**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 1: GETTING STARTED**

***Tet is coming!***

**Period**: **35**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Customs and Traditions***:** *admire, chase away, pray, offering, ornamental tree.*

**\* Pronunciation:**

- Pronounce the new words correctly: *admire, chase away, pray, offering, ornamental tree.*

+ Pronounce the sounds **/n/** and **/ŋ/** correctly

**\* Grammar:**

**Article:** Zero article

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *customs and traditions*

- Asking and answering questions about *customs and traditions*

- pronounce the sounds **/n/** and **/ŋ/** correctly;

- read for general and specific information about customs and traditions

- talk about customs and traditions of Vietnam and some other countries

**3. Qualities:**

- Develop awareness of people, mother country, customs and traditions

- Be concerned to the customs and traditions.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new unit.  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Sts on the class activities.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **+ Chatting.**  - Before Ss open their books, ask Ss to list some activities they often do just before and during Tet.  - Draw a mind map on the board to summarise Ss' ideas. Run a quick poll by a show of hands to find the most common activities.  - Point to the most common activities and say "These activities are what we often do at Tet. They are our Tet customs and traditions.".  + Students **(Ss)** listen and learn how to do the tasks.  - Write the unit title on the board Our Customs and Traditions. Have Ss open their books and start the lesson  **Step 3: Report and discussion**  - Sts work in group to discuss  - Sts join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting ; T\_Ss.**  **CHATTING** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To set the context for the introductory conversation;  - To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learnt.  - To help Ss understand the conversation  **2. Content:**  To teach some new words. Read the conversation and find out new words. Focus on topic of the lesson, grammar points…  Read the conversation again and tick T (true) or F (False).  **3. Products:**  Knowing more new words. Ss know how to pronounce the new words correctly and use them in appropriate situations.Students know the topic of the unit and be ready for the conversation  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  **Step 2: Task performance**  **Task 1. Listen and read : *Tet is coming!***  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “*Rub out and remember*” checking technique.  *\* Set the context:* have Ss look at the conversation and the picture and answer some questions, about the activities people in the countryside do.  - Ask Ss to look at the picture on pages 50 - 51 and answer the questions below:  *- What can you see in the picture?*  *- Can you guess the places that the picture shows?*  - Elicit answers from Ss.  *Introduce the two characters*: Elena and Trang. Explain that they are at Trang's house and they are talking about Tet.  - Play the recording twice for Ss to listen and read along. Have Ss underline the words and phrases that are related to the topic of the unit while they are listening and reading.  - Invite some pairs of Ss to read the conversation aloud.  - Have Ss say the words / phrases in the conversation that they think are related to the topic Customs and Traditions. Quickly write them on one part of the board. Comment on Ss' answers.  **Task 2. Read the conversation again and write T (True) or F (False).**  - Ask Ss to read the sentences and guess whether they are true or false without reading the conversation again.  - Elicit the answers from Ss. Quickly write these answers on the board.  - Have Ss read the conversation again to check their answers.  - Allow Ss to share answers with a partner before checking them as a class.  - Ask Ss for their answers again, comparing them to the answers that have been written on the board before.  - Confirm the correct answers.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Listen and read : *Tet is coming!***  \* Vocabulary  **1**. admire (v) khâm phục  **2**. chase away xua đuổi  **3**. pray (v) cầu nguyện  **4.** offering (n) đồ thờ cúng  **5.** ornamental tree cây cảnh  ***\* Suggested words / phrases:*** flower villages, kumquat trees, peach blossoms, ornamental trees, offerings,  bamboo pole,  decorative items,  chase away  bad luck,  pray for a lucky new year  **Task 2. Read the conversation again and write T (True) or F (False).**  **- Work individually.**  **\* *Answer key:***  **1**. F (Trang’s cousin is at Sa Dec Flower Village.)  **2**. T  **3**. T  **4**. F (plants and flowers are an important part of Tet)  **5**. T |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  - To introduce some vocabulary items related to customs and traditions.  - To introduce some verbs of common use in the topic *Customs and Traditions.*  - To help Ss broaden their knowledge about New Year customs and traditions from other countries;  - To motivate Ss.  **2. Content**:  - Match the phrases with the correct pictures.  - Complete the sentences with the verbs from the box.  - Doing the **QUIZ. New year around the world**  **3. Products**:  - Ss understand the content of the conversation and know the vocabulary related to the topic  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts learn Task 3 – Getting Started - Unit 2  **Step 2: Task performing**  **Task 3. Match the phrase with the correct pictures.**  - Ask Ss to name the things they see in the pictures.  - Have Ss work individually to match the phrases with the correct pictures. Let them compare their answers with a partner.  - Check the answers with the whole class. Confirm the correct answers.  - Have some Ss practise saying the phrases again.  **Task 4. Complete the sentences with the verbs from the box** **.**  - Have Ss look at the verbs in the box. Check if they know these verbs.  - Have Ss read the sentences and complete each sentence with a verb from the box.  - Ask for Ss'answers and confirm the correct ones.  - Have some Ss read aloud the completed sentences.  - For more able classes, challenge them to think of other words that can go with the given verbs.  **Task 5. Quiz New Years around the world. People around the world celebrate New Years differently. Choose the country with each tradition below.**  - Have Ss work in pairs and compete with each other.  - Set time (3 minutes) for pairs to do this activity. The first pair to finish calls out"Bingo!"  - Check answers with the whole class. Compliment those with all correct answers.  - Fora more able class, ask each pair to write two questions about New Year customs and traditions of two countries they know. Collect the questions and read aloud some of them. Ss compete to answer the questions.The one with the most correct answers wins the game.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | **Task 3. Match the phrase with the correct pictures.**  \* ***Answer key:***  **1. d**  **2. a**  **3. e**  **4. b**  **5. c**  **Task 4. Complete the sentences with the verbs from the box** **.**  **\* *Answer key:***  **1.** place  **2.** admire  **3.** chase  **4.** pray  **Task 5. Quiz New Years around the world. People around the world celebrate New Years differently. Choose the country with each tradition below.**  **\* *Answer key:***  **1. B**  **2. A**  **3. A**  **4. B**  **5. B** |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To consolidate what Ss have learnt in the lesson.  To review the lesson and prepare for the next lesson.  To give Home assigment  **2. Content**:  Home assigment  **3. Products**:  Know more some words about Ethnic groups of Vietnam  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say some words / phrases and grammar points they remember from the lesson. Tell Ss that they will learn these language points in the following lessons.  **-** Home assigment  **Step 2: Task performance**  -T asks Ss to talk about what they have learnt in the lesson.   * T let Sts take note the home assigments.   **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK \_1 |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 2: A CLOSER LOOK 1**

**Period**: **36**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Customs and Traditions***:** *wedding ceremony, whale worship, food offering, family reunion, martial arts, festival goers, arcrobat, maintain, longevity.*

**\* Pronunciation:**

- Pronounce the new words correctly: *wedding ceremony, whale worship, food offering, family reunion, martial arts, festival goers, arcrobat, maintain, longevity.*

+ Pronounce the sounds **/n/** and **/ŋ/** correctly

**\* Grammar:**

**Article:** Zero article

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *customs and traditions*

- Asking and answering questions about *customs and traditions*

- pronounce the sounds **/n/** and **/ŋ/** correctly;

- read for general and specific information about customs and traditions

- talk about customs and traditions of Vietnam and some other countries

**3. Qualities:**

- Develop awareness of people, mother country, customs and traditions

- Be concerned to the customs and traditions.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  - Revise the old lesson.  **-** Do some activities to creat a friendly and relaxed atmostphere to warm up to the new lesson…  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  - **Guessing game**  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **+ Game: Hidden pictures game:**  - Teacher divides the class into 8 groups and gives instructions.  - The teacher slowly removes the squares while the groups write the answers on their mini boards.  - The groups that guesses the right word will have the points.  - Lead into this lesson .  **OR:** Scramble the letters of some keywords from GETTING STARTED. Make sure to include the words "custom" and "tradition".  Have Ss compete to order the letters correctly. Lead into this lesson which focuses on phrases and expressions related to customs and traditions and the sounds Ini and /q/.  Share with Ss the objectives of the lesson by showing them on a projector. Alternatively, write the objectives in a corner of the board and leave them there and tick the objectives off when the class finishes with them.  Ask Ss to open their books and start the lesson.  **Step 3: Report and discussion**  - Sts join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting ; - T\_Ss.**  **+ Game: Hidden pictures game:**  ***Suggested answers:***  **1**. family reunion  **2**. wedding ceremony  **3**. food offerings  **4**. Tet holiday  **5**. lucky money |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/GW/IW)**  **1. Aim:**  To present some phrases related to customs and traditions.  To help Ss practise using the words related to customs and traditions in context.  **2. Content:**  Vocabulary pre-teach. Write a phrase from the box under each picture.  **3. Products:**  Ss know how to pronounce the new words correctly and use them in appropriate situations.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the reading and vocabulary learning  - T ask the whole class to do the Tasks in A Closer Look 1  **Step 2: Task performance**  **Task 1. Write a phrase from the box under each picture.**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking “***What and where?***”  - Teacher has students read the phrases aloud and correct their pronunciation if necessary.  - Teacher asks students for the Vietnamese meanings of these phrases.  - Ss say the words.  - Other Ss correct if the previous answers are incorrect.  - Teacher shows and says the words aloud and asks Ss to repeat them.  \*\* Have Ss look at the pictures and name the things, events, and people seen in the pictures.  Have Ss read the phrases in the box and match them with the appropriate pictures.  Let Ss work in pairs to compare their answers before offering the answers.  Check and confirm the correct answers as a class. Elicit from Ss the clue(s) that help(s) them to complete the matching task (expected answer: words like wedding, food, whale, family, festival are familiar to them and can be easily linked to the corresponding pictures).  **Task 2: Complete each sentence with the correct option A, B, or C.**  - Have Ss do this exercise individually. Tell them to read all the sentences carefully to make sure they understand the sentences and choose the correct options.  - Have them share their answers in pairs.  - Invite some Ss to give their answers and confirm the correct ones. Explain the options that challenge Ss.  With a more able class, challenge Ss to list new phrases. For example, write "family \_\_\_\_ ", ",\_\_\_\_ ceremony", "worshipping \_\_\_\_\_\_ " on the board, and have Ss think of appropriate words to fill in the blanks.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Write a phrase from the box under each picture.**  ***\* New words:***  **1.** wedding ceremony lễ cưới  **2**. whale worship tục thờ cá Ông  **3**. food offerings đồ ăn cúng  **4**. family reunion đoàn tụ gia đình  **5.** martial arts (n) võ thuật  **6.** festival goer người tham gia lễ hội  **7**. acrobat (n) vận động viên nhào lộn  **8.** maintain (v) duy trì  **9.** longevity (n) sự sống lâu, tuổi thọ  ***\*\*\* Answer key:***  **1.** family reunion  **2**. wedding ceremony  **3**. food offerings  **4.** whale worship  **5**. martial arts  **6**. festival goers  **Task 2.**  **Complete each sentence with the correct option A, B, or C.**  **\* *Answer key:***  **1**. A  **2.** C  **3**. B  **4**. B  **5**. A  ***Note***: 1. *hold a family reunion* but *have a family meal* |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  To give Ss further practice with expressions about customs and traditions  To help Ss identify howto pronounce the sounds /n/ and /ŋ/.  To help Ss practise pronouncing these sounds in words.  To help Ss broaden their knowledge about New Year customs and traditions from other countries; To motivate Ss.  **2. Content**:  Complete the sentences with the words from the box.  Listen and repeat the words. Pay attention to the sounds **/n/** and **/ŋ/.** Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.  **3. Products**:  Know more new verbs and verb phrases. Know how to use the words/ phrases in context.  Students can pronounce the sound /n/ and /ŋ/ correctly.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts learn Task3- 4-5 – A Closer look 1  **Step 2: Task performing**  **Task 3. Complete the sentences with the word and phrases from the box.**  - Go over the words in the box with Ss. Make sure Ss understand them before moving on. For example, draw Ss' attention to "break with tradition" and have them guess its meaning. Also, tell them that the verb "practise" can go with "customs" or "traditions".  - Have Ss read the sentences in pairs and choose the appropriate words to complete the sentences.  Invite Ss to share their sentences orally or in the writing.  - Confirm the correct answers as a class.  - Have Ss choose one or two expressions and make sentences with them  ***-*** *Teacher checks students’ pronunciation and gives feedback.*  *- T checks the exercises and gives feedback.*  **Task 4. Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/.**  - Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear.  - Play the recording as many times as necessary.  - Explain to Ss that these words have the sounds / n / and /q/.Tell them howto make the two sounds and have them practise saying the sounds several times.  - Go over the list of the words again with Ss. Draw their attention to the words like longevity, thank, and language.  - Ask Ss to work in pairs to practise saying the words.  - Invite some Ss to say some words they know that include either of the two sounds.  **Task 5. Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.**  - Have Ss quickly read the sentences. Now play the recording for Ss to listen to the sentences. - Ask them to underline the words with the sound /n/ and circle the words with the sound /t]/.  - Invite some Ss to share their answers.  - Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs. Invite some pairs to read the sentences aloud.  - Comment on their pronunciation of the sounds.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitucde of Sts in class. | **Task 3. Complete the sentences with the word and phrases from the box.**  \* ***Answer key:***  **1.** break  **2.** Traditionally  **3.** practise  **4.** keep  **5.** custom  **Task 4. Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/.**    **Task 5. Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.**  **\* Answer:**  1. Mary wore a pink dress last night. 2. I think we should buy this ornamental tree. 3. He thanked the host for the enjoyable party. 4. My mum made the spring rolls for the longevity party. 5. I will bring some food to the party on Saturday. |
| **ACTIVITY 4: APPLICATION (5' - WC)**  **1. Aim**:  To consolidate what students have learnt in the lesson.  To reactivate the knowledge that students have gained  **2. Content**:  Make sentences using the new words and structures  Home assigment  **3. Products**:  Know more some words about community service  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson and make sentences with them  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson   * T let Sts take note the home assignment   **Step 3: Report and discussion**  - T asks, Sts answer about volunteer work  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Remember some new words.  - Do more exercises in workbook.  - Prepare new lesson. A CLOSER LOOK\_ 2 |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 3: A CLOSER LOOK 2**

**Period**: **37**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Customs and Traditions***.**

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

Use the article (*a / an, the*, the *zero articles*)

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *customs and traditions*

- Asking and answering questions about *customs and traditions*

- pronounce the sounds **/n/** and **/ŋ/** correctly;

- read for general and specific information about customs and traditions

- talk about customs and traditions of Vietnam and some other countries

**3. Qualities:**

- Develop awareness of people, mother country, customs and traditions

- Be concerned to the customs and traditions.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**  **1. Aim:**  **-** To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  **2. Content:**  Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering**  - **game**  **Step 2: Task performance**  **+ Greeting.**  ***+*** *Teacher* ***(T)*** *asks Ss some questions about the previous lessons . T may introduce some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new class…*  *\** **Option 1:**  - Teacher shows the pictures of the phrases learnt in **A CLOSER LOOK 1**.  - Teacher has Ss call out the phrases as soon as they see the pictures.  -Teacher writes two sentences on the board “We held a family reunion last week”, and “My mom prepares food offerings at Tet”. Underline the article “a” in sentence 1. T asks Ss if they find “a” in sentence 2.  - Teacher asks them what part of speech “a” is. T asks them if they remember other articles. T tells them that today they are going to revise “a, an, the” and learn about “zero article”.  Write the objectives in the top-left corner of the board. ***REVIEW OF A, AN, THE***  Write two sentences on the board:  - She is **an** engineer.  - We held **a** family reunion last week. **The** party was enjoyable.  - Lead to the lesson.  - Teacher introduces the objectives of the lesson. **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting.**  1. We held a family reunion last week.  2. My mom prepares food offerings at Tet. | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To help Ss identify the use of articles at the sentence level.  - To help Ss recognise the correct use of articles.  - To give Ss further practice with articles at sentence level. Or at text level  **2. Content:**  - Review articles: “*a, an, the”* and teach how to use the zero article.  - Choose the correct option in each sentence below.  - Which of the underlined parts in each question is incorrect? Find and correct it.  - Complete the sentences with “*a, an, the*, or *Ø”* (zero article).  - Complete the text with “*the”* or “*Ø”* (zero article).  **3. Products:**  - Ss know how to form and use: The article *a / an, the* and zero article  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in A Closer Look 2  **Step 2: Task performance**  **Task 1. Choose the correct option in each sentence below**  \* Pre-teach vocabulary:  + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have  - Explain that sometimes, we can use nouns without *a / an* or *the*. We call this case *zero article*.  - Go through the **Remember!** box with Ss. Draw their attention to the example sentence for each case.  - Have them identify the uncountable noun, the general statement and the general form of transport in each example sentence.  - Encourage Ss to give their own examples.  ***\**** Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to share their answers and has them explain their choices.  - T confirms the correct answers  **Task 2. Which of the underlined parts in each question is incorrect? Find and correct it.**  - Show a picture of the Kitchen Gods Worshipping Ceremony. Encourage Ss to say aloud what they know about the ceremony (when it is, what happens, etc.)  - Tell Ss that they are going to read sentences about this ceremony. Tell them that one of the articles in each sentence is not used correctly.  - Teacher demonstrates the activity with the first sentence (find the mistake and correct it).  - Have Ss do this exercise individually and then compare the answers with another classmate.  - Invite some Ss to write their answers on the board.  - Check the answers with the whole class. Have some Ss explain their answers.  - T confirms the correct answers.  **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | | **Task 1. Choose the correct option in each sentence below**  **New words:**  **1**. harvest (v)  **2**. crop (n)  **3**. waterwheel (n)  ***Answer key:***  **1**. an  **2**. a  **3**. Ø  **4.** Ø  **5**. the  **Task 2. Which of the underlined parts in each question is incorrect? Find and correct it.**  tumblr_pan4hgy31V1wa6dqco2_1280  \*    ***Answer key:***  **1.** A (The → Ø*)*  **2**. C (a → the)  **3**. B (the → Ø)  **4**. C (a → Ø)  **5**. A (The → Ø) |
| **ACTIVITY 3: PRACTICE (20' - GW/PW/IW)**  **1. Aim**:  - To give Ss further practice with articles at sentence level  - To give further practice with articles . To help Ss use articles correctly.  **2. Content**:  - Complete the sentences with *a, an, the*, or *Ø* (zero article).  - Complete the text with *the* or *Ø* (zero article).  - Playing GAME: Bingo  **3. Products**:  - Ss know how to form and use: The article *a / an, the* and zero article  - Students can use the articles correctly | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Complete the sentences with a, an, the, or Ø (zero article**  - Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to share their answers and have them explain their choice. Confirm the correct answers.  \* Teacher gets feedback and confirms the correct answers.  **Task 4. Complete the text with the or Ø (zero article).**  - Write on the board (or shows pictures on the slide) the following activities: *playing cards, watching TV, singing karaoke.*  - Ask Ss if their family often does these activities together. Teacher tells Ss that we call activities that a family often do together *family time traditions*.  - Tell Ss that the text is about the benefits of family time traditions, and they have to read  and complete the blanks with *the* or *Ø* (zero article).  - Have Ss work individually to complete the text.  - Invite some Ss to write their answers on the board. Have Ss explain their answers.  - Teacher confirms the answers.  - For a stronger class, T asks them to talk about the benefits of family time traditions.  **GAME: Bingo!**  - Have Ss work in groups of four or five.  - Give each group a list of five sentences. T tells them that there is one mistake in each sentence, and they have to find and correct it.  - Have Ss work in their groups, find and correct the mistakes. They say “*Bingo*!” as soon as their group finishes.  - Confirm the correct answers. The first group to come up with all the correct answers wins.  - For stronger classes, T lets groups write two sentences with article mistakes. T collects the sentences and picks out some sentences randomly for the whole class to find and correct the mistakes.  ***List of sentences:***  **1.** I usually meet my cousin at the weekends.  **2.** My uncle moved to United States three years ago.  **3.** Our teachers assigned us a homework for our history and science classes.  **4.** I turn off the light and go to the bed at 11 p.m.  **5.** Mark often wears red sweater to match his red hair  **\* Teacher’s observation and feedback.**  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | | **Task 3. Complete the sentences with a, an, the, or Ø (zero article**  ***\* Answer key:***  **1**. Ø  **2**. a  **3**. Ø  **4**. the  **5**. an  **Task 4. Complete the text with the or Ø (zero article).**  **\* Answer key:**  **1. the**  **2. Ø**  **3. Ø**  **4. Ø**  **5. the**  **GAME: Bingo!**  ***\* Answer key:***  **1.** I usually meet my cousin at **the** weekends. (the → Ø)  **2.** My uncle moved to **United States** three years ago. (United States → the United States)  **3.** Our teachers assigned us **a** homework for our history and science classes. (a → Ø)  **4.** I turn off the light and go to **the** bed at 11 p.m. (the → Ø)  **5.** Mark often wears **red sweate**r to match his red hair. (red sweater → a red sweater) |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigment  **2. Content**:  Make sentences using the the past simple.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  - T asks some Ss to give a sentence about themselves, using the past simple .  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about leisure activities  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | | **\* Home assigment:**  - Remember the use the prepositions of time and place.  - Do more exercises in workbook.  - Prepare new lesson: COMMUNICATION. |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 4: COMMUNICATION**

**Period**: **38**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about table manners; customs and traditions

**\* Pronunciation:**

- Pronounce the new words correctly,

**\* Grammar:**

**Article:** Zero article

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *customs and traditions*

- Asking and answering questions about *customs and traditions*

- Giving advice

- Read about a local festival

- Compare two local festivals: The Japanese lion dance and Vietnamese unicorn dance

**3. Qualities:**

- Develop awareness of people, mother country, customs and traditions

- Be concerned to the customs and traditions.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5- GW/PW/IW)**  **1. Aim:**  - To revise the old lesson.  - To lead in the targeted vocabulary and pronunciation.  **2. Content:**  - Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - Developing the language skills by asking and answering questions about themselves.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  - Show a picture of a child having dinner with family. Ask Ss what the child is doing and whether she is behaving well at the table.  - Tell Ss that “table manners” means the polite ways of behaving when eating. These behaviours differ from one culture to another.  - Ask Ss to give some examples of table manners that they know.  - Lead in to the lesson.  - Introduce the objectives of the lesson. Write the objectives in top-left corner of the board.  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | Vietnam-Table-Manners**+ Greeting . T\_Ss.**  ***\* Suggested answers:***  - Wait for the table arrangement before sitting down  - Wait for the oldest people to start first  - Pass your bowl with two hands  - Do not stick the chopstick against the bowl  - Do not flip the fish on the plate  - Do not point the chopsticks to anyone  - Do not dig into the dish  - Do not eat directly from shared dishes  - Stay until other people finish  - Say *Thanks* to the host after the meal  **…..** |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/GW/IW)**  **1. Aim:**  **EVERYDAY ENGLISH**  **Giving advice**  - To introduce ways of giving advice.  - To help Ss practise giving advice.  **2. Content:**  - Listen and practise the conversation ;  - Make similar conversations with the following situations.  **3. Products:**  - Ss understand how to give advice.  **-** Students can make dialogue by giving advice.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context to reading and listening  - T ask the whole class to do the Tasks in Communication  **Step 2: Task performance**  **Task 1. Listen and read the conversation below. Pay attention to the highlighted parts.**  - Play the recording for Ss to listen and read the dialogue between Tom and Mai.  - Ask Ss to pay attention to the highlighted language.  - T elicits from Ss that the first two highlighted phrases are ways to advise what one should do, and the last highlighted word is for saying what one should NOT do.  - Have Ss practise the dialogues in pairs. Call on some pairs to practise the dialogues in front of the class.  **-> Structure: to give advice**  - Perhaps you should + V0  - It’s a good idea to + V0  - Don’t + V0  ***\* Teacher checks students’ understanding by asking some checking questions.***  **Task 2. Work in pairs. Make similar conversations with the following situations.** - Ask Ss to work in pairs (5 minutes) to make similar dialogues with the given situations, using the expressions they have learnt.  - Teacher moves around to observe and provide help.  - T calls on some pairs to practise in front of the class.  - T comments on their performance.  **\* Teacher’s observation and feedback**  **Step 3: Report and discussion**  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Listen and read the conversation below. Pay attention to the highlighted parts.**  **+ Listen and read the conversation:**  **Tom:** My parents are taking me to thei friend’s house for dinner. Could you tell me a bit about Viet namese table manner?  **Mai:** Well, perhaps you should wait for the host to start eating.  **Tom:** I will  **Mai:** It’s a good idea to hand bowls with both hands.  **Tom:** Sure. I’ll remember that one.  Mai: I don’t hit the bowl with your chopsticks. This may bring bad luck to the host family.  **Task 2. Work in pairs. Make similar conversations with the following situations.** **- Work in pairs**  ***Suggested answers:***  **1.** Perhaps you should bring warm clothes, a scarf, coat, jacket,…  **2.** It’s a good idea to bring a gift such as a birthday cake, pen, pencil, clothes… |
| **ACTIVITY 3: PRACTICE (20' - GW/PM/IM)**  **The Japanese lion dance and Vietnamese unicorn dance**  **1. Aim**:  - To provide Ss with information about lion dance in Japan.  - To help Ss compare the Vietnamese unicorn dance with the Japanese lion dance.  **2. Content**:  - Read the text about the lion dance in Japan and complete the table with the information from the text. Read Mai’s notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance.  **3. Products**:  - Ss can understand the text and fill in the blank with right information.  - Students can compare the Vietnamese unicorn dance with the Japanese lion dance.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read the text about the lion dance in Japan and complete the table with the information from the text.**  - Teacher writes “Lion Dance” on the board or shows a picture of a lion dance. T tells Ss that this is called the lion dance and it is popular in many Asian countries.  - T elicits from Ss the occasion(s) when they may see a lion dance performance.  - Tell Ss that they are going to read about lion dance in Japan.  - Have Ss look at the table of information and think of the type of information they need for each  blank.  - Ask Ss to work in pairs to do this activity. They can draw this table on a sheet of paper. After pairs finish their work, T asks them to share their table with the whole class.  - Comment on their answers.  - If time allows, have some pairs use the information in the table to talk about the Japanese lion dance without looking again at the text.  **Task 4. Work in groups. Read Mai’s notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance.**  - Teacher shows two pictures, one of the Vietnamese unicorn dance and one of the Japanese lion dance next to each other.  - Have Ss look at the pictures and point out some similarities and differences between the two pictures. T encourages Ss to use the structures “Both…. and …..” and “…. but….”.  - Tell Ss to look at Mai’s notes on Vietnamese unicorn dance. T asks them if there is any information they didn’t know.  - Have Ss work in groups to compare the Vietnamese unicorn dance and the Japanese lion dance, using the tables in **3** and **4**. Tell the groups that they need to write at least 5 sentences using 5 pieces of information from the tables.  - Ask some Ss to report their group’s answers to the class.  **Culture note:**  - There are many forms of lion and unicorn dances in Asian cultures in general and in Viet Nam in particular. The form varies by the local culture, the ethnic group, and even the festival that the dance is performed.  \* ***T checks Ss’ understanding and gives feed***  ***back***  **Step 3: Report and discussion**  - Ss work independently and in groups  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers and studying attitude of Sts in class. | **Task 3. Read the text about the lion dance in Japan and complete the table with the information from the text.**  ***\* Answer key:***  **1**. *shishi-mai*  **2**. New Year celebrations  **3**. acrobatics  **4**. flutes  **5**. bad spirits  **Task 4. Work in groups. Read Mai’s notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance.**  ***Suggested answers:***  *- There are one or more performers in both Vietnamese Unicorn dance and Japanese Lion dance.*  *- Both Vietnamese Unicorn dance and Japanese Lion dance perform in the New Year Festival.*  *- Vietnamese Unicorn dance needs Ong Dia but Japanese Lion dance doesn’t need it.*  *…* |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To consolidate what Ss have learnt in the lesson.  To give Home assigment  **2. Content**:  Revision of the lesson  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T summarizes the lesson and let Sts tell what the have learnt  T asks Ss to talk about what they have learnt and ticked the objectives they can do in the lesson.  **-** Home assigment  **Step 2: Task performance**  - Teacher summarizes the lesson  - T has Ss tell what they have learnt  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about community service  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | \  **\* Home assigment:**  - Do more exercises in workbook.  - Prepare new lesson. **SKILLS\_1** |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 5: SKILLS 1**

**Period**: **39**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Customs and Traditions***.**

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

**Article:** Zero article

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *customs and traditions*

- Asking and answering questions about *customs and traditions*

- pronounce the sounds **/n/** and **/ŋ/** correctly;

- read for general and specific information about customs and traditions

- talk about customs and traditions of Vietnam and some other countries

**3. Qualities:**

- Develop awareness of people, mother country, customs and traditions

- Be concerned to the customs and traditions.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP (5- GW/PW/IW)**  **1. Aim:**  - To create an active atmosphere in the class before the lesson;  - To lead into the new lesson.  - To prepare Ss for the topic of the listening and to help Ss focus on some phrases describing activities;  **2. Content:**  - Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  - Read and tick (✓) T/ F  **3. Products:**  - Interest and concentration of Sts on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  - To improve the skill of reading  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **+ Asking questions:**  - Write some festivals on the board *(Mid-Autumn Festival, Huong Pagoda Festival, Tea Festival, Village Festival, etc.).* Ask Ss if they have ever taken part in any of these festivals. Alternatively, if there is a popular local festival in their home town, encourage Ss to name it.  - Ask Ss to describe one of the festivals above (when and where it is, what activities there are, what their families or they often do at that time).  -Record the ideas on part of the board.  - Lead into the new lesson: Reading and Speaking lesson about a festival day and a family event.  Introduce the objectives of the lesson. Write the objectives in the top-left corner of the board  **Step 3: Report and discussion**  - Sts join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | **+ Greeting ; T\_Ss , Ss – Ss**   * ***Ask and answer***   ***Questions:***  ***1****. Have you ever been to a Festival?*  ***2****. Do you like it? (Do you know any festivals?)*  ***3.*** *Can you describe it? (When and Where is the festival celebrated? What activities there are? What do you and your family do during the festival?)*  ***Suggested answers:***  **1.** Yes, I have been to the Full Moon festival,... / No, I haven’t  **2.** Yes, I do / No, I don’t  **3.** I celebrated the Full Moon festival on the 15th day of the 8th Lunar Month in our country. *We can eat moon cake during this Festival. We can give gifts to others. We can appreciate the Moon,….* **-** Open the book and write the tittle of the lesson. |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To introduce some vocabulary  - To activate Ss’s knowledge of the topic of the reading text.  - To help Ss develop the skill of reading for the main idea (skimming), specific information (scanning) and guessing word meaning in context.  **2. Content:**  - Look at the picture and answer questions;  - Read the text. Choose the correct answer A, B, or C.  **3. Products:**  - Knowing more new words. Students know how to use the target vocabulary.  - Ss can answer the questions correctly.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the speaking and reading.  - T ask the whole class to do the Tasks in Skills 1  **Step 2: Task performance**  **Pre- reading**  **Task 1. Work in pairs. Look at the picture and answer the following questions**  **\* Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the checking *“R & R”*  \*\* Have Ss look at the picture in the book or show the picture in the book on a slide. Ask Ss two questions in the book:  *1. What are the men doing?*  *2. When do you think this event occurs?*  - Tell Ss that they are going to read a text about a festival in a village.  **Task 2. Read the text. Choose the correct answer A, B, or C.**  - Ask Ss to read the first paragraph and find the time that the festival happens *(the third day of Tet).*  - Tell Ss to read the first sentence of the second and the third paragraph. Ask Ss what each paragraph is going to be about.  - Tell Ss to read the first sentence of the second and the third paragraph. Ask Ss what each paragraph is going to be about *(2nd paragraph: what they do in the morning; 3rd paragraph: what they do at noon). Tell them to do the same with the last paragraph (lastparagraph: why the festival is important).*  - Now ask Ss to look at Question 1 and choose the correct option.  - Tell them that Questions 2 and 4 ask about specific information. Question 3 asks them to guess the meaning of the phrase in context.  - Elicit from Ss the steps: read the questions, underline the keywords in each question, locate the keywords in the text, and find the information to answer the question.  - Ask Ss to locate the paragraphs with the information for each question. Then have Ss do the exercise individually and check their answers in pairs.  - Invite some Ss to share their answers. Have them explain their answers. Confirm the correct answers **Step 3: Report and discussion**  - Sts write down the new vocabulary  - T asks, Sts answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Sts | **Task 1. Work in pairs. Look at the picture and answer the following questions**  **\* Vocabulary**  **1.** release (v)  **2.** contestant (n)  **3**. family bonding    ***Suggested answers:***  **1.** *They are rowing a boat. They are cooking rice on an open fire.*  **2.** *This event may occur in a festival in the North of Viet Nam.*  **Task 2. Read the text. Choose the correct answer A, B, or C.**  ***\* Answer key:***  **1. A**  **2. B**  **3. A**  **4. C** |
| **ACTIVITY 3: PRACTICE (20'- PW/IW/GW )**  **1. Aim**:  **-** To help Ss develop the skill of reading for the main idea (skimming), specific information (scanning) and guessing word meaning in context.  - To help Ss predict the content of a dialogue about a family event.  - To help Ss practise talking about a family event.  **2. Content**:  - Read the text again. Complete the mind map about a family party.  - Put the questions in the correct blanks to make a complete dialogue. Then role-play it.; Make notes about a normal family event that you take part in.  **3. Products**:  - Students can understand the text and choose the right answers.  - Ss can complete the mind map.  - Students can complete the dialogue.  - Students can make the dialogue about their family events.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Sts study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Read the text again. Complete the mind map about a family party.**  - Ask Ss to. look at the mind map and identify the paragraph with the information for each question in  the mind map.  - Have Ss do the exercise in pairs.  - Invite some pairs to share their answers. Have them explain their answers. T confirms the correct answers.  - Tell Ss that when they describe a family event, they should mention categories of information like in the mind map.  **\*\* Teacher checks students’ understanding and gives feedback.**  **Task 4. Work in pairs. Put the questions (A - E) in the correct blanks (1 - 5) to make a complete dialogue. Then role-play it.**.  - Draw a mind map with “a family event” in the middle and “when, where, who, what” as the categories.  - Tell Ss to look at the questions in the box and match the questions with the appropriate categories.  - Teacher tells Ss to read the dialogue and complete the dialogue with the given questions.  - Teacher confirms the answers.  - T has Ss practise reading aloud the dialogue in pairs.  **Task 5. Make notes about a normal family event that you take part in. Use the questions below as cues. After that, work in pairs. Make a dialogue asking and answering about the event. You can use your notes**  – Ask Ss to think of a family event and make notes about it in the form of a mind map.  – Tell them to look at the mind map on the board and revise the questions that can be used.  – Have Ss work in pairs. Ss take turns to ask and answer about the family event.  – Teacher has some pairs act out the dialogue in front of the class.  – Teacher comments on their performance.  *- T gives feedback on their reports in terms of language, reasoning skills, and pronunciation.*  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Read the text again. Complete the mind map about a family party.**  \* Key:  **1.** third day  **2**. home  **3.** dishes  **4**. food  **Task 4. Work in pairs. Put the questions (A - E) in the correct blanks (1 - 5) to make a complete dialogue. Then role-play it.**  **\* *Answer key:***  **1.** B  **2.** D  **3.** E  **4.** A  **5.** C  **Task 5. Make notes about a normal family event that you take part in. Use the questions below as cues. After that, work in pairs. Make a dialogue asking and answering about the event. You can use your notes**  **\* *Suggested answers:***  **Various answers** |
| **ACTIVITY 4: APPLICATION (5' - WC)**  **1. Aim**:  - Check Ss’ understanding about the reading passage.  - To help some Ss enhance presentation skill.  - To consolidate what Ss have learnt in the lesson.  - To give Home assigment  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigment  **3. Products**:  Review the old lesson  Take note Home assigment  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigment  **Step 2: Task performance**  \*T allows Ss to give comments for their friends and vote for the most interesting and informative presentation.  \*\* Ss do as required.  \*\*\* T calls Ss to share answer.  \*\*\*\*T gives feedback and comments.  - T lets Sts take note the home assignment  **Step 3: Report and discussion**  - T asks, Sts answer about community service and tips for treating health problems.  -**Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assigment:**  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2.** |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 6: SKILLS 2**

**Period**: **40**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about the programme “Charming Viet Nam”**.**

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

**Article:** Use the article (*a / an, the*, the *zero articles*)

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *customs and traditions*

- Asking and answering questions about *customs and traditions*

- pronounce the sounds **/n/** and **/ŋ/** correctly;

- read for general and specific information about customs and traditions

- talk about customs and traditions of Vietnam and some other countries

**3. Qualities:**

- Develop awareness of people, mother country, customs and traditions

- Be concerned to the customs and traditions.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **ACTIVITY 1: WARM-UP ( 5’- GW/PW/IW)**  **1. Aim:**  - To develop student’s listening skills for specific information. It also provides input for the writing skills.  - To lead in the new lesson  **2. Content:**  - Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **Guessing game**  - Teacher shows a set of pictures and have Ss call out the name of the festivals.  T should arrange the festivals from the most popular to least popular ones, but show the picture of Ok Om Bok festival at last.  - Lead to the new lesson: Listening and Writing lesson about a traditional festival.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | **+ Greeting ; T\_Ss.**  **+ Chatting**  + Students **(Ss)** listen and learn how to do the tasks.  ***Suggested answers:***  ***Answer key:***  1. Lunar New Year / Tet holiday  2. Mid-Autumn Festival / Full Moon Festival  3. Hung King Temple Festival  4. Buddha’s Birthday  5. Giong Festival  6. Ok Om Bok festival |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To help Ss develop the skill of listening for specific information.  - To help Ss further develop the skill of listening for specific information.  **2. Content:**  - Look at the picture and answer the following questions  - Listen to part of the programme “Charming Viet Nam”. Fill in each blank with no more than TWO words.  **3. Products:**  **-** Ss can answer the questions correctly.  - Ss can develop the skill of listening for specific information  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for the listening and reading.  - T ask the whole class to do the Tasks in Skills 2  **Step 2: Task performance**  **Pre-Listening:**  **Task 1. Work in pairs. Look at the picture and answer the following questions. \* Teach vocabulary:**  + Teache r introduces the vocabulary.  + Teacher uses different techniques to teach vocab (situation, realia, translation.) if have.  \*\* Teacher has Ss look at the picture and answer the questions in the book.  - Teacher elicits answers from Ss. This is an open activity, so accept all answers provided that they make sense.  **While-listening**  **Task 2: Listen to part of the programme “Charming Viet Nam”. Fill in each blank with no more than TWO words.**  - Tell Ss that they are going to listen to part of the programme called “*Charming Viet Nam*”. In the programme, MC is introducing the Ok Om Bok Festival, a festival of the Khmer people.  - Have Ss read the sentences first and guess the type of information and the part of speech for each blank. - T encourages Ss to make as detailed guesses as possible. T writes their guesses on the board.  - Play the recording and asks Ss to listen and complete each blank with no more than two words. Ss work in pairs to compare their answers.  - Have some Ss go to the board and write their answers. T confirms the correct answers. T has Ss listen again when needed.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 1. Work in pairs. Look at the picture and answer the following questions.**  ***Questions:***  1. What can you see in the photos?  2.In which part of Viet Nam might the festival occur?  ***Suggested answers:***  - Students’ answers.  **Task 2: Listen to part of the programme “Charming Viet Nam”. Fill in each blank with no more than TWO words.**  **\* *Answer key:***  **1. end**  **2. young rice**  **3. fashion shows**  **4. Race** |
| **ACTIVITY 3: PRACTICE (20'- PW/ IW/GW )**  **1. Aim**:  - To help Ss develop the skills of listening for specific information.  - To brainstorm ideas and make an outline for Ss’ writing.  - To practice writing an email to give advice on taking part in a traditional festival.  **2. Content**:  - Listen and tick T (True) or F (False).  - Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column.  - Write an email.  **3. Products**:  - Ss can develop the skill of listening for specific information  - Students can write an email correctly  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Task 3. Listen again and tick T (True) or F (False).**  - Ask Ss to look at the sentences and guess whether they are true or false. T writes their guesses on the board.  - Tell Ss that they are going to listen to part of the programme again and check their guesses.  - Play the recording and asks Ss to listen again and complete the task.  - Teacher asks for Ss’ answers to exercise **3**. T confirms and ticks the correct answers. T plays the recording again when needed.  ***\*\* Teacher checks students’ understanding, pronunciation and gives feedback.***  **Task 4. Work in groups. Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column.**  - Go over the pieces of advice with the Ss. T makes sure Ss understand each piece of advice before moving on.  - Have Ss work in groups to put the pieces of advice in the correct column. T comments on Ss’ answers.  **Task 5. Write an email (80 - 100 words) to advise Tom about participating in the Ok Om Bok Festival.**  - Remind Ss about the structure of an email.  - Have Ss write their email individually based on their answers in Activity **4**. T tells them that they don’t need to use all ideas in Activity **4**.  - Ask one student to write his or her email on the board. Other Ss and T comment on the email on the board.  - Then T collects some writings to correct at home  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **Task 3. Listen again and tick T (True) or F (False).**  ***\* Answer key:***  **1. T**  **2. F**  **3. T**  **4. F**  **Task 4: Work in groups. Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column.**  **\* *Answer key:***  **Dos**: a, b, d  **Don’ts**: c, e, f  **Task 5. Write an email (80 - 100 words) to advise Tom about participating in the Ok Om Bok Festival.**  ***\* Suggested answers:***  *Dear Tom,*  *Glad to hear you are coming to Soc Trang. You can’t miss the Ok Om Bok Festival. Here are a few things for you to remember when joining the festival.*  *First, you should wear polite clothes when attending the Moon God offering*  *ceremony. Always show respect to monks and elderly people. Remember to keep quiet when the monks and the elders are talking.*  *Besides, there are many animal statues in the temple ground. Don’t climb on them. The young rice represents the hope for luck in the new year. Don’t refuse when the elders give you some.*  *Send me an email if you need more information.*  **Warm regards,** |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer about hobbies  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare for the next lesson: Lesson 7: LOOKING BACK & PROJECT |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | |

**UNIT 5: OUR CUSTOMS AND TRADITIONS**

**Lesson 7: LOOKING BACK- PROJECT**

**Period** **41**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **8D** |  |  |
| **8E** |  |  |

**I. OBJECTIVES**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Vocabulary to talk about about *Customs and Traditions***.**

**\* Pronunciation:**

- Pronounce the new words correctly.

**\* Grammar:**

**Articles**

**2. Competencies:**

**a. General competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Develop communication skills and enhance awareness of preserving the culture

- Be co-operative and supportive in pair work and teamwork.

- Actively join in class activities.

**b. Specific competencies:**

- Use vocabulary to talk about *customs and traditions*

- Revise more vocabulary items they have learnt in the unit 5.

- Revise the article (*a / an, the*, the *zero articles*)

-  Apply what they have learnt (vocabulary and grammar) into practice through a project.

**3. Qualities:**

- Develop awareness of people, mother country, customs and traditions

- Be concerned to the customs and traditions.

- Develop self-study skills.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |
| --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’- GW/PW/IW)**   1. **Aims:**   *- To create an active atmosphere in the class before the lesson;*  *- To lead into the new lesson***.**  **2. Content:**  - Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - A friendly and relaxed atmostphere to the new lesson  - A chance to speak English and focus on the topic of the lesson.  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  **+ Greeting**  **BRAINSTORMING**  - Teacher asks Ss to think of what they have learnt already in Unit 5.  - Ss work in pairs to do the task.  - Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books.  - T leads in the lesson.*- T encourages Ss to talk in English as much as possible*  **Step 3: Report and discussion**  - Ss join in the discussion and do as required  **Step 4: Judgement**  - T summarizes the discussion and leads to the lesson. | | **+ Greeting T\_Ss.**  **BRAINSTORMING**  ***\* Suggested answers:***  About festivals, customs, traditions, table manners, how to write an email, how to give advice…. |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15'- PW/IW/GW)**  **1. Aim:**  - To help Ss revise the vocabulary items they have learnt in the unit.  - To help Ss revise the form of the vocabulary items they have learnt in the unit.  **2. Content:**  Choose the correct option to complete each sentence below.  **3. Products:**  - Ss remember about the vocabulary items and their form.  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  - T ask the whole class to do the Tasks in Looking Back  **Step 2: Task performance**  **Task 1. Choose the correct option to complete each sentence below.**  **-** Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss’ answers or asks one student to write his / her answer on the board.  - Teacher confirms the correct answers.  **Task 2. Fill in each blank with the suitable form of the word given.**  - Have Ss read the sentences and identify the part of speech needed in each blank.  - Have Ss do this exercise in pairs or individually. T tells Ss to pay attention to spelling of the words,  too.  - Invite some Ss to write their answers on the board. T and other Ss comment. T confirms the correct answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **Task 1. Choose the correct option to complete each sentence below.**  \****Answer key:***  **1. B 2. A**  **3. A 4. B**  **5. B**  **Task 2. Fill in each blank with the suitable form of the word given.**  ***Answer key:***  **1. reunion**  **2. offerings**  **3. goers**  **4. traditional**  **5. worshipping** |
| **ACTIVITY 3: PRACTICE (20' –PW/IW/GW)**  **1. Aim**:  - To help Ss revise the use of articles at sentence and text level.  - To give Ss an opportunity to practice finding information about a local custom and tradition  - To help Ss improve their creativity and team work.  -To improve their speaking and presentation skills.  **2. Content**:  - Complete the sentences with *a, an, the* or *Ø* (zero article). Complete the text with *a, an, the* or *Ø* (zero article).  - Ss to work in groups to do the project. Present the poster to the class  **3. Products**:  - Ss remember how to use the articles  - Students can read and understand general and specific information about Tet holiday.  **4. Implementation**: | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss study the examples, consume the rules and do the exercises  **Step 2: Task performing**  **Grammar**  **Task 3. Complete the sentences with *a, an, the* or *Ø* (zero article).**  - Have Ss recall the use of *a, an, the* and *zero article* that they have learnt in the unit.  - Have Ss do this exercise individually then compare their answers with a partner. T calls on some Ss to give the answers.  - Confirm the correct answers and writes them on the board.  **Task 4. Complete the text with *a, an, the* or *Ø* (zero article).**  - Tell Ss that they are going to complete a text about how to make children aware of customs and traditions. T tells Ss that they need to read the text carefully and fill in each blank with an appropriate article.  - Have Ss do this exercise individually then compare their sentences with a partner.  - Invite some Ss to read their answers aloud.  - T gives feedback.  PROJECT  **Local customs and traditions**  - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary.  - T has groups show their posters and present them to the class.  + Ss display all the posters on the wall or bulletin board ; Each group presents the poster they prepare to the whole class.  **\*\* T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback.**  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the lesson  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **Task 3. Complete the sentences with *a, an, the* or *Ø* (zero article).**  \****Answer key:***  1. Ø  2. an  3. The  4. a  5. Ø  **Task 4. Complete the text with *a, an, the* or *Ø* (zero article).**  **\* *Answer key:***  **1. Ø**  **2. a**  **3. Ø**  **4. the**  **5. an**  ***PROJECT***    **\*** *T should assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK),* Ss to present their report to the class.  *\*\* Students’ posters & presentations* |
| **ACTIVITY 4: APPLICATION (5'- WC )**  **1. Aim**:  To help Ss revise all they have learnt.  To give Home assigments  **2. Content**:  A mind map summarising the main points of the lesson.  Home assigments  **3. Products**:  Review the old lesson  Take note Home assigments  **4. Implementation:** | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - T has Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **-** Home assigments  **Step 2: Task performance**  - T summarises the main points.  - T asks Ss what they have learnt so far. Have them recall the important elements:  - T lets Ss take note the home assignments  **Step 3: Report and discussion**  - T asks, Ss answer.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | **\* Home assigments:**  - Do more exercises in workbook.  - Prepare Unit 6 | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |