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***Period 42***

**UNIT 6. FOLK TALES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

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

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

**3. Attitude and competencies:**

- Know more and love Vietnamese legends.

- Understand and actively respond to questions about Vietnamese legends.

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

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

- T asks ss to collect more interesting information.

**IV. PROCEDURE:**

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

**V. Feedback :**

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***Period 43***

**UNIT 6. FOLK TALES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

- Adjectives describing characters.

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

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

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

**3. Attitude:**

- Know more about and love Vietnamese folk tales

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

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

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

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

**IV. PROCEDURE:**

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

**V. Feedback :**

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**Period 44**

**UNIT 6. FOLK TALES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

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

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

**3. Attitude :**

- Know more about and love folk tales.

- Understand and actively respond to the past continuous.

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Some weak ss forget how to form V.ing

- Revise as the warm up.

**IV. PROCEDURES:**

|  |  |
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| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  ***\* Pelmanism***  Ss play in two teams to revise V.ing of verbs.  T checks and gives comments . | **UNIT 6. FOLK TALES**  **Lesson 3: A closer look 2 (P.61-62)**  ***\* Pelmanism***   |  |  | | --- | --- | | take | taking | | sit | sitting | | ride | riding | | wear | wearing | | dance | dancing | |
| **II. NEW LESSON**  **I. Grammar**  ***The Past Continuous. (20’/IW/PW)***  T asks Ss to read part of the conversation from GETTING STARTED, paying attention to the underlined part.  - Teacher elicits any rules from students.  T: When do we use the past continuous tense?  Ss read the Grammar box.  T draws Ss’ attention to the use of the past continuous tense by analyzing the examples in the Grammar box.  ? Give some examples.  **\* Practice**  Teacher uses different techniques to teach vocabulary (situation, realia)  - Follow the seven steps of teaching vocabulary  \* Checking vocab: Slap the board  **1. Complete the following sentences by putting the verbs in brackets in the correct form.**  Ss do the grammar exercise individually.  T reminds students to look back at the Grammar box if necessary.  - Ss compare answers in pairs before checking with the whole class.  **2a: Use the past continuous and the suggested words to write sentences to describe what was happening in each picture.**  Ss do the grammar exercise individually.  T reminds students to look back at the Grammar box if necessary.  - Ss compare answers in pairs before checking with the whole class.  **2b. Work in pairs. Ask and answer questions about the pictures in a.**  First, T models this activity with a more able student.  Ss work in pairs to practice.  - T goes around to provide help.  T calls some pairs to practice in front of the class  **Look out!**  T asks ss to read the **Look out**! box.  T draws Ss’s attention to this use of the past simple tense by analyzing the instruction and examples in the **Grammar** box.  Ss give a comparison between the simple past tense and the past continuous tense.  T asks ss to give some examples.  **3: Write the correct form of each verb. Use the past continuous or the past simple.**  T asks Ss to do the grammar exercise individually. Remind them to look back at the **Grammar** box and the **Look out!** box.  Ss compare answers in pairs before checking with the whole class.  **4a. Read the fable and put the verbs in brackets into the past simple or the past continuous.**  ***(10’/IW/PW)***  - T may do the first sentence as an example for Ss.  Ss do the exercise individually then compare answers in pairs before checking with the whole class.  -T checks and comments.  **4b. What is the moral of the fable?**  - Ss discuss the question in pairs.  - T asks some pairs to give their answers to the whole class. T may give comments or invite comments from other Ss. | **I. Grammar**  ***The Past Continuous.***  ***\*Example :***  *Duong: I phoned you around 9p.m last night, but no reply.*  *Nick: Oh, I was doing some Internet research on Vietnamese legends for my project.*  **\*Form: S + was/ were + V-ing.**  ***\* Use :***  **-** We use the past continuous tense to describe an action that was in progress at a stated time in the past.  E.g: At 3:30 the tortoise was running ahead of the hare.  - We use the past continuous tense to describe an action that was in progress when another shorter action happened (this shorter action is expressed by the simple past)  E.g: She was crying when a fairy appeared.  A fairy appeared while she was crying.  **\* Practice**  **\* Vocabulary:**  - a**ppear** (v)  - gown (n): áo dài, đầm (mặc vào dịp đặc biệt)  - ma**gi**cian (n): nhà ảo thuật  - spin (n): quay tròn, đan, dệt  - woods (n): rừng  - **hea**ven (n): thiên đàng  - roar (v): gầm, rú  - **an**ger (n): cơn giận, sự giận  **1. Complete the following sentences by putting the verbs in brackets in the correct form.**  ***\* Key:***  1. was wearing 2. were you doing  3. was doing 4. Ran  5. was not/wasn’t waiting  **2a: Use the past continuous and the suggested words to write sentences to describe what was happening in each picture.**  **\* Key:**  1.The servant was spinning in the woods.  2.The girl was picking flowers by the side of the road.  3.The knights were riding (their ) horses to the castle.  4.Cinderella was dancing with the prince.  5.Saint Giong was flying to heaven.  6.The ogre was roaring with anger.  **2b. Work in pairs. Ask and answer questions about the pictures in a.**    **\* Key:**  2. What was the girl doing?  She was picking flowers by the side of the road.  3. What were the knights doing?  They were riding ( their ) horses to the castle.  4. What was the ogre doing?  It was roaring with anger.  5. What was Saint Giong doing?  He was flying to heaven  **Look out!**  **3: Write the correct form of each verb. Use the past continuous or the past simple.**  **\* Key:**  1.was walking, stopped, had  2.was lying, heard, needed  3.heard, was following, started  4.dropped, ate  5.were dancing, left  6.was missing/missed, decided  **4a. Read the fable and put the verbs in brackets into the past simple or the past continuous.**  ***\* Key:***  1. was shining 2. was sleeping  3. went 4. were fying  5. opened 6. fell  **4b. What is the moral of the fable?**   * **Suggested answer**:   Be happy/content with what you have. |
| **III. WRAPPING-UP (8’)**  ***5. Guess what your partner was doing last Sunday at these times.***  - Ss do the grammar exercises individually, guessing what their partner was doing at the times on the clocks.  - Ss make a note of their guesses.  T goes around to give help if necessary.  ***5b. Ask your partner to check your guesses.***  - Now T models this activity with a more able student.  - Ss work in pairs.  - T may go around to provide help.  - T calls some pairs to demonstrate in front of the class.  Summarize the main points of the lesson.  T asks ss some questions to make sure they’ve learnt the lesson well. | ***5a. Guess what your partner was doing last Sunday at these times.***  ***\*Example:***  I think Duc was having breakfast at 7a.m last sunday.  ***5b. Ask your partner to check your guesses.***  ***\*Example:***  A: Were you having breakfast at 7a.m last Sunday?  B: Yes, I was./ No, I wasn't.  **Choose the best answer:**  1. When we arrived,Cinderella \_\_\_ with the prince.  A. will be dancing B. is dancing C. was dancing D. danced  2. This time yesterday,I \_\_\_\_ the story of Saint Giong.  A. was reading B. read C. am reading D. had read  3. The wolf \_\_\_ to Granny’s house and \_\_ Granny.  A. ran/swallowed B. ran/was swallowing  C. was running/swallowed D. had run/swallowed  4. What \_\_\_\_ at 7 PM last Sunday?  A. did you do B. were you doing C. you were doing D. you are doing  5. The tortoise \_\_\_ hard-working,so he \_\_ the race.  A. did/had won B. had/was winning C. was being/won D. was/won |
| **IV. HOME ASIGNMENT (2’)**  - T assigns the home asignment.  **-** Ss copy their home asignment.  - T explains it carefully | **III. HOME ASIGNMENT**  - Do part B6,7/P.47 – W.B.  -Review the lesson. |

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

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***Period 45***

**UNIT 6. FOLK TALES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

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

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

**3. Attitude :**

- Be active in telling story.

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

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

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

- T guides them carefully.

**IV. PROCEDURE:**

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

**V. Feedback :**

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***Period 46***

**UNIT 6. FOLK TALES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

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

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

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

**3. Attitude :**

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

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

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Weak students may find it difficult to speak.

- Guide them carefully.

**IV. PROCEDURE:**

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

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 27/11/ 2022 | 8B: 22/ 12 / 2022 | 8D: 22/ 12/ 2022 |

***Period 47***

**UNIT 6. FOLK TALES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

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

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

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

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

**3. Attitude :**

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

the stories.

- Understand and actively respond to write a narrative.

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Ss may get confused in writing.

- Guide them carefully.

**IV. PROCEDURE:**

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

**V. Feedback :**

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| Planning date: | Teaching date: | |
| 27/11/ 2022 | 8B: 23/ 12 / 2022 | 8D: 24/ 12/ 2022 |

***Period 48***

**UNIT 6. FOLK TALES**

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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- ***Vocabulary*** : Review

- ***Language***: Review

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

**3. Attitude :**

- Positive attitude towards moral values..

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

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

**II. PREPARATIONS:**

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

**Students:** Text books and workbooks.

**III. ANTICIPATED PROBLEMS AND SOLUTIONS**

- Students may not have enough time to do project.

- Guide them and let them do at home.

**IV. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher and Students' activities** | **Contents and Board Display** |
| **I. WARM UP (5’/IW)**  Teacher asks ss something about their favorite stories. | **UNIT 6. FOLK TALES**  **Lesson 7: Looking back and Project (P.66-67)** |
| **II. NEW LESSON**  **I. Vocabulary: (7’/IW/PW)**  **1. Think of an example for each type of story in the box.**  T asks Ss to think of as many examples of different types of stories as possible.  Ss work in groups of four to write them up.  Then ask Ss to say their examples in front of the class.  T comments.  **2. Write the correct words under the pictures.**  T asks Ss to do these exercises individually at first.  Then they can check their answers with a partner before discussing the answers as a class.  T checks and comments.  **3. Put the words in the box into the correct columns.**  T asks Ss to do these exercises individually at first.  Then they can check their answers with a partner before discussing the answers as a class.  T checks and comments.  T asks ss to read the words aloud. | **I. Vocabulary:**  **1. Think of an example for each type of story in the box.**  ***\* Example:***  The Adventures of Robinhood is a legend.  **2. Write the correct words under the pictures.**  ***\* Key:***  1. witch 2. hare 3. knight 4. Orge  5. fairy 6.tortoise 7. giant 8. dragon  **3. Put the words in the box into the correct columns.**  ***\*Key:***   |  |  | | --- | --- | | **Characters** | **Personality** | | Woodcutter  Witch  Dragon  Fairy  Giant  Hare  Emperor  Tortoise  Knight  Orge  Eagle  Budha | Cruel  Kind  Generous  Mean  Wicked  Cheerful  Fierce  Evil  Cunning  Brave  greedy | |
| **II. Grammar (10’/IW/PW)**  **4. The following people were at home at 5 p.m yesterday.What were they doing? Work in pairs, ask and answer the questions.**  - T models this activity with a more able student.  - Ss work in pairs to ask and answer.  - T may go around to provide help if necessary.  - T calls some pairs to practice in front of the class.  - T checks and comments.  **5. What were you doing at the following times? Work in pairs. Ask and answer questions, as in the example.**  - T models this activity with a more able student.  - Ss work in pairs to ask and answer.  - T may go around to provide help if necessary.  - T calls some pairs to practice in front of the class.  - T checks and comments.  **6. Work in pairs. Make exclamatory sentences about your partner or other classmates.**  - T models this activity with a more able student.  - Ss work in pairs to ask and answer.  - T may go around to provide help if necessary.  - T calls some pairs to practice in front of the class.  - T checks and comments. | **II. Grammar**  **4. The following people were at home at 5 p.m yesterday.What were they doing? Work in pairs, ask and answer the questions.**  ***\* Key:***  2. A: Was Mrs. Lan doing the gardening?  B: No, she wasn’t. She was cooking.  3. A: Was Mr. Hung writing a letter?  B: No, he wasn’t. He was reading a newspaper.  4. A: Were Hoa and Hai playing table tennis?  B: Yes, they were.  5. A: Was Duong listening to music?  B: No, he wasn’t. He was watching TV.  6. A: Was Mai doing her home asignment?  B: No, she wasn’t. She was sweeping the floor.  **5. What were you doing at the following times? Work in pairs. Ask and answer questions, as in the example.**  **6. Work in pairs. Make exclamatory sentences about your partner or other classmates.** |
| **III. Communication (10’/PW/GW)**  **7. Number the lines of the dialogue in the correct order.**  First, T asks Ss to do the task individually to number the lines of the dialogue. Then asks them to check their answers with the whole class.  After finishing, T asks Ss to practice saying the dialogue with their partners. | **III. Communication**  **7. Number the lines of the dialogue in the correct order.**   * ***Key:***   1. D 2. I 3. A 4. C 5. F  6. H 7. J 8. B 9. G 10. E |
| **Finished!**  Finally T asks Ss to complete the self-assessment box.  Ss do dependently.  T indentifies any difficulties and weak areas and provides further practice. | **Finished!** |
| **IV. Project (8’)**  **ENTRIES IN MY DIARY**  ***1.Read the fairy tale Sleeping Beauty.***  - T asks Ss to read the fairy tale Sleeping Beauty.  - Each student may make notes about the main characters and the plot of the fairy tale.  ***2.Imagine you are a character in Sleeping Beauty. You can be the king, the queen, the princess, the prince, a good fairy, or the old and wicked fairy. Write two or more entries in your diary from the point of view of your character. Then, draw a picture to describe what was happening on that day.***  - T asks each student to imagine he/she is one of the characters and write two or more entries in the diary from the point of view of this character.  - Ss study the given example carefully because it may help them understand what they should do.  - Ss note the use of the past simple and the past continuous in the example. If there is enough time, T may let Ss complete the project in class. Otherwise, Ss can complete the project as home asignment.  - Teacher guides and sets this activity as home asignment. | **IV. Project**  **ENTRIES IN MY DIARY**  ***1.Read the fairy tale Sleeping Beauty.***  ***2.Imagine you are a character in Sleeping Beauty. You can be the king, the queen, the princess, the prince, a good fairy, or the old and wicked fairy. Write two or more entries in your diary from the point of view of your character. Then, draw a picture to describe what was happening on that day.*** |
| **III. WRAPPING-UP (3’/IW)**  \*Summarize the main point of the lesson. | **Choose the best answer:**  1. A. colorful B. announcement C. repay D. invade  2. A. cunning B. woodcutter C. servant D. celebration  3. A. castle B. invite C. eagle D. cheerful  4. A. startfruit B. offer C. surprised D. swallow  5. A. greedy B. cruel C. accept D. frighten |
| **IV. HOME ASSIGNMENT (2’)**  - T assigns the home assignment.  **-** Ss copy their home assignment.  - T explains it carefully | **III. HOME ASIGNMENT**  -Review the lesson.  **-** Do Project.  - Get ready for Review 2 |

**V. Feedback :**

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