

Teaching date: 8A.....
8 B.....

Period 1: REVISION

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

- Review all main what they have studied in the 7th form
- Practice doing some exercises

a. Vocabulary: Review

b. Grammar: Tenses: Present simple, present progressive; Be going to +V.inf .

2. Competences: Linguistic competence, cooperative learning and communicative competence

3. Qualities: - Love the English subject and use it regularly.
- Proud of the culture and mother tongue.

II. Teaching aids:

1. Materials: Text book

2. Equipment: computer accessed to the Internet, projector

III. Procedure :

1. Check old lesson: No checking

2. New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activit y 1. Warm up</p> <p>Goal: To attract Ss's attention to the lesson and to lead in the new lesson</p>	
<p>T lets students play game: review some vocabularies</p> <p>* Groupwork:</p> <ul style="list-style-type: none"> - Divide the class into two teams - Time: 7 minutes - Each student in each team write a word you have learnt. - The team with more and correct words is the winner. 	
<p align="center">Activity 2. Presentation</p> <p>Goal: Review some stru ctures they have learnt in class 7</p>	
<p>T asks students to retell the way to use the present tense, past simple tense, future tense.</p> <p>Ss retell and give examples</p>	<p>I. Tenses.</p> <p>1. Present tenses: simple/ cont./ perfect Ex. - Nam goes to school everyday.</p> <ul style="list-style-type: none"> - He is writing a letter. - They have built that house for 3 months. <p>2. Past : simple/ cont Ex. - My mother bought me a new shirt yesterday.</p>

<p>T asks students to retell the way to use of the passive voice.</p> <p>Ss retell and give examples</p> <p>T reviews some main structures</p> <p>Ss listen and remember</p>	<p>- We were having dinner when Lan came yesterday.</p> <p>3 . Future : simple/ cont. Ex. - We will travel to HN next weekend.</p> <p>- We will be traveling by this time next month.</p> <p>II. Passive voice.</p> <p>1 . Active: Someone does something. 2 . Passive: Something is done (by agent) Ex. - The cat eats the mouse. => The mouse is eaten by the cat. - Lan does her homework everyday. => Lan's homework is done everyday.</p> <p>III. Main structures.</p> <p>1 . although + a clause of concession => despite + N-phrase/ V-ing Ex. - Although he is poor, he is the best student in our class. => Despite being poor, he is the best student</p> <p>2 . used to + V = usually + V-ed/ V2 (past habit) Ex. My father used to smoke a lot but now he isn't any more.</p> <p>3 . be/ get + used to + V-ing (present habit) Ex. Lan is used to getting up early.</p> <p>4 . Degree of comparisons a. Equality: as As b. Comparative: er...than/ morethan c. Superlative: the ...est / the most ...</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Help students do exercises about the structures they have reviewed</p>	
<p>T gives exercises about tenses and asks students to do it.</p> <p>Ss do exercise</p> <p>T corrects</p>	<p>I. Correct verbs form/ tense</p> <p>1 . There (be) 3 accidents on this street in the past 3 days.</p> <p>2 . Is this the first time you (visit) our beautiful country?</p> <p>3 . Scientists (find) cures for many illnesses in the last 50 years.</p> <p>4 . My uncle's health (improve) since he (leave) India.</p> <p>5 . I (buy) a new shirt last week but I (not wear) it yet.</p>
<p>T gives exercises about passive voice and asks students to do it.</p> <p>Ss do exercise</p> <p>T corrects</p>	<p>6 . I (not see) Lan since we (leave) school.</p> <p>II. Change into passive .</p> <p>1 . She read <u>the letter</u> many times last night.</p>

<p>T asks students to rewrite the sentences. Ss do exercises T corrects</p>	<p>2 . Hoa met <u>Tim</u> at the market yesterday. 3 . She didn't introduce <u>me</u> to her mother. 4 . My father planted <u>this tree</u>. 5 . Thu helped <u>him</u> do his homework. 6 . They didn't invite <u>me</u> to the birthday party. 7 . they built <u>that house</u> in 1972 8 . Mr. Smith has taught us French for two year. 9 . They didn't look after the children properly. 10 . Nobody swept this street last week. III. Rewrite sentences with: although/ despite 1 . She felt sick. She went to work. (though) => 2 . I was really tired. I couldn't sleep. (even though) => 3 . He is very rich. He isn't happy. (although) => 4 . She couldn't answer the question. She is very intelligent. (though) => 5 . He tried. He was not successful. (though) => 6 . His life is hard. He determined to study well. =></p>
---	--

*** Homework**

- Review all by yourself.

- Prepare: Unit 1. Getting started

Date of teaching: 8A.....

8 B.....

UNIT 1 - LEISURE ACTIVITIES

Period 2: GETTING STARTED

I. Objectives: By the end of the lesson, students will be able to:

- Extend and practise vocabulary related to the topic "leisure activities".
- Interact a conversation about different leisure activities.
- Express their own leisure activities.

1 . Knowledge :

a.Vocabulary: vocabulary related to leisure activities.

b. Structure: Verbs of liking + gerund/ to-infi.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Express their own leisure activities happily.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up.</p> <p>Goal: To attract Ss's attention to the lesson and to lead in the new lesson</p>	
<ul style="list-style-type: none"> - T writes the words LEISURE ACTIVITIES on the board. - Work groups: + Divide the class into two teams. + Ask students in each team take turn to write their hobbies on board. + The team with more and correct words is the winner. - T introduces the lesson about the leisure activities. 	<p>* Brainstorming.</p> <p>cycling</p> <div style="text-align: center;"> </div>
<p align="center">Activity 2. Presentation</p> <p>Goal: Ss can know some vocabulary words in the conversation</p>	

<ul style="list-style-type: none"> - T asks some questions about picture. + Where are Phuc, Mai, and Nick? + Where are they doing? + What are they holding in their hands? + What are they talking about? + Can you guess what Mai, Phuc and Nick like doing in their free time? ... - Ss answer the questions - T plays the recording. - Ss listen to the tape (twice) and then check the guessing. - T gives some newwords - Ss read in chorus and individually And copy all the words. - T reviews Verbs of liking + gerund/ to-infi. 	<p>1 . Listen and read</p> <p>* Vocabulary.</p> <ul style="list-style-type: none"> - to check out: kiểm tra lại - a trick: thủ thuật, mẹo - a craft kit: bộ đồ nghề làm thủ công - savings: tiền tiết kiệm - button: cúc áo, khuy <p>* Grammar.</p> <ul style="list-style-type: none"> - I love to watch him. - I love watching him.
--	---

Activity 3. Practice

Goal: Ss can understand and answer the questions about conversation

<p>- T asks Ss to work individually to circle the correct answer; compare their answer with a partner and then explain their choice.</p> <p>- T gives the correct answers on the screen.</p>	<p>Ex a: Circle the correct answer</p> <p>* Keys</p> <p>1 . bookstore 2. book</p> <p>3 . dog 4. craft kit</p> <p>5 . folk music 6. Vietnamese</p> <p>Ex b. Tick the boxes the leisure activities Mai, Phuc & Nick have</p>			
		Ph	M u c	N
	Pet training	x		
Making crafts		x		

<ul style="list-style-type: none"> - Have Ss do this task individually first, then compare the answers with their partner. They should be able to give ideals from the text that support their answers. 	Reading	x		x
	Listening to music			x
	Playing sports	x		x
	Helping parents	x	x	

	<div>with DIY projects</div> <div>Learning languages</div>				x						
<div>Activity 4. Further practice.</div> <div>Goal: Ss can describe the photos about 1 leisure activities and complete the correct adjectives to describe some leisure activities</div> <div><div><div>- T asks Ss to work in pairs to match the words/ phrases in the box to the photos, then listen to check their answers.</div><div>- T asks Ss to look at the picture and describe the photos Eg: 1. He is playing computer games</div><div>- Ss look at the picture and describe the photos.</div><div>- Ss work individually to do the task then compare their answers with a partner. Tell Ss they need to look for the surrounding key words in order to complete the task. Note that ‘good’ and ‘satisfied’ fit both items 1 and 5.</div></div><div><div>2 . Find words or phrases in the box to describe the photos. Then listen to check the answers. Key: 1 . playing computer games 2 . playing beach games 3 . doing DIY 4 . texting 5 . visiting museum 6 . making crafts</div><div>3 . Complete the sentences ... 1. satisfied 2 . relaxing/ exciting 3 . fun 4 . boring 5 . good</div></div></div> <tr><td colspan="6"><div>Activity 5. Production</div><div>Goal: Ss can talk about leisure activities and share feelings about them</div><div><div>+ Work individually - T asks Ss to describe the leisure activity and give the reason why they like them</div><div>+ Work in groups (6 groups) - Time: 1minute - Ask each member will talk about one activity. - The group which describe more activity is the winner.</div></div><div><div>Game: Changing partner.</div><div>Eg: I like reading book in my free time. Because reading book helps me improve my knowledge and know what happening in our country or over the world. ...</div></div></td></tr>						<div>Activity 5. Production</div> <div>Goal: Ss can talk about leisure activities and share feelings about them</div> <div><div>+ Work individually - T asks Ss to describe the leisure activity and give the reason why they like them</div><div>+ Work in groups (6 groups) - Time: 1minute - Ask each member will talk about one activity. - The group which describe more activity is the winner.</div></div> <div><div>Game: Changing partner.</div><div>Eg: I like reading book in my free time. Because reading book helps me improve my knowledge and know what happening in our country or over the world. ...</div></div>					
<div>Activity 5. Production</div> <div>Goal: Ss can talk about leisure activities and share feelings about them</div> <div><div>+ Work individually - T asks Ss to describe the leisure activity and give the reason why they like them</div><div>+ Work in groups (6 groups) - Time: 1minute - Ask each member will talk about one activity. - The group which describe more activity is the winner.</div></div> <div><div>Game: Changing partner.</div><div>Eg: I like reading book in my free time. Because reading book helps me improve my knowledge and know what happening in our country or over the world. ...</div></div>											

*** Homework**

- Talk about your leisure activity
- Learn new words/ workbook: B1, 2, 3
- Prepare for the next lesson : A closer look 1

Date of teaching: 8A.....
8 B.....

UNIT 1 - LEISURE ACTIVITIES

Period 3: A CLOSER LOOK 1

I. Objectives: By the end of the lesson students will be able to:

- Practise vocabulary related to the topic "leisure activities".
- Talk about leisure activities
- Practise how to pronounce the clusters / **br** / and / **pr** /.

1 . Knowledge :

- a. Vocabulary: vocabulary related to leisure activities.
- b. Pronunciation: / **br** / and / **pr** /

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Express their own leisure activities happily.

II. Teaching aids:

1 . Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1. Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1 . Warm up.</p> <p>Goal: To attract Ss's attention to the lesson and to lead in the new lesson</p>	
<p>- Work groups:</p> <p>+ Divide the class into two teams.</p> <p>+ Time: 3 minutes</p> <p>+ Ask students in each team to take turn to talk about leisure activities. + The team with more and correct activities is the winner.</p>	
<p align="center">Activity 2. Presentation.</p> <p>Goal: Ss can pronounce correctly the clusters / br/ and / pr /. And know some leisure activities in the US.</p>	

<p>T has Ss work individually to complete this task. Once they have finished. Ss work in pairs to compare their answers.</p> <p>T plays the recording for Ss to check and then repeat. Pause the recording to drill difficult items.</p> <p>T asks Ss to add more words which contain these cluster. Call Ss to make sentences with these words and practice saying them.</p> <p>T has Ss practice the words with the clusters first. Then ask them to repeat the whole sentences.</p> <p>T focuses students on studying the pie chart of leisure time on an average day then answer some questions:</p> <ul style="list-style-type: none"> + What is the pie chart about? + Where can you find the information? + What do the different colors sections of the chart refer to? + How are these sections calculated? + What does the note tell you? + What are the source tell you? ... <p>Ss: Answer</p>	<p>1 . Pronunciation</p> <p>Ex1. Listenand complete.</p> <p>Auto script:</p> <ol style="list-style-type: none"> 1 . Apricot 2 . Bridge 3 . Bracelet 4 . Bread 5 . princess 6 . President 7 . President 8 .broccoli <p>Ex 2. Listen and repeat.</p> <p>2 . Vocabulary</p> <p>Ex1. Look at the following pie chart and answer the questions.</p>
--	---

<p>T: Ask Ss to answer the questions that follow the chart. Ss: Answer</p>	<p>Key:</p> <p>1 . In 2012, people in the USA spent 5.1 hours a day on sport & leisure activities. 2 . The main activities they did include watching TV, socializing & communicating, reading participating in sports, exercise & recreation, using computer for leisure and thinking. 3 . The 3 most common activities were watching TV, socializing & communicating and using computer for leisure.</p>
--	--

Activity 3. Practice

Goal: Students talk about their favorite activities in the freetime.

<p>T has Ss work individually to complete the task. e.g. relaxing comes from the verb relax with –ing added, and it refers to the activity. a noun made from a verb by adding –ing. Ss complete the table T corrects</p> <p>T asks Ss to match words with each activity Ss match T gives the feedback, encourage them to add more words in each category.</p>	<p>Ex 2. Complete the table Key:</p> <table border="1" data-bbox="759 174 1294 533"> <thead> <tr> <th>Name of activity</th><th>Verb</th></tr> </thead> <tbody> <tr><td>relaxing</td><td>relax</td></tr> <tr><td>thinking</td><td>think</td></tr> <tr><td>using</td><td>use</td></tr> <tr><td>doing</td><td>do</td></tr> <tr><td>watching</td><td>watch</td></tr> <tr><td>reading</td><td>read</td></tr> <tr><td>socializing</td><td>socialize</td></tr> <tr><td>communicating</td><td>communicate</td></tr> </tbody> </table> <p>Ex3. Matching.</p> <p>Key: 1.e 2.b 3.f 4.a 5.d 6.h 7.c 8.g</p>	Name of activity	Verb	relaxing	relax	thinking	think	using	use	doing	do	watching	watch	reading	read	socializing	socialize	communicating	communicate
Name of activity	Verb																		
relaxing	relax																		
thinking	think																		
using	use																		
doing	do																		
watching	watch																		
reading	read																		
socializing	socialize																		
communicating	communicate																		
<p align="center">Activity 4. Further practice. Goal: Ss can talk about activity which they do the most</p>																			
<p>+ Work in pairs T asks student to talk about activity which they do the most + name activity + Why? + How much time do they spend? + Who do they do with?</p>	<p>Eg: I like playing sports most because it helps me relax and keep fit and stay healthy. I often spend one hour to play it.</p>																		
<p>+ How do they feel? Ss talk about their favorite activity with their partner.</p>																			

*** Homework.**

- Talk about your leisure activity and pronunciation again
- Prepare for the next lesson: A closer look 2

Date of teaching: 8A.....
8 B.....

UNIT 1 - LEISURE ACTIVITIES

Period 4: A CLOSER LOOK 2

I. Objectives: By the end of the lesson students will be able to:
- Use the lexical items related to the topic "leisure activities"
- Use verbs of liking that are followed by gerunds/ to -infinitives
- Practice doing exercises with verbs of liking.

1. Knowledge :

- Vocabulary: Review
- Structure: verbs of liking + gerunds/ to -infinitives.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Express their own leisure activities happily.

II. Teaching aids:

1. **Materials:** Text book, plan
2. **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1. **Checkup attendance.**
2. **Checkup the old lesson**
3. **New lesson**

Teacher ' and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p align="center">Goal: To warm up the class and lead in the new lesson</p>	
<p>+ Groupwork:</p> <ul style="list-style-type: none"> - Time: 3 minutes - Divide the class into two lines. - Talk an activity (eg: I like going out with my friends; I want to go out with my friends...) to the first student of the line and then he whispers with his partner and the end of line will write on the board. - The team which write right sentence is the winner <p>T introduces the lesson</p>	
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Help Ss know how to use verbs of liking that are followed by gerunds/ to -infinitives</p>	

<p>T focuses students on reviewing how the gerund is form & its functions grammatically</p> <p>T lets students make sentences with Verbs of liking + gerunds/ to V</p> <p>Ss make sentences with Verbs of liking + gerunds/ to V</p> <p>T presents some words.</p> <p>Ss copy and read</p>	<p>1 . Grammar:</p> <p>Ex. She <u>loves going</u> out with her friends. = She <u>loves to go</u> out with her friends. => Verbs of liking + gerunds/ to V</p> <p>2 . Vocabulary.</p> <ul style="list-style-type: none"> - adore (v) thích, tôn sùng, yêu thiết tha... - detest (v) ghét cay ghét đắng - fancy (v) mến, thích
--	--

Activity 3. Practice

Goal: Ss can use verbs of liking that are followed by gerunds/ to –infinitives to do exercises

<p>T asks them to read in GETTING STARTED and underline the verbs of liking followed by gerunds or</p>	<p>Ex 1. Underline verbs that are followed by a gerund (in getting started):</p> <p>Key:</p>
---	---

<p>to-infinitives that they find in the text.</p> <p>T asks Ss to work individually and then compare the answers with their partners.</p> <p>T plays the recording for Ss to check their answers.</p> <p>T asks students to work individually to complete this task, then T gives feedback to Ss as a class.</p>	<p>- Love to watch; - enjoy listening; - liked reading</p> <p>Ex 2. Tick the box. Then listen and check.</p> <p>Key:</p> <table><tr><th></th><th>Followed by gerund only</th><th>Followed by both gerund and to-infi</th></tr><tr><td>1 . love</td><td></td><td>✓</td></tr><tr><td>2 .enjoy</td><td>✓</td><td></td></tr><tr><td>3 .detest</td><td>✓</td><td></td></tr><tr><td>4 .prefer</td><td></td><td>✓</td></tr><tr><td>5 .fancy</td><td>✓</td><td></td></tr></table> <p>Ex 3. Write the correct form of the verbs</p> <p>Key:</p> <p>1 . making 2 . to watch/ watching 3 . skateboarding 4 . to learn/ learning 5 . sitting</p>		Followed by gerund only	Followed by both gerund and to-infi	1 . love		✓	2 .enjoy	✓		3 .detest	✓		4 .prefer		✓	5 .fancy	✓	
	Followed by gerund only	Followed by both gerund and to-infi																	
1 . love		✓																	
2 .enjoy	✓																		
3 .detest	✓																		
4 .prefer		✓																	
5 .fancy	✓																		
<p>Activity 4. Further practice</p> <p>Goal: Ss can understand and make sentences with verbs of liking, then write a email to tell their friend about free time using verbs of</p>																			

Activity 4. Further practice

Goal: Ss can understand and make sentences with verbs of liking, then write a email to tell their friend about free time using verbs of

- Make sentences with verbs of liking that are followed by gerunds/ to – infinitives .
- Write the e-mail in the notebook
- Prepare for the next lesson: Communication.

Date of teaching: 8A.....
8 B.....

UNIT 1 - LEISURE ACTIVITIES

Period 5: COMMUNICATION

I. Objectives: By the end of the lesson students will be able to:

- Practice reading a forum for friends around the world to share how they spend their free time.
- Give their opinions about leisure activities of some students in the text.

1. Knowledge :

a. Vocabulary: Extra vocabulary about leisure activities.

b. Grammar: Review

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Express their own leisure activities happily.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p align="center">Goal: To warm up the class and lead in the new lesson</p>	
<p>T asks some questions</p> <p>+ What do you do in your free time?</p> <p>+ Why do you like doing it?</p> <p>+ How much time do you spend on leisure activities?</p> <p>Ss answer the questions</p>	
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Help Ss know some vocabularies, understand the abbreviations in the text and do exercises.</p>	

<p>T presents the vocabularies</p> <p>- T explains the abbreviations are informal language that is used online and in texting messages. And then introduce the first abbreviation. Then have Ss work in pairs to complete the task. Ss work in pairs</p>	<p>1 . Vocabulary.</p> <ul style="list-style-type: none"> - window shopping = hang out - to be hooked on sth: bị mắc vào..., ham mê vào.. - to be addicted to sth: bị nghiện làm ... - To sound + adj (weird / strange / challenging...) <p>2. A bbreviations .</p>
Activity 3. Practice	

Goal: Ss can know to find the information from the text to complete the table			
+ Group work - Divide the class into groups (each group is a paragraph) - Time: 10 minutes - Ask Ss to read about some activities teenagers do in their spare time and fill in the table. - Exchange their results. - T checks and comments their results	3 . Find the information from the text to complete the table. Key:		
	Who	What activity is mentioned?	What does he/ she think of it?
	Emily	- Hanging out with friends (window shopping) - working as a volunteer	She loves it.
	Hang	Cloud watching	She adores it. It is easy.
	Linn	Going to the community center, painting, dancing and doing drama	She loves it.
	Minh	- Playing football - helping his aunt in running cooking classes	He likes it. It's fun.
	Manuel	- playing computer games - doing judo	He's addicted to it It's ok
Activity 4. Further practice			

Goal: Ss can ask and answer to give their opinions about leisure activities of some students in the text.	
<p>T asks students to practice in pairs asking and giving their opinion about leisure activities.</p> <p>Ss practice in pairs.</p>	<p>Eg:</p> <p>A: What do you think of hanging out with best friends?</p> <p>B: I think it is good because it can help to improve the relationship among us. And what do you think of playing computer games?</p> <p>A: In my opinion, It is an entertainment activity but we shouldn't spend a lot of time on this activity because it can be addicted</p>
<p>T asks students to practice in pairs asking and giving their opinion about leisure activities of them in free time at their school.</p> <p>Ss practice in pairs</p> <p>T asks Ss to give advices when they take part in leisure activities.</p> <p>Ss Ss practice in pairs</p>	<p>...</p> <p>Eg:</p> <p>A: What do you do in your freetime?</p> <p>B: I often playing video games A: What do you think of playingvideo games?</p> <p>B: I think it is good because it can help to improve the relationship among us. A: I suppose that it is not good because it can be addictive. You should spend less to play it.</p>

*** Homework.**

- Learn new words/ workbook: C. Speaking
- Prepare for the next lesson: Unit 1- Skills 1: Advantages and disadvantages of using computers or mobile phones for leisure activities.

UNIT 1 - LEISURE ACTIVITIES

Period 6: SKILLS 1

I. Objectives: By the end of the lesson students will be able to:

- Read for general and specific information about the positive and negative effects of using computers. (Scanning, skimming).
- Speak and give fact or opinion about using computers and mobile phone for leisure activities.

1 . Knowledge :

a. Vocabulary: Vocabulary about leisure activities

b. Grammar: Review.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3. Qualities: Express their own leisure activities happily.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up.</p> <p align="center">Goal: To warm up the class and lead in the new lesson</p>	
<p>T asks students to give their opinion about leisure activities Ss answer the question</p> <p>T introduces the lesson</p>	<p>* Questions you think of hanging - out</p> <p> What do with best friends? you think of playing</p> <p> -</p> <p> What do computer games? you think of playing</p> <p> -</p> <p> what do football?</p>
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Ss can write about the positive and negative effects of using computers and know some vocabulay words.</p>	
<p>T asks some questions about using the computer and the mobile phone.</p> <p>- <i>Do you have a computer at home?</i></p>	

<p>- What do you use the computer for?</p> <p>- What do you use the mobile phone for?</p> <p>- What are the benefits of using computer or mobile phone? - What are the harmful things it may bring us?</p> <p>Ss answer the questions T writes the benefits and bad affects of using the computer and the mobile phone on the board.</p> <p>- T presents the vocabularies.</p>	<div data-bbox="724 400 880 436">1 . Reading</div> <div data-bbox="724 441 912 477">Ex 1. Discuss</div> <table border="1" data-bbox="724 481 1319 875"> <tr> <th data-bbox="724 481 1019 528">Benefits</th><th data-bbox="1019 481 1319 528">Bad affects</th></tr> <tr> <td data-bbox="724 528 1019 875"> <p>- a fast and convenient way to get and send information</p> <p>- For entertainment, communication, education</p> <p>...</p> </td><td data-bbox="1019 528 1319 875"> <p>- harmful to eyes</p> <p>- feel tired and dizzy</p> <p>- Waste of time and money</p> <p>...</p> </td></tr> </table> <div data-bbox="724 887 919 922">* Vocabulary</div> <p>- virtual (a): ảo</p> <p>- ban - ned (v): cấm (~ sb from doing st/ st)</p> <p>- rely on (v): dựa vào (~ sth / doing sth) - exist – ed (v): tồn tại</p>	Benefits	Bad affects	<p>- a fast and convenient way to get and send information</p> <p>- For entertainment, communication, education</p> <p>...</p>	<p>- harmful to eyes</p> <p>- feel tired and dizzy</p> <p>- Waste of time and money</p> <p>...</p>
Benefits	Bad affects				
<p>- a fast and convenient way to get and send information</p> <p>- For entertainment, communication, education</p> <p>...</p>	<p>- harmful to eyes</p> <p>- feel tired and dizzy</p> <p>- Waste of time and money</p> <p>...</p>				
<div data-bbox="616 1137 895 1173">Activi ty 3. Practice.</div> <p>Goal: Ss can understand the informat ion about the positive and negative effects of using compu ters and do exercises</p>					
<p>- T asks Ss to work individually to choose the best answer. They need to be able to explain their choice as well.</p> <p>- T tells Ss for this exercise they will need to look at the keywords in the responses in order to find out the questions.</p> <p>- Ss work individually then compare their answers with a partner. - T corrects their answers</p>	<div data-bbox="724 1267 1198 1303">Ex 2: Choose the correct answers.</div> <p>Key:</p> <p>1 .B</p> <p>2 .C</p> <div data-bbox="724 1451 1286 1523">Ex 3. Write the qs for the answers based on information from the text.</div> <p>Key:</p> <p>1. Is Quang’s garden real?</p> <p>2 . What is the problem with using technology in your free time?</p>				
	<p>3 . What leisure activities do teenagers do these days?</p> <p>4 . What are the benefits of using the computer?</p>				
<div data-bbox="555 2038 948 2074">Activity 4. Further practice.</div>					

<p>Goal: Help Ss speak and give fact o r opinion about using computers and mobile phone for leisure activities</p>	
<p>- T explains to Ss that these speech bubbles are from Quang and his parents and then asks Ss to work in pairs to give an opinion. T gives example</p> <p>- Ss work in pairs, and say why they think who says what, based on the information from the passage.</p> <p>+ Group work</p> <p>- Arrange Ss into three groups (the group that plays Quang, the group that plays Quang's parents, and the group that plays his teacher.)</p> <p>- Ask each group to brainstorm how they are going to express their opinions.</p> <p>- When they are ready, put Ss into new groups which contain Quang, Quang's parents, and Quang's teacher.</p> <p>- Call on two or three groups to repeat their role-play for the class</p> <p>T gives advices to students when they use computers and mobile phone for leisure activities.</p>	<p>2 . Speaking</p> <p>Ex 4. Quang and his parents are talking about...</p> <p>Example:</p> <p><i>A: In my opinion, computer games train your mind and your memory.</i></p> <p><i>B: That's so true./ I'm afraid I don't agree.</i></p> <p>Ex5. Role- play: What's the solution?</p> <p>Eg:</p> <p>Q: I believe that my E is much better because I surf the Internet.</p> <p>Q' P: I don't agree with you. Go out and play with your friends is much better. T: I agree with you Q. However, you shouldn't spend much time on surfing the Net. It's not good for your eyes.</p>

*** Homework.**

- Learn by heart vocabulary and practice talking about the benefits and bad effects of using computer or mobile phone.
- Workbook: C. Speaking.
- Prepare for the next lesson: Unit 1. Skills 2

Date of teaching: 8A.....

8 B.....

UNIT 1 - LEISURE ACTIVITIES

Period 7: SKILLS 2

I. Objectives:

By the end of the lesson students will be able to:

- Listen to get specific information about way of spending time with friends.
- Write a paragraph to discuss an opinion about leisure activities.

1 . Knowledge :

- Vocabulary: Vocabulary about leisure activities

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Express their own leisure activities happily.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up.</p> <p align="center">Goal: To warm up the class and lead in the new lesson</p>	
<p>- T asks Ss to share some of the things they often enjoy doing with friends in their free time with their friends. Ask some pairs to volunteer to tell the class if they find each other's answers interesting.</p>	<p>1 . Questions + What do you usually do with your friends in your free time? - We play badminton/ football/ listen to music... - I hang out/ go window shopping/ eat out with friends...</p>
<p align="center">Activity 2. P resentation.</p> <p>Goal: Help Ss listen to get specific info rmation about way of spending time with friends and know how to give opinion</p>	
<p>- T tells Ss that they are going to a radio programme. Ask them to look at the</p>	<p>2 . Listen to the radio programme and answer the questions.</p> <p>*Key:</p>

<p>questions and underline the key words before T plays the recording.</p> <p>- T plays the recording as many times as needed.</p> <p>Ss work individually then compare answers with their partner.</p> <p>T corrects their answers</p> <p>T explains how to give an opinion</p> <p>Ss copy and give example</p>	<p>1 . The topic of this week's program is hanging out with your friends.</p> <p>2 . There are 2 main ways: hanging out indoors or outdoors.</p> <p>3 . Listen again and complete the table.</p> <p>*Key:</p> <p>1 . movies</p> <p>2 . cinema</p> <p>3 . crafts</p> <p>4 . sports</p> <p>5 . physical health</p> <p>6 . people</p> <p>7 . cultural centre</p> <p>* How to give an opinion</p> <p>1 . introducing your opinion</p> <p>- In my opinion,.....</p> <p>- I believe.....</p> <p>2 . Explaining your opinion</p> <p>Firstly,....</p> <p>Secondly,...</p> <p>3 . Concluding your opinion</p> <p>- In short,.....</p> <p>- For these reasons,</p> <p>- As I have noted,....</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Ss can apply how to give an opinion to complete the passage</p>	
<p>- T has Ss cover the box and write some of these words/phrases on the board. Ask Ss where in a paragraph they often see these words and what could be the purpose for using them.</p> <p>Ss complete the passage</p>	<p>4 . Complete the following paragraph with the words in purple box. Key:</p> <p>1 . In my opinion,/ I believe</p> <p>2 . Firstly</p> <p>3 . Secondly</p> <p>4 . Besides/ Also / In addition</p> <p>5. For these reasons/ In short / As I have noted</p>
<p align="center">Activity 4. Further practice.</p> <p>Goal: Help Ss know how to write a paragraph to discuss an opinion about leisure activities.</p>	
<p>- T asks Ss to work individually to complete the task, and discuss their answers with a partner. Remind Ss that</p>	<p>5 . Write a short passage about giving an opinion Sample:</p>
<p>for some gaps there is more than one correct answer. Ss write</p>	<p>I believe the best leisure activity for teenagers is any group activity. This could be a hobby group or even volunteering.</p> <p>Firstly, teenagers like to feel that they</p>

	<p>belong to a group.</p> <p>Secondly, being part of a group helps teenagers make friends. Friendships are very important to teenagers.</p> <p>In addition to, they will make friends with people who have the same interests as them.</p> <p>For these reasons, I think group activity is the best for teenagers.</p>
--	--

*** Homework.**

- Rewrite a short passage about giving an opinion about playing sports - Do exercises in Workbook.
- Prepare next lesson: Unit 1 - Looking back.

Date of teaching: 8A.....

8 B.....

UNIT 1 - LEISURE ACTIVITIES

Period 8: LOOKING BACK - PROJECT

I. Objectives: By the end of the lesson students will be able to:

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

1. Knowledge :

- Vocabulary: Vocabulary about leisure activities
- Structure: Review

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Express their own leisure activities happily.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up.</p> <p align="center">Goal: To warm up the class and lead in the new lesson</p>	

<p>T lets them play game: fluency lines</p> <ul style="list-style-type: none"> - Divide the class into two lines - T asks Ss to ask how they spend their free time at home. - Time: 3minutes 	<p>* Game: fluency lines</p> <p>Eg:</p> <p>A: What do you do in your freetime?</p> <p>B: I go out with my friends</p>
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Help Ss review some vocabularies about leisure activities</p>	
<p>T asks Ss to complete this exercise individually.</p> <p>T asks them to give the answers and explain their answers.</p> <p>Ss complete this task individually.</p> <p>Check and correct</p> <p>T asks Ss to complete this exercise individually.</p> <p>T asks them to give the answers and explain their answers.</p> <p>Ss complete this task individually.</p> <p>Check and correct</p>	<p>I. Vocabulary.</p> <p>1 . Which one is the odd one out?</p> <ol style="list-style-type: none"> 1 . DJY 2 . hanging out 3 . hospital 4 . detest 5 . boring 6 . computer <p>2 . Rearrange the letters to find the name of the activities.</p> <ol style="list-style-type: none"> 1 . socializing with friends. 4 . doing DJY 2 . relaxing 5 . using computers 3 . communicating with friends 6 . making crafts
<p align="center">Activity 3. Practice</p> <p align="center">Goal: Help Ss review gerunds or to-infinitives.</p>	

<p>T asks Ss to work individually to complete the exercise. Ss work individually to complete the exercise - Share the answers with partners. T calls Ss to write the answers on board.</p> <p>T has Ss complete the sentences using their own ideas. Remind them to use gerunds or to-infinitives. - Have some Ss read out their sentences. Accept all answers as long as they make sense. Ss work individually to complete the exercise and read the answers</p> <p>- Ss work individually then compare with a partner. - After Ss have finished T may explain to them that they can register as a user on the website www.thinkuknow.co.uk in order to be protected when they go online.</p>	<p>II. Grammar</p> <p>3 . Fill in the gaps with the correct form of the verbs Key : 1 . working 2 . to learn / learning 3 . seeing 4 . doing 5 . meeting 6 . play</p> <p>4 . Complete the following sentences with your own ideas. 1 . My best friend doesn't mind cooking and doing the housework. 2 . Do you fancy making crafts in your free time? 3 . My father used to hate driving in busy street but now he likes doing it. 4 . I love caring for trees and flowers in the garden. 5 . My cousin detests going out on cold days.</p> <p>5 . Choose the most suitable words / phrases to fill the gaps. Key: 1 . Firstly 2 . Secondly 3 . Thirdly 4 . In addition 5 . In short</p>
<p align="center">Activity 4. Further practice Goal: Help Ss talk about leisure activities and join the leisure activity.</p>	
<p>- Allow Ss plenty of time to do this task. For each activity they choose, they should be able to give at least one reason that led them to the decision. Then Ss work in pairs to exchange ideas.</p> <p>- T asks Ss to complete the self-assessment. Have Ss discuss as a class what difficulties remain and what areas the Ss have mastered.</p> <p>- Provide further practice if necessary.</p>	<p>III. Communication</p> <p>6 . Choose from the leisure activities in this unit.</p>

<ul style="list-style-type: none"> - Divide Ss into groups of six. - Explain for Ss how to do the activity. - Ss present and promote their activities. See how many classmates will sign up to activity. (Ss can do at home if haven't enough time) 	IV. Project Join our leisure activity.
--	---

Homework.

- Complete the project of unit 1
- Prepare for the next lesson: Unit 2: Getting started.

Date of teaching: 8A.....

8 B.....

UNIT 2: LIFE IN THE COUNTRYSIDE***Period 9: Getting started***

I. Objectives : By the end of the lesson Ss will be able to:

- Listen and read for information about the topic “Life in the countryside”.
- Practice asking and answering with “Word questions?”.

1 . Knowledge:

a. Vocabulary: buffalo-drawn cart, ridden a cart, herd, envious, charades, whisper.

b. Grammar: Comparative forms of adj/adv

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Students love talking about some activities in the countryside.

II. Teaching aids:

1. Materials: Text book, plan, extra-board

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher's and students' activities	The main contents
Activity 1. Warm- up: Goal: To warm up and help Ss pay attention in the lesson.	

<p>T introduces Nguyen and Nick. T asks some questions and ask Ss to guess where they are and what they are doing. Ss answer the questions T introduces the new lesson</p>	<p><i>Questions:</i> 1 . What can you see in the picture? 2 . What do the farmers do? 3 . What do the children do?</p>
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss review vocabularies and read for information about the topic “Life in the countryside”</p>	
<p>T presents some new words Ss copy and read</p> <p>T plays the tape and Ss repeat Some groups read the dialogue before the class. T corrects their pronunciation and comments</p> <p>T asks Ss to read again and do exercise a. Ss do exercise individually and give the answers. T checks and corrects.</p> <p>T asks the Ss to read again and answer the questions in pairs. Ss practice. T asks some pairs practice in front of the class. Ss give the answers. T checks and corrects. (extra- board)</p> <p>T asks Ss to complete the sentences with the words in the box Ss do exercise individually and give the answers. T checks and corrects.</p>	<p>1 . Listen and read *New words: buffalo-drawn cart: xe trâu kéo ridden a cart: lái xe (trâu) herd: chăn dắt envious: ghen tị charades: đố chữ whisper: nói nhỏ</p> <p>a. True or false. 1- T, 2- F, 3-F, 4-T, 5-T</p> <p>b. Answer the following questions</p> <p>1 . He is in the countryside. 2 . Right on his first day there. 3 . It's big and colourful. 4 . His grandfather. 5 . Yes, he does.</p> <p>c. Complete the sentences with the words in the box. *Key: 1 . colorful 2 . move slowly 3 . harvest time</p> <p>4 . paddy field 5 . herding 6 . buffalo- drawn cart</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Help Ss know more activities that children do in the countryside.</p>	

<p>T asks the Ss to do exercise in pairs. Ss do it. T asks them to compare the answers with the others. Ss do it. Ss give the answers. T checks and corrects.</p> <p>T asks the Ss to think of some more things that children do in the countryside. Ss do it. T asks them to compare the answers with the others. Ss do it. Ss give the answers. T checks and corrects.</p>	<p>2 . Match the activities with the pictures</p> <p>1 . e 2 . f 3 . a 4 . c 5 . d 6 . b</p> <p>3 . Think of some more things that children do in the countryside. They climb trees. They go swimming in the river.</p>
<p align="center">Activity 4. Further practice Goal: Ss can talk about countryside activities before the class</p>	
<p>T lets them play game: This game can be done in groups of four or six, or as a mingle activity. - One activity for one minute. When the time is up and T calls out 'Change!', they will move one step to the left/right to meet a new partner and talk about another activity. - Allow Ss some time to write their sentences on a piece of paper, share them with the class or group.</p>	<p>*Play game: Countryside charades</p>

*** Homework.**

- Do exercise 1,2 in workbook.
- Prepare for the next lesson: A closer look 1.
- Write some activities that children do in the countryside

Date of teaching: 8A.....

8 B.....

UNIT 2: LIFE IN THE COUNTRYSIDE

Period 10: A closer look 1

I. Objectives : By the end of the lesson Ss will be able to:

- Use the lexical items related to the topic of life in the countryside.
- Pronounce correctly words containing the clusters /bl/ and /cl/.

1 . Knowledge:

- a. Vocabulary:** put up, hay, pole, camel, cattle, blackberries, block.
- b. Grammar:** Comparative forms of adj/adv

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students love talking about some activities in the countryside.

II. Teaching aids:

1 . Materials: Text book, plan, extra-board

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3. New lesson

Teacher's and students' activities	The main contents
<p align="center">Activity 1. Warm- up</p> <p align="center">Goal: To help Ss to pay attention in the lesson.</p>	
<p>T calls two students go to the board and then plays the tape (three times) Each student listens and write words The student which writes right words is the winner T introduces the lesson</p>	<p>1 . Listen and repeat the words. Slow, colourful, friendly, hard, brave, boring, inconvenient, vast, peaceful, nomadic.</p>
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Ss can pronounce correctly words containing the clusters /bl/ and /cl/ and know some new words about the topic: “ Life in the countryside”</p>	
<p>T gives examples words containing the clusters /bl/ and /cl/ Ss copy and read T plays the tape. Ss listen and repeat. Ss read the words before the class.</p> <p>T asks Ss to listen and complete the words they hear. Ss listen. T asks some Ss to read the answers. Ss do it. T checks and corrects.</p> <p>T plays the tape. Ss listen and repeat.</p> <p>T introduces the new words. Ss listen and take notes.</p>	<p>1 . Pronunciation</p> <p>Ex 5. Listen and repeat</p> <p>Ex 6. Listen then complete you hear</p> <p>* Keys</p> <p>1 . blame. 2 . blast 3 . blue 4 . clock 5 . close</p> <p>Ex 7. Listen then repeat</p> <p>2. Vocabulary put up: dựng hay: cỏ pole:</p>

	<p>cột camel: lạc đà cattle: gia súc blackberries: quả mâm xôi block: khóa</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Ss can know more new words to describe people, life and scenery.</p>	
<p>T asks the Ss to put the words in 1 into the appropriate category. (work in groups of 8. Ss do it in groups of 8. (studying- cards) T asks some Ss to give the answers. Ss give the answers. T checks and corrects. (extra- board)</p> <p>T asks the Ss to do exercise in pairs. Ss do it. T asks them to compare the answers with the others. Ss do it. Ss give the answers. T checks and corrects. (extra- board)</p> <p>T asks the Ss to complete the sentences. (work in groups of 4). Ss do it in groups of 4. (studying- cards) T asks some Ss to give the answers. Ss give the answers. T checks and corrects. (extra- board)</p>	<p>Ex2. Put the words in 1 into the appropriate category. People: friendly, nomadic, brave, boring, colorful. Life: slow, colorful, hard, boring, inconvenient, peaceful, nomadic Scenery: vast, colorful, peaceful.</p> <p>Ex3. Match the nouns and noun phrases with each verb.</p> <p>* Keys Ride: a horse, a camel. Put up: a pole, a tent Collect: water, hay Herd: the buffaloes, the cattle Pick: wind flowers, apples</p> <p>Ex4. Complete the sentences .</p> <p>* Keys 1 . picking 2 . inconvenient/ collect 3 . herd 4 . ridden/ brave 5 . peaceful 6 . nomadic 7 . vast 8 . put up, hard.</p>
<p align="center">Activity 4. Further practice Goal: Ss can use words to apply in the life</p>	
<p>T asks Ss to use the words to describe about countryside Ss work individually</p>	

- * **Homework.** - Do exercise 1,2 in workbook.
- Prepare A closer look 2.

Date of teaching: 8A.....
8 B.....

UNIT 2: LIFE IN THE COUNTRYSIDE

Period 11: A closer look 2

I. Objectives : By the end of the lesson Ss will be able to:

- Review comparative form of adjectives.
- Use comparative form of manner.

1 . Knowledge:

a. Grammar: Comparative forms of adj/adv

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Students love talking about some activities in the countryside.

II. Teaching aids:

1 . Materials: Text book, plan, extra-board

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance.

2 . Checkup the old lesson

3 . New lesson

Teacher's and students' activities	The main contents
Activity 1. Warm- up Goal: Help Ss review comparative form of adjectives.	
T asks the Ss to do exercise. (Extra-board) Ss do it.	Write comparative of the form adjectives below. Tall- Big- Good-

T asks some Ss to write their answers at the board. Some Ss write, the others give comment. T checks and corrects. T asks them to retell about comparative form of adjectives. Ss do it. T introduces the lesson	Expensive- Key: Tall- taller- tallest Big- bigger- biggest Expensive- more expensive- most expensive
---	---

Activity 2. Presentation Goal: Ss can know how to use comparative form of manner	
T introduces the comparative form of manner Ss take notes.	1 . Comparative form of manner. 1. <i>Adverb ending in -ly</i> : more/ less+ adverb + than 2. <i>Adverb + er</i> : is the form of comparative for adverbs of manner with the same form as adjectives Fast- faster

	<p>Early- earlier Late – later Hard -harder 3. <i>Some irregular forms</i> well- better badly- worse</p>
<p align="center">Activity 3. Practice</p> <p align="center">Goal: Help Ss do exercise about comparative form of adjectives.</p>	
<p>T asks the Ss to do exercise. Ss do it. T asks some Ss to compare their answers with their partner. Ss do it. T asks some Ss to read their answers. Some Ss read T checks and corrects.</p>	<p>2 . Exercise Ex 1: Complete the passage.</p> <p>* Keys 1 .higher 2 . easier 3 . better 4 . more exciting 5 . more convenient 6 . happier 7 . more friendly 8 . fast 9 . safer 10 . best Ex 2. Complete the sentences with suitable comparative forms</p>
<p>T asks Ss to complete the sentences with suitable comparative forms Ss work in dividually and share their answers T corrects</p> <p>T asks the Ss to do exercise in pairs. Ss do it. T asks them to compare the answers with the others. Ss do it. Ss give the answers. T checks and corrects. (extra- board)</p> <p>T asks the Ss to complete the sentences. (work in groups of 4). Ss do it in groups of 4. (studying- cards) T asks some Ss to give the answers.</p>	<p>1 . more slowly 2 . more soundly 3 . less traditionally 4 . more generously 5 . more healthily Ex 3. Finish the sentences below with a suitable comparative form.</p> <p>* Keys 1 . better 2 . faster 3 . later 4 . harder 5 . worse 6 . earlier Ex 4. Underline the correct comparative forms. 1 . more optimistically 2 . Popularly 3 . less densely populated 4 . more quickly 5 . more easily</p>

Ss give the answers. T checks and corrects. (extra- board)	6 . better
<p align="center">Activity 4. F urther practice</p> <p align="center">Goal: Ss can use comparative for m of manner to answer the questions</p>	
<p>T asks the Ss to write the answer for the questions below.</p> <p>Ss do it.</p> <p>T asks some Ss to compare the answers with their friends.</p> <p>Ss do it.</p> <p>Ss give the answers.</p> <p>T checks and corrects.</p>	<p>5 . Write the answer for the questions below.</p> <p>1 . The countryside is more peaceful. / The countryside is more peaceful than the city.</p> <p>2. A computer works faster at calculus. / A computer works faster at calculus than a human being.</p> <p>3. Life in a remote area is harder. / Life in a remote area is harder than that in a modern town.</p> <p>4 . Ho Chi Minh City is more expensive. / Ho Chi Minh City is more expensive than Hue.</p> <p>5 . Animals can smell better than human beings.</p>

- * **Homework.** - Do exercise 5 in workbook.
- Make 10 sentences with the comparative
 - Prepare for the next lesson: Skills 1.

Date of teaching: 8A.....
8 B.....

UNIT 2: LIFE IN THE COUNTRYSIDE

Period 12: Communication

I. Objectives : By the end of the lesson Ss will be able to :

- Read about lifestyle in the countryside through visitors' eyes.
- Talk their opinion about the benefits of the countryside 1 .

Knowledge:

- a. **Vocabulary:** Disturbing; beehives; vast; excite
- b. **Grammar:** Comparative forms of adj/adv

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students love talking about some activities in the countryside.

II. Teaching aids:

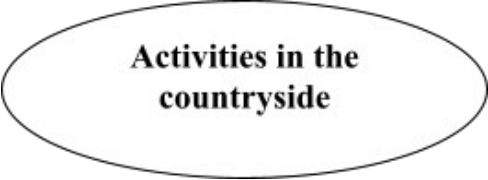
- 1 . **Materials:** Text book, plan, extra-board
- 2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

- 1 . **Checkup attendance**

2 . Checkup the old lesson

3 . New lesson

Teacher's and students' activities	The main contents
Activity 1. Warm- up Goal: To help Ss to pay attention in the lesson.	
T asks Ss to talk about the activities in the countryside. Ss do it. T corrects and remarks	
Activity 2. Presentation. Goal: Help Ss know more about vocabularies.	
	1 . Read the posts on “Holiday in the Countryside”.

<p>T asks Ss to read some online posts from people all over the world. Elicit from the Ss where these people live. Then ask Ss to check that everybody understands the meaning of vocabulary and each post before moving on.</p> <p>Ss take notes.</p> <p>T asks Ss some qs to make sure that they understand the posts.</p>	<p>Extra vocabulary</p> <p>Disturbing: phiền hà</p> <p>Beehives: tổ ong</p> <p>Vast: không gian</p> <p>Excite: hào hứng, thích thú</p> <p>*Question s:</p> <ul style="list-style-type: none">- What could Dennis do?- Is this the most interesting vacation Julie has ever had? What did she do?- Why can't Phirun stay in the countryside any longer?- Why will Lan always remember her trip to the countryside?- How does Bob feel about the countryside?			
<p>Activity 3. Practice.</p> <p>Goal: Ss can understand the conversation and do exercise</p>				
<p>T asks Ss to do exercise.</p> <p>Ss do it.</p> <p>T asks some Ss to compare their answers with their partner.</p> <p>Ss do it.</p> <p>T asks some Ss to read their answers.</p> <p>Some Ss read</p> <p>T checks and corrects.</p>		Positive	Neutral	Negative
	Dennis	✓		
	Julie	✓		
	Phirun			✓
	Yumi	✓		
	Emi		✓	
	Lan	✓		

	Bob			✓
	2 . Tick (v) the appropriate box. Key:			
T asks Ss reply to the posts in 1 Ss talk T corrects and mistakes	Eg: @Bob: In my opinion, the countryside has benefits that a boring person would never discover.			
Activity 4. Further practice Goal: Help the Ss talk their opinion about the benefits of the countryside.				
+ Groupwork - Divide the class into two groups.				
- Write about the benefits of the countryside - The group which write right sentence is the winner T asks students to practise speaking about their opinion about the benefits of the countryside Ss: Practice T gives some advices for students. They should have aware of protecting the environment of the countryside.	Eg: It is very peaceful and quiet as there are no traffic jams. The country is less polluted. you don't need to worry about your health condition, so the air is fresh, and water is clean.			

*** Homework.**

- Write their opinion about the benefits of the countryside - Do exercise 5 in workbook.
- Prepare for the next lesson: Skills 1.

Date of teaching: 8A.....

UNIT 2: LIFE IN THE COUNTRYSIDE**Period 13: Skills 1**

I. Objectives : By the end of the lesson Ss will be able to :

- Read for specific information about an unusual lifestyle in the countryside.
- Talk about what they like or dislike about nomadic life and the countryside.

1 . Knowledge:

a. Vocabulary: nomadic life, pasture, grassland, ger, circular

b. Grammar: Comparative forms of adj/adv

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students love talking about some nomadic activities.

II. Teaching aids:

1 . Materials: Text book, plan, extra-board

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher's and students' activities	The main contents
<p align="center">Activity 1. Warm- up</p> <p align="center">Goal: To warm up the class and lead in the new lesson</p>	
<p>T asks the Ss to talk about nomadic life. Ask Ss to look at the picture on your book and say what they see in the picture. Ss do it.</p>	
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Ss can know more vocabulary words about the Nomadic life on the Gobi highlands', then read and answer questions.</p>	
<p>T presents vocabulary.</p> <p>- Checking vocab: <i>Rub out and Remember</i></p> <p>T asks Ss to read the headings first and make sure they understand their meanings. They then read each part of the passage and choose the correct heading for it. T checks the answers as a class.</p> <p>T asks Ss to read the passage again and underline the words (1-5) in the passage. They then try to guess the meanings of</p>	<p>* Vocabulary</p> <ul style="list-style-type: none"> - nomads (n): - nomadic (adj): - ger (n): - pastures (n): <p>1. Read and choose the most suitable heading for each paragraph.</p> <p>* Keys</p> <p>1 . B. The importance of cattle to the nomads</p> <p>2 . C. The nomads' home</p> <p>3 . A. Nomadic children's lives</p> <p>2 . Match.</p>

these words, based on the context. Ss	Key: 1 . b 2.d 3. e 4. a 5. c
complete the exercise independently. (Extra- board) T asks them to read and choose the best answer T guides Ss to look for keywords which can help them find the part of the passage where the information for the answers is given.	3 . Read again and choose the best answer A, B, C or D. Key: 1 . A 2. C 3. A 4. B 5. B 6. D
Activity 3. Practice Goal: Ss can ask and answer about what they like or dislike about nomadic life and the countryside	
T asks the Ss to talk about what they like or dislike about their nomadic life. Ss practice in pairs T corrects and remarks T asks the Ss to talk about what they like or dislike about life in the countryside. Ss practice in pairs. T asks some Ss to practice in front of the class. T checks and corrects.	4 . Work in pairs. Example: A: What do you like about their nomadic life? B: Well, the children learn to ride a horse. A: And what don't you like about it? B: They can't live permanently in one place. 5 . Work in pairs. A: What do you like about the life in the countryside? B: The air is fresh....
Activity 4 . Further practice. Goal: Ss can talk about what they like or dislike about nomadic life and the countryside	
T asks Ss to report their findings to the class. Ss talk T corrects and mistakes	Eg: Both of us love picking fruit in the summer. It can be hard work but very satisfying.

*** Homework.**

- Do exercise 5 in workbook.
- Prepare for the next lesson: Skills 2.

Date of teaching: 8A.....
8 B.....

UNIT 2: LIFE IN THE COUNTRYSIDE

Period 14: Skills 2

I. Objectives: By the end of the lesson Ss will be able to:

- Listen for specific information about changes in the countryside.
- Write a short paragraph about changes in the countryside.

1 . Knowledge:

a. **Vocabulary:** brick houses, earthen

b. **Grammar:** Comparative forms of adj/adv

2. **Competences :** Linguistic competence, cooperative learning and communicative competence.

3 . **Qualities:** Students love talking about some nomadic activities.

II. Teaching aids:

1 . **Materials:** Text book, plan, extra-board

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher's and students' activities	The main contents	
Activity 1. Warm- up Goal: Help Ss attend to the lesson.		
+ Groupwork - Divided the class into two groups. - Put the phrases into the corect column. - Call each group go to the board and write. - The group which write right sentence is the winner T: In the past, means of transports is animal such as: horse, buffaloes... Now they travel by motobikes and cars. Now, we don't use oil lamps any more. We have electric lights. T introduces the lesson	In the past	Now
	- use oil lamp - ride a horse - walk to work - live in earthen house. - live far from school - play with the nature	- Use electric light - travel by motobikes - live in a brick house - Use electric fan, air-conditioner. - live near school - play video games - have TV
Activity 2. Presentation		

Goal: Help Ss listen to the information about changes in the countryside and do exercises

T asks students to listen to the tape and tick the changes he mentions. T calls one to read all of the sentences before the class.

T plays the tape twice.

Ss do it then answer the question in speaking.

T gives the key.

T asks them to read the sentences and guess: True or False.

T plays the tape again.

Ss listen and do exercise.

T gives the key.

T asks students to listen again and answer the questions. Ss listen and answer

1- LISTENING

Ex 1. Listen and tick(v) the change he

A. the roads in the village	
B. electrical appliances in the homes	v
C. means of transport	v
D. entertainment	
E. school	v
F. visitors	v

mentions.

Ex2. Listen again and say if the sentences are true (T) or false (F).

1 – F ; 2 – T ; 3 – F ; 4 – T ; 5 – T

Ex 3. Listen again and answer the questions no more than Four words.

1. His parents.
2. Life outside their village.
3. Nearby the village / Near the village.
4. A nomadic life.

Activi ty 3. Practice.

Goal: Ss can write ab out the changes in their village.

<p>T asks Ss to write some changes in the village. Ss write T corrects the mistakes</p>	<p>2 . WRITING Eg: My hometown has some changes. - They have a better life because they have electricity, TV, hospital, school supply. - There are good places for children to play. Eg: a park, stadium, entertainment center... - They travel to work by car... - The roads are widened</p>
<p align="center">Activity 4. Further practice. Goal: Ss can talk about the changes in their village.</p>	
<p>T asks some students to talk some changes in the village. Ss talk some changes in the village. T corrects the mistakes</p>	<p>Eg: I am going to tell you about the changes in their village.</p>

*** Homework.**

- Talk and write about the changes in their village
- Prepare for the next lesson: Looking back & Project

Date of teaching: 8A.....
8 B.....

UNIT 2: LIFE IN THE COUNTRYSIDE

Period 15: Looking back - Project

I. Objectives: By the end of the lesson students will be able to:

- Practice vocabulary and grammar points they have learnt in this unit.
- Practice making communication, project.

1 . Knowledge :

a. Vocabulary: Vocabulary about the countryside.

b. Grammar: Review comparatives.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students love talking about some activities in the countryside.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3. New lesson

Teacher's and students' activities	The main contents
Activity 1. Warm-up Goal: Help Ss attend to the lesson.	
T: Ask some students: - What do you like about the life in your countryside? Why? - What do you dislike about the life in your countryside? Why? Ss: Answer the questions	
Activity 2. Presentation Goal: Ss can use some vocabulary to describe life in the countryside	
T asks Ss to complete this exercise independently. Ss complete this exercise independently T checks the answers. T asks Ss to look at each picture, then at the verb that goes with it. Ss write the sentences in their full forms. Ss look at each picture, and write the sentences in their full forms. T goes round while Ss are writing and helps them with any difficulties. When Ss have finished, T can choose some sentences and asks Ss to write them on the board. T gives feedback. If a sentence is incorrect, ask Ss to correct it.	I. Vocabulary 1 . Use the words and phrases in the box to describe the pictures. Key: Picture a: peaceful, vast, quiet, pasture, paddy field Picture b: quiet, colourful, paddy field, harvest time, rice Picture c: peaceful, vast, quiet, nomadic life, inconvenient, ger, pasture, cattle, horses 2 . Look at each picture and write a sentence describing what each person is doing. Suggested answers: 1 . A boy is riding a horse. 2 . A man is herding his cattle/sheep. 3 . A girl is picking apples (from an apple tree) 4 . A boy is flying a kite. 5 . The children are running around in the fields/ countryside. 6 . A woman is collecting water from the river.
Activity 3. Practice Goal: Ss can use comparative forms of adverbs of manner	
T asks students to complete the sentences, using suitable comparative forms of the adverbs in brackets	II. Grammar 3. Look at the pictures and complete the sentences, using suitable

<p>Ss complete this task independently. They can then exchange their answers with a partner. T checks as a class.</p> <p>T asks Ss to read the situations carefully and decide which two things are being compared. Ss may refer to the completed sentences in 3 as a guide for this sentence completion. Ss complete the exercise independently and then compare their answers with a partner. T corrects.</p>	<p>comparative forms of the adverbs in brackets.</p> <p>Key:</p> <p>1 . faster than 2 . earlier than 3 . better – than 4 . more skillfully than 5 . more beautifully – than</p> <p>4 . Read the situations and complete the sentences with suitable forms of the adverbs in bracket.</p> <p>* Key:</p> <p>1 faster than a camel. 2 more happily than those in the city. 3 more heavily on the weather than people in many other jobs. 4 worse than I do.</p>
<p align="center">Activity 4. Further practice</p> <p align="center">Goal: Ss can practice making plan to the countryside. Ss can draw a picture of their country and describe it on paper.</p>	
<p>T asks students to work in groups and talk about the activities during the trip to the countryside Ss work in groups. They take turns to ask the questions and note down the answers.</p> <p>+ Groupwork</p> <ul style="list-style-type: none"> - Divided the class into four groups. - Members in each group will ask and answer: What will we do during the trip to the countryside? - Other members take note the answers - Each group gives 10 activities which they do during the trip to the countryside - When finishing, groups will talk about activities during the trip to the countryside <p>T explains for Ss how to do the activity. Ss listen</p>	<p>III. Communication</p> <p>5 . Work in groups.</p> <p>You are planning a trip to the countryside.</p> <p>Eg:</p> <ul style="list-style-type: none"> - What will you do during the trip to the countryside? + We will go swimming. + We will go fishing ... <p>IV. Project</p>
<p>T asks them to complete at home.</p>	

Check 15 minutes

Code 1

I. Supply the correct form of adjectives in brackets. (4 pts)

1 . Tom runs (fast)..... than me.

2 . A car is (convenient)..... than a bike.

- 3 . This test is (difficult)I have done.
 4 . I learn math (badly)than English. **II. Complete the sentences. (4points)**

horse	cattle	fields	friendly
-------	--------	--------	----------

- 1 . I love the people in my village. They are soand hospitable.
 2 . I like riding
 3 . Mr.John is herding his
 4 . The children are running around in the

III. Write 2 sentences about what you like or don't like about their life in the country. (2pts)

Code 2

I. Supply the correct form of adjectives in brackets. (4 pts)

- 1 . Tom runs (slow)..... than me.
 2 . This car is (expensive)..... than that car.
 3 . Hoa is (beautiful).....in my class.
 4 . Math isn't as (easy).....as English. **II. Complete the sentences. (4pts)**

horse	kite	pastures	vast
-------	------	----------	------

- 1 . I love thesky on starry nights. It looks fantastic.
 2 . Riding a.....is a difficult sport.
 3 . A boy is flying a
 4 . They have to move in order to look for new.....for their cattle

III. Write 2 sentences about what you like or don't like about their life in the country. (2pts)

Code 3

I. Supply the correct form of adjectives in brackets. (4 pts)

- 1 . She plays the piano (regularly)..... than her friends.
 2 . A village is much (small)than a city.
 3 . Which one is (noisy), the city or the countryside?
 4 . Hoang is (good)..... student in his class. **II. Complete the sentences. (4pts)**

horse	vast	cattle	ger
-------	------	--------	-----

- 1 . They live in a, their traditional circular tent.
 2 . Nomadic child can ride a
 3 . They have to move in order to look for new pastures for their 4 .
 I love thesky on starry nights. It looks fantastic.

III. Write 2 sentences about what you like or don't like about their life in the country. (2pts) * Key:

Code 1

I. Supply the correct form of adjectives in brackets. (4 pts)

- 1 . faster 2 . more convenient 3 . the most difficult 4 . worse

II. Complete the sentences. (4points)

- 1 . friendly 2 . horse 3 . cattle 4 . fields

Code 2

I. Supply the correct form of adjectives in brackets. (4 pts)

- 1 . slower 2 . more expensive 3 . the most beautiful 4 . easy

II. Complete the sentences. (4pts)

- 1 . vast 2 . horse 3 . kite 4 . pastures

Code 3

I. Supply the correct form of adjectives in brackets. (4 pts)

1 . more regularly 2 . smaller 3 . noisier 4 . the best

II. Complete the sentences. (4pts)

1 . ger 2 . horse 3 . cattle 4 . vast

(Code1, 2,3)III. Write 2 sentences about what you like or don't like about their life in the country. (2pts) Ss' sentences * Homework:

- Complete the project.
- Prepare for the next lesson: Unit 3: Getting started.

Date of teaching: 8A.....
8 B.....

UNIT 3 - PEOPLES OF VIET NAM
Period 16: GETTING STARTED

I. Objectives: By the end of the lesson students will be able to:

- Use the lexical items related to the topic peoples of Viet Nam.
- Interact a conversation about different ethnic groups of Viet Nam and talk about their ways of life.

1 . Knowledge :

a. Vocabulary: vocabulary related to peoples of Viet Nam

b. Grammar: Review questions.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students are aware of responsibilities with ethnic groups of Viet Nam.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

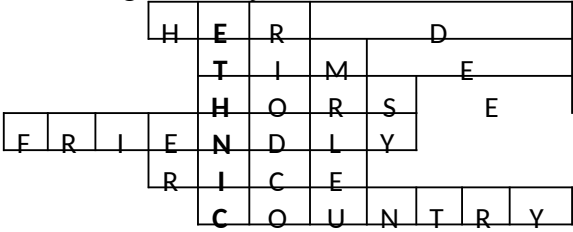
III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students '	The main contents
---------------------------	-------------------

activities	
<p align="center">Activity 1. Warm up</p> <p align="center">Goal: To warm up the class and lead in the lesson</p>	
<p>+ Groupwork</p> <ul style="list-style-type: none"> - Review the previous unit by asking Ss to solve a crossword puzzle. - Tell Ss that the red word is the keyword of the new lesson. - Divide the class into 6 teams. - Each team takes turns to solve the puzzle. - The game finishes when a student guesses the red word correctly. 	<p>* Crossword puzzle.</p> <p>Solve the crossword puzzle below.</p> <p>1 . I like to ____ buffaloes in the pastures. 2 . The farmers are very busy during harvest ____.</p> <p>3 ____ . Have you ever ridden a ____? You have to be brave to do it.</p> <p>4 ____ . People in the countryside are often open and ____.</p> <p>5 ____ . ____ was loaded onto a cart and transported home.</p> <p>6 ____ . I think ____ life is more interesting than city life.</p> 

<ul style="list-style-type: none"> - Write the unit title on the board. Write the words/ phrases ‘ethnic’, ‘ethnology’, ‘ethnic groups’, and ask Ss to guess their meaning. 	
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Help students know so me vocabularies and do exercises.</p>	

1 . Listen and read

- 1 . They are in the Museum of Ethnology.
- 2 . They want to know about the ethnic groups of Viet Nam.
- 3 . There are 54 (ethnic groups).

T tells Ss to refer back to the conversation to find the expressions. Together with Ss, elicit the meaning of these four expressions. Then give examples. For more able classes, have Ss provide the examples of when these expressions would be used.

T asks Ss to role-play the example conversation in pairs before creating their short role-plays. More able Ss can try to extend the conversation. T encourages Ss to use How+ as many adjectives as possible. T helps Ss distinguish the two words. 'people' is used as the plural of 'person' to refer to men, women, and children 'peoples': ethnic groups of people who belong to a particular country, race, or area.

4 . The Viet (or Kinh) have the largest population. 5 . Yes, they do.

c. Find the following expressions in the conversation Key:

- 1 . Used as a reply, agreeing with what sb has just said, or emphasizing that it is correct
- 2 . How+ adj/ adv: used to show a strong reaction to sth
- 3 . Used to show you understand what someone said
- 4 . Used to show that you think something is great

d. Work in pairs.

Activity 3. Practice

Goal: Ss can know and use more words related to the topic "People of Viet Nam".

T asks Ss to work in pairs and label each picture. Then let Ss read each word/ phrase correctly. Check and correct their pronunciation.

2 . Use the words and phrases in the box to label each picture.

Key :

- 1 . five-coloured sticky rice
- 2 . terraced fields
- 3 . festival
- 4 . folk dance
- 5 . open-air market
- 6 . musical instrument
- 7 . costume
- 8 . stilt house

3 . Complete the following sentences with the words and phrases in the box.

Key:

T asks Ss to do the task by themselves. After that they swap their answers with a partner. T corrects as a class. Then let them repeat the words/ phrases in chorus.

- 1 . ethnic
- 2 . heritage site
- 3 . stilt houses
- 4 . festivals
- 5 . member
- 6 . terraced fields

Activity 4. Further practice

Goal: Interact a conversation about different ethnic groups of Viet Nam and talk about their ways of life.	
- Review Wh-question. T asks Ss to ask and answer, using these cues. Ss work in pairs to ask and answer the qs. T gives correction. T may call on some pairs to talk before the class.	4 . Ask and answer. Key: 1 . Which ethnic group has the smallest population? 2 . Do the Hmong have their own language? 3 . Where do the Coho live? 4 . What colour is the Nung's clothing? 5 . Which group has a larger population, the Tay or the Thai? 6 . Whose arts are displayed at a museum in Da Nang?

*** Homework.**

- Talk about different ethnic groups of Viet Nam and talk about their ways of life.
- Learn new words.
- Prepare for the next lesson: A closer look 1

Date of teaching: 8A.....

8 B.....

UNIT 3 - PEOPLES OF VIET NAM

Period 17: A CLOSER LOOK 1

I. Objectives: By the end of the lesson students will be able to:

- Practise vocabulary related to the topic "cultural groups of Viet Nam".
- Practise how to pronounce words containing clusters /sk/, /sp/, and /st/.

1 . Knowledge :

a. Vocabulary: vocabulary related to cultural groups of Viet Nam.

b. Pronunciation: /sk/, /sp/, and /st/.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students are aware of responsibilities with ethnic groups of Viet Nam.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To warm up the class and lead in the new lesson	

<p>T asks Ss to write the vocabularies</p> <p>Ss write</p> <p>T asks Ss to talk about different ethnic groups of Viet Nam and talk about their ways of life. Ss talk</p> <p>T asks Ss to brainstorm the names of the ethnic groups they know, where they live, their costumes, their way of life, culture, folk songs ...</p> <p>- Encourage them to guess and call out as many words as possible</p>							
<p style="text-align: center;">Activity 2. Presentation</p> <p>Goal: Students can practise vocabulary related to the topic "cultural groups of Viet Nam" and do exercise</p>							
<p>T uses different techniques to teach vocabulary (situation, realia)</p> <p>Ss copy and read</p> <p>T explains and gives examples of adjectives. Ask Ss to give some more.</p> <p>Ss work in pairs to match the adjectives with their opposites.</p>	<p>I. Vocabulary:</p> <ul style="list-style-type: none"> - developed (a) - insignificant (a) - complicated (a) - major (a) - minor (a) - basic (a) <p>Ex 1. Match the adjectives in A with their opposites in B.</p> <p>Key:</p> <table> <tr> <td>1. d</td> <td>2. c</td> <td>3. g</td> </tr> <tr> <td>4. a</td> <td>5. f</td> <td>6. e 7. b</td> </tr> </table>	1. d	2. c	3. g	4. a	5. f	6. e 7. b
1. d	2. c	3. g					
4. a	5. f	6. e 7. b					

<p>T elicits the answers from the class.</p> <p>T asks Ss to work individually to do the task. Some Ss may write the answers on the board. Check their answers.</p> <p>T asks Ss to work in pairs and discuss what the word is for each picture. Check the answers with the class. For more able Ss, ask them to give other words they know which are related to the life of ethnic minority people.</p>	<p>Ex 2. Use some words from 1 to complete the sentences. Key:</p> <p>1 . written 2 . traditional 3 . important 4 . simple, basic 5 . rich</p> <p>3 . Work in pairs. Discuss what the word is for each picture. The first and last letters of each word are given. Key:</p> <p>1 . ceremony 2 . pagoda 3 . temple (Ly Son) 4 . waterwheel (in the north) 5 . shawl (of the Thai women) 6 . basket (of the Sedang)</p>															
<p>Activity 3 . Practice</p> <p>Goal: Help students know how to pronounce words containing clusters /sk/, /sp/ and /st/.</p>																
<p>T plays the recording and Ss repeat. T may pause the recording to drill difficult items. Play the recording as many times as necessary. Correct Ss' pronunciation.</p> <p>T plays the recording again. Ss listen carefully and put the words in the right columns. Note that 'school' may cause some confusion because the sounds of /sk/ are spelled with the letters 'sch'.</p> <p>T asks Ss to give other words which contain these clusters.</p> <p>T plays the recording two or three times (or more if necessary). Help Ss recognize</p>	<p>II, Pronunciation: Clusters: /sk/, /sp/ and /st/</p> <p>4 . Listen and repeat the following words.</p> <p>5 . Listen again and put them in the right column according to their sounds. Key:</p> <table><tr><td>/sk/</td><td>/sp/</td><td>/st/</td></tr><tr><td>skateboard</td><td>Speech</td><td>Stamp</td></tr><tr><td>School</td><td>Display</td><td>First</td></tr><tr><td>Basket</td><td>Crisp</td><td>Station</td></tr><tr><td>task</td><td>Space</td><td>Instead</td></tr></table> <p>6. Listen and read the following sentences. Then underline the words with the sounds /sk/, /sp/, or /st/. Key:</p>	/sk/	/sp/	/st/	skateboard	Speech	Stamp	School	Display	First	Basket	Crisp	Station	task	Space	Instead
/sk/	/sp/	/st/														
skateboard	Speech	Stamp														
School	Display	First														
Basket	Crisp	Station														
task	Space	Instead														

all the words with /sk/, /sp/, or /st/, then underline them as assigned.	<p>1 . The Hmong people I met in Sa Pa speak English very well.</p> <p>2 . You should go out to play <u>instead</u> of <u>staying</u> here.</p> <p>3 . This local <u>speciality</u> is not very <u>spicy</u> . 4 . Many ethnic minority <u>students</u> are <u>studying</u> at boarding <u>schools</u>.</p> <p>5. <u>Most</u> children in far-away villages can get some schooling .</p>
--	--

Activity 4. Production

Goal: Ss can listen and pronounce words containing clusters /sk/, /sp/, and /st/.

<p>Play game:</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Ask Ss to find some more words that have these clusters: /sk/, /sp/, and /st/. - The team which find the most words is the winner. 	<p>Play game:</p>
---	-------------------

*** Homework:**

- Practice vocabulary and pronunciation again.
- Prepare for the next lesson: A closer look 2

Date of teaching: 8A.....
8 B.....

UNIT 3 - PEOPLES OF VIET NAM

Period 18: A CLOSER LOOK 2

I. Objectives: By the end of the lesson students will be able to:

- Use the lexical items related to the topic "cultural groups of Viet Nam".
- Review different question types to ask and answer about ethnic people in Viet Nam.
- Use articles: *a, an, the*
- Practice doing exercises with Questions and articles.

1 . Knowledge :

a. Vocabulary: Review

b. Grammar: Review Questions and articles.

2. Competences : Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Students are aware of responsibilities with ethnic groups of Viet Nam.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up	

<p>Goal: To warm up the class and lead in the lesson</p>	
<p>T asks some questions about Yes/No questions and Wh-questions. Ss answer T asks students to practice some questions Ss practise all types of questions and question words they have learned so far.</p>	<p>* Questions: review Take note.</p>
<p>Activity 2. Presentation Goal: Ss can review different question types and how to use articles: “a, an, the”</p>	
<p>T asks Ss to retell the different question types Ss retell T takes notes on the board T gives some example Ss give examples T corrects T explains the uses of the articles, and gives examples. Ss copy T checks Ss’ understanding of the usage, ask Ss to make other example sentences using the articles in the same way. Ss give examples</p>	<p>1 . Questions words : who, when, where, why... 2 . Articles: “a, an, the” Eg: A lion lives in the jungles</p>
<p>Activity 3. Practice Goal: Help Ss review different question types to ask and answer about ethnic people in Viet Nam and use articles: “a, an, the” to do exercise</p>	
<p>T gives Ss about five minutes to read the passage. Ss read the passage T calls on some Ss to read aloud to the class. Correct their pronunciation,</p>	<p>1 . Read the passage.</p>

intonation and stress, and give explanation if necessary.

T asks Ss to work in groups or in pairs and write questions for the answers given. To check the work, have some Ss come up and write their questions on the board. Accept all question variations that are grammatically correct.
Ss practice in pairs

T asks Ss to work individually to complete the task.
Ss do and compare their answers with a partner.

T lets Ss work in pairs. This should be a speaking activity, so encourage Ss to talk with fluency and accuracy, and as naturally as possible.
- While Ss do their task, T goes around to monitor the whole class.

T asks Ss to work individually to do the task. Then Ss swap their books with a

2 . Now write questions for these answers.

Suggested answers:

- 1 . Who is living in the house?
- 2 . How many children do they have?
- 3 . Do the grandparents stay at home?
- 4 . How often does Mrs Pha go shopping? 5 . How far is Vang's boarding school?/ How far is the town?
- 6 . When does Vang go home (every week)?
- 7 . How do they live?
- 8 . Would they like to live (in a modern flat) in the city?

3 . Complete the questions using the right question words.

Key:

- 1 . Who
- 2 . Which
- 3 . Which
- 4 . Which 5 . What

4 . Work in pairs. Make questions and answer them.

Questions:

- 1 . Who does the shopping in your family?
- 2 . Who is the principal of our school? 3 . Which subject do you like better, English or math?
- 4 . What is the most important festival in Viet Nam?
- 5 . Which ethnic group has a larger population, the Khmer or the Cham?

Answers:

- 1-2-3: (Ss' own answers)
- 4 . The Lunar New Year
- 5 . The Khmer: 1,260,600 (The Cham: 161,700)

5 . Underline the correct article to finish the sentences.

Key:

partner to check the answers. Finally check the answers as a class. - Discuss the reasons for the article usage in each sentence.	1 . a 2 . the 3 . The 4 . the 5 . the 6 . a
<p align="center">Activity 4. Furt her practice</p> <p align="center">Goal: Ss can understand clea rly how to use “ a, an, the”</p>	
T has Ss read the passage without paying attention to the blanks. Then as a class, check any unfamiliar vocabulary so that everybody understands the meaning of the passage. Now focus on the grammar point. Ss work individually to do the task. T asks some Ss to read the passage sentence by sentence. T corrects as a class. Ss discuss the reasons for the article usage.	6 . Insert a, an or the in each gap to finish the passage. Key: 1 . a 2 . a/ the 3 . The 4 . an/ the 5 . the 6 . an

*** Homework**

- Practice grammar: use of articles, questions and answers
- Prepare for the next lesson: Communication.

Date of teaching: 8A.....
8 B.....

UNIT 3 - PEOPLES OF VIET NAM
Period 19: COMMUNICATION

I. Objectives:

By the end of the lesson, students will be able to know more about the ethnic groups of Viet Nam and talk about them.

1 . Knowledge :

a. Vocabulary: Extra vocabulary about the ethnic groups of Viet Nam.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students are aware of responsibilities with ethnic groups of Viet Nam.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To warm up the class and lead in the lesson	
<p>T explains to Ss that they are going to read about some information which write about the ethnic groups of Viet Nam.</p> <p>Ss cover the text and do the task.</p> <p>T gives the comment and key.</p> <p>Ss work in pairs to do the quiz.</p>	<p>1 . Quiz: Work in pairs</p> <p>Key: 1 . B 2. A 3. C 4. B 5.C 6. A</p>
Activity 2. Presentation Goal: Help students know more about the ethnic groups of Viet Nam	
<p>T asks students to work in pairs or small groups to complete the table. Ss work in pairs or small groups to complete the table.</p> <p>T asks them to read the task before the class</p> <p>Ss read the task before the class.</p> <p>T corrects and remarks</p> <p>T encourages them to add other ethnic groups they know of to the list.</p>	<p>2 . Where do these ethnic groups mainly live?</p> <ul style="list-style-type: none"> + Northwest region: Viet, Hmong, Lao + Northeast region: Viet, Hmong, Nung, Tay + The central Highlands: Viet, Bahnar, Brau, Ede, Giarai, Sedang + Mekong River Delta: Viet, Cham, Khmer + Red River Delta: Viet
Activity 3. Practice Goal: Ss can talk about the ethnic groups of Viet Nam	
<p>T asks Ss to choose the ethnic groups to talk about</p> <p>Ss talk</p> <p>T corrects the mistakes</p>	<p>3. Talk about the ethnic groups of Viet Nam .</p> <ul style="list-style-type: none"> - location - food - lifestyle - festivals
<p>+ Groupwork</p> <ul style="list-style-type: none"> - Divided the class into 4 groups - Each group talk about an ethnic group (Tay, Dao, Mong, Nung) - Talk about in relation to these groups. <p>Elicit these subjects if possible: (location - lifestyle – costumes - foods - festivals/ ceremonies - marriage/ weddings...)</p> <ul style="list-style-type: none"> - Give Ss time to prepare, and then let them talk in groups 	<p>Eg:</p> <p>In a small village in the North, there is a stilt house. In the house, a Tay family are living together</p>
Activity 4. Further practice Goal: Ss can know how to protect the traditional and have of responsibilities	

with ethnic groups of Viet Nam	
T advices students that they should protect the traditional and have of responsibilities with ethnic groups of Viet Nam Ss listen and give some ways to preseve the traditions	

*** Homework**

- Write about the ethnic groups of Viet Nam
- Learn new words/ workbook: C.
- Speaking - Prepare for the next lesson:
- Skills 1.

Date of teaching: 8A.....

8 B.....

UNIT 3 - PEOPLES OF VIET NAM

Period 20: SKILLS 1

I. Objectives: By the end of the lesson students will be able to:

- Read a passage for specific information about the life of Thai people.
- Speak about the life of ethnic groups

1. Knowledge :

a. Vocabulary: Vocabulary about the life of ethnic groups.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students are aware of responsibilities with ethnic groups of Viet Nam.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher ' s and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p align="center">Goal: To warm up the clas s and lead in the lesson</p>	

<p>T asks Ss to talk about the ethnic groups of Viet Nam (location, food, lifestyle, festivals)</p> <p>Ss talk</p> <p>T introduces the lesson</p>	<p>* Talk about the ethnic groups of Viet Nam</p> <ul style="list-style-type: none"> - location - food - lifestyle - festivals
<p style="text-align: center;">Activity 2. Presentation</p> <p style="text-align: center;">Goal: Ss can understand the contents of the text they will read and know more vocabulary words</p>	
<p>T asks Ss two questions about Thai group.</p> <p>- Give Ss time to discuss the two questions in pairs and then as a class. Encourage Ss to make guesses if they are not sure.</p> <p>Ss discuss the questions and give results. T asks Ss to read the text and underline any words they don't know. T may let Ss read in chorus once. Then, call on some individuals to read aloud to the class.</p> <p>- Check their pronunciation and intonation. - Explain the new words and clarify anything difficult.</p> <p>- Check the two answers above.</p>	<p>1 . Read the text.</p> <p>1 . Where do the Thai people live?</p> <p>2 . What is their population?</p>
<p style="text-align: center;">Activity 3. Practice</p> <p style="text-align: center;">Goal: Help students understand the reading and do exercise</p>	
<p>T asks Ss to read the passage again and do the task.</p> <p>T checks the answers as a class.</p> <p>T asks Ss to read the passage again and answer the questions.</p> <p>Ss can ask and answer in pairs.</p> <p>T checks the answers as a class.</p>	<p>2 . Complete each sentence, using a word from the text.</p> <p>Key:</p> <p>1 . farmers</p> <p>2 . bamboo</p> <p>3 . stilt</p> <p>4 . songs</p> <p>5 . ceremonies</p> <p>3 . Answer the questions.</p> <p>Key:</p> <p>1 . Yes, they do.</p> <p>2 . Their main food is rice.</p> <p>3 . It is well-known for being unique, colourful and strong.</p> <p>4 . Thai women do.</p> <p>5 . They worship their ancestors.</p>
<p style="text-align: center;">Activity 4. Further practice</p> <p style="text-align: center;">Goal: Help students speak about the life of ethnic groups and their own ethnic group.</p>	

<p>* Groupwork</p> <ul style="list-style-type: none"> - Divide the class into two groups. - Each preparing to talk about one ethnic group. - Ss may work in pairs; each of them talks about one ethnic group. - T goes around to assist if necessary. Then ask some volunteers to present to the rest of the class. - Let Ss talk about their own ethnic group. - T asks them to focus on one or two aspects such as clothing, food, ways of living, customs and traditions, festivals, beliefs, etc. - T encourages Ss to talk about changes in the life of their people over time. 	<p>4 . Read some facts about the Bru-Van Kieu people and the Khmer people. Work in groups. Choose one of the two ethnic groups and talk about it.</p> <p>5 . Talk about YOUR own ethnic group.</p>
--	--

*** Homework:**

- Practice talking about the life of ethnic groups of Viet Nam.
- Prepare for the next lesson: Skills 2

Date of teaching: 8A.....

8 B.....

UNIT 3 - PEOPLES OF VIET NAM

Period 21: SKILLS 2

I. Objectives: By the end of the lesson students will be able to:

- Listen to get specific information about a traditional dish.
- Write the recipe for a traditional dish.

1 . Knowledge :

a. Vocabulary: Vocabulary about the dish.

2. Competences : Linguistic competence, cooperative learning and communicative competence .

3 . Qualities: Students are aware of responsibilities with ethnic groups of Viet Nam.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p align="center">Goal: To warm up the class and lead in the lesson</p>	
<p>T asks Ss to discuss the two questions in pairs. Then tell Ss to look at the picture and say what they know about that dish. Ss discuss the questions and give results.</p>	<p>*Chatting</p> <p>Answer the questions.</p> <p>1 . Do you like sticky rice?</p> <p>2 . When do we traditionally have sticky rice?</p>

Activity 2. Presentation Goal: Help students listen to a traditional dish and do exercise	
<p>T plays the recording once or twice. Ask Ss to listen carefully and tick True or False according to what they hear in the passage.</p> <p>Ss work individually</p> <p>T corrects and remarks</p> <p>T plays the recording again.</p> <p>Ss write down the words as they listen.</p> <p>T plays the recording again for them to check.</p> <p>T corrects as a class.</p>	<p>I. Listening</p> <p>2 . Listen to the passage and tick (9) true (T) or false (F).</p> <p>Key:</p> <p>1 . T 2.F 3. T 4. F 5. F</p> <p>3 . Listen again and complete the sentences.</p> <p>Key:</p> <p>1 . mountainous</p> <p>2 . purple/black</p> <p>3 . natural</p> <p>4 . plants</p> <p>5 . ceremonies</p>
Activity 3. Practice Goal: Help students know the recipe for a traditional dish	
<p>T asks Ss to read the notes carefully. T has Ss write full sentences to show the steps to cook the rice. Make sure that they use proper connectors first/ firstly, second/ secondly, ... and pay attention to spelling and punctuation.</p> <p>T asks Ss to read How to make yellow sticky rice Ss read</p>	<p>II. Writing</p> <p>4 . How to make yellow sticky rice</p> <p>first/ firstly, second/ secondly, ...</p>
Activity 4. Further practice Goal: Help students write the recipe for a traditional dish	
<p>T ask Ss to write a paragraph (in the form of a letter to a pen friend, for example). T may collect some Ss' writing papers and mark them, then give comments to the class.</p>	<p>Sample cooking steps:</p> <p>This delicious dish is really easy to make. First, you need to soak the sticky rice in water for at least five hours. Then rinse the rice and drain it well. Next, add the turmeric extract and mix it well. Then wait for 10 minutes. After that, add the coconut and salt. Remember to mix it well. Finally, steam the rice for about 30 minutes. Check that it is fully cooked. You can serve this dish with chicken.</p>

*** Homework**

- Write the recipe for a traditional dish - Do exercises in Workbook.
- Prepare next lesson: Looking back - Project.

Date of teaching: 8A.....

8 B.....

UNIT 3 - PEOPLES OF VIET NAM**Period 22: LOOKING BACK - PROJECT****I. Objectives:** By the end of the lesson students will be able to:

- Practice vocabulary and grammar points they have learnt in this unit.
- Practice making communication, project.

1 . Knowledge :**a. Vocabulary:** Vocabulary about the life of ethnic groups.**b. Grammar:** Review Questions and articles.**2. Competences :** Linguistic competence, cooperative learning and communicative competence.**3 . Qualities:** Students are aware of responsibilities with ethnic groups of Viet Nam.**II. Teaching aids:****1 . Materials:** Text book, plan**2 . Equipment:** computer accessed to the Internet, projector, loudspeaker**III. Procedures:****1 . Checkup attendance****2 . Checkup the old lesson****3 . New lesson**

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To warm up the class and lead in the lesson	
T gives some photos about some ethnic groups (eg: stilt house, clothes, ...) Ss guess them belong to ethnic groups	
Activity 2. Presentation Goal: Help students review some vocabularies they have learnt in this unit	
T lets Ss repeat the words as a class to practise pronunciation. - Next, Ss can complete this exercise individually. Less advanced classes can complete this exercise in pairs. Ss can do the exercise by themselves or in pairs. T corrects as a class. T asks Ss to do exercise 2. Ss work individually	I. Vocabulary 1. Complete the sentences with the words/ phrases from the box. Key: 1 .cultural groups 2 . communal, activities 3 . costumes, diverse 4 . ethnic 5 . unique 2 . Use the correct form of the words in brackets to finish the sentences.

<p>- After that let some Ss read the sentences aloud.</p>	<p>Key:</p> <ol style="list-style-type: none"> 1 . cultural 2 . peaceful 3 . richness 4 . diversity 5 . traditional
<p style="text-align: center;">Activity 3. Practice</p> <p style="text-align: center;">Goal: Help students review the grammar: a, an, the and questions</p>	
<p>T lets Ss read the passage aloud. Clarify any difficulties. Ss do the exercise in pairs or individually</p> <p>T tells Ss to read the sentences carefully and try to find the error relating to articles in each sentence. Ss can work in pairs or individually.</p> <p>T asks Ss to complete this task individually. T gives correction.</p>	<p>II. Grammar</p> <p>3 . Make questions for the underlined parts in the passage.</p> <p>Key:</p> <ol style="list-style-type: none"> 1 . What are these houses built on? 2 . Where is the entrance? 3 . Which house is the largest, tallest and most elaborate building in the village? 4 . What is it used for? 5 . Who can sleep in this house? <p>4 . Each sentence has an error. Find and correct it.</p> <p>Key:</p> <ol style="list-style-type: none"> 1 . a -> the 2 . a -> the 3 . an -> the 4 . the semi-nomadic life -> a semi-nomadic life 5 . an -> the <p>5 . Fill each gap with a, an, or the to complete the passage.</p> <p>Key:</p> <p>1 . an 2. a 3. the 4. the 5. the 6. the</p>
<p style="text-align: center;">Activity 4. Further practice</p> <p style="text-align: center;">Goal: Help students talk about the cultural groups of Viet Nam</p>	
<p>T asks Ss to work in pairs. Let them recall what they have learnt about the cultural groups of Viet Nam. Ss take turns to ask each other questions about the topic. The person asking can look at the book.</p> <ul style="list-style-type: none"> - The first person to get five correct answers is the winner. - If time allows, Ss switch partners and play again. 	<p>III. Communication</p> <p>6 . Game:</p> <p>Cultural Knowledge Challenge</p> <p>Example:</p> <p>A: Are you ready?</p> <p>B: Yes.</p> <p>A: What is the population of the largest ethnic group?</p> <p>B: About 74 million. It's the Viet or Kinh.</p> <p>A: Very good! Your turn.</p>

<p>- Ask Ss to complete the self-assessment. Discuss as a class what difficulties remain and what areas Ss have mastered. - Provide further practice on the weak areas of the class.</p>	<p>B: OK. What is the population of the smallest group? A: I think it's the Odu group. B: Exactly!</p>
<p style="text-align: center;">Activity 5 . Production Goal: Ss can know how to do the project</p>	
<ul style="list-style-type: none"> - Guide students design more about costume of ethnic group . - Encourage them to use imagination and make their own costume designs at home, and with the materials available. - Help Ss organise an exhibition of the costume designs they have made among the group or class members. (next week) - Let them talk about their designs. - Tell them to be creative. 	

*** Homework:**

- Complete the project.
- Prepare next lesson: Review 1.

Date of teaching: 8A.....

8 B.....

Period 23: REVIEW 1 (LANGUAGE)

I. Objectives: By the end of the lesson students will be able to:

- Review pronunciation, vocabulary and the grammar points they have learnt in unit 1, 2, 3.
- Practice making everyday English.

1 . Knowledge :

- a. Vocabulary:** Review the vocabulary they have learnt in Unit 1,2,3.
- b. Grammar:** Review grammar they have learnt in Unit 1 ,2,3.
- c. Pronunciation:** Review pronunciation they have learnt in Unit 1,2,3.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Student study harder.

II. Teaching aids:

1 . **Materials:** Text book, plan, song

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher 's and students ' activities	The main contents
Activity 1. Warm up Goal: To warm up the class	
T asks students to sing a song Ss sing a song in English	
Activity 2. Presentation Goal: Help Ss review pronunciation about /sk/, /sp/, /st/, /br/, /pr/, /bl/, /cl/	
T plays the recording and Ss repeat. Play the recording as many times as necessary. Pause and correct Ss' pronunciation.	I. Pronunciation 1. Listen and repeat the following words and phrases.
T plays the recording two or more times, if necessary. Help Ss recognise all the words with /sk/, /sp/, /st/, /br/, /pr/, /bl/, and /cl/ then underline them as instructed. T asks Ss to read the sentences as a class, or individually. T checks pronunciation and intonation.	2. Listen to the sentences and underline the words with /sk/, /sp/, /st/, /br/, /pr/, /bl/, and /cl/ in the following sentences. Then read the sentences aloud. Key: 1 . I used to climb trees when I was small. 2 . How can we improve our speaking skills? 3 . How annoying, the stadium has closed! 4 . I want to buy a blue skirt for my mother. 5 . 'On a dark day, I saw a witch riding a broom in the sky ...'
Activity 3. Practice Goal: Help students vocabulary they have learnt in unit 1, 2, 3.	

<p>T asks Ss to do the exercise individually and then share their answers with a partner. T checks Ss' answers.</p> <p>T asks Ss to do this exercise individually. T asks some Ss to write their answers on the board. T corrects as a class.</p>	<p>II. Vocabulary</p> <p>3 . Organise these words and phrases into pairs of opposites and write them in the blanks. Key: peaceful – noisy hard – easy boring – exciting forget – remember traditional – modern country life – city life love – hate majority – minority</p> <p>4 . Put a verb in the correct form in each gap to complete the sentences. Key: 1 .like/ enjoy, listening, visiting 2.forget 3 . flying/ to fly 4 . mind, to do/ doing 5 . playing/ to play</p>
<p align="center">Activity 4. Furt her practice Goal: Help students review vocabularies th ey have learnt in unit 1, 2, 3.</p>	
<p>T asks Ss to do this individually and compare their answers with a partner. T calls some Ss to go to the board to write their answers. Ss comment. T corrects as a class.</p> <p>T asks Ss to do the exercise individually. T checks and call some Ss to read the whole passage.</p>	<p>III. Grammar</p> <p>5. Complete the sentences with the correct comparative form of adverbs from the adjectives in brackets. Key: 1 . later 2 . more 3 . more fluently 4 . better 5 . more simply 6 . faster 7 . more carefully</p> <p>6 . Fill each blank with an article (a, an,or the) to complete the passage. Key: 1 . a 2. an 3. the 4. The 5. the 6. a</p>
<p align="center">Activity 5. P roduction Goal: Ss can practise En glish with their friends</p>	
<p>Ss do the task individually. Then they practise in pairs. After checking their answers, ask one or two pairs to act out the dialogues.</p>	<p>* Everyday English.</p> <p>7 . Match the sentences in A with those in B. Then practise with a friend. Key: 1 . b 2. e 3. a 4. c 5.d</p>

*** Homework**

- Do the exercises in workbook.
- Prepare for the test

Teaching date: 8A.....
8B.....

Period 24: REVIEW 1 (SKILLS)

- I. Objectives:** By the end of the lesson students will be able to:
- Practice 4 skills with the knowledge they have learnt in unit 1, 2, 3.

1 . Knowledge :

- Vocabulary: Review
- Grammar: Review

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Attitude: Study hard.

II. Teaching aids:

- 1 . Materials:** Text book, plan, song
- 2 . Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

- 1 . Checkup attendance**
- 2 . Checkup the old lesson**
- 3 . New lesson**

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm up</p> <p align="center">Goal: To warm up the class and lead in the lesson</p>	
T lets Ss sing a song Ss sing	
<p align="center">Activity 2. Presentation</p> <p align="center">Goal: Ss can talk about what their family members like to do in their free time</p>	
<p>T asks students to talk about what their family members like to do in their free time.</p> <ul style="list-style-type: none"> - Encourage them to talk as much as possible, using the verbs of liking they have learnt. - After some time, T may let Ss swap pairs and continue to talk. - T goes round and gives assistance if necessary. 	<p>1 . Speaking.</p> <p>Example:</p> <ul style="list-style-type: none"> - My dad likes to play chess with his neighbours. - My mum likes making special food and cakes for us. <p>She hates sitting around.</p>
<p align="center">Activity 3. Practice</p> <p align="center">Goal: Help students read the letter and answer the question, then listen and choose the correct answer.</p>	
<p>T asks Ss to answer the question in speaking</p> <ul style="list-style-type: none"> - What is it? 	2- Reading

<p>- How many peoples are there in Viet Nam?</p> <p>Ss: work in pairs to discuss the questions.</p> <p>T calls on some pairs to share their ideas once they have finished their discussion.</p> <p>T calls one to read passage before the class.</p> <p>Ss do the task before the class.</p> <p>T gives the key.</p> <p>T plays the recording once or twice. Ss listen and choose their answers. T plays the recording again for Ss to check their answers.</p> <p>T explains the new words or anything difficult if necessary.</p>	<p>a. Tick true or false</p> <p>Key:</p> <p>1 .T 2. T 3. F 4. T 5. F</p> <p>b. Write the questions</p> <p>Key:</p> <p>1 . Which museum does Kim love to visit on Saturday afternoons?</p> <p>2 . How many (clay and stone) objects are on display at the museum?</p> <p>3 . What can you learn in this museum/ Da Nang Museum?</p> <p>3 . Listening:</p> <p>Listen to the passage and choose the correct answer.</p> <p>Key: 1. B 2. A 3. A 4. C 5. B</p>
<p align="center">Activity 4. Further practice</p> <p align="center">Goal: Help students write about their opinion</p>	
<p>- Before writing, have Ss brainstorm ideas about life in the countryside: advantages, disadvantages, what they like and dislike, etc... Then explain the writing task. Also have them brainstorm words and phrases they may need for their writing.</p> <p>- Give Ss time to do the writing task. Then collect their papers to check out of class.</p>	<p>4 . Writing: Giving your opinion</p> <p>Sample writing:</p> <p>In my opinion, life in the countryside has many good points. Firstly, country folk are friendlier than city folk. Secondly, life is slower and simpler than in the city.</p> <p>The food is fresher and the air is cleaner.</p>
	<p>Finally, there are lots of traditional activities that we can do in the countryside such as horse-riding, swimming in the river or kite-flying. For these reasons, I like country life.</p>

- Review all knowledge in unit 1, 2, 3.
- Prepare: The forty-five minute test.

Teaching date: 8A.....
8 B.....

UNIT 4: OUR CUSTOMS AND TRADITIONS

Period 26: Getting started

- I. Objectives:** By the end of the lesson students will be able to:
- Use the lexical items related to the topic “custom and traditions”.
 - Express obligation and necessity using correct form of have to.

1 . Knowledge :

- a. Vocabulary:** Vocabulary about “custom and traditions”.
- b. Grammar:** Have to.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Students are aware of protecting “custom and traditions”.

II. Teaching aids:

- 1 . Materials:** Text book, plan
- 2. Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

- 1 . Checkup attendance**
- 2 . Checkup the old lesson**
- 3 . New lesson**

Teacher's and students' activities	The main contents
Activity 1 . Warm- up Goal: Help Ss think about customs and traditions .	
T asks some questions: Ss answer the questions T introduces the new lesson.	*Questions - How many ethnic minorities are there in Viet nam? - What do you know about Tay? - Can you show their ethnic fashion and their customs? - How do you understand about customs and traditions
Activity 2. Presentation	

Goal: Ss can know and understand some vocabulary words in the conversation.	
<p>T lets students listen to the tape (once) Ss listen to the tape T explains the new words. Ss listen and take notes.</p> <p>T asks the Ss to listen to the tape (once). Ss listen. T asks them to read in pairs. Ss practice.</p> <p>T asks the Ss to do exercise a). Ss do it. T asks some Ss to explain the words. Some Ss explain.</p> <p>T asks the Ss to do part b. Ss work individually. T asks them to compare their answers. T corrects and remarks</p> <p>T asks the Ss to do part c. Ss work in pairs to answer the questions. T asks some pairs to read the answers.</p>	<p>1 . Listen and read</p> <p>* New words: Pass down through: đi qua spot-on: chính xác = sharp: ..., đúng kidding: đùa giỡn table manners: quy tắc ăn uống trong bàn ăn.</p> <p>Ex a. Find a words/ phrase that means.</p> <p>1 . accepted 2 . generations 3 . spot on 4 . sharp 5 . social 6 . table manners</p> <p>b. Tick true or false.</p> <p>* Keys 1: T 2: F 3: T 4: F</p> <p>c. Answer the following questions</p>
<p>Some Ss read. T corrects and remarks</p> <p>T asks the Ss to do part d. Ss work individually. T asks them to compare their answers. T asks some Ss to read the answers. Some Ss read.</p>	<p>* Keys</p> <p>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.</p> <p>d. Find these sentences in the conversation and fill in the missing words</p> <p>1 . have to 2 . should</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Ss can know more items related to the topic "customs and traditions".</p>	

<p>T asks the Ss to do exercise 2a Ss work individually. T asks them to compare their answers in pairs. And Ask some Ss to read the answers. Some Ss read.</p> <p>T asks the Ss to do exercise 2b Ss work in pairs. T asks some pairs to read the answers. Some Ss read.</p>	<p>2 . a. Match the pictures with the costumes and traditions in the box</p> <p>* Keys 1- g 2-c 3-f 4-h 5- e 6-a 7-b 8-d</p> <p>b. Write C or T under each picture 1- c 2-c/t 3-c 4-t 5-c 6-c 7-t 8-c/t</p>
<p align="center">Activity 4. F urther practice</p> <p align="center">Goal: Ss can talk about customs and traditions in their hometown</p>	
<p>Game: + Groupwork - Guide the Ss play game. 1 . Work in small groups. 2. Take five minutes to write down as many local customs and traditions as you can think of. 3. Present your list to the other groups. 4 . The group with the most ideas are the experts!</p>	<p>Eg: - Wearing ao dai on special occasions - Giving children lucky money at Tet</p>

*** Homework:**

- Write down as many local customs and traditions - Do the exercises in workbook.
- Prepare: A closer look 1

Teaching date: 8A.....
8 B.....

UNIT 4: OUR CUSTOMS AND TRADITIONS
Period 27: A closer look 1

I. Objectives: By the end of the lesson students will be able to:

- Use the lexical items related to the topic “custom and traditions”.
- Pronounce words containing the clusters /spt/ and /str/ correctly in isolation and in context.

1 . Knowledge :

a. Vocabulary: Christian, sponge cakes, firecrackers, touch, shaking stranger's

hand.

b. Grammar: Have to.

c. Pronunciation: /spt/ and /str/

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Students are aware of protecting “custom and traditions”.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson**

3 . **New lesson**

Teacher's and students' activities	The main contents
<p align="center">Activity 1 . Warm- up</p> <p align="center">Goal: Help Ss think about customs and traditions .</p>	
T has a small talk about “customs and tradition” Ss talk	<p>Eg:</p> <ul style="list-style-type: none"> - Wearing ao dai on special occasions - Giving children lucky money at Tet ...
<p align="center">Activity 2. Presentation</p>	

<p>Goal: Ss can pronounce words containing the clusters /spt/ and /str/ correctly in isolation and in context. And know more the words related to the topic “customs and traditions”.</p>
--

<p>T explains clusters: /spr/ and /str/ Ss listen and remember</p> <p>T asks the Ss to listen and complete the words under the pictures . Ss listen. T asks them to listen and repeat. Ss do it. T corrects</p> <p>T asks the Ss to listen . Ss listen. T asks them to listen and circle the words with /spr/ and /str/. Ss do it. T asks them to compare their answers with their friends. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p> <p>T explains the new words. Ss listen and take notes.</p>	<p>1 . Pronunciation</p> <p>Ex 5. Listen and repeat Cluster: /spr/, /str/ 1 .straw, 2 .street, 3 .spring, 4 .spray 5 .astronaut, 6 .frustrated, 7 .espresso, 8 .newsprint</p> <p>Ex6. Listen and circle the words with /spr/ and /str/.</p> <p>* Keys 1 . strictly 2 . strangers/ spread 3 . district, streets 4 . filmstrip 5 . offspring</p> <p>2. Vocabulary Christian: đạo thiên chúa sponge cakes: bánh xốp firecrackers: pháo touch: sờ, chạm shaking stranger's hand: bắt tay người lạ</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Ss can understand and use the vocabulary words to do exercises</p>	
<p>T asks the Ss to do task 1. Ss work individually.</p>	<p>Ex 1. Match the column A with the column B.</p>

<p>T asks them to compare their answers in pairs. T asks some Ss to read the answers. Some Ss read. T checks.</p> <p>T asks the Ss to do task 2. Ss work in pairs. T asks some Ss to read the answers. Some Ss read. T checks.</p> <p>T asks the Ss to do task 3. Ss work individually. T asks them to compare their answers in pairs. T asks some Ss to read the answers. Some Ss read. T checks.</p>	<p>* Keys 1 - e , 2 - d , 3 - a , 4 - g , 5 - b , 6 - c , 7 - f</p> <p>Ex2. Complete the expressions below.</p> <p>* Keys 1 . custom 2 . tradition 3 . according 4 . tradition 5 . with 6 . of 7 . doing</p> <p>Ex3. Make sentences.</p> <p>Eg: - According to tradition, we have fireworks on New Year's Eve. - My area broke with tradition by not having firecrackers on New Year's Eve. - There's a tradition in our province of having fireworks on New Year's Eve.</p>
<p align="center">Activity 4. Further practice</p> <p align="center">Goal: Ss can talk about tradition and custom in your hometown</p>	
<p>T asks the Ss to do task 4. Ss do it. T asks them to compare their answers in pairs. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks.</p>	<p>Ex 4. Complete the sentences with your own ideas.</p> <p>1 . It's the custom in my country that</p> <p>2 . We broke with tradition by</p> <p>3 . There's a tradition in my family that</p> <p>4. We have the custom of</p> <p>5. According to tradition,</p>

*** Homework:**

- Do the exercises in workbook.
- Prepare for A closer look 2

Teaching date: 8A.....
8 B.....

UNIT 4: OUR CUSTOMS AND TRADITIONS
Period 28: A closer look 2

I. Objectives: By the end of the lesson students will be able to:

- Use should and shouldn't correctly and appropriately to give advice.
- express obligation and necessity using the correct form of have to.

1 . Knowledge :

a. Vocabulary: respect, convey, tip, confuse, slipper respect, convey, tip, confuse, slipper

b. Grammar: Should and shouldn't to express advice.

Have to to express obligation or necessity.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: Students are aware of protecting “custom and traditions”.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher's and students' activities	The main contents
Activity 1. Warm- up	
Goal: Help Ss think about customs and traditions and lead in the new lesson	
Have a small talk about “customs and tradition”	
Activity 2. Presentation	
Goal: Ss can use should/ shouldn't to express advice and use “ have to” to express obligation and necessity.	
T explains the new words.	New word:

<p>Ss listen and take notes.</p> <p>T explains: Should and shouldn't</p> <p>Ss listen and take notes and give example.</p> <p>T explains how to use “ have to”</p> <p>Ss listen and take note</p> <p>Ss give example</p>	<p>Respect: kính trọng</p> <p>Convey: thể hiện</p> <p>Tip: boa</p> <p>Confuse: từ chối, bối rối</p> <p>Slipper: dép</p> <p>Grammar:</p> <p>+ Should and shouldn't to express advice.</p> <p>S + should/ shouldn't + V</p> <p>S + have to.... to express obligation and necessity.</p>
Activity 3. Practice	
Goal: Ss can use should/ shouldn't and “ have to” to do exercise.	

<p>T asks the Ss to do task 1. Ss work individually. T asks them to compare their answers in pairs. T asks some Ss to read the answers. Some Ss read. T checks.</p> <p>T asks the Ss to do task 2. Ss do it. T asks them to compare their answers in groups. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p> <p>T asks the Ss to do task 3. Ss work individually. T asks them to compare their answers in pairs. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p>	<p>1 . Complete the sentences with shouldn't and shouldn't.</p> <p>* Keys</p> <p>1 . should 2 .shouldn't 3 . should 4 . shouldn't 5 . should</p> <p>2 . Match the situation in A with the advice in B</p> <p>* Keys</p> <p>1 . b 2. c 3. e 4. d 5. a</p> <p>3. Complete the correct form of have to.</p> <p>* Keys</p> <p>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</p>
<p>T asks the Ss to do task 4. Ss do it. T asks them to compare their answers in pairs. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p> <p>T asks the Ss to do task 5. Ss do it. T asks them to compare their answers in pairs. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p>	<p>4 . Choose A or B to convey the meaning of the first sentences.</p> <p>* Keys</p> <p>1 .B 2.A 3.A 4.B</p> <p>5 . There are six mistakes find and correct.</p> <p>* Keys</p> <p>1 . should give 2 . have to 3 . should wear 4 . don't have to 5 . have to use 6 . shouldn't worry</p>
<p align="center">Activity 4. Further practice</p>	

Goal: Ss can give some advice and some obligations to your friends	
<p>T asks Ss to work in pairs to give give some advice and some obligations to your friends. Ss work in pairs.</p> <p>* Groupwork</p> <p>T summarizes the main content by playing game:</p> <ul style="list-style-type: none"> - Divide the class into two teams. - Each member in each team will make a sentence use: have to, should, shouldn't. - The team which speaks right sentences is the winner. 	<p>Eg:</p> <p>A: I will visit your hometown next month. Can you give me some advices?</p> <p>B: Sure. You should bring warm clothes and</p>

*** Homework:**

- Do the exercises in workbook.
- Prepare for the next lesson: Communication.

Teaching date: 8A.....

8 B.....

UNIT 4: OUR CUSTOMS AND TRADITIONS**Period 29: Communication****I. Objectives:** By the end of the lesson students will be able to:

- Talk about table manner in British and in their family.

1 . Knowledge :**a. Vocabulary:** prong, cutlery, palm, tray, mat, host/ hostess**b. Grammar:** *Should* and *shouldn't* to express advice.*Have to* to express obligation or necessity.**2. Competences:** Linguistic competence, cooperative learning and communicative competence.**3 . Qualities:** - Students are aware of protecting “custom and traditions”. - Students love talking about our customs and traditions. **II.****Teaching aids:****1 . Materials:** Text book, plan**2 . Equipment:** computer accessed to the Internet, projector, loudspeaker**III. Procedures:****1 . Checkup attendance****2 . Checkup the old lesson****3 . New lesson**

Teacher's and students' activities	The main contents
<p align="center">Activit y 1. Warm- up</p> <p align="center">Goal: Help Ss to pay attention in the lesson .</p>	

<p>T lets Ss watch video about “customs and tradition” in Tet and new year. Ss watch and remark</p>	
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss to know more about items related to “customs and tradition”.</p>	
<p>T explains the new words. Ss listen and take notes.</p>	<p>* New words Prong: đầu đĩa Cutlery: bộ đồ ăn (đĩa, thìa) Palm: long bàn tay Tray: khay Mat: ván</p>
	<p>Host/ <u>hostess</u>: chủ nhà (nam/ <u>nữ</u>)</p>
<p align="center">C. Practice</p> <p>Goal: Ss can discuss about different between “customs and tradition”.</p>	
<p>T introduces two pictures in the book and asks Ss to discuss the differences between two pictures. Ss work in pairs</p> <p>T asks the Ss to do task 2. Ss work individually. T asks them to compare their answers in pairs. T asks the Ss to listen to the tape twice and check.</p> <p>T lets Ss listen to Nick giving a presentation on table manners in Britain and check the answer.</p> <p>T asks the Ss to do task 3 in groups. Ss do it. T asks some Ss to read the answers. Some Ss read in front of the class. T checks and corrects.</p>	<p>1 . Discuss the differences between two pictures - They use bowls and chopsticks for the meal + They use knives and forks for the meal</p> <p>2 . Write true or false.</p> <p>* Keys 1 – F ; 2 – T ; 3 – F ; 4 – T ; 5 – F 6 – F ; 7 – F ; 8 – T</p> <p>3 . Discuss the table manners in the family.</p> <p>Eg: We sit on a mat with the food in the middle.</p>
<p align="center">Activity 4. Further practice</p> <p>Goal: Ss can practise in pairs talking about the table manners in the family</p>	

<p>T asks the Ss to do task 4 in pairs. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p> <p>T asks the Ss to practice in pairs.</p>	<p>4. Role play</p> <p>Minh: Hey Jessica! My family would like to invite you to dinner. Jessica: Oh, that's nice but... I don't know anything about Vietnamese table manners. Minh: Well, what do you want to know?</p>
<p>Ss do it. T asks some pairs to practice in front of the class. Some pairs practice. T checks and corrects.</p>	<p>Jessica: Well, do you eat around the dinner table like in Britain? Minh: No, actually we sit on a mat with the food in the middle. Jessica: You're kidding! Minh: ...</p>

*** Homework:**

- Do the exercises in workbook.
- Talk 10 sentences about table manners in their family. - Prepare for the next lesson: Skills 1

Teaching date: 8A.....
8 B.....

UNIT 4: OUR CUSTOMS AND TRADITIONS
Period 30: Skills 1

I. Objectives: By the end of the lesson students will be able to:

- Read for specific information about family customs and traditions.

- Ask about and describe different customs and traditions.

1 . Knowledge :

a. Vocabulary: Vocabulary about customs and traditions.

b. Grammar: Review.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: - Students are aware of protecting “custom and traditions”. - Students love talking about our customs and traditions. **II.**

Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson

3 . New lesson

Teacher's and students' activities	The main contents
<p align="center">Activ ity 1. Warm up</p> <p align="center">Goal: Help Ss to pay attention in the lesson .</p>	
<p>T asks Ss to talk about some customs and traditions in their neighborhood. Ss talk</p>	
<p align="center">Activ ity 2. Presentation</p> <p align="center">Goal: Ss can know more about ite ms related to “customs and tradition” and do exercises.</p>	
<p>T asks the Ss to look at 1 and answer the questions. Ss answer the questions in pairs.</p> <p>T asks the Ss to read the text and answer the question: Is Mi writing about her family or her society?</p> <p>Ss answer: She is writing about her family T explains some new words.</p>	<p>1 . Reading Ex1. Look at the pictures and answer the questions</p> <p>1 . What are the people doing in each picture?</p> <p>2 . Does your family ever do the same thing?</p> <p>* New words: Generation: thế hệ</p>

<p>Ss take notes.</p> <p>T asks Ss to write A, B,C in the blanks</p> <p>Ss work individually</p> <p>T asks them to compare their answers in groups.</p> <p>T checks and corrects.</p> <p>T asks Ss to answer the question in pairs.</p> <p>Ss do it.</p> <p>T asks some pairs to read the answers.</p> <p>Some Ss read.</p> <p>T checks and corrects.</p>	<p>Grill: nướng</p> <p>Sense of belong: cảm giác thuộc về nhau</p> <p>Ex3. Write A, B,C in the blanks</p> <p>* Keys</p> <p>1 - C ; 2 - A ; 3 - C ; 4 - B ; 5 - A ; 6 - B</p> <p>Ex4. Answer the questions</p> <p>* Keys</p> <p>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.</p> <p>2 . They usually go to the cinema or go for a picnic together.</p> <p>3 . They don’t remember.</p> <p>4 . They made five-coloured sticky rice served with grilled chicken.</p> <p>5 . They love family customs and traditions because they provide a sense of belonging.</p>												
<p>Activity 3. Practice</p> <p>Goal: Ss can interview some of their friends about customs and traditions.</p>													
<p>T asks the Ss to do task 5 in pairs.</p> <p>Ss do it.</p> <p>T asks some Ss to talk in front of the class.</p> <p>Some Ss read.</p> <p>T asks the Ss to do task 6 in pairs.</p> <p>Ss do it.</p>	<p>Ex5. Work in pairs and answer the questions.</p> <p>1 . What are the three customs and traditions you like most in your family? Describe them in detail.</p> <p>2 . How do you feel when you take part in these customs and traditions?</p> <p>3 . Why is it important to continue family customs and traditions?</p> <p>Ex6. Answer the question before the class</p> <table><tr><td>Names of interviewees</td><td>Question 1</td><td>Question 2</td><td>...</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Names of interviewees	Question 1	Question 2	...								
Names of interviewees	Question 1	Question 2	...										
<p>Activity 4. Further practice</p> <p>Goal: Ss can describe about some customs and traditions in their family.</p>													

T asks Ss talk about some customs and traditions in their family Ss talk	Eg: In my opinion, customs and traditions in we family are very important. Our family has our own customs and traditions Firstly,
--	--

*** Homework:**

- Write some customs and traditions you like most in your family.
- Do the exercises in workbook.
- Prepare for the next lesson: Skills 2

Teaching date: 8A.....

8 B.....

UNIT 4: OUR CUSTOMS AND TRADITIONS***Period 31: Skills 2*****I. Objectives:** By the end of the lesson students will be able to:

- Listen to get specific information about a traditional dance of an ethnic group in Viet Nam.
- Write a description of a traditional Japanese dance.

1 . Knowledge :

- **Vocabulary:** spiritual, private, reunion, conical hat, reflect.

2. Competences: Linguistic competence, cooperative learning and communicative competence.**3 . Qualities:** - Students are aware of protecting “custom and traditions”. - Students love talking about our customs and traditions. **II.****Teaching aids:****1. Materials:** Text book, plan**2 . Equipment:** computer accessed to the Internet, projector, loudspeaker**III. Procedures:****1 . Checkup attendance****2 . Checkup the old lesson****3 . New lesson**

Teacher's and students' activities	The main contents
Activity 1. Warm- up Goal: Help Ss to pay at tention in the lesson .	

T lets Ss watch a video about traditional song and answer the question. Ss watch and answer. Share their ideas with a partner. T introduces the listening	1. Questions What tradition do you think it is?
Activity 2. Presentation Goal: Ss can listen to get specific information about a traditional dance of an ethnic group in Vietnam.	
T introduces the new words. Ss take notes. T asks the Ss to listen to the tape twice. Ss listen. T asks the Ss to listen and complete the table. Ss do it. T asks them to compare their answers with their friends. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects. T asks the Ss to do task 3.	* New words Spiritual: thuộc tinh thần, tôn giáo Private: riêng tư cá nhân Reunion: sum họp Conical hat: có dạng hình nón Reflect: hành động phản xạ tự nhiên 2 . Listen and complete the sentences * Keys 1 . happy and wealthy 2 . private gatherings 3 . 30 4 . the circle dance 5 . social 6 . fire 7 . music 8 . culture and lifestyle 3 . Listen to the passage and tick(v) true or false
Ss do it. T asks them to compare their answers in groups. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects.	Key: * Keys 1 – T ; 2 – F ; 3 – F ; 4 – T ; 5 - T
Activity 3. Practice Goal: Ss can ask and answer about the Obon dance is a traditional Japanese dance.	

<p>T asks the Ss to do task 4 in pairs. Ss do it. T asks them to compare with their answers. Ss compare. T asks some Ss to talk in front of the class. Some Ss read. T checks and corrects.</p>	<p>4 . Make complete the sentences Example: A: What's the tradition? B: The Obon dance is a traditional Japanese dance. A: What does the dance express? B: People have the honour of their ancestors. A: When does people perform the Obon dance? B: The Obon festival takes place in mid-August in many regions of Japan and in mid-July in other regions.</p> <ul style="list-style-type: none"> - There are many forms in different regions. - The most typical form is circle dance. - People make a circle around a yagura, a high wooden stage; some dancers move clockwise, and some counter-clockwise. - This is one of most important tradition. A lot of people come back to reunite with their families during the Obon festival.
<p style="text-align: center;">Activity 4. Fur ther practice Goal: Ss can write a description of a traditi onal Japanese dance.</p>	
<p>T asks Ss to work individually to write about the Obon dance. Ss do it. T asks them to compare with their answers.</p>	<p>5 . Write about the Obon dance Example: <i>There is a traditional in Japanese that people perform the Obon dance during the Obon festival. The festival happens in mid-August in many</i></p>
<p>Ss compare. T asks some Ss to talk in front of the class. Some Ss read. T checks and corrects.</p>	<p><i>regions of Japan. There are many different forms of Obon dance in different regions. In order to perform it, people make a circle around a yagura, a high wooden stage; some dancers move clockwise, and some counter-clockwise. I really like this dance.</i></p>

*** Homework:**

- Rewrite the descriptions about the Obon dance - Do the exercises in workbook.
- Prepare for the next lesson: Looking back- Project.

Teaching date: 8A.....

8 B.....

UNIT 4: OUR CUSTOMS AND TRADITIONS

Period 32: Looking back- Project

I. Objectives: By the end of the lesson students will be able to:

- Review the lexical items related to the topic “custom and traditions”..
- Review should and shouldn't to give advice.
- Review “have to” to express obligation and necessity.

1 . Knowledge:

a. Vocabulary: Vocabulary about customs and traditions.

b. Grammar: Review *should*, *shouldn't* and *have to*.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: - Students are aware of protecting “custom and traditions”. - Students love talking about our customs and traditions. **II.**

Teaching aids:

1 . Materials: Text book, plan, song

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson: Check 15 minutes **Code**

1.

I. Choose the best answer.

1. You shouldn'ta present in black or white paper.
A. respect B. wrap C. visit D. use
- 2 . You should avoidanother person's head because it's disrespectful.
A. respecting B. waiting C. touching D. following
- 3 . In Viet Nam, people use rice bowls and
A. knife B. fork C. chopsticks D. prong
- 4 . You shouldn't short shorts and tank tops.
A. break B. touch C. visit D. wear
- 5 . You should takeyour shoes at the entrance.
A. at B. to C. of D. off
- 6 . Five-colour _____ rice is made using roots and leaves.
A. stick B. sticky C. dish D. food
- 7 . There is a custom ofsomething.
A. do B. does C. did D. doing
- 8 . When you visit a temple, you have tosome important customs.
A. wear B. touch C. start D. follow

II. Complete each of the following sentences using the cues given.

1. You/shouldn't/point/prong/fork/upwards/during/meal

2 . You/can/use/fork/pick/more/food/dish.

Code 2.

I. Choose the best answer.

1 . You shouldold people.

- A. respect B. wrap C. take D. use

- 2 . Children should take things from adults with both
A. fingers B. foot C. toes D. hands
- 3 . You shouldn'tyour promise to the children.
A. follow B. break C. visit D. wear
- 4 . Youwear shorts when going to the pagoda.
A. have to B. must C. should D.
- 5 . We shouldbanana leaves to wrap the food. shouldn't
A. eat B. drink C. visit D. use
- 6 . People make specialties only _____ special occasions
A. in B. at C. on D. of
- 7 . Accordingtradition, we have fireworks on New Year's Eve
A. on B. at C. of D. to
- 8 . Five-colour _____ rice is made using roots and leaves.
A. stick B. sticky C. dish D. food

II. Complete each of the following sentences using the cues given.

- 1 . The knife/hold/right/hand/and/fork/hold/left/hand.
.....
- 2 . When/meal/finish/,/you/should/put/knife and fork/plate.
.....

Code 3.

I. Choose the best answer.

- 1 . We shouldour customs and traditions.
A. respect B. wrap C. visit D. use
- 2 . I think the host should invite everybody toeating
A. finish B. end C. start D. respect
- 3 . We have followed this tradition for three
A. customs B. generations C. society D. ancestors
- 4 . You should arrivetime.
A. in B. of C. at D. on
- 5 . When you visit a temple in ThaiLan, you have tosome important customs.
A. wear B. touch C. start D. follow
- 6 . _____ field in Sa Pa is one of the most beautiful kinds of fields in the world
A. Step B. Stair C. Terraced D. Up
- 7 . Five-colour _____ rice is made using roots and leaves.
A. stick B. sticky C. dish D. food
- 8 . There's a tradition in our province of fireworks on New Year's Eve
A. have B. has C. to have D. having

II. Complete each of the following sentences using the cues given.

- 1 . I have to/clean/room.
.....
- 2 . Same/cutlery/apply/eat/main/course/and/dessert. * **Keys**

Code 1.

I. Choose the best answer.

- 1 . B. wrap 2 . C. touching 3 . C. chopsticks 4 . D. wear 5 .
D. off 6 . B. sticky 7 . D. doing 8 . D. follow

II. Complete each of the following sentences using the cues given.

- 1 . You shouldn't point the prongs of the folks upward during the meal.
- 2 . You can use the folk to pick more food from the dish.

Code 2.

I. Choose the best answer.

- 1 . A. respect 2 . D. hands 3 . B. break 4 . D. shouldn't
5 . D. use 6 . C. on 7 . D. to 8 . B. sticky

II. Complete each of the following sentences using the cues given.

- 1 . The knife is held in the right hand and the fork is held in the left hand.
2 . When the meal is finished, you should put the knife and the fork on the plate.

Code 3.

I. Choose the best answer.

- 1 . A. respect 2 . C. start 3 . B. generations 4. D. on 5 . D. follow
6 . C. Terraced 7 . B. sticky 8 . D. having

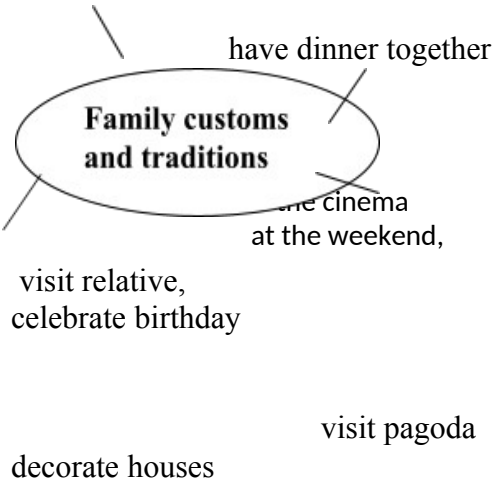
II. Complete each of the following sentences using the cues given.

- 1 . I have to clean my room.
2 . The same cutlery is applied when eating the main course and dessert.

3. New lesson

Teacher's and students' activities	The main contents
Activity 1. Warm up Goal: To warm up the class	

T lets Ss sing a song Ss sing a song T introduces the lesson	
Activity 2. Presentation Goal: Help Ss review the vocabularies they have learnt .	
T asks the Ss to look at the picture and answer the question. Ss look and answer. T asks the Ss to do task 1. Ss do it. T asks them to compare their answers in groups. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects. T asks the Ss to do task 2. Ss do it. T asks them to compare their answers in groups. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects. T asks the Ss to do task 3.	I. Vocabulary 1 . Complete the sentences with the words or phrases from the box *Keys 1 . respect 2 . worshipping 3 . wrap 4 . host 5 . cutlery 6 . generations 2 . Write the sentences with the following expressions. there's a tradition that.... according to tradition..... follow the tradition of.... break with tradition by... have the custom of..... 3 . Complete the following

<p>Ss do it. T asks them to compare their answers in groups. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p>	<p>word webs. Family customs and traditions</p> 
---	---

	
--	---

<p align="center">Activity 3. Practice Goal: Help Ss listen to review should/ shouldn't; have to.</p>	
<p>T review. Ss take notes.</p> <p>T asks the Ss to do task 4. Ss do it. T asks them to compare their answers in groups. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p> <p>T asks the Ss to do task 5. Ss do it. T asks them to compare their answers in groups. Ss do it. T asks some Ss to read the answers. Some Ss read. T checks and corrects.</p>	<p>II- Grammar We use should/ shouldn't to give an advice. We use "Have to" to express obligation and necessity.</p> <p>4 . Complete the sentences using should or shouldn't.</p> <p>* Keys 1 . should wait 2 . shouldn't use 3 . shouldn't break 4 . should follow 5 . shouldn't touch</p> <p>5 . Underline one mistake and correct. * Keys 1 . have to 2 . shouldn't 3 . have to have 4 . should 5 . have to avoid</p>

Activity 4. Further practice	
Goal: Help Ss talk about customs and tradition and know how to do the project.	
T asks the Ss to do task 6 in groups. Ss do it. T asks some Ss to talk in front of the class. Some Ss read. T checks and corrects. T guides the Ss to do project at home. Ss do it.	III. Communication 6 . Game: Best advice What should I do? IV. Project

*** Homework**

- Do the exercises in workbook.
- Prepare for the next lesson: Unit 5: Getting started.

Teaching date: 8A.....

8 B.....

UNIT 5: FESTIVALS IN VIET NAM***Period 34: Getting started*****I. Objectives:** By the end of the lesson students will be able to:

- Use the lexical items related to the topic 'festivals in Viet Nam'. -
- Interact a conversation about introduction and explanation about some festivals in Viet Nam.

1 . Knowledge :**a. Vocabulary:** vocabulary related to festivals in Viet Nam.**b. Grammar:** Simple and compound sentences: review.**2. Competences:** Linguistic competence, cooperative learning and communicative competence.**3 . Qualities:** - Students are aware of protecting our traditional.**II. Teaching aids:****1 . Materials:** Text book, plan**2 . Equipment:** computer accessed to the Internet, projector, loudspeaker**III. Procedures:****1 . Checkup attendance****2 . Checkup the old lesson: 3 . New lesson :**

Teacher's and students' activities	The main contents
Activity 1. Warm- up Goal: To attract Ss's attention to the lesson and to lead in the new lesson .	

<p>T lets Ss play a small game in two big groups to list what Vietnamese people should and shouldn't do during the Tet holiday.</p> <p>Ss play game</p> <p>T decides the winning team.</p>	<p>*Game.</p> <p>* Group A: Should</p> <p>+ We should visit our relatives at Tet</p> <p>+ We should make wishes for a better new year</p> <p>+ We should clean and decorate our house before Tet</p> <p>+ We should make banh chung/ banh tet</p> <p>* Group B: shouldn't</p> <p>+ We shouldn't buy fireworks</p> <p>+ We shouldn't break things</p> <p>+ We shouldn't fight</p>
--	---

	+ We shouldn't play cards all night
<p align="center">Activity 2. Presentation</p> <p>Goal: Help Ss listen and read then know more items related to the topic 'festivals in Viet Nam'</p>	
<p>T asks Ss to open their books and look at the picture and the heading Which festival should I see? Ask them some questions:</p> <p>Ss answer the questions as a class.</p> <p>T presents some new words T uses the technique "Rub out and remember" to check Ss' understanding of new words</p>	<p>1- Listen and read</p> <p>The questions may be:</p> <ul style="list-style-type: none"> - Where are Duong and Peter? - What are they doing? - What might they be talking about? <p>*Vocabulary:</p> <ul style="list-style-type: none"> ● royal court music (n) (explanation) ● reunion (n) (synonym) ● regret (v) (explanation) ● five-fruit tray (n) (picture) ● carnival (n) (picture) ● procession (n) (picture) ● anniversary (n) (picture)
<p align="center">Activity 3. Practice</p> <p>Goal: Ss can understand the conversation and do exercises.</p>	
<p>T asks Ss listen to the tape and do exercise</p> <p>Ss work independently.</p> <p>T plays the recording once or twice more. Pause the recording at the appropriate places if Ss need help with comprehension.</p> <p>T allows Ss to share their answers with a classmate before discussing as a class. T corrects</p> <p>T: First, ask Ss not to look at the</p>	<p>a. Tick true or false.</p> <p>1-2-5: T 3-4: F</p> <p>b. Read the conversation again and answer the questions.</p> <p>Key:</p>

<p>conversation to answer the questions, then have them open their books and check their answers. Ss answer the questions</p>	<p>1 . In April. They can see a grand opening ceremony, an ao dai fashion show, a Dem Phuong Dongor oriental night show, royal court music performances ... and sporting activities. 2 . Duong's family prepares a five-fruit tray and makes jam and chungcakes. 3 . Because there are so many interesting things to see and enjoy, it would take too long to describe them.</p>
---	--

<p>T asks Ss to look at the conversation again and underline the expressions. Have Ss use the context to try to explain when they may use the expressions. Correct them if necessary.</p> <p>T asks students to practice in pairs, have Ss role-play, practising the expressions in C. Call on a few pairs to perform to the class. Ss practice in pairs.</p> <p>T has Ss work in pairs, matching the words with the pictures. Then check their answers. Afterwards, have Ss repeat the words chorally. Ss do exercise T corrects their pronunciation if necessary.</p> <p>T has Ss work independently, match the names of the festivals with the appropriate pictures, then cross check with a partner. T checks Ss' answers.</p> <p>T asks Ss to work in pairs, matching the descriptions of festivals with their names. T checks Ss' answers.</p>	<p>4 . In Bac Ninh, on 12th of the first lunar month.</p> <p>5 . Because it's near Ha Noi, it takes place right after Tet holiday and is full of traditional events.</p> <p>c. Can you find the following expressions in the conversation? Try to explain their meaning . Key: 1 . used as suggestion or to give advice 2 . (It/That) sounds + adj: used to give your first impression of what you hear 3 . to stress that it is worth spending time or money doing something 4 . to show surprise and to check that something is really OK to do</p> <p>d. Make short conversations with the four expressions in C. - Why don't you come with us to the Lim Festival? You won't regret it. - Sounds great! / Are you sure?</p> <p>2. Use the words from the box to label the pictures. Key: a. ceremony b. anniversary c. reunion d. procession e. carnival f. performance</p> <p>3 . Match the words with the pictures of festivals. Key: 1.d 2.a 3. c 4. b 5. e</p> <p>4 . Match the festivals in 3 with their descriptions. Key: 1.c 2. b 3.e 4. d 5.a</p>
<p align="center">Activity 4. Further practice Goal: Ss can talk about some festivals in their hometown</p>	
<p>T asks Ss to discuss in groups and talk about some festivals in their hometown Ss discuss in groups T corrects</p>	

*** Homework.**

- Write down as many local festivals.
- Prepare for the next lesson: A closer look 1.

Teaching date: 8A.....

8 B.....

UNIT 5: FESTIVALS IN VIET NAM

Period 35: A Closer Look 1

I. Objectives: By the end of the lesson students will be able to:

- Practise vocabulary related to the topic "festivals in Viet Nam".
- Practise stress correctly multi-syllable words with **-ion** and **-ian** endings.

1 . Knowledge :

a. Vocabulary: vocabulary related to festivals in Viet Nam.

b. Pronunciation: Stress of words ending in **-ion** and **-ian**.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: - Students are aware of protecting our traditional.

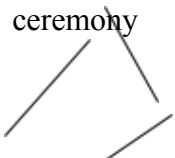
II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

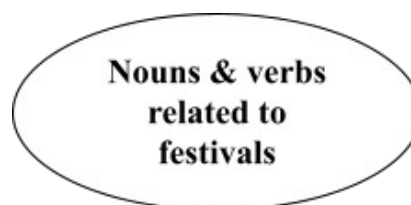
III. Procedures:

1 . Checkup attendance

Teacher 's and students ' activities	The main contents
Activity 1. Warm- up	
Goal: To attract Ss's attention to the lesson and to lead in the new lesson .	
T asks Ss to list nouns and verbs related to the festivals as much as possible Ss: Work in groups	*Network. ceremony perform 

2. Checkup the old lesson:

3 . New lesson :



	 watch
Activity 2. Presentation	
Goal: Help students practise stress ctly multi-syllable words with -ion and	

corre -ian endings	
<p>T asks Ss to look at the words in the table. T asks 'What do you notice about the endings? How many syllables does each word have?'. - Have Ss answer and sum up. - Model stress in different words with the ending -ion, and -ian. - Ask Ss to look at the rules in the Remember! box. Discuss this rule with the class and elicit some pronunciations from Ss</p> <p>T plays the recording and ask Ss to listen and repeat the words in part 4, 5 Ss listen and repeat</p> <p>T plays the recording and ask Ss to listen and stress the words. Ask them to pay attention to the endings. Ss compare their answers in pairs. T checks.</p>	<p>1 . Pronunciation *Stress in words ending in -ion and -ian Key: They are all words with more than two syllables. They end with the suffix -ion or -ian</p> <p>Ex. Read and mark (‘) the stressed syllable in the underlined words. Then listen and repeat. Key: 1 . com’panions 2 . partici’pation 3 . at’tention 4 . his’torians 5 . tra’dition</p>
<p align="center">Activity 3. Practice</p> <p>Goal: Help students know vocabularies related to the topic "festivals in Viet Nam".</p>	
<p>T asks students to work independently on 1 and 2. Then, ask them to share their answers with one or more partners. Ss work independently on 1 and 2.</p>	<p>1 . Match the words to their meanings. Key: 1.c 2. e 3.a 4. b 5.d</p> <p>2 . Complete the sentences using the words in 1. Key:</p>

<p>T checks Ss' answers.</p> <p>T has Ss work in pairs to match verbs with nouns on a piece of paper then swap the answers with another pair to check.</p> <p>Ss work in pairs</p> <p>T checks Ss' answers.</p>	<ol style="list-style-type: none"> 1 . commemorate 2 . worship 3 . preserve 4 . ritual 5 . performance <p>3 . Match the nouns with each verb. A noun can go with more than one verb.</p> <p>Key:</p> <ol style="list-style-type: none"> 1 . WATCH ... a ceremony, a show 2 . HAVE ... (all can fit) 3 . WORSHIP ... a god, a hero 4 . PERFORM ... a ritual, a ceremony, a show
<h3 style="text-align: center;">Activity 4. Further practice</h3> <p style="text-align: center;">Goal: Ss can review the vocabulary throughout games</p>	
<p>T lets Ss play game:</p> <p>Ss stand into two lines (ten people) and whisper a word for their friend from number 1 to number 10 and the person go to the board and write</p> <p>T corrects and remarks</p>	<p>Vocabulary in the book</p>

* **Homework.**

- Practice vocabulary and pronunciation again.
- Guide ss how to do exercises in workbook.
- Prepare for the next lesson: A closer look 2

Teaching date: 8A.....

8 B.....

UNIT 5: FESTIVALS IN VIET NAM

Period 36: A Closer Look 2

I. Objectives: By the end of the lesson students will be able to: - Use the lexical items related to the topic "festivals in Viet Nam".

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

1 . Knowledge :

- a. Vocabulary:** Review
- b. Grammar:** Simple, compound sentences, and complex sentences.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: - Students are aware of protecting our traditional.

II. Teaching aids:

1 . **Materials:** Text book, plan

2 . **Equipment:** computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . **Checkup attendance**

2 . **Checkup the old lesson:** 3 . **New lesson :**

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm- up</p> <p>Goal: To attract Ss's attention to the lesson and to lead in the new lesson .</p>	
<p>T has Ss play the game: Network to list the conjunctions/ connectors they learnt</p> <p>T asks Ss to make sentences using the conjunctions/ connectors above.</p> <p>T introduces the new lesson</p>	<p>*Network.</p> 
<p align="center">Activity 2. Presentation</p> <p>Goal: Ss can understand the simple and compound sentences and do exercises.</p>	
<p>T gives example about the simple and compound sentences</p> <p>Ss give examples</p> <p>T corrects</p> <p>T tells Ss to read the grammar book</p> <p>Complex sentences carefully.</p> <p>T explains the meaning of</p>	<p>I. Simple and compound sentences</p> <p>Eg:</p> <p>Simple: I enjoy playing football with my friends every weekend. ... x II.</p> <p>Complex sentences</p>

<p>the subordinators, translating i necessary.</p> <p>T asks Ss to work in pairs. Then have Ss answer before checking with the whole class Ss work in pairs</p> <p>T has Ss work individually and check with another S. Finally, T check Ss' answers with the whole class. Ss work individually and check with another S</p> <p>T asks Ss to look at the rules in the Look out! box. Tell them the use of punctuation in formal language when we write a compound sentence using conjunctive adverbs. Ss practice in pairs</p>	<p>1. Write S for simple sentences and C for compound sentences. Key: 1.S 2. C 3.C 4. S 5. S</p> <p>2 . Make compound sentences. Key:</p> <ol style="list-style-type: none"> 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 chungcakes as well. 3. The Hung King's sons offered him many special foods, but Lang Lieu just brought him a chungcake and a day cake. 4. To welcome Tet, we decorate our house with peach blossoms, 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. <p>3 . 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.</p> <ol style="list-style-type: none"> 3. Tet is a time for us to worship our ancestors; moreover, it is also a time for family reunion. 4. The Khmer believe they have to float lanterns; otherwise, they may not get good luck. 5. The Hung King Temple Festival was a local festival; nevertheless/ however, it has become a public holiday in Viet Nam since 2007 <p>4. Match the dependent clauses with the independent ones to make complex sentences.</p>
--	--

<p>T asks Ss to work individually to match the clause and check with one or more partners. Finally, T corrects as a class. Ss work individually to match the clause and check with one or more partners T corrects</p>	<p>Key: 1.b 2. d 3.e 4. f 5.a 6.c</p>
<p align="center">Activity 3. Practice Goal: Help students review the c omplex sentences and do exercises</p>	
<p>T has Ss work individually to add the subordinators. Then check as a class. Discuss the reasons for using each subordinator. Ss work individually to add the subordinators T corrects</p> <p>T has Ss work in pairs to complete the sentences. Ask Ss to swap their sentences with other pairs and cross-check. Have some Ss read out their answers. If the classroom has a projector, show some answers and check them with the whole class. Ss work in pairs to complete the sentences.</p>	<p>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</p> <p>6. Use your own words/ ideas to complete the sentences below. Suggested answers: 1. _____, I have never been there. 2 . _____, we shouldn't miss it. 3. _____, you should visit Giong Temple. 4. _____, they take a lot of photos. 5. _____, they can enjoy the beautiful scenery of the area.</p>
<p align="center">Activity 4. F urther practice Goal: Ss can mak e complex sentences</p>	
<p>* Groupwork T summarizes the main content by playing game: - Divide the class into two teams. - Each member in each team will make a sentence use: when, because, even though... - The team which speaks right sentences is the winner.</p>	<p>Eg: Because Quan ho is the trditional folk song of Bac Ninh, only this kind of singing is allowed at the Lim festival</p>

*** Homework.** - Practice sentences.

- Prepare for the next lesson: Communication.

Teaching date: 8A.....
8 B.....

UNIT 5: FESTIVALS IN VIET NAM

Period 37: Communication

I. Objectives: By the end of the lesson students will be able to:

- Know more about A Khmer Festival, explore an interview with a Khmer about a Khmer Festival.

1. Knowledge :

a. Vocabulary: Extra vocabulary about festivals.

b. Grammar: Review

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Students are aware of protecting our traditional.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson: 3 . New lesson :

Teacher 's and students ' activities	The main contents
<p style="text-align: center;">Activity 1. Warm- up</p> <p style="text-align: center;">Goal: To attract Ss's attention to the lesson and lead in the new lesson .</p>	
T asks Ss to look at the pictures and guess to answer the qs. Ss answer the questions	<p>*Chatting.</p> <ul style="list-style-type: none"> - Have you ever been to Soc Trang province? - Have you ever seen a festival by the Khmer? - What activities do people do at the festival?
<p style="text-align: center;">Activity 2. Presentation</p> <p style="text-align: center;">Goal: Help students more about A Khmer Festival, explore an interview with a Khmer about a Khmer Festival</p>	
<p>T introduces some new words on the board Ss read them and copy from the board</p> <p>T asks Ss to look at the pictures and answer the questions. Ss practice in pairs</p>	<p>1 . Vocabulary</p> <p>Bamboo archway: vòm tre Green rice flakes: cốm xanh coconut: trái dừa clasped hands: bắt tay floating lanterns: thả đèn</p> <p>2 . Exercises</p> <p>Ex 1. Answer the questions.</p>
<p style="text-align: center;">Activity 3. Practice</p> <p style="text-align: center;">Goal: Ss can listen and answer the questions</p>	

<p>T plays the recording and lets Ss check their guesses. Ss listen and check their guesses.</p>	<p>Ex 2. Listen and check your answers. Key: a. 1 . bamboo archway 2 . green rice flakes 3 . potatoes 4. coconuts 5 . piacake 6 . clasped hands 7 . lanterns 8 . dragon boat race b. Ooc bom boc festival</p>
<p>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. T plays the recording again for Ss to answer. If Ss haven't been able to answer all the questions, play the recording another time. Ss practice in pairs T checks the answers with the whole class.</p>	<p>Ex 3. Listen to the interview again and complete the table below with the answers to the suggested questions. Suggested questions: 1 . Where is the festival held? 2 . When is the festival held? 3 . Who do the people worship at the festival? 4-6 . What activities do people do at the festival? Key: 1 . Soc Trang 2 . 14th , 15th evenings of the 10th lunar month 3. Moon God 4 . have a worshipping ceremony 5 . float paper lanterns 6 . hold dragon boat races</p>
<p align="center">Activity 4. Further practice Goal: Help students practice asking and answering about a local festival</p>	
<p>T asks Ss to work in pairs reading the dialogue before the class Ss read the dialogue before the class. T asks students to practice asking and answering about a local Festival . Ss practice in pairs</p>	<p>3 . Practice Example: A: Good morning. Can I ask you some questions? about this festival? B: Yes, of course. A: What is the festival called? B: It's _____. It's held in _____. A: Who do you worship at the festival? C: We worship _____.</p>

*** Homework.**

- Write about a local Festival
 - Learn new words/ workbook: C. Speaking
 - Prepare for the next lesson: Skills 1
- Teaching date: 8A.....
8 B.....

UNIT 5: FESTIVALS IN VIET NAM

I. Objectives: By the end of the lesson students will be able to:

- Read for specific information about festivals.
- Talk about a festivals.

1 . Knowledge :

a. Vocabulary: Vocabulary about festivals

b. Grammar: Review

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3 . Qualities: - Students are aware of protecting our traditional.

II. Teaching aids:

1 . Materials: Text book, plan

2 . Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1 . Checkup attendance

2 . Checkup the old lesson: 3 . New lesson :

Teacher 's and students ' activities	The main contents
<p align="center">Activity 1. Warm- up</p> <p>Goal: To attract Ss's attention to the lesson and to lead in the new lesson .</p>	
<p>T asks Ss to practice in small groups, look at the pictures and answer the questions, but don't check the answers with the class.</p> <p>Ss do the task in speaking</p>	<p>* Questions</p> <ul style="list-style-type: none"> - What are the people doing in each picture? - Who do people worship at the Hung King Temple Festival? - Who do people worship at the Huong Pagoda Festival?
<p align="center">Activity 2. Presentation</p> <p>Goal: Ss will read about the festivals in Viet Nam' and complete the sentences to base on t he passage.</p>	
<p>T gives Ss two minutes to skim the passages and check their answers in 1. Explain that to skim, they must move their eyes very quickly over the text to get a general idea of the subject.</p> <p>Ss skim the passages.</p> <p>T gives Ss one minute to scan the passages to find the words. Ask Ss to underline or circle the words they find with a pencil.</p> <p>Ss scan the passages to find the words.</p> <p>T may help Ss work out the meanings of these words from the context. Then check with the whole class.</p>	<p>2. Now read the information about these festivals to check your ideas.</p> <p>3 . Find words/ phrases in the passages that have similar meaning to these words or phrases.</p> <p>Key:</p> <ul style="list-style-type: none"> 1 . emperors 2. features 3 . joyful

<p>T asks Ss to read the text again and answer the questions. Ss can compare answers with a partner before discussing them as a class. Ss read and answer the questions. T corrects and remarks.</p>	<p>4 . from overseas 5 . hiking 6 . scenery</p> <p>4 . Read the information again and answer the following questions. Key: 1 . The Hung King Temple festival takes place from the 8th to the 11th day of the third lunar month. 2 . Incense, specialities such as chungcakes, daycakes and five-fruit trays. 3 . Because there are many joyful activities including bamboo swings, lion dances, wrestling and xoansinging performances. 4 . People join the procession and make offerings of incense, flowers, fruit and candles. 5 . Ss' own answers.</p>
<p align="center">Activity 3. Practice Goal: Ss can discuss when they visit some famous place in Viet Nam</p>	
<p>T asks Ss to work in pairs, choosing one of the two places: Huong Pagoda or Hung King Temple to go to. Remind Ss to give a reason for their choice like in Example 1. Ss practice in pairs</p> <p>T asks Ss to think about what to take with them. Ask them to use the suggestions in the pictures. Encourage them to add any other items they think necessary and give reasons. Go around to help Ss.</p>	<p>5 . Discuss the questions. Then report your decisions to the class.</p> <p>1 . Which place do you prefer to go to? Explain your choice. 2 . What things should you take with you? Why?</p>
<p align="center">Activity 4. Further practice Goal: Ss can report their decisions to the class</p>	
<p>T asks Ss to report their decisions to the class and decide which location is more popular. Remember to ask Ss to say why the chosen location is more popular. Ss report their decisions to the class.</p>	<p>Eg: At weekend, we decided to Huong pagoda. We will bring a camera. ...</p>