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| **Trường:** | Họ và tên giáo viên: |
| **Tổ:** |  |

# UNIT 5: OUR CUSTOMS AND TRADITIONS

**Môn học: tiếng Anh- lớp 8 (Thời gian thực hiện: 7 tiết)**

# Period: 35-41

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| **Class** | **Date of teaching** | **Attendance** |
| **8** |  |  |

1. **OBJECTIVES**

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

# Knowledge:

* Vocabulary: Understand the meaning of the key words or word collocations below: use the words and expressions related to customs and traditions;
* Pronunciation: Correctly pronounce words that contain the sounds /n/ and /ŋ/
* Grammar: Understand and use the grammar structures presented in the lesson: recognise and use the zero article; give advice;

# Competencies:

* + 1. **General competencies:**
* Form and improve such competencies as communication, self-learning capability, creative capacity, ability to use of language ……
* Be collaborative and supportive in pair work and teamwork
* Actively join in class activities

# Specific competencies:

* Improve such competencies related to language learning as listening, speaking, reading, and use of language (vocabulary, phonetics, grammar).

+ For language lessons: Student are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the tasks that follow.

+ For skills lessons: Student are expected to read for general and specific information about a local festival; talk about a normal family event that they take part in; listen for specific information about a festival; write an email to give advice on taking part in a festival.

# Qualities:

* Have a positive attitude towards what they have learnt in the lesson: honesty, account abilities, community, love and care for family and friends, sympathy for the disadvantaged, better understanding of social problems, generosity, diligence..,
* Love the customs and traditions of Viet Nam.
* Develop self-study skills.

# PREPARATIONS

* Teacher: TV, laptop, flash card, power point slides, *hoclieu.vn*…..
* Students: Text books, studying equipment’s….

# PROCEDURE

**Period: 35-Lesson 1: Getting started – Tet is coming!**

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| **ACTIVITY 1: WARM-UP (5’-PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new unit.   **2. Content:**  - Questions & answers about festivals and Tet holiday in Viet Nam.  **3. Products:**  **-** Ss have general ideas about the topic “Our Customs and Traditions”.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**   * Asking questions about festivals and Tet holiday in Viet Nam.   **Step 2: Task performance**   * T asks Ss some questions about festivals in Viet Nam. * T asks Ss what they do before and during Tet holiday * Ss answer the question individually. * T draws a mind map on the board to summarise Ss’ ideas. Write the title on the board *Our customs and traditions*. * T asks Ss to guess what the conversation might be about.   **Step 3: Report and discussion**   * Ss guess what the conversation might be about.   **Step 4: Judgement**  **-** Teacher listens to Ss’ answers and gives feedback. | ***Questions:***   1. *Can you name some festivals in Viet Nam?* 2. *Do you like the Mid-Autumn Festival?* 3. *Do you like Tet holiday?* 4. *What do you do before Tet holiday?* 5. *What do you do during Tet holiday?*   ***Suggested answers:***   1. Mid Autumn Festival, Tet holiday, … 2. Yes, I do / No, I don’t 3. Yes I do / No, I don’t 4. Clean my house, buy some flowers, decorate my house, cut hair,… 5. Visit my relatives, receive lucky money… |
| **ACTIVITY 2: PRESENTATION/ NEW LESSON (7’-IW)**  **1. Aim:**   * To introduce some vocabulary related to the topic. * To get Ss ready for the dialogue of the lesson   **2. Content:**  - Vocabulary pre-teaching  **3. Products:** | |

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| **-** Ss can pronounce the new words correctly and use them in appropriate situations.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Vocabulary pre-teaching**   * Teacher introduces the vocabulary.   **Step 2: Task performance**   * Teacher explains the meaning of the new vocabulary, using pictures and translation.   **Step 3: Report and discussion**   * Teacher checks students’ understanding with the “***Matching***” technique. * Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.   **Step 4: Judgement**   * Teacher checks students’ pronunciation and gives feedback. | **\*Vocabulary**   1. admire (v) 2. chase away (v) 3. pray (v) 4. offering (n) 5. ornamental tree (n) |
| **ACTIVITY 3: PRACTICE (20' - PW/IW)**  **1. Aim:**   * To set the context for the introductory dialogue * To develop students’ reading skills.   **2. Content:**  **-** Task 1: Listen and read.   * Task 2: Read the conversation again and tick T (true) or F (False). * Task 3: Match the phrases with the correct pictures. * Task 4: Complete the sentences with the verbs from the box.   **3. Products:**  - Students can read and understand general and specific information about Tet holiday.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1.**  **Step 1: Task delivering**   * Listen and read.   **Step 2: Task performing**   * Teacher asks Ss to look at the pictures on page 50 in the book and answer the questions. * Ss answer the questions in pairs. | **1. Listen and read.**  ***Questions:***   * *What do you think Lai and Tom are talking about?* * *Do you know anything about the Tay ethnic group?*   ***Suggested answers:*** |

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| * Teacher plays the recording twice. Ss listen and read. * Teacher has Ss underline the words / phrases that are related to the topic of the unit while they are listening and reading.   **Step 3: Report and discussion**   * Teacher invites some pairs of Ss to read the conversation aloud. * Teacher has Ss say the words in the text that they think are related to the topic *Customs and traditions.* Quickly write the words on one part of the board. Comment on Ss’ answers.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | - They are talking about the Tay ethnic group/ an ethnic group/… |
| **Task 2.**  **Step 1: Task delivering**   * Read the conversation again and circle the correct answers   **Step 2: Task performing**   * Teacher tells Ss to read the conversation again and work independently to find the answers. Remind Ss to underline the information and correct the false statements. * Ss work independently to find the answers.   **Step 3: Report and discussion**   * Teacher has Ss compare the answers in pairs before checking with the whole class.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | **2. Read the conversation again and write T (True) or F (False)**  ***Answer key:***   1. F (Trang’s cousin is at Sa Dec Flower Village.) 2. T 3. T 4. F Pplants and flowers are an important part of Tet) 5. T |
| **Task 3.**  **Step 1: Task delivering**  **- Match the phrase with the correct pictures.**  **Step 2: Task performance**  - Teacher asks Ss to name the things they see in the pictures. | 1. **Match the phrase with the correct pictures.**   ***Answer key:***   * 1. d   2. a   3. e |

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| * Teacher has Ss work individually to match the phrases 1 - 5 with the correct pictures. * Teacher lets them compare their answers with a partner. * Teacher checks the answers with the whole class. Confirm the correct answers. * Teacher has some Ss practice saying the phrases again.   **Step 3: Report and discussion**   * Teacher lets them compare their answers with a partner. * Teacher checks the answers with the whole class. Confirm the correct answers. * Teacher has some Ss practice saying the phrases again.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | 1. b 2. c |
| **Task 4.**  **Step 1: Task delivering**   * Complete the sentences with the words and phrases from the box.   **Step 2: Task performance**   * Teacher has Ss look at the verbs in the box. Check if they know these verbs. * Teacher has Ss read the sentences and complete each sentence with a verb from the box. * Teacher asks for Ss’ answers and confirms the correct ones.   **Step 3: Report and discussion**   * Teacher has some Ss read aloud the sentences. * For more able classes, challenge them to think of other words that can go with the given verbs.   **Step 4: Judgement**   * Teacher checks the answers as a class and gives feedback. | 1. **Complete the sentences with the verbs from the box**   **A*nswer key:***   * 1. place   2. admire   3. chase   4. pray |
| **ACTIVITY 4: PRODUCTION/ FURTHER PRACTICE (10’)**  **1. Aim**:  - To help Ss broaden their knowledge about New Year customs and traditions from other countries; | |

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| - To motivate Ss.  **2. Content:**  - Task 5: QUIZ: New Years around the world.  **3. Products**:  **-** Students can gain more knowledge about New Year customs and traditions from other countries.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5:**  **Step 1: Task delivering**  **Game: QUIZ: New Years around the world.**   * People around the world celebrate New Years differently. Choose the country with each tradition below.   **Step 2: Task performance**   * Teacher has Ss work in pairs and complete with each other. * Teacher sets time (3 minutes) for Ss to do this activity. The first student to finish calls out “Bingo!” * Teacher checks answers with the whole class. Compliment those with all correct answers.   **Step 3: Report and discussion**   * For a more able class, teacher asks each pair to write two questions about New Year customs and traditions of two countries they know. T collects the questions and reads aloud some of them. Ss complete to give their answers to the questions. The one with the most correct answers win the game.   **Step 4: Judgement**  **-** Teacher checks answers and gives feedback. | **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 5: APPLICATION (3'- IW/PW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:  - Remind students of what they have learnt in the lesson. | |

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| - Home assignment  **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **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   **Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Learn the new words by heart. * Practise talking about the Tet holiday. * Do exercises in the workbook. * Start preparing for the Project of the unit: |

# Period: 36-Lesson 2: A closer look 1

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| **ACTIVITY 1: WARM-UP(5’-PW/IW)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson * To lead into the new unit.   **2. Content:**  - Play a game to introduce some customs and traditions in Viet Nam.  **3. Products:**  **-** Ss have general ideas about the topic “Our customs and traditions”.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**   * Play game: Hidden pictures game   **Step 2: Task performance**   * 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.   **Step 3: Report and discussion** | ***Suggested answers:***   1. family reunion 2. wedding ceremony 3. food offerings 4. Tet holiday 5. lucky money |

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| * The groups that guesses the right word will have the points.   **Step 4: Judgement**   * Teacher checks students’ pronunciation and gives feedback. |  |
| **ACTIVITY 2: PRESENTATION (20'-IW/PW)**  **1. Aim:**  **-** To present some phrases related to customs and traditions.   * To help Ss practise the phrases related to customs and traditions. * To give further practice with expressions about customs and traditions.   **2. Content:**  **-** Vocabulary pre-teach   * Task 1: Write a phrase from the box under each picture. * Task 2: Complete each sentence with the correct option A, B, or C. * Task 3: Complete the sentences with the words from the box.   **3. Products:**  **-** Ss pronounce the new words correctly and use them in appropriate situations.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Vocabulary pre-teaching** (6 mins)  **Step 1: Task delivering**   * Teacher introduces the vocabulary by providing the definition of the words.   **Step 2: Task performance**   * Teacher has students read the phrases aloud and correct their pronunciation if necessary. * Teacher asks students for the Vietnamese meanings of these phrases.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * T listens and corrects | **\*Vocabulary**  wedding ceremony (n) whale worship (n) food offerings (n) family reunion (n) martial arts (n) festival goer  acrobat (n) maintain (v) longevity (n) |
| **Task 1.** (5 mins)  **Step 1: Task delivering**   * Write a word or phrase from the box under each picture.   **Step 2: Task performance**   * Teacher has Ss look at the pictures and name the things, events, and people seen in the | **1. Write a phrase from the box under each picture**  ***Answer key:***   1. wooden statue 2. *Rong* house 3. weaving |

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| pictures.   * Teacher has Ss read the phrases in the box and write them under the appropriate pictures. **Step 3: Report and discussion** * Teacher lets Ss work in pairs to compare their answers before offering the answers. * Teacher checks and confirms the correct answers. Elicit from Ss the clue(s) that help(s) them to complete the task (expected answer: words like *wedding, food, whale, family, festival* are familiar to them and can be easily linked to the corresponding pictures). * Teacher has the whole class read aloud the phrases.   **Step 4: Judgement**   * Teacher checks the answers as a class. | 1. bamboo flute 2. gong 3. terraced fields |
| **Task 2.** (10 mins)  **Step 1: Task delivering**  **- Complete each sentence with the correct option A, B, or C.**  **Step 2: Task performance**   * Teacher has 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.   **Step 3: Report and discussion**   * Teacher has them share their answers in pairs. * Teacher invites some Ss to give their answers and confirm the correct ones. Explain the options that challenge Ss. * With a more able class, T challenges Ss to list new phrases. For example, T writes “family ”, “ ceremony”; “worshipping ” on the board, and has Ss think of appropriate words to fill in the blank.   **Step 4: Judgement**   * Teacher gives feedback | 1. **Complete each sentence with the correct option A, B, or C.**   ***Answer key:***   * 1. A   2. C   3. B   4. B   5. A   ***Note***: *hold a family reunion* but  *have a family meal* |
| **Task 3.**  **Step 1: Task delivering**  **- Complete the sentences with the words from the box.**  **Step 2: Task performance**  - Go over the words in the box with Ss. | **3. Complete the sentences with the words from the box.**  ***Answer key:***   1. break 2. Traditionally |

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| Make sure Ss understand them before moving on. For example, draw Ss’ attention to “break with tradition” and have them guess its meanings. 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.   **Step 3: Report and discussion**   * Invite Ss to share their sentences orally or in writing. Confirm the correct answers as a class. * Have Ss choose one or two expressions and make sentences with them.   **Step 4: Judgement**   * Teacher checks students’ pronunciation and gives feedback. * T checks the Ss’ answers and gives   feedback. | 1. practise 2. keep 3. custom |
| **ACTIVITY 3: PRONUNCIATION (15'-IW/PW)**  **1. Aim:**   * To help Ss identify how to pronounce the sounds /n/ and /ŋ/; * To help Ss practise pronouncing these sounds correctly in words and in sentences. * To motivate Ss.   **2. Content:**   * 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/.   **3. Products:**  - Students can pronounce the sound /n/ and /ŋ/ correctly.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.** (7 mins)  **Step 1: Task delivering**   * **Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/.**   **Step 2: Task performance**   * Teacher has some Ss read out the words first. Then T plays the recording for them to listen and repeat the words they hear. T   plays the recording as many times as necessary. | **4.Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/.** |

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| * Teacher explains to Ss that these words have the sounds /n/ and /ŋ/. Tell them how to make the two sounds and have them practise saying the sounds several times. * Teacher goes over the list of the words again with Ss. Draw their attention to words like *longevity, thank,* and *language.* **Step 3: Report and discussion**   *-* Teacher asks Ss to work in pairs to practise saying the words.   * Teacher invites some Ss to say some words they know that include either of the two sounds.   **Step 4: Judgement**   * Teacher listens and corrects |  |
| **Task 5.** (7 mins)  **Step 1: Task delivering**   * **Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.**   **Step 2: Task performance**   * Teacher has Ss quickly read the sentences. T plays the recording for Ss to listen to the sentences. T asks them to pay attention and underline the words with /n/ and circle the words with /ŋ/.   **Step 3: Report and discussion**   * Teacher invites some Ss to share their answers. T confirms the correct ones. * Teacher plays the recording again for Ss to repeat the sentences. * Teacher has Ss practise the sentences in pairs. T invites some pairs to read the sentences aloud. T comments on their pronunciation of the sound   **Step 4: Judgement**   * Teacher’s observation and feedback. | **5. Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.**  ***Answer key*:**   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'-IW)**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment | |

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| **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **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   **Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Learn new words by heart. * Practise pronouncing the sound /n/ and /ŋ/. * Do exercises in the workbook. |

**Period: 37-Lesson 3: A closer look 2**

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| **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:**   * Option 1: Call out the phrases * Option 2: watch a video   **3. Products:**  **-** Ss recall the vocabulary learnt in the previous lesson and identify articles in sentences.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Step 2: Task performance 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 mum prepares food offerings at Tet”. | 1. We held a family reunion last week. 2. My mum prepares food offerings at Tet. |

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| 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”. Lead to the lesson. * Teacher introduces the objectives of the lesson. Write the objectives in the left corner of the board.   **Option 2:**   * Teacher lets the students watch a video: [www.youtube.com/watch?v=uqNugAvxXXo](http://www.youtube.com/watch?v=uqNugAvxXXo) * Teacher asks Ss when we use *a / an / the.* * Teacher leads in to the lesson. * Teacher introduces the objectives of the lesson. Write the objectives in the left corner of the board.   **Step 3: Report and discussion**   * Ss discussion how to use *a / an / the.*   **Step 4: Judgement**  **-** Teacher checks students’ knowledge and gives feedback. |  |
| **ACTIVITY 2: PRESENTATION (10'-PW/IW/GW)**  **1. Aim:**  **-** To review articles: *a, an, the* and teach how to use the zero article.  **2. Content:**  **-** The article *a / an, the* and zero article.  **3. Products:**  - Ss understand how to use the article correctly.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **\*The article *a / an, the*: Review**  Write two sentences on the board:  - Elicit from Ss the use of *a, an, the* and when to use them.  **the**: definite article  **a/an:** indefinite article  **a** + singular noun beginning with a consonant  **an** + singular noun beginning with a vowel | **\*The article *a / an, the*: Review**   1. She is **an** engineer. 2. We held **a** family reunion last week. **The** party was enjoyable. |
| **\*Introduction of zero article**  - Explain that sometimes, we can use nouns | **\*Introduction of zero article** |

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| 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. * Teacher checks students’ understanding about the article and gives feedback. |  |
| **ACTIVITY 3: PRACTICE (15' - GW/PM/IM)**  **1. Aim**:   * To help Ss identify the use of articles at the sentence level. * To help Ss recognise and use the articles correctly. * To give practice with articles at sentence and text level.   **2. Content**:   * Task 1: Choose the correct option in each sentence below. * Task 2: Which of the underlined parts in each question is incorrect? Find and correct it. * Task 3: Complete the sentences with *a, an, the*, or *Ø* (zero article). * Task 4: Complete the text with *the* or *Ø* (zero article).   **3. Products**:  **-** Students can use the articles correctly.  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **- Choose the correct option in each sentence below.**  **Step 2: Task performance**   * Teacher has Ss do this exercise individually and then compare their answers with a partner. **Step 3: Report and discussion** * Teacher asks some Ss to share their answers and has them explain their choices.   **Step 4: Judgement**   * Teacher gets feedback and confirms the correct answers. | 1. **Practice**    1. **Choose the correct option in each sentence below.**   ***Answer key:***   1. an 2. a 3. Ø 4. Ø 5. the |
| **Task 2**  **Step 1: Task delivering**  **- Which of the underlined parts in each** | **2.Which of the underlined parts in each question is incorrect? Find and correct** |

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| **question is incorrect? Find and correct it. Step 2: Task performance**   * Teacher shows 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.)   * Teacher tells 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).   **Step 3: Report and discussion**   * Teacher has Ss do this exercise individually and then compare the answers with another classmate. * Teacher invites some Ss to write their answers on the board. * Teacher checks the answers with the whole class. T has some Ss explain their answers.   **Step 4: Judgement**   * T confirms the correct answers. | **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) |
| **Step 1: Task delivering**   * **Complete the sentences with a, an, the, or Ø (zero article)**   **Step 2: Task performance**   * Teacher has Ss do this exercise individually and then compare their answers with a partner.   **Step 3: Report and discussion**   * Teacher asks some Ss to share their answers and have them explain their choice.   **Step 4: Judgement**   * Confirm the correct answers. | **3.Complete the sentences with a, an, the, or Ø (zero article)**  ***Answer key:***   1. Ø 2. a 3. Ø 4. the 5. an |
| **Step 1: Task delivering**  **Complete the text with the or Ø (zero article).**  **Step 2: Task performance**   * Teacher writes on the board (or shows pictures on the slide) the following activities: *playing cards, watching TV, singing karaoke.* * Teacher asks Ss if their family often does these activities together. Teacher tells Ss that we call activities that a family often do | **4.Complete the text with the or Ø (zero article).** |

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| together *family time traditions*.   * Teacher tells 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).   **Step 3: Report and discussion**   * Teacher has Ss work individually to complete the text. * Teacher invites 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.   **Step 4: Judgement**   * T checks the exercises and gives feedback. * T checks Ss’ understanding and gives feedback. |  |
| **ACTIVITY 3: PRODUCTION (10' - GW/PM/IM)**  **1. Aim**:  - To give further practice with articles at sentence and text level.  **2. Content**:  - Task 5: Game: Bingo!  **3. Products**:  - Students can consolidate their use of articles  **4. Implementation**: | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 5.**  **Step 1: Task delivering**  Game: Bingo!  **Step 2: Task performance**   * Teacher has Ss work in groups of four or five. * Teacher gives 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.   **Step 3: Report and discussion**   * Teacher has Ss work in their groups, find and correct the mistakes. They say “Bingo!” as soon as their group finishes. * Teacher confirms the correct answers. The first group to come up with all the correct answers wins. | **5.Game: Bingo**  ***List of sentences & answer key:***   1. I usually meet my cousin at   **the** weekends. (the → Ø)   1. My uncle moved to **United States** three years ago. (United States → the United States) 2. Our teachers assigned us **a** homework for our history and science classes. (a → Ø) 3. I turn off the light and go to   **the** bed at 11 p.m. (the → Ø)   1. Mark often wears **red sweate**r to match his red hair. (red sweater → a red sweater) |

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| * 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.   **Step 4: Judgement**   * Teacher’s observation and feedback. |  |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **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   **Step 4: Judgement**  T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Make 5 sentences using articles. * Do exercises in the workbook. |

# Period: 38-Lesson 4: Communication

**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:**

***-*** Ask and answer about table manners with a picture

**3. Products:**

- Ss get some general ideas about table manners and get ready for the new lesson

**4. Implementation:**

**-** Teacher instructs

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| - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **-** Ask and answer about table manners with a picture.  **Step 2: Task performance**   * T shows 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.   **Step 3: Report and discussion**   * 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 and introduce the objectives of the lesson.   **Step 4: Judgement**  **-** Teacher checks students’ knowledge and gives feedback. | Vietnam-Table-Manners  ***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 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: EVERYDAY ENGLISH (10’)**  **1. Aim:**   * To introduce ways of giving advice. * To help Ss practise giving advice.   **2. Content:**  **-** Task 1: Listen and practise the conversation.  - Task 2: Work in pairs. Make similar conversations with the following situations.  **3. Products:**  **-** Students can make dialogue using the structures of giving advice.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1:**  **Step 1: Task delivering**  **Listen and read the conversation below. Pay attention to the highlighted parts.**  **Step 2: Task performance**  - Teacher plays the recording for Ss to listen and read the dialogue between Tom and Mai. | **1.Listen and read the conversation below. Pay attention to the highlighted parts.** |

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| * T asks 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.   **Step 3: Report and discussion**   * Teacher has Ss practise the dialogue in pairs. Call on some pairs to practise the dialogue in front of the class.   **-> Structure to give advice**   * Perhaps you should + V0 * It’s a good idea to + V0 * Don’t + V0   **Step 4: Judgement**   * Teacher checks and corrects. |  |
| **Task 2.**  **Step 1: Task delivering**  **- Work in pairs. Make similar conversations with the following situations.**  **Step 2: Task performance**   * Teacher asks Ss to work in pairs (5 minutes) to make similar dialogues with the given situations, using the expressions they have learnt.   **Step 3: Report and discussion**   * Teacher moves around to observe and provide help. T calls on some pairs to practise in front of the class.   **Step 4: Judgement**   * Teacher checks students’ understanding and gives feedback. | **2. Work in pairs. Make similar conversations with the following situations.**  ***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… |
| **Task 3.**  **Step 1: Task delivering**  **Work in pairs. Make a similar conversation to ask and give opinions about these topics. Step 2: Task performance**   * Teacher asks 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. | ***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… |

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| * T comments on their performance.   **Step 3: Report and discussion**   * Ss use the structures given and make similar conversations about the following topics:   + Playing traditional games.  + Living close to nature.   * Teacher asks some pairs to perform their conversations. * Teacher comments on their performance.   **Step 4: Judgement**   * Teacher’s observation and feedback |  |
| **ACTIVITY 3: THE JAPANESE LION DANCE AND VIETNAMESE UNICORN DANCE (25’)**  **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:**   * Task 3: Read the text about the lion dance in Japan and complete the table wi information from 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.   **3. Products:**   * Ss can understand the text and fill in the blank with the correct information. * Students can compare the Vietnamese unicorn dance with the Japanese lion dance.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3. (6’)**  **Step 1: Task delivering**  **- Read the text about the lion dance in Japan and complete the table with the information from the text.**  **Step 2: Task performance**   * 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. * Teacher tells Ss that they are going to read about lion dance in Japan. * Teacher has Ss look at the table of information and think of the type of   information they need for each blank. | **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 |

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| **Step 3: Report and discussion**   * Teacher asks 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. * Teacher comments 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.***Game “Who’s the millionaire?***   **Step 4: Judgement**   * Teacher’s observation and feedback |  |
| **Task 4 (10’)**  **Step 1: Task delivering**  **Work in groups. Read Mai’s notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance.**  **Step 2: Task performance**   * Teacher shows two pictures, one of the Vietnamese unicorn dance and one of the Japanese lion dance next to each other. * Teacher has 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….”. * Teacher tells Ss to look at Mai’s notes on Vietnamese unicorn dance. T asks them if there is any information they didn’t know. **Step 3: Report and discussion** * Teacher has 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.   * Teacher asks some Ss to report their group’s answers to the class.   **Step 4: Judgement**   * T checks Ss’s exercises and gives feedback. * T checks Ss’ understanding and gives feedback | **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 Festivals.* * *Vietnamese unicorn dance needs ong Dia but Japanese lion dance doesn’t need it.* |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  - End up the lesson. Quickly assess if students remember what they have learnt | |

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| - To give Home assignment  **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **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   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Do exercises in the workbook * Compare Vietnamese Tet Holiday and Chinese Tet Holiday. |

**Period: 39-Lesson 5: Skill 1**

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| **ACTIVITY 1: WARM UP (5’) Pre – reading**  **1. Aim:**   * To create an active atmosphere in the class before the lesson. * To lead into the new lesson.   **2. Content:**  - Questions and answer about festivals  **3. Products:**  **-** Ss can say names of some festivals and share what they know about them in English.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**   * Questions and answer about festivals   **Step 2: Task performance Option 1: Asking questions:**   * T asks Ss some questions about festivals in   Viet Nam.   * T asks Ss to describe one of the festivals they | ***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?* |

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| have ever been to   * Lead to 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 left corner of the board.   **Option 2: Asking questions: Bamboozle**   * Teacher click the link: <https://www.baamboozle.com/game/283002> * Teacher divides class into 2 groups * T let students choose the numbers to answer the questions.   **Step 3: Report and discussion**   * Ss work in their group, choose the numbers to answer the questions.   **Step 4: Judgement**  **-** Teacher checks students’ knowledge and gives feedback. | *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,…. |
| **ACTIVITY 2: READING (20’)**  **1. Aim:**   * To introduce some vocabulary * To activate Ss’ 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:**  **-** Vocabulary  *-* Task 1: Work in pairs. Look at the picture and answer questions.   * Task 2: Read the text. Choose the correct answer A, B, or C. * Task 3: Read the text again. Complete the mind map about a family party.   **3. Products:**  **-** Ss understand new vocabulary   * Ss can answer the questions correctly. * Students can understand the text and choose the right answers. * Ss can complete the mind map.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Pre - teach vocabulary**   * Teacher introduces the vocabulary. * Teacher explains the meaning of the new vocabulary by pictures and definitions. | **I. Reading**  **\* Vocabulary**   1. release (v) 2. contestant (n) 3. family bonding |
| **Task 1. (5’)**  **Step 1: Task delivering**  **Work in pairs. Look at the picture and** | **1. Work in pairs. Look at the**  **picture and answer the following questions.** |

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| **answer the following questions. Step 2: Task performance**  - Teacher has 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?*  * Teacher tells Ss that they are going to read a text about a festival in a village.   **Step 3: Report and discussion**   * Ss read a text about a festival in a village and answer the questions.   **Step 4: Judgement**   * Teacher checks and corrects | ***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.**  **Step 1: Task delivering**  **Read the text again. Complete the mind map about a family party.**  **Step 2: Task performance**   * Teacher asks Ss to read the first paragraph and find the time that the festival happens *(the third day of Tet).* * Teacher tells Ss to read the first sentence of the second and the third paragraph. T asks Ss what each paragraph is going to be about. * Teacher tells the Ss to do the same with the last paragraph. * Teacher asks Ss to look at Question 1 and choose the correct option. * Teacher tells Ss that Questions 2 and 4 ask about specific information. Question 3 asks them to guess the meaning of words in context. * T elicits from Ss the steps: Read the questions, underline the key words in each question, locate the key words in the text and find the information to answer the question. * Teacher asks Ss to locate the paragraphs with the information for each question. Then T has Ss do the exercise individually and checks their answers in pairs. * Teacher invites some Ss to share their answers. Have them explain their answers. Confirm the correct answers.   **Step 3: Report and discussion** | **2. Read the text again. Complete the mind map about a family party. *Answer key:***   1. A 2. B 3. A 4. C |

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| * Ss share their answers. Have them explain their answers. Confirm the correct answers.   **Step 4: Judgement**   * Teacher confirms the answers as a class and explains if needed. |  |
| **Task 3.**  **Step 1: Task delivering**  **Read the text again. Complete the mind map about a family party.**  **Step 2: Task performance**   * Teacher asks Ss to look at the mind map and identify the paragraph with the information for each question in the mind map. * Then T has Ss do the exercise in pairs. * Teacher invites some pairs to share their answers. Have them explain their answers. T confirms the correct answers. * Teacher tells Ss that when they describe a family event, they should mention categories of information like in the mind map.   **Step 3: Report and discussion**   * The pairs share their answers. Have them explain their answers. T confirms the correct answers. * Ss describe a family event, they should mention categories of information like in the mind map.   **Step 4: Judgement**   * Teacher checks students’ understanding and gives feedback. * T checks Ss’s exercises and gives feedback. | 1. **Read the text again. Complete the mind map about a family party.**   ***Answer key:***   * 1. third day   2. home   3. dishes   4. food |
| **ACTIVITY 3: Post- reading/ speaking (15’)**  **1. Aim:**   * To help Ss predict the content of a dialogue about a family event. * To help Ss practise talking about a family event.   **2. Content:**   * 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. * 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.   **3. Products:**  **-** Students can complete the dialogue.  - Students can ask and answer with their friends about their family events.  **4. Implementation:** | |

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| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4**  **Step 1: Task delivering**  **Work in pairs. Put the questions (A - E) in the correct blanks (1 - 5) to make a complete dialogue. Then role-play it.**  **Step 2: Task performance**   * Teacher draws a mind map with “a family event” in the middle and “when, where, who, what” as the categories. * Teacher tells 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.   **Step 3: Report and discussion**   * Ss 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.   **Step 4: Judgement**   * T listens and corrects | **II. Speaking**   1. **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:**  **Step 1: Task delivering**  **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.**  **Step 2: Task performance**   * Teacher asks Ss to think of a family event and make notes about it in the form of a mind map. * Teacher tells them to look at the mind map on the board and revise the questions that can be used. * Teacher has 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.   **Step 3: Report and discussion** | **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 |

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| * Ss work in pairs. Ss take turns to ask and answer about the family event. * The pairs act out the dialogue in front of the class. * Teacher comments on their performance.   **Step 4: Judgement**  **-** Teacher listen to Ss’ conversations, gives feedback and their pronunciation and delivery of information. |  |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **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   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do exercise in the workbook. |

# Period: 40-Lesson 6: Skill 2

**ACTIVITY 1: WARM UP (5’)**

**1. Aim:**

* To create an active atmosphere in the class before the lesson
* To lead into the new unit.

**2. Content:**

- Guess the name of the festivals.

**3. Products:**

**-** Ss know about some festivals

**4. Implementation:**

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| **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Guessing game**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Ss call out the name of the festivals before class.   **Step 4: Judgement**  **-** Teacher checks students’ knowledge and gives feedback. | ***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: LISTENING (18’)**  **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:**   * Task 1: Work in pairs. Look at the picture and answer the following questions. * Task 2: Listen to part of the programme “Charming Viet Nam”. Fill in each blank with no more than TWO words. * Task 3: Listen again and tick T (True) or F (False).   **3. Products:**  **-** Ss can answer the questions correctly.  - Ss can listen for specific information and do the learning tasks  **4. Implementation:**  - Teacher’s instructions… | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1.**  **Step 1: Task delivering**  **Work in pairs. Look at the picture and answer the following questions.**  **Step 3: Report and discussion**   * Teacher has Ss look at the picture and answer the questions in the book. * Teacher elicits answers from Ss. This is an | **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 |

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| open activity, so accept all answers provided that they make sense.  **Step 3: Report and discussion**   * Ss look at the picture and answer the questions in the book.   **Step 4: Judgement**   * Teacher confirms their answers as a class. | might the festival occur? ***Suggested answers:*** Various answers. |
| **Task 2.**  **Step 1: Task delivering**  **Listen to part of the programme “Charming Viet Nam”. Fill in each blank with no more than TWO words.**  **Step 2: Task performance**   * Teacher tells 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. * T has 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. * T plays 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. * T has 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 go to the board and write their answers. Then Ss listen again when needed.   **Step 4: Judgement**   * Teacher confirms their answers as a class. | **1. 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 |
| **Task 2.**  **Step 1: Task delivering**  **Listen again and tick T (True) or F (False). Step 2: Task performance**   * Teacher asks Ss to look at the sentences and guess whether they are true or false. T writes their guesses on the board. * Teacher tells Ss that they are going to listen to part of the programme again and check their | **3. Listen again and tick T (True) or F (False).**  ***Answer key:***   1. T 2. F 3. T 4. F |

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| guesses.   * Teacher plays 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.   **Step 3: Report and discussion**   * Ss listen and complete the task. * Ss answer the exercise **3**. Then listen again once more.   **Step 4: Judgement**   * Teacher confirms the correct answers as a class. |  |
| **ACTIVITY 2: While/post – Writing (17’)**  **1. Aim:**  - To write an email to give advice on taking part in a traditional festival.  **2. Content:**  **-** 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.  - Task 5: Write an email.  **3. Products:**  **-** Students can write an email to advise a friend about participating in a festival  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4.**  **Step 1: Task delivering**  **Work in groups. Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column.**  **Step 2: Task performance**   * Teacher goes over the pieces of advice with the Ss. T makes sure Ss understand each piece of advice before moving on. * Teacher has Ss work in groups to put the pieces of advice in the correct column. T comments on Ss’ answers.   **Step 3: Report and discussion**   * Ss work in groups to put the pieces of advice in the correct column.   **Step 4: Judgement**   * Comment on their answers. | **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.**  **Step 1: Task delivering**  **- Write an email (80 - 100 words) to advise Tom** | **5. Write an email (80 - 100 words) to advise Tom about participating in the Ok Om** |

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| **about participating in the Ok Om Bok Festival. Step 2: Task performance**   * Teacher reminds Ss about the structure of an email. * Teacher has 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**. * Teacher asks 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 their email individually based on their answers in Activity **4**.  **Step 4: Judgement**   * Teacher corrects if they make any mistakes. | **Bok Festival.**  ***Suggested answer:***  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 3: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **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   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Rewrite the email on the notebook. * Do exercises in the workbook. |

**Period: 41-Lesson 7: Looking back & project**

**ACTIVITY 1: WARM UP (5’)**

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| **1. Aim:**  - To help students recall what they have learnt grammar points, skills…)  **2. Content:**  - Review what Ss have learnt in Unit 5.  **3. Products:**  **-** Ss can recall what they have learnt in the unit.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | in the unit (topic, vocabulary, |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  Review what Ss have learnt in Unit 5. **Play game: BRAINSTORMING Step 2: Task performance**   * Teacher asks Ss to think of what they have learnt already in Unit 5.   **Step 3: Report and discussion**   * Ss work in pairs to list what they can remember. * Teacher calls some students to retell.   **Step 4: Judgement**   * Teacher confirms and leads them to do all the exercises in books. | ***Suggested answers:***  About festivals, customs, traditions, table manners, how to write an email, how to give advice…. |
| **ACTIVITY 2: PRACTICE EXERCISES (10’)/ Vocabulary**  **1. Aim:**   * To help Ss revise the vocabulary items they have learnt in the unit. * To help Ss revise the use of articles at sentence and text level.   **2. Content:**   * Task 1: Choose the correct option to complete each sentence below. * Task 2: Fill in each blank with the suitable form of the word given. * Task 3: Complete the sentences with *a, an, the* or *Ø* (zero article). * Task 4: Complete the text with *a, an, the* or *Ø* (zero article).   **3. Products:**   * Ss can recall vocabulary items and their forms. * Ss can choose correct articles to fill in sentences and a passage.   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 1**  **Step 1: Task delivering**  **Choose the correct option to complete each sentence below.**  **Step 2: Task performance**  - Teacher has Ss do this activity individually | 1. **Choose the correct option to complete each sentence below**   ***Answer key:***   * 1. B |

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| then compare their answers with their partners.   * Teacher asks for Ss’ answers or asks one student to write his / her answer on the board. **Step 3: Report and discussion** * Ss answer and write his / her answer on the board.   **Step 4: Judgement**   * Teacher confirms the correct answers as a class. | 1. A 2. A 3. B 4. B |
| **Task 2.**  **Step 1: Task delivering**  **Fill in each blank with the suitable form of the word given**  **Step 2: Task performance**   * Teacher has Ss read the sentences and identify the part of speech needed in each blank. * Teacher has Ss do this exercise in pairs or individually. * T tells Ss to pay attention to spelling of the words, too. * Teacher invites 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 do this exercise in pairs or individually. * Ss write their answers on the board.   **Step 4: Judgement**   * Teacher confirms the correct answers as a class. | 1. **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 EXERCISES ( 10’)/ Grammar**  **1. Aim:**  - To help Ss revise the use of ***a, an, the* or *Ø* (zero article).**  **2. Content:**   * Task 3: Complete the sentences with *a, an, the* or *Ø* (zero article). * Task 4: Complete the text with *a, an, the* or *Ø* (zero article).   **3. Products:**   * Students can complete the sentences with *a, an, the* or *Ø* (zero article).. * Students can complete the text with *a, an, the* or *Ø* (zero article).   **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 3**  **Step 1: Task delivering**  **Complete the sentences with *a, an, the* or *Ø***  **(zero article).** | **3. Complete the sentences with *a, an, the* or *Ø* (zero article).**  ***Answer key:*** |

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| **Step 2: Task performance**   * Teacher has Ss recall the use of *a, an, the* and   *zero article* that they have learnt in the unit.   * Teacher has Ss do this exercise individually then compare their answers with a partner. T calls on some Ss to give the answers. T confirms the correct answers and writes them on the board.   **Step 3: Report and discussion**   * Ss do this exercise individually then compare their answers with a partner.   **Step 4: Judgement**   * T confirms the correct answers and writes them on the board. | 1. Ø 2. an 3. The 4. a 5. Ø |
| **Task 4.**  **Step 1: Task delivering**  **Complete the text with *a, an, the* or *Ø* (zero article)**  **Step 2: Task performance**   * Teacher tells 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. * Teacher has Ss do this exercise individually then compare their sentences with a partner. * Teacher invites some Ss to read their answers aloud. T gives feedback.   **Step 3: Report and discussion**   * Ss do this exercise individually then compare their sentences with a partner. * Ss read their answers aloud.   **Step 4: Judgement**   * Teacher confirms the correct answers as a class.. | 1. **Complete the text with *a, an, the* or *Ø* (zero article)**   ***Answer key:***   * 1. Ø   2. a   3. Ø   4. the   5. an |
| **ACTIVITY 4: PROJECT (15’)**  **1. Aim:**  **-** To give Ss an opportunity to practise finding information about a local custom or tradition   * To help Ss improve their creativity and teamwork * To improve their speaking and presentation skills   **2. Content:**  **-** Poster presentation  **3. Products:** | |

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| **-** Students work in groups to find information about a custom or tradition of their hometown and present their findings in front of the class.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Local customs and traditions**  **Step 2: Task performance**   * 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. * T gives feedback for each presentation.   **Step 3: Report and discussion**   * Groups show their posters and present the data to the class.   **Step 4: Judgement**   * T checks ss’ grammatical and spelling mistakes on their poster, listens to their presentation, and gives feedback. |  |
| **ACTIVITY 5: APPLICATION (5' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **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.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment |  |

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| **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**   * Do exercises in the workbook. * Prepare for the next unit. |