Week: Date of preparation:

Period: Date of teaching:

# UNIT 4: OUR CUSTOMS AND TRADITIONS

**Lesson 1: GETTING STARTED**

**I. Objectives:**By the end of this lesson, students can get some information about our customs and traditions.

1. Knowledge:

*a. Vocabulary:*The lexical items related to Types of customs and traditions.

*b. Grammar:*Should/ Have to.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Ss must have good attitude towards the co-operation.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, pictures, CD, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the topic of the new lesson.  **Presentation**  To provide Ss with vocabulary to facilitate Ss’ practice.  **Practice**  To guess the content of the dialogue.  To check the information of the dialogue.  To know more information about customs and traditions.  **Production**  To know more knowledge about customs and traditions. | **A. Warm up**  - T divides class into teams: A and B  - A student from team A calls out the name of an ethnic group in Vietnam, then points at one student from group B. This student has to call out the name of another ethnic group. The game stops when a group cannot give out the name of any ethnic group or when time is up.The group with more ethnic groups wins.  - T writes on the board: “Yes, and they have their own ways of life, and\_\_\_\_\_and\_\_\_.  - T uses the sentence to set the scene.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocab (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* Check vocabulary: **Rub out and remember**.  **C. Practice**  **\* The dialogue.**  - T sets the scene by asking Ss about the picture:  - T asks Ss to look at the picture in Getting started and asks Ss some questions:  1. Can you guess who are they?  2. Where are they?  3. What are they taking about?  - Ss answer the questions.  - T quickly write Ss’ answers on the board.  - T play the recording.  - Ss listen and read the dialogue  - T asks Ss if their guesses on the board are correct.  **\* Find the the words or phrases that means:**  - T asks Ss to do Ex a individually  - T asks them to share the answers with their partner  - T asks one to write the answers on the board.  - S writes the answers on the board, others correct then give the right answers then read out the lines in the dialogue that contains the words.  \* **True or false.**  - T asks Ss to do Ex a individually.  T asks them to share the answers with their partner.  - T asks one to give the answers.  - S writes the answers on the board, others correct then give their explanation.  **\* Answer the questions.**  - T asks Ss to answer the questions orally without reading the dialogue.  - Ss ask and answers in pairs.  - T calls two Ss write on the board.  - Ss write the answers on the board.  - T asks them to read the conversation and check the answers.  - Ss read then check the answers.  - T calls Ss to correct.  \* **Find the sentences in the conversation and fill in the missing words.**  - T asks Ss to read the conversation again then find the sentences in the conversation then fill in the missing words.  - T asks Ss to do individually.  - T ask them to share the answers with their partner.  - T asks two Ss to write the answers on the board.  - Ss write the answers on the board, others correct then give the right answers.  **\* Matching**  - T ask Ss to look through the pictures then ask them what they see in each of them then tell tem to fill in the gaps with some customs and traditions of Vietnames people.  - Ss read the identify the new words they do not know.  - T helps Ss to read the words correctly.  - T asks Ss to give their matching.  - Ss give their answers  - T asks Ss to give their explanation for their matching and give the meaning of the words and phrases.  - T help them if necessary.  **b/ Write (C) custom or T (tradition) under each picture.**  - T asks Ss to do individually.  - T asks them to compare the answers in pairs.  - T asks them to give the answers.  - Ss gives the answers then eplain their choice.  **D. Production**  **\* Game: Customs and traditions experts.**  - T asks Ss to work in groups of four  Set a time limit of five minutes.  - Ss write down as many local customss and traditions as possible. The goups with the most customs and traditions is the winner.  - T asks the winning group to present their customs and trditions. Other groups add some more if they can. | **Kiming**  customs, traditions  **Lead - in the new lesson.**  **I. New words:**   1. pass down (v): truyền lại. 2. spot on (v): chính xác. 3. sharp (adv): chính xác. 4. generation(n): thế hệ. 5. You are kidding: Bạn đùa thế thôi. 6. Table manners: Phép tắc ăn uống.   **II. 1. Listen and read.**  **a. Find the the words or phrases that means.**  ***Key:***  1. accepted  2. generations  3. spot on  4. sharp  5. social  6. table manners  **b. True or false.**  ***Key:***  1. T  2. F  3. T  4. F  **c. Answer the questions.**  ***Key:***   1. It’s eating dinner at p.m. sharp. 2. He’s surprised. 3. They both refer to doing something that develops over time. 4. A custom is something accepted. A tradition is something special and is passed down through the generations. 5. They should find information about a custom or tradition.   **d. Find the sentences in the conversation and fill in the missing words**  ***Key:***  1. have to: It’s an obligation-you have no choice.  2. should: It’s a suggestion or advice-it would be best to follow it.  **2a. Matching**  ***Key:***  1. g  2. c  3. f  4. h  5. e  6. a  7. b  8. d  **b. Write (C)custom or T (tradition) under each picture.**  **Key:**  1. C  2. C or T  3. C  4. T  5. C  6. C  7. T  8. C or T  **3. Game: Customs and traditions experts.** |

**3. Homework (2 minutes)**

- Learn by heart all new words.

- Prepare for the next lesson: Unit 4: Closer look 1.

**\* Feedback**

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Week: Date of preparation:

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# UNIT 4: OUR CUSTOMS AND TRADITIONS

**Lesson 2: A CLOSER LOOK 1**

**I. Objectives:**By the end of the lesson, student can be able to know and use:

1. Knowledge:

a. Vocabulary: The lexical items related to the topic “customs and traditions".

b. Phonetics: How to pronounce the clusters /spr/ and /str/ in isolation and in context correctly.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will have a love of music and arts.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To check the new words in “Getting started”  **Presentation**  To provide S.s with vocabulary to facilitate Ss’ practice.  To know how to pronounce  the clusters /spr/ and /str/.  **Practice**  To know more words related to “customs and traditions”.  .  To distinguish  the sounds /spr/ and /str/. | **A. Warm - up**  **-** T brings a big picture of a place.  - Ss decribe the pictures using adjectives.  **B. Presentation**  **\* Vocabulary**  - T uses different techniques to teach vocab (situation, realia).  - T follows the seven steps of teaching vocabulary.  \* Check vocabulary: **Rub out and remember**.  **\* Pronounciation**  - Ss listen and pay attention to the T’s lip position for the clusters /spr/ and /str/.  -T plays the recording, lets Ss listen and repeat.  **C. Practice**  **\* Match.**  - T asks Ss to read the first halves of sentences in column A them with the second halves in column B.  - Ss work in individually then compare with their partner.  - T asks them to give the answers.  Ss compares the answers with their friends’ on the board then give the correct answers.  **\* Complete the expressions.**  - T ask Sts to work in individual.  - Ss work in individual.  T ask some Ss to give the answers  Ss: Sts write the correct answers on the board  T: Ask the whole class to give comment  Ss: Give comment and correct  T: Ask Sts to read the whole expressions  **\* Read the following customs and traditions.**  - T asks Ss to work in pairs to complete the activity.  - Ss work in pairs.  - T asks them to give their ideas.  - Ss remark and give comments.  **\* Complete the sentences.**  - T asks Ss to work in individual.  - Some Ss to give the answers.  - Ss write the correct answers on the board.  - T asks the whole class to give comment  - Ss give comment and corrects.  **\* Listen and complete the words.**  - T ask them to listen to the recording then complete the words they hear.  - Ss listen and complete the words they hear.  - T call some Ss to read the words they hear aloud.  - Ss read aloud the words.  **\* Listen and circle the words with the sounds /spr/ and /str/.**  - T asks Ss to listen to the recording  - Ss listen then compare the answers with their partner.  - T asks them to give the answers then play the recording again to check their answers.  - T asks Ss to find the words that have the sounds /spr/, /str/. | **Game: Description**  2 groups: Write the words as much as possible.  **I. 1. Vocabulary**  *Some expressions*:  - It’s the custom for Sb to do St.  - There is a tradition that Clause.  - According to tradition + clause.  **2. Pronounciation**  The clusters /spr/ and /str/.  **II. Practice**  **Vocabulary**  **1. Match.**  ***Key:*** 1.e 2.d 3.a  4.g 5.b 6.c 7.f  **2. Complete the expressions.**  ***Key:***  1. custom  2. tradition  3. according  4. tradition  5. with  6. of  7. doing  **3. Read the following customs and traditions.**  Work in groups to do the exercise  ***Key****:*  1. strictly  2. strangers,spread  3. streets  4. filmstrip  5. offspring  **4. Complete the sentences.**  **Pronunciation**  **5. Listen and complete the words.**  ***Key:***  1. straw  2. street  3. spring  4. spray  5. astronaut  6. frustrated  7. espresso  8. newsprint  **6. Listen and circle the words with the sounds /spr/ and /str./** |

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| **Consolidation**  To summarize the whole lesson. | - T asks someone to summarize the whole lesson.  - T summarize again. |

**3. Homework (2 minutes)**

- Do ExercisesA1, 2 & B1, 2 (Workbook).

* Prepare for the next lesson: Unit 4: Closer look 2.

**\* Feedback**

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Week: Date of preparation:

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# UNIT 4: OUR CUSTOMS AND TRADITIONS

**Lesson 3: A CLOSER LOOK 2**

**I. Objectives:** By the end of the lesson, Ss will be able will be able to review “Should and Shouldn’t” to express advice and “Have to” to express obligation or necessity.

1. Knowledge:

*a. Vocabulary:* The lexical items related to the topic "Customs and traditions".

*b. Grammar:* Should/ Have to.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Ss must have good attitude towards the co-operation.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Presentation**  To know how  “Should and Shouldn’t” to express advice and “Have to” to express obligation or necessity.  **Practice**  To practice using“should/ shouldn’t”.  To practice using  “have to”.  **Production**  To produce the sentences to  express obligation and advice. | **A. Warm - up**  - T gives a situation: “ Your brother is going out with a friend. The weather forecast says it’s a hot sunny day.  - Ss give him some advice.  - T encourages Ss to give their advice freely.  - If Ss mention “should or shouldn’t , tell them that in this lesson they are going to review “should or shouln’t” to express advice about customs and traditions.  - T reminds Ss of the modal verbs.  **B. Presentation**   * T explains the uses and structures of “should/ have to”.   **C. Practice**  **\* Look at the pictures and complete the sentences with “ should or shouldn’t”.**  - T asks Ss to look at the pictures and quickly describe what they see  **-** T asks Ss to do the exercise individually in 5’  - Ss work in individually then read aloud to the class.  - T corrects their pronunciation, intonation and stress and gives explanation if necessary.  **\* Match the situations in A with the advice in B.**  T has Ss read the situations in A to make sure they understand them.  - Ss work in pairs  - T asks some Ss to give the answers  - Ss read the answers aloud.  - T asks the whole class to give comment.  - T asks Ss to give some other advice for these situations.  \* **Complete the sentences with the correct form of “ have to”.**  - T asks Ss to pay attention to the Remember box first.  - T asks Ss to work in individually to complete the sentences.  - Ss work individually.  - T asks them to write the missing words on the board.  - Ss remark and correct.  **\* Choose A or B to convey the meaning of the first sentence.**  **-** T asks Ss to work in individually.  - Ss work individually.  - Ss remark and correct.  **\* Read the e-mail. Find and correct mistakes.**  - T asks Ss to read the e- mail quickly.  - T ask Ss to do individually to find out the mistakes.  - Ss work individually.  - T calls some Ss to read aloud their answers.  - T calls other Ss to comment.  **D. Production**  **\* Write the sentences.**  - T asksSs to do this exercise in pairs.  - Ss do in pairs then share the ideas with the whole class. | **Discussion.**  **I. Grammar**  **1. Should/ Shouldn’t.**  Form: S + should/ shouldn’t + V(bare infinitive).  Usage: We use “Should and Shouldn’t” to express advice  **2. Have to.**  Form:  S + have to + V(bare infinitive).  S + don’t/ doesn’t + have to + infinitive.  Do/ Does + s + have to + infinitive?  Usage:  \* Don’t have to is used when not necessary to do something  Example: My mother dosen't have to work on Saturdays  \* If you want to tell somebody not to do something as an obligation, we use mustn’t instead  Example: You mustn't wear shorts shirts in here.  **II. Practice**  **1. Look at the pictures and complete the sentences with “ should or shouln’t”.**  ***Key:***  1. should  2. shouln’t  3. should  4. shouln’t  5. should  **2. Match the situations in A with the advice in B.**  ***Key:***   1. b 2. c 3. e 4. d 5. a   **3. Complete the sentences with the correct form of “ have to”.**  ***Key:***   1. have to 2. have to 3. has to 4. had to, don’t have to 5. Does............ have to 6. didn’t have to   **4.Choose A or B to convey the meaning of the first sentence.**  ***Key:***  1.B  2. A  3. A  4. B  **5. Read the e-mail. Find and correct mistakes.**  ***Key:***   1. Shouldn’t give-> should give   (reason: There are lots of confusing customs and traditions in Japan, so Eri thinks she should give Mi advance)   1. Has to->have to   (reason: the pronoun ‘you’ goes with ‘have to’)   1. Shouldn’t wear->should wear   (reason: Eri says that Mi should take off her shoes when going inside, which means she should wear slippers)   1. Didn’t have to-> don’t have to   (reason: this sentence is in the present time)   1. Have use-> have to use   (reason: ‘have to’ is the correct form)   1. Should worry-> shouldn’t worry   (reason:Eri says she’ll be there to help Mi, so Mi shouldn’t worry)  **6. Write the sentences**  ***Key:*** Ss’ answer |

**3. Homework (2 minutes)**

**-** Learn by heart the grammar points of the lesson.

* Do exercise B3 -> B6 (Workbook).
* Prepare for the next lesson: Communication.

**\* Feedback**

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# UNIT 4: OUR CUSTOMS AND TRADITIONS

# Lesson 4: COMMUNICATION

**I. Objectives:** By the end of the lesson, Ss will describe the table manners in the UK and compare with those in VN.

1. Knowledge:

*a. Vocabulary:* The lexical items related to the topic "Customs and traditions".

*b. Grammar:* Should/ Have to.

2. Skills: Listening, reading, writing and speaking.

3. Formation of behavior: Students will be interested in understanding of the table manners in the UK and VN.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motive the new lesson.  To give some new words related to the topic “customs and traditions”.  To get information about “Customs and traditions”.  To give opion about “customs and traditions. | **A. Warm up:**  - T divides the class into two groups.  - T shows ss pictures about some table manners in VN and UK and asks ss to have a quick look, then write on the board the differences between them.  **\* Extra vocabulary:**  - T ellicits new words from ss by  the following techniques:  + (example)  + (translation)  + (realia)  - T reads the words as the model  (3 times), help Ss to repeat (2 times), then calls 2 Ss to repeat individually (each student-1 time)  - T checks Ss’ reading individually & correct their pronunciation.  - T corrects & asks Ss to copy the words/  →**Check – vocabulary:** “Slap the board.  **B. Practice**  **\* Look at the pictures then discuss the differences between them.**  - T ask Ss to work in pairs to do the task.  - Ss work in pairs.  - T checks and gives explantation.  **\* Write T/ F.**  - T asks Ss to do this task in pairs.  - Ss do this exercise in pairs and give T the answers.  - T confirms the correct answers.  **\* Listen.**  - T asks Ss to listen to Nick giving a presentation on the table manners in Britain.  - Ss listen to the recording twice  - T asks Ss to give the answers and the reason for their choice.  - T asks them to correct the false sentences.  **\* Work in pairs.**  - T asks Ss to read the table manners in the book first.  - Ss discuss if they follow the same table manners in their family.  - T asks them to add some more table manners in 3’.  - T calls some Ss to represent their ideas.  - T quickly writes some of the Ss’ extra table manners on the board.  **\* There is a British exchange student in your class. You invite her to dinner at your home. Play the roles.**  - T ask Ss to work in pairs and role – play.  - T asks them to continue the conversation in the book or make their own.  - After sometime, T calls some pairs to act out the conversation in front of the class.  - T calls others to give comments | Kim’s game:    **Extra vocabulary:**  1. cutlery (n) /ˈkʌt.lə.ri/: dao kéo.  2. mat (n): cái chiếu.  3. prong (n) /prɒŋ/: răng, ngạnh (của cái dĩa).  4. palm (n) /pɑːm/: lòng bàn tay.  5. host (n) /həʊst/: chủ nhà.  6. Hostest: chủ nhà nữ. (female)  **1. Look at the pictures then discuss the differences between them.**  ***Suggested answer:***  - In the first picture, people are sitting on the mat to have the meal. In the second picture, they are sitting around the dinning room.  - In the first picture, people are using rice bowls and chopsticks. In the second picture, they are using cultery.  **2. Write T/ F.**  Ss’ suggestion.  **3. Listen.**  ***Key:***  1. F ( You hold the folk in the left and the knife in the right  2. T  3. F ( There is also a spoon and a forl for dessert)  4. T  5. F ( You should never use your own cultery to take more food from the serving dish – use the serving spoon)  6. F ( You should break off the bread with your hands)  7. F ( Guests have to wait until the host or hostess starts eating)  8. T  **4 . Work in pairs.**  ***Ss’ answers.***  **5. There is a British exchange student in your class. You invite her to dinner at your home. Play the roles.**  ***Ss’ presentation.*** |

**3. Homework (2 minutes)**

* Do exercise C1, 2 (Workbook).
* Prepare for the next lesson: Unit 4: Skills 1.

**\* Feedback**

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# UNIT 4: OUR CUSTOMS AND TRADITIONS

**Lesson 5: SKILLS 1**

**I. Objectives:** By the end of the lesson, Ss will be able to read for general and specific information about customs and traditions and talk about customs and traditions.

1. Knowledge:

*a. Vocabulary:* The lexical items related to the topic "Customs and traditions".

*b. Grammar:* Should/ Have to.

2. Skills: Reading and speaking.

3. Formation of behavior: Students will know the value of customs and traditions.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss and lead to the new lesson.  **Reading**  **Pre - reading**  To predict the content of the reading text.  **While - reading**  To comprehen the content of the reading text.  To talk about their own family customs and traditions. | **A. Warm - up:**  T asks Ss some questions about their families’ customs and traditions.  **B. Reading**  **1. Pre - reading**  - T teaches Ss vocabulary.  - T asks Ss to read chorus.  **T sets the scene:**  **\* Answer the questions.**  - T asks Ss to look at the pictures and answer the questions in pairs.  - T elicits answers from Ss.  **2. While - reading**  **\* Brainstorm:**  - T asks Ss to read the passage quickly and tell if Mi is writingabout her family or her society  Elicit answers from Ss.  **\* Decide in which paragraph each detail is mentioned. Write A, B, C in the blank.**  - T introdudes the new type of reading exercise.  - T instructs the way to do this kind of exercise.  - T reads the statements and underline the key words.  E.g: in statement 1, the key words are ‘ name” and “ Italian dish”  - T begins with statement 1, read thhrough the passage quickly and locate the key words and stops to read the part that includes the key words more carefully to make sure the information matches.  - T may model with the first satement.  - Ss work individually then compare their answers with a classmate.  **\* Answer the questions.**  - T asks Ss to read the text again and answer the questions in pairs.  - Ss compare the answers with a classmate.  - T calls some Ss to write the answers on the board and T asks them to explain their answers.  - T confirms the correct answers.  **C. Speaking**  **1. Pre - speaking**  **\* Work in pairs and discuss the questions.**  - T asks Ss to take to ask each other the three questions about their own family customs and traditions.  - T can move about the class facilitating where necessaary and assessing how Ss are doing.  **2. While - speaking**  \* **Interview.**  **-** T asks two pairs of Ss to join together. One pair interviews the other. One Ss interviews and the other notes down the answers in the table, then the second pair interviews the first pair.  - T ask Ss to present what they’ve fount out to the whole class. | **Discussion about the** customs and traditions of Ss’ families.  **Reading**  **New words**  1. celebrate (v): tổ chức.  2. anniversary (n): lễ kỉ niệm.  **1. Answer the questions.**  **Suggested answers:**  - Picture 1: A family is celebrating a birthday  - Picture 2: People are making Chung cake  - Picture 3: A family is at an amusement park  **2.**  ***Key:***  - She is writing about her family.  **3.Decide in which paragraph each detail is mentioned. Wtite A, B, C in the blank.**  ***Key:***  1. C  2. A  3. C  4. B  5. A  6. B  **4. Answer the questions.**  ***Key:***  1. They are having lunch together on the second day of Tet, spending Sunday together and celebrating her grandparent s’ wedding anniversary on the first Sunday of October.  2. They usually go to the cinema or go for a picnic together.  3. They don’t remember.  4. They made five-coloured sticky rice served with grilled chicken.  5. They love family customs and traditions because they provide a sense of belonging.  **Speaking**  **5. Work in pairs and discuss the questions.**  ***Example exchange:***  S1: What are the three customs and traditions you like most in your family ? Describe them in details.  S2: We have the custom of spending Sunday together. We also have the tradition of celebrating our family member’s birthday, and there is a tradition in our family that we visit our grandparents on the first day of Tet  S1: How do you feel when you take part in these customs and traditions ?  S2: I feel very happy and proud when taking part in these customs  S1: Why is it important to continue family customs and ytraditions ?  S2: Because they provide our family with a sense of belonging.  **6. Interview.**  **Ss’ presentation.** |

**3. Homework (2 minutes)**

* Do D1, 2, 3 (Workbook).
* Prepare for the next lesson: Unit 4: Skills 2.
* Learn by heart all the new words.

**\* Feedback**

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Week: Date of preparation:

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# UNIT 4: OUR CUSTOMS AND TRADITIONS

**Lesson 6: SKILLS 2**

**I. Objectives:**By the end of this lesson, students can listen for specific information about traditional dance and write a description of a traditional Japanese dance.

1. Knowledge:

*a. Vocabulary:* The lexical items related to the topic "Customs and traditions".

*b. Grammar:* Should/ Have to.

2. Skills: Listening and writing.

3. Formation of behavior: Students will be aware of the value of customs and traditions.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer, pictures.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

|  |  |  |
| --- | --- | --- |
| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Warm - up**  To motivate Ss to the new lesson.  **Listening**  **Pre - Listening**  To predict the content of the listening text.  **While - listening**  To comprehen the content of the listening text.  **Writing**  **Pre - listening**  To take note some ideas of a traditional customs.  **While - writing**.  To write a paragraph about a traditional dance. | **A. Warm - up**  - T asks Ss to play game: Tell me the words start with letter **C/ A.**  - Ss play game in 2 teams.  - T leads to the new lesson.  **B. Listening**  **1. Pre - listening**  - T uses different techniques to teach vocab (situation, realia)  \* Checking vocab: Slap the board.  \* **Look at the picture. What tradition do you think this is? Share your ideas with a partner.**  - Ss look at the picture and share what they know about this tradition with a partner.  - T elicits Ss’ answers and have SS share as much information as possible.  - Ss write the name of the traditional dance on the board.  **2. While - listening**  **\* Listen to Mai’s presentation on the xoe dance and complete the table.**  - T plays the recording once then asks Ss to listen carefully and complete the table.  - T asks them to give the answer  - T plays the recording again then check. T makes changes to the answers on the board but do not confirm the correct asnwers now.  **\* T/ F?**  - T asks Ss to listen again then decide if the sentences are T or F.  - Ss listen then write down the answers they hear.  - T plays the recording again for them to check.  - T corrects as a class.  **C. Writing**  **1. Pre - listening**  \* Work in pairs.  - Ss work in pairs and make sentences using the given information. T moves around to give help if necessary.  **2. While - writing**  \* Write their description individually based on the sentences they have made, beginning with the given sentences.  - T gets Ss to work in groups exchange their descriptions to spot any mistakes. Ss share with the whole class.  - T collects some Ss’ work to mark at home. | **Game: Racing car.**  **Listening**  **New words.**  1. spiritual (adj): thuộc tinh thần.  2. ancient (adj): cổ xưa.  3. conical hat (n): cái nón.  4. scarf (n): cái khăn quàng cổ.  **1. Look at the picture. What tradition do you think this is? Share your ideas with a partner.**  ***Suggested answer:***  The xoe dance.  **2. Listen to Mai’s presentation on the xoe dance and complete the table.**  ***Key:***  1. happy and wealthy  2. private gatherings  3. 30  4. the circle dance  5. Social  6. fire  7. The music  8. culture and lifestyle  **3. T/ F?**  ***Key:***  1. T  2. F  3. F  4. T  5. T  **Writing**  4. Work in pairs.  - Ss work in pairs and make sentences using the given information. Teacher moves around to give help if necessary.  5. Write their description individually based on the sentences they have made, beginning with the given sentences.  Sample writing  There is a tradition in Japan that people perform the Obon dance during the Obon festival.  The Obon dance expresses people’ honouring their ancestors. It is performed in mid-August in many regions of Japan and in mid-July in other regions.  The Obon dance has different forms in different regions. The most popular form is circle dance. People make a circle around a yagura, a high wooden stage and dance. Some dancers move clockwise and some dance counter-clockwise.  This is one of the most important traditions. Lots of people come back to reunite with their families during the Obon festival |

**3. Homework (2 minutes)**

* Do Exercise 1, 2 (Workbook).
* Learn new words by heart.
* Prepare for the next lesson: Unit 4: Looking back & Project.

**\* Feedback**

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Week: Date of preparation:

Period: Date of teaching:

**UNIT 4: OUR CUSTOMS AND TRADITIONS**

**Lesson 7: LOOKING BACK AND PROJECT**

**I. Objectives:**By the end of the lesson, Ss will be able to review and do exercises about the vocabulary and the grammar notes they have learnt during this unit.

1. Knowledge:

*a. Vocabulary:* The lexical items related to the topic "Customs and traditions".

*b. Grammar:* Should/ Have to.

2. Skills: Reading, speaking, listening and writing.

3. Formation of behavior: Students will be interested in reviewing what they have learnt during the lesson.

**II. Teaching method:** Communicative approach.

**III. Teaching aids:**

- Projector, textbook, computer.

**IV. Procedures:**

**1. Class organization. (2 minutes)**

- Greet.

- Check attendance.

**2. New lesson. (41 minutes)**

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| **Steps** | **Teacher’s and students’ activities** | **Content** |
| **Practice**  **Vocabulary**  To revise vocabulary related to the topic “customs and traditions”.  **Grammar**  To revise how to use “should/ have to”.  **Communication**  To practice communicating | **Practice**  **1. Vocabulary**  **\*Complete the sentences with the words in the box.**  - T tells Ss to do the task individually and then check with their partner and then correct the mistakes.  - T lets them repeat the words.  - T checks their pronounciation.  **\*Write the sentences with the following expressions.**  - Ss work individually then work in pair to swap their sentences.  - T checks with whole class  \* Complete the following wordwebs with the customs or traditions you know.  - Ss work individually then work in pair to swap their sentences.  - Get 2 Ss to write their answers on the board.  - T gives correction.  **2. Grammar**  **\* Complete the sentences, using should/ shouldn’t and a verb from the box.**  - Ss work individually.  - T checks with whole class.  \* Underline one mistake and correct.  - Ss work individually.  - T checks with whole class.  3. Communication  \* Game: What should I do  **-** Ss work in groups to play the game. One student is the group secretary. Group members take turns to choose one of the scenario for each other. The secretary writes down the advice each member gives. Finally, the group votes for the person giving the best advice.  Or:  - Ss work in groups, discuss and write down the advice for all the scenarios on a big piece of paper. When time is up, they present the results to the class. Afterwards, the class votes for the best advice.  **Finished!**  - T asks Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice.  **\* Project: Customs and traditions: How they have changed!**  - T tell Ss that customs and traditions may change over time. Ask Ss if they know any custom or tradition that has changed. T elicits Ss’s answers. Some customs and traditions that may have changed are those celebrating weddings and the Tet holiday, throwing house-warming parties…  - Ss work in groups to do the project following the instructions in the book. Answer Ss’s questions if there are any. Remember to have Ss present their findings in the next lesson and vote for the best. | **Vocabulary**  **1. Complete the sentences with the words in the box.**  ***Key:***  1. respect  2. workshipping  3. wrap  4. host  5. cutlery  6. generations  **2. Write the sentences with the following expressions.**  ***Key:***  1. We have the custom of not sweeping their house on the first day of the Lunar New Year.  2. We ​[decided](http://dictionary.cambridge.org/dictionary/english/decided) to break with ​[tradition](http://dictionary.cambridge.org/dictionary/english/tradition) by having ​[fish](http://dictionary.cambridge.org/dictionary/english/fish) for ​[Thanksgiving](http://dictionary.cambridge.org/dictionary/english/thanksgiving)​ [dinner](http://dictionary.cambridge.org/dictionary/english/dinner).  3. There is a tradition that the eldest son inherits the property  4. According to tradition, the goddess lies sleeping beneath the mountain.  5. She follows her family tradition of becomingteachers.  3. Complete the following wordwebs with the customs or traditions you know.  ***Suggested answer:***   1. Family customs and traditions:  * Travelling in summer * Celebrating birthday parties for family members. * Going for a picnic on the special occasions. * Visiting grandparents and relatives at Tet. * Having dinner at 7 p.m sharp. ...   2.Social customs and traditions  - Decorating houses on special occasions.  - Visiting pagoda at Tet.  - Bringing gifts when going to a birthday party.  - Making Chung cakes at Tet.  - Eating sticky rice on special occasions. ...  **Grammar**  4. Complete the sentences, using should/ shouldn’t and a verb from the box.  Key:  1. should wait  2. Shouldn’ use  3. shouldn’t break  4. Should follow  5. shouldn’t touch  5. Underline one mistake and correct.  Key:  1.has to → have to  2. should → shouldn’t  3. have to has → have to have  4. should to → should  5. have avoid → have to avoid  **Communication**  6. Game: What should I do  ***Key:***  1. B  2. A  3. E  4. C  5. D  6. F  **Project**  **How they have changed** |

**3. Homework (2 minutes)**

- Prepare for the next lesson: Unit 5.

**\* Feedback**

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