

Date of preparing: 23/11/2024

Period: 37

Date of teaching: 25/11/2024

Week: 13

TEACHING PLAN

UNIT 5: OUR CUSTOMS AND TRADITIONS – LESSON 4: COMMUNICATION

Timing: 1 period (45 minutes)

I. Objectives

1. Knowledge: By the end of the lesson, students will be able to give advice

+ Language: vocabulary, grammar

+ Skills: speaking, listening, reading

2. Competence: Students can give advice

3. Attitude: They will build their love for giving advice

II. Teaching aids: textbook, CDs, cassette, pictures, posters, handouts.....

Activity 1. Warm-up (5 minutes)

Goal	In this activity, students are activated to the topic of new lesson from their teacher's questions
Input	Question: → What should students do to preserve the good traditions of Vietnamese people?
Outcome	Suggested answers: → Students should study hard, respect their teachers, parents, grandparents, do volunteer work to help for their community and avoid doing bad things.
Procedure	<ul style="list-style-type: none">- Ask students to work in pairs to complete this activity- Ask them to listen to teacher's questions and give their answers- Ask them to use the modal verb must/mustn't in their answers- Ask them to give their answers and compare with their partner- Call on some students to give their answers in front of the class- Give feedback, check their answers, check their pronunciation- Lead them to the new lesson and introduce the

Activity 2: Listen and read the conversation below. Pay attention to the highlighted parts. (8 minutes)

Goal	After this activity, students develop the skill of listening and reading through listening and reading the conversation between Steven and Duong
Input	Task 1 in textbook in page 54
Outcome	<p>The conversation:</p> <p>Tom: My parents are taking me to their friend's house for dinner. Could you tell me a bit about Vietnamese table manners?</p> <p>Mai: Well, perhaps you should wait for the host to start eating.</p> <p>Tom: I will.</p> <p>Mai: It's a good idea to hand bowls with both hands.</p> <p>Tom: Sure. I'll remember that one.</p> <p>Mai: And don't hit the bowl with your chopsticks. This may bring bad luck to the host family.</p>
Procedure	<ul style="list-style-type: none"> - Ask them to work individually - Ask them to pay attention to teacher's demo and listen and read the dialogue - Play the recording twice and ask them to pay attention to the words are highlighted - Ask them to make a role-play with their partner to read the dialogue - Call on some students to read the dialogue in front of the class - Check their dialogues, check their pronunciation and give feedback

Activity 3: Work in pairs. Make similar conversations with the following situations. (10 minutes)

Goal	After this activity, students develop the skill of speaking through making similar conversations with some situations
Input	<p>Task 2 in textbook in page 54</p> <p>1. Student A is travelling to Sa Pa in winter. He / She doesn't know what to wear. Student B gives advice.</p> <p>2. Student A is going to a birthday party. He / She doesn't know what kind of gift to bring. Student B gives advice.</p>
Outcome	<p>Expected conversations:</p> <p>1. The first conversation:</p> <p>A: My family are going to travel to Sapa in this winter. But I don't know what to wear. Can you give me some advice?</p> <p>B: Sure. The temperature in Sapa is very cold. You should bring winter clothing.</p> <p>A: Can you suggest me a list of winter clothing? I don't want to get freeze in there.</p> <p>B: You can bring beanies, sweaters, gloves, scarf, socks, jeans, jacket, boots,...</p> <p>A: Oh. Anything else?</p> <p>B: I think you should prepare a raincoat or an umbrella. It will be snowing.</p> <p>A: I got it. Thank you so much.</p>

	<p>2. The second conversation:</p> <p>A: Tomorrow is C's birthday. I don't know what kind of gift I should bring. Any ideas B?</p> <p>B: I see that C is keen on playing sports. Why don't you give him trainers?</p> <p>A: Such a good idea. Do you know what colours does he like?</p> <p>B: Black and white I think.</p> <p>A: Amazing. Thank you B. I own you this time.</p>
Procedure	<ul style="list-style-type: none"> - Ask students to work in pairs to complete this activity - Ask them to use the highlighted part in Task 1 and make a similar conversation - Ask them to use other expressions if they can and practice making conversation with their partner - Call on some pairs to practice their conversations in front of the class - Listen to their conversations, check their vocabulary, check their pronunciation and give feedback

Activity 4: Read the text about the lion dance in Japan and complete the table with the information from the text. (10 minutes)

Goal	After this activity, students develop the skill of reading through reading the text and completing the table with the information from the text
Input	Task 3 in textbook in page 54
Outcome	Answer key: 1. Shishi-mai 2. New Year celebrations 3. Acrobatics 4. Flutes 5. Bad spirits
Procedure	<ul style="list-style-type: none"> - Ask students work in pairs to complete this activity - Write “Lion Dance” on the board or show a picture of a lion dance - Tell students that this is called the lion dance and it is popular in many Asian countries - Elicit from students the occasion(s) when they may see a lion dance performance - Tell students that they are going to read about lion dances in Japan - Have them look at the table of information and think of the type of information they need for each blank - Ask students to work in pairs to do this activity and after pairs finish their work, ask them to share their table with the whole class - If time allows, have some pairs use the information in the table to talk about the Japanese lion dance without looking again at the next

Activity 5: Work in groups. Read Mai’s notes on the Vietnamese unicorn dance. Compare the Vietnamese unicorn dance with the Japanese lion dance. (10 minutes)

Goal	In this activity, students compare the Vietnamese unicorn dance with the Japanese lion dance
Input	Task 4 in textbook in page 55

Outcome	Expected answers:																		
	Similarities:																		
	- both popular in New Year celebration and other important occasions like business opening and wedding ceremony. Especially, unicorn dance is also performed in Mid-Autumn Festival.																		
	- one or many performers take part in the dance.																		
	Difference:																		
	<table><tr><td></td><td>Japanese lion dance <i>(Múa sư tử Nhật Bản)</i></td><td>Vietnamese unicorn dance <i>(Múa lân Việt Nam)</i></td></tr><tr><td>Japanese name <i>(Tên tiếng Nhật)</i></td><td>shishi-mai</td><td>Mua lan <i>(Múa lân)</i></td></tr><tr><td>Skills <i>(Kỹ năng)</i></td><td>controls the lion's head and moves the lion's body <i>(điều khiển đầu con sư tử và di chuyển thân sư tử)</i></td><td>Martial arts and acrobatics <i>(Võ thuật và nhào lộn)</i></td></tr><tr><td>Dance partner <i>(Người múa cùng)</i></td><td>no dance partner <i>(không có người nhảy chung)</i></td><td>Ong Dia <i>(Ông Địa)</i></td></tr><tr><td>Musical instruments <i>(Nhạc cụ)</i></td><td>flutes and drums <i>(sáo và trống)</i></td><td>drum <i>(trống)</i></td></tr><tr><td>Purposes <i>(Mục đích)</i></td><td>to chase away bad spirit <i>(xua đuổi tà ma)</i> to bring good luck <i>(đem lại may mắn)</i></td><td>to wish for luck and success <i>(mong ước may mắn và thành công)</i></td></tr></table>		Japanese lion dance <i>(Múa sư tử Nhật Bản)</i>	Vietnamese unicorn dance <i>(Múa lân Việt Nam)</i>	Japanese name <i>(Tên tiếng Nhật)</i>	shishi-mai	Mua lan <i>(Múa lân)</i>	Skills <i>(Kỹ năng)</i>	controls the lion's head and moves the lion's body <i>(điều khiển đầu con sư tử và di chuyển thân sư tử)</i>	Martial arts and acrobatics <i>(Võ thuật và nhào lộn)</i>	Dance partner <i>(Người múa cùng)</i>	no dance partner <i>(không có người nhảy chung)</i>	Ong Dia <i>(Ông Địa)</i>	Musical instruments <i>(Nhạc cụ)</i>	flutes and drums <i>(sáo và trống)</i>	drum <i>(trống)</i>	Purposes <i>(Mục đích)</i>	to chase away bad spirit <i>(xua đuổi tà ma)</i> to bring good luck <i>(đem lại may mắn)</i>	to wish for luck and success <i>(mong ước may mắn và thành công)</i>
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Procedure	<ul style="list-style-type: none">- Show two pictures, one of the Vietnamese unicorn dance and one of the Japanese lion dance next to each other- Have students look at the pictures and point out some similarities and differences between the two pictures- Encourage them to use the structures “Both....and...” and “.....but.....”- Tell students to look at Mai’s notes on the Vietnamese unicorn dance and ask them if there is any information they don’t know- Have students work in groups to compare the Vietnamese unicorn dance with the Japanese lion dance, using the tables in 3 and 4- Tell the groups that they need to write at least 5 sentences using 5 pieces of information from the tables- Ask some students to report their group’s answers to the class																		

Wrap-up: (2 minutes)

- Ask one or two Ss to tell the class what they have learnt.
 - Ask some Ss to prepare new lesson and give them some other related exercises
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Date of preparing: 23/11/2024**Period: 38****Date of teaching: 25/11/2024****Week: 13****TEACHING PLAN****UNIT 5: OUR CUSTOMS AND TRADITIONS – LESSON 5: SKILLS 1****Timing: 1 period (45 minutes)****I. Objective:**

1. Knowledge: By the end of the lesson, students will be able to read for specific and general information about a local festival and talk about a normal family event that they take part in

+ Language: vocabulary

+ Skills: reading, speaking

2. Competence: Students can read for specific and general information about a local festival and talk about a normal family event that they take part in

3. Attitude: Students build their love for reading for specific and general information about a local festival and talking about a normal family event that they take part in

II. Teaching aids: textbook, laptop, pictures, posters, handouts.....

III. Procedure:**Activity 1. Warm-up (5 minutes)**

Goal	In this activity, students name some famous customs of Vietnamese people on lunar new year
Input	Kim's game: Some pictures about some famous customs of Vietnamese people on lunar new year
Outcome	Expected answers: 1. Praying for a new year in pagoda 2. Giving and receiving lucky money 3. Cooking sticky rice cake 4. Visiting grandparents/teachers/relatives

	5. Wearing new clothes and going out 6. Saying New Year's wishes 7. Cooking special food during Tet
Procedure	<ul style="list-style-type: none"> - Have students work in groups to complete this activity - Divide the class into two groups and ask them to listen to teacher's demo - Ask them to look at pictures quickly on the screen and remember each type of house they see - Ask them to take turn to give their answers on the board - Open the screen, check their answers, check their pronunciation and give feedback - Lead them to new topic and introduce new lesson

Activity 2. Teaching vocabulary (10 minutes)

Goal	In this activity, students learn lots of new vocabulary
Input	Teaching vocabulary
Outcome	1. gather (v): tập hợp, sum họp, tụ họp 2. release (v): thoát ra 3. competition (n): cuộc thi đấu 4. contestant (n): người tham gia thi đấu 5. steam (v): hấp, bốc hơi 6. maintain (v): duy trì 7. strengthen (v): tăng cường 8. connect (v): kết nối 9. referee (n): trọng tài 10. bond (v): liên kết, kết nối
Procedure	<ul style="list-style-type: none"> – Ask them to listen and pay attention to teacher's demo - Ask them to follow main steps of teaching new vocabulary - Use “WHAT AND WHERE” to check vocabulary and ask them to take note vocabulary in textbook

Activity 3. Work in pairs. Look at the pictures and answer the following questions. (5 minutes)

Goal	In this activity, students are activated their knowledge of the topic in the reading text
Input	Task 1 in textbook in page 56 Questions: 1. What are the men doing? 2. When do you think this event occurs?
Outcome	Answer key: 1. Farmers compete cooking rice on boat. 2. I think it's occur in the Lunar New Years.

Procedure	<ul style="list-style-type: none"> - Ask students to look at the pictures and guess what the texts are about and what they know about the places - Ask them to read the text quickly to answer the questions and check their ideas from the introduction - Allow pairs to discuss ideas before conducting a class feedback session - Call on some students to give their answers in front of the class - Check their answers, check their pronunciation and give feedback
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Activity 4. Read the text. Choose the correct answer A, B or C. (10 minutes)

Goal	After this activity, students develop their skill of reading for main idea, specific information and guessing word meaning in context through reading the text and choosing the correct answer A, B or C
Input	Task 2 in textbook in page 54
Outcome	Answer key: 1. A 2. B 3. A 4. C
Procedure	<ul style="list-style-type: none"> - Have students read the words first and work individually to complete this activity - Ask them to read the first paragraph and find the time that the festival happens - Tell students to read the first sentence of the second and the third paragraph - Ask students what each paragraph is going to be about and tell them to do the same with the last paragraph - Now ask students to look at question 1 and choose the correct option - Tell them that questions 2 and 4 ask about specific information and question 3 asks them to guess the meaning of the phrase in context - Elicit from students the steps: read the questions, underline the keywords in each question, locate the keywords in the text and find the information to answer the question - Ask students to locate the paragraphs with the information for each question and then have students do the exercise individually and check their answers in pairs - Ask them to find out the answers and compare with their partner - Call on some students to read the sentences and give their answers - Check their answers, check their pronunciation and give feedback

Activity 5. Read the text again. Complete the mind map about a family party. (8 minutes)

Goal	After this activity, students develop their skill of reading for specific information through reading the text again and completing the mind map
Input	Task 3 in textbook in page 56
Outcome	Answer key: 1. Third day 2. Home 3. Dishes 4. Food
Procedure	<ul style="list-style-type: none"> - Have students work in pairs to read to complete this activity - Ask students to look at the mind map and identify the paragraph with the information for each question in the mind map

	<ul style="list-style-type: none"> - Have students do the exercise in pairs and remind them to underline or circle the words in the text for each answer - Tell them to underline key words in each question to help them with the answers - Ask them to find out the answers and compare their answers with their partners - Call some students to give their answers in front of the class - Check their answers, check their pronunciation and give feedback
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Activity 6. Work in pairs. Put the questions (A - E) in the correct blanks (1- 5) to make a complete dialogue. Then role-play it. (5 minutes)

Goal	In this activity, students predict the content of a dialogue about a family event
Input	Task 4 in textbook in page 56
Outcome	Answer key: 1. B 2. D 3. E 4. A 5. C
Procedure	<ul style="list-style-type: none"> - Have students work in pairs to complete this activity - Draw a mind map on the board with a “family event” in the middle and “where, who, what” as the categories - Tell students to look at the questions in the box and match the questions with the appropriate categories - Tell students to read the dialogues andn complete the dialogues with the given questions - Call on some students to give their answers in front of the class - Check their answers, check their pronunciation and give feedback

Activity 7. Make notes about a normal family event that you take part in. Use the questions below as cues. Now work in pairs. Make a dialogue asking and answering about the event. You can use your notes. (10 minutes)

Goal	After this activity, students develop the skill of speaking through making notes and making a dialogue asking and answering about the event
Input	Task 5 in textbook in page 54
Outcome	<p>An: Bao, what family event do you often take part in?</p> <p>Bao: It’s the family reunion party at the end of the year.</p> <p>An: Where do you hold these parties?</p> <p>Bao: It holds in my grandparents’ house.</p> <p>An: Who joins you at these parties?</p> <p>Bao: Every family members gather at my grandparent’s house.</p> <p>An: And what do you do at parties?</p> <p>Bao: We have lots of good food and each other tells what happened to them in a year.</p> <p>An: Do you like these parties?</p> <p>Bao: Yes, I always look forward to them. They are a great time for family bonding.</p>

Procedure	<ul style="list-style-type: none"> - Ask students to think of a family event and make notes about it in the form of a mind map - Tell them to look at the mind map on the board and revise the questions that can be used - Have students work in pairs and they take turns to ask and answer about the family event - Call on some pairs to act the dialogue in front of the class - Check their answers, check their pronunciation and give feedback
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Wrap-up: (2 minutes)

- Ask students to summarise what they have learnt with the two skills
- Ask them to learn by heart vocabulary, prepare for new lesson and practice speaking skill at home

Date of preparing: 28/11/2024

Period: 39

Date of teaching: 30/11/2024

Week: 13

TEACHING PLAN

UNIT 5: OUR CUSTOMS AND TRADITIONS – LESSON 6: SKILLS 2

Timing: 1 period (45 minutes)

I. Objectives:

1. Knowledge: By the end of the lesson, students will be able to listen for specific information about a festival and write an email to give advice on taking part in a festival

+ Language: vocabulary

+ Skills: listening, writing, speaking

2. Competence: Students can listen for specific information about a festival and write an email to give advice on taking part in a festival

3. Attitude: Students can build their love for listening for specific information about a festival and writing an email to give advice on taking part in a festival

II. Teaching aids: laptop, textbook, cassette, CDs, pictures, posters, handouts.....

III. Procedure

Activity 1. Warm-up (5 minutes)

Goal	In this activity, students are activated to the new lesson through teacher's game	
Input	Game: Shark Attack	
Outcome	Answer keyword: CUSTOMS - TRADITIONS	
Procedure	<ul style="list-style-type: none">- Ask students to work in groups to complete this activity- Divide the class into two groups and play the games "Shark Attack"- Ask them to listen and pay attention to teacher's demo- Ask them to find out each letter and the key words and give feedback- Lead them to the topic of the new lesson	

Activity 2. Work in pairs. Look at the photos and answer the following questions. (5 minutes)

Goal	In this activity, students are activated their knowledge of the topic of the listening text
Input	Task 1 in textbook in page 55 Questions: 1. What can you see in the photos? 2. In which part of Vietnam might the festival occur?
Outcome	Expected answers: 1. In picture a, I see it's a Flower garlands and coloured lanterns festival. In picture b, I see it's a boat racing festival. 2. In Central region of Vietnam might the festival occur.
Procedure	<ul style="list-style-type: none">- Ask them to work in groups and have them look at the picture and discuss the questions- Ask them to talk about anything they know or give prediction- Play the recording one or two times for students to check their answers- Ask them to check their answers in front of the class- Play the recording again and check their answers and give feedback

Activity 3. Listen to part of the programme "Charming Viet Nam". Fill in each blank with no more than TWO words. (8 minutes)

Goal	After this activity, students develop the skill of listening for specific information through listening and filling in each blank
Input	Task 2 in textbook in page 57
Outcome	Answer key: 1. End 2. Young rice 3. Fashion shows 4. Race
Procedure	<ul style="list-style-type: none">- Tell students that they are going to listen to part of the programme called "Charming Viet Nam". In the programme, an MC is introducing the OK Om Bok

	<p>Festival, a festival of the Khmer people</p> <ul style="list-style-type: none"> - Have students read the sentences first and guess the type of information and the part of speech for each blank - Encourage students to make detailed guesses and write their guesses on the board - Play the recording and ask students to listen and complete each blank with no more than TWO words and tell students to work in pairs to compare their answers - Have students go to the board and write their answers and confirm the correct answers and have students listen again when needed
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Activity 4. Listen again and tick (✓) T (True) or F (False). (10 minutes)

Goal	After this activity, students develop their skill of listening through listening again and ticking (✓) T (True) or F (False)
Input	Task 3 in textbook in page 57
Outcome	Answer key: 1. T 2. F 3. T 4. F
Procedure	<ul style="list-style-type: none"> - Ask students to look at the sentences and guess whether they are true or false and write their guesses on the board - Tell students that they are going to listen to part of the programme again and check their guesses - Play the recording and ask students to listen again and complete the task - Ask them to find out the answers and compare their answers with their partners - Call on some students to write their answers on the board - Play the recording again for students to check the answers with the whole class and give feedback

Activity 5. Work in groups. Read the following pieces of advice for tourists at the Ok Om Bok Festival. Put them in the correct column. (5 minutes)

Goal	In this activity, students brainstorm ideas and make an outline for students' writing	
Input	Task 4 in textbook in page 57	
Outcome	Expected answers: + Dos: A, B, D + Don'ts: C, E, F	
	Dos	Don'ts
	<ul style="list-style-type: none"> - dress up for the Moon God offering ceremony - keep quiet when the monks and the elders are talking. - show respect to the monks and the 	<ul style="list-style-type: none"> - climb on the animal statues in the temple ground - refuse young rice when the elders offer it to you - litter the temple ground

	elders.	
Procedure	<ul style="list-style-type: none"> - Ask them to work in groups to complete this activity - Go over the pieces of advice with students - Make sure they understand each piece of advice before moving on - Have students work in groups to put the pieces of advice in the correct column and comment on their answers - Move around to offer help if needed - Ask them to find out the answers and compare their answers with their partners - Call on some students to write their answers on the board in front of the class - Check their answers, check their pronunciation if they read their answers and give feedback 	

Activity 6. Tom sent you an email. Read part of his email below. Write an email (80 - 100 words) to advise Tom about participating in the Ok Om Bok Festival. (10 minutes)

Goal	After this activity, students develop the skill of writing through writing an email to advise Tom about participating in the Ok Om Bok Festival
Input	Task 4 in textbook in page 55
Outcome	<p>Expected emails:</p> <p>- The first email:</p> <p>Dear Tom,</p> <p>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 elder are talking.</p> <p>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.</p> <p>Send me an email if you need more information.</p> <p>Warm regards,</p> <p>- The second email:</p> <p>Dear Tom,</p> <p>I'm happy to hear that you are going to join the Ok Om Bok Festival in Soc Trang Province. As I know, Ok Om Bok Festival, also called Moon Offering Festival is a traditional folk festival has existed for a very long time of Khmer people in Mekong Delta, especially in Tra Vinh and Soc Trang Provinces.</p> <p>Here are some advice for you about what you should and shouldn't do at that festival. First, I think you should wear trainer or shoes and comfortable clothes because maybe you will walk a lot. Remember not to refuse young rice when the elders offer it to you because it shows the gratefulness from the local people</p>

	<p>to the Moon God.</p> <p>Also, I should remind you that you must not to litter on the ground or run away from your father. It's a big festival so it will be crowded, you should be careful to not get lost. Anyway, I hope you will have a great time with your dad and enjoy the festival.</p> <p>Love,</p>
Procedure	<ul style="list-style-type: none"> - Remind students about the structure of an email - Have students write their email individually based on their answers in Task 4 and tell them that they don't need to use all the ideas in Task 4 - Ask them to pay attention to punctuation, structures, word choice, linking words, grammar points - Ask one or two students to write their emails on the board - Check their emails, correct their emails, give feedback and show the model email for the whole class

Wrap-up (2 minutes)

- Ask them to prepare for new lesson and practice listening to Task 2 at home
- Ask them to take note the mistakes about writing their paragraph in class and write a completed paragraph at home

DUYỆT CỦA TỔ TRƯỞNG

NGƯỜI SOẠN

Phạm Thị Tuyết Hoa

Đỗ Thị Thu Hằng