UNIT 5: OUR CUSTOMS AND TRADITIONS

Lesson 1: Getting started – Tet is coming!

I. OBJECTIVES

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

1. Knowledge

- Gain an overview about the topic *Customs and traditions*
- Gain vocabulary to talk about *Customs and traditions*

2. Competences

- Use words and expressions related to customs and traditions
- Read and listen about local festival
- Actively join in class activities

3. Personal qualities

- Love the customs and traditions of Viet Nam.

II. MATERIALS

- Grade 8 textbook, Unit 5, Getting started
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. admire (v)	/ədˈmaɪər/	to respect and approve of someone or their behaviour	khâm phục, ngưỡng mộ
2. chase away (v)	/tʃeɪs əˈweɪ/	force to go away	xua đuổi
3. pray (v)	/preɪ/	to hope for something very much,	cầu nguyện
4. offering (n)	/ˈɒfərɪŋ/	something that people give, especially to the gods or ancestor as a form of worship	đồ thờ cúng
5. ornamental tree (n)	/ɔːnəˈmentl triː/	small tree of high ornamental value	cây cảnh

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	- Encourage Ss to work in groups so that they can help one another.

	- Give short, clear instructions, and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Questions & answers about festivals and Tet holiday in Viet Nam.

c. Expected outcomes:

- Ss have general ideas about the topic "Our Customs and Traditions".

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Asking questions: - 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.	***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…

e. Assessment

- Teacher listens to Ss' answers and gives feedback.

2. ACTIVITY 1: PRESENTATION (5 mins)

a. Objectives:

- To introduce some vocabulary related to the topic.
- To get Ss ready for the dialogue of the lesson

b. Content:

- Vocabulary pre-teach

c. Expected outcomes:

- Ss can pronounce the new words correctly and use them in appropriate situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching - Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures. - Teacher checks students' understanding with the Matching Game.	**New words:** 1. admire (v) 2. chase away (v) 3. pray (v) 4. offering (n) 5. ornamental tree (n)

- Teacher gives feedback and asks students to open their textbook to discover further.	

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

3. ACTIVITY 2: PRACTICE (30 mins)

a. Objectives:

- To set the context for the introductory dialogue
- To develop students' reading skills.

b. 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.

c. Expected outcomes:

- Students can read and understand general and specific information about Tet holiday.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read. (10 mins)	
- Teacher asks Ss to look at the pictures on page 50 in the book and answer the questions. - Ss answer the questions in pairs. - 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. - 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.	***Questions:*** *- What can you see in each picture?* *- Can you guess the places that the picture shows?* ***Suggested answers:*** flower village, kumquat trees, ornamental trees, bamboo pole, decorative items, chase away bad luck
Task 2: Read the conversation again and write T (True) or F (False). (10 mins)	
- 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. - Teacher has Ss compare the answers in pairs before checking with the whole class. - Teacher checks the answers as a class and gives feedback.	***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: Match the phrase with the correct pictures. (5 mins)	
- Teacher asks Ss to name the things they see in the pictures. - 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.	***Answer key:*** 1. d 2. a 3. e 4. b 5. c

Confirm the correct answers. - Teacher has some Ss practice saying the phrases again.	
Task 4: Complete the sentences with the verbs from the box . (5 mins)	
- 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. - 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.	***Answer key:*** 1. place 2. admire 3. chase 4. pray

e. Assessment

- T checks the exercises and gives feedback.

4. ACTIVITY 3: FURTHER PRACTICE (5 mins)

a. Objectives:

- To help Ss broaden their knowledge about New Year customs and traditions from other countries;
- To motivate Ss.

b. Content:

- Task 5: QUIZ: New Years around the world.

c. Expected outcomes:

- Students can gain more knowledge about New Year customs and traditions from other countries.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Quiz: New Years around the world **People around the world celebrate New Years differently. Choose the country with each tradition below.** (5 mins)	
- Teacher has Ss work in pairs and compete 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. - 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 compete to give their answers to the questions. The one with the most correct answers win the game	***Answer key:*** 1. B 2. A 3. A 4. B 5. B

e. Assessment

- Teacher checks answers and gives feedback.

4. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks Ss to say aloud some words they remember from the lesson.
- Teacher asks Ss to make some sentences with vocabulary which they learned from the lesson.

b. Homework

- 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:

Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a custom or tradition practised in your hometown and make a poster about it (suggested information in Project lesson). Students will show and present their posters in Lesson 7 – Looking back and Project. (Teacher should check the progress of students' preparation after each lesson.)

Board Plan

Date of teaching

Unit 5: OUR CUSTOMS AND TRADITIONS

Lesson 1: Getting started

***Warm-up**

*** Presentation**

Vocabulary

1. admire
2. chase away
3. pray
4. offering
5. ornamental tree

Task 1: Listen and read.
Task 2: True or False.
Task 3: Match.
Task 4: Complete the sentences.
Task 5: Quiz Time.

***Homework**

UNIT 5: OUR CUSTOMS AND TRADITIONS

Lesson 2: A closer look 1

I. OBJECTIVES

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

1. Knowledge

- Use the lexical items related to the topic *Customs and traditions*
- Know how to use words and phrases often used with *Customs and traditions*
- Pronounce the sounds /n/ and /ŋ/ correctly

2. Competences

- Be collaborative and supportive in pair work and team work
- Access and consolidate information from a variety of sources
- Actively join in class activities

3. Personal qualities

- Proud of values of Vietnamese culture
- Having love for family

II. MATERIALS

- Grade 8 textbook, Unit 5, A closer look 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. wedding ceremony	/ˈwedɪŋˌserəməni/	the event during which the couple are married	lễ cưới
2. whale worship	/weɪl ˈwɜːʃɪp/	a practice of animal worship, often in Viet Nam and Japan	tục thờ cá Ông
3. food offerings	/fuːd ˈɒfərɪŋ/	food for the god	đồ ăn cúng
4. family reunion	/ˌfæməli ˌriːˈjuːniən/	an occasion when many members of an extended family get together	đoàn tụ gia đình
5. martial arts (n)	/ˌmɑːʃl ˈɑːts/	sports that involve combat and self-defence	võ thuật
6. festival goer	/ˈfestɪvl ˌgəʊə/	someone who goes to a festival	người tham gia lễ hội
7. acrobat (n)	/ˈækrəbæt/	a person who entertains people by skillful physical actions.	vận động viên nhào lộn

8. maintain (v)	/meɪnˈteɪn/	to keep	duy trì
9. longevity (n)	/lɒnˈdʒevəti/	living for a long time	sự sống lâu, tuổi thọ

Assumption

Anticipated difficulties	Solutions
1. Students may lack knowledge about customs and traditions in Vietnam.	- Prepare some photos/posters of customs and traditions in Viet Nam to show and explain the the Ss in advance
2. Students may have underdeveloped co-operating skills.	- Encourage students to work in pairs, in groups so that they can help each other.

III. PROCEDURES

1. WARM-UP (3 mins)

a. Objectives:

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

b. Content:

- Play a game to introduce some customs and traditions in Viet Nam.

c. Expected outcomes:

- Ss have general ideas about the topic "Our customs and traditions".

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Hidden pictures game: - Teacher divides the class into 8 groups and gives instructions. - The teacher slowly removes the squares while the groups write the answers on their mini boards. - The groups that guesses the right word will have the points.	***Suggested answers:*** 1. family reunion 2. wedding ceremony 3. food offerings 4. Tet holiday 5. lucky money

e. Assessment

- Teacher checks students' pronunciation and gives feedback.

2. ACTIVITY 1: VOCABULARY (24 mins)

a. Objectives:

- 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.

b. 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.

c. Expected outcomes:
- Ss pronounce the new words correctly and use them in appropriate situations.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (4 mins)	
- Teacher introduces the vocabulary by providing the definition of the words - Teacher has students read the phrases aloud and correct their pronunciation if necessary. - Teacher asks students for the Vietnamese meanings of these phrases. - Ss say the words. - Other Ss correct if the previous answers are incorrect. - Teacher shows and says the words aloud and asks Ss to repeat them.	**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: Write a phrase from the box under each picture. (5 mins)	
- Teacher has Ss look at the pictures and name the things, events, and people seen in the pictures. - Teacher has Ss read the phrases in the box and write them under the appropriate pictures. - 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.	***Answer key:*** 1. family reunion 2. wedding ceremony 3. food offerings 4. whale worship 5. martial arts 6. festival goers
Task 2: Complete each sentence with the correct option A, B, or C. (5 mins)	
- 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. - 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.	***Answer key:*** 1. A 2. C 3. B 4. B 5. A ***Note***: *hold a family reunion* but *have a family meal*
Task 3: Complete the sentences with the words from the box. (10 mins)	
- Go over the words in the box with Ss. Make sure Ss understand them before moving on. For example, draw Ss' attention to "break with tradition" and have them guess its 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. - Invite Ss to share their sentences orally or in writing.	***Answer key:*** 1. break 2. Traditionally 3. practise 4. keep 5. custom

Confirm the correct answers as a class. - Have Ss choose one or two expressions and make sentences with them.	

e. Assessment
- Teacher checks students' pronunciation and gives feedback.
- T checks the Ss' answers and gives feedback.

3. ACTIVITY 2: PRONUNCIATION (18 mins)
a. Objectives:
- 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.

b. 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/.

c. Expected outcomes:
- Students can pronounce the sound /n/ and /ŋ/ correctly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Listen and repeat the words. Pay attention to the sounds /n/ and /ŋ/. (8 mins)	
- 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. - 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.* - 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.	/n/: thin, land, ceremony, longevity, tradition /ŋ/: thing, thank, single, language, offering
Task 5: Listen and practise the sentences. Underline the words with the sound /n/ and circle the words with the sound /ŋ/.	
- 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/. - 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 sounds	***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.

e. Assessment
- Teacher checks answers and gives feedback.

4. CONSOLIDATION
a. Wrap-up
- Ask one or two Ss to tell the class what they have learnt.

b. Homework
- Learn new words by heart.
- Practise pronouncing the sound /n/ and /ŋ/.
- Do exercises in the workbook.

Board Plan

Date of teaching
Unit 5: OUR CUSTOMS AND TRADITIONS
Lesson 2: A Closer Look 1

***Warm-up**
Hidden pictures game

*** Vocabulary**
1. wedding ceremony
2. whale worship
3. food offerings
4. family reunion
5. martial arts
6. festival goers
7. acrobat
8. maintain
9. longevity

Task 1: Write a phrase under each picture.
Task 2: Choose A, B, or C.
Task 3: Complete the sentences.

*** Pronunciation**
Task 4: Listen and repeat the words.
Task 5: Listen and practise the sentences.

UNIT 5: OUR CUSTOMS AND TRADITIONS
Lesson 3: A closer look 2
I. OBJECTIVES

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

1. Knowledge
- Use the articles (*a / an, the, zero article*) correctly.

2. Competences
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities
- Respect and love Vietnamese customs and traditions.

- Develop self-study skills

II. MATERIALS

- Grade 8 textbook, Unit 5, A closer look 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

How we use the articles	Example
the: definite article	Let's read **the** book. (I mean a *specific* book.)
a / an: indefinite article **a** + singular noun beginning with a consonant **an** + singular noun beginning with a vowel	My daughter really wants **a** dog for Christmas. When I was at the zoo, I saw **an** elephant.
Zero article: with uncountable or abstract nouns	Sugar is not good for your teeth.
Zero article: when making general statements	Students should work hard.
Zero article: when describing general forms of transport.	We went there by boat.

Assumption

Anticipated difficulties	Solutions
1. Ss may not remember how to use the article.	Remind them quickly how to use the article.
2. Ss may not have sufficient speaking and co-operating skills.	- Give clear instructions, give examples before letting Ss work in groups. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Option 1: Call out the phrases

- Option 2: watch a video

c. Expected outcomes:

- Ss recall the vocabulary learnt in the previous lesson and identify articles in sentences

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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". 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 - 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.	1. We held a family reunion last week. 2. My mum prepares food offerings at Tet.

e. Assessment

- Teacher checks students' knowledge and gives feedback.

2. ACTIVITY 1: PRESENTATION (10 mins)

a. Objectives:

- To review articles: *a, an, the* and teach how to use the zero article.

b. Content:

- The article *a / an, the* and zero article.

c. Expected outcomes:

- Ss understand how to use the article correctly.

d. Organisation

TEACHER'S 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	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 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.	

e. Assessment

- Teacher checks students' understanding about the article and gives feedback.

3. ACTIVITY 2: PRACTICE (30 mins)

a. Objectives:

- 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.

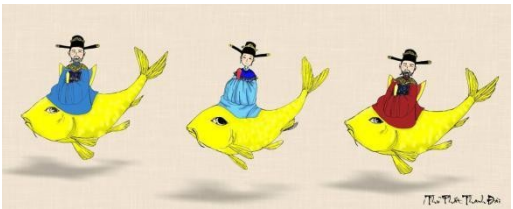
b. Content:

- 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).

c. Expected outcomes:

- Students can use the articles correctly.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct option in each sentence below. (5 mins)	
- Teacher has Ss do this exercise individually and then compare their answers with a partner. - Teacher asks some Ss to share their answers and has them explain their choices. - T confirms the correct answers.	***Answer key:*** 1. an 2. a 3. Ø 4. Ø 5. the
Task 2: Which of the underlined parts in each question is incorrect? Find and correct it. (10 mins)	
- 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). - 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.	 ***Answer key:*** 1. A (The → Ø) 2. C (a → the) 3. B (the → Ø) 4. C (a → Ø) 5. A (The → Ø)

- Teacher checks the answers with the whole class. T has some Ss explain their answers. - T confirms the correct answers.	
Task 3: Complete the sentences with a, an, the, or Ø (zero article). (5 mins)	
- Teacher has Ss do this exercise individually and then compare their answers with a partner. - Teacher asks some Ss to share their answers and have them explain their choice. Confirm the correct answers.	***Answer key:*** 1. Ø 2. a 3. Ø 4. the 5. an
Task 4: Complete the text with the or Ø (zero article). (10 mins)	
- 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 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). - 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.	***Answer key:*** 1. the 2. Ø 3. Ø 4. Ø 5. the

e. Assessment
- T checks the exercises and gives feedback.
- T checks Ss' understanding and gives feedback

5. ACTIVITY 3: FURTHER PRACTICE (5 mins)
a. Objectives:
- To give further practice with articles at sentence and text level.
b. Content:
- Task 5: Game
c. Expected outcomes:
- Students can consolidate their use of articles
d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 5: Game: Bingo! (5 mins)	
- 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. - Teacher has Ss work in their groups, find and	***List of sentences & answer key:*** 1. I usually meet my cousin at **the** weekends. (the → Ø) 2. My uncle moved to **United States** three years ago. (United States → the United States) 3. Our teachers assigned us **a** homework for our

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. - 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.	history and science classes. (a → Ø) 4. I turn off the light and go to **the** bed at 11 p.m. (the → Ø) 5. Mark often wears **red sweater** to match his red hair. (red sweater → a red sweater)

e. Assessment
- T checks the exercises and gives feedback.

5. CONSOLIDATION
a. Wrap-up
- Fishing game
b. Homework
- Make 5 sentences using articles.
- Do exercises in the workbook.

Board Plan

Date of teaching
Unit 5: OUR CUSTOMS AND TRADITIONS
Lesson 3: A Closer Look 2

***Warm-up**
*** Grammar**
- Review: *a / an, the*
- Zero Article

*** Practice:**
Task 1: Choose the correct option.
Task 2: Find the mistakes and correct.
Task 3: Complete the sentences.
Task 4: Complete the text.
Task 5: Game: Bingo!

***Homework**

UNIT 5: OUR CUSTOMS AND TRADITIONS

Lesson 4: Communication

I. OBJECTIVES

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

1. Knowledge

- Give advice
- Get some information about the Japanese lion dance and compare to the Vietnamese unicorn dance

2. Competences

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities

- Be willing to give advice
- Be interested more in local festivals.

II. MATERIALS

- Grade 8 textbook, Unit 5, Communication
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may not have sufficient listening skills.	- Play the recording many times if necessary. - Pick some Ss to ask and answer the questions. - Have Ss practise the dialogue in pairs.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson
- To lead into the new lesson

b. Content:

- Ask and answer about table manners with a picture

c. Expected outcomes:

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

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS

- 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. - 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.	 ***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

e. Assessment

- Teacher checks students' knowledge and gives feedback.

2. ACTIVITY 1: EVERYDAY ENGLISH (15 mins)

a. Objectives:

- To introduce ways of giving advice.
- To help Ss practise giving advice.

b. Content:

- Task 1: Listen and practise the conversation.
- Task 2: Work in pairs. Make similar conversations with the following situations.

c. Expected outcomes:

- Ss know how to give advice.
- Students can make dialogue using the structures of giving advice.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Listen and read the conversation below. Pay attention to the highlighted parts. (6 mins)	

- Teacher plays the recording for Ss to listen and read the dialogue between Tom and Mai. - 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. - 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 + V_0 - It's a good idea to + V_0 - Don't + V_0	***Tom:*** My parents are taking me to their friend's house for dinner. Could you tell me a bit about Vietnamese table manners? ***Mai:*** Well, perhaps you should wait for the host to start eating. ***Tom:*** I will. ***Mai:*** It's a good idea to hand bowls with both hands. ***Tom:*** Sure. I'll remember that one. ***Mai:*** And don't hit the bowl with your chopsticks. This may bring bad luck to the host family.
Task 2: Work in pairs. Make similar conversations with the following situations. (9 mins)	
- 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. - T comments on their performance.	***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…

e. Assessment

- Teacher checks students' understanding and gives feedback.

3. ACTIVITY 2: THE JAPANESE LION DANCE AND VIETNAMESE UNICORN DANCE (20 mins)

a. Objectives:

- To provide Ss with information about lion dance in Japan.
- To help Ss compare the Vietnamese unicorn dance with the Japanese lion dance.

b. Content:

- Task 3: Read the text about the lion dance in Japan and complete the table with the 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.

c. Expected outcomes:

- 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.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Read the text about the lion dance in Japan and complete the table with the information from the text. (10 mins)	
- 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.	***Answer key:*** 1. *shishi-mai* 2. New Year celebrations 3. acrobatics 4. flutes 5. bad spirits

- Teacher has Ss look at the table of information and think of the type of information they need for each blank. - 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.	
Task 4: Work in groups. Read Mai's notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance. (10 mins)	
- 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. - 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.	***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.* …

e. Assessment

- T checks Ss's exercises and gives feedback.
- T checks Ss' understanding and gives feedback

4. CONSOLIDATION (5 mins)

a. Wrap-up

- T asks Ss to summarise what they have learnt in the lesson.
- T has Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.

b. Homework

- Do exercises in the workbook
- Compare Vietnamese Tet Holiday and Chinese Tet Holiday.

Board Plan

Date of teaching

Unit 5: OUR CUSTOMS AND TRADITIONS

Lesson 4: Communication

***Warm-up**

*** Everyday English**

Giving advice:

- Perhaps you should + V_0
- It's a good idea to + V_0

- Don’t + V_0

Task 1: Listen and read.
Task 2: Make similar conversations.

*** The Japanese lion dance and Vietnamese unicorn dance**
Task 3: Read and complete.
Task 4: Read and compare.

***Homework**

UNIT 5: OUR CUSTOMS AND TRADITIONS

Lesson 5: Skills 1

I. OBJECTIVES

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

1. Knowledge

- Read for specific information about a village festival day
- Talk about family event

2. Competences

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and team work
- Actively join in class activities

3. Personal qualities

- Be benevolent and responsible

II. MATERIALS

- Grade 8 textbook, Unit 5, Skills 1
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Language analysis

Form	Pronunciation	Meaning	Vietnamese equivalent
1. release (v)	/rɪˈliːs/	to set free	thả
2. contestant (n)	/kənˈtestənt/	someone who competes in a contest	thí sinh, người thi đấu
3. family bonding	/ˌfæməli ˈbɒndɪŋ/	a strong feeling of connection that unites a family in a committed relationship	sự gắn kết tình cảm gia đình

Assumption

Anticipated difficulties	Solutions
1. Students may lack lexical items.	- Provide students with the meaning and pronunciation of words.
2. Students may not have sufficient reading, speaking and co-operating skills.	- Let students read the text again (if necessary). - Create a comfortable and encouraging environment for students to speak. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
3. Some students may excessively talk in the class.	- Define expectation in explicit detail. - Have excessively talkative students practise.

	- Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (7 mins)

a. Objectives:

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

b. Content:

- Questions and answer about festivals

c. Expected outcomes:

- Ss can say names of some festivals and share what they know about them in English.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Option 1: Asking questions: - T asks Ss some questions about festivals in Viet Nam. - T asks Ss to describe one of the festivals they 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.	***Questions:*** *1. Have you ever been to a Festival?* *2. Do you like it? (Do you know any festivals?)* *3. Can you describe it? (When and where is the festival celebrated? What activities there are? What do you and your family do during the festival?)* ***Suggested answers:*** 1. Yes, I have been to the Full Moon festival,... / No, I haven't 2. Yes, I do / No, I don't 3. I celebrated the Full Moon festival on the 15th day of the 8th Lunar Month in our country.
Option 2: Asking questions: Bamboozle - Teacher click the link: https://www.baamboozle.com/game/283002 - Teacher divides class into 4 or 8 groups - T let students choose the numbers to answer the questions.	We can eat moon cake during this Festival. We can give gifts to others. We can appreciate the Moon,….

e. Assessment

- Teacher checks students' knowledge and gives feedback.

2. ACTIVITY 1: READING (25 mins)

a. Objectives:

- 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.

b. 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.

c. Expected outcomes:

- 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.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Vocabulary pre-teaching (5 mins)	
- Teacher introduces the vocabulary. - Teacher explains the meaning of the new vocabulary by pictures and definitions.	**New words:** 1. release (v) 2. contestant (n) 3. family bonding
Task 1: Work in pairs. Look at the picture and answer the following questions. (5 mins)	
- 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.	 ***Suggested answers:*** **1.** They are rowing a boat. They are cooking rice on an open fire. **2.** This event may occur in a festival in the North of Viet Nam.
Task 2: Read the text. Choose the correct answer A, B, or C. (10 mins)	
- 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.	***Answer key:*** 1. A 2. B 3. A 4. C

Task 3: Read the text again. Complete the mind map about a family party. (5 mins)	
- 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.	***Answer key:*** 1. third day 2. home 3. dishes 4. food

e. Assessment

- Teacher checks students' understanding and gives feedback.
- T checks Ss's exercises and gives feedback.

3. ACTIVITY 3: SPEAKING (13 mins)

a. Objectives:

- To help Ss predict the content of a dialogue about a family event.
- To help Ss practise talking about a family event.

b. 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.

c. Expected outcomes:

- Students can complete the dialogue.
- Students can ask and answer with their friends about their family events.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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. (7 mins)	
- 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.	***Answer key:*** 1. B 2. D 3. E 4. A 5. C
Task 5: Make notes about a normal family event that you take part in. Use the questions below as cues. After that, work in pairs. Make a dialogue asking and answering about the event. You can use your notes. (6 mins)	
– 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	***Suggested answers:*** Various answers

the class. – Teacher comments on their performance.	

e. Assessment

- Teacher listen to Ss' conversations, gives feedback and their pronunciation and delivery of information.

4. CONSOLIDATION

a. Wrap-up

- T asks Ss to summarise what they have learnt in the lesson.
- T has Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they have learnt.

b. Homework

- Do exercise in the workbook.

Board Plan

Date of teaching

Unit 5: OUR CUSTOMS AND TRADITIONS

Lesson 5: Skills 1

***Warm-up**

*** Reading**

Vocabulary:

1. release (v): thả
2. contestant (n): thí sinh, người dự thi.
3. family bonding: sự gắn kết tình cảm gia đình

Task 1: Answer the questions.

Task 2: Choose the correct answer.

Task 3. Complete the mind map.

*** Speaking:**

Task 4: Make a complete dialogue. Then role-play.

Task 5: Make a dialogue.

UNIT 5: OUR CUSTOMS AND TRADITIONS

Lesson 6: Skills 2

I. OBJECTIVES

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

1. Knowledge

- Listen and get general and specific about a festival;
- Write an email to give advice on participating in a traditional festival.

2. Competences

- Develop creativity and communication skills
- Be collaborative and supportive in pair work and teamwork
- Actively join in class activities

3. Personal qualities

- Be benevolent and responsible

II. MATERIALS

- Grade 8 textbook, Unit 5, Skills 2
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
1. Students may not have sufficient listening, writing and co-operating skills.	- Play the recording, replay depends on students' needs. - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
2. Some students will excessively talk in the class.	- Define expectation in explicit detail. - Have excessively talkative students practise.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

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

b. Content:

- Guess the name of the festivals.

c. Expected outcomes:

- Ss know about some festivals.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Guessing game - Teacher shows a set of pictures and have Ss call out the name of the festivals. T should arrange the festivals from the most popular to least popular ones, but show the picture of Ok Om Bok festival at last. - Lead to the new lesson: Listening and writing lesson about a traditional festival. - Introduce the objectives of the lesson. Write the objectives in the left corner of the board.	***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

e. Assessment

- Teacher checks students' knowledge and gives feedback.

2. ACTIVITY 1 : LISTENING (15 mins)

a. Objectives:

- To help Ss develop the skill of listening for specific information.
- To help Ss further develop the skill of listening for specific information.

b. 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).

c. Expected outcomes:

- Ss can answer the questions correctly.
- Ss can listen for specific information and do the learning tasks

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Work in pairs. Look at the picture and answer the following questions. (5 mins)	
- Teacher has Ss look at the picture and answer the questions in the book. - Teacher elicits answers from Ss. This is an open activity, so accept all answers provided that they make sense.	***Questions:*** 1. What can you see in the photos? 2. In which part of Viet Nam might the festival occur? ***Suggested answers:*** Various answers.
Task 2: Listen to part of the programme "Charming Viet Nam". Fill in each blank with no more than TWO words. (7 mins)	
- 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	***Answer key:*** 1. end 2. young rice 3. fashion shows 4. Race

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.	
Task 3: Listen again and tick T (True) or F (False). (3 mins)	
- 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 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.	***Answer key:*** 1. T 2. F 3. T 4. F

e. Assessment

- Teacher checks students' understanding, pronunciation and gives feedback.
- Teacher checks students' answers.

3. ACTIVITY 2: WRITING (20 mins)

a. Objectives:

- To write an email to give advice on taking part in a traditional festival.

b. 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.

c. Expected outcomes:

- Students can write an email to advise a friend about participating in a festival

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
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. (5 mins)	
- 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.	***Answer key:*** Dos: a, b, d Don'ts: c, e, f
Task 5. Write an email (80 - 100 words) to advise Tom about participating in the Ok Om Bok Festival. (15 mins)	

- 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.	***Suggested answers:*** Dear Tom, Glad to hear you are coming to Soc Trang. You can't miss the Ok Om Bok Festival. Here are a few things for you to remember when joining the festival. First, you should wear polite clothes when attending the Moon God offering ceremony. Always show respect to monks and elderly people. Remember to keep quiet when the monks and the elders are talking. Besides, there are many animal statues in the temple ground. Don't climb on them. The young rice represents the hope for luck in the new year. Don't refuse when the elders give you some. Send me an email if you need more information. Warm regards,

e. Assessment
- T checks Ss's exercises and gives feedback.
- T checks Ss' understanding and gives feedback.

4. CONSOLIDATION
a. Wrap-up
- Ask Ss to summarise what they have learnt in the lesson.
b. Homework
- Rewrite the email on the notebook.
- Prepare for Lesson 7 – Looking back & Project.

Board Plan

Date of teaching
Unit 5: OUR CUSTOMS AND TRADITIONS
Lesson 6: Skills 2

***Warm-up**
Chatting
*** Listening**
Task 1: Answer the questions
Task 2: Fill in each blank.
Task 3: Tick T (True) or F (False).

*** Writing:**
Task 4: Read and put the sentences in the correct column.

Task 5. Write an email.

***Homework**

UNIT 5: OUR CUSTOMS AND TRADITIONS

Lesson 7: Looking back & Project

I. OBJECTIVES

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

1. Knowledge

- Review the vocabulary and grammar of Unit 5
- Apply what they have learnt (vocabulary and grammar) into practice through a project.

2. Competences

- Use words and expressions related to customs and traditions
- Read and listen about local festival
- Actively join in class activities

3. Personal qualities

- Be benevolent and responsible
- Develop self-study skills

II. MATERIALS

- Grade 8 textbook, Unit 5, Looking back & Project
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
1. Students may not have sufficient speaking, writing and co-operating skills when doing the project.	- Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.
2. Some students may excessively talk in the class.	- Define expectation in explicit detail. - Have excessively talkative students practise. - Continue to define expectations in small chunks (before every activity).

III. PROCEDURES

1. WARM-UP (3 mins)

a. Objectives:

- To help students recall what they have learnt in the unit (topic, vocabulary, grammar points, skills…)

b. Content:

- Review what Ss have learnt in Unit 5.

c. Expected outcomes:

- Ss can recall what they have learnt in the unit.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
BRAINSTORMING	***Suggested answers:***

- Teacher asks Ss to think of what they have learnt already in Unit 5. - Ss work in pairs to list what they can remember. - Teacher calls some students to retell. - Teacher confirms and leads them to do all the exercises in books.	About festivals, customs, traditions, table manners, how to write an email, how to give advice….

e. Assessment

- Teacher checks students' answers and gives feedback.

2. ACTIVITY 1: LOOKING BACK (18 mins)

a. Objectives:

- 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.

b. 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).

c. Expected outcomes:

- Ss can recall vocabulary items and their forms.
- Ss can choose correct articles to fill in sentences and a passage.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Choose the correct option to complete each sentence below. (3 mins)	
- Teacher has Ss do this activity individually then compare their answers with their partners. - Teacher asks for Ss' answers or asks one student to write his / her answer on the board. - Teacher confirms the correct answers.	***Answer key:*** 1. B 2. A 3. A 4. B 5. B
Task 2: Fill in each blank with the suitable form of the word given. (5 mins)	
- 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.	***Answer key:*** 1. reunion 2. offerings 3. goers 4. traditional 5. worshipping
Task 3: Complete the sentences with *a, an, the* or *Ø* (zero article). (5 mins)	
- 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.	***Answer key:*** 1. Ø 2. an 3. The 4. a 5. Ø
Task 4: Complete the text with *a, an, the* or *Ø* (zero article). (5 mins)	
- Teacher tells Ss that they are going to complete a text about	***Answer key:***

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.	1. Ø 2. a 3. Ø 4. the 5. an

e. Assessment

- Teacher checks students' exercises and gives feedback.

3. ACTIVITY 2: PROJECT (20 mins)

a. Objectives:

- 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

b. Content:

- Poster presentation

c. Expected outcomes:

- Students work in groups to find information about a custom or tradition of their hometown and present their findings in front of the class.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Local customs and traditions - Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and checked their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if necessary. - T has groups show their posters and present them to the class. - T gives feedback for each presentation.	**LOCAL CUSTOMS AND TRADITIONS**

4. CONSOLIDATION

a. Wrap-up

- Teacher asks students to talk about what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for the next unit.

Board Plan

Date of teaching

Unit 5: OUR CUSTOMS AND TRADITIONS

Lesson 7: Looking back & Project

***Warm-up**
Brainstorming.

*** Looking back**
Task 1: Choose the correct option.
Task 2: Fill in the blank.
Task 3: Complete the sentences with articles.
Task 4: Complete the text with articles.

*** Project**
Local customs and traditions

***Homework**