**UNIT 6. FOLK TALES.**

**Period 47. LESSON 5. SKILLS 1**

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

- Read for specific information in a fairy tale.

-Talk about a legend/ folk tale/ fairy tale/ fable( its plot, main characters, ect..).

- **Attitude**: Ss will be able to have a moral from the legend…..

**II. Teaching aid:** Textbook, stereo, CD...

**III. Procedures.**

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **Warm-up**  List the fables you have read.  **New lesson**  **Reading.**  **1. Read the fable The Starfruit**  **Key:**  fortune – a large amount of money  starfruit tree – tree with green fruit shapped like a star  ripe – ready to be eaten  filled – put gold into the bag until there is no more space  repay – pay back  load – something that is being carried  **2. Read the story again…**  **Key:**  1. He gave his younger only a starfruit tree.  2. The eagle promised to repay him in gold.  3. He offered to swap his fortune for his brother’s starfruit tree.  4. He filled a very large bag and all his pockets with gold.  5. He was dropped ( by the eagle ) into the sea.  **3. Now complete the detail…**  **Key:** 1. greedy 2. time  3. fortune 4. gold  5. swapped 6. dropped  **Speaking**  **4. Read the story….**  **5. Work in pairs…**  **6. Game: Who am I?**  **Homework**  Learn new words/ workbook: B1, 2, 3  Prepare : Skills 2 | - Ask sts to list all the fables they know.  **1** Ask Ss to scan the passage to find where the words fortune, srarfruit tree, ripe, filled, load and repay are in the story. T helps Ss work out the meanings of these words from the context.  **2**  T may set a longer time limit for Ss to read the story again and answer the questions. Ask Ss to note where they found the information that helped them to answer the questions. Ss can compare answers before discussing them as a class.  **3** First, have Ss work independently, completing the details of the fable *The Starfruit Tree*. Then allow them to share answers before discussing as a class.  4 First, ask Ss to work individually to read every story summary. T may help with any new vocabulary.  **5** Now ask Ss to work in pairs, asking and answering about the stories in 4. T goes around to provide help if necessary. After finishing, T may call some pairs to practice in front of the class.  **6** **Game: Who am I?**  First, remind Ss of the words to describe characters or creatures in fairy tales/legends/fables. Ss may refer to the words and phrases in A Closer Look 1. Then, ask Ss to play this game in groups of about five. Each member chooses a character in any of the stories in 4. The others ask Yes/No questions to discover who that person is. For example, ‘Are you evil?’ Do you live in a castle?’ Do you have long hair?’ T may go around to provide support if necessary.  -T guide sts to prepare the lesson at home. | The Starfruit Tree  The tortoise and the Hare  ……  Work individually  Work individually  Pair work  Work individually  Pair work |

Feedback……………………………………………………………………………

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**WEEK 17 UNIT 6. FOLK TALES**

**Period 49. LESSON 7. LOOKING BACK**

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

- Recycle the language from the previous sections and links it with unit topics through doing various activities and exercises.

- **Attitude**: Ss will be able to have moral lessons from the stories.

**II. Teaching aid:** Textbook, stereo, CD...

1. **Procedure**

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| **Content** | **Teacher’s activities** | **Students’ activities** |
| **Warm-up**  **1. Think of any…**  **Example**  **2.Write the correct words…**  **Key:**  1. witch 2. hare  3. knight 4. orge 5.fairy 6.tortoise  7. giant 8. dragon  **3. Put the words..**   |  |  | | --- | --- | | **Characters** | **Personality** | | Woodcutter  Witch  Dragon  Fairy  Giant  Hare  Emperor  Tortoise  Knight  Orge  Eagle  Budha | Cruel  Kind  Generous  Mean  Wicked  Cheerful  Fierce  Evil  Cunning  Brave  greedy |   **4. What were they doing?**  **Key:**  2. A: Was Mrs. Lan doing …?  B: No, she wasn’t. She was cooking.  3. A: Was Mr. Hung writing …?  B: No, he wasn’t. He was reading a newspaper.  4. A: Were H and H playing…?  B: Yes, they were.  5. A: Was Duong listening …?  B: No, he wasn’t. He was watching TV.  6. A: Was Mai doing…..?  B: No, she wasn’t. She was sweeping the floor.  **5. What were they doing…?Work in pairs.**  **6. Make exclamation…**  **7. Number…**  **Key:**  1. D 2. I 3. A  4. C 5. F 6. H  7. J 8. B 9. G  10. E  **Project**  Entries in my diary  **Homework:**  -T guide sts to prepare the lesson at home.  Learn new words/ workbook: B1, 2, 3 | **1**  Ask Ss to think of as many examples of different types of stories as possible. Then ask Ss to say their examples in front of the class.  **2** and **3** Ask Ss to do these exercises individually at first. Then they can check their answers with a partner before discussing the answers as a class. However, tell Ss to keep a record of their original answers so they can use that information in their self- assessment.  **4** first, model this activity with a more able student. Then ask Ss to work in pair.T may go around to provide help it=f necessary. Call some pairs to practice in front of the class.  **5** and **6** Model these activities with a more able S first. Then ask Ss to work in pairs. T may go around to provide help if necessary. Call some pairs to practice in front of the class.  **7**  First, ask Ss to do the task individually to number the lines of the dialogue. Then ask them to check their answers with the whole class. After finishing, ask Ss to practice saying the dialogue with their partners.    **Finished!**  Finally ask Ss to complete the self-assessement box. Indentify any difficulties and weak areas and provide further practice. | The Adventures of Robin Hood is a legend.  Individual  work  Pair work  Pair work  Whole class |

Feedback……………………………………………………………………………

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