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| Planning date: | Teaching date: | |
| 10/ 11/ 2022 | 8B: 24/ 11/ 2022 | 8D: 24/ 11/ 2022 |

***Period 35***

**UNIT 5. FESTIVALS IN VIETNAM**

**Lesson 1: Getting started (P48-49)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand words related to festivals: ceremony (n), royal court music (n), regret ( v).

- ***Language :*** - Simple and compound sentences.

**2. Skills**: Listening, speaking about different food and drinks.

**3. Attitude :**

- Better attitude to traditional festivals in Vietnam.

- Understand and actively respond to asking and answering about festivals.

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

**II. PREPARATIONS:**

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

**Students:** pictures about food and drink.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss may have difficulty extending the conversation.

- T helps them by giving some cues.

**IV. PROCEDURE:**

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| **Teacher and Students' Activities** | **Contents and Board Display** |
| **I. WARM UP (8’/GW)**  **Game 1: Net work**  Teacher writes “Tet festival” on the board and asks two groups of five students to come to the board.  Group A writes what Vietnamese people should do and group B writes what Vietnamese people shouldn’t do during the Tet festival in 3 minutes.  Each custom of tradition written down is rewarded with one mark. The group with higher marks wins.  T asks Ss to add any names of any other festivals in Viet Nam that they know or have been to.  T asks them which of the festivals they would recommend to foreigners and why.  T asks Ss to open their books and look at the picture and the heading Which festival should I see?  T asks them some questions:  Where are Duong and Peter?  What are they doing?  What might they be talking about?  Ss answer the questions as a class. | **UNIT 5. FESTIVALS IN VIETNAM**  **Lesson 1: Getting started (P48-49)**  **A. GETTING STARTED**  Which festival should I see? |
| **NEW LESSON**  **I. Listen and read (15’/IW/PW)**  **1. Vocabulary:**  T elicits some new words (pictures, realias, situations ….)  Have Ss read twice  \* Checking vocab: matching  T plays the recording.  Ss listen and read the dialogue in pairs.  T checks some pairs.  **2. Practice:**  ***TASK 1***  ***a) Tick (v) true (T) or False (F)***  Ss work individually to do the task then compare with a partner.  T checks and give comments.  ***b) Read the conversation again and answer the questions.***  Ss work in pairs to ask and answer the questions without reading the conversation again.  Ss read the conversation again to check their answers.  T checks some pairs and comments.  ***c) Can you find the following expressions in the conversation? Try to explain their meaning.***  - T asks Ss to look at the conversation again and underline the expressions.  -T has Ss use the context to try to explain when they may use the expressions.  - T calls some Ss to explain them.  - T corrects and gives feedback.  ***d.) Work in pairs. Make short conversations with the four expression in c.***  Ss work in pairs to role-play, practice the phrases in c .  T calls on a few pairs to perform to the class | **1. Listen and read**  **\*Vocabulary:**  - c**e**remony (n): nghi lễ  - r**o**yal court music (n): nhã nhạc cung đình  - regr**e**t ( v): hối hận  **\*Practice:**  ***1a: Tick (v) true (T) or False (F)***  ***\*Key:***  1.T 2.T 3.F 4.F 5.T  ***1b) Read the conversation again and answer the questions.***  ***\*Key:***  1. In April. They can see a grand opening ceremony, ao dai fashion show, Dem Phuong Dong or oriental night show, royal court music performances…and sporting TASK ivities.  2. Duong’s family prepares a five-fruit tray and make jam and chung cakes.  3. Because there are so many interesting things to see and enjoy, it would take too long to describe them.  4. In Bac Ninh, on 12th of the first lunar month.  5. Because it’s near Ha Noi. It takes place roght after Tet holiday and is full of traditional events.  ***1c. Can you find the following expressions in the conversation? Try to explain their meaning.***  ***\* Key:***  1. used as suggestion or to give advice  2. used to give your first impression of what you hear  3. to stress that it’s worth spend time or money doing s.th  4. to show surprise or to check that s.th is really OK to do  ***1d. Work in pairs. Make short conversations with the four expression in c.*** |
| **TASK 2. Use the words from the box to label the pictures. (5’/IW/PW)**  - T asks Ss to look at the pictures and the words in the box  - Ss work in pairs to match the words with the pictures.  - T calls Ss to give their answers.  - T has Ss repeat the words chorally.  - T corrects their pronunciation if necessary.  - T asks for translation to check their understanding **TASK 3. Match the words with the pictures of festivals. (5’/PW)**  - T asks Ss to look at the pictures and the names of the festivals.  - Ss work independently to match the names of the festivals with the correct pictures.  - T calls Ss to give their answers.  - T corrects and gives feedback.  **TASK 4. Match the festivals in 3 with their descriptions. (5’/PW)**  T has Ss look at the names of the festivals in 3 again and read through the descriptions  - Ss work in pairs to match the festivals with their descriptions.  - T calls Ss to give their answers.  - T corrects and gives feedback. | **2. Use the words from the box to label the pictures.**  **\*Key:**  a. ceremony b. anniversary  c. reunion d. procession  e. carnival  **3. Match the words with the pictures of festivals.**  ***\* Key:***  1. d 2. a 3. c 4. b 5. e f. performance  **4. Match the festivals in 3 with their descriptions.**  **\*Key:**  1. c 2. b 3. e 4. d 5. a |
| **III. WRAPPING-UP (5’/GW)**  - T asks ss some information about Do Son Buffalo-fighting Festival.  -Summarize the main point of the lesson. | **Choose the best answer:**  1. It’s hard to \_\_\_\_\_on the phone. Just come, you won’t regret it. (cook/explain/stay/make)  2. \_\_\_come for Tet hoiday? (Why don’t you/How about/What about/Do you like)  3. I recommend you \_\_\_ go to Hue and see the festival there. (with/by/to/on)  3. Christmas is an occasion for family \_\_in Western countries. (participation/childhood/reunion/blossom)  4. This is a statue in \_\_of a national hero. (commemoration/procession/competition/companion)  5. Sam regrets \_\_that film in the cinema. (to watch/watches/watch/watching) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Review the lesson.  - Do B3,B4/P38 - WB |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 10/ 11/ 2022 | 8B: 25/11/ 2022 | 8D: 26/ 11/ 2022 |

***Period 36***

**UNIT 5. FESTIVALS IN VIETNAM**

**Lesson 2: A closer look 1 (P.50)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand some verbs and nouns related the festivals

- ***Language***: Simple Present Tense.

- ***Pronunciation*** : the stress in words ending in –ion and –ian

**2. Skills**: Listening, speaking about festivals.

**3. Attitude :**

- Know more about some festival and be eager to participate and preserve them.

- Understand and TASK ively respond to give the descriptions of the festivals.

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

**II. PREPARATIONS:**

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

**Students:** pictures of some famous festivals in Viet Nam.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS.**

- Students may not be able to identify the stress in words ending in –ion and –ian.

- Explain carefully and Provide further prTASK ice by asking them repeat the words in ex4 many times.

**IV. PROCEDURE:**

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| **Teacher and Students' TASK ivities** | **Contents and Board Display** |
| **I. WARM UP (5’/GW)**  **\* Network**  Asks Ss to list nouns and verbs related to the festivals as much as possible  Ss work in 2 teams to play the game.  T then checks the answers with the whole class.  T and the class decide the winner, then check if Ss know the meanings of the words. T asks for translation to check their understanding if necessary. | **UNIT 5. FESTIVALS IN VIETNAM**  **Lesson 2: A closer look 1 (P.50)**  **\* Network**  ceremony perform  watch |
| **NEW LESSON**  **I. Vocabulary (20’/IW/PW)**  **1. Vocabulary**  -T elicits the new words using pictures and explanation.  Ss repeat in chorus and individually  **TASK 1. Match the words to their meanings.**  ***Check vocabulary by doing ex 1/P.50***  - Ss work individually then compare in pairs. T checks then gives feedback.  ***TASK 2. Complete the sentences using the words in 1.***  - T asks ss to use the words in 1 to complete the sentences.  - Ss work individually to do the ex.  - T calls on some Ss to give answers to complete the sentences.  - T corrects and gives feedback.  ***TASK 3. Match the nouns with each verb. A noun can go with more than one verb.***  - T asks Ss to work in pairs to match the verbs with nouns in the box.  - T lets Ss compare their answers with another pair.  - T calls Ss to give answers.  - T corrects and gives feedback.. | **I. Vocabulary**  ***\* Vocabulary***  - preserve (v) (expl): bảo tồn  🡪preserv**a**tion (n): sự bảo tồn  - worship (v) (ex): thờ cúng  - ritual /ˈrɪt.ju.əl/(n) (explanation): nghi lễ  - commemorate(v)/kəˈmem.ə.reɪt/(expl):kỷ niệm  🡪commemoration (n):  - incense (n)/ˈɪn.sents/(pic): hương trầm  ***\*Key:***  1. c 2. e 3. a 4. b 5.d  ***2. Complete the sentences using the words in 1.***  **Key*:***  1. commemorate 2. worship  3. preserve 4. ritual  5. performance  ***3. Match the nouns with each verb. A noun can go with more than one verb.***  ***Key:***  1. WATCH: a ceremony, a show, anniversary, ritual …  2. HAVE: all of the nouns  3. WORSHIP: a hero, a god  4. PERFORM: a ritual, a ceremony, a show |
| **II. Pronunciation (13’/IW/PW)**  ***Stress of words ending in –ion and –ian***  ***TASK* 4a*.* Look at the table below. What can you notice about these words?**  T asks Ss to look at the word list.  T: What do you notice about the endings?  How many syllables does each word have?  Ss answer and sum up:  T calls Ss to give answers and introduces the rule of stress in words ending in –ion and –ian.  T models stress in different words with the ending in –ion and –ian.  ***TASK 4 b. Now listen and repeat the words.***  - T plays the recording and asks Ss to listen and repeat the words, paying attention to the stress on the syllable immediately before the ending –ion and –ian  - T calls some Ss to read the words again.  ***TASK 5. Listen and stress the words below. Pay attention to the endings.***  - T plays the recording and asks Ss to listen and stress the words.  - Ss listen to the recording, pay attention to the endings and stress the words.  - Has them compare their answers in pairs.  - Corrects and gives feedback.  ***TASK 6. Read the following sentences and mark (‘) the stressed syllable in the underlined words. Then listen and repeat.***  - Ss work individually to mark the stress patterns.  - T asks Ss to work in small groups to read out the sentences.  - T calls on some Ss to prTASK ice in front of the class.  - T plays the recording.  - Ss listen and repeat the sentences. | **II. Pronunciation**  ***Stress of words ending in –ion and –ian***  ***4a. Look at the table below. What can you notice about these words?***  ***\*Key:***  They are all words with more than two syllables.  They end with the suffix –ion or –ian   * **Remember:**   ***With the words ending in the suffix -ion and -ian stress the syllable immediately before the suffix.***  ***4b. Now listen and repeat the words.***  ***5. Listen and stress the words below. Pay attention to the endings.***  ***\* Key:***   |  |  | | --- | --- | | 1. pro’cession  2. com’panion  3. pro’duction  4. compe’tition | 5. poli’tician  6. mu’sician  7. his’torian  8. lib’rarian |   ***6. Read the following sentences and mark (‘) the stressed syllable in the underlined words. 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. comm**a**nd B. c**a**rnival C. **a**rchway D. **a**nniversary  2. A. instrument**s** B. other**s** C. ba**s**ic D. group**s**  3. A. show**ed** B. learn**ed** C. liv**ed** D. discrminat**ed**  4. A. r**i**ce B. carn**i**val C. compan**i**on D. **i**nvade  5. A. emp**e**ror B. comm**e**morate C. inc**e**nse D. proc**e**ssion |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  -Review the lesson.  **-** Do A1, A2/P.36 - W.B |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 10/ 11/ 2022 | 8B: 28/11 / 2022 | 8D: 28/11 / 2022 |

***Period 37***

**UNIT 5. FESTIVALS IN VIETNAM**

**Lesson 3: A closer look 2 (P.51-52)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : the lexical items related to “Fetivals in Viet Nam”.

- ***Language***: Review simple and compound sentences and introduce the complex sentences to talk about festivals in Viet Nam.

**2. Skills**: Reading, speaking, listening and writing about festivals.

**3. Attitude and competencies:**

- Better attitude to festivals in Viet Nam.

- Understand and TASK ively respond to different kinds of sentences.

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss may confuse compound sentence with complex sentence.

- Guide them and ask them learn by heart.

**IV. PROCEDURE:**

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| **Teacher and Students' TASK ivities** | **Contents and Board Display** |
| **I.WARM UP (6’/IW)**  **\*Network**  Ss work in 2 groups to play the game. Which group has more correct words will win the game  - T asks Ss to make sentences using the conjunctions/ connectors above.  T checks and gives comments . | **UNIT 5. FESTIVALS IN VIETNAM**  **Lesson 3: A closer look 2 (P.51-52)**   * **Network**   and so  but although |
| **NEW LESSON**  **I. Grammar**  **1. Simple sentences and compound sentences: review** (17’/IW/PW)  T elicit the theory from ss by asking them to analyse the examples.  T reviews the two types of sentence. | **I. Grammar**  **Simple sentences and compound sentences: review**  ***\* A simple sentence is one independent clause.***  Ex: My mother and I go shopping every weekend. S V  *\* A compound sentence is two or more independent clauses joined together. Each clause is of equal importance and could stand alone. They can be joined with conjunctions: and, but, or, so, yet or conjunctive adverbs: however, nevertheless, moreover, therefore, otherwise*  Ex: My father likes reading newspaper,  S V  **but** he hates listening to the radio.  S V |
| **TASK 1. Write S for simple sentences and C for compound sentences.**  - Ss do the exercise in pairs to decide if the sentences are simple or compound ones.  - T calls on some students to give their answers.  - T corrects and gives feedback  **TASK 2. Connect each pair of sentences with an appropriate conjunction in the box to make compound sentences.**  - Ss do the exercise individually.  - T asks them to compare their answers with partners.  - T calls on some Ss to connect each pair of the sentences on the board.  - T corrects and gives feedback.  **TASK 3. Connect each pair of sentences with an appropriate conjunctive adverb in the box to make compound sentences.**  T asks Ss to look at the rules in the Look out! box.  Ss pay attention to the use of punctuation in formal language when we write a compound sentence using conjunctive adverbs.  Ss work individually to do the ex.  T checks and comments. | **1. Write S for simple sentences and C for compound sentences.**  **\*Key:**  1. S 2. C 3. C  4. S 5. S  **2. Connect each pair of sentences with an appropriate conjunction in the box to make compound sentences.**  **\*Key:**  1. At the Mid-Autumn Festival children carry beautiful lanterns, **so** it’s a memorable childhood experience.  2. During Tet, Vietnamese people buy all kinds of sweets, **and** they make *chung* cake as well.  3. The Hung King’s son offered him many special food, **but** Lang Lieu just brought him a *chung* cake and a *day* cake.  4. To welcome Tet, we decorate our house with peach blossoms, **or** we can buy a mandarin tree for a longer lasting display.  5. The Huong Pagoda Festival is always crowded, **yet** we like to go there to pray for good fortune and happiness.  **3. Connect each pair of sentences with an appropriate conjunctive adverb in the box to make compound sentences.**  **\*Key:**  1. Chu Dong Tu and Giong are both legendary saints; ***however/nevertheless***, they are worshipped for different things.  2. Tet is the most important festival in Viet Nam; ***therefore*** , most Vietnamese return home for Tet.  3. Tet is a time for us to worship our ancestors; ***moreover****,* it is also a time for family reunion.  4. The Khmer believe they have to float lanters; ***otherwise***, they may not get good luck.  5. The Hung King Temple Festival; ***nevertheless/ however***, it has become a public holiday in Viet Nam since 2007. |
| **2. Complex sentences. (18’/IW/PW)**  T tells Ss to read the grammar box Complex sentences carefully.  T goes through the grammar point with the class to make sure everybody understands.  T explains the meaning of the subordinators, translating if necessary.  ***TASK***  ***4. Match the dependent clauses with the***  ***Independent ones to make complex sentences.***  Ss work individually to match the clause and check with one or more partners.  T corrects as a class.  ***TASK 5.Fill each blank with one suitable subordinator when, while, even though/ although, because or if.***  - T asks Ss to read the passage and fill each blank with one suitable subordinator when, while, even though, although, because or if.  - Ss do individually and then compare with their partners.  - T calls Ss to give answers.  - T corrects and gives feedback.  ***TASK 6. Use your own words/ ideas to complete the sentences below.Compare your sentences with a partner.***  - Ss work in pairs to complete the sentences.  - T asks Ss to swap their sentences with other pairs and cross- check.  - T calls some Ss read out their answers.  - T checks and comments. | **Complex sentences.**  \* A complex sentence includes one independent clause and one (or more) dependent clause. The dependent clause can go before or after the independent clause.  \* If the dependent clause goes before the independent clause, it’ s followed by a comma (,)  Ex : While the elephants are racing, people cheer to encourage them.  \* If the independent clause goes before the dependent clause, there is no comma  E.x: People cheer to encourage the elephants while they are racing,  ***4. Match the dependent clauses with the***  ***independent ones to make complex sentences.***  ***\*Key:***  1. b 2. d 3. e 4. f 5 . a 6. c  ***5. Fill each blank with one suitable subordinator when, while, even though/ although, because or if.***  ***\*Key:***  1. Because 2. If  3. When 4. While  5. When 6. Although/ Even though  ***\*Key:***  1.How much water do you drink every day?  2.How much rice do you eat for dinner?  3.How may vegetables do you eat every day?  4.How many apples do you eat every day?  ***6. Use your own words/ ideas to complete the sentences below. Compare your sentences with a partner.***  ***\*Suggested answers:***  1.Although I like Giong Festival, I have never been there.  2. Because it’s one of the most famous festivals, we shouldn’t miss it.  3.If you go to Soc Son, you should visit Giong Temple.  4.When people go to Huong Pagoda, they take a lot of photos.  5.While people are travelling along Yen Stream, they can enjoy the beautiful scenery of the area. |
| **III. WRAPPING-UP (4’)**  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. \_\_ they were poor,they made many tasty foods at Tet. (Otherwise/As/Even though/If)  2. Children like Tet\_\_they can wear new clothes and receive lucky money. (because/so/therefore/while)  3. Festivals are very costly, \_\_ they are culturally significant. (or/and/so/but)  4. Yesterday\_\_I was sweeping the floor,my sister was cooking. (while/if/although/because)  5. I had to go to school that day,\_\_I couldn’t join the ritual. (or/but/and/therefore) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do part B4,5,6,7/P.38,39 – W.B.  -Review the lesson. |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 10/ 11/ 2022 | 8B: 01/12 / 2022 | 8D: 01 /12 / 2022 |

***Period 38***

**UNIT 5. FESTIVALS IN VIETNAM**

**Lesson 4: Communication (P.53)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand words : - bamboo archway (n), coconut (n), clasped hands (n), floating latterns (n), green rice flakes (n).

- ***Language***: - Wh-questions to ask festivals.

**2. Skills**: - Listening, speaking about a Khmer festival.

**3. Attitude :** - Better attitude to a Khmer festival.

- Understand and TASK ively respond to asking and answering about a Khmer festival.

**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**

- Some weak ss have difficulty in understanding the listening text because of some new words.

- Stop the CDs and explain any new words that help them understand well.

**IV. PROCEDURES:**

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| **Teacher and Students' TASK ivities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  \*Chatting  T shows the picture and asks ss some questions:  + Which ethnic group is it?  + Do you know any festivals of Khmer?  - T introduces the new lesson: We are going to listen to an interview with a Khmer about a Khmer Festival | **UNIT 5. FESTIVALS IN VIETNAM**  **Lesson 4: Communication (P.53)**   * ***Chatting***   download (2) |
| **II. NEW LESSON**  **1: Vocabulary (7’/IW)**  Teacher uses pictures in 1/ P.53 to teach vocab (situation, realia )  - Ss read chorally, individually.  - Checking: R.0.R. | **1. Vocabulary**  - bamboo archway (n); mái vòm bằng tre  - coconut (n): quả dừa  - clasped hands (n): chắp tay  - floating lanterns (n): đèn hoa đăng  - green rice flakes (n): cốm |
| **2. Practice**  ***TASK 1. Look at the pictures. Discuss the following questions with a partner and then write the right words under the pictures.* (8’/IW/PW)**  - T asks Ss to look at the pictures and discuss the questions in pairs.  - T calls on some Ss to give their ideas  ***TASK 2. Now listen to an interview between TV reporter and a man about a festival to check your answers.*(7’/IW/PW)**  - T plays the recording and lets Ss check their guesses.  - Ss listen and check their guess in 1.  - T checks again and gives correct answers on the screen.  ***TASK 3. Listen to the interview again and complete the table below with the answers to the suggested questions.* (10’/PW)**  T asks Ss to work in pairs, making full questions based on the given question words and giving as many answers as possible based on what they can remember from the previous listening. Play the recording again for Ss to answer.  If Ss haven’t been able to answer all the questions, play the recording another time.  T checks the answers with the whole class. | **2.Practice**  ***1. Look at the pictures. Discuss the following questions with a partner and then write the right words under the pictures.***  ***\* Questions:***  a. What are the things in the pictures?  b. Do you know the festival at which they appear?  ***2. Now listen to an interview between TV reporter and a man about a festival to check your answers.***  ***\* Key:***  **a**  1. bamboo archway  2. green rice flakes  3. potatoes  4. coconuts  5. pia cake  6. clasped hands  7. lanters  8. dragon boat race  **b** Ooc born festival  **3*. Listen to the interview again and complete the table below with the answers to the suggested questions.***  **\* Suggested questions:**  1. Where is the festival held?  2. When is the festival held?  3. Who do the people worship at the festival?  4. What TASK ivities do people do at the festival?  **\*Key**: 1. Soc Trang  2. 14th, 15th evenings of the 10th lunar month  3. Moon God  4. have a worshipping ceremony  5. float paper lanterns  6. hold dragon boat races. |
| **III. WRAPPING-UP (6’/GW)**  ***TASK 4. Role- play in groups of three. One of you is a reporter; two of you are locals. Do an interview about a local festival. It can be a real or an imaginary festival.***  T divides class in groups of three to decide which festival to talk about in three minutes.  Ss can think about a rea festival they know oor they can also invent a festival.  Ss use the example in **4** and the listening in **3** as models.  When everyone has finished, T asks some groups to role-play in front of the whole class. | ***4. Role- play in groups of three. One of you is a reporter; two of you are locals. Do an interview about a local festival. It can be a real or an imaginary festival.***  ***\* Example:***  His favorite food is steak. It is tasty but a bit spicy. His favorite drink is yoghurt. He often drinks it after dinner.…………  **Choose the best answer:**  1. A. **o**riental B. rec**o**mmend C. perf**o**rm D. f**o**rtune  2. A. c**e**lebrate B. wr**e**stling C. r**e**union D. proc**e**ssion  3. A. l**i**brarian B. carn**i**val C. compet**i**tion D. mandar**i**n  4. A. prod**u**ction B. dr**u**m C. b**u**ffalo D. conf**u**sion  5. A. in**c**ense B. musi**c**ian C. spe**c**ial D. politi**c**ian |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do C1,C2/P.40 – W.B.  -Review the lesson. |

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 10/ 11/ 2022 | 8B: 02 /12 / 2022 | 8D: 03/12 / 2022 |

***Period 39***

**UNIT 5. FESTIVALS IN VIETNAM**

**Lesson 5: Skills 1 (P.54-55)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand the words: emperor (n), procession (n), incense(n), Joyful (adj), scenery (n).

- ***Language***: - Compound sentences.

**2. Skills**: Read for specific information about *Hung King Temple Festival a*nd *Huong Pagoda Festival*

Speak about a festival.

**3. Attitude :**

- Better attitude to traditional festivals of Viet Nam.

- Understand and TASK ively respond to questions about traditional festivals of Viet Nam.

**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**

- Students may not be able to use the dictionary skillfully.

- Guide them carefully.

**IV. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' TASK ivities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\* Kim’s Game:***  -T shows the pictures on the screen in one minutes.  Ss look at the pictures and try to remember things in the pictures.  - T checks and asks ss to retell something about the festival at which these things appear.  - T introduces the lesson: Today we will learn more about another festivals: Hung King Temple Festival and Huong Pagoda Festival. | **UNIT 5. FESTIVALS IN VIETNAM**  **Lesson 5: Skills 1 (P.54-55)**  ***\* Kim’s Game:*** |
| **NEW LESSON**  **I. READING (15’/IW/PW)**  ***TASK 1. Below are pictures from websites about festivals in Viet Nam. Working in groups to answer the following questions.***  Ss work in small groups to look at the pictures and answer the questions and write the answers on pieces of paper.  T goes round to monitor but doesn’t check the answers with the class.  ***TASK 2.Now read the information about these festivals to check your ideas.***  T gives Ss two minutes to skim the passages and check their answers in 1.  Ss must move their eyes very quickly over the text to get a general idea of the subject and check their answers in 1.  T checks and comments.  T asks ss to read the passages again to find the new words.  T uses some techniques to present new words  Check understanding: Rub-out and remember.  ***TASK 3.Find words/ phrases in the passages that have similar meaning to these words or phrases.***  - T gives Ss two minutes to scan the passages to find the words.  - Ss underline or circle the words they find with a pencil.  - T helps Ss work out the meanings of these words from the context.  - T checks the answers as a class  ***TASK 4.Read the information again and answer the following questions.***  - T asks Ss to read the text again and answer the questions.  Ss work in pairs.  TT calls some pairs to prTASK ice. | **I. READING**  ***1. Below are pictures from websites about festivals in Viet Nam. Working in groups to answer the following questions.***  1.What are the people doing in each picture?  2. Who do people worship at the Hung King Temple Festival?  3.Who do people worship at the Huong Pagoda?    ***2.Now read the information about these festivals to check your ideas.***  **\* Vocabulary:**  - emperor (n):  - procession (n):  - incense(n):  - joyful (adj):  - scenery (n):  ***3.Find words/ phrases in the passages that have similar meaning to these words or phrases.***  ***\* Key:***  1. emperors 2. features  3. joyful 4. from overseas  5. hiking 6. scenery  ***4.Read the information again and answer the following questions.***  ***\* Key:***  1. The Hung King Temple festival takes place from the 8th to 11th day of the third lunar month.  2. Incense, specialities such as Chung cakes, day cakes and five-fruit trays.  3. Because there are many joyful TASK ivities including bamboo swings, lion dances, wrestling and xoan singing performances.  4. People join in a procession and make offerings of incense, flowers, fruit and candles.  5. Ss’s own answers. |
| **II. SPEAKING (20’/IW/PW)**  ***TASK 5a. Work in pairs. Your teacher is organizing a trip. You have two options: going to Huong Pagoda or going to Hung King Temple. You have to decide the following:***  Ss work in pairs to choose one of the two places: Huong Pagoda or Hung King Temple to go to.  T reminds Ss to give a reason for their choice like in *Example 1*.  - Ss think about what to take with them.  T asks them to use the suggestions in the pictures.  T encourages them to add any other items they think necessary and give reasons. Go around to help Ss.  ***TASK 5b. Now report your decisions to the class. Which location is more popular and why?***  T calls some ss to report their decisions to the class and decide which location is more popular and explain.  T comments. | **II. SPEAKING**  ***5a. Work in pairs. Your teacher is organizing a trip. You have two options: going to Huong Pagoda or going to Hung King Temple. You have to decide the following:***  *1.* Which place do you prefer to go to?  Explain your choice.  2 What thing should you take with you? Why?    ***5b. Now report your decisions to the class. Which location is more popular and why?*** |
| **III. WRAPPING-UP (3’)**  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. We go to Huong pagoda every year to \_\_\_the tradition alive.  (do/keep/take/preserve)  2. I’m looking \_\_\_to the Food Festival. (by/forward/with/in)  3. The story is part of the ancient \_\_ of Hung King. (legendary/legend/court/heritage)  4. Buffaloes are good \_\_ of Vietnamese farmers. (humans/companions/fairies/offspring)  5. Festivals are very costly ,\_\_\_they are cultural significant. (or/and/but/therefore) |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Do D1,2/P.410,42 – W.B.  -Review the lesson. |

**V. Feedback :**

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|  |  |  |
| --- | --- | --- |
| Planning date: | Teaching date: | |
| 10/ 11/ 2022 | 8B: 05/12 / 2022 | 8D: 05/12 / 2022 |

***Period 40***

**UNIT 5. FESTIVALS IN VIETNAM**

**Lesson 6 : Skills 2 (P.55)**

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Read, write and understand the words : defeat (v), invader (n), defend (v). mythical (adj)…

- ***Language***: - Complex and compound sentences.

**2. Skills**: Listen to get specific information about the Giong Festival and write an article about the festival in Viet Nam they like best for the school website.

**3. Attitude :**

- Positive attitude towards festivals in Viet Nam.

- Understand and TASK ively respond to listening and writing about famous festivals in Viet Nam.

**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' TASK ivities** | **Contents and Board Display** |
| **I. WARM UP (5’/GW)**   * **Network**   T writes the word ‘hero’ on the board as the centre of a word web.  Ss work in 2 groups to write as many words related to the topic as possible.  T checks and comments.  T elicits to new lesson.  T tells Ss they are going to listen to a passage about a Vietnamese hero and open the books. | **UNIT 5. FESTIVALS IN VIETNAM**  **Lesson 6: Skills 2 (P.55)**   * **Network**   Tran Quoc Toan |
| **NEW LESSON**  **I. LISTENING(15’/IW/PW)**  ***TASK 1. Work in pairs. Desscribe the picture and answer the questions.***  - T asks Ss to look at the picture and answer the questions:  1. Who is Saint Giong?  2. What did he do for our country?  Ss work in pairs to discuss the two questions.  T introduces the lesson “Today we’ll listen to the Giong Festival to get more knowldge.  ***TASK 2. Listen to a tour guide giving information about the Giong Festival and circle the correct answer A,B or C***  ***\*Vocabulary****:*  T uses some techniques to present new words  Check understanding: Matching  T asks Ss to read the sentences carefully and predict the answers before listening  T plays the recording.  Ss listen then circle.  - Ask Ss to write the answers on the board.  T plays the recording again for ss to check their answers.  **TASK 3. Listen to the talk again and write answers to the questions below.**  - T asks Ss to read the questions carefully and underline the keys words in the questions.  - Ss write the answers for the questions individually then check their answers with the partners  - T plays the recording again for them to check the answers.  - Ss checks their answers with the whole class.  - T gives feedback. | **I. LISTENING**  ***1. Work in pairs. Desscribe the picture and answer the questions.***  download (1)  ***2. Listen to a tour guide giving information about the Giong Festival and circle the correct answer A,B or C***  *\*****Vocabulary****:*  - defeat (v): đánh bại  - invader (n): kẻ xâm lăng  - defend (v): bảo vệ  - mythical (adj): truyền thuyết  ***\*Key:***  1. B 2. A 3.C  **3. Listen to the talk again and write answers to the questions below.**  **\* Key:**  1.He is a mythical hero, who grew from a three-year-old child into a giant overnight.  2.The preparations begin one month before the festival.  3.A religious ceremony.  4.There is a cheo play performance.  This festival shows the love for our motherland and the preservation of our cultural heritage. |
| **II. Writing.(20’/GW)**  **TASK 4. Work in pairs. Discuss with your partner the festival in Viet Nam that you like best. Use the word web below to take notes.**  - T asks Ss to brainstorm ideas to write about a festival.  - Ss write their notes.  - T goes around to give help if necessary.  - Asks them to look at the word web and helps them know how to write.  **TASK 5. Now use the notes to write an article about this festival for the school website. Remember to add any necessary connectors below to make compound and complex sentences.**  - T asks Ss to refer back to the reading passages in Skills 1 for useful language and ideas and note some necessary expressions and language as well as connectors they may need.  - Ss work individually to write a first draft.  T checks some groups and comments. | **II. Writing.**  **4.Work in pairs. Discuss with your partner the festival in Viet Nam that you like best. Use the word web below to take notes.**  **5. Now use the notes to write an article about this festival for the school website. Remember to add any necessary connectors below to make compound and complex sentences.** |
| **III. WRAPPING-UP (3’)**  - T displays some of the articles on the board.  - T calls other Ss to give their comments.  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. A. preservation B. magician C. companion D. attention  2. A. regret B. commemorate C. ceremony D. command  3. A. lantern B. legendary C. historian D. fishermen  4. A. vegetarian B. competition C. explanation D. tradition  5. A. hero B. happiness C. forward D. preserve |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully. | **III. HOME ASSIGNMENT**  - Write a complete article about the festival you choose.  - Do E1,2/P.43 – W.B. |

**V. Feedback :**

|  |  |  |
| --- | --- | --- |
| Planning date: | Teaching date: | |
| 10/ 11/ 2022 | 8B: 08/12 / 2022 | 8D: 08/ 12 / 2022 |

***Period 41***

**UNIT 5. FESTIVALS IN VIETNAM**

**Lesson 7: Looking back and Project (P.56-57)**

**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 festivals.

**3. Attitude :**

- Better attitude to festivals in Viet Nam and around the world.

- Understand and TASK ively respond to lexical and grammatical points they’ve learnt in unit 5.

**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. PROCEDURE:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **II. NEW LESSON**  **I. Vocabulary: (7’/IW/PW)**  ***TASK 1. Rearrange the letters to label the pictures.***  - T asks Ss to look at the pictures and rearrange the letters to label them individually.  - Ss share the answers with the partner  T checks Ss’ answers with the whole class and gives comments.  ***TASK 2. Complete the text about the Kate Festival with the words in the box.***  **- T** gets Ss to look at the words in the box , read chorally and check their meaning.  - Ss complete the text about Kate Festival then compare their answers with the partner.  - T calls some Ss to write the words on the board and gives feedback.  - T calls some ss to read the complete text aloud. | **I. Vocabulary:**  ***1. Rearrange the letters to label the pictures.***  **\*Key*:***  1. incense 2. offering 3. pray  4. lantern 5. crowds 6. cheering  ***2. Complete the text about the Kate Festival with the words in the box.***  **\* Key:**  1. ethnic 2. commemorates  3. respect 4. ritual  5. ancient 6. procession  7. perform 8. performances |
| **II. Grammar (10’/IW/PW)**  ***TASK 3. Choose the correct answer.***  - T asks Ss to look at the sentences and choose the correct answers independently  - Ss share their answers with the partner  - T gets Ss’ answers and check as a class  ***TASK 4. Use your own words/ ideas to complete the sentences below. Compare your sentences with a partner.***  - T asks Ss to look at the sentences and choose the correct answers independently  - Ss share their answers with the partner  - T gets Ss’ answers and check as a class | **II. Grammar**  ***3. Choose the correct answer.***  ***\* Key:***  1. If 2. Even though  3. because 4. While 5. When  ***4. Use your own words/ ideas to complete the sentences below. Compare your sentences with a partner.***  ***\** Suggested answers:**  1. When the Lim festival begins, people come to see the quan ho singing performance.  2. Because we have many festivals in January, we call it the month of fun and joy.  3. If you go to the Hue festival, you can enjoy an ao dai show.  4. Even though/ Although sticky rice is very tasty, it’s hard to eat it everyday.  5. While/ When we are boiling chung cakes, we ofen listen to our grandparents’ stories. |
| **III. Communication (5’/PW)**  ***TASK 5. Put the following things and TASK ivities in the correct columns.***  - T asks Ss to look at the things and TASK ivities in the box and has them work in groups to sort the words and phrases for the two festivals.  - Ss work in groups to do the task.  - T calls some representatives to complete the table on the board.  - T checks their answers as a class.  **Finished!**  Finally, T asks Ss to complete the self-assessment. T identifies any difficulties and weak areas and provides further prTASK ice | **III. Communication**  ***5. Put the following things and TASK ivities in the correct columns.***  **Key***:*   |  |  | | --- | --- | | New Year Festival | Mid-autumn Festival | | Family reunion  Visiting relatives  Firework displays  Kumquat  The first-footer | Mooncakes  Lion dance  Floating lanterns  Welcome-the-moon  party  Hang Nga and Cuoi  stories |   **Finished!** |
| **IV. Project (7’)**  Talent show  ***1. Look at the pictures. Ask and anwer the questions.***  T asks Ss to work in groups.  SS work in groups of 6 to sk and answer the questions.  ***2. Plan your performance.***  Ask Ss to work in bigger groups to do the project. Based on the result of Ss’ answers to question 3, rearrange the groups so that Ss who know how to sing these songs are distributed evenly among the groups.  Ss read the instructions in the book.  T answer Ss’ question if there are any. Ss will probably need to do some research outside of class before making presentations and performances.  - Teacher guides and sets this TASK ivity as home assignment. | **IV. Project**  **Talent show**  ***1. Look at the pictures. Ask and anwer the questions.***  **\* Suggested answers:**  1. Chau van singing, xoan singing, quan ho singing and don ca tai tu singing.  2. – Chau van is often performed in competitions or religious ceremonies in the north of Viet Nam.  - Xoan is often performed in the Hung King Temple Festival of in other local festivals in Phu Tho Province.  - Quan ho is often performed in the Lim festival, Bac Ninh Province and local festivals.  - Don ca tai tu is often performed in the south of Viet Nam, normally in weddings, birthday anniversaries, and local festivals.  ***2. Plan your performance.*** |
| **IV. HOME ASSIGNMENT (1’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASSIGNMENT**  - Review the lesson.  - Prepare for the talent show. |

**TEST 15’**

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

1. a. wrap b. worship c. wear d. wife
2. a. chopst**i**ck b. trad**i**tion c. g**i**ft d. kn**i**fe

**II. Choose the word which is stressed differently from the rest.**

1. a. reunion b. ceremony c. performance d. procession
2. a. lantern b. bamboo c. Christian d. incense

**III. Choose the best answer to complete the sentences.**

1. You look really tired. You \_\_\_\_\_\_\_\_\_ take a few days off and have a holiday.

a. should b. must c. have to d. can

1. You \_\_\_\_\_\_\_\_\_ speak when the teacher is speaking.

a. needn’t b. can’t c. don’t have to d. mustn’t

1. Japanese have developed the custom of eating meals sitting on tatami \_\_\_\_\_\_\_, not on chairs

a. towels b. prongs c. trays d. mats

1. ‘We don’t sweep the floor on the first day of Tet.’ ‘\_\_\_\_\_\_\_\_\_ Why?’

a. What a bad day! b. You’re kidding! c. You’re right. d. Spot on!

1. \_\_\_\_\_\_\_\_\_ the main worship event is taking place at Hung Temple, 100 lanterns are released

into the sky.

a. Because b. Even though c. While d. If

1. Trần Temple Festival lasts from the 15th-20th of lunar August. \_\_\_\_\_\_\_\_\_, visitors all over the country eagerly go on a pilgrimage far prior to the day.

a. Nevertheless b. Otherwise c. Therefore d. Moreover

1. Ghe Ngo Race is a religious ritual of the Khmer to \_\_\_\_\_\_\_ the Snake God Nagar.

a. commemorate b. preserve c.command d. process

1. Tran Temple Festival is held \_\_\_\_\_\_\_ the 15th day of the first lunar month.

a. in b. for c. at d. on

**IV. Supply the correct tense or form of the verbs in brackets.**

1. Hung King Temple Festival \_\_\_\_\_\_\_\_\_\_\_\_(become) one of the greatest nationalfestivals in Viet Nam for a long time.
2. The local authority \_\_\_\_\_\_\_\_\_\_\_(arrange) a meeting on promotion of the festival last Friday.
3. Duong recommended Peter \_\_\_\_\_\_\_\_\_\_\_\_(attend) the Hue Festival.
4. Before Tet, women are very busy \_\_\_\_\_\_\_\_\_\_\_\_(prepare) traditional foods.

**V. Rewrite the second sentence so that it has a similar meaning to the first one.**

1. Sebastien is a French, but he plays Vietnamese folk games well. (although)

Although\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. My family went to Huong Pagoda Festival two months ago. (since)

It \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**VI. Make sentences, using the words or phrases provided. You can add some words or make**

**changes.**

1. Giong Festival/ hold/ commemorate/ Saint Giong/ who/ defeat/ An invaders

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Hung Kings Temple Festival/ one of/ most important/ national holiday/ Vietnam/

commemorate/ Hung Kings

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_