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| Planning date: | Teaching date: | |
| 15/10/ 2022 | 8B: 04 /11 / 2022 | 8D: 05/ 11 / 2022 |

***Period 27***

**UNIT 4. OUR CUSTOMS AND TRADITIONS**

**Lesson 1: Getting started (P38-39)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : the lexical items related to the topic ‘Customs and traditions’: - pass down - spot on - sharp - you are kidding - table manners

- ***Language***: - Simple present tense.

***- Pronunciation:*** pronounce words correctly: - pass down - spot on - sharp - you are kidding - table manners

**2. Skills**: Listening, reading and speaking about customs and traditions.

**3. Attitude:** - Better appreciation to different customs and traditions.

**4. Compentencies**: - Understand and TASKively respond to questions about customs and traditions.

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may have difficulty extending the conversation.

- Guide them to do by giving some situations in real life.

**IV. PROCEDURE:**

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| **Teacher and Students' Activities** | **Contents and Board Display** |
| **I. WARM UP (3’/GW)**  *Game : Who is smarter?*  - Ss work in two big groups A and B.  A student from group A calls out the name of an ethnic group in Viet Nam, then points at one student from group b. This student has to call out the name of another ethnic group. The game stops when a group cannot give out the name of any ethnic group or when time is up. The group with more ethnic groups wins. | **UNIT 4. OUR CUSTOMS AND TRADITIONS**  **Lesson 1: Getting started (P38-39)**  ***Game : Who is smarter?***   * ***Example:***   A: Kinh  B: Sedang  ……………. |
| **II. LISTEN AND READ**  **1. Sets the scene (IW/1’)**  - T asks Ss to open their books and look at the picture and the phrase under Getting started. Ask them some questions:  - T asks Ss to call out some customs and traditions they know.  **2. Vocabulary (IW/5’)**  - Ss listen twice then find out the new words for themselves.  - Teacher explains the new words.  - Students copy the new words down.  ***+ Check vocabulary*  : R O R**  **PRACTICE LISTEN AND READ**  **TASK *1.***  ***a ) Find a word/ phrase that means:(IW/5’)***  - T plays the CD.  - Ss listen and then practice the dialogue again in pairs  - Ss work independently to find the words with the given meanings in the dialogue.  - T allows them to share answers before discussing as a class.  - T asks Ss to read out the lines in the dialogue that contain the words.  - T writes the correct answers on the board.  - T has Ss look at the Watch out! Box and quickly read the information.  T asks if they know any expressions with the same meaning as ‘You’re kidding’.  ***b) Tick (v) true (T) or false (F) (IW/5’)***  Ss read the conversation again to do this exercise individually.  T asks for Ss’ answers as well as the explaination for their choices.  T writes the correct answers on the board.  ***c Answer the following questions.(IW,PW/5’)***  Ss work in pairs to ask and answer the questions.  T calls some pairs to check.  T calls some Ss to write their answers on the board.  T confirms the correct answers.  ***d) Find these sentences in the conversation and fill in the missing words.(PW/5’)***  Ss do this in pairs.  T asks for Ss’ answers and their explanations. T summarises the answers. | **I. LISTEN AND READ**  **I. Vocabulary**  - pass down (v): truyền cho.  - spot on (adj): chính xác.  - sharp (adv): chính xác, đúng.  - you are kidding (idom): bạn nói đùa thế thôi.  - table manners (n): phép tắc ăn uống.  ***1.a Find a word/ phrase that means:***  ***\*Key :***  1.accepted 2.generations  3.spot on 4.sharp  5.social 6.table manners  ***\*Example:***  *You must be kidding!/ You’re joking!/You must be joking!*  **1*.b Tick (v) true (T) or false (F)***  ***\*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)  ***1.c 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.***  ***\* Key:***  1.have to: It’s an obiligation – you have no choice  2.should: It’s a suggestion or advice – it would be best to follow it. |
| **FURTHER PRACTICE**  **TASK *2.***  ***a) Match the pictures with the customs and traditions in the box.*  (5’/PW)**  T asks Ss to look at the pictures and asks them what they see in each of them.  Now tells Ss that in the box are some customs and traditions of VietNamese people.  Ss read these and identify any new words they do not know.  T explains the new words so that Ss understand the customs and traditions.  Ss do this TASK in pairs.  T calls some Ss to give their answers and write them on the board.  T confirms the correct answers.  ***b Write C (custom) or T ( tradition) under each picture in a. In pairs, compare your answers. (IW/5’)***  - Individually Ss decide if the pictures show customs or traditions and compare their answers in pairs. Their answers may differ.  - T has some Ss give the answers to the class and explain their choice. | ***2.a Match the pictures with the customs and traditions in the box.***  ***\* Vocabulary:***  - accept (v) : chấp nhận  - compliment (n): lời khen    ***Key:***  1.g 2.c 3.f  4.h 5.e 6.a  7.b 8.d  ***2.b Write C (custom) or T ( tradition) under each picture in a. In pairs, compare your answers.***  **\* Suggested answers**:  1.C 2. C or T  3. C 4.T  5.C 6.C  7. T 8. C or T |
| **III. WRAPPING-UP (GW/4’)**  ***\* Game: Customs and traditions experts***  T organises a competition for this TASK.  Ss work in groups of five or six. Set a time limit of five minutes.  Ss 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.  -Summarize the main point of the lesson. | ***\*Game: Customs and traditions experts***  **Choose the best answer:**  1. Tet is an occasion for people to show their \_\_\_\_\_\_\_\_ to their ancestors.  A. respect B. society C. remember D. reserved  2. Visitors find the Central Highland \_\_\_\_\_\_.  A. attrTASKion B. attrTASKive C. attrTASK D. attrTASKively  3. Most ethnic minorities live in \_\_\_\_\_\_ areas. A. mountainous B. rural C. urban D. modern  4. You use " \_\_\_\_\_\_ " to show your joy and excitement, especially in a match.  A. cheese B. cheer C. cherry D. cheek  5. Children often get \_\_\_\_\_\_ money on the first days of Tet.  A. lucky B. luck C. luckiness D. luckily |
| **IV. HOME ASSIGNMENT (1’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Extending their conversation.  - Review the lesson.  - Do B1 /P29 - WB |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 15/10/ 2022 | 8B: 07 /11/ 2022 | 8D: 07 / 11 / 2022 |

***Period 28***

**UNIT 4. OUR CUSTOMS AND TRADITIONS**

**Lesson 2: A closer look 1 (P.40)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : read write and understand the lexical items related to customs and traditions.

- ***Language***: Use some expressions with the words ‘custom’ and ‘tradition’ …to talk about customs and traditions.

- ***Pronunciation*** : Pronounce clusters/ spr / and / str / correctly in isolation and in context.

**2. Skills**: Listening, speaking and writing about customs and traditions.

**3. Attitude:**

- Better appreciation to customs and traditions. and want to know more about them.

**4. Compentencies**: - Understand and TASKively respond to lexical related customs and traditions and pronunciation of two clusters/ spr / and / str /

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not be able to identify the two sound / ʃ / and / ʒ /

- Provide further prTASKice by asking them doing Ex 7.

**IV. PROCEDURE:**

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| --- | --- |
| **Teacher and Students' Activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\* Freetalk:***  - Can you name some customs and traditions in your country or in your family?  T tells them that in this lesson they are going to learn some expressions with the words custom and ‘tradition’. These will help them vary their language when talking about customs and traditions. | **UNIT 4. OUR CUSTOMS AND TRADITIONS**  **Lesson 2: A closer look 1 (P.40)** |
| **II. Vocabulary**  - T draws Ss’ attention to the Watch out! Box. Remember them to come back to this point after finishing exercise 1.  ***TASK 1. Match the first halves of the sentences (A) with the second halves (B)* (5’/IW)**  - Have Ss look at the table in the book. T guides them to make sure that they understand what to do.  - T explains any words that ss don’t know.  - Ss complete the exercise individually and then compare their anwers with a partner.  - T calls some Ss to give the answers. T writes them on the board and confirms the correct answers.  - Ss read the sentences again to see if the word ‘custom’ or ‘tradition’ in each sentence is countable (C) or uncountable (U). Ask for Ss’ answers  ***TASK 2. Read the full sentences in 1 again and complete the expressions below.*(5’/IW)**  - T has Ss read the sentences in 1 again and complete the expressions.  - Ss work individually then Ss compare their answers with a partner.  - T calls one or two Ss to write the complete expressions on the board. Then T checks the answers.  ***TASK 3.Read the following customs and traditions. Make sentences to say if youhave these in your province or area, using any of the expressions in 2. Remember to change the verb tense if necessary.* (5’/GW)**  - Ss work in groups to do this TASK.  - 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. Ss read and comment on each other’ sentences.  ***TASK 4. Now complete the following sentences with your own ideas.*(5’/IW)**  - Ss individually complete the sentences with their own ideas, then share their sentences with a partner.  - T has some ss write their sentences on the board.  Other ss comment on these sentences.T comments. | **I. Vocabulary**  ***Watch out!***  ***The words ‘custom’ and tradition’ can be countable or uncountable.***  ***1.Match the first halves of the sentences (A) with the second halves (B)***  ***\* Vocab***  - break with (v): không theo  - sponge cake (n): bánh ngọt.  ***\* Key:***  1.e 2.d 3.a  4.g 5.b 6.c 7.f  **\* Key**:  1.C 2. C 3.U  4.C 5.U 6.C 7. C  ***2. Read the full sentences in 1 again and complete the expressions below.***  ***\* Key:***  1.custom 2.tradition  3.according 4.tradition  5.with 6.of 7.doing  ***3. Read the following customs and traditions. Make sentences to say if youhave these in your province or area, using any of the expressions in 2. Remember to change the verb tense if necessary.***  ***4. Now complete the following sentences with your own ideas.*** |
| **II. Pronunciation (15’/IW/PW)**  ***TASK 5. Complete the words under the pictures with /spr/ or /str/ Then listen and repeat.***  Ss complete the words under the pictures with /spr/ or /str/ and then compare their answers with a partner.  T calls some ss to write their answers on the board.  T plays the recording and lets Ss listen and repeat.  Tcorrects their pronunciation.  ***TASK 6. Listen and circle the words with /spr/ and underline the words with /str/ Then say the sentences.***  T plays the recording 2 or 3 times.  Ss listen and do the task individually.  T checks and comments.  T plays the recording and lets Ss listen and repeat.  T asks some ss to read out the sentences. | **II. Pronunciation**  clusters  /spr/ and /str /  ***5. Complete the words under the pictures with /spr/ or /str/ Then listen and repeat.***  ***\*Key:***  1.str 2. str 3. spr 4. spr  5.str 6. str 7. spr 8. spr  ***6. Listen and circle the words with /spr/ and underline the words with /str/ Then say the sentences.***  ***\* Key:***  1.strictly 2.strangers, spread  3.streets  4.filmstrip 5.offspring |
| **III. WRAPPING-UP (5’)**  -Summarize the main point of the lesson. | **Choose the best answer:**  1. Ha Long Bay has been considered as a world \_\_\_\_\_\_.  A. scene B. landscape C. sightseeing D. heritage  2. In Vietnam, \_\_\_\_\_\_ Festival is known as a festival for children.  A. Hoa Ban B. Mid-Autumn C. Tet D. Vu Lan  3. "Khen" is a \_\_\_\_\_\_ instrument of the Central Highland.  A. traditionally B. tradition C. traditional D. trade  4. Hmong is an ethnic \_\_\_\_\_\_.  A. minority B. area C. people D. region  5. \_\_\_\_\_\_ is the largest ethnic group? - The Kinh  A. whom B. when C. who D. why |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Practice listening more at home.  - Review the lesson.  **-** Do A1,A2, B2 , B3/ P.28- P30 – W.B |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 15/10 / 2022 | 8B: 10/ 11 / 2022 | 8D: 10/11 / 2022 |

***Period 29***

**UNIT 4. OUR CUSTOMS AND TRADITIONS**

**Lesson 3: A closer look 2 (P.41-42)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : read write and understand the lexical items related to customs and traditions.

- ***Language***: - Review : ***should*** and ***shouldn’t*** to express advice.

***Have to*** to express obligation or necessity.

**2. Skills**: Reading, speaking and writing.

**3. Attitude:** - Know how express advice, obligation or necessity politely.

**4. Compentencies**: - Understand and actively respond to grammatical points .

- 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**

- Difficulty extending the conversation part 6.

- Make more models with the more able students first.

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher and Students' Activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  - Teacher asks ss to work in 2 groups to write as many adjs as possible .  T checks and gives comments | **UNIT 4. OUR CUSTOMS AND TRADITIONS**  **Lesson 3: A closer look 2 (P.41-42)**   * Network * Big, small, ……………… |
| **II. Grammar**  ***1. Give advice (IW/5’)***  - Your brother is going out with a friend. The weather forecast says it’s a hot sunny day. Give him some advice.  - Encourage Ss to express their advice freely. If Ss mention should/shouldn’t, tell them that in this lesson they are going to review should/shouldn’t to express advice about customs and traditions. If Ss do not mention should/shouldn’t, remind them of the modal verb.  ***TASK 1. Look at the pictures and complete the sentences with should or shouldn’t***  **(IW/PW/5’)**  - T asks Ss to look at the pictures and quickly describe what they see.  - Ss work individually then compare the answers with a friend.  - T elicits Ss’s answers then confirms the correct ones  ***TASK 2. Match the situations in A and the advice in B.* (PW/5’)**  - T has Ss read the situations in A to make sure they understand them.  - Ss do this TASK in pairs.  T asks for Ss’s answers  - Ss give some other advice for the situations. | **Grammar**  **1. Should and shouldn’t to express advice: review**  ***\* Examples***  - You should bring the umbrella along.  - You should bring a lot of water.  ***Task 1. Look at the pictures and complete the sentences with should or shouldn’t***  ***\* Key:***  1. should 2. shouldn’t  3. should 4. shouldn’t 5. should  ***2. Match the situations in A and the advice in B.***  **\**Key*:**  1.b 2.c 3.e 4.d 5.a |
| ***2. Have to express obligation or necessity (IW/5’)***  ***-*** T tells Ss that sometimes when they go to a place, it is obligatory that they follow its customs and traditions.  - T asks Ss to read the information about have to.  - T adds that must is also used to express obligation. One of the differences between ***have to*** and ***must*** is that ***must*** shows internal obligation, i.e., you make a decision about what you must do.  Then have Ss read the **Remember!** box. Answers any questions from Ss.  ***T***  ***ASK 3: Complete the sentences with the correct form of have to. (IW/5’)***  Ss do this exercise individually, and then compare their answers with a classmate.  T checks Ss’s answers and confirms the correct ones.  ***TASK 4: Choose A or B to convey the meaning of the first sentence.(IW/4’)***  Ss work independently.  T checks and comments.  ***TASK 5: Mi is going to visit her friend Eri in Japan. Read Eri’s email. There are six mistakes in it. Can you find and correct them?(IW/5’)***  T asks Ss to read the e-mail quickly.  Ss do this exercise individually and then compare the answers with a classmate.  T asks one or two Ss to write their answers on the board. Have them explain their answers as well. | ***2. Have to express obligation or necessity***  ***\* Example:***  *We must clean the house before Tet because we think it will bring luck*.  **\* Practice.**  ***3: Complete the sentences with the correct form of have to.***  ***\* Key:***  1.have to 2.have to  3.has to 4.had to, don’t have to 5.does…have to  6.didn’t have to  ***4: Choose A or B to convey the meaning of the first sentence.***  ***\*Key:***  1.B 2.A 3.A 4.B  ***5: Mi is going to visit her friend Eri in Japan. Read Eri’s email. There are six mistakes in it. Can you find and correct them?***  ***\* 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) |
| **III. WRAPPING-UP**  ***6: Work in pairs. Imagine that you both have a friend who is coming to Viet Nam this summer. List three pieces of advice and three obligations your friend should follow.*(PW/5’)**  ***Share your ideas with the whole class.***  Ss work in pairs to do this task.  T asks some pairs to write their advice and obligations on the board. Other Ss give comments and vote for the best advice and obligations. Then they can add some more.  T encourages Ss to express their ideas as long as the advice and obligations are appropriate.  \*Summarize the main point of the lesson. | ***6: Work in pairs. Imagine that you both have a friend who is coming to Viet Nam this summer. List three pieces of advice and three obligations your friend should follow.***  ***Share your ideas with the whole class.***  **Choose the word whose main stress pattern is not the same as that of the others.**  1. A. machine B. mobile C. movie D. theater  2. A. directory B. telephone C. invention D. experiment  3. A. demonstrate B. transmit C. answer D. humor  4. A. delivery B. emigrate C. interest D. customer  5. A. furniture B. university C. patient D. hospital |
| **IV. HOME ASSIGNMENT (1’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Learn the grammar carefully.  - Write the list of TASK 6.  - Do B 4, 5, 6/P. 30 – W. B.  - Review the lesson. |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 15/ 10 / 2022 | 8B: 11/11 / 2022 | 8D: 12/11/ 2022 |

***Period 30***

**UNIT 4. OUR CUSTOMS AND TRADITIONS**

**Lesson 4: Communication (P.43)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand words : prong (n), cutlery (n), palm(n), tray (n), mat (n), host/ hostess (n)

- ***Language***: Present simple tense

**2. Skills**: Reading, speaking and writing about the table manners in the UK and compare them with those in Viet Nam.

**3. Attitude:** - Know more about music the table manners in the UK and in Viet Nam

**4. Compentencies**: - Understand and actively respond to different table manners around the world.

- 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**

- Students may have difficulty in express their ideas in TASK **3.**

- Give them some guideline ideas.

**IV. PROCEDURE:**

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| **Teacher and Students' Activities** | **Contents and Board Display** |
| **I. WARM UP (7’/IW)**  \* **Check the old lesson.**  - Teacher asks some ss to write the list of the advice or obligation they’ve done at home for the last lesson. | **UNIT 4. OUR CUSTOMS AND TRADITIONS**  **Lesson 4: Communication (P.43)**  **Brainstorming** |
| **II. VOCABULARY (7’/IW)**  - Teacher follows the seven steps of teaching vocab  - Use different techniques to teach.  - Ss write down then practice reading | **VOCABULARY**   |  |  |  | | --- | --- | --- | | - prong | : (n) | Đầu dĩa ( phần có răng) | | - cutlery | : (n) | Bộ đồ ăn (gồm thìa, dĩa, dao) | | - palm | : (n) | Lòng bàn tay | | - tray | : (n) | Khay (đựng đồ ăn) | | - mat | : (n) | Thảm | | - host/ hostess | (a) | Chủ nhà nam/nữ | |
| **III. COMMUNICATION**  ***TASK 1. Look at the picture below. In pairs, discuss the differences between them.***  **(6’/GW)**  Ss work in pairs to look at the pictures and discuss the differences between them using the extra words they’ve learnt.  Then T gives the correct answers.  ***TASK 2. Read the following sentences . Work in pairs. Write T (True) or F( False)*(6’/IW/PW)**  Ss work in pairs to decide if the statements are true or false.  T calls some Ss to write their answers on the board. Do not confirm the correct answers now.  ***TASK 3. Now listen to Nick giving a presentation on table manners in Britain and check your answers.(5’/PW)***  - T plays the recording twice for Ss to check their answers.  - Ss listen to the recording and check their answer.  - T has Ss explain why the sentences are false.  ***TASK 4. Work in pairs. Discuss if you follow these table manners in your family. Are there other table manners in Britain and check your answers.(PW/5’)***  - T calls some students to read these sentences aloud then explains these sentences are some Vietnamese table manners.  - In pairs Ss discuss if they know the same table manners in their family and add some more.  - T calls some Ss to present their ideas. T may quickly write some of the Ss’ extra table manners on the board.  ***TASK 5. There is a British exchange student in your class. You invite her to dinner at your home. Play the following roles.(PW/5’)***  - Ss work in pairs and role-play. They continue the conversation in the book or make up their own.  - After some time, T calls some pairs to TASK out the conversation in front of the class.  Other Ss give comments.  - T gives praise and feedback on Ss’ conversations. | **\*Practice**  ***1. Look at the picture below. In pairs, discuss the differences between them.***  ***\* Suggested differences :***  - In the first picture, people are sitting on the mat to have the meal. In the second picture, they are sitting around the dinning table.  - In the first picture, people are using rice bowls and chopsticks. In the second picture, they are using cutlery.  - In the first picture, people don’t have drink. In the second picture, people drink champane.  ***2. Read the following sentences about table manners in Britain. Write T or F.***  ***3. Now listen to Nick giving a presentation on table manners in Britain and check your answers.***  2. T 4. T 8. T  1. F (You hold the folk in the left hand and the knife in the right)  3. F (There is also a spoon and a fork for dessert.)  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.)  ***4. Work in pairs. Discuss if you follow these table manners in your family. Are there other table manners in Britain and check your answers.***  ***5. There is a British exchange student in your class. You invite her to dinner at your home. Play the following roles.*** |
| **III. WRAPPING-UP (3’/IW)**  \*Summarize the main point of the lesson. |  |
| **IV. HOME ASSIGNMENT (1’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do C1,C2/ P.31 – W.B.  - Review the lesson. |

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

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| Planning date: | Teaching date: | |
| 15/ 10 / 2022 | 8B: 14/ 11/ 2022 | 8D: 14/11/ 2022 |

***Period 31***

**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)***

**C. ANSWER KEY**

**A. LISTENING . ( 2,4 pts)**

**I. Listen and tick T/F .**

*(0,2 for each correct answer - 6 x 0,2 = 1,2)*

1. T 2. F 3. T 4. T 5. F 6. T

**II. Choose the correct answer.**

*(0,2 for each correct answer - 6 x 0,2 = 1,2)*

**1. B 2.  A 3. C 4. B 5. A 6.  D**

**B: VOCABULARY, GRAMMAR AND PHONETICS (2,6 pts)**

**I. Choose the word whose underlined part is pronounced differently**

*(0,2 for each correct answer / 2 x 0,2 = 0.4)*

1. D 2. A

**II. Choose the word which has the stress differently from that of the other words.**

*(0,2 for each correct answer / 2 x 0,2 = 0.4)*

1. C 2. A

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

*(0,2 for each correct answer / 7 x 0,2 = 1,4)*

1. A. the 2. A. haven’t heard 3. A. on 4. C. How interesting!

5. D. DYLI 6. D. right up your street 7. **B.** insignificant

**IV.** **Complete the sentences, using the correct form of the words in brackets.**

*(0,2 for each correct answer / 2 x 0,2 = 0.4)*

1. nomad 2. was built

**C. READING (2,4pts)**

**I. Read the text and choose the best answer for each question (1,2pts)**

*(0,2 for each correct answer - 6 x 0,2 = 1,2)*

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

**II. Read the passage and choose the best option A,B,C or D . ( 1,2pt)**

*(0,2 for each correct answer - 6 x 0,2 = 1,2)*

1. B. stories 2. A. In 3. C.village

4. A. riding 5. A. rainy 6. C. experience

**D. WRITING ( 2,0pts)**

**I. Complete the sentences with the words given** ( 1.0pt)

*(0,2 for each correct answer /5 x 0,2 = 1,0)*

1. My parents often tell stories about their life in the past
2. Which ethnic group has the second largest population in Vietnam?.
3. We adored doing aerobics in free time.
4. Everyone enjoyed the concert last night
5. How do ethnic people dress in special occasions?

**II. Complete the second sentence so that it means the same as the sentence before it( 0.6pts)**

*(0,2 for each correct answer /3 x 0,2 = 0,6)*

1. No mountain in the world is higher than Mount Everest

(No mountain in the world is as high as Mount Everest)

2. Tom and Mary have got married for 5 years

3. Lan likes hanging out with her friends on Sunday

**III/ Choose the underlined part that needs correction in each of the following questions.(0.4pts)**

*(0,2 for each correct answer /2 x 0,2 = 0,4)*

1. A. the typical => a typical  2. A. to speak => speaking

**IV. Rearrange the words to make complete sentences (0.6pts)**

*(0,2 for each correct answer /3 x 0,2 = 0,6)*

1. I spend most of my time with Hoa.
2. The Tay are the second largest ethnic group in Vietnam
3. The city life is more convenient than country life

**B. FEED-BACK:**

- Listening: Many students in class 8D did the listening tasks well. But students in class 8B 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 8B did well. They read and finish the tasks excellently

- Writing: Weak students made mistakes with Ex: Making sentences using given words, they omit preposition or particle

**C. RESULTS:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Class | No of ss | 0-2 | 3-4 | % | 5-6 | 7-8 | 9-10 | % |
| 8B | 44 | 1 | 4 | 12 | 07 | 32 | 09 | 88 |
| 8D | 45 |  |  | 0 |  | 05 | 40 | 100 |

**B. FEED-BACK:**

- Listening: Many students in class 8D did the listening tasks well. But students in class 8B 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 8B 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.

|  |  |  |
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| Planning date: | Teaching date: | |
| 15/10/ 2022 | 8B: 17/11/ 2022 | 8D: 17/11/ 2022 |

***Period 32***

**UNIT 4. OUR CUSTOMS AND TRADITIONS**

**Lesson 5: Skills 1 (P.44)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand the word :sense of belonging (n)

- ***Language***: Present simple tense

**2. Skills**: - Read for specific information about family customs and traditions.

- Ask about and describe different customs and traditions.

**3. Attitude:**

- Know more about family customs and traditions. love them and maintain them.

**4. Compentencies**: - Actively respond to asking and answering about different customs and traditions.

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students are not interested in speaking.

- T organizes it as a game between 2 teams.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' ACTIVITIES** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  **Free talk.**  Free talk about the table manners in Viet Nam. | **UNIT 4.**  **Lesson 5: Skills 1 (P.44)**  **Free talk.** |
| **II. READING**  **TASK1. Look at the pictures and answer the questions. (PW/3’)**  - T shows 3 questions on the screen and asks ss to discuss with a partner in 2 mins.  Ss work in pairs, look at the picture on page 44 to do  - Teacher elicits the answers from students and gives feedback.  **\*Vocabulary: (IW/5’)**  - Teacher follows the seven steps of teaching vocab  - Use different techniques to teach.  - Ss write down then practice reading  **\* Checking: What and where**  **TASK 2. Read Mi’s presentation on customs and traditions. Is she writing about her family or her society?(IW/7’)**  - T asks Ss to read the passage quickly and tell if Mi is writing about her family or her society.  - T elicits the answers from Ss.  **TASK 3. Now decide in which paragraph each detail below is mentioned. Write A, B, or C in the blank. (IW/5’)**  - T instruct Ss on the way to do it:  - Ss work individually then compare their answers with a classmate before giving the answers to T.  - T checks and confirms the correct answers.  **TASK 4. Read the text again and answer the questions. (PW/5’)**  - Ss read the passage again to answers in pairs.  - T asks Ss to underline parts of the text that help them with the answers.  - T asks them to give the answers. | **I. READING**  **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.  **\* Vocabulary:**   |  |  | | --- | --- | | - generation (n): | sự sinh ra, sự phát sinh ra, thế hệ | | - anniversary (n): | ngày kỷ niệm; lễ kỷ niệm | | - lasagne (n): | món bột với cà chua và nước xốt và phó mát hấp chung | | - grilled chicken (n): | gà nướng | | - sense of belonging | cảm giác thân thuộc | | - course (n): | món ăn |   **2.Read Mi’s presentation on customs and traditions. Is she writing about her family or her society?**  **\* Suggested answers:**  - She’s writing about her family  **3. Now decide in which paragraph each detail below is mentioned. Write A, B, or C in the blank.**  1.C 2. A 3. C  4. B 5. A 6. B  **4. Read the text again and answer the questions.**  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-coloured sticky reice served with grilled chicken.  5. They live family customs and traditions because they provide a sense of belonging. |
| **II. FURTHER PRACTICE**  **Speaking**  **TASK 5. Work in pairs and discuss the questions.**  **(6’/PW)**  - In pairs, Ss take turns to ask each other the three questions about their own family customs and traditions.  - T moves about the class, facilitating where necessary and assessing how Ss are doing | **II. SPEAKING**  **5. Work in pairs and discuss the questions.**  **\* Suggested questions:**  1. We have tradition of having dinner on the first day of Tet. We also go to their grandparents' house at the weekend. At Tet, we have tradition of making foods: sticky rice, spring roll, chung cake.  2. They are so meaningful and I feel happy to be a part of our traditions and customs  3. They make family member closer and love each other more |
| **III. WRAPPING-UP**  **TASK 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** **(7’/IW)**  - Two pairs of Ss join together. One pair interviews the other. One S interviews and the other notes down the answers in the table. Then, the second pair interviews the first pair.  - Ss spend a few minutes preparing the findings to the whole class.  - If there is not much time, T may just have Ss complete TASK 5. Ss interview each other in pairs and report the findings to the whole class.  \*Summarize the main point of the lesson. | **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**   |  |  |  |  | | --- | --- | --- | --- | | Names | Question 1 | Question 2 | Question 3 | | 1. Nam | - Celebrating members’ birthday;  - Having dinner together;  - Making traditional food at Tet. | so meaningful, happy | People understand and love each other. | | 2. |  |  |  | | 3. |  |  |  | | ... |  |  |  |   **Choose the best answer:**  1. A \_\_\_\_ can be used to greet someone or to show agreement.  A. hug B. nod C. kiss D. custom  2. Ken hurt his back after his deep \_\_\_ to the foreign visitor.  A. bow B. shake C. contTASK D. effect  3. Peter is interested \_\_\_ traditions and customs over the world.  A. on B. about C. in D. with  4. You \_\_\_\_ take their shoes off before entering a Japanese house.  A. can B. have to C. may D. might  5. He \_\_\_\_ learn about Thai customs before leaving for there.  A. have to B. should C. must D. may |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do D1, D2, D3/P.32-34 – W.B.  -Review the lesson. |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 15/10/ 2022 | 8B:18/11/ 2022 | 8D: 19/11/ 2022 |

***Period 33***

**UNIT 4. OUR CUSTOMS AND TRADITIONS**

**Lesson 6 : Skills 2 (P.45)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : - Read, write and understand the words : express (v), perform (v), wealthy (a), unity (n), reflect (v), private (a).

- ***Language***: Review*.*

**2. Skills**: - Listen to get specific information about a traditional dance of an ethnic group in Viet Nam.

- Write a description of a traditional Japanse dance.

**3. Attitude:**

- Better appreciation to a traditional dance of an ethnic group in Viet Nam and others all over the world.

**4. Compentencies**: - Actively respond to listening about a traditional dance of an ethnic group in Viet Nam and writing a description of a traditional Japanse dance.

- Form and improve such competencies as teamwork, critical thinking problem solving, 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 (7’/GW)**  **\*Chatting: TASK 1. Look at the picture. What tradition do you think this is?**  Ss look at the picture and share what they know about this tradition with a partner. Elicit Ss’ answers and have them share as much information as possible.  T writes the name of the traditional dance on the board: The xoe dance. | **UNIT 4. OUR CUSTOMS AND TRADITIONS**  **Lesson 6: Skills 2 (P.45)**  **\*Chatting:** |
| **II. NEW LESSON**  **I. LISTENING(17’/IW/PW)**  **TASK 2. Listen to Mai’s presentation and complete the table with no more than three words from the recording.**  T tells Ss that they are going to listen to Mai’s presentation on the xoe dance and complete the table.  T teaches some words appear in the listening text.  T asks ss to read the table quickly in 2 minutes.  T plays the recording once. Ask for Ss’ answers and write them on the board. If all the answers are correct, move to the next TASK. If Ss are not sure about their answers, play the recording again for Ss to check. Make changes to the answers on the board but do not confirm the correct answers now.  **TASK 3. Listen again and tick true or false.**  Ss do the task individually without listening to the recording again.  If they meet any difficulty doing this,T plays the recording again.  T checks the answers for both 2 and 3. | **I. LISTENING**  **1. Listen to Mai’s presentation and complete the table with no more than three words from the recording.**  **\* Vocabulary:**   |  |  | | --- | --- | | -  express (v): | biểu lộ, bày tỏ | | - perform (v): | làm (công việc...); thực hiện (lời hứa...) | | - wealthy (a): | giàu, giàu có | | - unity (n): | tính thuần nhất, tính duy nhất, đoàn kết | | - reflect (v): | phản chiếu, phản ánh, dội lại | | - private (a): | riêng, tư, cá nhân |   ***\* Key:***  1. happy and wealthy 2. private gatherings  3. 30 4. the circle dance  5. social 6. fire  7. the music 8. culture and lifestyle  **2. Listen again and tick true or false.**  ***\*Key:***1. T 2. F 3. F 4. T 5. T |
| **II. Writing.(17’/IW)**  **TASK 4. Work in pairs. Read about a traditional Japanese dance. Make complete sentences using the information given.**  **\* Vocabulary:**  T asks ss to work in pairs.  S1 read the questions.  S2 read the answers.  T teaches the vocab  **Note:** clockwise and counter-clockwise may be taught by explanation.  - Ss work in pairs again and make sentences orally using the given information.  T should move around to give comments as there may not be enough time for checking with the whole class.  T asks some better Ss to write the sentences on the board and check them with the whole class as the model. Then have Ss write the description at home and bring it back in the next lesson.  **TASK5. Imagine that you are joining a writing contest about customs and traditions and have chosen to write about the Obon dance. Now write a description of this dance. Begin with the following sentence.**  Ss work in 4 groups to write on big pieces of paper in 6 minutes.  T collects some Ss’ writing papers and mark them, then give comments to the class. | **II. Writing.**  **4. Work in pairs. Read about a traditional Japanese dance. Make complete sentences using the information given.**  **\* Vocabulary: (explanation)**   |  |  | | --- | --- | | - honour(v) | Tôn vinh | | = high wooden stage | Sân khấu bằng gỗ cao | | - clockwise (adv): | Theo chiều kim  đồng hồ | | - counter-clockwise (adv) | ngược chiều kim  đồng hồ | | - reunite (v) | Đoàn viên | | - Obon (n): | Lễ hội, lời nhận xét  dí dỏm |   **5. Imagine that you are joining a writing contest about customs and traditions and have chosen to write about the Obon dance. Now write a description of this dance. Begin with the following sentence.** |
| **III. WRAPPING-UP (2’)**  T collects some Ss’ writing papers and mark them, then give comments to the class.  \*Summarize the main point of the lesson. | Choose the best answer:  1. Small objects \_\_\_ be swallowed by children.  A. may B. must C. need D. mustn’t  2. \_\_\_ I ask a question? –Yes, of course.  A. Must B. May C. Should D. Will  3. Parents always want their \_\_\_ to obey them.  A. ancestors B. offspring C. adults D. foreigners  4. You \_\_\_\_ read this book, but this book makes you smarter. A. must B. have to  C. don’t have to D. had better  5. This is a deepy \_\_\_ piece of music.  A. different B. important  C. spiritual D. disrespectful |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do E1,2 /P.35 – W.B.  - Write their own description of the Odon dance. |

**V. Feedback :**

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| --- | --- | --- |
| Planning date: | Teaching date: | |
| 15/ 10 / 2022 | 8B: 21 /11/ 2022 | 8D: 21/11/ 2022 |

***Period 34***

**UNIT 4. OUR CUSTOMS AND TRADITIONS**

**Lesson 7: Looking back and Project (P.46-47)**

**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 customs and traditions.

**3. Attitude:**

- Better appreciation to different customs and traditions of Viet Nam and of other countries.

**4. Compentencies**: Actively respond to lexical and grammatical points they’ve learnt in unit 4.

- Form and improve such competencies as 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. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' ACTIVITIES** | **Contents and Board Display** |
| **I. WARM UP (5’/GW)**  ***\* Game: TASK 4: Complete the following word webs.***  Teacher asks ss to play the game in 2 groups.  Within five minutes, Ss write down as many family and social customs and traditions in the wordwebs as possible.  T and other Ss comment on the answers. This is an open TASK, so accept all the answers provided that they are right.  - Family customs and traditions: don’t sweep the floor on the first day of Tet, don’t chew and talk at the same time, have meals together,….  - Social customs and traditions: respect old people, bring things from adults with both hands, bring gift whne you visit someone’s house. | **UNIT 4. OUR CUSTOMS AND TRADITIONS**  **Lesson 7: Looking back and Project (P.46-47)**  ***\* Game: Complete the following wordwebs.*** |
| **II. NEW LESSON**  **I. Vocabulary: (8’/IW/PW)**  **TASK 1. Complete the sentences with the words from the box.**  Ss do this TASK individually, then compare their sentences with a partner.  T asks some Ss to write their sentences on the board.  T and other Ss give comments.  **TASK2. Write sentences with the following expressions.**  Ss do this TASK individually, then compare their sentences with a partner.  T asks some Ss to write their sentences on the board.  T and other Ss give comments. | **I. Vocabulary:**  **1. Complete the sentences with the words from the box.**  ***\*Key:***  1. respect 2. worshipping  3. wrap 4. host  5. cutlery 6. generations  **2.Write sentences with the following expressions.** |
| **II. Grammar (10’/IW/PW)**  **TASK 3. Complete the sentences, using ‘should or shouldn’t’ and a verb from the box.**  Ss do this exercise individually and then share the answers with a classmate.  T checks their answers.  **TASK 5. Underline one mistake in each of the following sentences. Correct it.**  T asks Ss to underline one mistake in each sentence and correct it.  Ss work individually.  T encourages them to explain their correction.  T elicits the answers from Ss. | **II. Grammar**  **3. Complete the sentences, using ‘should or shouldn’t’ and a verb from the box.**  ***\*Key :***  1. shouldn’t wait 2. shouldn’t use  3. shouldn’t break 4. should follow  5. shouldn’t touch  **5. Underline one mistake in each of the following sentences. Correct it.**  ***\*Key:***  1. has to->have to 2. should->shouldn’t  3. have to has->have to have  4. should to-should 5. have avoid->have to avoid |
| **III. Communication (7’/PW)**  ***TASK 6. Game : What should I do?***  Ss work in groups to play the game. One student is the group secretary. Group members take turns to choose one of the scenario /sɪˈnɑː.ri.əʊ/: Cốt kịch) for each other. The secretary writes down the advice each member gives. Finally, the group votes for the person giving the best advice.  **Finished!:**T asks Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice. | **III. Communication**  ***Game : What should I do?***  **Finished!** |
| **IV. Project (9’/GW/IW)**  **Customs and traditions: How they have changed?**  T tells Ss that customs and traditions may change over time.  T asks SS if they know any custom or tradition that has changed.  T elicits Ss’s answers. Some customs and traditions that may have changed are those celebrating weddings and the Tet holiday, throwing house-warming parties…  Ss work in groups to do the project following the instructions in the book.  T answers Ss’s questions if there are any. | **IV. Project**  **Customs and traditions: How they have changed?**  **Choose the best answer:**  1. \_\_\_\_ you stand on your head for two minutes?  A. May B. Need C. Can D. Must  2. Drivers \_\_ stop when the traffic lights are red.  A. must B. could C. may D. might  3. A. accept B. offspring C. oblige D. belonging  4. A. tradition B. manner C. sociable D. upwards  5. I had no \_\_\_ for her strange behavior.  A. difference B. tradition C. information  D. custom |
| **III. WRAPPING-UP (4’/IW)**  - Teacher guides and sets this TASK as home assignment. | \*Summarize the main point of the lesson |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **IV. HOME ASSIGNMENT**  -Finish the project at home .  -Review the lesson. |

**V. Feedback :**

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