

GIÁO ÁN MÔN TIẾNG ANH 8 THÍ ĐIỂM – THCS ĐÔNG QUANG

Week 14 - Period 42

Date of teaching: / /

UNIT 6: FOLK TALES

Lesson 1: Getting started

A. Objectives

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

- Use the lexical items related to the topic of “Folk tales”
- Talk about a legend/ folk tale/ fairy tale/ fable.

1. Knowledge:

- Vocabulary: relating to the topic “*Folk tales*”
- Grammar: Past simple tense, past continuous; exclamatory sentences.

2. Competence: linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students can love legends and folk tales.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher’s and students’ activities	The main contents
1. Warm- up (5’) a, Aim: To attract Ss’s attention to the lesson and to lead in the new lesson. b, Contents: Ss work in groups to call out the name of a Vietnamese festival. c, Outcome: Ss can recall many names of Vietnamese festivals. d, Organization:	
- T divides ss in 3 big groups A, B and C. - T asks one student in group A to call out the name of a Vietnamese festival, then points at one student from group B. This student has to call out the name of another Vietnamese festival. Then points at one student from group C to call out the name of another Vietnamese festival. - Ss work in groups to do the task. - T leads in new lesson.	Call out the name of a Vietnamese festival
2. Presentation (10’) a, Aim: To help students know the lexical items related to the topic of “Folk tales” and have some background knowledge about the topic.	

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b, Contents: + Ss work individually to study vocabulary. + Ss work in pairs to listen and read. c, Outcome: Ss can know the lexical items related to the topic of “Folk tales” and have some background knowledge about the topic well. d, Organization:	
- T uses different techniques to teach vocabulary (situation, realia...), follows the seven steps of teaching vocabulary . - Ss listen carefully to the T’s modeling twice, repeat in chorus and individually and copy all the words. =>Checking vocabulary: Matching (Activity 1b – P.59) - T has Ss work in pairs to match the words to their meanings. Then asks them to share answers before discussing as a class. Ss do it. - T asks ss to answer the questions in pairs. Ss do it. - T sets the scene: <i>You are going to listen and read the conversation between Duong and Nick.</i> + <i>What Vietnamese legend would Duong suggest for Nick’s project?</i> - T lets ss listen and read, then check their guessing. Ss do it.	* New words: + <i>reply (v): trả lời</i> + <i>legend (n): truyền thuyết</i> + <i>fable (n): truyện ngụ ngôn</i> + <i>genre (n): loại/ thể loại</i> + <i>plot (n): cốt truyện (recall)</i> + <i>origin (n): nguồn gốc</i> + <i>produce (v): sinh đẻ (con cái), sản xuất</i> 1b. Match the words to their meanings Keys: 1. title- c. the name of the story 2. genre- d. the type of the story it is 3. main characters- a. the people the story is about 4. plot- b. the content of the story * Presenting the dialogue: + Have you ever read or been told a famous Vietnamese legend? + What is its title?/ + What is it about? + What are the main characters in it? Key: He suggested the legend of Lac Long Quan and Au Co.
3. Practice (20’) a, Aim: To help students understand the dialogue about the folk tale and know about a legend/ folk tale/ fairy tale/ fable. b, Contents: + Ss work individually to choose the correct answers.	

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+ Ss work in groups to find the information in the conversation to complete the table. + Ss work individually to study the Exclamatory sentences. + Ss work individually to match the words with their definitions. c, Outcome: Ss can understand the dialogue about the folk tale clearly and know about a legend/ folk tale/ fairy tale/ fable well. d, Organization:	
- T asks the Ss to do task a. Ss work individually to do task 1a. - 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.	1a. Read the conversation again and choose the correct answers. Key: 1.b. 2.c. 3.a 4. c 5. a
- T asks the Ss to do task 1c. Ss work groups of three to do task 1c. - T asks Ss to compare their answers with other groups. - T calls some Ss to read the answers. - T checks and corrects.	1c. Find the information in the conversation to complete the table. Key: <i>Title: Lac Long Quan and Au Co</i> <i>Genre: Legend</i> <i>Main characters: Lac Long Quan, Au Co and their sons</i> <i>Plot: Lac Long Quan married Au co</i> <i>-Au Co gave birth to one hundred baby boys.</i> <i>- Lac Long Quan missed the sea.</i> <i>- Lac Long Quan took fifty of their sons to the sea.</i> <i>- Au Co took the others to the mountains.</i>
- T gives an example: + <i>What a beautiful dress it is!</i> + <i>How beautiful the dress is!</i> - T asks ss to look at the example and tell what kinds of sentence are they? Ss answer. - T asks ss to discuss the question in pairs. Ss work in pairs to discuss.	1d. Exclamatory sentences * <u>REMEMBER!</u> + <i>Exclamatory sentences are used to express surprise or strong feelings:</i> (1) What + a/an + Adj + N (singular countable) + S +V! => E.g: What a naughty boy he is! (2) What + Adj + N (plural/ uncountable) + S +V!

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+ <i>What does an exclamatory sentence express?</i> + <i>When do we use exclamatory sentences?</i> - T asks ss to write the forms. Ss do it. - T lets Ss read the REMEMBER. - T asks the Ss to do task 2. Ss do it individually. - T asks Ss to compare their answers in pairs. Ss do it. - T asks some Ss to read the answers. Some Ss read. - T checks and corrects.	=> E.g: What naughty boys they are! What beautiful weather it is! + <i>We don't always use an adjective and a verb or a subject in exclamatory sentences.</i> => E.g: What a day! 2. Match the words with their definitions. Key: 1-c, 2-d, 3- b, 4-a								
4. Application (8') a, Aim: To help students understand the dialogue about the folk tale and know about a legend/ folk tale/ fairy tale/ fable. b, Contents: + Ss work individually to choose the correct answers. + Ss work in groups to find the information in the conversation to complete the table. + Ss work individually to study the Exclamatory sentences. + Ss work individually to match the words with their definitions. c, Outcome: Ss can understand the dialogue about the folk tale clearly and know about a legend/ folk tale/ fairy tale/ fable well. d, Organization:									
- T has Ss work independently, filling in the table with the information of the legend, folk tale, fable or fairy tale they know. - Ss work individually to do the task. - First, T models this activity with a more able student. Then asks Ss to work in pairs. T may go around to help Ss. - T calls some pairs to practice in front of the class. Ss do it. - T gives feedback and comments.	3. GAME: Guess the story 3a. Fill in the table <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Title</td><td style="width: 150px;"></td></tr> <tr> <td style="padding: 5px;">Genre</td><td></td></tr> <tr> <td style="padding: 5px;">Main characters</td><td></td></tr> <tr> <td style="padding: 5px;">The plot</td><td></td></tr> </table> 3b. Interview => Example: A: <i>What kind of story is it?</i> B: <i>It's a fairy tale.</i>	Title		Genre		Main characters		The plot	
Title									
Genre									
Main characters									
The plot									

3. Consolidation and guides for homework (2')

- * **Consolidation:** - Asks ss to recall the main contents of the lesson.
 - Consolidates ss more for ss to remember.

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- * **Homework:** Asks ss to: + Complete the exercises in their notebooks.
+ Translate the dialogue in Vietnamese. + Prepare **A closer look 1**.

Week 15 - Period 43

Date of teaching: / /

UNIT 6: FOLK TALES

Lesson 2: A closer look 1

A. Objectives

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

- Use the lexical items related to the topic of “Folk tales” to describe some characters in one of your favorite folk tales
- Use an exclamatory sentence with the correct intonation.

1. Knowledge:

- Vocabulary: relating to the topic “**Folk tales**”
- Grammar: Past simple tense, past continuous; exclamatory sentences.
- Pronunciation: Intonation in exclamatory sentences.

2. Competence: linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students can love legends and folk tales.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: Asks Ss to write new words (3’)

2. New lesson:

Teacher’s and students’ activities	The main contents
1. Warm- up (5’) a, Aim: To attract Ss’s attention to the lesson and lead in the new lesson. b, Contents: Ss work in groups to write as many names of popular characters in folk tales as possible. c, Outcome: Ss can write as many names of popular characters in folk tales as possible. d, Organization:	
- T asks Ss to work in 3 big groups A, B and C. T asks Ss to write as many names of popular characters in folk tales as possible. - Ss work in groups to do the task. - T asks Ss to look at Vocabulary P.60 and check. Ss do it. - T leads in the new lesson.	Brainstorming

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2. Presentation (5')	
a, Aim: To help students know the lexical items related to the topic of “Folk tales”. b, Contents: Ss work individually to study vocabulary. c, Outcome: Ss can know the lexical items related to the topic of “Folk tales” well. d, Organization:	
- T uses different techniques to teach vocabulary (situation, realia...), follows the seven steps of teaching vocabulary. - Ss listen carefully the T’s modeling twice, repeat in chorus and individually and copy all the words. => Checking vocab: Slap the board	New words: + appear (v): xuất hiện + gown (n): áo dài, đầm (mặc vào dịp đặc biệt) + magician (n): nhà ảo thuật + spin (n): quay tròn, đan, dệt + woods (n): rừng + heaven (n): thiên đàng + roar (v): gầm, rú + anger (n): cơn giận, sự giận + servant (n): đầy tớ/ người hầu
3. Practice (25')	
a, Aim: To help students use the lexical items related to the topic of “Folk tales” to describe some characters in one of your favorite folk tales. b, Contents: + Ss work individually to match the words to their meanings. + Ss work individually to match the creatures with the pictures. + Ss work in pairs to use these adjectives to describe some characters in one of their favorite folk tales. + Ss work individually to listen and repeat. c, Outcome: Ss can know the lexical items related to the topic of “Folk tales” well. d, Organization:	
- T asks the Ss to do task 1. Ss work individually - T asks Ss to compare their answers in pairs. Ss do it. - T asks some Ss to read the answers. Some Ss read. - T checks and corrects.	I. Vocabulary 1. Match the words to their meanings. Key: 1- <i>G giant</i>: người khổng lồ 2- <i>C Buddha</i>: Phật, đức Phật 3- <i>E fairy</i>: tiên, nàng tiên 4- <i>B emperor</i>: hoàng đế 5- <i>H witch</i>: Mụ Phù Thủy 6- <i>A Woodcutter</i>: tiều phu 7- <i>D knight</i>: hiệp sĩ 8- <i>F princess</i>: Công chúa

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- T asks the Ss to do task 2. Ss work individually. - T asks some Ss to read the answers. Some Ss read. - T corrects and remarks. - T asks Ss to use these adjectives to describe some characters in one of their favorite folk tales. Ss do it in pairs. - T asks some Ss pairs to practice in front of the class. Some pairs practice. - T checks and corrects. - T introduces the way to use an exclamatory sentence with the correct intonation: We use falling intonation for exclamatory sentences. - T asks ss to listen and repeat the sentences, paying attention to the intonation of each sentence. Ss work individually to listen and repeat.	2. Match the creatures with the pictures. Key: 1-G, 2-F, 3-A, 4-E, 5-B, 6-C, 7-H, 8-D 3. Use these adjectives to describe some characters in one of your favorite folk tales. Example: <i>There's a wolf in Little Red Riding Hood. He's cunning and wicked....</i> II. Pronunciation: Intonation in exclamatory sentences 4. Listen and repeat .
4. Application (5') a, Aim: To help students use an exclamatory sentence with the correct intonation. b, Contents: Ss work in pairs to listen and repeat. c, Outcome: Ss can speak exclamatory sentence with the correct intonation. d, Organization:	
- First, T asks Ss to work in pairs, practice saying the sentences. Ss do it. - T calls some Ss to practice in front of the class. Ss do it. - Then T asks Ss to listen while T plays the recording. T may pause after each sentence and asks them to repeat chorally. Ss do it. - T corrects their pronunciation.	5. Listen and repeat

3. Consolidation and guides for homework (2')

* Consolidation:

- Asks ss to recall the main contents of the lesson
- + More vocabularies related to the topic “*Folk tales*”
- +Pronunciation: ***Intonation in exclamatory sentences***

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- Consolidates ss more for ss to remember
- * **Homework:** Asks ss to:
 - Learn by heart new words.
 - Do exercises B1, B2, B3 page 45 in workbook.
 - Prepare **A closer look 2**.

Week 15 – Period 44

Teaching date: .../.../.....

UNIT 6: FOLK TALE **Lesson 3: A closer look 2**

A. Objectives

1. Knowledge: By the end of the lesson students will be able to:

- Use past continuous tense correctly.
- Distinguish between the past continuous tense and the simple past tense.
- Use the Past continuous tense correctly and distinguish between the Past continuous tense and the Simple past tense correctly
 - a. Vocabulary: related to the folk tale
 - b. Grammar: Past continuous, Simple past tense.
 - c. Skills: Sentence completion, making sentences, matching, speaking and rewriting

2. Competence: SS will develop some competences such as teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence

3. Behavior: Students are hard-working and attentive. Ss have aware of loving legend and folk tale .

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (3')	
a, Aims: To warm up the class and lead in the lesson.	
b, Contents: Ss talk about some characters in legend/ fair tale...	
c, Outcome: Ss can attend to the lesson and retell many characters in legend/ fair tale...	
d, Organization:	

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Talk about some characters in legend/ fair tale...	
2. Presentation (18’) a, Aims: Help students know more about past continuous. b, Contents: + Ss work individually to fill in each blank with the past perfect form of the verb in brackets. + Ss work pair to ask and answer the following questions using the cues. c, Outcome: Ss can know how to use the past perfect and do related exercises about the past perfect correctly. d, Organization:	
T introduces past continuous. Ss listen and take notes.	Grammar 1.a Form of the past continuous b. The usage of past continuous <u>The past continuous tense</u> + We use the past continuous tense to describe an action that was in progress at a stated time in the past. <i>E.g: At 3:30 the tortoise was running ahead of the hare.</i> + We use the past continuous tense to describe an action that was in progress when another shorter action happened (this shorter action is expressed by the simple past) <u>E.g:</u> <i>She was crying when a fairy appeared.</i> <i>A fairy appeared while she was crying.</i> * Form: S + was/ were + V-ing. (Textbook – P.61)
3. Practice (14’) a, Aims: Help Ss use the past continuous and distinguish with past simple. b, Contents: + Put the verb in the correct form + Write what was happening in each picture. + Write the correct form + Complete the paragraph	

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c, Outcome: Ss can know how to use the structure the past continuous and distinguish with past simple and do related exercises well. d, Organization:	
T asks the Ss to do task 2 in pairs 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. 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 Ss to answer the questions Eg: A: What was the servant doing? B: She was spinning. Ss ask and answer T checks and corrects. T asks the Ss to do task 4. 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 5. Ss do it.	2. Put the verb in the correct form * Keys 1. was wearing 2. were you doing 3. was going 4. ran 5. was not/ wasn't waiting. 3. Write what was happening in each picture. *Keys 1. The servant was spinning in the woods. 2. The girl was picking flowers by the side of the road. 3. The knights were riding horses to the castle. 4. Cinderella was dancing with the prince. 5. Saint Giong was flying to heaven. 6. The ogre was roaring with anger. 4. Write the correct form * Keys 1. was walking, stopped, had 2. was lying, heard, needed 3. heard, was following, started 4. dropped, ate 5. were dancing, left 6. was missing/ missed, decided 5. Complete the paragraph * Keys 1. was shining, 2 was sleeping

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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.	3.went 4. were flying 5. opened 6.fell
4. Application (8')	
a, Aims: Ss can interact to each other. b, Contents: Ss talk sentences to use the past continuous and distinguish with past simple c, Outcome: Ss can talk sentences to use the structure the past continuous and distinguish with past simple correctly. D, Organization:	
- Lets ss do the grammar exercises individually, guessing what their partner was doing at the times on the clocks. - Reminds them to make a note of their guesses. - Now models this activity with a more able student. - Asks ss to work in pairs. - T may go around to provide help. - Calls some pairs to demonstrate in front of the class	* Act. 6a: E.g: <i>I think Minh was having breakfast at 7a.m last Sunday.</i> * Act. 6b: E.g: A: <i>Were you having breakfast at 7a.m last Sunday?</i> B: <i>Yes, I was./ No, I wasn't.</i>

3. Consolidation- 1'

T asks students to tell a story and use the past continuous and past simple

Eg: I think Minh was having breakfast at 7 a.m. last Sunday...

T retells the way to use the past continuous and past simple

4. Homework- 1'

- Do exercise 6 in workbook.
- Prepare next lesson: Communication

Week 15 – Period 45

Teaching date: .../.../.....

UNIT 6. FOLK TALES

Lesson 4. Communication

A. Objectives

1. Knowledge: By the end of the lesson students will be able to:

- Narrate a folk tale in English.

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- Tell the fairy tale.

a. Vocabulary: Extra vocabulary: Granny; Scream; Swallowed

b. Grammar: Past continuous

c. Skills: Comprehension reading, summarize with the posts, speaking the posts, asking and answering

2. Competence: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

3. Behavior: Students can think of more other folk tales they know and narrate them in English and have loving about folk tales

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (3') a, Aims: To warm up the class and lead in the lesson. b, Contents: Ss listen to an English song. c, Outcome: Ss can attend to the lesson d, Organization:	
- Listen to an English song	
2. Presentation (5') a, Aims: Help students know more vocabulary. b, Contents: Ss study some extra vocabularies and brainstorm about communication breakdown. c, Outcome: Ss can know some extra vocabularies and understand the communication breakdown. d, Organization:	
T introduces vocabularies. Ss listen and take notes.	Extra vocabulary Granny: /græni/ = grandmother Scream: /skri:m/ = cry Swallowed/'swolou/ : nuốt
3. Practice (20') a, Aims: Help students retell the fairy tale. b, Contents: + Put the parts of the fairy tale in order.	

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+ Retell the fairy tale. + Work in groups. Write an ending for the fairy tale. c, Outcome: Ss can understand the content of the fairy tale and do exercises correctly. d, Organization:	
T asks Ss to look at the pictures and put the parts of the fairy tale in order. 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 work in groups. Retell the fairy tale. Ss do it. T asks some Ss to tell the fairy tale. Some Ss tell. T asks the Ss to do task 3. 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.	1. Then put the parts of the fairy tale in order. Keys 1. h; 2- a; 3- e; 4- f; 5- d; 6- c; 7- b; 8- g 2. Retell the fairy tale. 3. Work in groups. Write an ending for the fairy tale.
4. Application (15') a, Aims: Help Ss more understand the content of the fairy tale. b, Contents: Ss work in groups to reperform the fairy tale. c, Outcome: Ss can reperform the fairy tale confidently d, Organization:	
- Have Ss work in groups. Ask them to reperform the fairy tale . Set a time limit of ten minutes. They should also decide which changes are the most beneficial.	4. Reperform the fairy tale

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3. Consolidation- 1'

- Retell the extra vocabulary.

4. Homework- 1'

- Do exercise 6 in workbook.
- Prepare next lesson: Skills 1

Week 16 – Period 46

Teaching date: .../.../.....

UNIT 6. FOLK TALES

Lesson 5. Skills 1

A. Objectives

1. Knowledge: By the end of the lesson students will be able to:

- Read for specific information in a fairy tale
 - Talk for specific information in a fairy tale.
 - Understand the content of the text, then answer some questions about the content of the fable; ask and answer the questions about the stories.
- a. Vocabulary: Fortune, starfruit tree, ripe, filled, repay, load
b. Grammar: Review
c. Skills: Reading and answering, Deciding on True, False or not given statements, Comprehension reading, speaking the changes in transport.

2. Competence: students can know how to summarize a story in English.

Behavior: Raising Ss' knowledge about the first university in Viet Nam and talking about the four statues of Chu Van An, Ly Thanh Tong, Ly Nhan Tong and Le Thanh Tong at The Imperial Academy.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher's book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher's and students' activities	The main contents
1. Warm up (5')	
a, Aims: To attract Ss' attention to the lesson and to lead in the new lesson.	
b, Contents: Ss tell a story: The starfruit Tree in Vietnamese	
c, Outcome: Ss can tell a story: The starfruit Tree well.	

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d, Organization:	
T lets Ss tell a story: The starfruit Tree. Ss may tell a story in Vietnamese T introduces the lesson	
2. Presentation (20')	
a, Aims: Help students know more vocabulary and read for specific information in a fairy tale. b, Contents: + Learn some vocabularies. + Read the story again and answer the questions. + Complete the details of the fable. c, Outcome: Ss can know more vocabulary and understand the content of the fairy tale and do reading exercises correctly. d, Organization:	
T asks Ss to read the fable the Starfruit tree and new words Ss read and underline the new word. T asks Ss read and answer the questions in pairs. Ss work in pairs T asks some Ss to read their answers Some Ss read T checks and remarks.	1. Newword - Fortune - a large amount of money - starfruit tree - tree with green fruit shaped like a star - ripe - ready to be eaten - filled- put gold into the bag until there is no space - repay- pay back - load- something that is being carried 2. Read the story again and answer the questions. *Keys 1. He gave his younger brother only a starfruit tree. 2.The eagle promised to repay him in gold. 3. He offered to swap his fortune for his brother's starfruit tree. 4. He filled a very large bag and all his pockets with gold. 5. He was dropped into the sea. 3. Complete the details of the fable.

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T asks Ss to complete the details of the fable Ss do it T asks them to compare their answers with their friends T asks some Ss to read their answers Some Ss read T checks .	*Keys 1. greedy 2. time 3. fortune 4. gold 5. swapped 6. dropped
3. Practice (10') a, Aims: Help Ss understand the fairy tale and tell a story which they like. b, Contents: Read the story summaries. Which story you would like to read. c, Outcome: Ss can understand the fairy tale and tell a story which they like. d, Organization:	
T asks them to read the story summaries. Ss read T asks them: Which story you would like to read. Ss answer T asks them to work in pairs Ss practice	4. Read the story summaries. Which story you would like to read.
4. Application (7') a, Aims: Help Ss talk about changes in transport in the neighbourhood b, Contents: Discuss the changes in transport in your neighbourhood. Is there anything that you prefer about the traditional/ modern transport systems where you live? c, Outcome: Ss can talk about changes in transport in the neighbourhood confidently d, Organization:	
T asks Ss to work in pairs. Ask and answer the questions about the stories Ss work in pairs. T corrects and remarks.	5. Work in pairs Example: A: I want to read <i>Saint Giong</i>. B: What kind of story is it? A: It's a legend. B: Who are the main characters in it? A:...

3. Consolidation- 6'

T lets students play game: **Who am I**

T guides the Ss to play game

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- Work in groups.
- One student imagines he/she is a character in a story in 4.
- The others can ask three Yes/No question to guess which character he/ she is.

4. Homework – 2’

- Write a story
 - Do exercise in workbook.
 - Prepare **Skills 2**.
-

Week 16 – Period 47

Teaching date: .../.../.....

UNIT 6. FOLK TALES

Lesson 6: Skills 2

A. Objectives

1. Knowledge: By the end of the lesson students will be able to:

- Listen to get specific information about in a fairy tale.
- Understand the content of the fairy tale through listening activities and know how to invent and write a fairy tale.
- Write about a fairy tale.

a. Vocabulary and the listening text relating to the topic “*Folk tales*”

b. Grammar: Review

c. Skills: Listening completion, listening and deciding on True, False ,writing to give reasons.

2. Competence: SS will develop some competences such as being determined, self-studying, creative and communicating. They will use language correctly.

3. Behavior: Students are hard-working and attentive. Rasing Ss’ knowledge about folk tales and love talking about some Folk tales

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson.

2. New lesson:

Teacher’s and students’ activities	The main contents
1.Warm up (4’)	
a, Aims: To help Ss to pay attention in the lesson.	
b, Contents: Ss talk about their favorite fairy tale.	
c, Outcome: Ss can talk about their favorite fairy tale confidently	
d, Organization:	

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T asks Ss to talk about their favorite fairy tale. Suggested: tell the fairy tale: the princess and the dragon Ss practice in pairs T introduces the new lesson	
2. Presentation (15') a, Aims: Help Ss listen for general and specific information about a fairy tale and do exercise b, Contents: + Learn some vocabularies + Listen and correct the sentences. + Listen and complete the passage. c, Outcome: Ss can listen to a fairy tale and do listening exercises correctly. d, Organization:	
Uses different techniques and follows seven steps of teaching new words to teach vocabulary (situation, realia....) T asks some questions: 1. Who is the main character? 2. What may happen in the fairy tale? Ss answer the questions. T plays the recording and ask Ss to circle the right answers. Ss listen and circle the right answers. T asks them to compare their answers with their friends. T checks and corrects. T asks the Ss to listen and do task 2. Ss work individually. T asks them to compare their answers in groups. Ss do it. T asks some Ss to read the answers. Some Ss read.	+ <i>capture (v): bắt giữ</i> + <i>rescue (v): giải thoát</i> + <i>anger (n): sự tức giận</i> + <i>castle(n): lâu đài</i> + <i>breath(n) : hơi thở</i> 1. Listen and correct the sentences. * Keys 1. princess 2. an ugly ogre 3. cry 4. married 2. Listen and complete the passage. * Keys 1. castle 2. give gold 3. with anger

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T checks and corrects.	4. breath 5. strong back.										
3. Practice (7') a, Aims: Help students take notes about their favourite fair tale b, Contents: Make notes about one of your favourite fair tale. c, Outcome: Ss can take notes about their favourite fair tale well. d, Organization:											
T asks Ss to make notes about one of their favourite fair tale. Ss take notes.	3. Make notes about one of your favourite fair tale. => Suggested answers: <table border="1"> <tr> <td>Title</td><td><i>Tich Chu</i></td></tr> <tr> <td>Main character</td><td><i>A little boy and her grandmother</i></td></tr> <tr> <td>Plot: beginning</td><td><i>Tich chu was a naughty boy. He didn't take care of his grandmother. His grandmother was too thirsty and she became a bird.</i></td></tr> <tr> <td>Plot: middle</td><td><i>Tich Chu was very regretful for this. He wanted his grandmother to come back with him at any cost. And he accepted to do every difficult things to save his grandmother.</i></td></tr> <tr> <td>Plot: end</td><td><i>After overcoming all the difficult things, Tich Chu brought magic water for the bird to drink. The bird became his grandmother again.</i></td></tr> </table>	Title	<i>Tich Chu</i>	Main character	<i>A little boy and her grandmother</i>	Plot: beginning	<i>Tich chu was a naughty boy. He didn't take care of his grandmother. His grandmother was too thirsty and she became a bird.</i>	Plot: middle	<i>Tich Chu was very regretful for this. He wanted his grandmother to come back with him at any cost. And he accepted to do every difficult things to save his grandmother.</i>	Plot: end	<i>After overcoming all the difficult things, Tich Chu brought magic water for the bird to drink. The bird became his grandmother again.</i>
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Plot: end	<i>After overcoming all the difficult things, Tich Chu brought magic water for the bird to drink. The bird became his grandmother again.</i>										
4. Application (15') a, Aims: Help students write about a fairy tale b, Contents: + Use the notes in 3 to write the fairy tale. Use The Princess and the dragon as a model.											

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c, Outcome: Ss can about a fairy tale well. d, Organization:	
T asks Ss to do task 4a. 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 corrects the mistakes	4.a. Use the notes in 3 to write the fairy tale. Use The Princess and the dragon as a model. <i>Once upon a time, in a small village, there was a little boy living with his granny. The little boy was called Tich Chu. He was a naughty boy. He was only interested in playing with his friend. He didn't care so much about his granny.</i> <i>One day, her mother was ill and very thirsty; she called Tich Chu but he wasn't at home. He was playing with his friends. His granny was so thirsty that she became a bird. She flew to find water. When coming back home, Tich Chu didn't find his granny. He realized that his granny had become a bird.</i>

3. Consolidation- 3'

- Ss: Tell a story which you like.

4. Homework – 1'

- Rewrite the story which you like.
- Prepare next lesson: Looking back - Project.

Week 16 – Period 48

Teaching date: .../.../.....

UNIT 6. FOLK TALES

Lesson 7: Looking back and Project

A. Objectives

1. Knowledge: By the end of the lesson students will be able to:

- Review vocabularies related to the topic "Fairy tale".
- Review making communication, project.
- Complete doing the activities well and master the Vocabulary and Grammar in **Unit 6**.
- Recycle the knowledge of Grammar and Vocabulary from the previous sections related to the topic “**Folk tales**”.

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- a. Vocabulary: relating to the topic “*Folk tales*”
- b. Grammar: *Past simple tense and Past continuous tense*
- c. Skills: Sentence completion, correcting the mistakes, speaking the conversation, answering the questions.

2. Competence: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence, ss can use the items related to folk tales to produce sentences in speaking and writing.

3. Behavior: Raising Ss’ knowledge about folk tales, Ss like telling fairy tale.

B. Teaching aids:

1. Teacher: Textbooks, teaching plan, teacher’s book...

2. Students: Textbooks, notebooks...

C. Procedures:

1. Checking: During the lesson

2. New lesson:

Teacher’ and students’ activities	The main contents
1. Warm up (3’)	
a, Aims: To attract Ss’ attention to the lesson and to lead in the new lesson. b, Contents: Play game: Board races c, Outcome: Ss can attention to the lesson. d, Organization:	
T lets students play game - Line up with two teams. - The first person in each row will go to the board and write the words which T reads. - The first correct word will score one point for their team	Play game: Board races
2. Vocabulary (10’)	
a, Aims: Help students review some vocabularies related to the topic “Fairy tale”. b, Contents: + Think of an example for each type of story in the book. + Write the correct words under the pictures. + Put the words in the box into the correct columns. c, Outcome: Ss can review vocabularies about folk tale and do vocabulary exercises correctly. d, Organization:	
T asks the Ss to do task 1. Ss work individually.	1. Think of an example for each type of story in the book. Example:

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T asks them to compare their answers with their friends. T corrects 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 and corrects. T asks the Ss to do task 3. 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.	<i>The Adventures of Robin Hood</i> is a legend. 2. Write the correct words under the pictures. * Keys 1. witch 2. hare 3. knight 4. ogre 5. fairy 6. tortoise 7. giant 8. dragon 3. Put the words in the box into the correct columns.
3. Grammar (15') a, Aims: Help students review past progressive and exclamatory sentences b, Contents: + Ask and answer the questions. + Work in pairs. Ask and answer the questions. + Work in pairs. Make exclamatory sentences. c, Outcome: Ss can review past progressive and exclamatory sentences and do grammar exercises correctly. d, Organization:	
T asks the Ss to do task 4. Ss do it in pairs. T asks some pairs to practice in front of the class. Some pairs practice. T checks and corrects.	4. Ask and answer the questions. A: Was Nam playing video games? B: No, he wasn't. He was playing the A: Was Mrs Lan doing the gardening? B: No, she wasn't. She was cooking. A: Was Mr Hung writing a letter? B: No, he wasn't. He was reading a newspaper.

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T asks the Ss to do task 5. Ss do it in pairs. T asks some pairs to practice in frtn of the class. Some pairs practice. T checks and corrects. T asks the Ss to do task 6. Ss do it in groups. T asks some Ss to practice in front of the class. Some Ss practice. T checks and corrects.	A: Were Hoa and Hai playing table tennis? B: Yes, they were. 5. Work in pairs. Ask and answer the questions. 1. At 10 p.m. yesterday evening A: What were you doing at ten o'clock yesterday evening? B: I was watching TV. 2. At 5 a.m. this morning 3. This time last week 4. At lunchtime yesterday 5. Two hours ago. 6. Work in pairs. Make exclamatory sentences. <i>Example:</i> What a lovely shirt you're wearing!
4. Communication (5') a, Aims: Help students talk about a film b, Contents: Number the lines of the dialogue in the correct order. c, Outcome: Ss can do communication exercise well d, Organization:	
T asks the Ss to do task 7. 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.	7. Number the lines of the dialogue in the correct order. *Key 1-D 2-I 3-A 4- C 5-F 6-H 7-J 8-B 9-G 10- E

3. Consolidation- 5'

T lets Ss play game: chain stories.

- Get into groups of four
- Each person will add one sentence using simple past to create a short story.

4. Homework- 5'

- T guides the Ss to write a story at home. (**Project**)
- Prepare for the talent show.

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- Prepare next lesson: Review for the forty-five minute test.

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