their answers. | **III.LISTENING**  ***3. Listen to a man talking about social customs in France and Britain. Choose the most appropriate answer A, B, or C to each question.***  ***\*Key:***  1. A 2. B 3. A 4. C |
| **IV. WRITING (8’/IW)**  ***4. Peter, your British penfriend, is coming to stay with your family for two weeks next month. He has never been to Viet Nam before. Write a letter to tell him about the social customs in Viet Nam. You may use the ideas in the speaking section.***  - T encourages Ss to use the ideas they provided in the speaking section.  - T may brainstorm the language necessary for writing and note some necessary expressions and language on the board.  - Ss work individually to write in 6 minutes.  - T goes round to monitors and provide help if necessary.  T collects their papers to check out of class.  T checks and gives comment. | **IV. WRITING**  ***4. Peter, your British penfriend, is coming to stay with your family for two weeks next month. He has never been to Viet Nam before. Write a letter to tell him about the social customs in Viet Nam. You may use the ideas in the speaking section.*** |
| **III.WRAPPING –UP (4’)**  T summarizes the main points of the lesson. | **Choose the best answer:**  1. They filled the bag \_\_\_ diamonds.  A. in B. on C. of D. with  2. I was surprised \_\_\_ his success.  A. on B. at C. with D. of  3. She was tired \_\_\_ the rumours.  A. on B. about C. of D. at  4. She made friends \_\_\_ a frog.  A. by B. on C. with D. at  5. Can you distinguish a legend \_\_ a fable?  A. to B. of C. from D. on |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **HOME ASIGNMENT**  -Do the “Test yourself 2: Exercise 5,6,7,8 (P.54-55/ WB)  -Review from unit 1 to unit 6.  -Prepare to do the first semester test. |

**V. Feedback :**

....................................................................................................................................................................................................................................................................................................................................................

Preparing date:...../……2021 **Teaching date:**  8A...../… 8B..…/…. 8C ...../…8D..…/… 2021

***Period 50***

**REVISION 1 FOR FIRST TERM TEST**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- Vocabulary : Review.

- Grammar: Review.

**2. Skills**: Review 4 skills: Speaking, writing. Listening, Reading.

**3. Attitude :**

- Get ready for the first semester test.

- Understand and actively respond to lexical and grammatical points they’ve learnt in 6 units in the first semester.

**4. Competencies**: Form and improve such competencies as teamwork, communication, presentation , collaboration and assessment.

**II. PREPARATIONS:**

Teacher: Text books, laptop, projector.

Students: Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

* Students may not have time to do all the exercises.
* Let them do at home.

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **contents and Board Display** |
| **I. WARM UP (4’/T-WC)**  Chatting | **REVISION** |
| **II. NEW LESSON.**  **Exercise 1: Give the correct form of the verbs in brackets.**  - Ss do individually and check their answers with a partner before giving their answers to T confirms the correct answers  **Ex 2: Arrange these words/ phrases into the meaning sentences.**  - Ss do individually and check their answers with a partner before giving their answers to T .  T calls some ss to write sentences on the blackboard.  T confirms the correct answers  **Exercise 3 :*Rewrite sentences:***  - Ss do individually and check their answers with a partner before giving their answers to T .  T calls some ss to write sentences on the blackboard.  T confirms the correct answers  **Exercise 4:Read the following passage and choose the correct answer**  - Ss do individually and check their answers with a partner before giving their answers to T .  T calls some pairs to check.  T confirms the correct answers | **Exercise 1: Give the correct form of the verbs in brackets.**  1. I enjoy (fish) ............................... because it (be) ………….… relaxing. 2. Jane will play chess after she (finish) …. school.  3. What …………… your mother often (do) …………at weekends?  4. I think, in the future people (not play) ……………individual games.  5. We find (arrange) …………… flowers interesting because it (help) ……… us relax.  6. I (not collect) ……… dolls when I grow up.  **Ex 2: Arrange these words/ phrases into the meaning sentences**  1.. sunburn / yesterday / was / because / outside / has / Alice / she / all / day .  2. and / difficult / boring / that / eggshells / people / carving / Some / say / is .  3. girl / have / is / the / kind-hearted / She / most / ever / I /met  4. organization / the / to / encouraged / people / Big Heart / has / protect / environment.  **Exercise 3 :Rewrite sentences:**  1. I didn’t go to school because I was sick.  🡪 I was sick, so …………………….  2.It will be good if you eat less meat and more vegetables.  🡪 You should …………………………  3. He likes playing computer games in his free time.  🡪 His hobby is ………………………  4. I am interested in watching TV in the evening.  🡪 I enjoy ………………………………  5.I think that learning English is important.  🡪 I find ………………………………  **Exercise 4:Read the following passage and choose the correct answer**  The first reason why many families do volunteer work is that they feel satisfied and proud. The feeling of fulfillment comes from helping the community and other people. In addition, volunteering is a great way for families to have fun and closer. But many people say they don’t have time to volunteer because they have to work and take of their families. If that’s the case, try rethinking some of your free time as a family. You could select just one or two projects a year and make them a family tradition. For instance, your family can make and donate gift blankets for the old homeless people on holidays. Your family can also spend only one Saturday morning a month collecting rubbish in your neighborhood.  1. How do people often feel when they volunteer?  2. Why don’t some people have time to volunteer?  3. How can your family help the old homeless people? |
| **III.WRAPPING –UP (4’)**  T summarizes the main points of the lesson. | **Choose the best answer:**  1. The book gave me some useful \_\_\_.  A. inform B. information C. informative  D. niformed  2. Buddha is one of the \_\_\_ characters in folk tales.  A. popular B. popularise C. popularly D. popularity  3. The wolf in this story is very \_\_\_.  A. cunning B. cunnngly C. cunner D. cunningness  4. Cinderella danced \_\_\_\_.  A. beauty B. beautify C. beautiful D. beautifully  5. She is wearing a \_\_\_ dress.  A. color B. colored C. colorful D. coloring |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **HOME ASIGNMENT**  -Review from unit 1 to unit 6.  -Prepare to do the first semester test. |

**V. Feedback :** ..........................................................................................................................................................................................................................................................................................................................................

Preparing date:...../……2021 **Teaching date:**  8A...../… 8B..…/…. 8C ...../…8D..…/… 2021

***Period 51***

**REVISION 2 FOR FIRST TERM TEST**

**I. OBJECTIVES:** By the end of the lesson, students will be able to revise and practise the language that they have studied since Unit 1,2,3,4,5,6.

**1. Knowledge:**

**-Vocabulary:** lexical items related to the topics of units 1,2,3,4,5 and 6

**- Grammar:**

**+** Verbs of liking + gerunds / to-infinitives + Comparative forms of adjectives and adverbs

+ Wh - questions + Articles

+ complex and compound sentences + connectors and subordinators

+ should and shouldn’t + have to

+ past simple and the past continuous.

**- Phonetics:**

+ learnt sounds. + word stress ended in –ion and –ian.

**2. Skills:** listening and writing skills.

**3. Attitude and competencies:**

- Ss can master the knowledge that they have studied at school and be self – confident to do the final – first term test.

- Improve language – use competence.

**II. PREPARATIONS:**

**- Teacher:** Hand outs

**- Students:** textbook and workbook

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Some Ss may forget some target languages.

**\* Solutions to the above problems:**

- T reminds and gives help whenever Ss need.

**V. PROCEDURE:**

**Exercise 1. Choose the best anwer: A,B,C or D whose underlined part is pronounced differently from** 1. A. want**ed** B. wash**ed** C. danc**ed** D. miss**ed**

2. A. bed**s** B. dog**s** C. porter**s** D. book**s**

3. A. pictur**es** B. watch**es** C. bus**es** D. brush**es**

4. A. home asignment B. m**o**ther C. **o**pen D. jud**o**

5. A. populat**ed** B. load**ed** C. harvest**ed** D. liv**ed**

6. A. men**tion** B. ques**tion** C. ac**tion** D. educa**tion**

7. A. populat**ed** B. open**ed** C. play**ed** D. liv**ed**

8. A. comm**u**nity B. comp**u**ter C. m**u**seum D. c**us**toms

**Exercise 2. Choose the best anwer: A,B,C or D whose underlined part is pronounced differently from the** 1. A. s**ou**nd B. cl**ou**d C. f**ou**nd D. fav**ou**rite

2. A. t**oo**l B. n**oo**n C. d**oo**r D. sch**oo**l

3. A. craft**s** B. novel**s** C. street**s** D. stamp**s**

4. A. men**t**ion B. ques**t**ion C. ac**t**ion D. educa**t**ion

5. A. comm**u**nity B. comp**u**ter C. m**u**seum D. c**u**stom

6. A. m**i**nority B. ethn**i**c C. trad**i**tion D. rel**i**gion

7. A. educa**t**ion B. ques**t**ion C. pollu**t**ion D. collec**t**ion

8. A. populat**ed** B. load**ed** C. harvest**ed** D. liv**ed**

**III. Choose the best answer: A,B,C or D to complete the following sentences.**

1. My dad doesn’t mind \_\_\_\_\_\_ my mom from work every day.

A. pick up B. picked up C. picking up D. picks up

2. Using computers too much may have harmful effects \_\_\_\_\_\_ your minds and bodies.

A. on B. to C. with D. onto

3. I love the people in my village. They are so \_\_\_\_\_\_ and hospitable.

A. friendly B. vast C. slow D. convenient

4. Among the \_\_\_\_\_\_, the Tay people have the largest population.

A. groups B. cultures C. ethnic minorities D. ethnic

5. People in the countryside live \_\_\_\_\_\_ than those in the city.

A. happy B. more happily C. happily D. less happy

6. Viet Nam is \_\_\_\_\_\_ multicultural country with 54 ethnic groups.

A. a B. an C. the D. A and C

7. Tet is an occasion for family \_\_\_\_\_\_ in Viet Nam.

A. visiting B. meeting C. reunions D. seeing

8. Saint Giong was unable to talk, smile, or walk .............. he was three years old.

A. If B. because C. while D. even though

9. We do not have many carnivals in Viet Nam;............., we have many traditional festivals.

A. nevertheless B. while C. although D. because

10. Would you like to go ........ a walk ..........the park this afternoon?

A. to -at B. for - at C. to - in D. for- in

11. At school, the teachers and students .............. follow the rules.

A. has to B. have to C. need to D. haven’t to

12. Children need a caring environment to develop .........mentally...............physically.

A. and- and B. both-and C. the-the D. in- and

13. \_.................. you study harder, you won’t be able to pass the examination.

A. Unless B. Because C. If D. without

14. The buses were very...............this morning. We can’t go to the church with you in time.

A. crowd B. crowded C. full D. busy

15. He...............cross the street when the traffic light is green for pedestrians.

A. should B. shouldn’t C. ought D. oughtn’t

**Exercise 4. Give the correct forms of the following words or verbs in brackets.**

1. Mai enjoys \_\_\_\_\_\_\_\_\_\_\_\_ crafts , especially bracelets. **(make)**

2. \_\_\_\_\_\_\_\_\_\_\_\_ you ever \_\_\_\_\_\_\_\_\_\_\_ a buffalo? **(ride)**

3. The children used to \_\_\_\_\_\_\_\_\_\_\_ a long way to school.  **(go)**

4. They hate \_\_\_\_\_\_\_\_\_\_\_ their son texting his friends all day. **(see)**

5. Do you fancy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the park this Sunday? **(skateboard)**

6.Peter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ football yesterday. **(play)**

7. When I came, the whole family\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dinner around a big dining table. **(have)**

8. Children should\_\_\_\_\_\_\_\_\_\_\_\_\_\_ things from adults with both hands. (**take)**

9. My father and I\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_up at 5 o’clock every morning. (**get)**

10. They\_\_\_\_\_\_\_\_\_\_\_\_\_ English at the moment. ( **learn)**

**Exercise 5. Choose the correct word for each blank in the following passage.**

Spring is a time when there are many festivals in our country. Among them, Hoa Ban Festival is the most beautiful and interesting and it takes place in Lai Chau. It is typical of the (1)\_\_\_\_ life of the Thai people. In the second lunar month of the year, when it (2)\_\_\_\_warmer and *Hoa Ban* - a kind of beautiful flower in the northwest mountainous area - blossoms, Hoa Ban Festival is (3)\_\_\_\_\_.This is a great time for everyone, (4) \_\_\_\_ for boys and girls. The boy picks up the most beautiful flower and gives it to his girlfriend. This is not only a time for love but also for the Thai people to (5) \_\_\_\_\_\_for good crops, for happiness, and express their special thanks to the Gods and (6) \_\_\_\_\_\_ . The festival is always full of songs and prayers.

1. A. minor B. cultural C. custom D. festival

2. A. gets B. goes C. comes D. runs

3. A. seen B. arranged C. observed D. celebrated

4. A. largely B. especially C. generally D. typically

5. A. ask B. look C. pray D. call

6. A. fathers B. relatives C. families D. ancestors

**Exercise 6. Supply the correct forms of the words in brackets.**

1. I'm so \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about your trip. It's going to be amazing. (**excite**)

2. Ao dai is our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dress. We wear it every Monday at school. (**tradition**)

3. After \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ food from the plate, you should put it into your bowl before eating. (**take**)

4. My close friend gave me a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ present on my birthday. I like it so much. (**wonder**)

5. There are many interesting things about the cultural groups of Vietnam at the museum of \_\_\_\_\_\_\_\_ . (**ethnic**)

6. The Mekong Delta is also famous for its \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ floating markets and fruit orchards. (**fascinate**)

7. Vietnamese people are very \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . (**friend**)

8. To Huu’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are interesting. (**poetry**)

9. It is an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ program. (**interest**)

10. The garden is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with trees and flowers. (**beauty**)

Planning date: 24.12. 2021 Teaching date: 27(8AC)/12/2021

***Week18***

***Period 25***

**REVISION**

**I. OBJECTIVES:** By the end of the lesson, students will be able to revise and practise the language that they have studied since Unit 1,2,3,4,5,6.

**1. Knowledge:**

**-Vocabulary:** lexical items related to the topics of units 1,2,3,4,5 and 6

**- Grammar:**

**+** Verbs of liking + gerunds / to-infinitives + Comparative forms of adjectives and adverbs

+ Wh - questions + Articles

+ complex and compound sentences + connectors and subordinators

+ should and shouldn’t + have to

+ past simple and the past continuous.

**- Phonetics:**

+ learnt sounds. + word stress ended in –ion and –ian.

**2. Skills:** reading skills.

**3. Attitude and competencies:**

- Ss can master the knowledge that they have studied at school and be self – confident to do the final – first term test.

- Improve language – use competence.

**II. PREPARATIONS:**

**- Teacher:** Hand outs

**- Students:** textbook and workbook

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Some Ss may forget some target languages.

**\* Solutions to the above problems:**

- T reminds and gives help whenever Ss need.

**V. PROCEDURE:**

**SAMPLE TEST**

**PART I. Phonentics (0.8pt)**

**A. Choose the word whose underlined part is pronounced differently from that of the others**

1.A. sound B. touch C. down D. account

2.A. design B. preserve C. school D. physical

**B. Choose the word which has a different stress pattern from the other**

1. A. competition B. invitation C.traditional D. conservation

2. A. latern B. regret C. defeat D. bamboo

**PART II: LANGUAGE FOCUS :**

**Choose A, B, C, D for each gap in the following sentence**

1. I love the people in my village. They are so\_\_\_\_\_\_\_\_\_and hospitable.

A. friendly B. vast C. slow D. inconvenient

2. They break\_\_\_\_\_\_\_tradition by making sponge cakes instead of moon cakes for Mid- Autumn festival

A. at B. of C.with D. for

3. When I came to the village, the villagers \_\_\_\_\_\_\_\_\_\_\_\_\_\_for a new festival season.

A. prepare B. were preparing C. prepared D. to prepare

4. He adores\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_very much. He cooks everyday

A. cooks B. cooking C.to cook D. cooked

5.“My favourite leisure activity is people watching.” “\_\_\_\_\_\_\_”

A. That sounds so weird! B. That’s all right.

C. OK. That’s what you’ve chosen. D. Sure. It’s very entertaining.

6.Make letter A, B, C or D to indicate the part that is incorrect

Although they were tired, but they went to school.

A B C D

**PART III. READING:**

**A. Choose the best answer to complete the passage**

Children love playing computer games. Some people say that of them are addicted to games. If you become addicted, all you think about is computer games and you can’t spend a day without (1)\_\_\_\_\_\_\_\_\_\_\_. Of course, playing games (2)\_\_\_\_\_\_\_\_\_\_\_the computer is a great way to spend time and have fun. But there are also bad sides to it as well.

First of all, you don’t get enough exercise because you don’t have to move your body much when playing games. Second, your eyesight becomes (3)\_\_\_\_\_\_\_\_\_\_\_\_ because your eyes are fixed on the screen for too long. This is why it isn’t hard to find children wearing glasses around these days. Third, you don’t get to spend much time with your family (4) \_\_\_\_\_\_\_\_\_\_\_\_ because you are spending all of your time in front of the computer. Playing computer games is not such a bad thing. But too much playing can cause problems. (5)\_\_\_\_\_\_\_\_\_\_\_ hours do you spend in front of the computer? Why not take this opportunity to cut down on computer games?

1. A. play B. playing C. plays D. to play

2. A. in B. of C. at D. on

3. A. good B. bad C. well D. badly

4. A. because B.although C.but D. however

5. A. How many B. How much C. How long D. How often

**B. Read the email and answer the questions below.**

MY VILLAGE

We are Khmer Krom, one of the biggest ethnic groups in the south of Viet Nam. We live by farming - mostly rice - and fishing on the Mekong River. Life is sometimes hard because our work depends heavily on the weather. When it is not harvest time, the men of the village go fishing from early morning and don't return until late afternoon. By the time they return, most of the village women will be waiting for them on the river bank. They wait to buy the fish, which they will later sell at the local market or bring to the nearby town for a higher price. We children will be there too. We love running around the beach and waiting for the boats to come in. Our most important festival of the year is the Chol Chnam Thmay, which celebrates the New Year. It falls mid-April. Every family tries to prepare well for the festive activities. The community also visits and helps poor families so that everybody has a happy New Year.

1. Where do the Khmer Krom live?

……………………………………………………………………………………………………………2. Why is life hard for the Khmer?

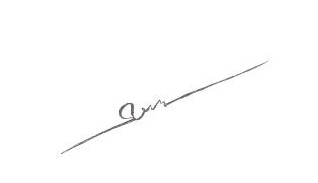
……………………………………………………………………………………………………………3. What do the women do with the fish they buy from the fishermen?

……………………………………………………………………………………………………………4. What is Chol Chnam Thmay?

……………………………………………………………………………………………………………

DUYỆT KẾ HOẠCH BÀI DẠY **TUẦN 18**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Người duyệt | Ngày duyệt | Nhận xét | Phản hồi GV | Chưa duyệt | Duyệt |
| PHT | 24/12/2021 | - Đảm bảo đúng quy định, thể hiện rõ ĐMPP | Đã chỉnh sửa |  | X |

 *BGH ký và xác nhận:*

……………………………………………………………………………………………………………**VI. WRITING (2 pts)**

**A. Rewrite the following sentences in such a way that they mean the same as the original sentences. (1pt)**

1.Swimming in the river is very dangerous

->It’s.....................................................................................................................

2. Mai’s singing is more beautiful than Mi’s.

->Mai sings………...............................................................................................

3. He uses all his free time to look after his garden.

->He spends.........................................................................................................

4. He likes staying at home better than going to the supermarket

->He prefers ……………………………………………………………………

5. Nga really loves to hang out with friends.

-> Nga really enjoys……………………………………………………………………….

**B. Rearrange these words or phrases to make meaningful sentences : (1pt )**

1. country/ with/ Vietnam/ 54/ is/ multiethnic/ a/ groups/ ethnic.

..........................................................................................................

2. Most/ live/ of/ ethnic/ in/ minorities/ the/ the/ areas/ in/ north/ the/ mountainous.

..........................................................................................................

3. over/ Life / changed / past / in / countryside/ the / has / ten / years / a lot / the .

..........................................................................................................................................................

4 . all / a/ computer / problems. / Sitting / in/ of / health /day / cause / can/ front/

..........................................................................................................................................................

5. Vietnamese people / clean /and /often/ decorate / Tet. / before / their houses

..........................................................................................................................................................

**C.Answer key**

**PART I. LISTENING:(2.0pts)**

**A.Listen and fill in the blank with a word you hear(1.0pt)(0.2x5)**

Vietnam is a multiethnic **country** with 54 ethnic groups.The Viet (Kinh) people account for 87% of the country’s population and mainly inhabit the Red **River** delta, the central coastal deltal, the Mekong delta and major cities. The other 53 ethnic minority groups, totaling over 8 million people, are scattered over mountain areas spreading from the North to the **South**. The main economic activity of most ethnic peoples is wet rice cultivation. A number of ethnic minorities had mastered som farming techniques. They grew rice plants in swamped paddy **fields** and carried out irrigation. Others go hunting, fishing, collecting and live a semi-nomadic life. Each group has its own culture that is **diverse** and special. Beliefs and religions of the Vietnamese ethnic minority groups are also different from each other.

1. **country 2.river 3. South 4. fields 5. diverse**

**B.Listen and decide T/F(1.0pt) )(0.2x5)**

In my opinion, using the computer as your hobby can be harmful to both your health and your social life. Firstly, sitting all day in front of the computer can cause health problems such as eye-tiredness and obesity. Secondly, you may get irritated easily. Besides, if you use the computer too much, you will not have time for our family and friends. In short, computers should only be used for a limited time.

**1.T 2.T 3.F 4.F 5.T**

**Part II. Phonentics (1.0pt)(0.2 x4= 0.8pt)**

**A. Choose the word whose underlined part is pronounced differently from that of the others(0.4pt)**

1.B 2.C

**B. Choose the word which has a different stress pattern from the others(0.4pt)**

1.C 2.D

**Part III. LANGUAGE FOCUS : (1.2 pts)**

**Choose A, B, C, D for each gap in the following sentence.(1.2pts)0.2 x 6**

1.A 2.C 3.B 4.B 5.A 6.C

**III.READING (2 points)**

**A- Read the conversation, then complete the sentences( 1.0 point)**

1.B 2.D 3.B 4.A 5.A

**B. Read the email and answer the questions. ( 1.0 point)**

1. In the south of Viet Nam

2. Because their work depends heavily on the weather

3. They will later sell at the local market or bring to the nearby town for a higher price

4. It’s the most important festival of the year which celebrates the New Year

5.Yes,it is

**IV. WRITING (2 points)**

**A. Rewrite the following sentences in such a way that they mean the same as the original sentences.**

**( 1p )**

1. It’s very dangerous to swim in the river

2. Mai sing more beautifully than Mi

3. He spends his free time looking after his garden

4. He prefers staying at home to going to the super market

5. Nga really enjoys hanging out with friends.

**B. Rearrange these words or phrases to make meaningful sentences : (1pt )**

1. Vietnam is a multiethnic country with 54 ethnic groups

2. Most of the ethnic minority live in the mountainous areas in the north

3. Life in the countryside has changed a lot over the past ten years

4 .Sitting in front of a computer all day can cause health problems.

5. Vietnamese people often clean and decorate their houses before Tet.

Preparing date:...../……2021 **Teaching date:**  8A...../… 8B..…/…. 8C ...../…8D..…/… 2021

**Period 53**

**REVISION FOR THE FIRST SEMEMSTER (4)**

**SPEAKING TEST**

**I./. OBJECTIVE:** This unit reviews the language and skills Ss have learnt in Units 1- 6 Help Ss to recall the language and encourage them to contribute as much as possible.

**1. Knowledge;** - Grammar: related to unit 4-6

- Vocabulary: related to unit 4-6

**2. Skills:** Practicing skills

**3. Attitude:** - Ss are interested in practicing skills

- Ss are interested in doing exercises

**4. Competences**: - Co-oporation: work in pairs, groups, teams

- Self- study: work individually.

**II./.PREPARATION:**

**1.Teacher:** book, planning, picture, laptop, projector

**2.Students:** books, notebooks

**III./. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Students are not confident to present and promote their activities before the class.

**- T**eacher should prepare the lesson carefully and encourage Ss to give confidently their ideas.

**Speaking topic**

- Teacher gives out some topic then guides ss how to deal this problem

- Ss work in group to discuss what they should talk about

- T moves around and helps

**Topic 1: Tell about your family traditions and customs**

- What are the three traditions and customsyou like most in your family? Describe them in detail

- How do you feel when you take part in these custom and traditions?

- Why is it important to continue family customs and traditions?

Suggestion

*- Customs and traditions are very important in my opinion. Like other families, we have our own customs and traditions. First of all, there is a tradition in my family of having to clean the house before the 30th of Tet. Everyone is assigned easy work, some clean the house, sweep the cobwebs, others decorate the house, make the banh chung, .... We have been following this tradition for 3 generations. Second, we have the custom of Sunday together. We often go back to our hometown to visit our grandparents and neighbors there. That custom makes us closer. We all like our customs and traditions because they give our family a sense of belonging.*

**Topic 2: Tell about the festival in Vietnam you like best?**

- What is the name of festival you like best?

- Where/When is it held?

- Who does it worship?

- What are the main activities?

- Why is it impresive?

- Why do you like it?

Suggestion:

*The Giong festival is celebrated every year in Phu Linh Commune. Soc Son District, Ha Noi. This festival commemorates the hero, Saint Giong. He is considered a mythical hero because he grew from a three-year-old child into a giant overnight. He is worshipped for defending the country from foreign invaders — the An.*

*Although this festival is held from the 6th to the 12th day of the 4th lunar month, people start preparing traditional clothing for the procession and for various festival performances one month beforehand. During the festival, the procession starts at the Mother Temple and goes to Thuong Temple where a religious ceremony is performed. When night falls, a cheo play is performed. Then the festivities end with a thanksgiving procession on the 12th.*

*This festival shows our love for the motherland and the preservation of our cultural heritage.*

**Topic 3: Retell a fairy tale, fable, folk tale or legend that you like best**- What is the title of the story?

- Who are the main charcters?

- What are the plots?

- Why do you like it?

- What can you learn from this story?

**Suggestion**

*It was a nice day. The sun was shining and a tortoise was sleeping in the sun. He opened his eyes and saw that an eagle was flying in the sky. “I want to fly like that!” the tortoise said. The eagle heard him and agreed to help. The eagle picked up the tortoise, and off they went . When they were flying very high in the sky, the eagle opened his claws for the tortoise to fly. But the poor tortoise fell  all the way down to earth. The moral of the fable is “Be happy with what you are”*

*Preparing date: 01/ 12/ 2020 Teaching date: 07(8A); 10(8B,C);11 (8A)/ 12/ 2020*

Period 45

**CORRECT TEST**

**I. OBJECTIVES:**

By the end of the lesson, Ss will be able to check themselves about the knowledge English, recognize the mistakes they’ve made in the exam and correct them and they also get to know how learn English better.

***1. Knowledge:***

- ***Vocabulary***: Unit 1-3

- ***Language:*** Simple present, Present continuous, Prepositions of place,

***2. Skills****:* listening, reading and writing skills.

***3. Attitude*** - Encourage students to study English well and be careful when taking part in an exam.

***4. Competencies****:*- Improve such competencies as self- assessment and problem-solving.

**II. PREPARATIONS.**

**- Teacher:** marked tests.

**- Students:** notebooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS:**

- Weak students may not supply the correct form of verbs and rewrite the sentences correctly.

**IV. PROCEDURE:**

***1. Warm - up (5’****-****Q&A****)* *Chatting*

- T asks Ss some questions about their test:

- Do you find the test difficult?

- Have you done it well?

- How did you do the test?

- Which exercise do you think is the most difficult?

- How many points do you think you will get?

***2. Correction*** ***(33’-WC)***

Keys to test 1

Listening text

A- When traveling to another country, you should learn a bit about its customs before you go there. This includes getting to know the proper form of greeting people, which can differ a lot. If you go to a European country, don't be surprised if someone kisses you on the cheek. In China, for example, people might applaud when a visitor is introduced. Finally, if you travel to Tibet, people may stick out their tongues to greet you! Indeed, there is a wide range of greetings around the world.

**B-** Tet’s preparations and celebrations used to be spread over months, but nowadays the holiday is much shorter. A great deal of excitement still builds in well before Tet. Streets are decorated on colored lights and red banner. Shops are full with goods. People are busy buying gifts, cleaning and decorating their houses and cooking traditional foods.

Homes are often decorated with plants and flowers at this time. Peach blossom is traditional at Tet in the North while apricot blossom is traditional in the South. The kumquat tree in its ripe deep orange fruits is popular throughout the country. One of Tet’s most special foods is banhchung, which is made up sticky rice, green beans and fatty pork. Mut, which is candied fruits such as sugared apples, plums or tomatoes, is also popular

**PART 1: Listening (2,5pts)**

**A-0.25 x 4= 1,5pts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |
| traveling | customs | greeting | If | Finally | wide |

**B-0.25x 4= 1pt**

1.T, 2T, 3F, 4. T

**PART II: PHONIC 0,25x4=1pt**

**A-** 1. B. court 2. A. grocery

**B-** 1.A. respect 2. B. explain

**PART III: VOCABULARY AND GRAMMAR (3pts)**

**A- 0,25 x 6=1,5pts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |
| C | B | D | D | A | B |

**B- 0,25 x 4= 1pt**

1.carefully 2. Performed 3. Drink 4. has known

**C- 0,25 x 2=0,5pts**

1. B 2. C

**PART III: READING (2pts)**

**A- 0,25 x 4 = 1pt:** 1B, 2 D, 3A, 4B

**B- 0,25 x 4 = 1pt**

1. Yes, it does

2. there are 2 parts

3. There are also entertaining activities include enjoying boat cruise along Yen Stream for watching picturesque scenery, climbing mountain and exploring holy caves

4. The Huong pagoda festival is imbued with national identity in which people are oriented towards Truth, Beauty, and goodness

**PART IV. WRITING(1,5pts)**

**A- 0,25 x 4= 1pt**

1.You should take part in that game.

2.The Vu Lan festival takes place on the 15th day of the seven Lunar month.

3. The weather was bad; however, we went out.

4. It's very interesting to play beach games.

**B- 0,25 x 2= 0,5pts**

1. Would you like to live in the urban areas or in the mountainous areas?

2. I fancy hanging out with my friends at the weekend.

**Keys for test 2**

**PART 1: Listening (2,5pts)**

**A-0.25 x 4= 1,5pts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |
| traveling | customs | greeting | If | Finally | wide |

**B-0.25x 4= 1pt**

1.T, 2T, 3F, 4. T

**PART II: PHONIC 0,25x4=1pt**

**A-** 1. D 2. C

**B-** 1. B 2. C

**PART III: VOCABULARY AND GRAMMAR (3pts)**

**A- 0,25 x 6=1,5pts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** |
| B | A | B | B | D | A |

**B- 0,25 x 4= 1pt**

1.careful 2. performance 3. Obey 4. Has known

**C- 0,25 x 2=0,5pts**

1. B 2. C

**PART III: READING (2pts)**

**A- 0,25 x 4 = 1pt:** 1A, 2 B, 3D, 4B

**B- 0,25 x 4 = 1pt**

1. Yes, it does 2. there are 2 parts

3. There are also entertaining activities include enjoying boat cruise along Yen Stream for watching picturesque scenery, climbing mountain and exploring holy caves

4. The Huong pagoda festival is imbued with national identity in which people are oriented towards Truth, Beauty, and goodness

**PART IV. WRITING(1,5pts)**

**A- 0,25 x 4= 1pt**

1.You should take take a rest after a hard working.

2. Do Son buffalo - fighting festival takes place on the 10th day of August.

3. Because the weather was bad, we didn't go out.

4. It's very interesting to play beach games.

**B- 0,25 x 2= 0,5pts**

1. Would you like to live in the urban areas or in the mountainous areas?

2. I adore chatting with my friends at the weekend.

**B. FEED-BACK:**

- Listening: Many students in class 8C did the listening tasks well. But students in class 8A, B need to improve their listening skill.

- Phonetics: Ss need to learn by heart vocabulary and do more exercises to improve the phonetics (word stress placements, pronunciation of ending “s, es” in words).

- Language focus: Weak students don’t remember the vocabulary and the present continuous tense. Many didn’t supply the correct tense of verbs and made mistakes with “like + Ving/ would like + to V”.

- Reading: Students in class 8A did not answer the questions well. Some students only copied the sentences in the text but did not read the questions carefully.

- Writing: Students made mistakes with: “be” to describe body building and “have/ has” to describe parts of the body.

**C. RESULTS:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class | No of ss | 0-2 | 3-4 | % | 5-6 | 7-8 | 9-10 | % |
| 8A | 45 |  |  |  |  |  |  |  |
| 8B | 43 |  |  |  |  |  |  |  |
| 8C | 47 |  |  |  |  |  |  |  |